

BRIDGING GAPS. EMPOWERING PEOPLE FOR IMPACT.

Opportunity and Capabilities

Capacity building for job creation, investment-readiness, and alleviation of poverty



Going beyond identifying the
needed skills




SKILLBRIDGE

Bridging gaps. Empowering people for impact.

<https://weskillbridge.com>



Contents

 Why we exist and how we build relationships

 Our global perspective in local contexts

 The Skillbridge Journey

 Examples of the Skillbridge Journey

- Healthcare Quality
- Regenerative Agriculture
- Small and Medium Enterprise Development
- Global Housing

 Skillbridge Contacts

 Appendix of Skillbridge in Africa



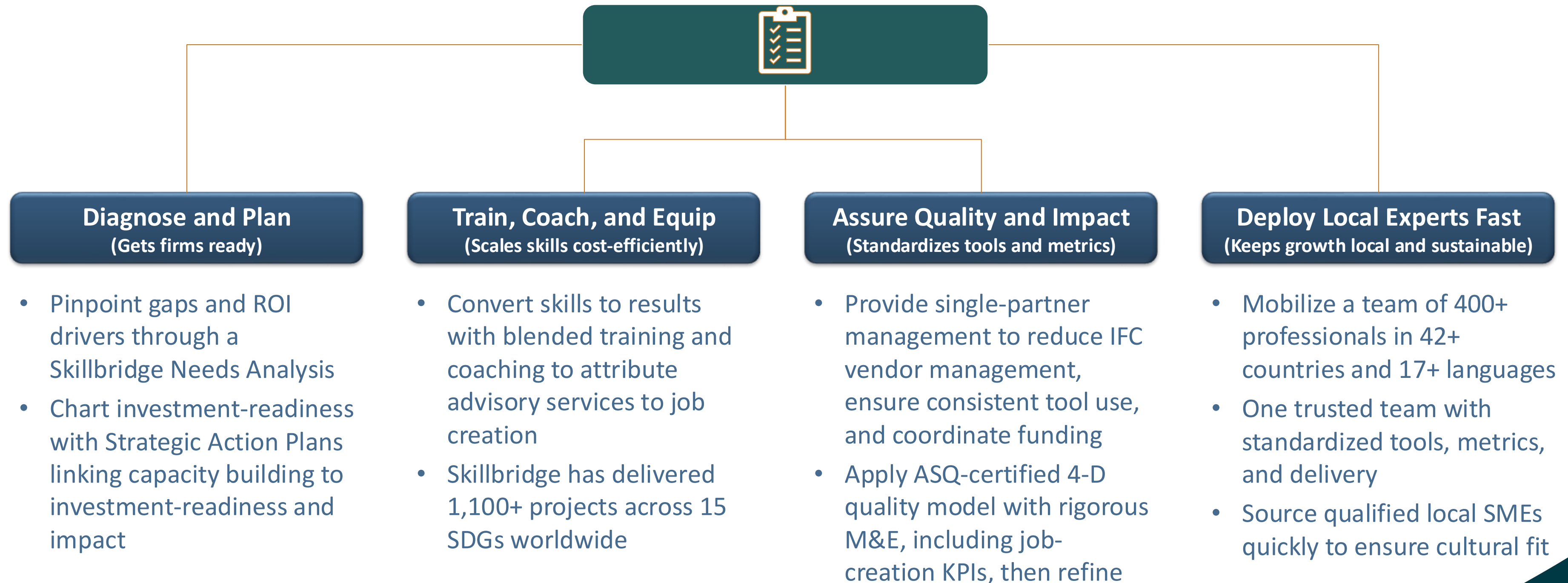
SKILLBRIDGE

Bridging gaps. Empowering people for impact.



Breadth and depth of experience supporting development for 11+ years

Cost-efficient, quality-driven methods that scale programs in FCS and create jobs



Why We Exist:

Unlocking local growth and job creation with our passion for people and proven tools and methodology for capacity building



"We're trying to change things here and look to deploy proven tools to unlock growth, to reduce fragility, and generate returns for people, for businesses, and for the global economy," Ajay Banga told reporters at his opening press briefing. "The idea is to build a Bank that delivers what is demanded: Jobs. Because a job is the best way to drive a nail in the coffin of poverty."



Our 1-pager, designed over 1 year ago, focuses on SDG #8 Decent Work and Economic Growth

Skillbridge is a unique, dynamic solutions provider with specialized expertise in capacity building for developing countries and underserved communities often facing poverty. We call our process of empowering individuals and organizations for measurable social impact in their communities **Skillbridging**.

The problem: Right now, nearly 800 million people earn less than \$2 per day, live in absolute poverty, and lack the minimal resources needed to sustain life. The psychologically crippling focus on survival that people living in poverty experience reduces their ability to grow and progress.

What is needed? Around the globe, leaders are collectively trying to address this and set a 2030 deadline through the United Nations' Sustainable Development Goals. Goal #8, Decent Work and Economic Growth, is key to alleviating poverty by supporting micro, small, and medium enterprises. According to the International Finance Corporation, these small businesses could provide 70% of the 600 million new jobs the world needs. This requires training, upskilling, and capacity building of those business owners, those seeking employment, and those training them.

Our solution: Our solution is to increase people's professional capacity and employability and the growth potential of these businesses through the three elements of our Skillbridge.

- First, we execute our solutions through a powerful arch of core services, including assessment, training, coaching, strategic action planning, measurement and evaluation, and sustainability support.
- Second, our services rest on our support beams and guiding principles by going beyond the identification of skills to understand mindsets, processes, and behaviors that we identify before implementation.
- Third, we implement this through our pillars of vetted quality and training methodologies tailored for problem-solving.

+1866.877.7562 <https://WeSkillbridge.com/>

Why We Exist

We are here to enable people and groups to make quantifiable contributions to society. Every action and choice we make is driven by this goal, which is the backbone of our mission.

Poverty Is A Global Problem

But There Is A Solution

Skillbridge Has The Answer
An Impact

We Are Honored Leaders Of SDG #8 Globally

Skillbridge's greatest and most far-reaching success centers around its work in equipping training professionals to train MSMEs, enabling them to grow, hire others to pay it forward, and create a flourishing community, alleviating poverty and replacing deprivation with solutions. Skillbridge partners with WBG/IFC and its clients as a leader in this strategy. Here is a snapshot of some of what Skillbridge has been honored to contribute to the world in support of SDG #8, which aims to promote sustained, inclusive, sustainable economic growth, full and productive employment, and decent work for all. This work can mean the difference between poverty and prosperity for the 800 million people living in absolute poverty and the millions living in relative poverty.

We exist for this purpose (website excerpt)

Driving SKILLBRIDGE : Our Passion and Relationships

Skillbridge Leadership

- Founded Skillbridge from a passion to create measurable social impact by alleviating poverty through skill building, rooted in lifelong purpose and volunteerism.
- Model the relationship-building process with the Team and Clients and measure the intentionality of relationships.
- Build trust through relationship-building to gain discretionary, passion-filled effort, influence for greater impact, and change mindsets, behaviors, processes, and cultures cascading from the team to the client to the end beneficiary.



Skillbridge Team

- Receives coaching on the Skillbridge relationship-building process and is held accountable to use it in client interactions.
- Cascades the relationship-building process into the development and delivery of capacity-building solutions, keeping the passion and people at the forefront.



Our Clients

- Respond to the warm, genuine relationship building with trust and partnership.
- Know that we embody their vision and goals as ours.
- Trust that we care about the capacity-building recipients as we act as an extension of the client.

The End Beneficiaries

- Receive learner-centric training and growth-oriented coaching.
- Feel the personalized nature of our client's passion for their growth through the extension of the Skillbridge team.



What clients and end beneficiaries say about Skillbridge:

"It was a seamless experience – the team was very professional and accommodating of changes to the team's timeline."

"Professional, flexible, and accommodating."

"Skillbridge distinguishes itself through its personal, customized approach and genuinely wanting to make a difference."

"The Skillbridge team has demonstrated commitment by going the extra mile to improve the SME user experience and paying attention to every detail."

"It was a real pleasure working with the Skillbridge team. They are professional, knowledgeable, and really believe in the impact of their work. The quality of the services provided is top-notch with attention to detail. They helped me think outside the box and consider options to improve the user experience. I highly recommend working with them!"

"They strive to understand the project's objectives and expected impacts and provide support toward achieving them."

"Seamless and frequent communication with flexibility to work with the changing project timelines."

"Highly tailored service makes you a core part of the project team".

Examples of how we do it:

- Start every communication and meeting with something personal.
- Keep relationship trackers on each team member and client to remember what they value, are passionate about, and are experiencing.
- Document our action items and calendar the action.
- Follow up with meeting notes or minutes, including next steps and the date of the next meeting.
- Build relationship management into our coaching programs.
- Treat virtual relationships and meetings like in-person ones.

Our global perspective brings expertise to local contexts.



Our way of working with our clients gives them confidence in our shared passion.

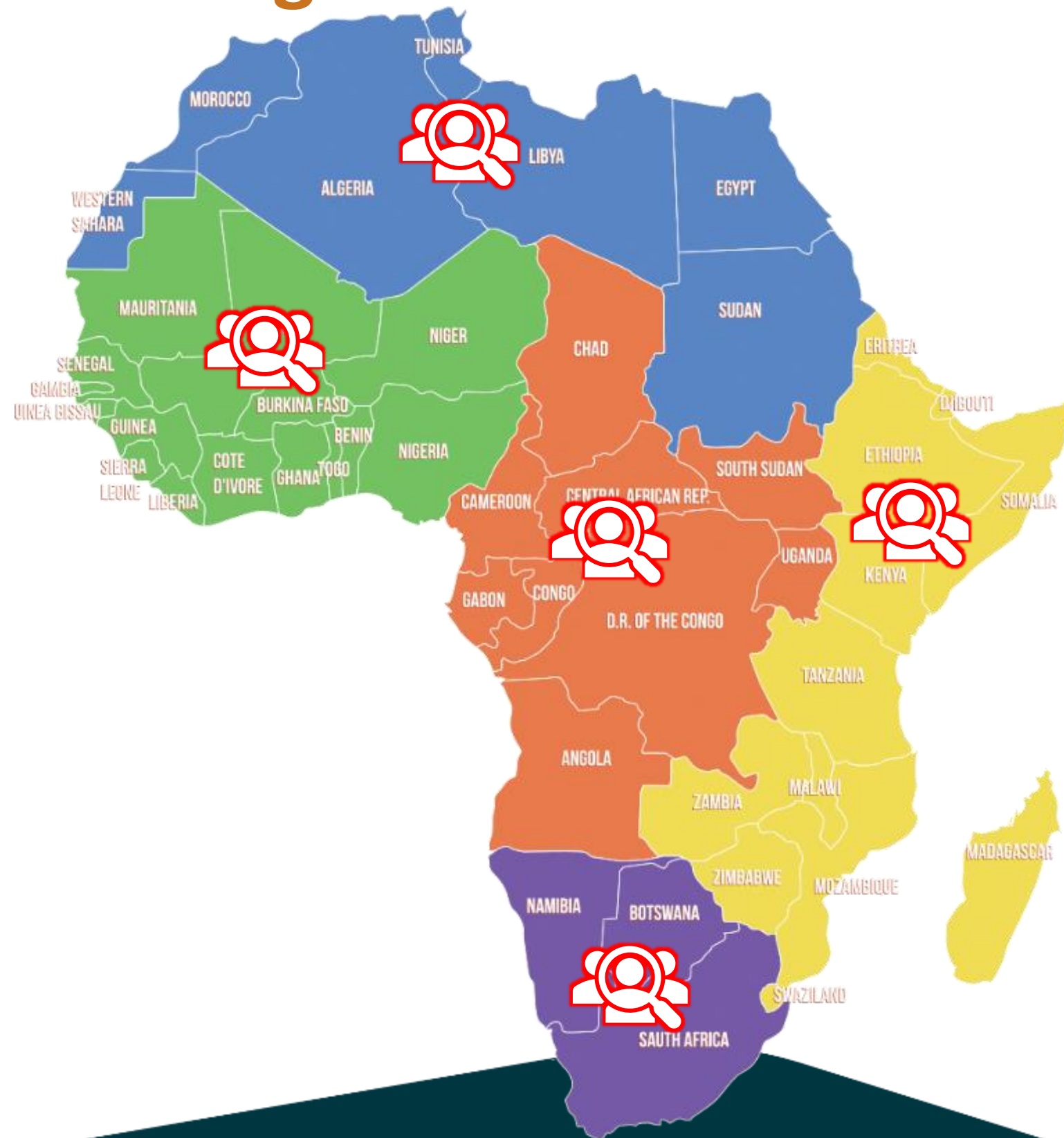
Our broad experience affords us the best practices and lessons learned to enhance programs.

Our diversity of projects demonstrates our agility in all contexts.

Our accumulated experience and ability to go beyond identifying skills to solving problems is strengthened by our 18+ years in the global market and the rich diversity of 1100+ projects we have undertaken to achieve measurable social impact. We employ this experience and expertise in our projects, leveraging it across our local teams and global delivery.

Example of Global Presence

Skillbridge in Africa: Total Coverage



At-a-Glance

- **Key Core Capabilities:** Consulting | Training Delivery | Financial Management | Management & Operations | Instructional Design | ESG
- **Local Experts:** **377 experts across 35 countries**
- **French Speakers:** 138 experts
- **Top Credentials:** Master's & Doctoral degrees; IFC-LPI/TPMA trainers; ACCA; PMP; Certified Master Trainers; MBA

Click each region to discover how **Skillbridge** drives impact across **Africa**.

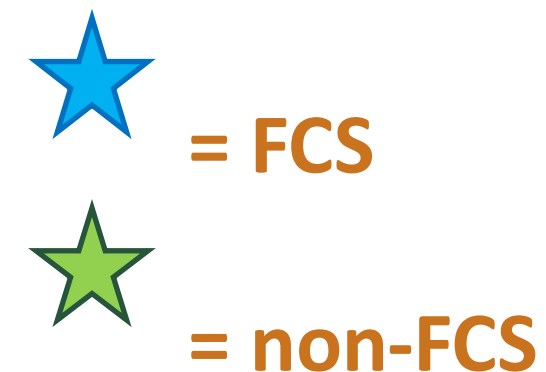
Skillbridge in Africa:

FCS Countries



Our **377** local experts throughout Africa can quickly be deployed to nearby **FCS** countries.

Click each star to see a snapshot of Skillbridge across Africa.



Skillbridge Delivers in Africa



In Africa, we can:

- Mobilize **377 local experts quickly and cost-effectively** through our HR team
- **Streamline** and standardize all training
- Monitor **quality** and provide **strong oversight**
- Manage and coach the **expert network**
- Build **on-site** leadership and **QA teams**
- Work efficiently—**worldwide**, not just in the U.S.

We handle the details so you can focus on **impact**.

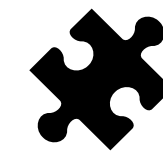
In a DFI-funded Global Housing program, **Skillbridge closed every gap, overcoming the reasons projects otherwise fail.**

WHY DO PROJECTS FAIL TO IMPACT INVESTMENT READINESS and JOB CREATION?



Failing to fully analyze

Failing to analyze the need or approach for necessary methodologies thoroughly.



Focusing on one solution

Focusing on one solution for a need without going beyond identifying the necessary skills to understand the complexity of the gaps.



Relying only on training

Relying on learning methods alone without accounting for the contexts for impact and sustainability.



Missing quality

Missing the quality support and approach to problem-solving.

THE SKILLBRIDGE JOURNEY

Pathway to Investment Readiness and Job Creation



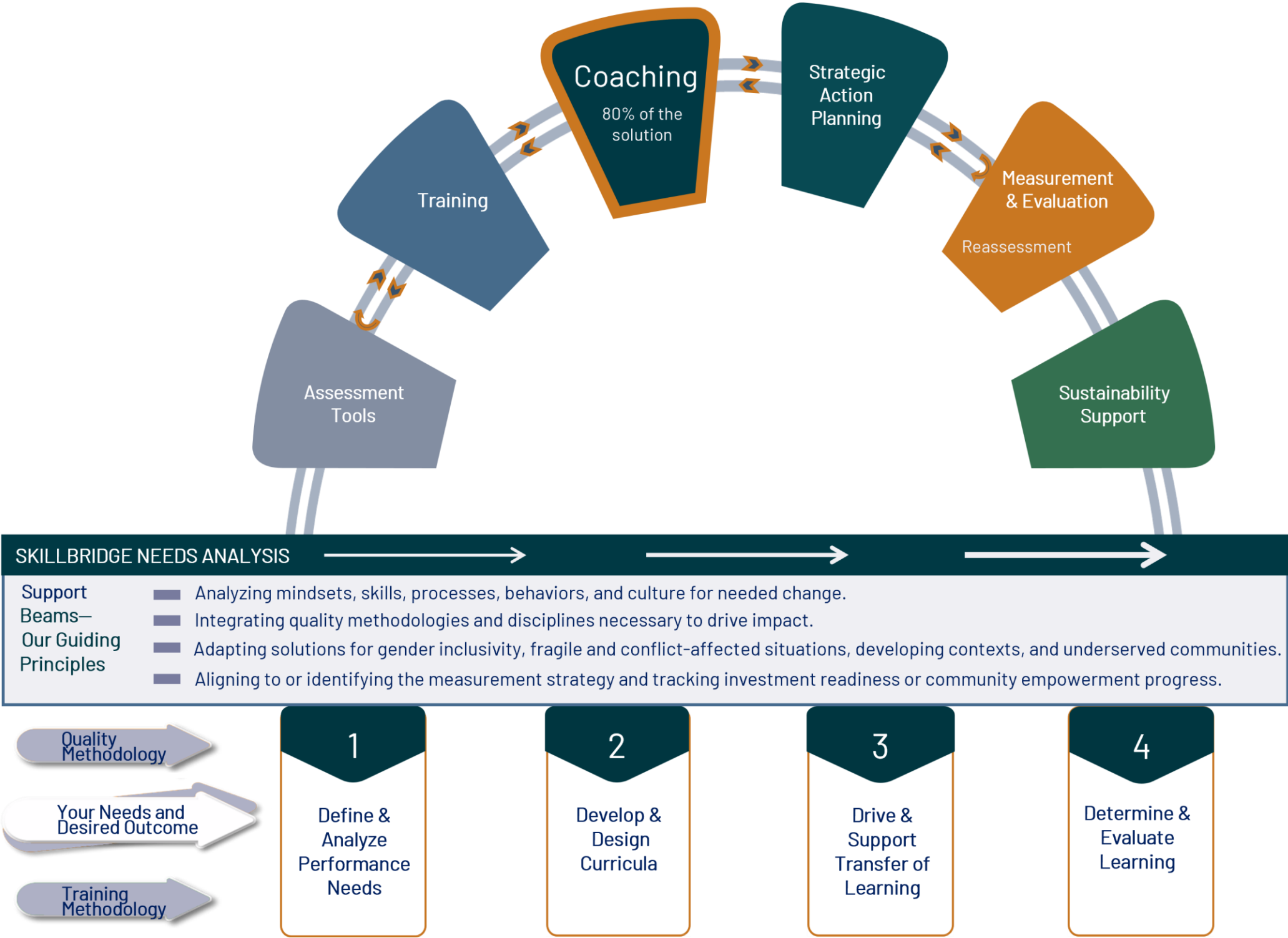
When a powerful arch (sequence of services) is supported by strong beams (guiding principles) and pillars (methodologies), measurable social impact can be achieved. This is our Skillbridge, our approach to capacity building.

Goal #8, Decent Work and Economic Growth, is key to alleviating poverty by supporting micro, small, and medium enterprises. According to the International Finance Corporation, these small businesses could provide 70% of the 600 million new jobs the world needs. This requires training, upskilling, and capacity building for those business owners, those seeking employment, and those training them.

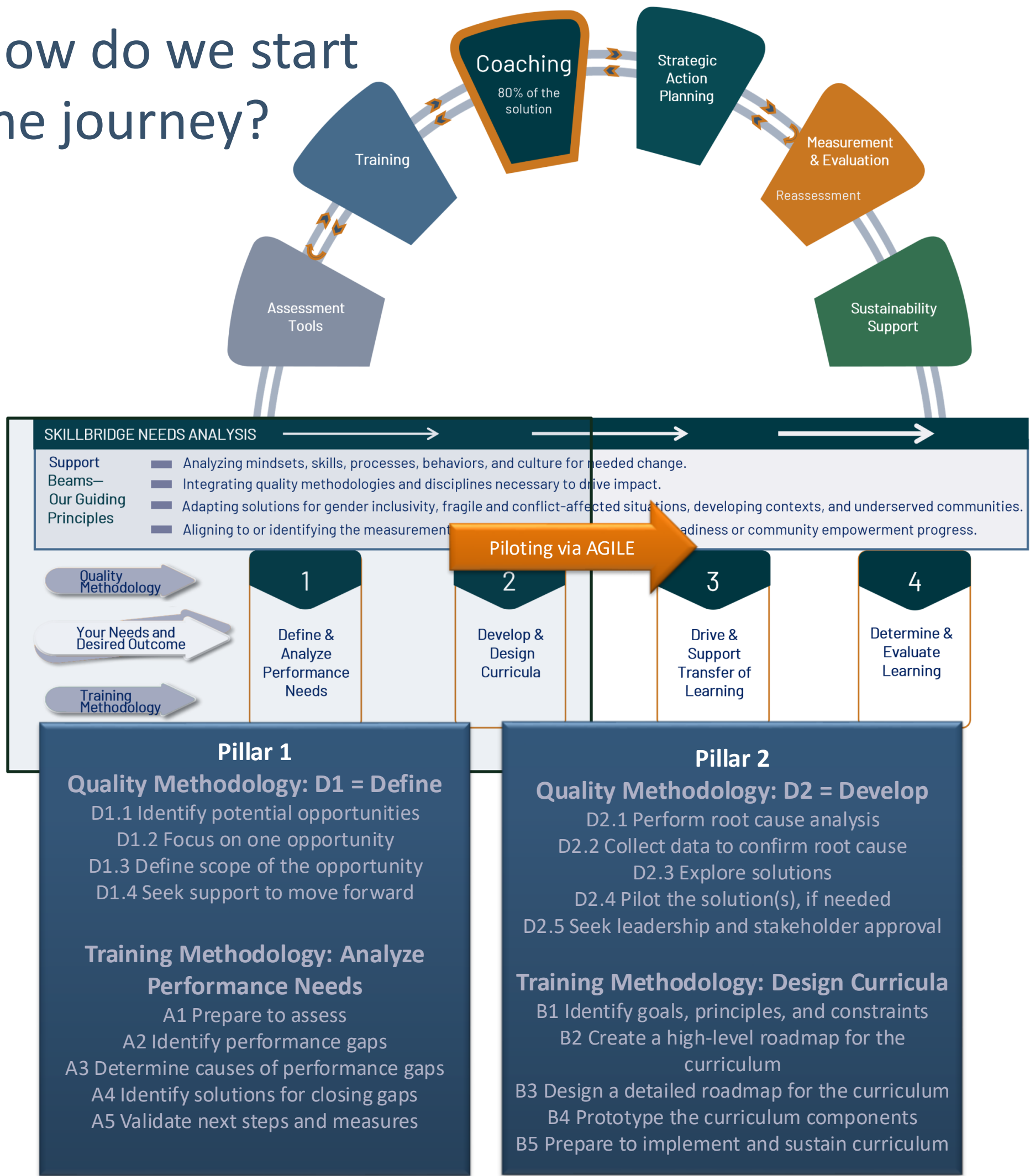
[For more information on our technical expertise, click here.](#)

Our solution is to increase people's professional capacity, employability, and the growth potential of businesses through the 3 elements of our Skillbridge.

- Our services rest on our support beams of guiding principles by going beyond the identification of needed skills to understand mindsets, processes, and behaviors that we identify before implementation.
- We implement the journey through our pillars of vetted quality and training methodologies tailored for problem-solving.
- We execute our solutions through a powerful arch of core services, including assessment, training, coaching, strategic action planning, measurement and evaluation, and sustainability support.



How do we start the journey?



Working with you to understand your project goals

Curious assessment to discover what has already been assessed, done, or planned. We work with our clients as a solutions provider and capacity-building expert, examining the project through the lens of our support beams in a sequential manner. We evaluate and analyze it using Pillars 1 and 2 to gain a deeper understanding of what has been done and provide recommendations based on our expertise, complementing your strengths and raising awareness of any factors that may hinder your progress toward achieving your goals.

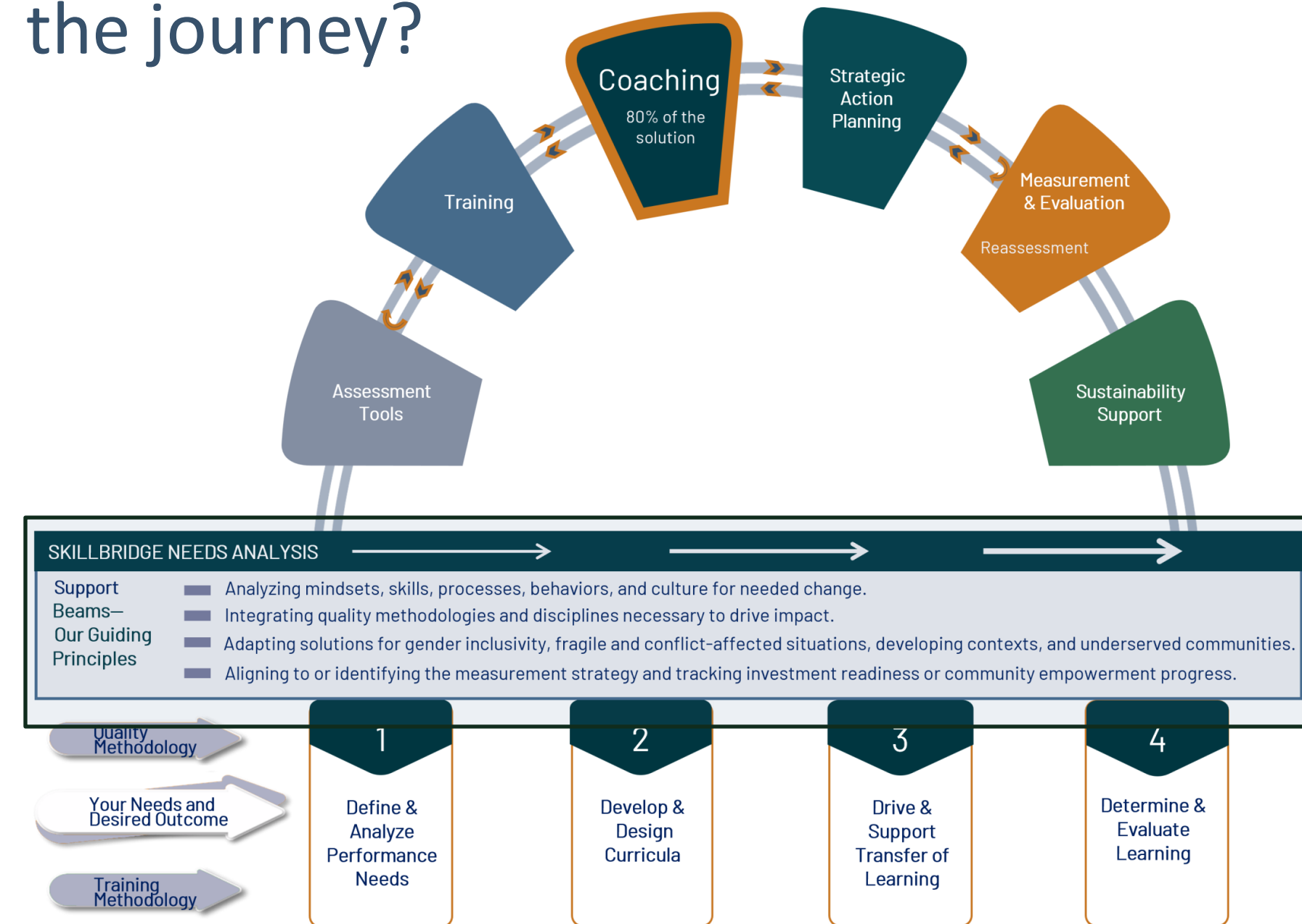
We offer you a capacity-building score and make recommendations to enhance job creation and investment-readiness, gaining your approval to move forward.

We will execute the solutions you agree with through our powerful arch of core services.

Available Service: Full Skillbridge Needs Analysis

Before embarking on the Skillbridge Journey, we identify gaps and opportunities by defining and analyzing performance and community needs. The output is a Skillbridge Needs Analysis, a complete report highlighting a clear way forward by identifying and prioritizing the most impactful actions to drive the project's success. Projects often skip the needs analysis, but for Skillbridge, it is the key that allows us to define the client's starting point and desired state. From there, we can confidently move forward onto the Skillbridge.

What supports the journey?



Support Beams—Our Guiding Principles

Our services rest on our support beams and guiding principles by going beyond the identification of skills to understand mindsets, processes, and behaviors we identify **before** implementation.

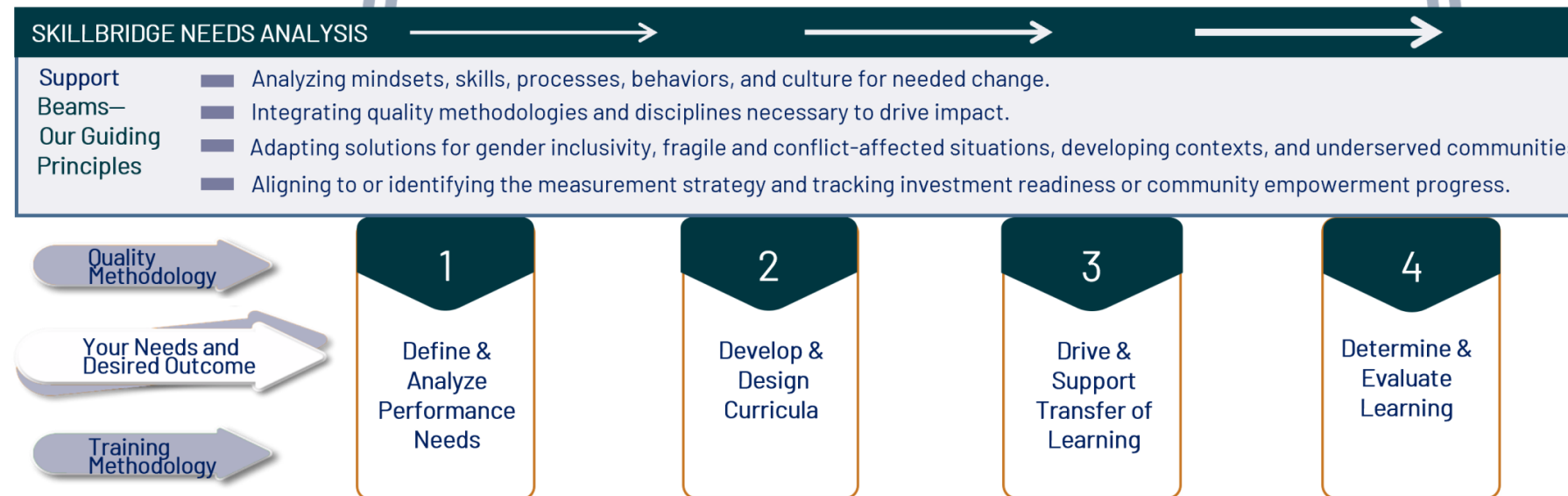
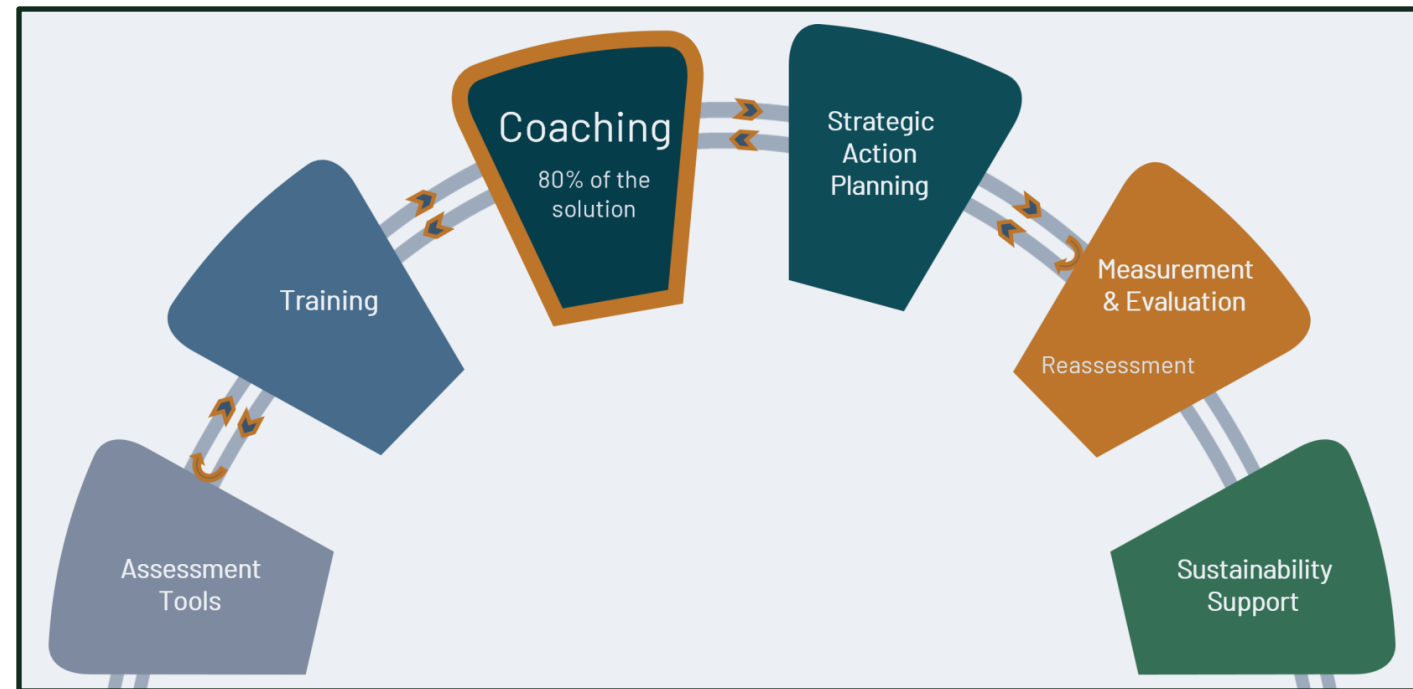
These beams are integral to our Skillbridge Needs Analysis and are **carried through the project to ensure the project's effectiveness and drive measurable social impact.**

We understand that to be truly effective and transformational, Skillbridging requires an integrated delivery. The success of the Skillbridge Journey is only possible because of, in part, the guiding principles that ensure measurable social impact.

Supporting the beams are our:

- Team of human resource professionals bringing human capital for specific project needs, specializing in local talent to provide cultural fit and help the project teams understand mindsets and behaviors.
- Team of measurement & evaluation experts that leads the implementation of the quality methodologies and disciplines and guides the alignment of the project to the measurement strategy.
- Team of instructional design experts with deep experience in gender inclusivity and FCS situations in developing countries and underserved communities.

What do we offer?



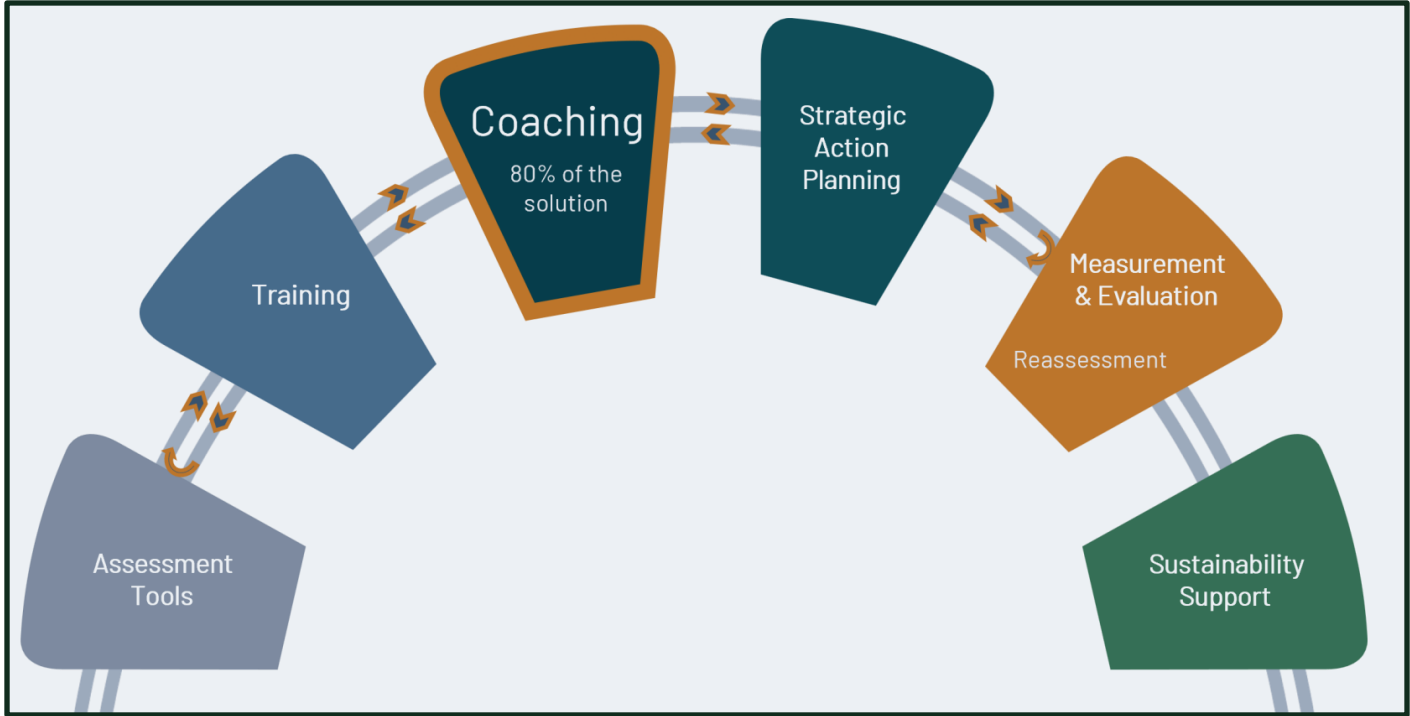
Powerful Arch of Core Services

Once we have analyzed the results of the Skillbridge Needs Analysis, we can recommend a powerful sequence of services to our clients to meet their needs for measurable social impact.

Ideally, we see capacity building most effectively accomplished by following the powerful sequence of core services. We know that some clients have implemented parts of the arch, and we seek to understand and provide support.

- **Assessment Tools:** We develop or enhance the assessment for projects, teams, organizations, or beneficiaries to gather and use meaningful baselines throughout capacity building to drive measurable results. We develop low-tech and cloud platform-based assessments.
- **Training:** We develop and deliver tailored training solutions (for eLearning, blended, and in-person training) to train the trainers and participants using an interactive approach for strong learner application.
- **Coaching:** We develop customized coaching programs for projects, teams, and organizations. We train your coaches to drive continuous improvement and achieve measurable results.
- **Strategic Action Planning:** We develop and implement strategic action planning to drive measurable results from assessment through training and coaching to reassessment.
- **Measurement & Evaluation:** We develop, enhance, or retrofit your measurement and evaluation strategy to measure high impact.
- **Sustainability Support:** We provide enhancements or maintenance of Skillbridge services, event planning and facilitation, graphic and branding support, reporting, vendor management, sales enablement, and other continuous improvement services on a subscription basis.

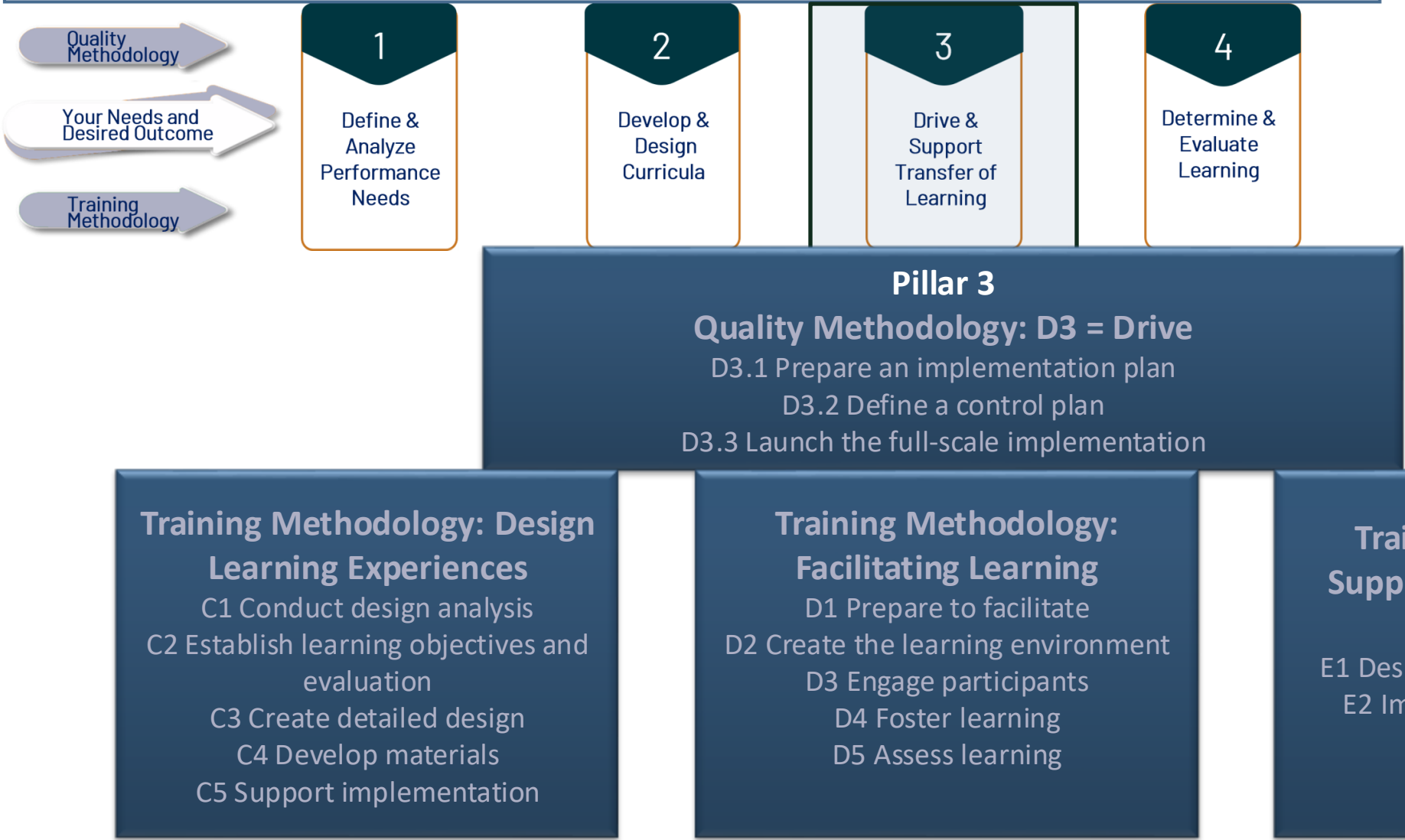
How do we implement?



Implementing Capacity-building Solutions

We implement our solutions following our integrated quality and training methodologies.

SKILLBRIDGE NEEDS ANALYSIS	
Support	Analyzing mindsets, skills, processes, behaviors, and culture for needed change.
Beams—	Integrating quality methodologies and disciplines necessary to drive impact.
Our Guiding	Adapting solutions for gender inclusivity, fragile and conflict-affected situations, developing contexts, and underserved communities.
Principles	Aligning to or identifying the measurement strategy and tracking investment readiness or community empowerment progress.



How do we measure?

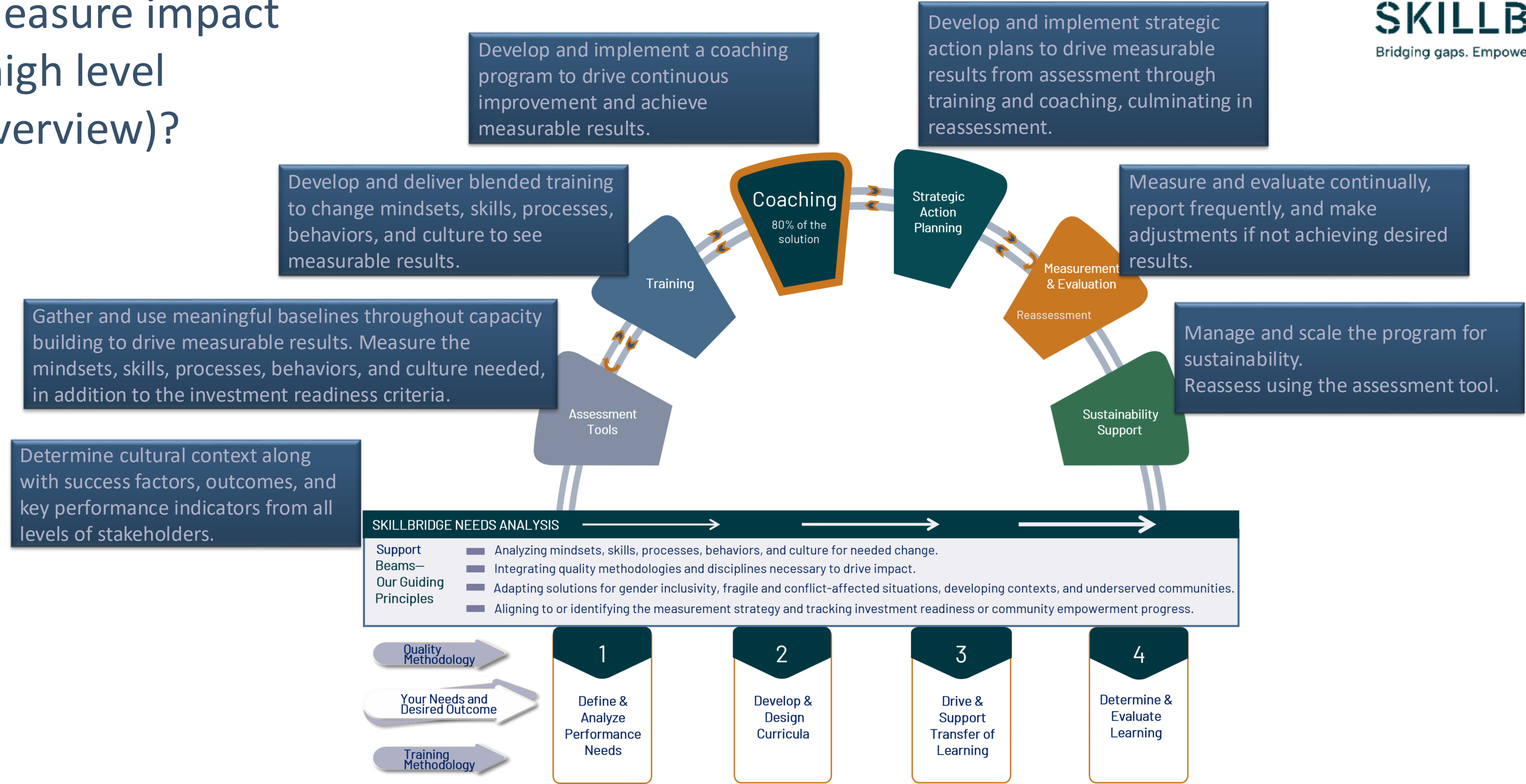


Measuring Impact

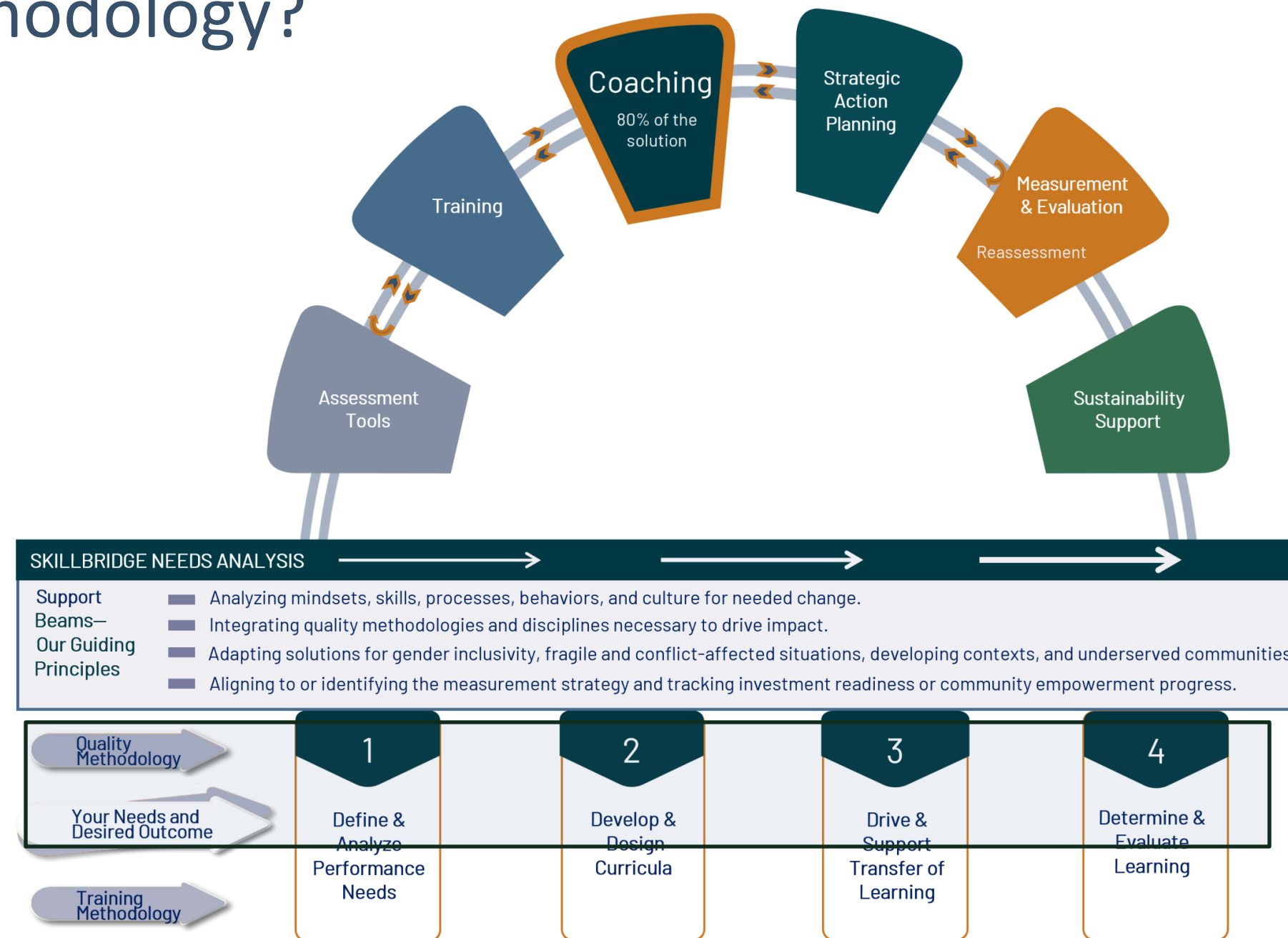
We begin with the goal of measuring impact, working toward it from the needs analysis through to sustainability using both our 4th D (Determine) and our training methodology to evaluate. This prepares the project to demonstrate impact for the implementation completion and results report and, more importantly, impact the beneficiaries.

The next slide shows a high-level view of attribution and measurement throughout the Skillbridge.

How do we measure impact (high level overview)?



What is our quality methodology?



4D Quality Model for Problem-solving

Our quality model is:

- Based on the American Society for Quality (ASQ)
- Led by a certified ASQ Expert Quality Driven Manager and a certified Project Management Professional (PMP)

Not only is the 4D Quality Model our project implementation model, but it is also a problem-solving model we use within a project to address both simple and complex issues.

It is based on an integrated approach of the following methodologies:



QDM: Quality-driven management

ISO: Standards and compliance

Lean: Production practice with process improvement

Baldrige: Formal recognition for performance excellence and organizational management

Six Sigma: Approach and tools to improve the quality of outputs by identifying and removing the cause of errors

PMP: Project management



Example: Healthcare Quality



IFC

**International
Finance Corporation**
WORLD BANK GROUP

Quality Healthcare

Creates:

- Healthier workers and communities (longevity and mortality)
- Better environment for meeting regulations and attracting insurance
- More productive time for family members with those in the hospital due to better care
- Economic sustainability within the communities
- Adaptability to handle large-scale infectious disease situations
- Investable healthcare facilities

Alleviates poverty for:

- Families that would have lost a family member or a family member's productivity due to poor healthcare, continued illness, or loss of life
- Families that would have spent productive time caring for a family member inside or outside of a healthcare facility
- Those the facility employs
- The community

Requires capacity building for:

- Healthcare Quality Leads
- Healthcare facility employees
- The consultants assessing, training, and coaching them

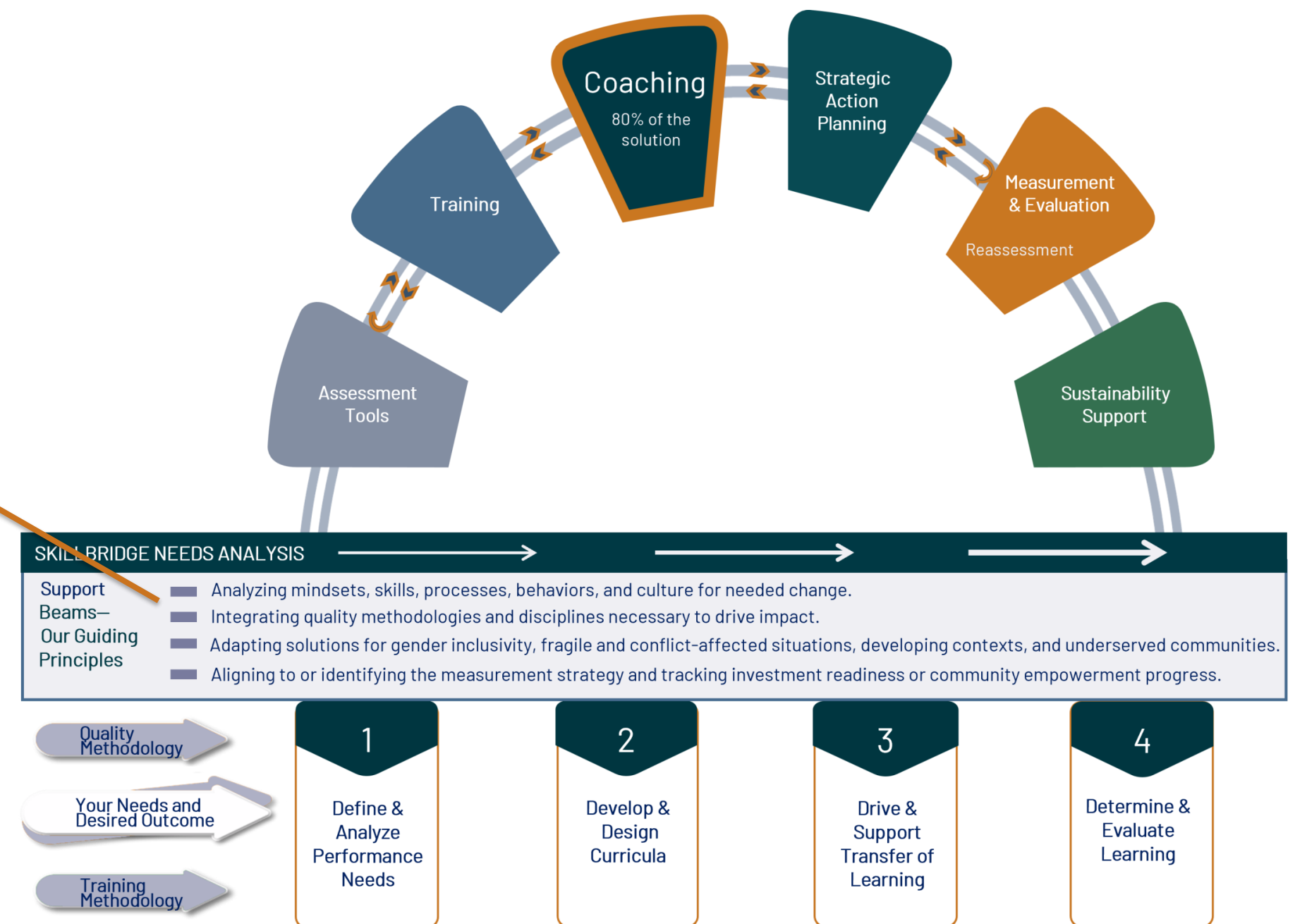
How do we weave our guiding principles through the project to drive success and create jobs?

Assessing and analyzing mindsets, skills, processes, behaviors, and culture for needed change

Healthcare Quality example:

Given that capacity building requires change in mindsets, skills, processes, behaviors, and cultures, we ...

- **In Needs Analysis:** Interviewed IOs and quality consultant experts to understand the global need, developmental finance, barriers to quality, pain points of consultants, and hospital mindsets.
- **In Assessment Tool:** Enhanced and digitalized the assessment tool to help the process flow for consultants and more informative for the hospital, including the “why.”
- **In Training:** Utilized adult learning theories and activity-based training to change mindsets and behaviors, getting at the “why.”
- **In Coaching:** Included contracts of willingness in the coaching process. Trained coaches to overcome bias to advise.
- **In Strategic Action Planning:** Created, trained, and coached to motivate and document change through strategic action planning.
- **In M&E:** Included measurements of changes in these categories from assessment to reassessment.
- **In Sustainability Support:** Continue supporting change with ongoing support for Assessor/Coaches.



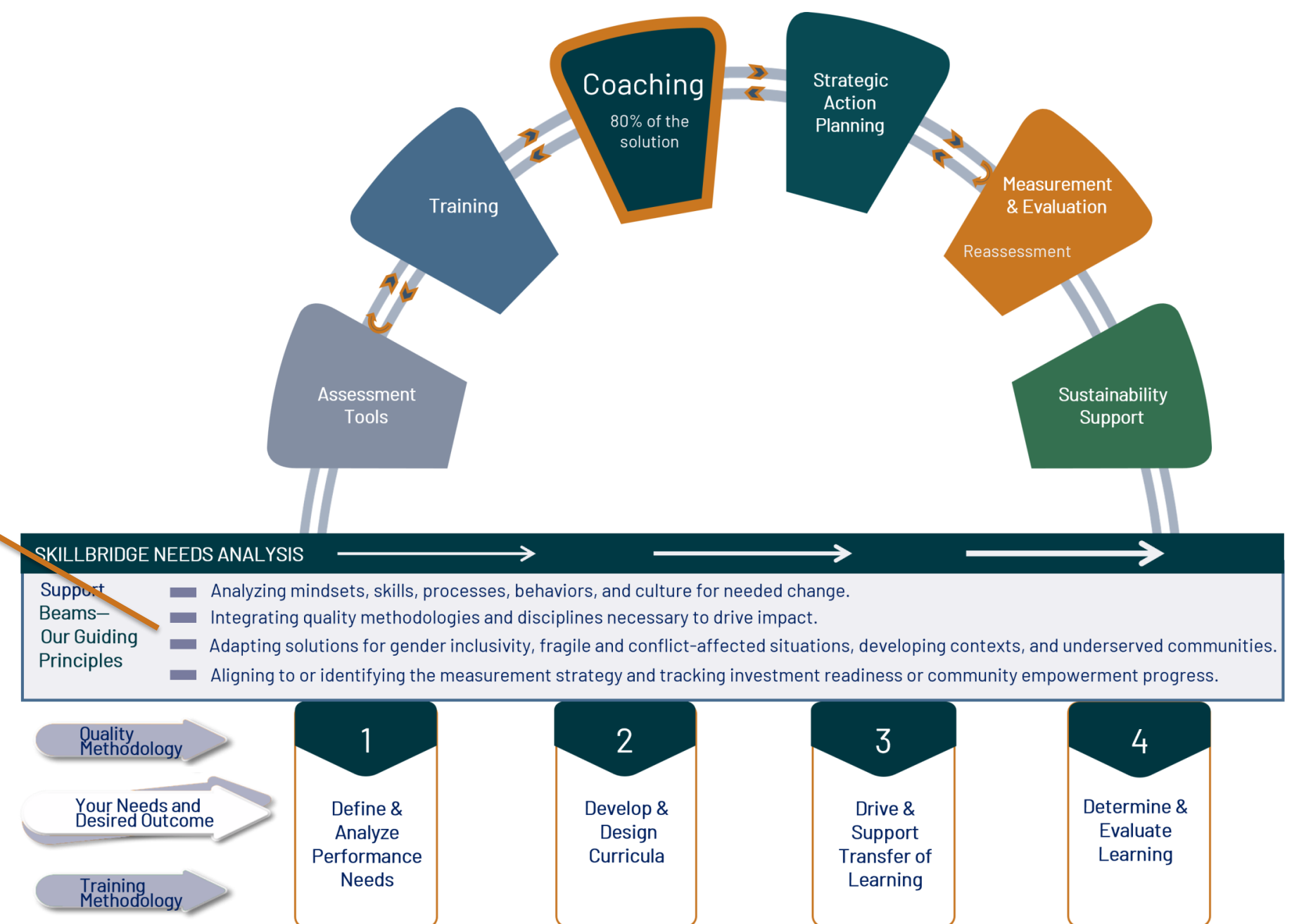
How do we weave our guiding principles throughout the project to drive success and create jobs?

Integrating quality methodologies and disciplines necessary to drive impact

Healthcare Quality example:

Given that capacity building in emerging market medical care is complex and vital, it requires quality methodologies and disciplines to drive impact, so we...

- **In Needs Analysis:** Followed our 4D Quality model's Define and Develop steps alongside the Analyzing Performance Needs training step to fully understand root causes, possible solutions, and engage all stakeholders. This occurred at various points during the project when Skillbridge was involved.
- **In Assessment Tool:** Used quality to assess the assessment process, remove roadblocks, and bring efficient quality to the process.
- **In Training:** Incorporated quality tools and processes into the quality training and adapt training for varying delivery.
- **In Coaching:** Equipped coaches with information to prioritize actions for the most impact.
- **In Strategic Action Planning:** Included reporting directly into action plans delivered with the report to the client for immediate prioritizing and action.
- **In M&E:** Included ongoing reporting throughout the process to measure incremental results and show trends.
- **In Sustainability Support:** Conducted follow-on sessions with project leads on quality and coachable influence metrics.



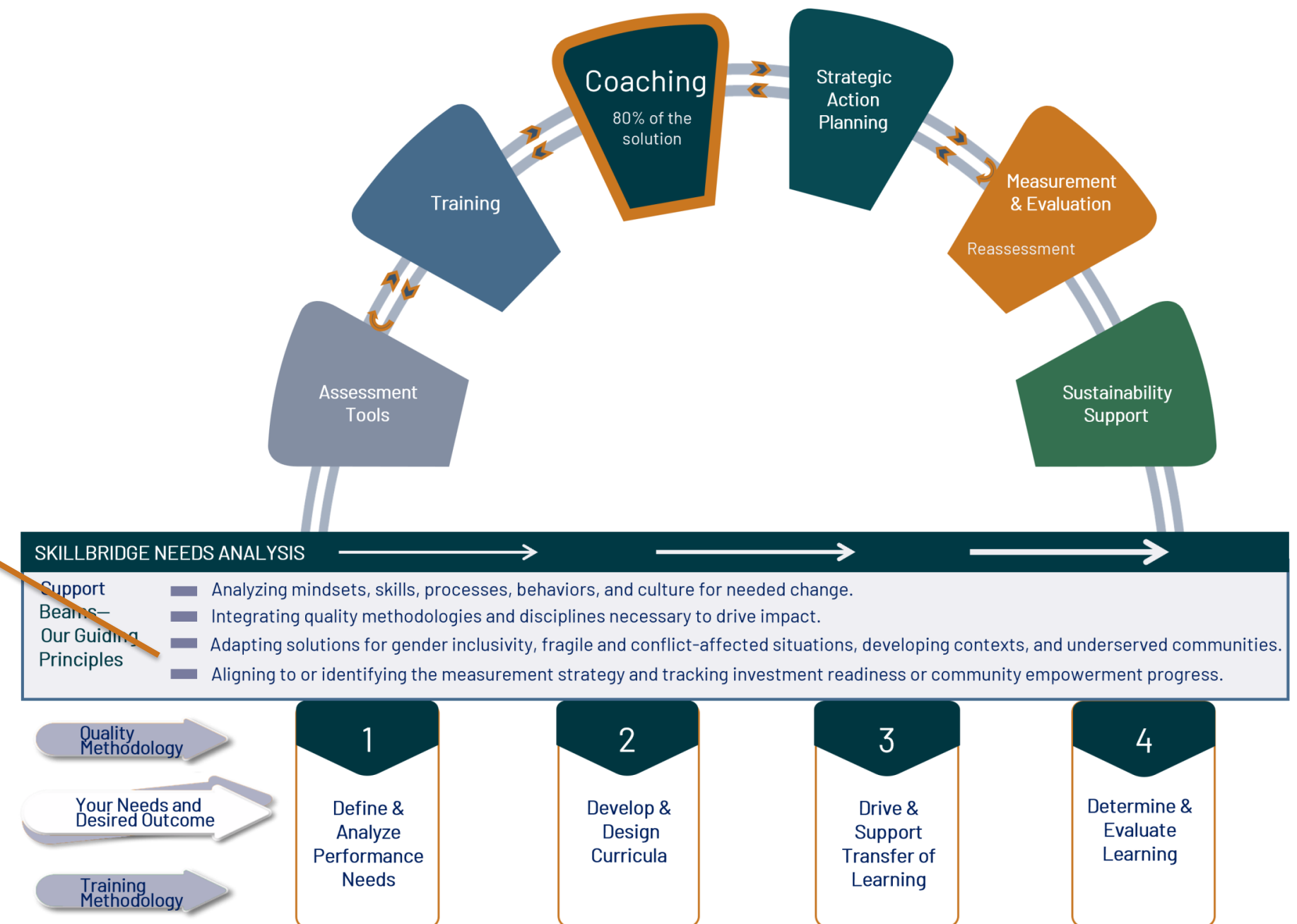
How do we weave our guiding principles throughout the project to drive success and create jobs?

Developing and adapting solutions for gender inclusivity, fragile and conflict-affected situations, developing contexts, and underserved communities.

Healthcare Quality example:

Given that adapting to FCS and gender considerations is critical in these contexts, we ...

- **In Needs Analysis:** Used the FCS and Gender Supplement (IFC Guide to Training) considerations and questions to better understand the healthcare quality crisis.
- **In Assessment Tool:** Created inclusive assessment questions and adaptable reporting.
- **In Training:** Developed and delivered content in a culturally relevant manner to ensure complete learning transfer and application, including localization.
- **In Coaching:** Coached and adapted the coaching framework for the FCS context. *(future)*
- **In Strategic Action Planning:** Accounted for FCS limitations in forecasting how much can be accomplished in the context and delivered training in a blended, virtual format.
- **In M&E:** Accounted for FCS measures, limitations, and fluctuations in targets.
- **In Sustainability Support:** Adapted for specific contexts and emerging conditions with other modes of capacity building.



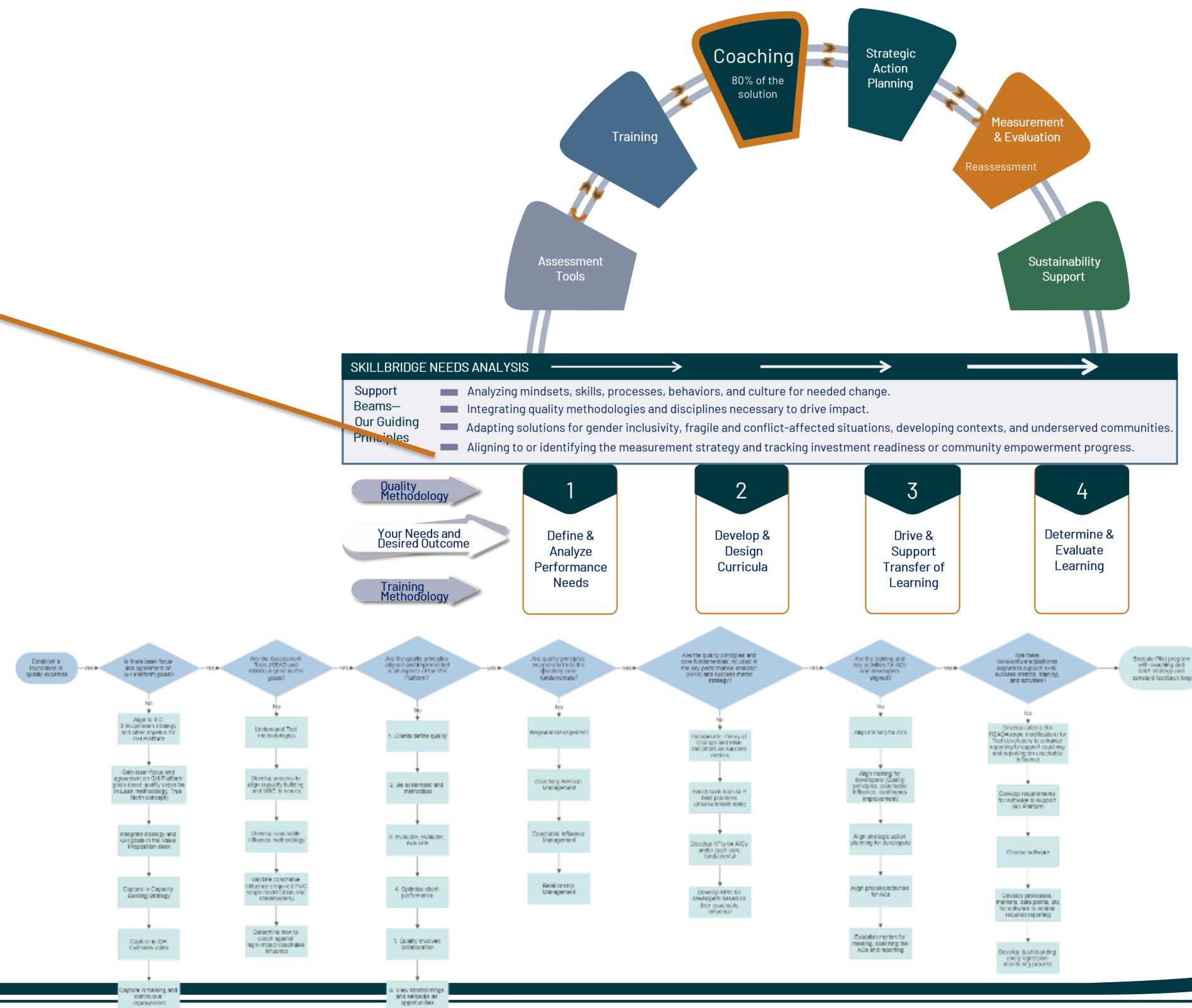
How do we weave our guiding principles throughout the project to drive success and create jobs?

Aligning to or identifying the measurement strategy and tracking investment readiness or community empowerment progress.

Healthcare Quality example:

Given that aligning with AIMM and Impact Investing Principles, in addition to tracking investment readiness and job creation, is critical to increasing healthcare quality, we...

- **In Needs Analysis:** Assessed current AIMM and other targets as well as project goals.
- **In Assessment Tool:** Enhanced three assessments to assess, monitor, and prioritize to reach program targets and goals digitally. Coordinated with IOs to link investment-readiness with the Rapid and Full assessments.
- **In Training:** Built awareness of goals with Assessor/Coaches and processes to track.
- **In Coaching:** Built tracking and reporting mechanisms into the coaching platform (SmartSheet)
- **In Strategic Action Planning:** Tied action planning to What If to measure progress and forecast progress toward investment readiness. (*Future*)
- **In M&E:** Developed M&E strategy to monitor KPIs and provide ongoing reporting for IO use. (*Future*)
- **In Sustainability Support:** Established mechanisms to track long-term growth in investment readiness in partnership with IOs.

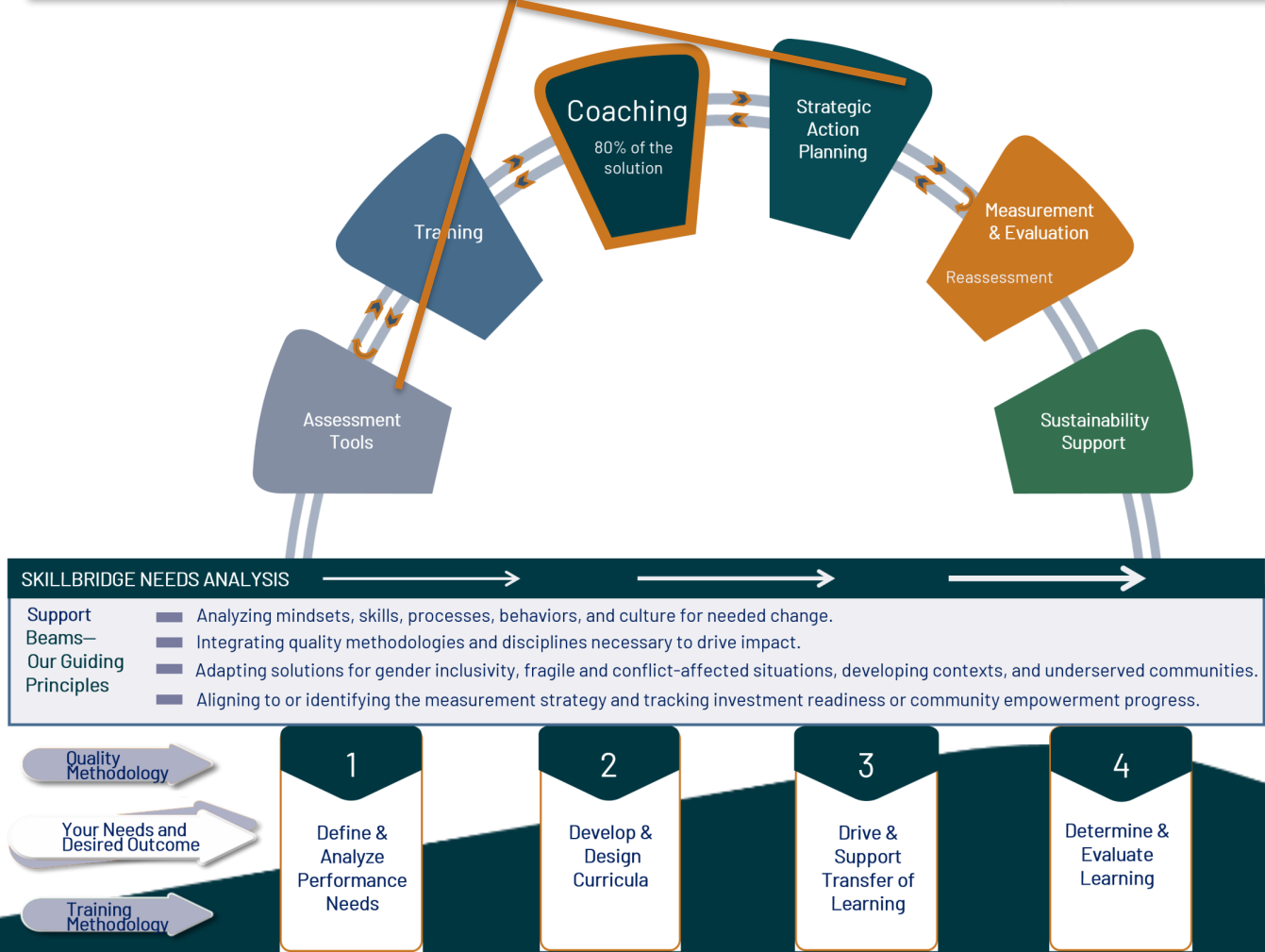


Attribution to Job Creation and Investment Readiness Example

Step 1 in the Arch of Core Services: Assessment Tools

Healthcare Quality example: Assessment Tool

- Uncovered gaps in the already-developed tools that did not link to training, coaching, and M&E.
- Created major efficiencies in the assessment and reporting processes.
- Digitalized the process, including the assessment and reporting.
- Enhanced reporting to provide IOs, program, trainer, coaches, and hospitals best practices and actionable information.
- Provided the recommended base actions on which to build the Strategic Action Plan.



IFC Healthcare Quality Rapid Assessment

Please answer the following questions. You may **Save and Continue** at any time.

Introduction

Next Steps

QPS: Incident Management

IPSG: Effective Communications

IPSG: Safe Surgery

IPSG: Falls Prevention

EPFR: Informed Consent

EPFR: IVF

MMU: Organization & Management

MMU: Administration

PCI: Infection Control Management

PCI: Patient Triage and Isolation

PCI: Laundry

Governance Leadership and Direction

FMS: Emergency Preparedness

Human Resources

Executive Summary

QPS: Quality Program

IPSG: Patient Identification

IPSG: High-alert Medications

IPSG: Hand Hygiene

EPFR: Patient's and families' rights

EPFR: Organ Donation

EPFR: Clinical Trials

MMU: Prescription and Preparation

MMU: Emergency Medication

PCI: Operating Room and Sterilization Unit

PCI: Kitchen

PCI: Waste Management and Environmental Cleaning

FMS: Facility Management Program

FMS: Equipment Maintenance and Construction

Introduction

- Sanitizers** are full and functioning.

Opportunity(ies) for Improvement:

- There are no formal documents on hand hygiene, and some of the written documents are missing.
- The implemented infrastructure does not fully meet the requirements for hand hygiene.
- Monitoring is not conducted, and there is no regular measurement system or corrective action.
- Measurements are incomplete or wrong, are not analyzed, or are not subject to corrective action.

Recommendation(s):

- Develop written documentation on hand hygiene.
- Establish a hand hygiene infrastructure that meets the requirements.
- Develop an effective process of monitoring and measuring compliance regularly.
- Measure hand hygiene compliance regularly to analyze the trends for needed corrective actions.]

Suggested Resource(s):

- IFC self-paced course: [Implementing a Hand Hygiene System to Prevent the Spread of Infectious Diseases](#)
- [Hand Hygiene](#), Johns Hopkins Medicine, link available as of 3.6.24
- [Educate: Developing Knowledge and Skill in Hand Hygiene](#), CDC, link available as of 3.6.24
- [Hand Hygiene](#), CDC, link available as of 3.6.24

IPSG: Hand Hygiene

Hand Hygiene good practices observed:

- ☐ There are policies and procedures on hand hygiene.
- ☐ The implemented infrastructure fully meets the requirements for hand hygiene.
- ☐ Staff are trained on hand hygiene.
- ☐ There is a process for watching how staff wash their hands and a system of regular measurement.
- ☐ Correct action is taken based on the analyzed hand hygiene measurements.
- ☐ Additional Observations

Dirty hands are considered to be the primary source of infection spread in healthcare facilities. Getting a healthcare-associated infection is one of the most common risks to patients in facilities and clinics. Proper hand hygiene is central to eliminating

Infection prevention and control are i antibiotics and rising rates of health healthcare professionals.

Common (and dangerous) infectio

- Catheter-associated urinary tra
- Bloodstream infections
- Pneumonia (often associated v

The infrastructure requirements fo

- Hand washing stations in the r
- Hand washing stations equippe and well-maintained (no chips,
- Posters for handwashing and h
- Sanitizers with pumps in the ha
- Marked soaps and sanitizers.
- Displayed reminders to encour
- Sanitizers are full and functioni

Hand Hygiene opportunities for improvement:

- ☐ There are no formal documents on hand hygiene or some of the written documents are missing.
- ☐ The implemented infrastructure does not fully meet the requirements for hand hygiene.
- ☐ There is no formal training for staff on hand hygiene, or training is inadequate.

Agolix DATA CONVERTER

Full Converter

CLEAR OLD DATA

UPLOAD FILE

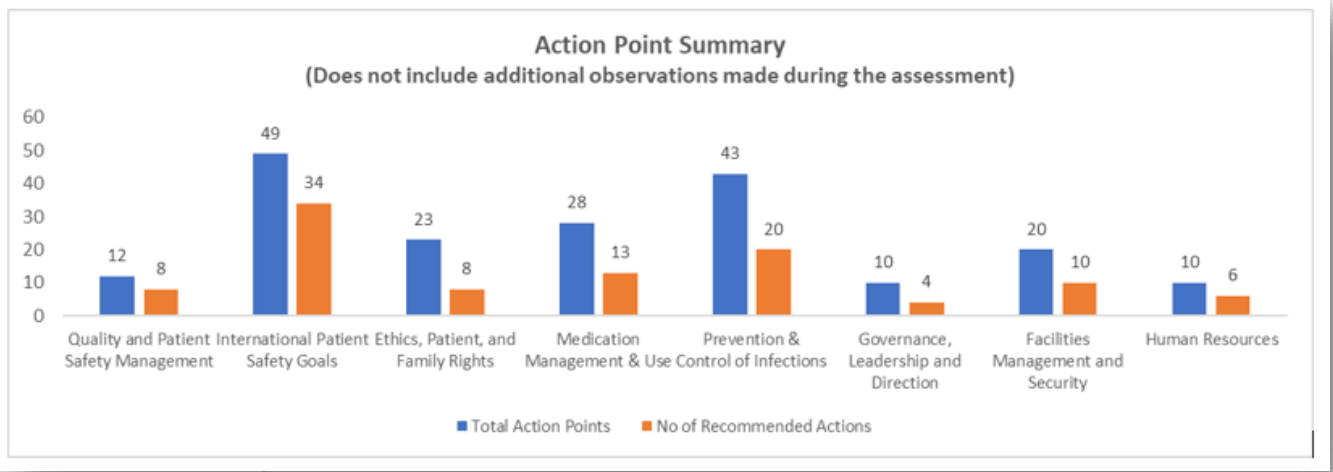
EXTRACT RECOMMENDATIONS

EXTRACT SMARTSHEET DATA

EXTRACT WORD (.DOCX) REPORT

UPDATE CHARTS AND ACT. POINTS

Dashboard Overall Output Smartsheet Input Charts



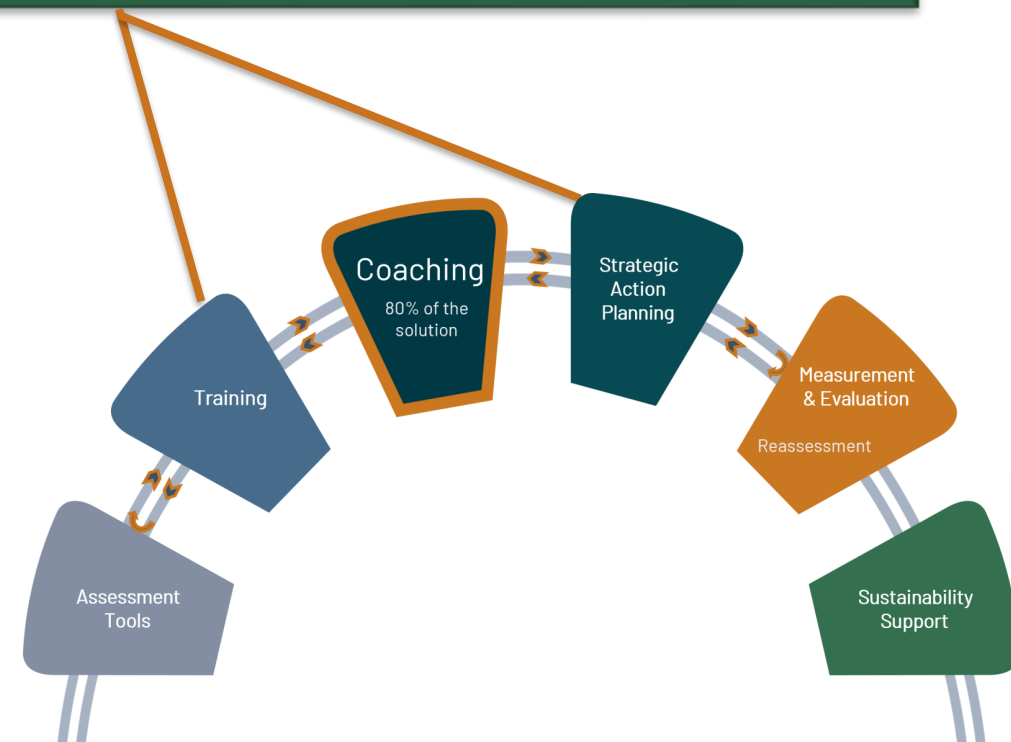
	A	B	C
1	Category	Parameter	Action
36	International Patient Safety Goals	Hand Hygiene	Establish a hand hygiene infrastructure that meets the requirements.
37	International Patient Safety Goals	Hand Hygiene	Develop an effective process of monitoring and measuring compliance regularly.
38	International Patient Safety Goals	Hand Hygiene	Measure hand hygiene compliance regularly to analyze the trends for needed corrective actions.

Attribution to Job Creation and Investment Readiness Example

Step 2 in the Arch of Core Services: Training

Healthcare quality example:

- Included synchronous, asynchronous, in-person, and virtual, and just-in-time training in a blended virtual format with toolkits and templates, including strategic action planning.
- Employed extensive experiential learning and activity-based learning.



International Finance Corporation
IPSGs

ACTIVITY:
IPSGs—Reduce the risk of HAIs


OBJECTIVE

- Identify what your hospital needs to do to meet Goal 5: Reduce the risk of HAIs.

DIRECTIONS

1. Discuss the following questions and identify gaps and action items for your hospital.

- Which guidelines does your hospital follow for hand hygiene? Where can it improve?
- What procedures and policies does your hospital have in place for reducing the risk of HAIs? What parts do the staff not follow?
- How does your hospital monitor these to ensure consistency?
- How does your hospital measure the goal?



Grouping of participants: *Small groups*

Total activity time: *10 minutes (Allocate 30 minutes for this activity to let participants work on this IPSG if you can make this workshop longer)*

Necessary supplies: *Laptops (participants bring their own) and Strategic Action Plan template (email this to them before class)*

Process:

- *Have participants open their Strategic Action Plan.*
- *Give participants 10 minutes to answer the questions listed on the slide in small groups.*
- *Remind them to figure out action items they need to add to the strategic action plan during the discussion.*

Conclusion:

- ☐ Goal 5 helps hospitals reduce the risk of HAIs. In this activity, you have worked on action items for your hospital to reduce the risk of HAIs by reviewing your current policies and procedures, the areas to be improved, and the areas that the staff does not follow, ensuring consistency in the implementation of this IPSG, and measurement of this goal.
- ☐ If you are unable to completely address adding the action items needed for this topic, add an action to address it as a group in a subsequent meeting
- ☐ Now, let's move onto Goal 6.

Implementing a Hand Hygiene Program to Prevent the Spread of Infectious Disease

0% COMPLETE

▼ INTRODUCTION

☰ Let's begin

▼ LET'S LEARN

☰ Why implement a hand hygiene program?

☰ Step 1: Establish infrastructure

☰ Step 2: Establish hand hygiene requirements

☰ Step 3: Engage staff

☰ Step 4: Measure performance

Lesson 1 of 7

Let's begin

Your patients put their trust in your hands. Make sure that they are clean.

<PROJECT NAME>

QUALITY MANAGEMENT PLAN

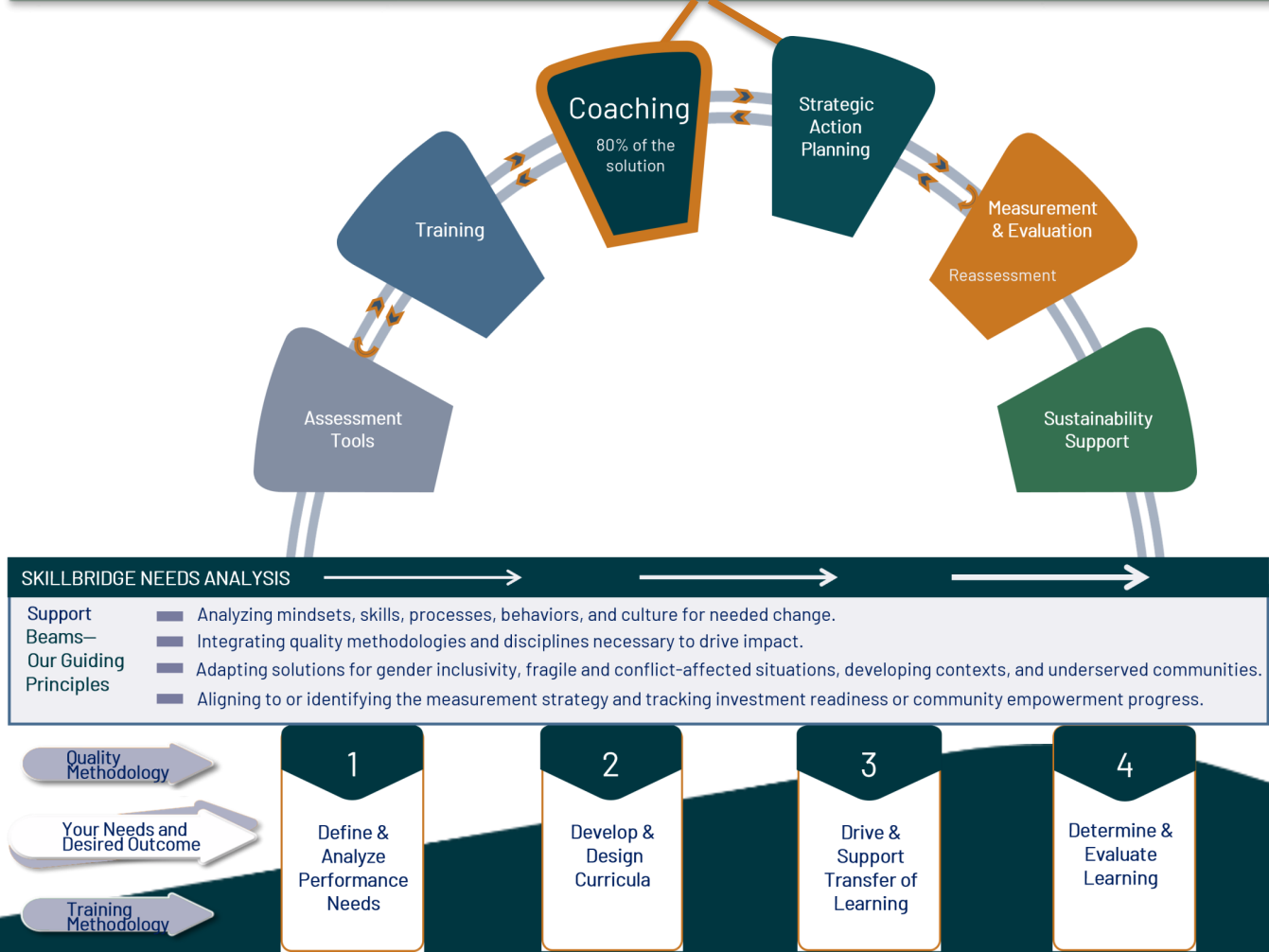
Version Number: 1.0

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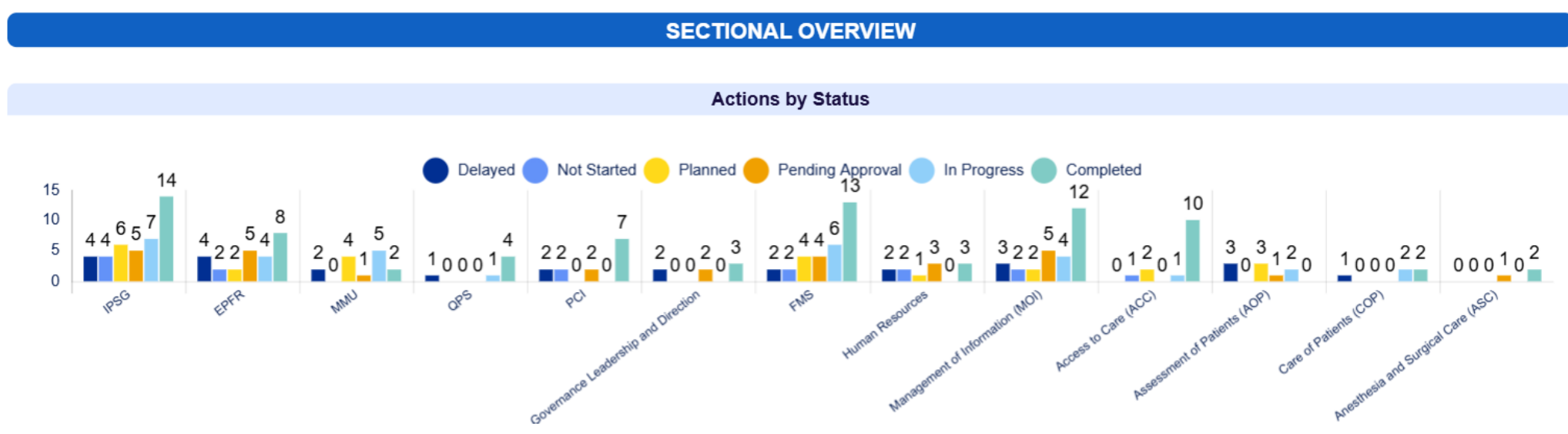
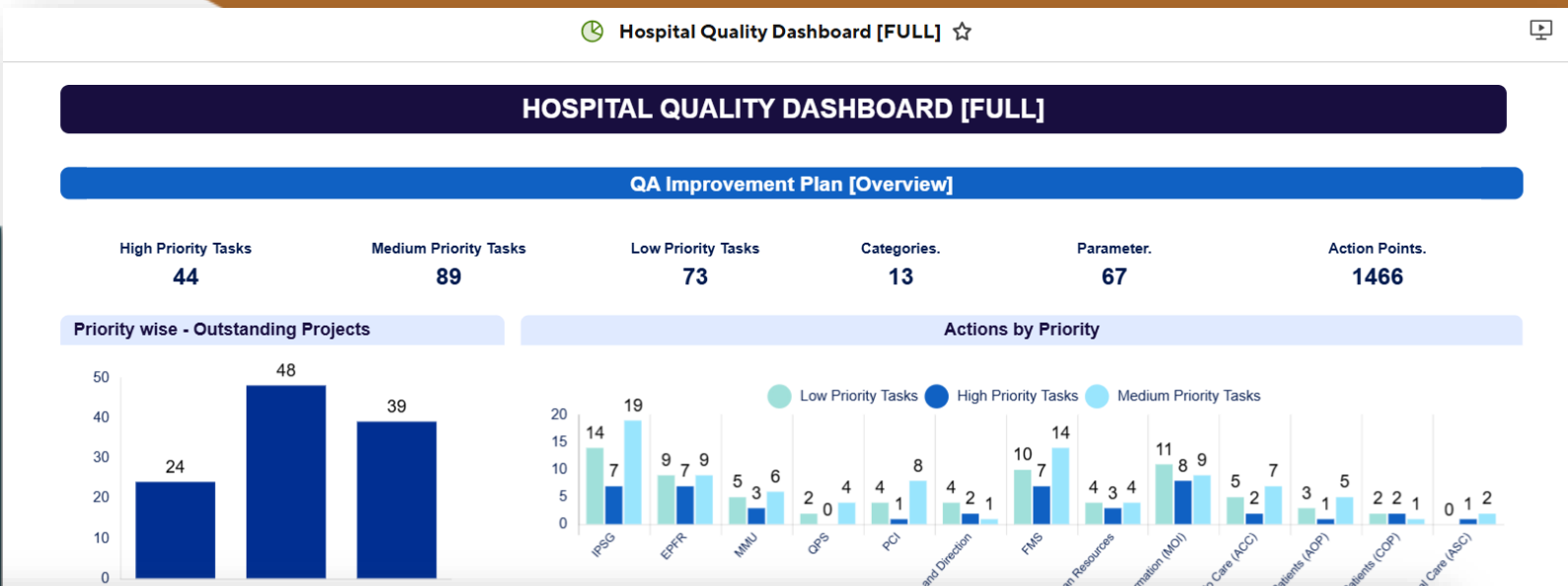
Attribution to Job Creation and Investment Readiness Example

Step 3 in the Arch of Core Services: Coaching

- Healthcare Quality example (future):**
Coaching:
- Develop the coaching program, guide, process, and training to equip consultants to build awareness that leads to actionable growth, holding hospitals accountable for increasing quality
 - With assessment scoring and a company-created Strategic Action Plan, coach companies using the GROW model commit them to specific action and hold them accountable to progress.
 - The coach uses the Strategic Action Plan with the company to prioritize, plan, and document the necessary actions.
 - Growth towards investment readiness is continually visible to the program and IOs through progress on the Strategic Action Plan and What IF scenarios.



Ask powerful questions about
G—goals
R—reality
O—options
W—will
To commit companies to action



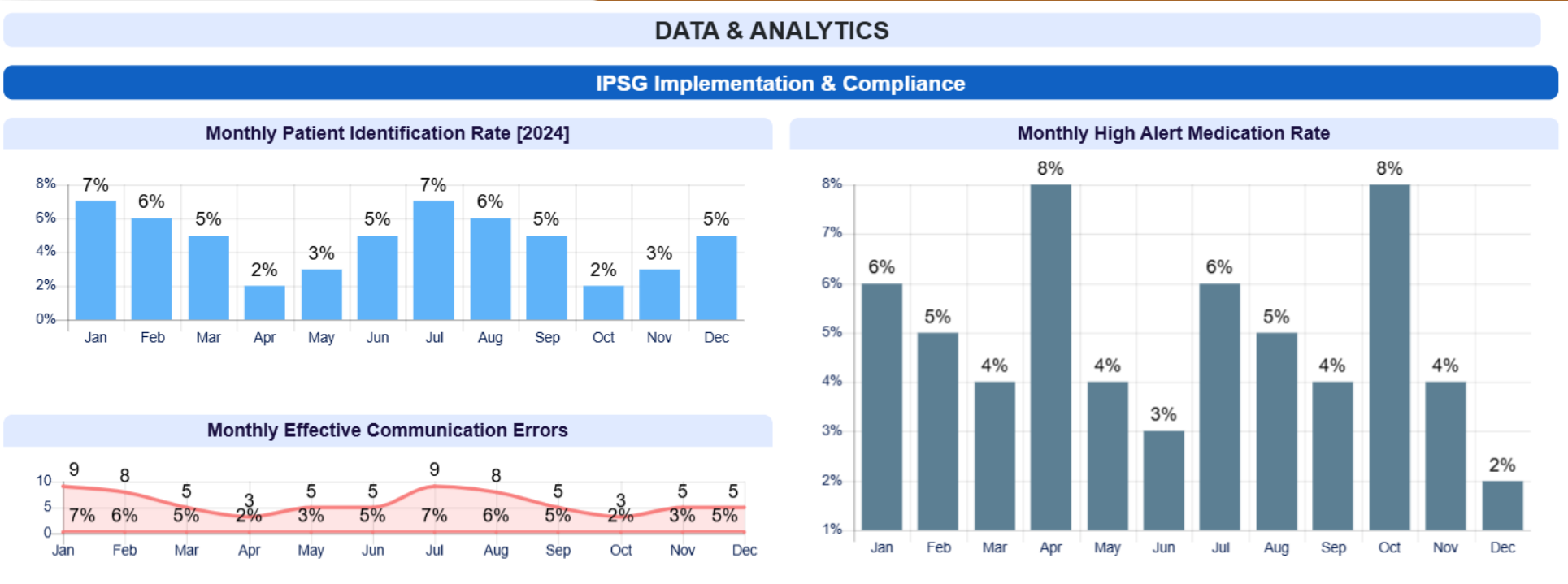
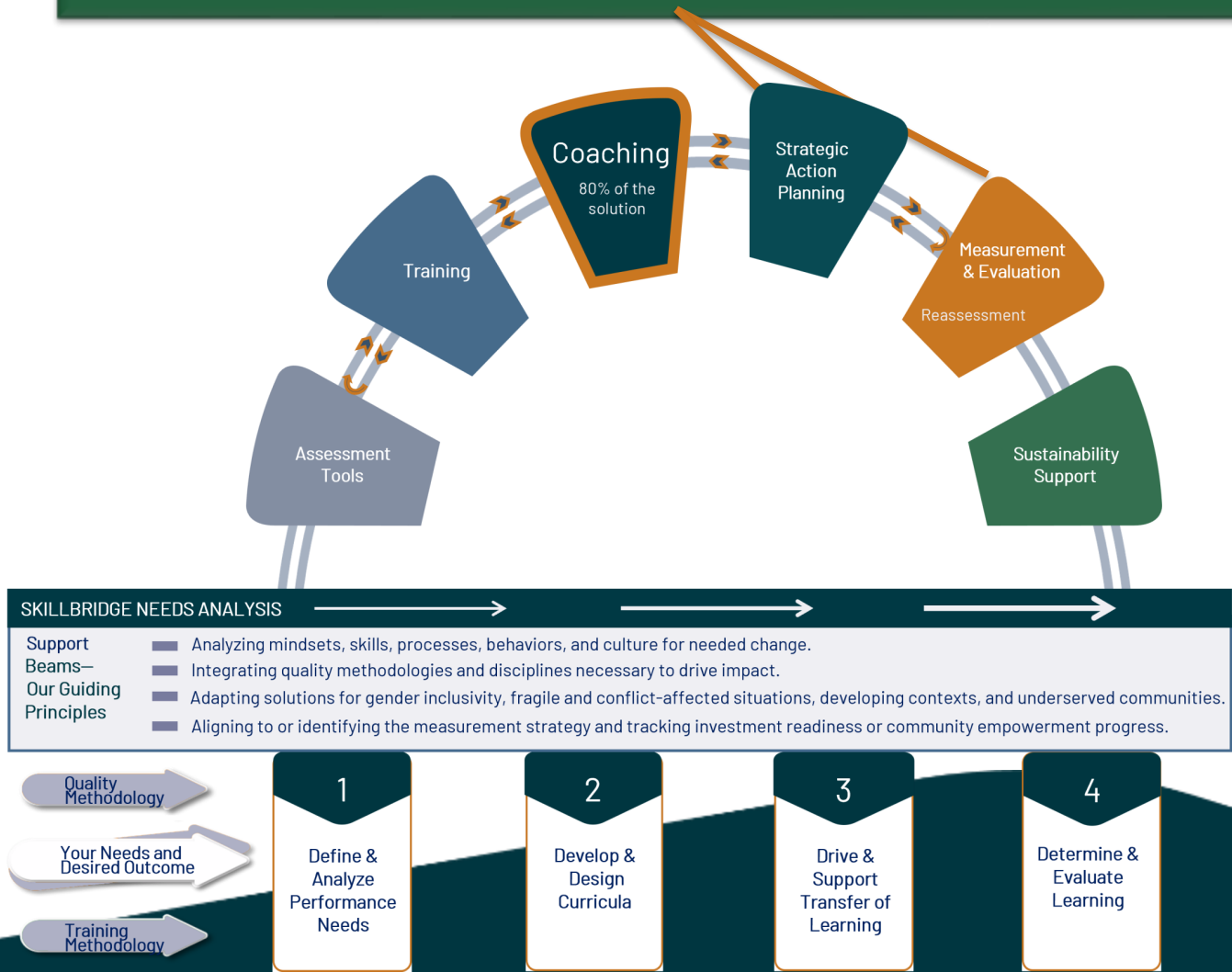
A	B	C	D	E
Category	Parameter	Action	Prioritization	Planned Start
International Patient Safety Goals	Hand Hygiene	Establish a hand hygiene infrastructure that meets the requirements.	High Risk/Urgency	Jul-25
International Patient Safety Goals	Hand Hygiene	Develop an effective process of monitoring and measuring compliance regularly.	Medium Risk/Urgency	Sep-25
International Patient Safety Goals	Hand Hygiene	Measure hand hygiene compliance regularly to analyze the trends for needed corrective actions.	Medium Risk/Urgency	Nov-25

Attribution to Job Creation and Investment Readiness Example

Step 4 in the Arch of Core Services: M&E

Healthcare Quality example: M&E:

- Developed an M&E Strategy for the program to be able to report on healthcare outcomes and targets were set without baselines, KPIs, or appropriate assessments to measure.
- Incorporated use of What-if scoring to see score changes based on forecasted or completed actions.
- Created hospital dashboarding on actions and healthcare outcome reporting and data collection.
- Created multi-hospital dashboarding and outcome reporting for global reporting.
- Growth towards investment-readiness is continually visible to the program and IOs.



smartsheet

QA Form

IPSG IMPLEMENTATION COMPLIANCE

Patient Identification

Patient Identification Rate (Rate of proper internal audit) Cases of Patient Identification

%

Effective Communication

Incidence of communication errors (based on)

%

High-Alert Medications

Safe Storage of High Alert Medications (based on)

%

Safe Surgery

Surgical Safety Checklist Compliance rate

%

Hand Hygiene

Hand Hygiene Compliance Rate (based on)

%

INFECTION CONTROL

Healthcare Associated Infection (HAI) rate

Provide number per 100 inpatients.

Calculation: Number of patients developing a HAI during the period / Total number of inpatient admissions x 100

%

Surgical Site Infection (SSI) rate

Provide number per 100 inpatient surgical procedures.

Calculation: Number of patients developing a SSI during the period / Total number of surgeries performed x 100

%

Catheter-associated Urinary Tract Infection (CAUTI) rate (adults)

Provide number per 1,000 catheterization days (for adults only)

Calculation: Number of adult patients developing a CAUTI during the period / Total adult catheterization days x 1,000

%

Central line-associated Bloodstream Infection (CLABSI) rate.

Provide number per 1,000 central line days.

Calculation: Number of patients developing a CLABSI during the period / Total central line days x 1,000

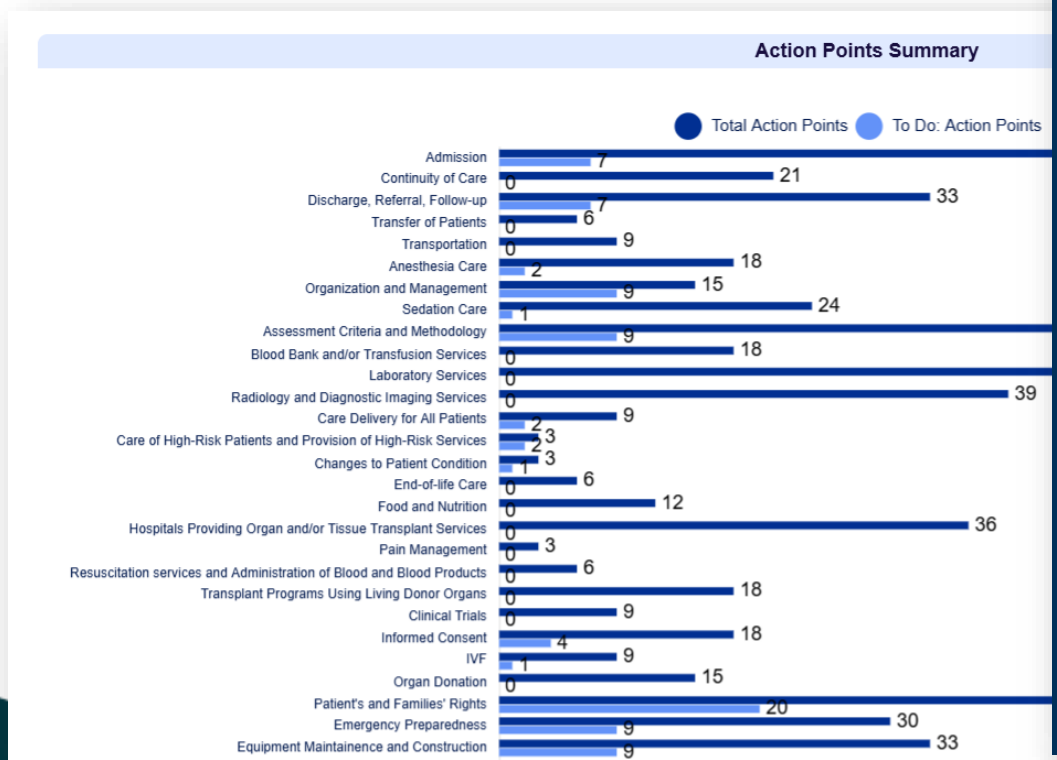
%

Ventilator-Associated Pneumonia (VAP)

Provide number per 1,000 ventilator days.

Calculation: Number of patients developing a VAP during the period / Total ventilator days x 1,000

%

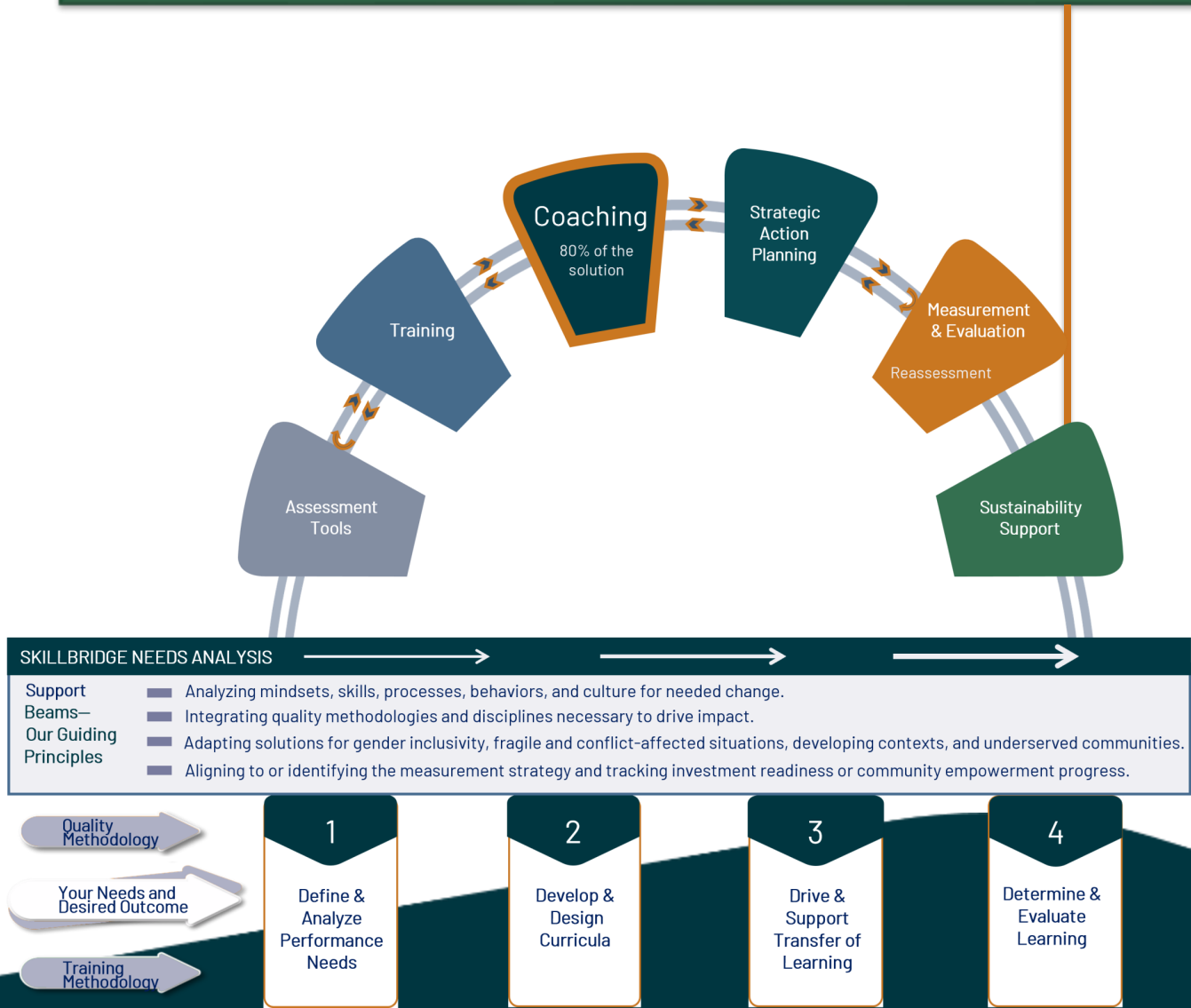


Attribution to Job Creation and Investment Readiness Example

Step 5 in the Arch of Core Services: Sustainability Support

Healthcare Quality example: Sustainability Support:

- Developed User Guides to transition ownership of assessments and reporting.
- Ongoing reporting of metrics and reassessment to monitor progress and growth.
- Refresh training for updates in regulations, requirements, or localization needs.
- Training of additional assessors.
- Administration, troubleshooting, and updating of the assessments and reports.
- Hosting of the assessment tool licensing and Smartsheet licensing.



User Manual for Healthcare Quality Digital Assessments

IFC International Finance Corporation WORLD BANK GROUP

Rapid Assessment of Healthcare Quality, IFC

SAVE ACTIONS

SETUP TYPES QUESTIONS STYLE RESULTS REPORT

General

Title
Rapid Assessment of Healthcare Quality, IFC

Split Assessment by
☐ Pages ☒ Sections ☐ Randomize Questions

Sections control how questions are separated visually during the assessment. They do not affect scoring. To set up types or categories for scoring, create types on the Types tab. [Learn more about types.](#)

Sections
Introduction, Executive Summary, Next Steps, QPS: Quality Program, QPS: Incident Management, IPSG: Patient Identification

If you have multiple open assessments, differentiate them using the title and the one provided in the email.

Working through the Assessment

[Click to view a video on using the assessment.](#) The video shows how to use the assessment tool.

Note, for the Rapid assessment, there are only fully met options. For the Full assessment, there are nearly and partially met options.

Navigating within the Assessment

You can navigate within the assessment at any time.

You can **save and continue later** at any time. The system will also auto-save your answers and place in the assessment.

← PREVIOUS NEXT →

[Save and Continue Later](#)

- **Previous and Next:** Use these buttons to navigate within the assessment. The system will automatically save any responses entered.
- **Save and Continue Later:** Use this option to leave and return to the assessment later. You will receive an email with a link to re-access the assessment.

Note: If you lose connectivity or exit the survey without clicking **Save and Continue Later**, the system automatically saves your responses. You can use the original link for the assessment to re-access it.

Example: Regenerative Agriculture Proof of Concept



IFC

**International
Finance Corporation**
WORLD BANK GROUP

Sustainably-producing farms

Create:

- Healthier farmers and communities
- More jobs on the farm
- Economic sustainability within the communities
- Climate change resistance and resilience
- More sustainable climate
- Investable farming operations

Alleviate poverty for:

- The smallholder farmer family
- Those the farm employs
- The community from which the farmer sources goods and services

Require capacity building for:

- The smallholder farmer and the employees to implement the GAPs
- The community to work together and support each other

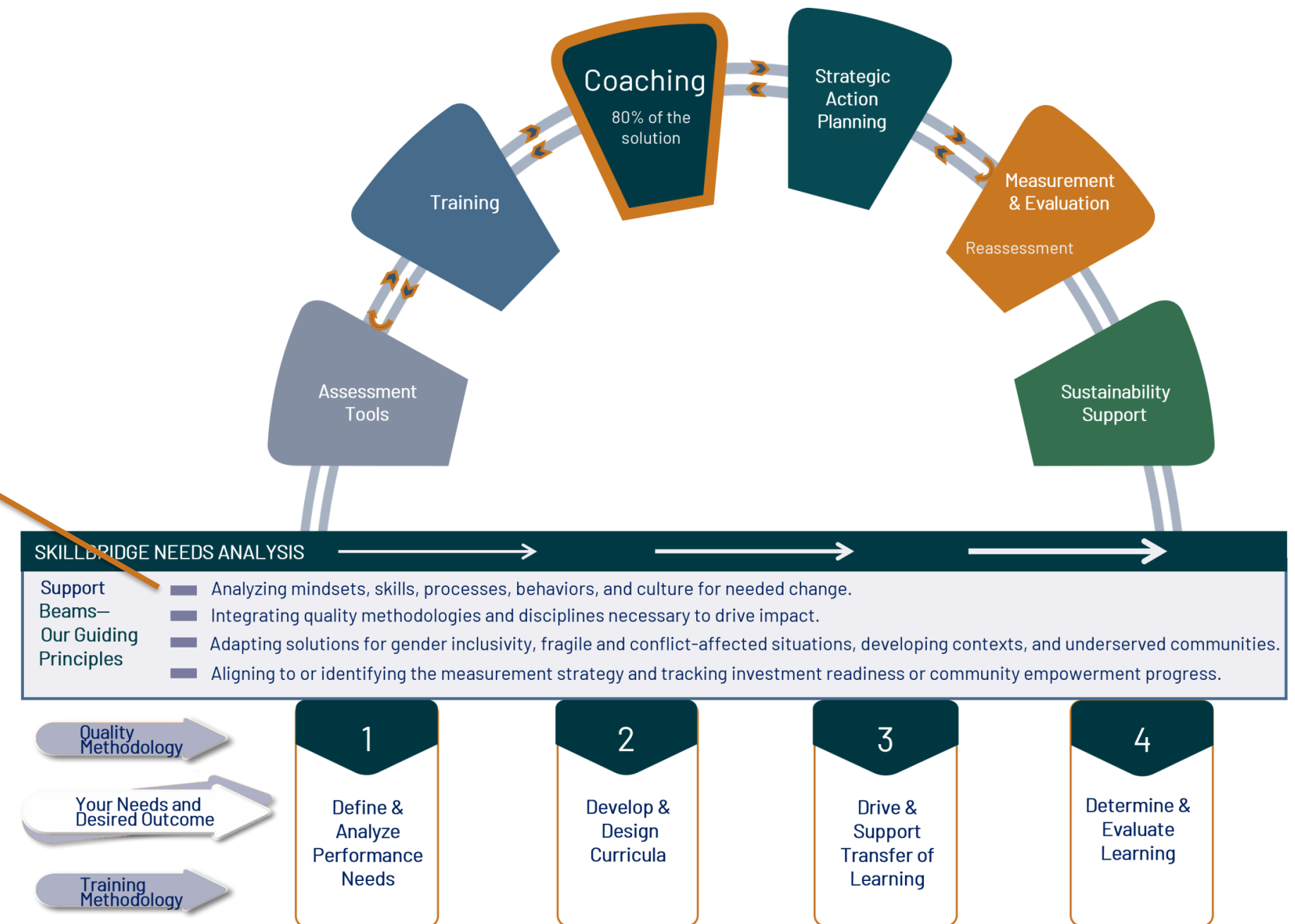
How do we weave our guiding principles through the project to drive success and create jobs?

Assessing and analyzing mindsets, skills, processes, behaviors, and culture for needed change.

Regenerative Agriculture example:

Because capacity building requires change in mindsets, skills, processes, behaviors, and cultures, we...

- **In Needs Analysis:** Leverage specific questions about each category from each stakeholder to create a persona of capacity-building recipients.
- **In Assessment Tool:** Include intentional questions to assess baselines in these categories.
- **In Training:** Utilize adult learning theories and activity-based training to change mindsets and behaviors, thereby applying knowledge effectively.
- **In Coaching:** Use coaching as a primary way to impact and monitor change. Employ community-based support groups and shared goals.
- **In Strategic Action Planning:** Create, train, and coach to motivate and document change through strategic action planning.
- **In M&E:** Include measurements in changes in these categories from assessment to reassessment.
- **In Sustainability Support:** Continue supporting change by setting up peer learning, networking/support, check-ins, and available resources.



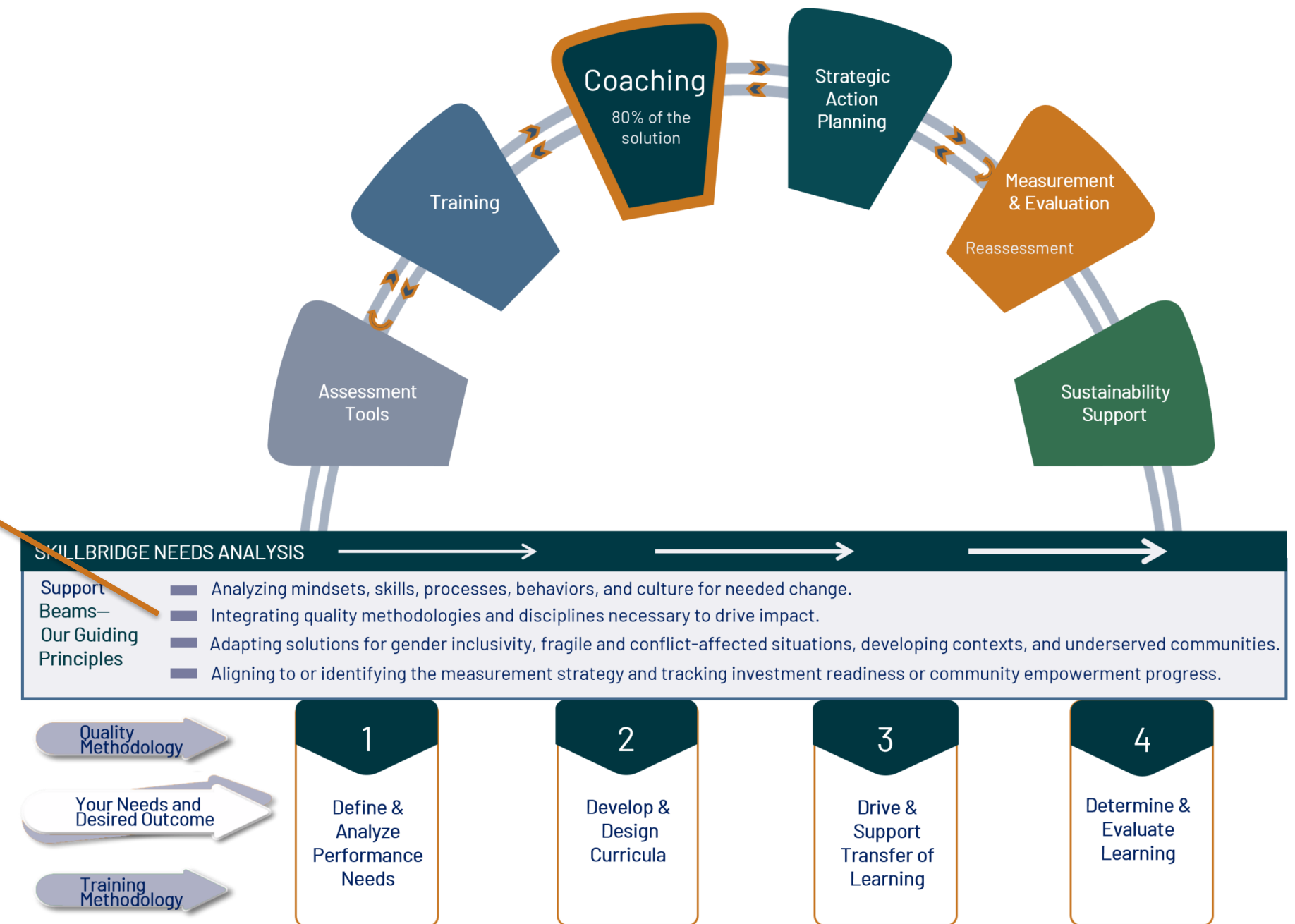
How do we weave our guiding principles throughout the project to drive success and create jobs?

Integrating quality methodologies and disciplines necessary to drive impact.

Regenerative Agriculture example:

Because capacity building in global agricultural contexts is complex and diverse, it requires quality methodologies and disciplines to drive impact, so we...

- **In Needs Analysis:** Follow our 4D Quality model's Define and Develop steps alongside the Analyzing Performance Needs training step to fully understand root causes, possible solutions, and engage all stakeholders prior to implementation.
- **In Assessment Tool:** Use quality to determine the best tool platform for the audience, gather meaningful baseline data, and uncover root causes.
- **In Training:** Incorporate quality tools and processes into training so that smallholder farmers are better equipped to run their farms well and solve problems.
- **In Coaching:** Equip coaches to coach toward problem-solving, continuous improvement, and measurable growth using quality tools and methodologies.
- **In Strategic Action Planning:** Include reporting and what-if capabilities to show progress and make decisions on priorities.
- **In M&E:** Include ongoing reporting throughout the process to measure incremental results and show trends.
- **In Sustainability Support:** Equip companies with reusable tools and quick reference guides for different phases of the regenerative cycle to assimilate use.



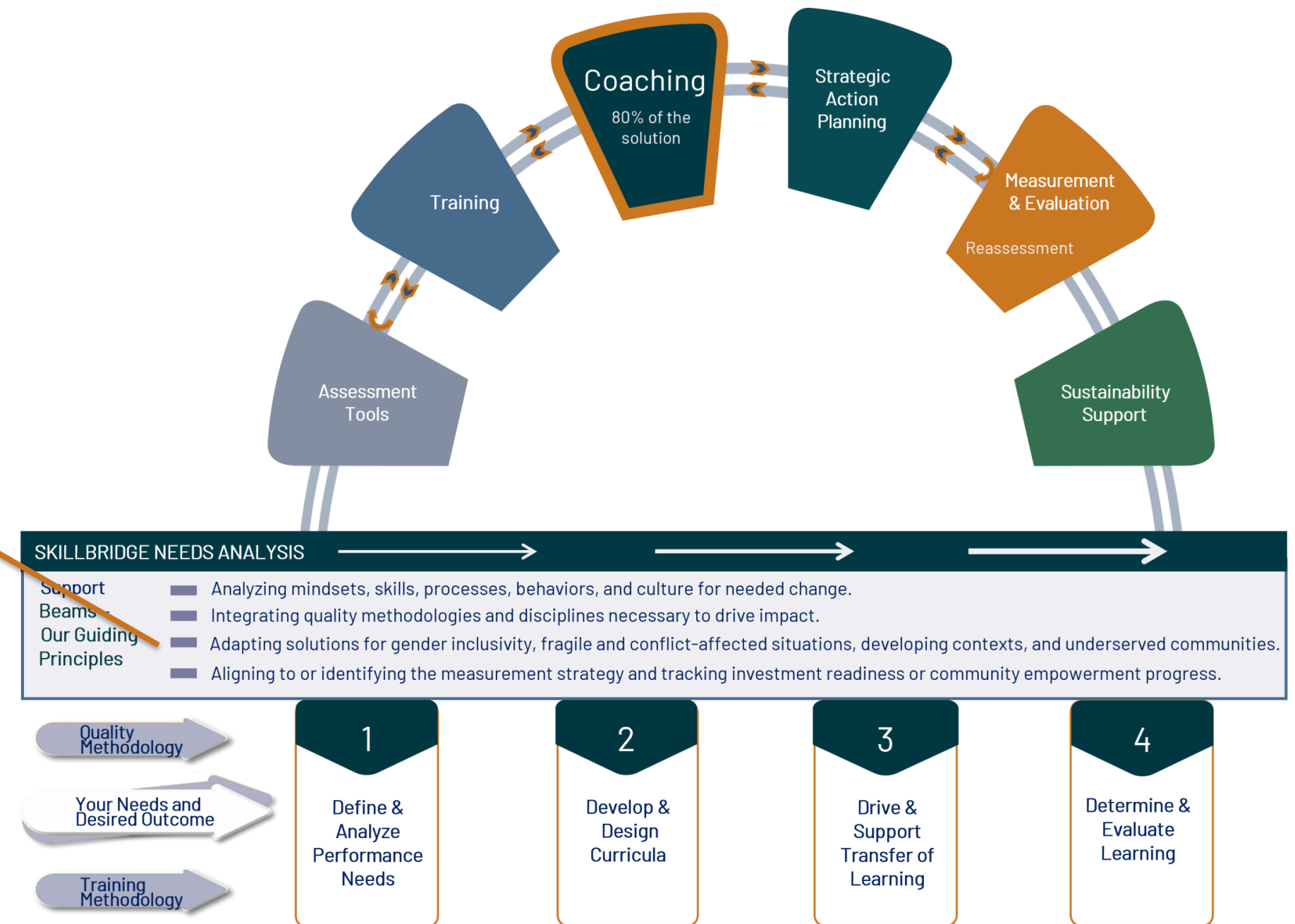
How do we weave our guiding principles throughout the project to drive success and create jobs?

Developing and adapting solutions for gender inclusivity, fragile and conflict-affected situations, developing contexts, and underserved communities.

Regenerative Agriculture example:

Because adapting to FCS and gender considerations is critical in these contexts, we...

- **In Needs Analysis:** Follow the FCS and Gender Supplement (IFC Guide to Training) considerations and questions to analyze fully.
- **In Assessment Tool:** Uncover the current state of a smallholder farm regarding the FCS and gender considerations and assess progress during the reassessment.
- **In Training:** Develop and deliver content in a culturally relevant manner to ensure full learning transfer and application.
- **In Coaching:** Coach and adapt the coaching framework for the FCS context and changing situations.
- **In Strategic Action Planning:** Account for FCS limitations in forecasting how much can be accomplished in the context.
- **In M&E:** Account for FCS measures, limitations, and fluctuations in targets.
- **In Sustainability Support:** Adapt for specific contexts and emerging conditions with other modes of capacity building.



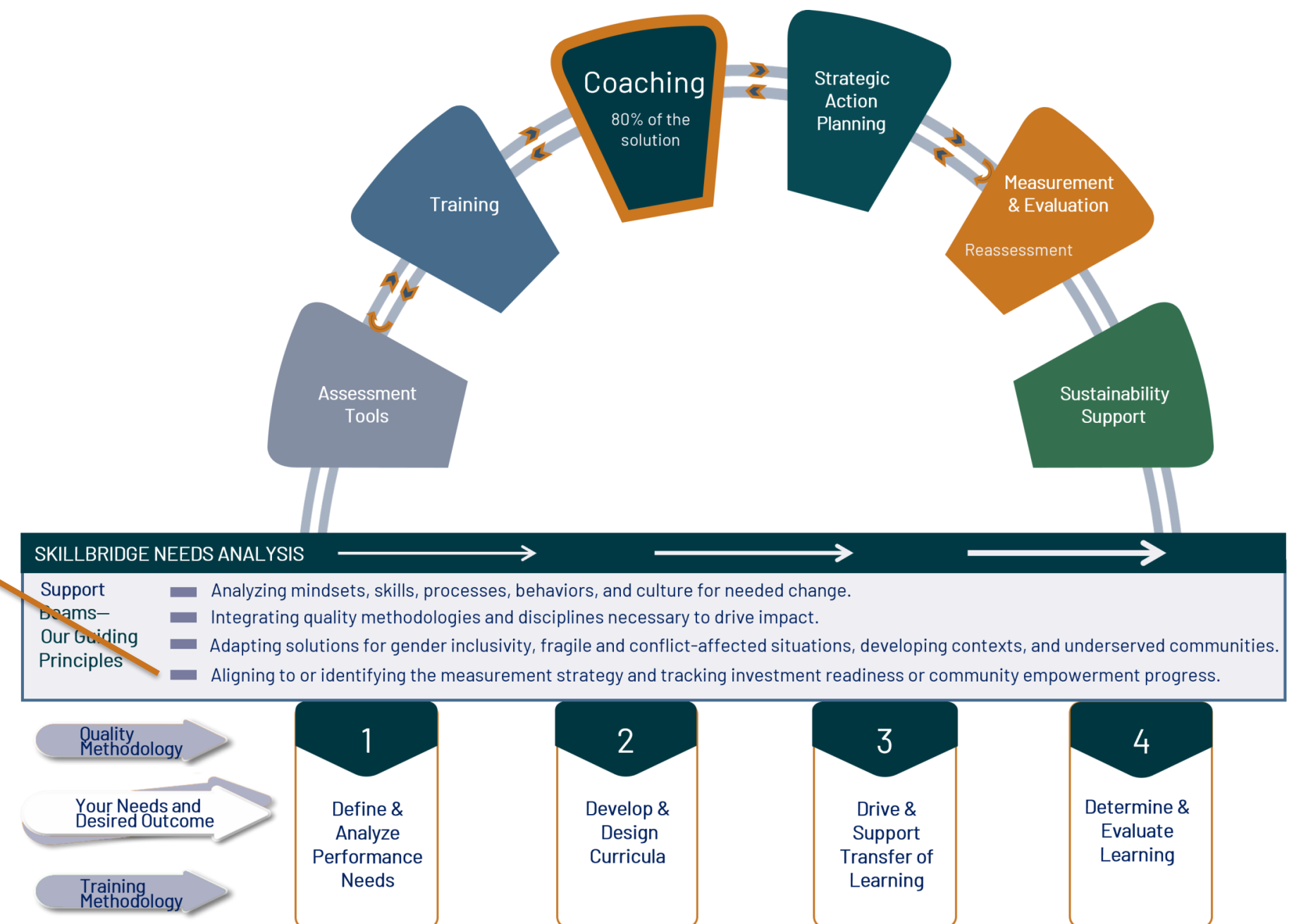
How do we weave our guiding principles throughout the project to drive success and create jobs?

Aligning to or identifying the measurement strategy and tracking investment readiness or community empowerment progress.

Regenerative Agriculture example:

Because aligning with AIMM and Impact Investing Principles, in addition to tracking investment readiness and job creation, is critical to reducing poverty in FCS, we...

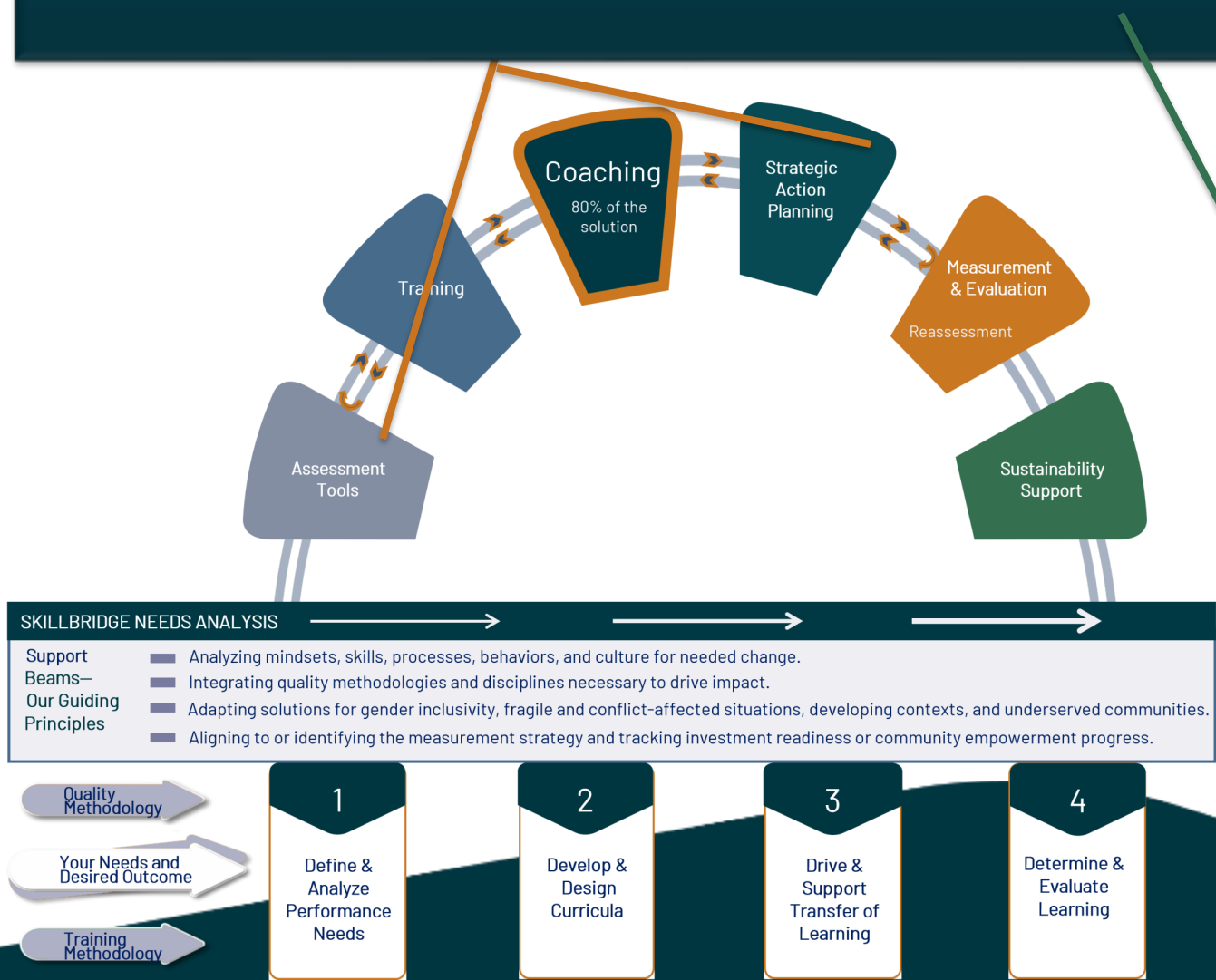
- **In Needs Analysis:** Document the measures for success from each stakeholder's perspective, including investment officers.
- **In Assessment Tool:** Establish baseline measurements in all success areas to understand and track progress.
- **In Training:** Build training towards action on the success factors. Ensure that all trainers are aware of the ultimate program goals.
- **In Coaching:** Encourage incremental awareness, goal-setting, exploration of funding options, and the will to prepare for growth.
- **In Strategic Action Planning:** Demonstrate how each action impacts the reassessment, which determines investment-readiness and prepares for job growth.
- **In M&E:** Make M&E part of capacity-building conversations from the outset and build the program with the end in mind.
- **In Sustainability Support:** Establish mechanisms to track long-term growth in investments, company growth, and job creation.



Step 1 in the Arch of Core Services: Assessment Tools

Regenerative Agriculture example: Assessment Tool

- Make a self-assessment (can also be assessor-assessed).
- Digitalize with our partner WBG-approved Agolix or create in Excel.
- Gather the baseline information needed to track the impact.
- Assess nutrition, crop yields, job creation, behaviors, skills, processes, practices, mindsets, etc.
- Provide farms with reporting on areas of strength and opportunities for growth.
- Provide IOs, program, trainer, and coaches with baseline information to inform training, coaching, and strategic action planning.
- Provide the recommended base actions on which to build the Strategic Action Plan.



app.agolix.com/assessment/28400?

Example: Job creation

Investment-Readiness Assessment

Please answer the following questions

How many people are currently employed full-time?

Enter a whole number

How many people are currently employed part-time?

Enter a whole number

How many employees are women?

Enter a whole number

How many women are in management or leadership?

Enter a whole number

app.agolix.com/assessment/28400?

Investment-Readiness Assessment

Please answer the following questions

Investment habits

What sources of funding has your farm sought?

- ☐ Owner funding
- ☐ Friends/family
- ☐ Cooperative/group funding
- ☐ Credit card
- ☐ Bank loan
- ☐ Other

What sources of funding has your farm used?

- ☐ Owner funding
- ☐ Friends/family
- ☐ Cooperative/group funding
- ☐ Credit card
- ☐ Bank loan
- ☐ Other

Which of these does your farm do? (Select all that apply)

- ☐ Prepare a balance sheet based on a double-entry bookkeeping
- ☐ Prepare a profit and loss statement (P&L)
- ☐ Prepare a cash flow statement indicating cash flows from operating, investing, and financing activities
- ☐ Prepare quarterly financial statements
- ☐ Have the financial statements audited by a third party
- ☐ None of these apply.

app.agolix.com/assessment/28400?

Investment-Readiness Assessment

Fertilization Practices

What fertilization practices do you currently use on the farm?

- ☐ Compost
- ☐ Manure
- ☐ Ash
- ☐ Manure tea
- ☐ Crop residue retention
- ☐ Crop rotation
- ☐ Fish emulsion
- ☐ Green manuring
- ☐ Legume rotation/intermixing
- ☐ Synthetic fertilizers
- ☐ Bio-fertilizer
- ☐ No fertilization practices

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Investment-Readiness Assessment

Financial Management

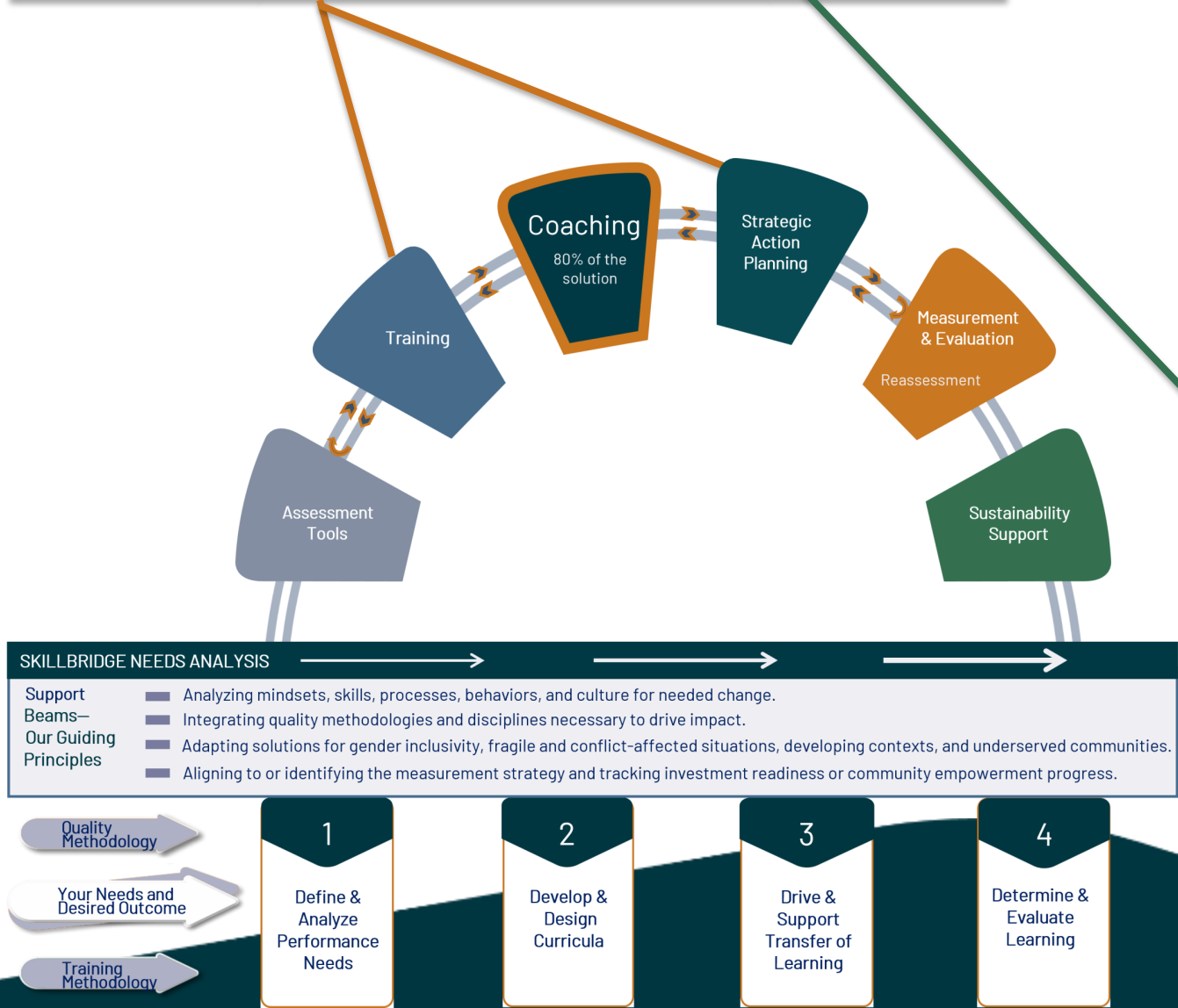
Which of these does your farm do? (Select all that apply)

- ☐ Prepare a balance sheet based on a double-entry bookkeeping
- ☐ Prepare a profit and loss statement (P&L)
- ☐ Prepare a cash flow statement indicating cash flows from operating, investing, and financing activities
- ☐ Prepare quarterly financial statements
- ☐ Have the financial statements audited by a third party
- ☐ None of these apply.

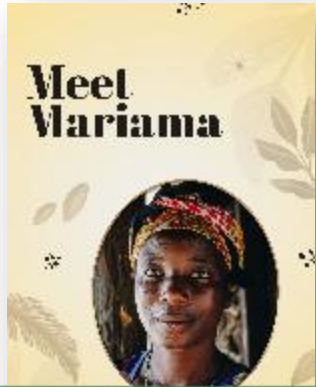
Category	Parameter	Recommended Actions
Job Creation	Women employees	Fill vacated positions and new positions with a minimum of 40% qualified women
Job Creation	Full-time employees	Increase full-time staffing by 10% within one year
Job Creation	Part-time employees	Increase part-time staffing by 20% for harvest
Job Creation	Sourcing Local	Develop policy to consider a minimum of two local firms when sourcing supplies
Investment Practices	Funding sources	List possible funding sources and pros/cons
Financial Management	Financial statements	Separate farm and family bookkeeping
Financial Management	Financial statements	Create cash flow statements
Financial Management	Financial processes	Document current procurement processes
Fertilization Practices	Fertilizer uses	Implement one non-synthetic fertilization method

Step 2 in the Arch of Core Services: Training

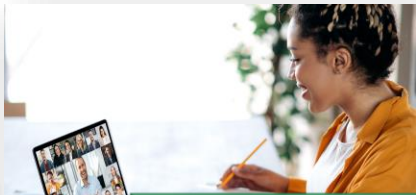
- Regenerative Agriculture example: Training**
- Include synchronous, asynchronous, just-in-time, and peer-led training options, toolkits, and templates.
 - Tie the assessment question to the training explicitly, have farmers review their answers, compare them to best practices, learn the skills to bridge the gap, and set the plan in motion to close the gaps.
 - Develop the Strategic Action Plan throughout training, adding specifics.



Peer-led discussions on the benefits of women on the farm



Story-telling based training, focused on women



Live or virtual live training

	PROS	CONS	WHEN TO USE
Microfinance	• Accessible for small enterprises	• Small loan amounts, no high interest rates	Micro and small businesses needing a small capital boost
Impact Investors	• Focus on social and environmental impact	• High expectations for impact outcomes	Businesses with a strong social environmental mission
Development Banks	• Lower interest rates	• May involve lengthy application processes	Projects aligned with development goals
Bank	• No debt obligation	• Full control	Entrepreneurs with personal savings or assets

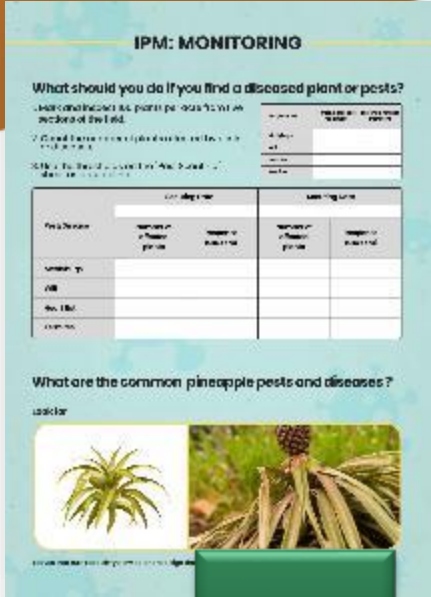
Quick guides



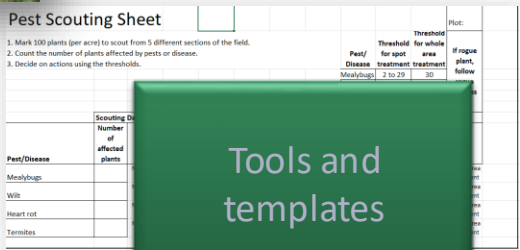
Group learning paths on topics



Peer discussion groups and investment speakers



Posters



Tools and templates

Category	Parameter	Action	Prioritization
Job Creation	Women employees	Fill vacated positions and new positions with a minimum of 40% qualified women	High Priority
Job Creation	Full-time employees	Increase full-time staffing by 10% within one year (2 employees)	Medium Priority
Job Creation	Part-time employees	Increase part-time staffing by 20% for harvest (4-6 employees)	Low Priority
Job Creation	Sourcing Local	Develop policy to consider a minimum of two local firms when sourcing supplies for planting	High Priority
Investment Practices	Funding sources	List possible funding sources and pros/cons during planning for planting	Medium Priority
Financial Management	Financial statements	Separate farm and family bookkeeping before school fees are due	Medium Priority
Financial Management	Financial statements	Create cash flow statements starting this harvest	High Priority
Financial Management	Financial processes	Document current procurement processes	High Priority
Fertilization Practices	Fertilizer uses	Implement one non-synthetic fertilization method for the current crop	High Priority

Step 3 in the Arch of Core Services: Coaching

- Regenerative Agriculture example: Coaching**
 - Coach farmers using the GROW model, the assessment scoring and the farmer-created Strategic Action Plan. Commit them to specific action, and hold them accountable to progress.
 - Use the Strategic Action Plan in coaching the farmer to prioritize, plan, and document the necessary actions.
 - Provide continual visibility of growth towards investment readiness to the program and IOs through progress on the Strategic Action Plan.

Ask powerful questions about

- G—goals
- R—reality
- O—options
- W—will

To commit farmers to action



COACHING TIP SHEET

G.R.O.W.
GROW: Goals, Reality, Options, Will
Understand the farmer's goals, reality, options, and will to commit to action.

BEFORE	DURING	AFTER
<ul style="list-style-type: none">Ensure that you and the farmer agree on what and where to meet.Review the Action Plan and identify areas for discussion.Prepare powerful questions to guide the farmer through GROW.	<ul style="list-style-type: none">Check on the farmer's home or field using key coaching questions about attitude, challenges, and successes.Clarify the coaching goal and objectives.Review the last session's outcomes and action items.Typical for Action Plan:Address meeting content that is specific to the session.Set action items for the next session.Summarize outcomes and action items from the session.	<ul style="list-style-type: none">Take notes and complete the coaching log.Take a picture of the farmer's Action Plan.Decide when and where to meet next.

Pineapple Production Assessment and Strategic Action Plan

Assessment Portion				
Action	Last Session	This Session	Next Session	Observations and Notes
Good Production Practices				
Identify and select suitable site				
Select good suckers				
Treat suckers properly				
Prepare land correctly				
Test soil				
Amend soil, when needed				
Plant correctly with good spacing				
Match correctly				
Identify when irrigation is needed and apply it				
Control weeds				
Harvest well				
Handle properly				
Store properly				
IPM				
Prevent pests and disease				
Monitor for pests and disease				
Informations as needed				
Forcing and De-greening				
Use forcing				
Determine right time for forcing				
Record forcing				
Check crop response to forcing				
Control sunburn after forcing				
Use de-greening				
Determine right time for de-greening				
Record de-greening and harvest date				
Harvest at prime time after de-greening				

Strategic Action Plan Portion

Action	Next step	Who	By When	Status	Additional Next step	Who	By When	Status
Good Production Practices								
Identify and select suitable site								
Select good suckers								
Treat suckers properly								
Prepare land correctly								
Test soil								
Amend soil when needed								
Plant correctly with good spacing								
Match correctly								
Identify when irrigation is needed and apply it								

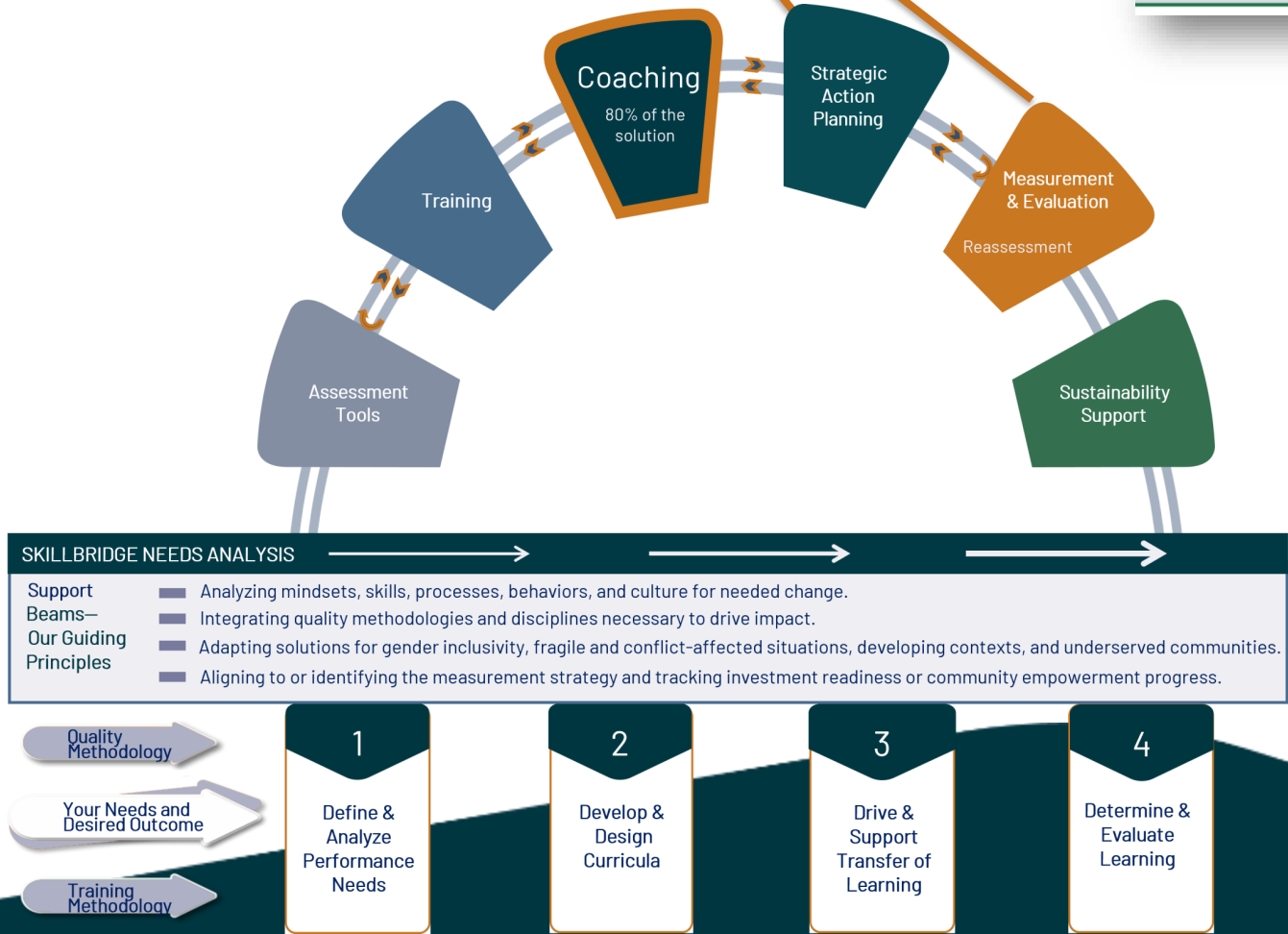
SKILLBRIDGE NEEDS ANALYSIS											
Support Beams—Our Guiding Principles											
Analyzing mindsets, skills											
Integrating quality methods											
Adapting solutions for ge											
Aligning to or identifying											
Quality Methodology											
Your Needs and Desired Outcome											
Training Methodology											
1											
Define & Analyze Performance Needs											
Develop & Design Curricula											
Drive & Support Transfer of Learning											
Determine & Evaluate Learning											
Category	Parameter	Action	Prioritization	Planned Start	Planned Finish	Completion Date	Status	Assigned to	Notes/Comments		Proof sources
Job Creation	Women employees	Fill vacated positions and new positions with a minimum of 40% qualified women	High Priority	1-Jun	20-Dec		In process	Owner			Org chart/payroll
Job Creation	Full-time employees	Increase full-time staffing by 10% within one year (2 employees)	Medium Priority	1-Jun	30-Sep		Not started	Owner			Org chart/payroll
Job Creation	Part-time employees	Increase part-time staffing by 20% for harvest (4-6 employees)	Low Priority	15-Oct	15-Nov		Not started	Owner			Org chart/payroll
Job Creation	Sourcing Local	Develop policy to consider a minimum of two local firms when sourcing supplies for planting	High Priority	1-Jun	30-Sep	1-Jul	Complete	Owner			Policy
Investment Practices	Funding sources	List possible funding sources and pros/cons during planning for planting	Medium Priority	15-Oct	15-Nov		Not started	Owner			Meeting notes
Financial Management	Financial statements	Separate farm and family bookkeeping before school fees are due	Medium Priority	30-Jul	4-Aug		In process	Owner			budgets
Financial Management	Financial statements	Create cash flow statements starting this harvest	High Priority	1-Jun	15-Aug		In process	Bookkeeper			Contract and payments
Financial Management	Financial processes	Document current procurement processes	High Priority	15-Aug	31-Mar		Not started	Bookkeeper			process SOP
Fertilization Practices	Fertilizer uses	Implement one non-synthetic fertilization method for the current crop	High Priority	1-Jun	15-Aug		In process	Owner			field charts

Step 4 in the Arch of Core Services: M&E

Regenerative Agriculture example: M&E

- Use What-if scoring to see score changes based on forecasted or completed actions. Tie what-if scoring to projected crop yields. This will aid in farmer buy-in as regenerative agriculture is built on longevity.
- IOs and other experts determine if the indicator is coachable and the duration and level of effort to begin change and finalize actions, as well as the proof sources needed.
- Growth towards investment-readiness is continually visible to the program and IOs.

Performance Objectives	Competence %	Competence level	What-if score (planned)
Job Creation	36%	Weak	94%
Investment Practices	47%	Average	56%
Financial Management	78%	Very Good	100%
Fertilizer Practices	36%	Weak	59%

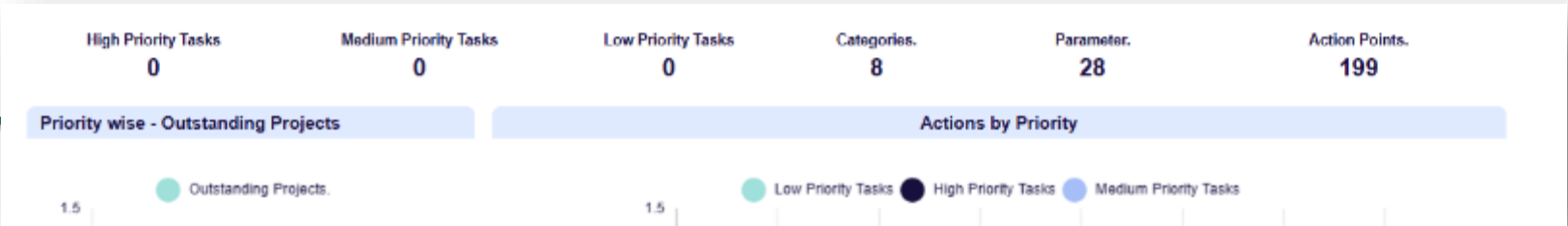


Parameter	Assessment level	Indicator	Indicator code	Coachable/ Non-coachable/ Partially coachable	What -if Indicator level scoring	What-if Parameter level score
Budgeting	L1: QLT	Overall master budget	A-6	C	5	5
	L1: QLT	Project budget	A-7	PC	5	

Step 5 in the Arch of Core Services: Sustainability Support

Regenerative Agriculture example: Sustainability Support

- Monitor progress and growth via ongoing reporting of metrics and reassessment.
- Refresh training for updates in regulations, requirements, or localization needs.
- Host the assessment and make any necessary updates.
- Provide marketing, event planning, or branding support for regional gatherings and innovation conferences.

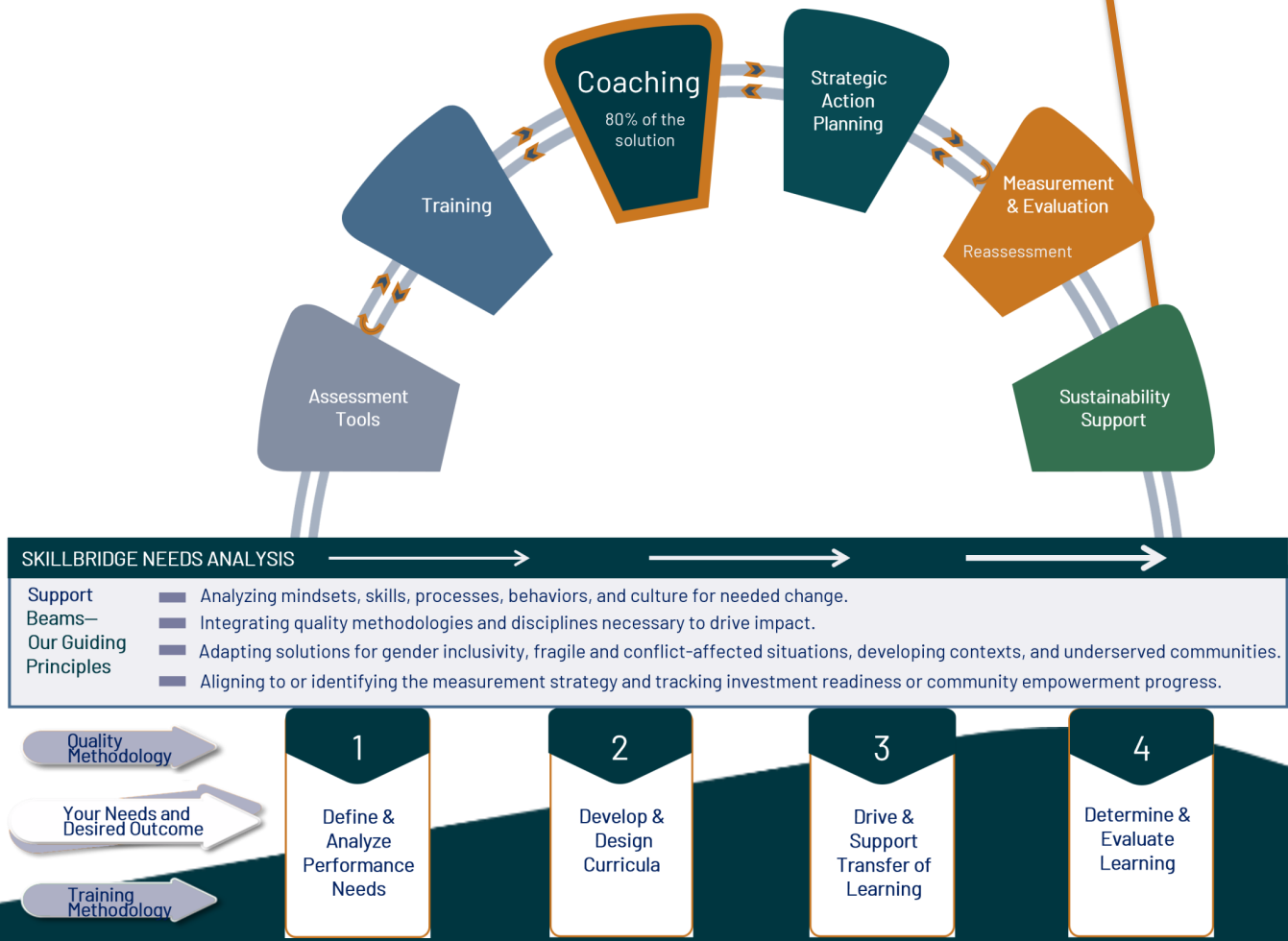


app.agolix.com/dashboard

A agolix®

My Assessments

Title
Regenerative Agriculture POC
Rapid Assessment of Healthcare Quality, IFC
Healthcare Quality Laboratory Assessment



Regenerative Agriculture

- Sustainable Practices
- Protects the Environment
- Climate Resilience

CONTACT US

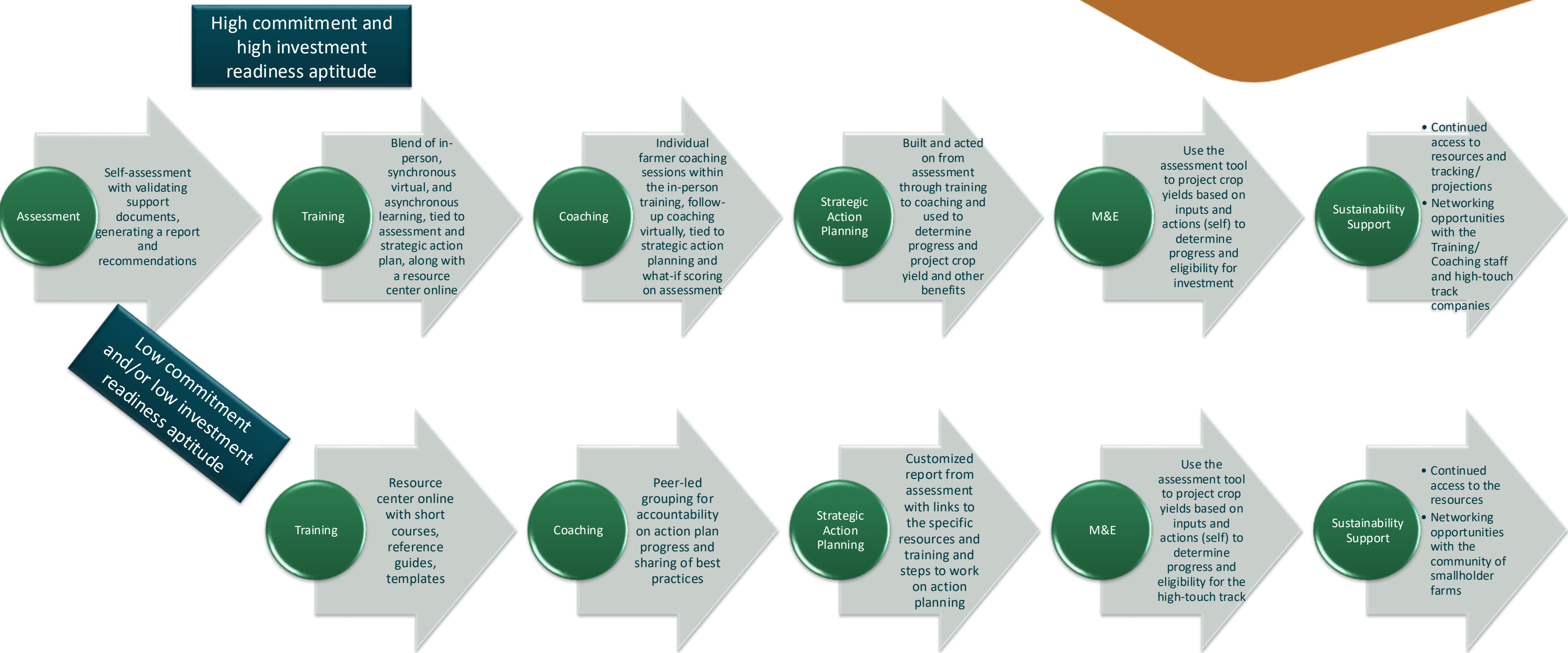
+123-456-7890

Phone Number Here

SCAN ME!

Visit Our Website

Capacity building overview: High-Touch and Low-Touch



Example: Small and Medium Enterprise Development (Proof of concept)

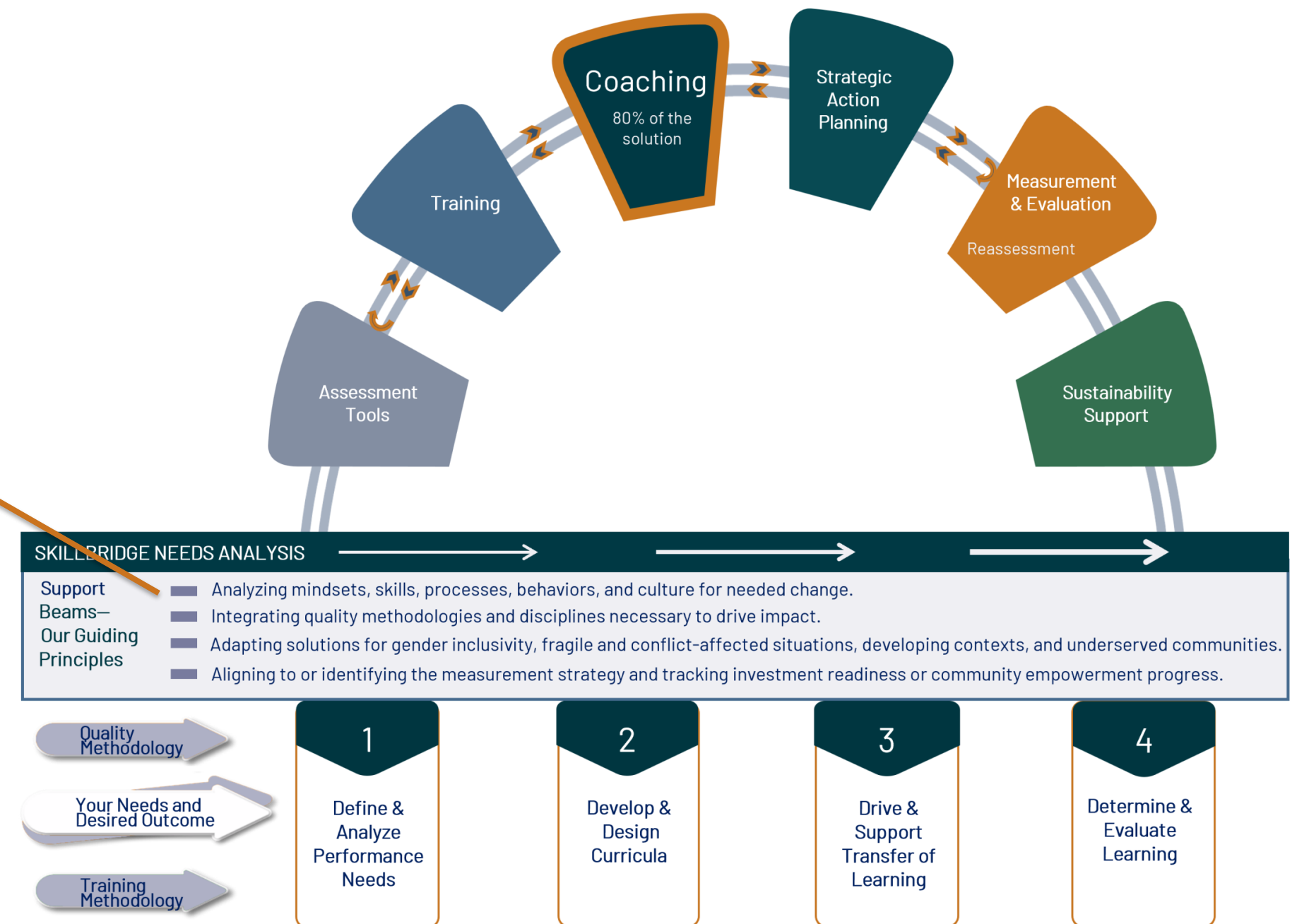
How do we weave our guiding principles through the project to drive success and create jobs?

Assessing and analyzing mindsets, skills, processes, behaviors, and culture for needed change.

SME example:

Because capacity building requires change in mindsets, skills, processes, behaviors, and cultures, we ...

- **In Needs Analysis:** Leverage specific questions about each category from each stakeholder to create a persona of capacity-building recipients.
- **In Assessment Tool:** Include Intentional questions to assess baselines in these categories.
- **In Training:** Utilize adult learning theories and activity-based training to change mindsets and behaviors, thereby applying knowledge effectively.
- **In Coaching:** Use coaching as a primary way to impact and monitor change.
- **In Strategic Action Planning:** Create, train, and coach to motivate and document change through strategic action planning.
- **In M&E:** Include measurements in changes in these categories from assessment to reassessment.
- **In Sustainability Support:** Continue supporting change by setting up peer learning, check-ins, and available resources.



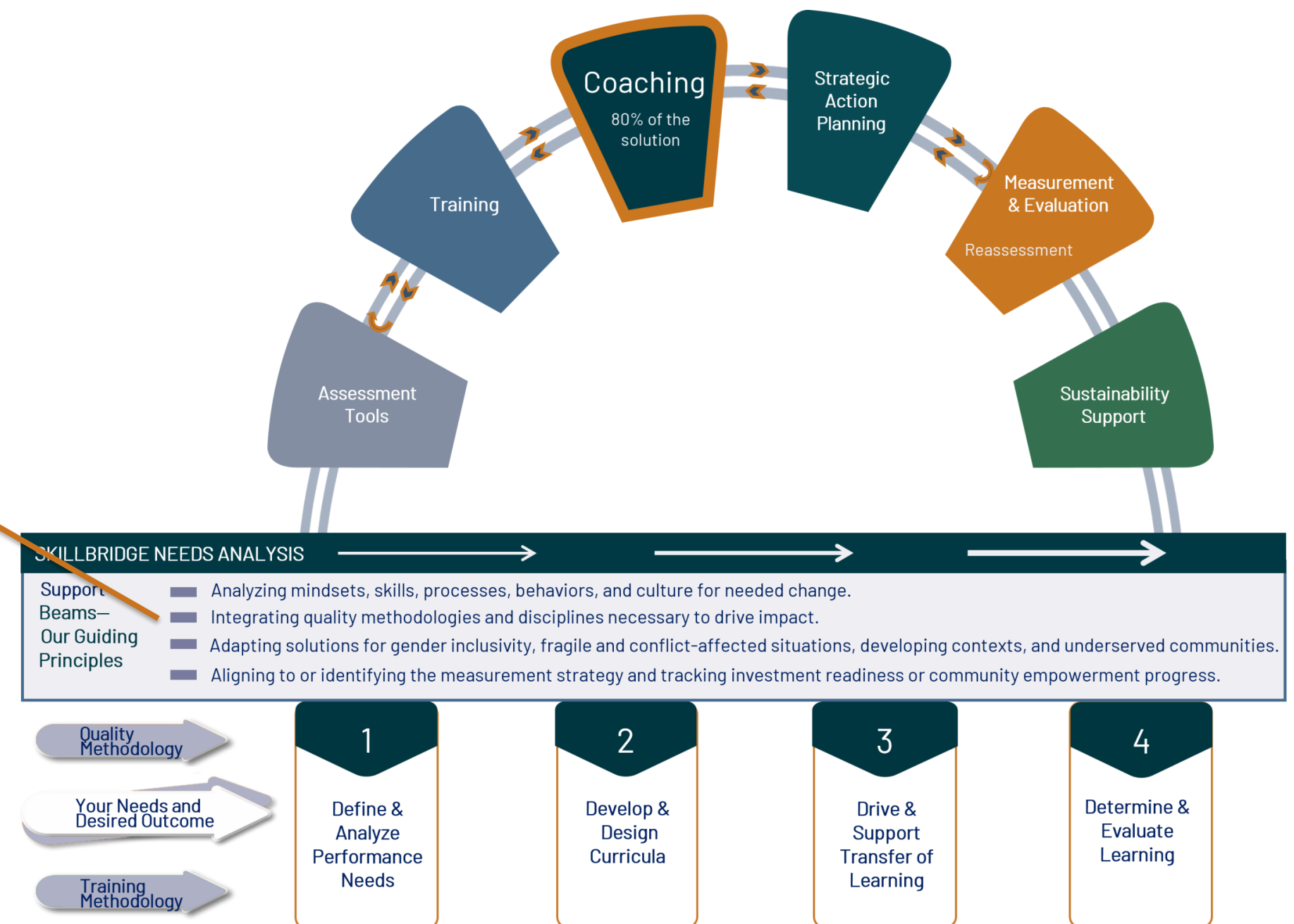
How do we weave our guiding principles throughout the project to drive success and create jobs?

Integrating quality methodologies and disciplines necessary to drive impact.

SME example:

Because capacity building in FCS contexts is complex and diverse, it requires quality methodologies and disciplines to drive impact, so we...

- **In Needs Analysis:** Follow our 4D Quality model's Define and Develop steps alongside the Analyzing Performance Needs training step to fully understand root causes, possible solutions, and engage all stakeholders prior to implementation.
- **In Assessment Tool:** Use quality to determine the best tool platform, gather meaningful baseline data, and uncover root causes.
- **In Training:** Incorporate quality tools and processes into training so that companies are better equipped to run well and solve problems.
- **In Coaching:** Equip coaches to coach toward problem-solving, continuous improvement, and measurable growth using quality tools and methodologies.
- **In Strategic Action Planning:** Include reporting and what-if capabilities to show progress and make decisions on priorities.
- **In M&E:** Include ongoing reporting throughout the process to measure incremental results and show trends.
- **In Sustainability Support:** Equip companies with reusable tools and quick reference guides for new hires to assimilate use.



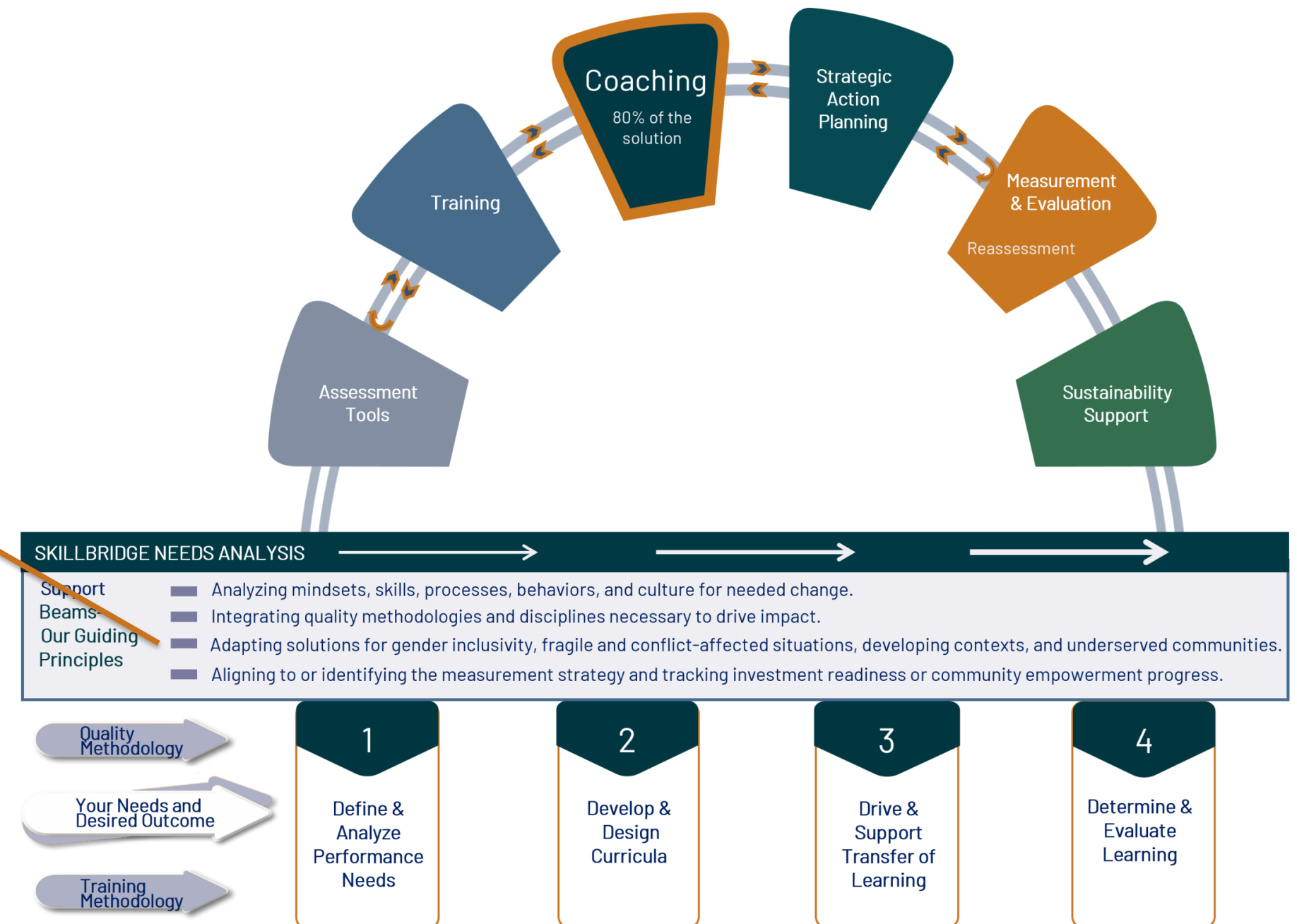
How do we weave our guiding principles throughout the project to drive success and create jobs?

Developing and adapting solutions for gender inclusivity, fragile and conflict-affected situations, developing contexts, and underserved communities.

SME example:

Because adapting to FCS and gender considerations is critical in these contexts, we ...

- **In Needs Analysis:** Follow the FCS and Gender Supplement (IFC Guide to Training) considerations and questions to fully analyze.
- **In Assessment Tool:** Uncover the current state of a company regarding the FCS and gender considerations and assess progress during the reassessment.
- **In Training:** Develop and deliver content in a culturally relevant manner to ensure full learning transfer and application.
- **In Coaching:** Coach and adapt coaching framework for the FCS context and changing situations.
- **In Strategic Action Planning:** Account for FCS limitations in forecasting how much can be accomplished in the context.
- **In M&E:** Account for FCS measures, limitations, and fluctuations in targets.
- **In Sustainability Support:** Adapt for specific contexts and emerging conditions with other modes of capacity building.



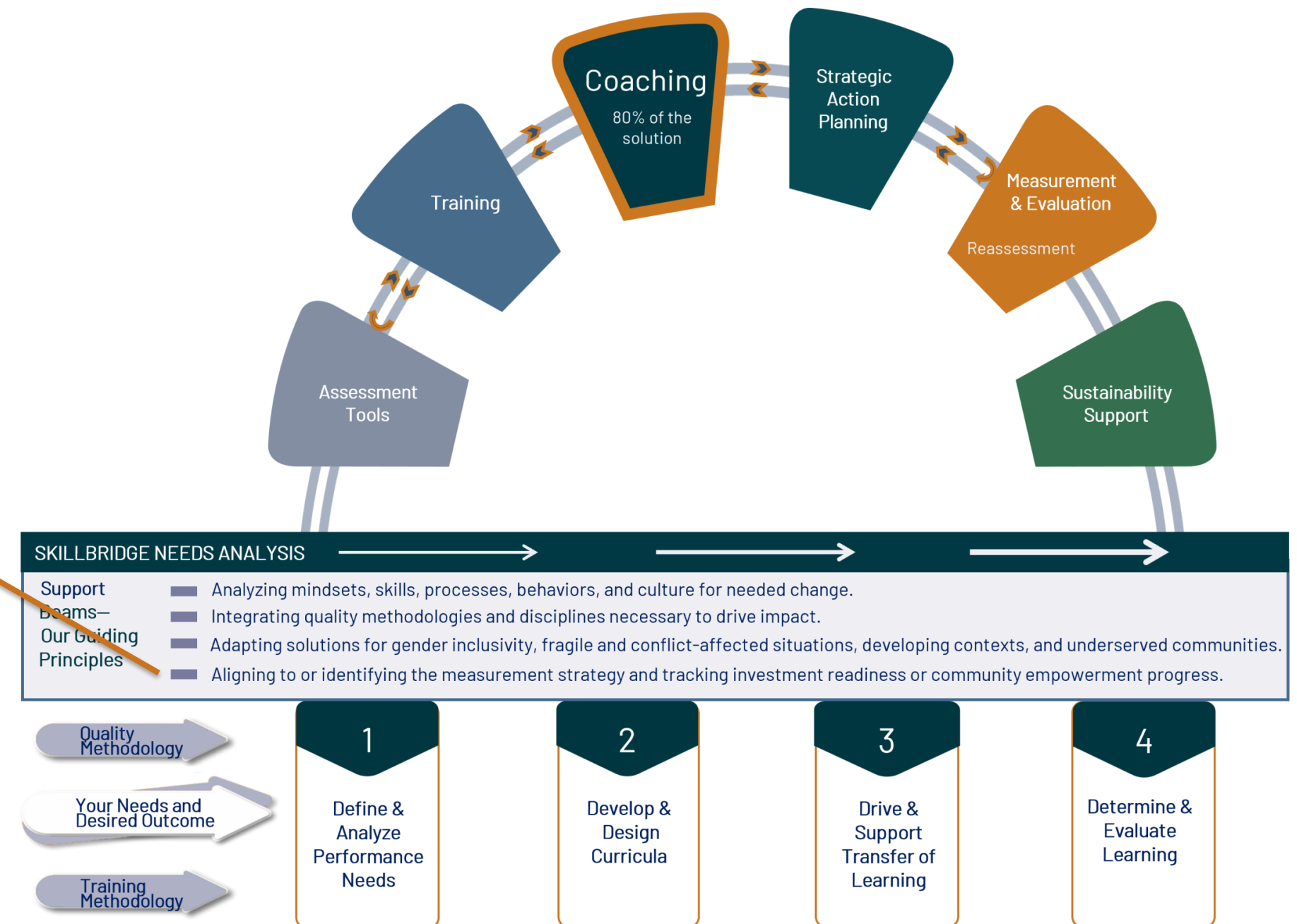
How do we weave our guiding principles throughout the project to drive success and create jobs?

Aligning to or identifying the measurement strategy and tracking investment readiness or community empowerment progress.

SME example:

Because aligning with AIMM and Impact Investing Principles, in addition to tracking investment readiness and job creation, is critical to reducing poverty in FCS, we...

- **In Needs Analysis:** Document the measures for success from each stakeholder's perspective, including investment officers.
- **In Assessment Tool:** Establish baseline measurements in all success areas to understand and track progress.
- **In Training:** Build training towards action on the success factors. Ensure that all trainers are aware of the ultimate program goals.
- **In Coaching:** Encourage incremental awareness, goal-setting, exploration of funding options, and the will to prepare for growth.
- **In Strategic Action Planning:** Demonstrate how each action impacts the reassessment, which determines investment-readiness and prepares for job growth.
- **In M&E:** Make M&E part of capacity-building conversations from the outset and build the program with the end in mind.
- **In Sustainability Support:** Establish mechanisms to track long-term growth in investments, company growth, and job creation.

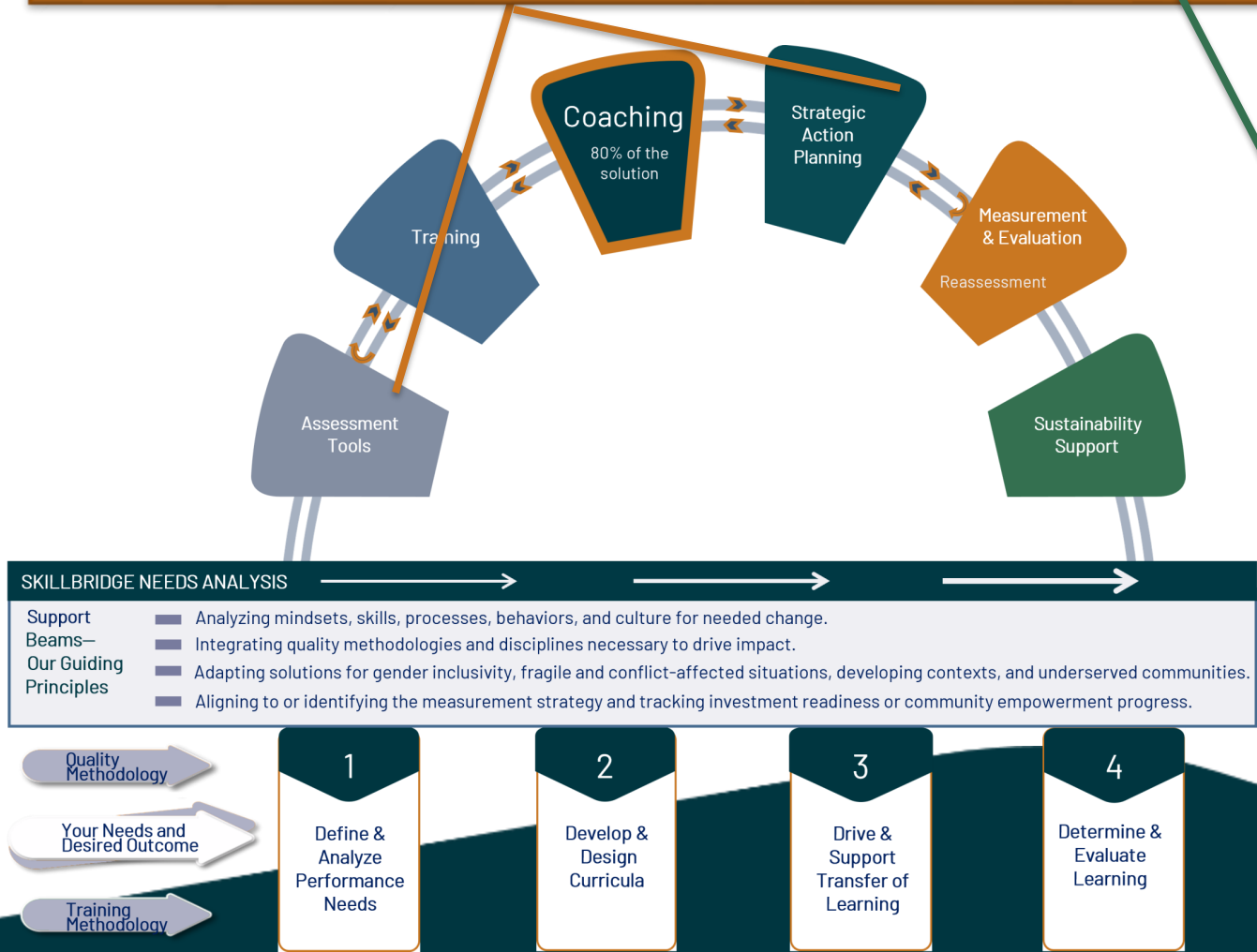


Attribution to Job Creation and Investment Readiness Example

Step 1 in the Arch of Core Services: Assessment Tools

SME example: Assessment Tool

- Make a self-assessment (can also be assessor-assessed).
- Digitalize with our partner WBG-approved Agolix or create in Excel.
- Gather the baseline information needed to track the impact.
- Assess job creation, behaviors, skills, processes, practices, mindsets, etc.
- Provide companies with reporting on areas of strength and opportunities for growth.
- Provide IOs, program, trainer, and coaches with baseline information to inform training, coaching, and strategic action planning.
- Provides the recommended base actions on which to build the Strategic Action Plan.



app.agolix.com/assessment/28400?

Example: Job creation

Investment-Readiness Assessment

Please answer the following questions

How many people are currently employed full-time?

Enter a whole number

How many people are currently employed part-time?

Enter a whole number

How many employees are women?

Enter a whole number

How many women are in management or leadership positions?

Enter a whole number

Investment habits

What sources of funding has your company sought?

- ☐ Owner funding
- ☐ Friends/family
- ☐ Cooperative/group funding
- ☐ Credit card
- ☐ Bank loan
- ☐ Other

Example: Investment practices

What sources of funding has your company used?

- ☐ Owner funding
- ☐ Friends/family
- ☐ Cooperative/group funding
- ☐ Credit card
- ☐ Bank loan
- ☐ Other

Financial Management

Which of these does your company do? (Select all that apply)

- ☐ Prepare a balance sheet based on a double-entry bookkeeping system
- ☐ Prepare a profit and loss statement (P&L)
- ☐ Prepare a cash flow statement indicating cash flows from operating, investing, and financing activities
- ☐ Prepare quarterly financial statements
- ☐ Have the financial statements audited by a third party
- ☐ None of these apply.

Example: Financial management processes

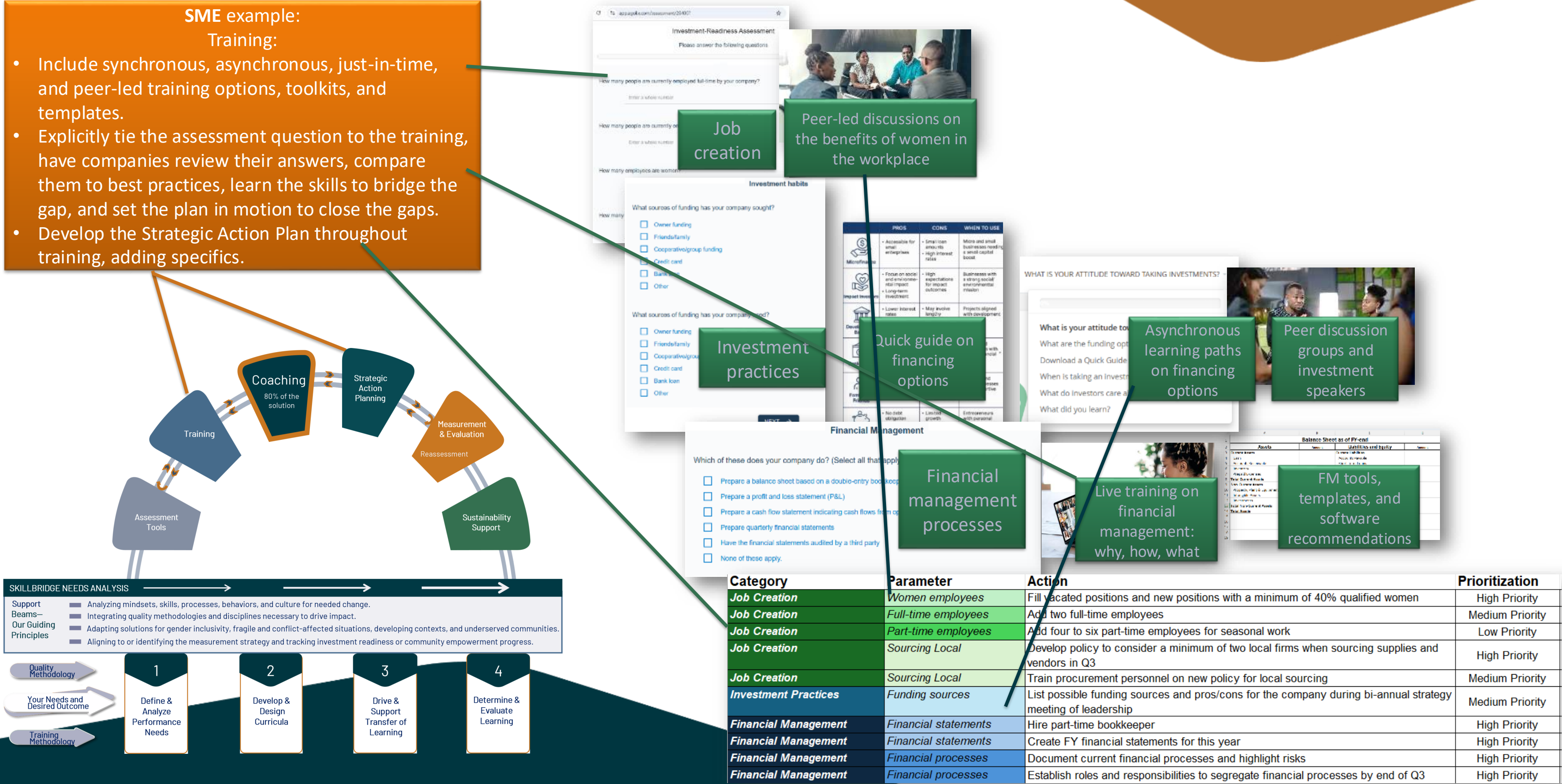
Category	Parameter	Recommended Actions
Job Creation	Women employees	Fill vacated positions and new positions with a minimum of 40% qualified women
Job Creation	Full-time employees	Increase full-time staffing by 10% within one year
Job Creation	Part-time employees	Increase part-time staffing by 20% for seasonal flux
Job Creation	Sourcing Local	Develop policy to consider a minimum of two local firms when sourcing supplies
Investment Practices	Funding sources	List possible funding sources and pros/cons
Financial Management	Financial statements	Have a dedicated bookkeeper
Financial Management	Financial statements	Create annual FY financial statements
Financial Management	Financial processes	Document current financial processes

Attribution to Job Creation and Investment Readiness Example

Step 2 in the Arch of Core Services: Training

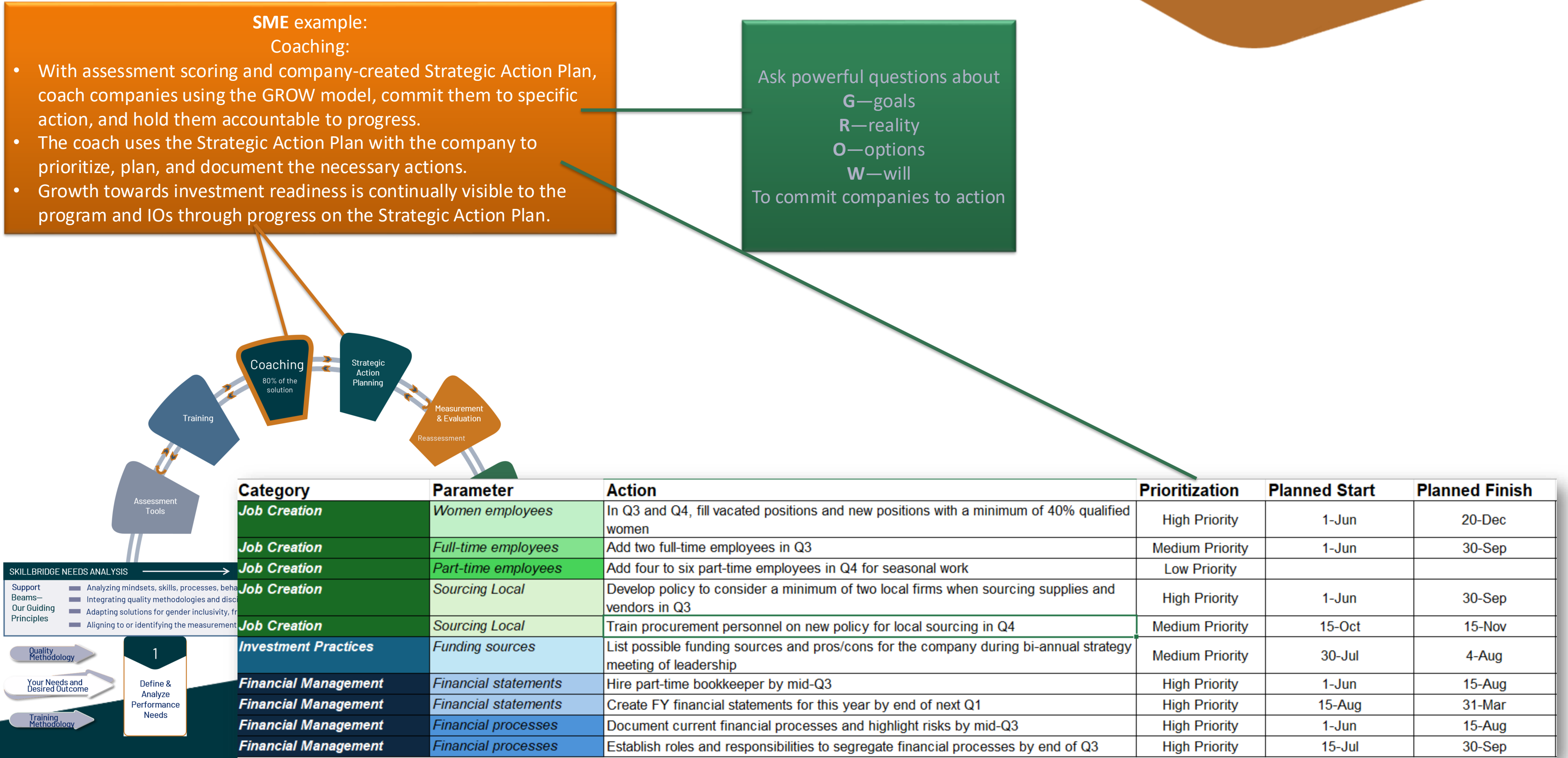
SME example:
Training:

- Include synchronous, asynchronous, just-in-time, and peer-led training options, toolkits, and templates.
- Explicitly tie the assessment question to the training, have companies review their answers, compare them to best practices, learn the skills to bridge the gap, and set the plan in motion to close the gaps.
- Develop the Strategic Action Plan throughout training, adding specifics.



Attribution to Job Creation and Investment Readiness Example

Step 3 in the Arch of Core Services: Coaching



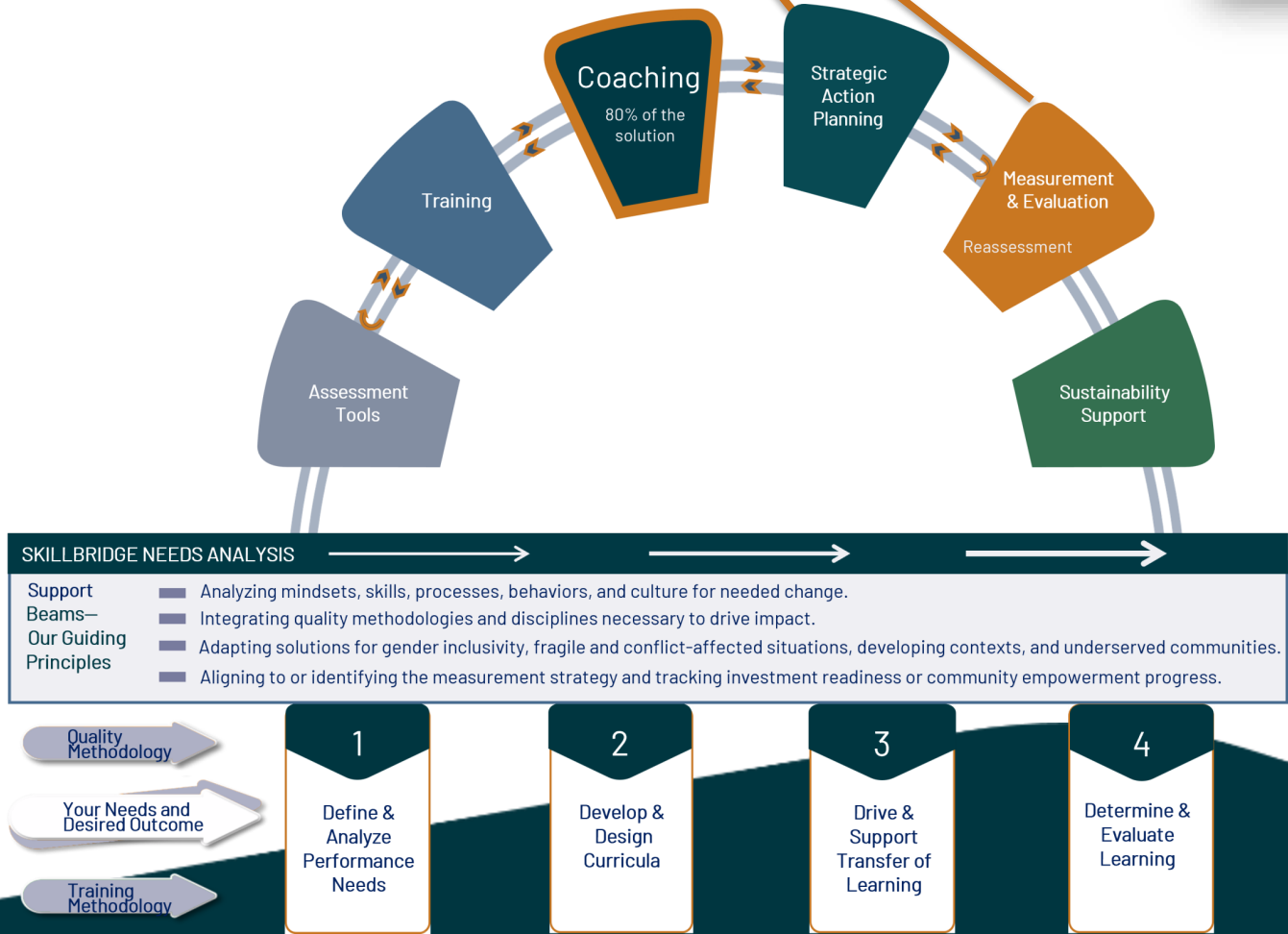
Attribution to Job Creation and Investment Readiness Example

Step 4 in the Arch of Core Services: M&E

SME example:
M&E:

- Use What-if scoring to see score changes based on forecasted or completed actions.
- IOs and other experts determine if the indicator is coachable and the duration and level of effort to begin change and finalize actions, as well as the proof sources needed.
- Growth towards investment-readiness is continually visible to the program and IOs.

Performance Objectives	Competence %	Competence level	What-if score (planned)
Job Creation	36%	Weak	94%
Investment Practices	47%	Average	56%
Financial Management	78%	Very Good	100%



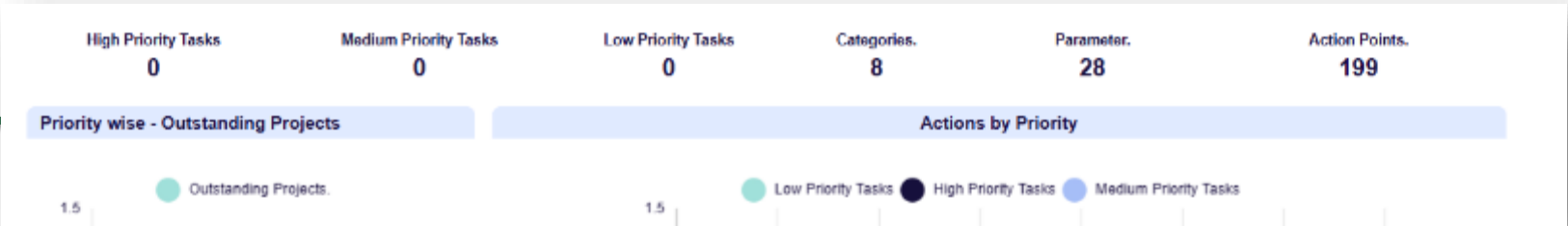
Parameter	Assessment level	Indicator	Indicator code	Coachable/ Non-coachable/ Partially coachable	What -if Indicator level scoring	What-if Parameter level score
Accounting and reporting	L1: QLT	Financial reporting practice	A-1	C	5	5
	L1: QLT	External audit requirements	A-2	C	5	
	L1: QLT	Integrated reporting	A-3	C	5	
Financial risk management	L1: QLT	Standard financing plan for projects when the firm is borrowing from a bank (excluding land acquisition costs)	A-4	C	5	4
	L1: QLT	Internal controls	A-5	PC	3	
Budgeting	L1: QLT	Overall master budget	A-6	C	5	5
	L1: QLT	Project budget	A-7	PC	5	

Attribution to Job Creation and Investment Readiness Example

Step 5 in the Arch of Core Services: Sustainability Support

SME example: Sustainability Support:

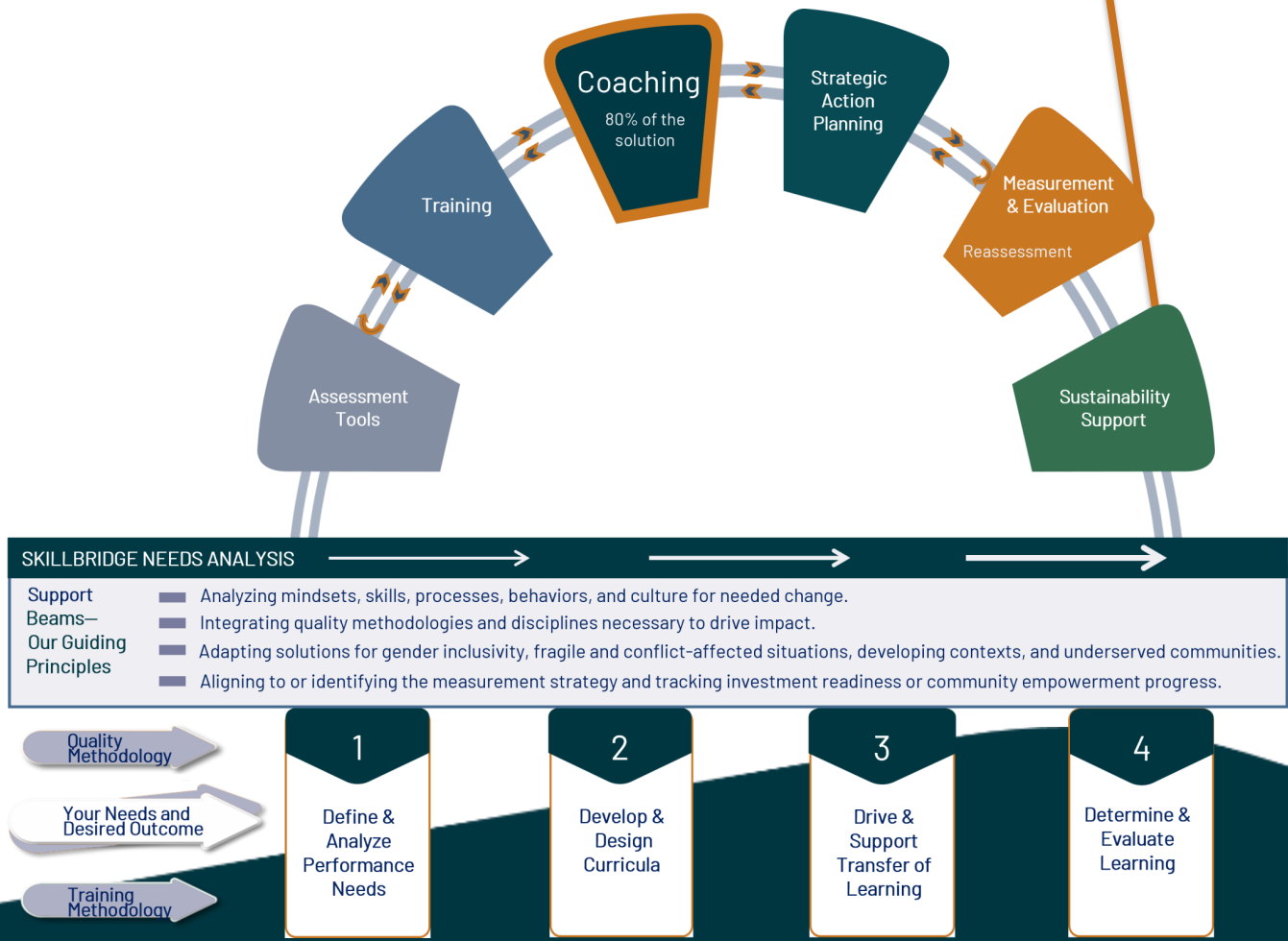
- Ongoing reporting of metrics and reassessment to monitor progress and growth.
- Refresh training for updates in regulations, requirements, or localization needs.
- Host the assessment and make any necessary updates.
- Marketing, event planning, or branding support.



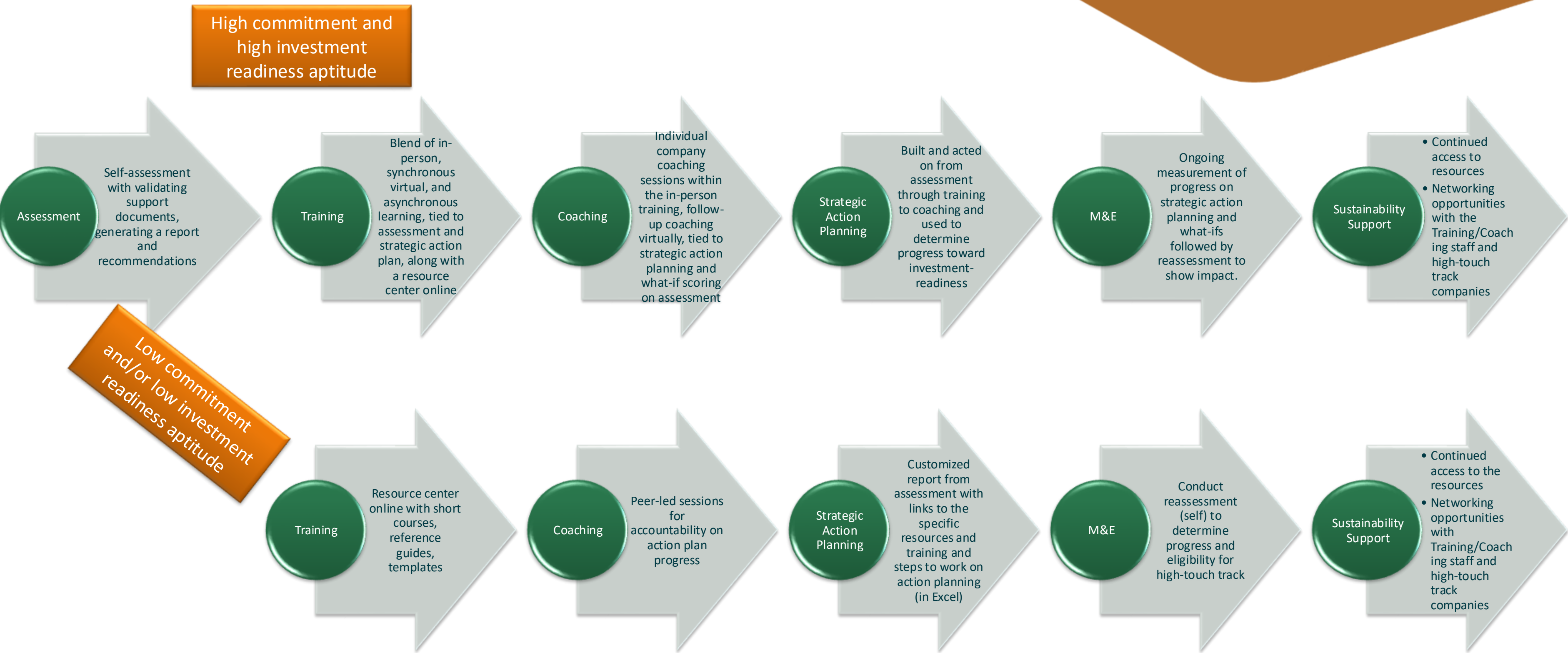
agolix

My Assessments

Title
Rapid Assessment of Healthcare Quality, IFC
Demo POC for LCI
Healthcare Quality Laboratory Assessment
Rapid Assessment of Healthcare Quality, IFC Hospital 2



Attribution to Job Creation and Investment Readiness Overview High-Touch and Low-Touch





Example: Global Housing Platform (Pillar)



IFC

**International
Finance Corporation**
WORLD BANK GROUP

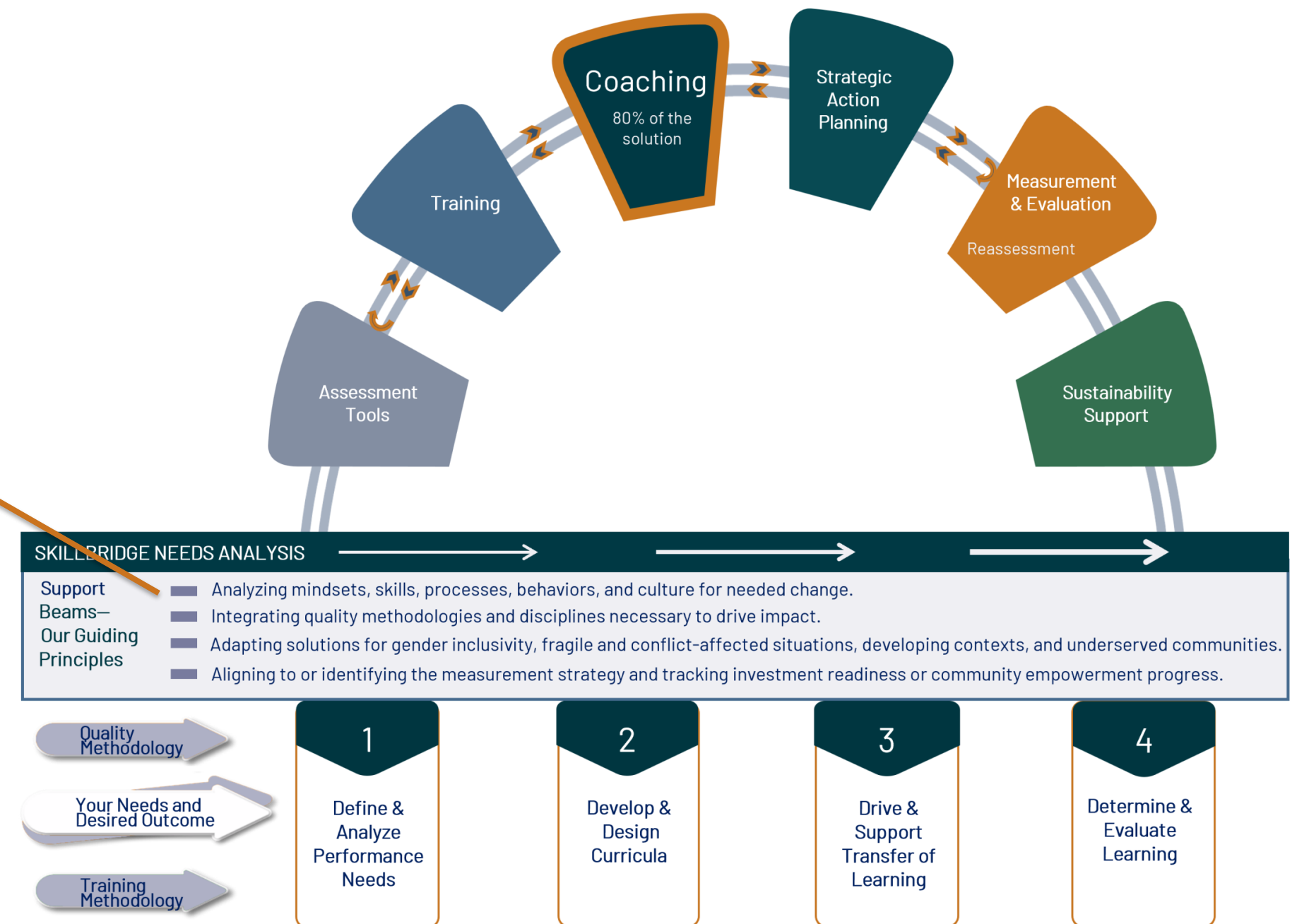
How do we weave our guiding principles through the project to drive success and create jobs?

Assessing and analyzing mindsets, skills, processes, behaviors, and culture for needed change

Pillar example:

Given that capacity building requires change in mindsets, skills, processes, behaviors, and cultures, we ...

- **In Needs Analysis:** Interviewed IOs and affordable housing development experts to understand the global need, developmental finance, and developers' mindsets.
- **In Assessment Tool:** Adapted the assessment tool to incorporate the indication of change and willingness to change.
- **In Training:** Utilized adult learning theories and activity-based training to change mindsets and behaviors, getting at the "why."
- **In Coaching:** Included contracts of willingness in the coaching process. Trained coaches to overcome bias to advise.
- **In Strategic Action Planning:** Created, trained, and coached to motivate and document change through strategic action planning.
- **In M&E:** Included measurements in changes in these categories from assessment to reassessment.
- **In Sustainability Support:** Continue supporting change with ongoing support for Assessor/Coaches.



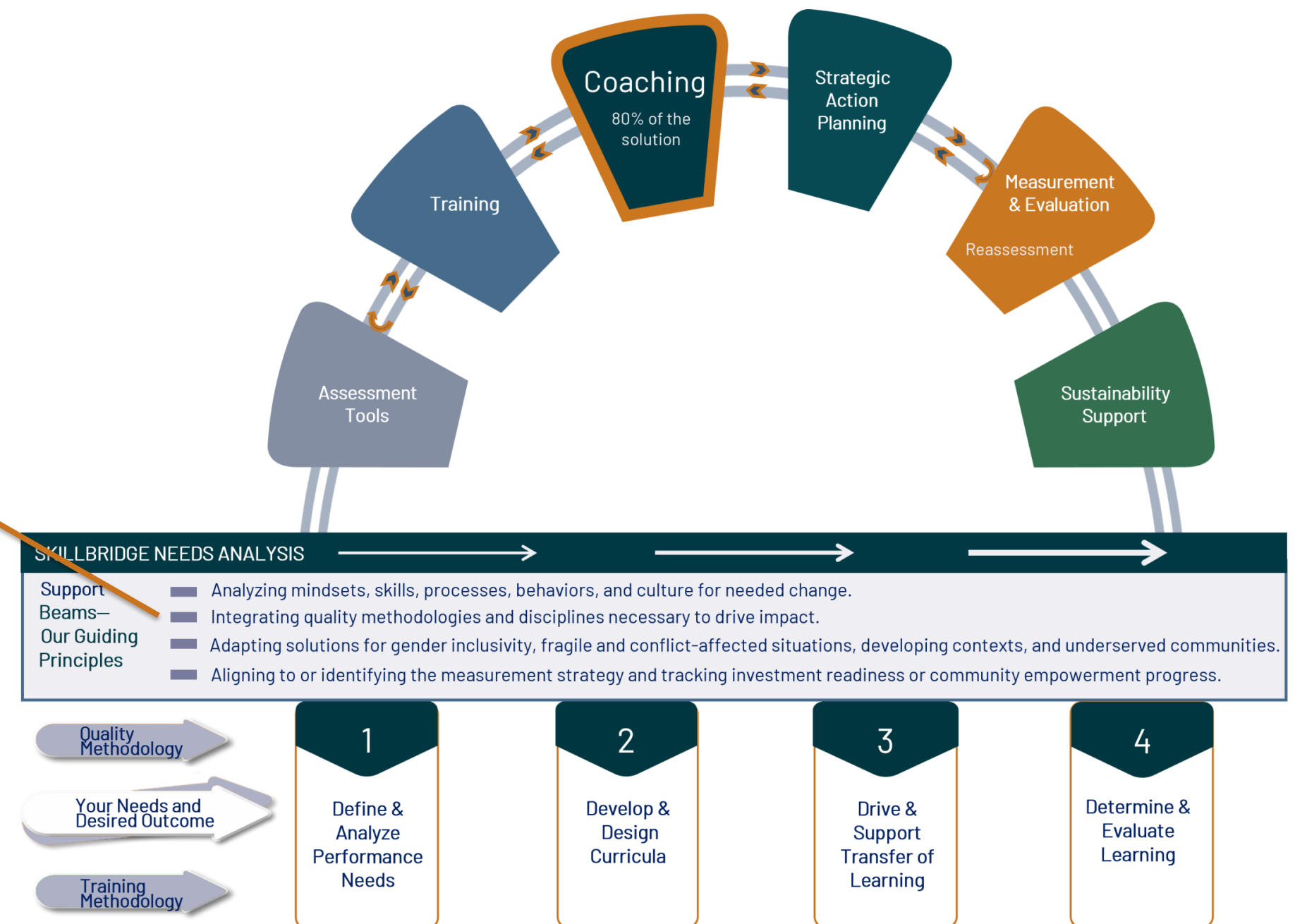
How do we weave our guiding principles throughout the project to drive success and create jobs?

Integrating quality methodologies and disciplines necessary to drive impact

Pillar example:

Given that capacity building in FCS contexts is complex and diverse, it requires quality methodologies and disciplines to drive impact, so we...

- **In Needs Analysis:** Followed our 4D Quality model's Define and Develop steps alongside the Analyzing Performance Needs training step to fully understand root causes, possible solutions, and engage all stakeholders. This happened mid-project when Skillbridge was engaged.
- **In Assessment Tool:** Used quality to assess and request a scope modification to the assessments and tool vendors.
- **In Training:** Incorporated quality tools and processes into training so that coaches are better equipped to support companies in running well and solving problems.
- **In Coaching:** Equipped coaches to coach toward problem-solving, continuous improvement, and measurable growth using quality tools and methodologies.
- **In Strategic Action Planning:** Included reporting and what-if capabilities to show progress and make decisions on priorities.
- **In M&E:** Included ongoing reporting throughout the process to measure incremental results and show trends.
- **In Sustainability Support:** Conducted follow-on sessions with project leads on quality and coachable influence metrics.



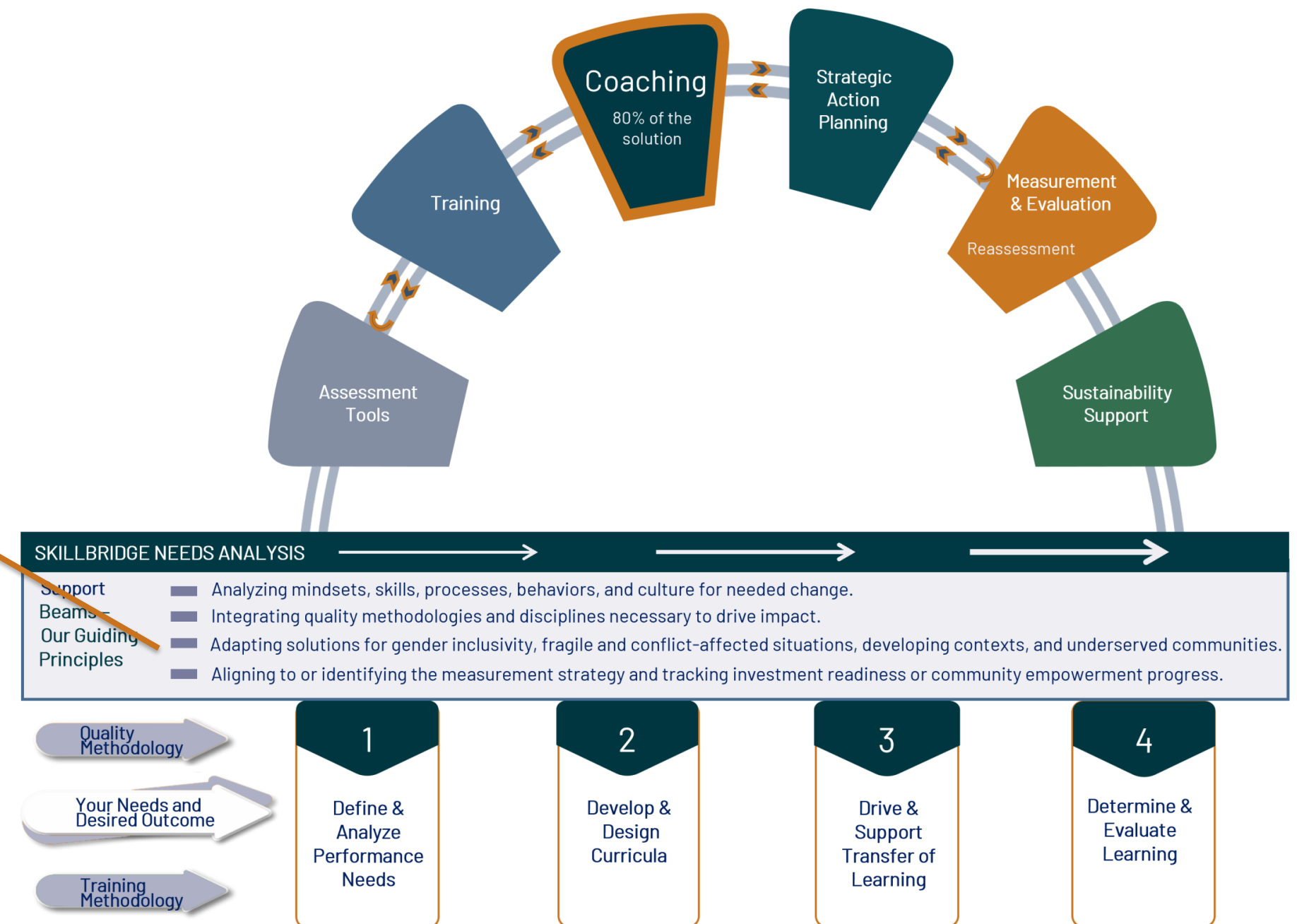
How do we weave our guiding principles throughout the project to drive success and create jobs?

Developing and adapting solutions for gender inclusivity, fragile and conflict-affected situations, developing contexts, and underserved communities.

Pillar example:

Given that adapting to FCS and gender considerations is critical in these contexts, we ...

- **In Needs Analysis:** Used the FCS and Gender Supplement (IFC Guide to Training) considerations and questions to better understand the global housing crisis.
- **In Assessment Tool:** Uncover the current state of a company regarding the FCS and gender considerations and assess progress during the reassessment.
- **In Training:** Developed and delivered content in a culturally relevant manner to ensure complete learning transfer and application, including translation and localization into French.
- **In Coaching:** Coached and adapted the coaching framework for the FCS context.
- **In Strategic Action Planning:** Accounted for FCS limitations in forecasting how much can be accomplished in the context and delivered training in a blended, virtual format.
- **In M&E:** Accounted for FCS measures, limitations, and fluctuations in targets.
- **In Sustainability Support:** Adapted for specific contexts and emerging conditions with other modes of capacity building.



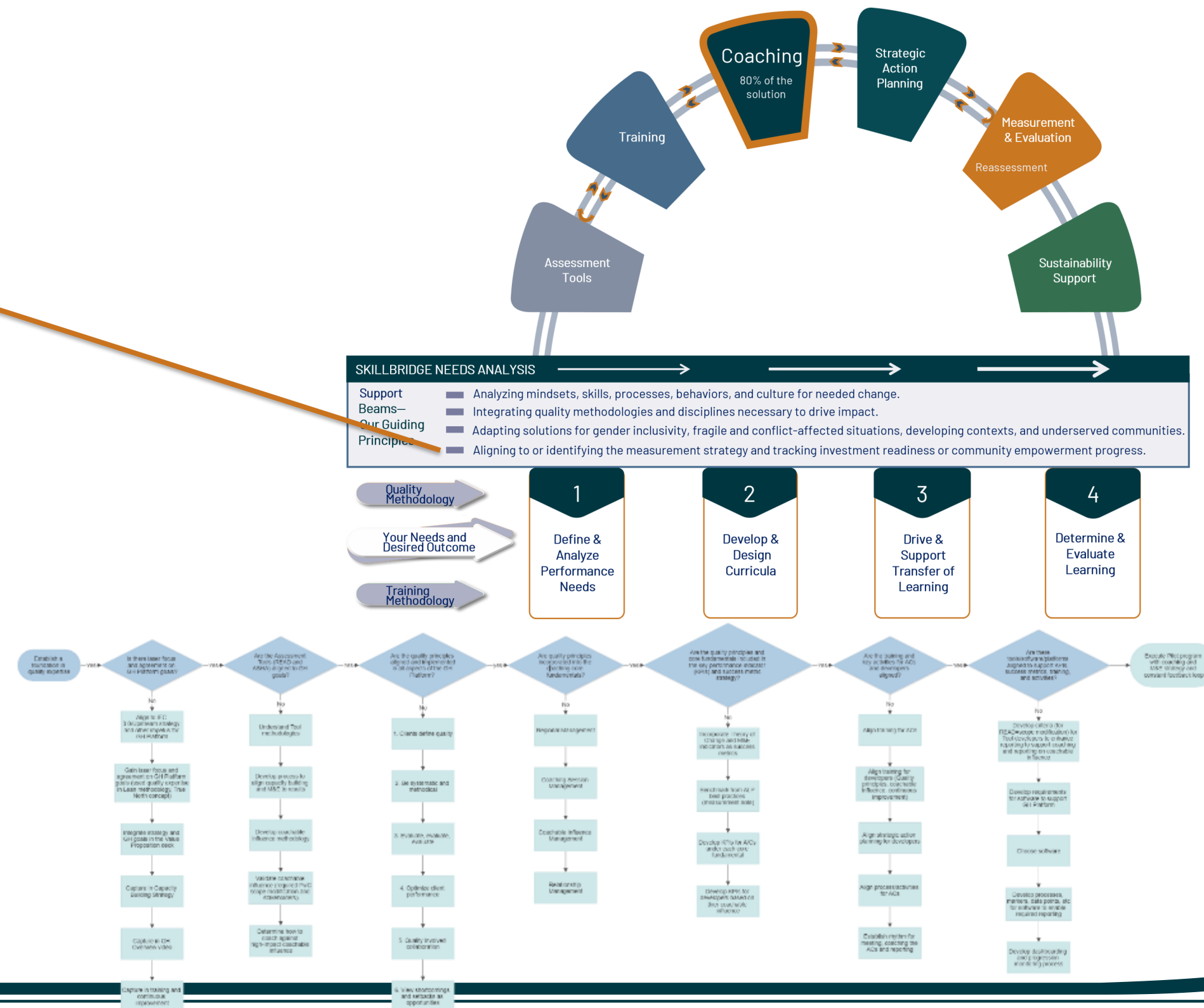
How do we weave our guiding principles throughout the project to drive success and create jobs?

Aligning to or identifying the measurement strategy and tracking investment readiness or community empowerment progress.

Pillar example:

Given that aligning with AIMM and Impact Investing Principles, in addition to tracking investment readiness and job creation, is critical to reducing poverty in FCS, we...

- **In Needs Analysis:** Assessed current AIMM targets as well as project goals. Aligned vendors and consultants with goals.
- **In Assessment Tool:** Revised and enhanced the two assessments to assess, monitor, and prioritize to reach program targets and goals.
- **In Training:** Built awareness of goals with Assessor/Coaches and processes to track.
- **In Coaching:** Built tracking and reporting mechanisms into the coaching platform.
- **In Strategic Action Planning:** Tied action planning to What If to measure progress and forecast progress toward investment readiness.
- **In M&E:** Developed M&E strategy to monitor KPIs and provide ongoing reporting for IO use.
- **In Sustainability Support:** Established mechanisms to track long-term growth in investment readiness in partnership with IOs.

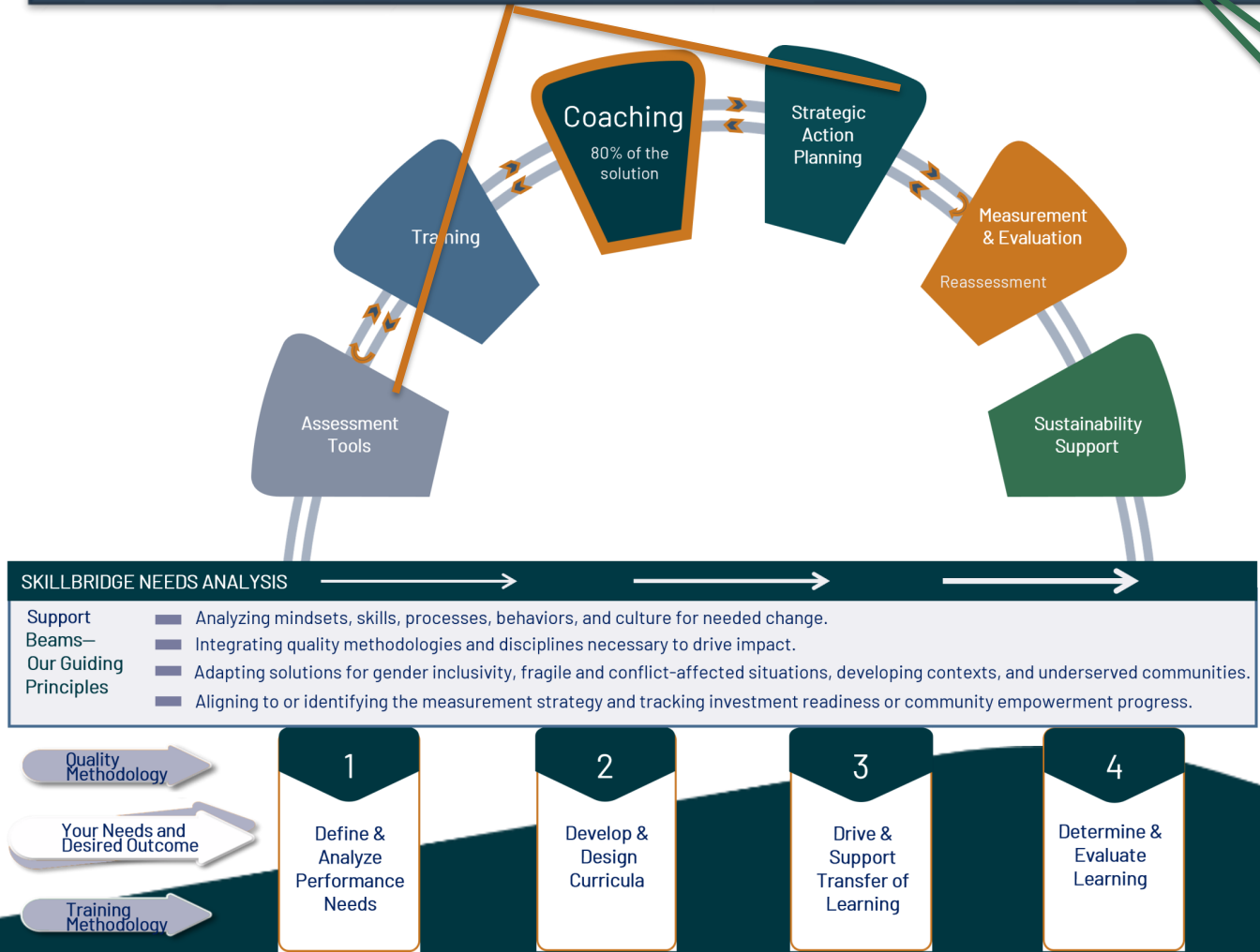


Attribution to Job Creation and Investment Readiness Example

Step 1 in the Arch of Core Services: Assessment Tools

Pillar example: Assessment Tool

- Uncovered gaps in the already-developed tools that did not link to training, coaching, and M&E.
- Worked with two vendors and IFC to enhance both tools to facilitate forecasting the influence of coaching on investment-readiness and to create a prioritized strategic action plan. Provide companies with reporting on areas of strength and opportunities for growth.
- Enhanced reporting to provide IOs, program, trainer, and coaches with baseline information to inform training, coaching, and strategic action planning.
- Provided the recommended base actions on which to build the Strategic Action Plan.



Financial Management - Qualitative				
Parameter	Indicator	Indicator Code	Rationale	
Accounting and reporting	Financial reporting practice	A-1	The indicator aims to review whether or not the developer complies with financial reporting practices pertaining to the kinds of financial statements prepared and the approach followed for them.	<input type="checkbox"/> The firm prepares balance sheet <input checked="" type="checkbox"/> The firm prepares profit and loss <input checked="" type="checkbox"/> The firm prepares a cash flow statement <input type="checkbox"/> The firm prepares investing and financing activities <input type="checkbox"/> The financial statements are prepared
	External audit requirements	A-2	The indicator aims to review whether or not the firm complies with basic external audit requirements	<input checked="" type="radio"/> The firm's financial report is audited by an independent registered third party auditor <input type="radio"/> The firm's financial report is not audited by an independent registered third party auditor

Performance Objectives	Total weightage %	No. of indicators
Organization management	16.2	15
Financial Management	22	7
Business management	37.6	16
Project operations	24.2	12
Total/ overall	100	50

Financial Management	22
Financial reporting practice	3.23
Audit requirements	3.23
Integrated reporting	2.85
Standard financing plan for projects when the firm is borrowing from a bank (excluding land acquisition costs)	3.28
Internal controls	3.06
Overall master budget	3.28
Project budget	3.06

Assessment level	Indicator	Indicator code	Indicator level scoring	Parameter level score
L1: QLT	Financial reporting practice	A-1	1	3
L1: QLT	External audit requirements	A-2	5	
L1: QLT	Integrated reporting	A-3	3	3
L1: QLT	Standard financing plan for projects when the firm is borrowing from a bank (excluding land acquisition costs)	A-4	5	
L1: QLT	Internal controls	A-5	1	2
L1: QLT	Overall master budget	A-6	2	

Evidence			
Please submit the following evidence for the following Performance Objectives			
Performance Objectives	Evidence submitted (to be filled by Assessor)		
Financial Management	Evidence submitted (to be filled by Assessor)		
Financial reporting practice	Evidence submitted (to be filled by Assessor)		
Audit requirements	Evidence submitted (to be filled by Assessor)		
Integrated reporting	Evidence submitted (to be filled by Assessor)		
Standard financing plan for projects when the firm is borrowing from a bank (excluding land acquisition costs)	Evidence submitted (to be filled by Assessor)		
Internal controls	Evidence submitted (to be filled by Assessor)		
Overall master budget	Evidence submitted (to be filled by Assessor)		
Project budget	Evidence submitted (to be filled by Assessor)		

Financial Management			
Indicator	ABC's status	Competence Level	
External audit requirements	The firm's financial report is audited by an independent registered third party auditor	Excellent	
Standard financing plan for projects when the firm is borrowing from a bank	The firm sources less than 65% of financing from banks or other lending institution	Excellent	
Overall master budget	Budgeting processes integrate strategic, operational and financial plans of the firm. Revenues and expenditures are monitored against the budget monthly.	Average	

IFC GH READ Needs for Evaluation and Coaching (Automation and CRM)

GH READ Needs for Evaluation and Coaching (Automation and CRM)

Updated Tasks Overview

- Create a response-level validation spreadsheet (example already shared) for the expert stakeholders to complete.
- Build (auto-populate) the Coachable influence, Selection Matrix, and What-if scenarios into one additional tab in the READ Tool (examples sent).

Flow of Information

Each part of the tasks creates the information needed as the input for the next part.

Create validation spreadsheet template at the response level

Create coachable influence baseline and maximum based on validation spreadsheet answers from stakeholders

Create Selection Matrix to pull results from the coachable influence

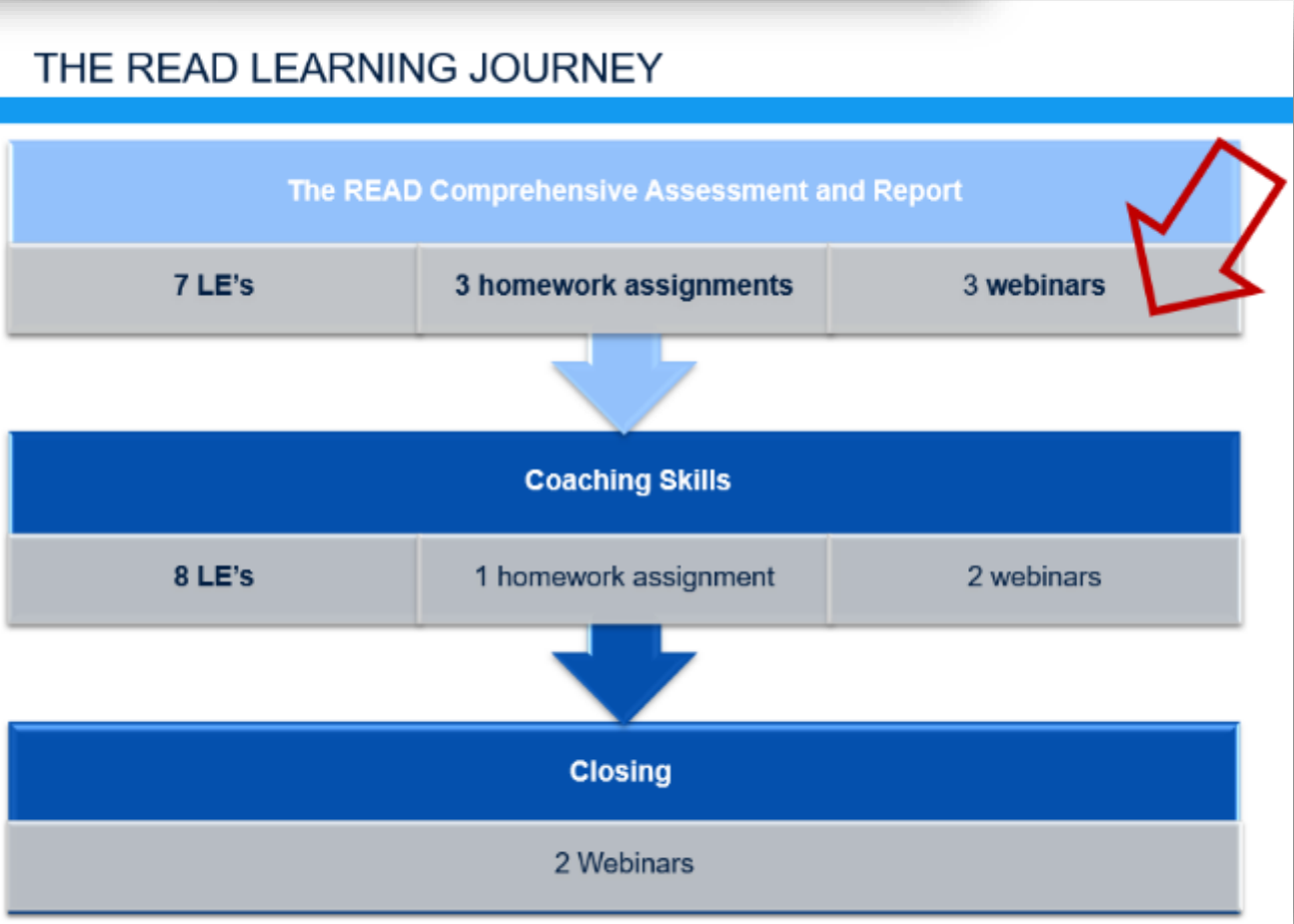
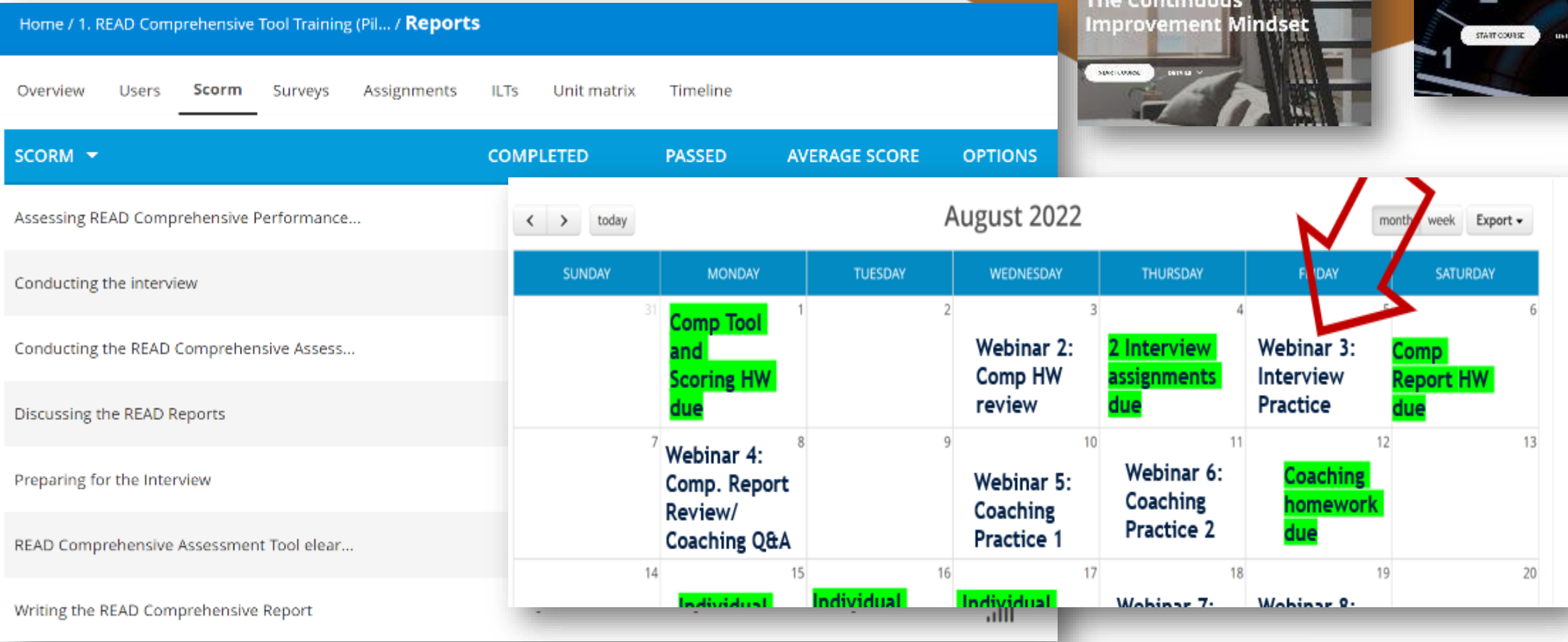
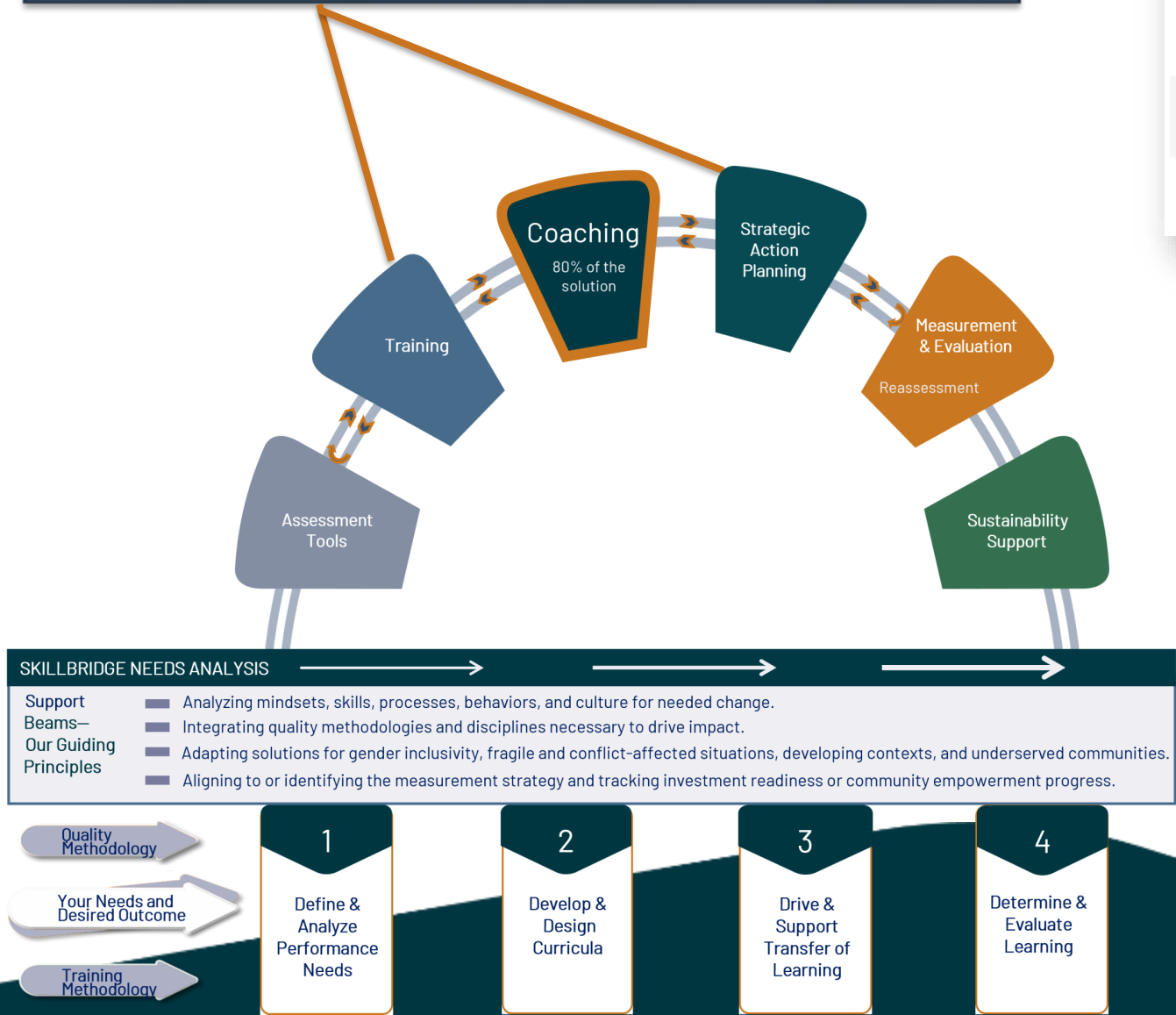
Create What-if scenario template to pull from Selection Matrix and real-time updates to assessment (creates the dashboarding in Excel that will move to a software platform)

Attribution to Job Creation and Investment Readiness Example

Step 2 in the Arch of Core Services: Training

Pillar example: Training:

- Included synchronous, asynchronous, just-in-time, and peer-led training in a blended virtual format with toolkits, and templates.
- Employed extensive experiential learning for Assessor/Coaches.



Attribution to Job Creation and Investment Readiness Example

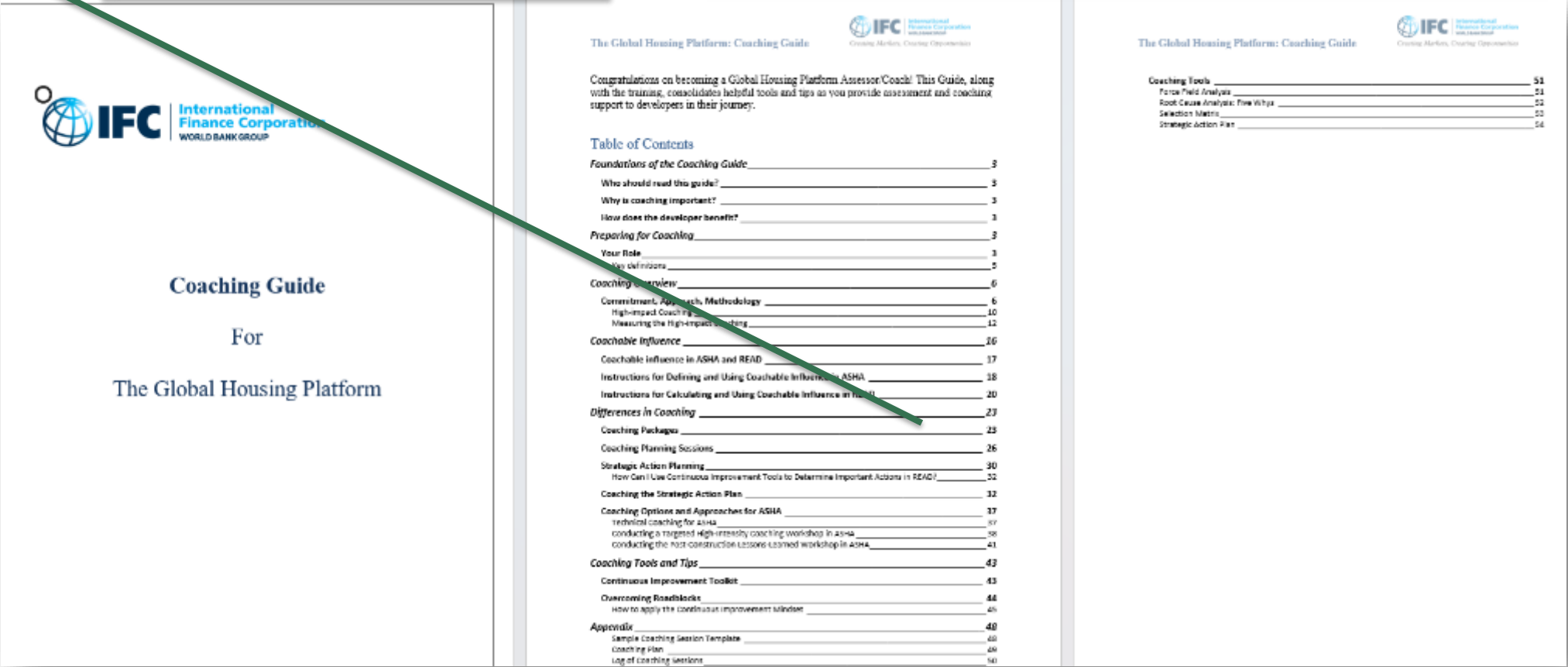
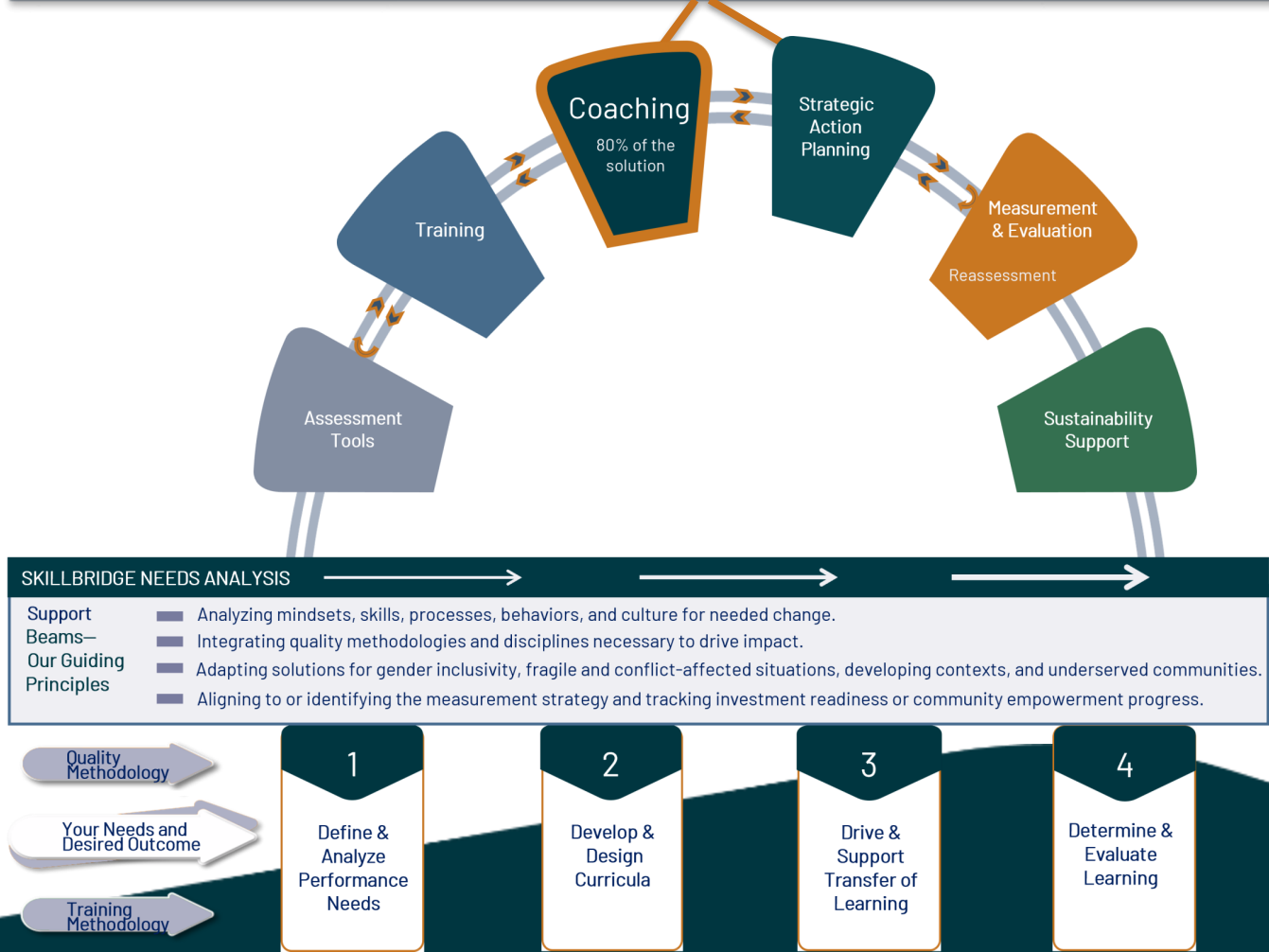
Step 3 in the Arch of Core Services: Coaching

Pillar example:
Coaching:

- Developed the coaching program, guide, process, and training. Delivered the training to Assessor/Coaches in a blended, online format with practice and role playing. With assessment scoring and company-created Strategic Action Plan, coach companies using the GROW model, commit them to specific action, and hold them accountable to progress.
- The coach uses the Strategic Action Plan with the company to prioritize, plan, and document the necessary actions.
- Growth towards investment readiness is continually visible to the program and IOs through progress on the Strategic Action Plan and What IF scenarios.

Ask powerful questions about
G—goals
R—reality
O—options
W—will
To commit companies to action

CLASS PROGRESS ON THE LEARNING EXPERIENCES				
SCORM	COMPLETED	PASSED	AVERAGE SCORE	OPTIONS
Coachable influence	3	3	90.00%	
Coaching for High Impact	2	2	85.00%	
Coaching the Strategic Action Plan	2	2	100.00%	
Creating a Strategic Action Plan	2	2	100.00%	
Creating the Coaching Plan	2	2	90.00%	
Overcoming Coaching Roadblocks	1	1	100.00%	
The Continuous Improvement Toolkit	4	4	95.00%	
What to expect in READ Coaching	5	5	94.00%	



Coachable Influence

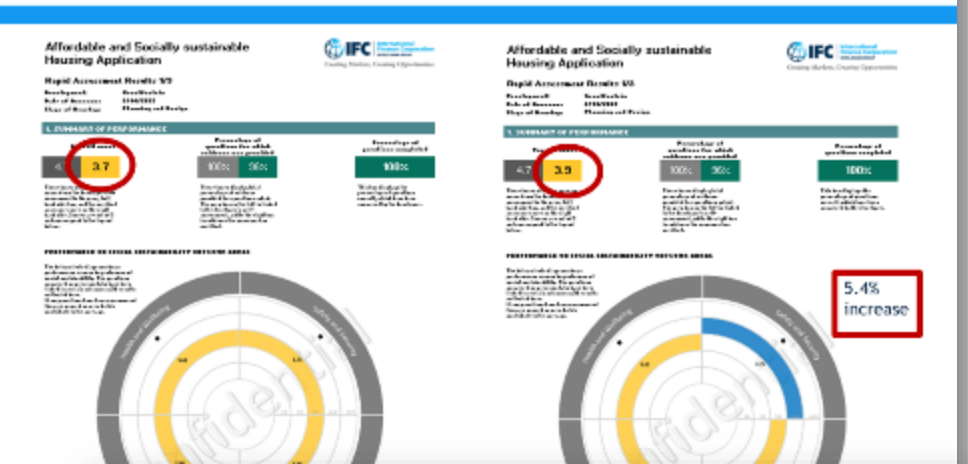
Pillar example:
Coachable Influence:

- Worked with IOs and subject matter experts to determine the coachability, coaching level of effort, developer level of effort, supporting documentation, timeframe to commit to change, and timeframe to show change for each indicator on both tools.
- Worked with tool developers to weigh and provide prioritization of actions to best influence scoring and indication of investment-readiness
- Trained Assessor/Coaches to coach for prioritized actions using the GROW model and keep documentation of the strategic action progress.

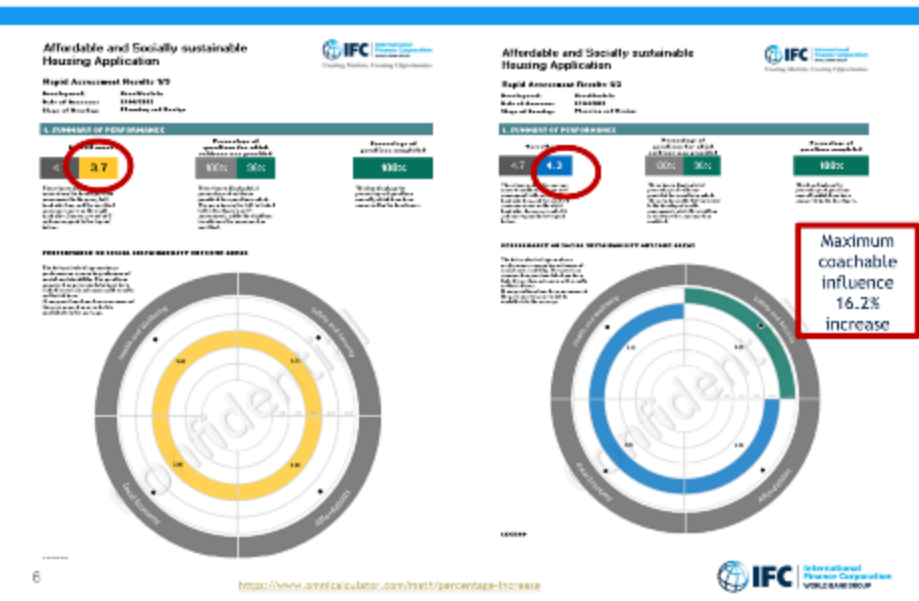
GROW COACHING MODEL



BEFORE AND WHAT-IF BASED ON 3 TOP PRIORITIES TO 5



GLOBAL HOUSING EXAMPLE: BASELINE AND FULL WHAT IF



Step 2 :Coachable Influence Worksheet

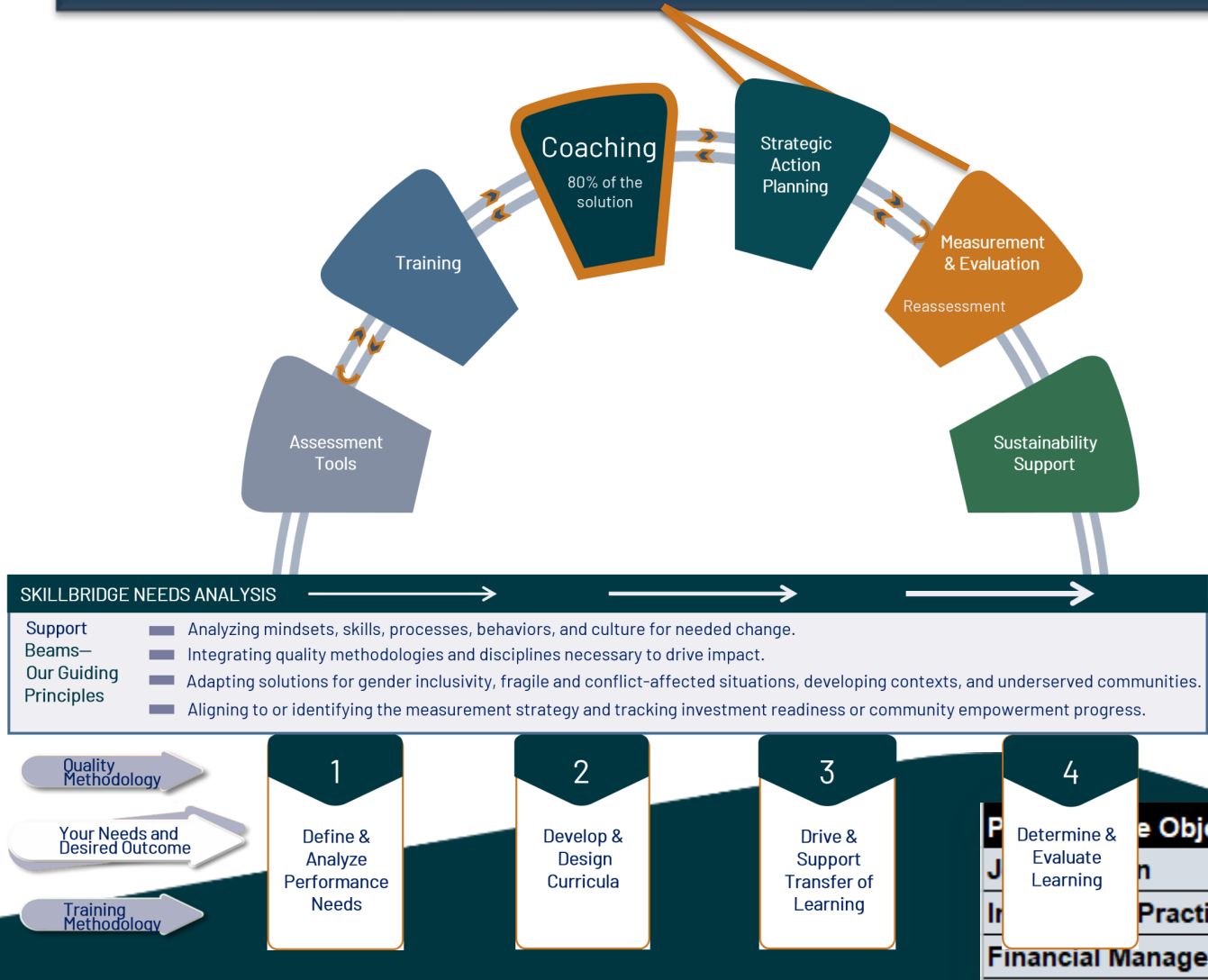
PO	Parameter	Indicator Code	Indicator	Question type (Multiple checkbox/ Radio button)	Response	Select if the developer is willing/ able to do this	Mark complete when response is done and completed	Validat or	Coachable?	Who needs the coaching	Designation of person who requires coaching	coaching influence timeframe to commit to change (elapsed time)	Minimum coaching influence timeframe to show change (elapsed time)	Coaching time LOE	Developer time LOE	What documents or verification is needed as proof?	What questions should a coach ask to find root cause or assess progress?
Financial Soundness	Financial risk management	A-4	Standard financing plan for projects when the firm is borrowing from a bank (excluding land acquisition costs)	Radio Button	Less than 70% of financing is sourced from banks or other lending institutions	NA	NA		No	NA	NA	NA	NA	NA	NA	NA	NA
					70-74% of financing is sourced from banks or other lending institutions	Yes			Yes	Finance	CFO, Finance Manager	6m	18m	4-5hrs	4-5hrs	Project financing plan for atleast 3 projects (1-page summary per project)	Is the existing financial management within the system efficient?
					77-84% of financing is sourced from banks or other lending institutions	Yes			Yes	Finance	CFO, Finance Manager	6m	18m	4-5hrs	4-5hrs	Project financing plan for atleast 3 projects (1-page summary per project)	Is the existing financial management within the system efficient?
					84-91% of financing is sourced from banks or other lending institutions	Yes			Yes	Finance	CFO, Finance Manager	6m	18m	4-5hrs	4-5hrs	Project financing plan for atleast 3 projects (1-page summary per project)	Is the existing financial management within the system efficient?
					Above 91% of financing is sourced from banks or other lending institutions	Yes			Yes	Finance	CFO, Finance Manager	6m	18m	4-5hrs	4-5hrs	Project financing plan for atleast 3 projects (1-page summary per project)	Is the existing financial management within the system efficient?
Budgeting	Overall master budget	A-6	Multiple Checkbox	Multiple Checkbox	Annual master budgets are separate from project budgets and are well documented	Yes			Yes	Finance	CFO, Finance Manager	12m	12m	1-3hrs	4-5hrs	Annual master budgets for last 3 years	'Why are separate annual master budgets not prepared?
					Budgeting processes integrate strategic, operational and financial plans of the firm	Yes			Yes	Finance	CFO, Finance Manager	3m	12m	4-5hrs	6-9hrs	Annual master budgets for last 3 years	Reason behind lack of integrated financial planning?
					The budget process is inclusive and transparent	Yes			Yes	Finance	CFO, Finance Manager	3m	12m	1-3hrs	4-5hrs	Annual master budgets for last 3 years	Are the departments working in cohesion?
					projections are reasonably accurate	Yes			Yes	Finance	Finance Manager	6m	12m	1-3hrs	4-5hrs	Annual master budgets for last 3 years	accurate revenue and expenditure
					Revenues and expenditures are monitored against the budget monthly	Yes			Yes	Finance	Finance Manager	3m	3m	1-3hrs	4-5hrs		'Why is the revenue and expenditure not monitored against the monthly budget?
Accounting and reporting	Financial reporting practice	A-1	Multiple Checkbox	Multiple Checkbox	The firm prepares balance sheet based on double entry bookkeeping system	Yes			Yes	Finance	CFO, Finance Manager	3m	12m	1-3hrs	4-5hrs	Audited financial statements for the last 5 years	'Why is the firm not preparing balance sheet based on the double entry bookkeeping system?
					The firm prepares profit and loss account or income statement	Yes			Yes	Finance	CFO, Finance Manager	3m	12m	1-3hrs	4-5hrs	Audited financial statements for the last 5 years	'Why is an income statement not prepared by the firm?
					The firm prepares a cash flow statement indicating cash flows from operating	Yes			Yes	Finance	CFO, Finance Manager	3m	12m	1-3hrs	4-5hrs	Audited financial statements for the last 5 years	
					The financial statements are prepared according to accrual based system	Yes			Yes	Finance	CFO, Finance Manager	3m	12m	1-3hrs	4-5hrs	Audited financial statements for the last 5 years	'Why is the accrual based system not used for preparation of financial statements?
	External audit requirements	A-2	Radio Button	Radio Button	The firm's financial report is audited by an independent registered third party auditor	NA	NA		No	NA	NA	NA	NA	NA	NA	Audited financial statements for the last 5 years	NA

Attribution to Job Creation and Investment Readiness Example

Step 4 in the Arch of Core Services: M&E

Pillar example: M&E:

- Developed the M&E Strategy for the program after arbitrary targets were set without baselines, KPIs, or appropriate assessments to measure.
- Use What-if scoring to see score changes based on forecasted or completed actions.
- IOs and other experts determine if the indicator is coachable and the duration and level of effort to begin change and finalize actions, as well as the proof sources needed.
- Growth towards investment-readiness is continually visible to the program and IOs.



IFC GH Measurement and Evaluation (M&E) Strategy

Contents

Metrics and KPIs.....	3
Foundations of Measurement and Evaluation (M&E)	3
Introduction	3
GH Platform Goals.....	3
Objectives.....	3
Measuring GH's Success.....	4
Alignment and Measurement of Goals Throughout the GH Platform.....	5
M&E Methodology.....	5
Coachable Influence Drives GH's Success.....	6
Measuring Success	7
Measuring the Coaching Program's Success.....	7
Quarterly Cadence to Review KPIs and Success Metrics	10
Supporting Software	10
Appendix	12
Coachable Influence in Detail	12
Quality Principles	13
Theory of Change.....	20
Original Theory of Change Metrics	20
Quality Expertise.....	23

Financial Management

The qualitative indicators (marked as "L1: QLT") will be scored on sheet "1a. FM QLT". Scores entered here are the maximum possible scores that the developer will get post coaching.

Parameter	Assessment level	Indicator	Indicator code	Coachable/ Non-coachable/ Partially coachable	What -if Indicator level scoring	What-if Parameter level score
Accounting and reporting	L1: QLT	Financial reporting practice	A-1	C	5	5
	L1: QLT	External audit requirements	A-2	C	5	
	L1: QLT	Integrated reporting	A-3	C	5	
Financial risk management	L1: QLT	Standard financing plan for projects when the firm is borrowing from a bank (excluding land acquisition costs)	A-4	C	5	4
	L1: QLT	Internal controls	A-5	PC	3	
Budgeting	L1: QLT	Overall master budget	A-6	C	5	5
	L1: QLT	Project budget	A-7	PC	5	
Debt obligations	L2: QNT	Debt to equity ratio	-	-	-	
	L2: QNT	Debt service coverage ratio	-	-	-	
Liquidity and cash flow	L2: QNT	Current ratio	-	-	-	
	L2: QNT	Free cash flow	-	-	-	
Profitability	L2: QNT	YoY growth rate (%)	-	-	-	Non-evaluative
	L2: QNT	EBITDA margin (%)	-	-	-	
	L2: QNT	Return on invested capital	-	-	-	

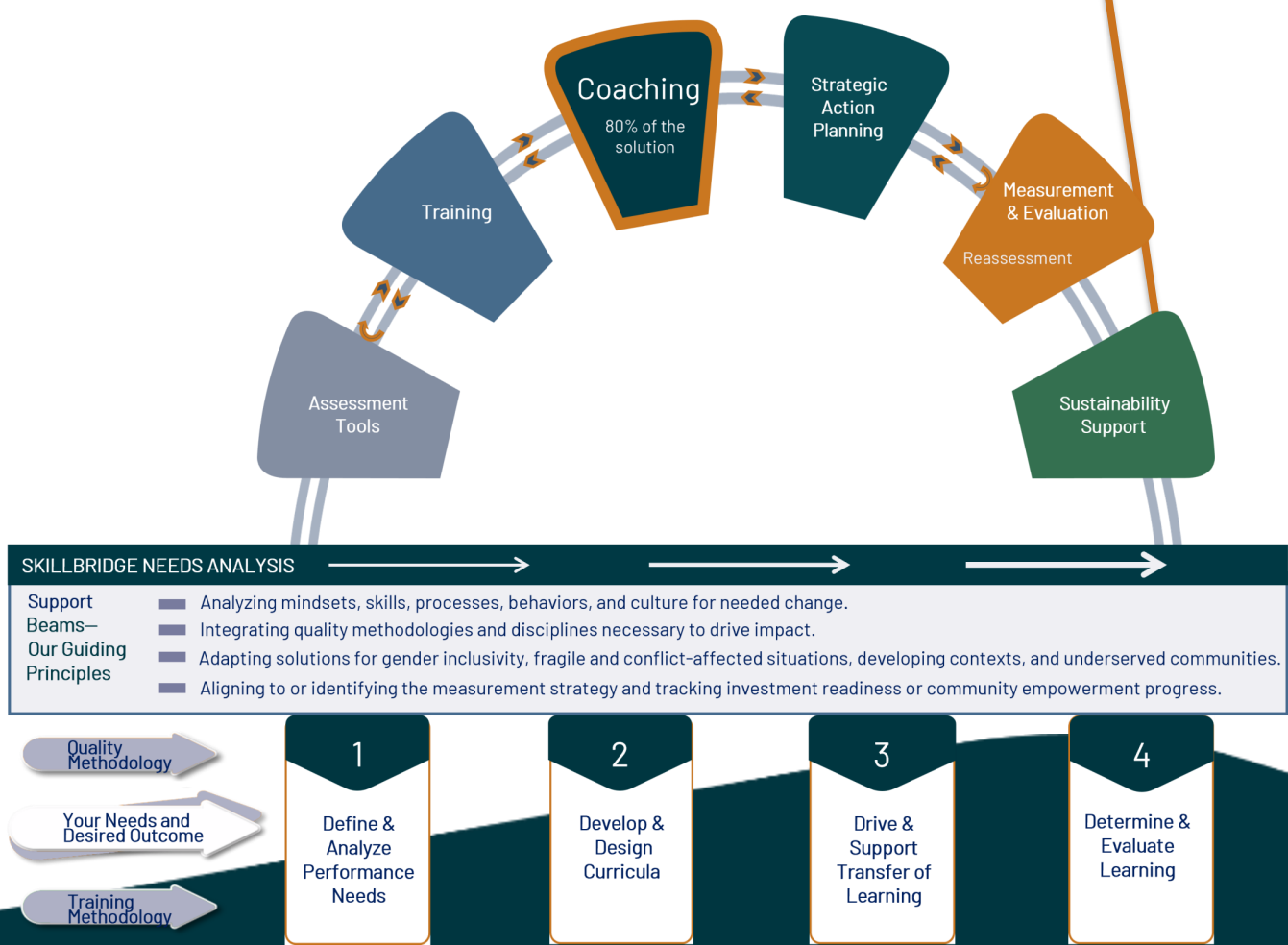
	Competence %	Competence level	What-if score (planned)
Financial Management	36%	Weak	94%
Financial Management	47%	Average	56%
Financial Management	78%	Very Good	100%

Attribution to Job Creation and Investment Readiness Example

Step 5 in the Arch of Core Services: Sustainability Support

Pillar example:
Sustainability Support:

- Ongoing reporting of metrics and reassessment to monitor progress and growth.
- Refresh training for updates in regulations, requirements, or localization needs.
- Host the assessment and make any necessary updates.
- Marketing, event planning, or branding support.
- Translations to French.



How can we Skillbridge together?

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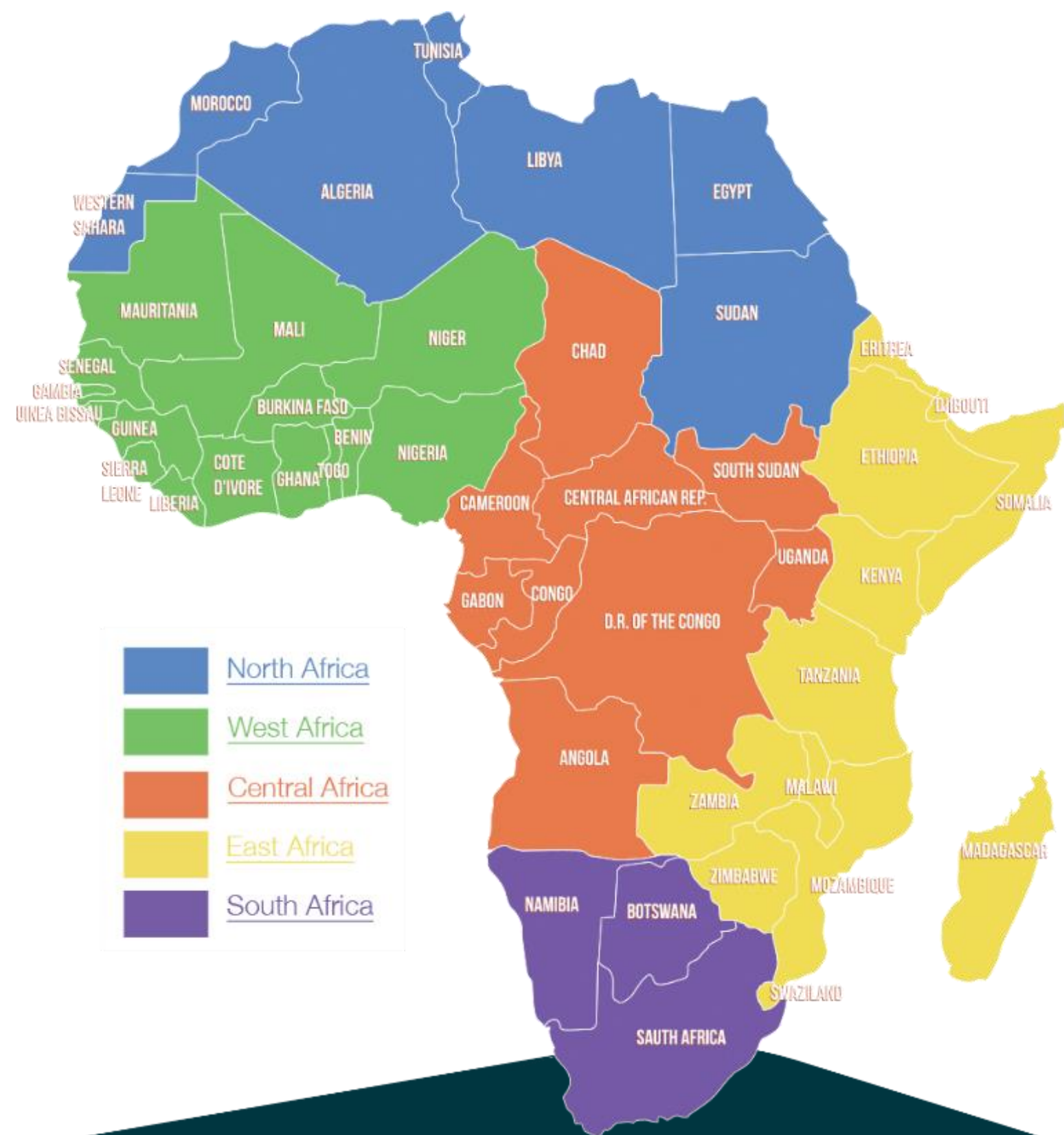
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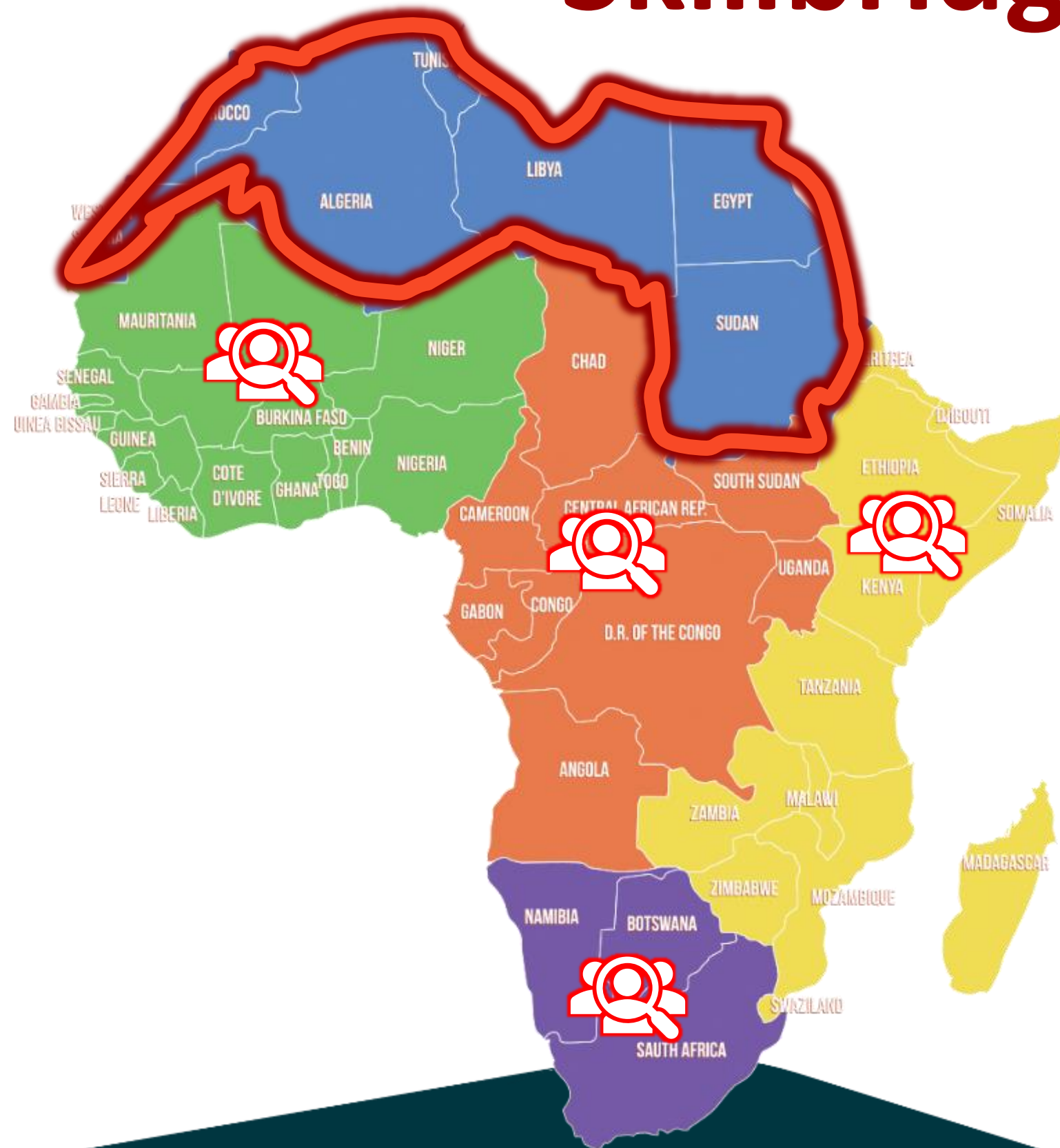
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Appendix: Skillbridge in Africa support slides

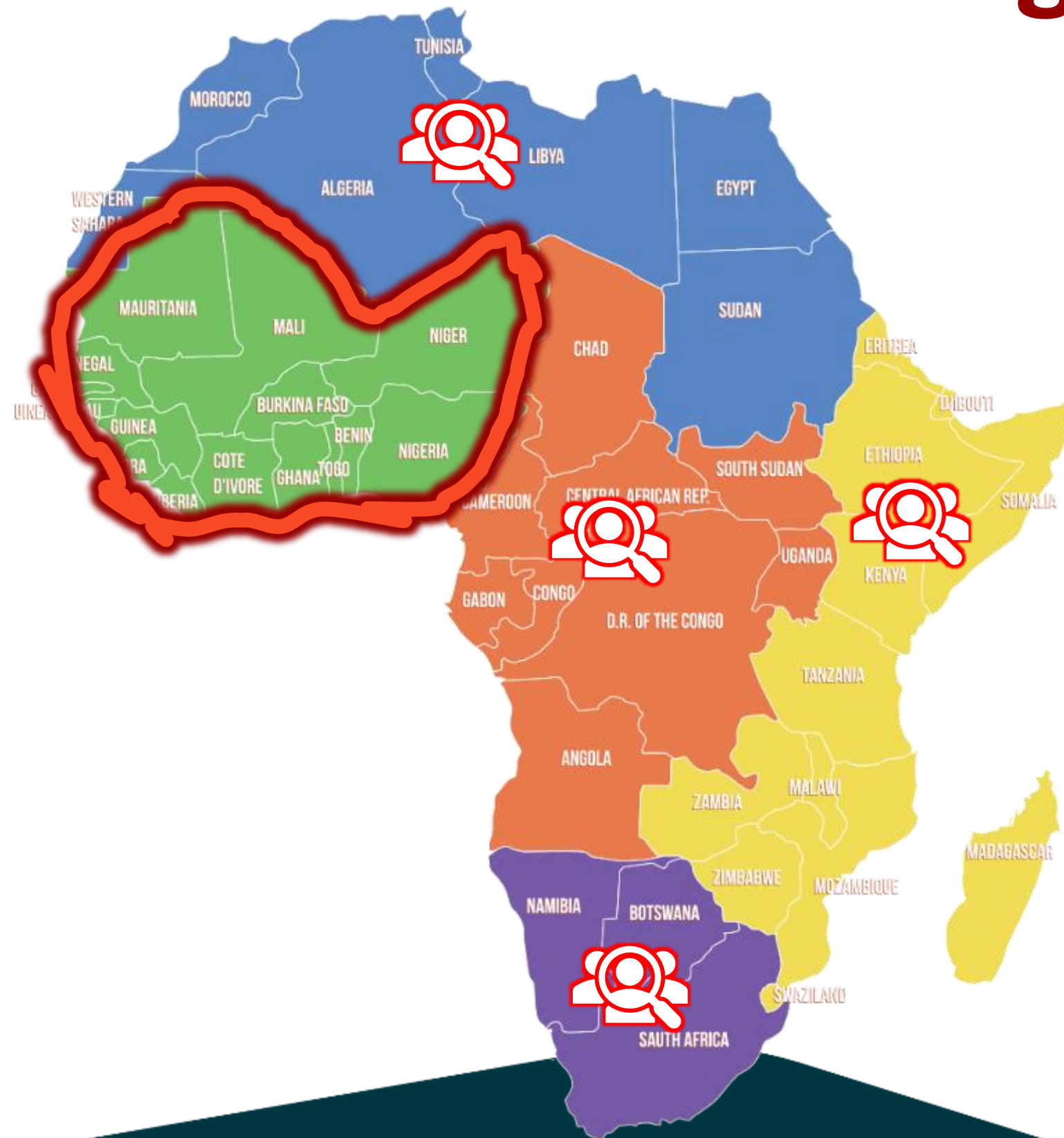
Skillbridge in North Africa



North Africa

- **Core Capabilities:** Financial Management | Consulting | Accounting & Reporting
- **Local Experts:** 1 expert
- **French Speakers:** 1 expert
- **Top Credentials:** ACA; CPA; Bachelor of Mathematics & Accounting
- **Example Lead:** Hafedh Houichi, Financial Management Specialist (ACA)

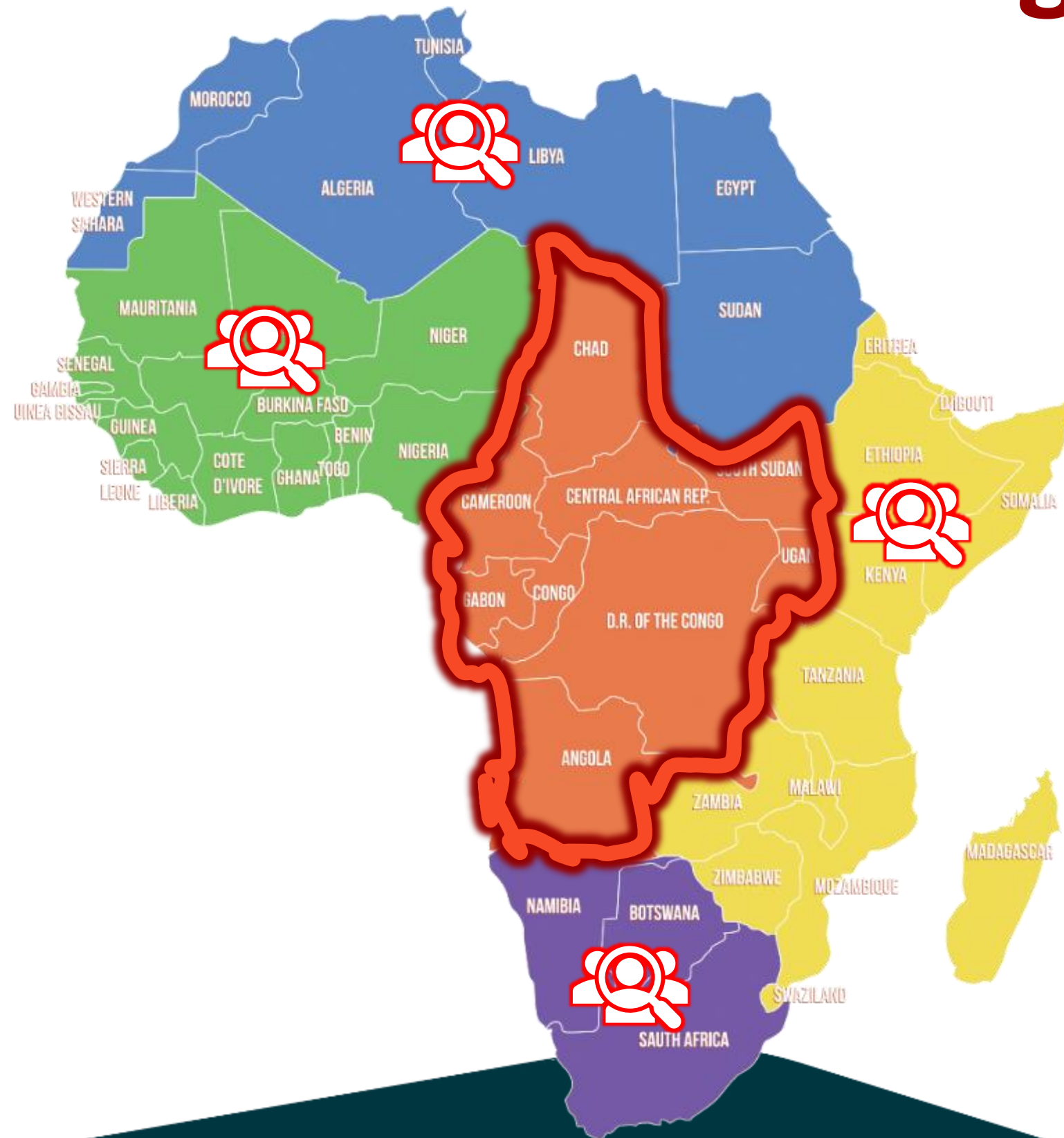
Skillbridge in West Africa



West Africa

- **Core Capabilities:** Consulting | Training Delivery | Financial Management | HR facilitation | Coaching
- **Local Experts:** 181 across 15 countries
- **French Speakers:** 80 experts
- **Top Credentials:** Master's & Doctoral degrees; IFC-LPI / TPMA trainers; ACCA; PMP; Certified Master Trainers
- **Example Lead:** Adey Olu – Training Delivery & Human Resources Consultant (Doctoral degree, SPHR)

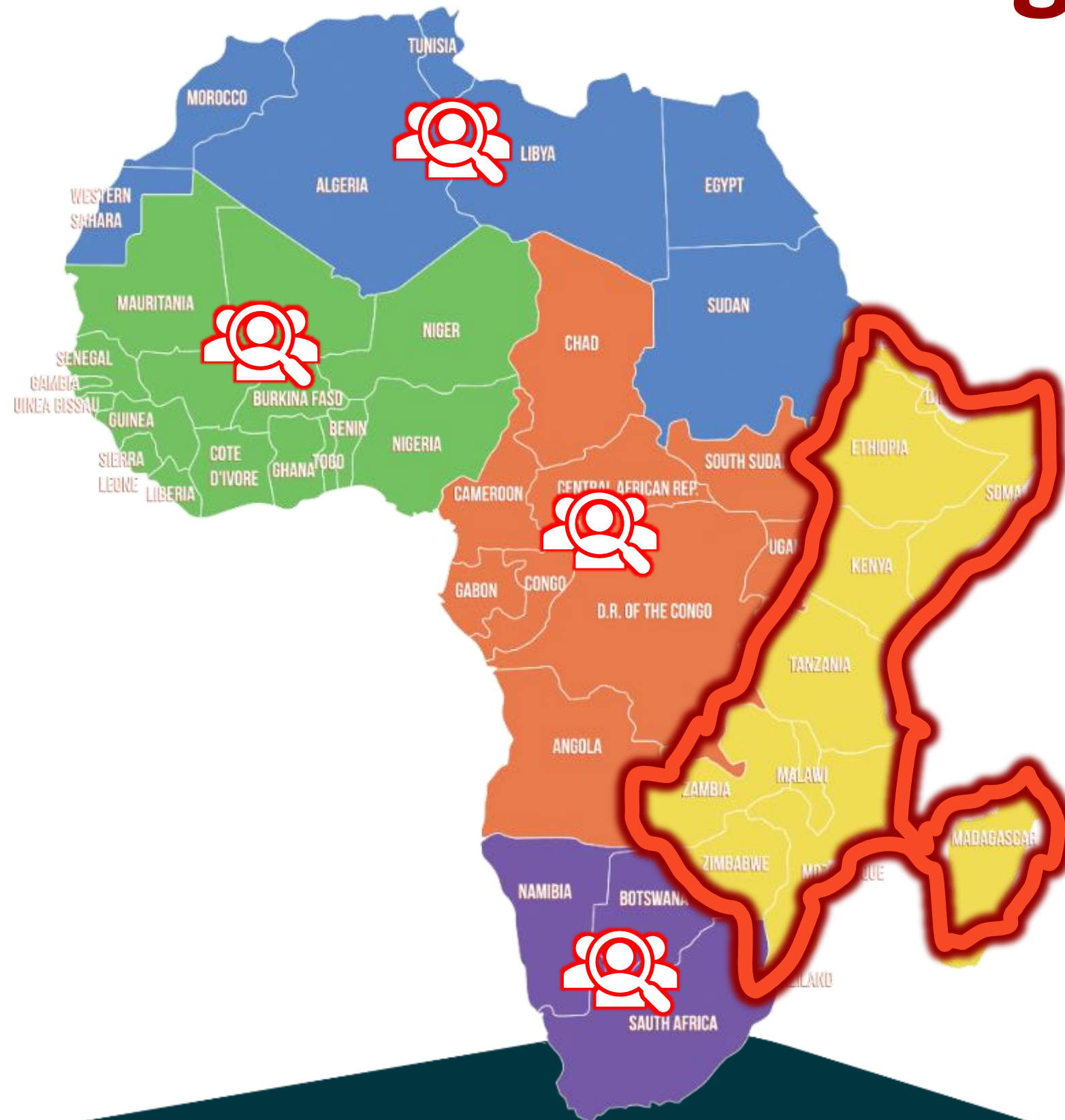
Skillbridge in Central Africa



Central Africa

- **Core Capabilities:** Consulting | Training Delivery | Financial Management | HR facilitation | Coaching
- **Local Experts:** 16 across 4 countries
- **French Speakers:** 15 experts (fully bilingual)
- **Top Credentials:** Master's degrees; IFC-LPI / TPMA trainers; Doctoral degrees; MBA; senior HR & finance certifications
- **Example Lead:** Alphonse Kasongo Shembo – Finance & Facilitation Consultant (Master's, TPMA)

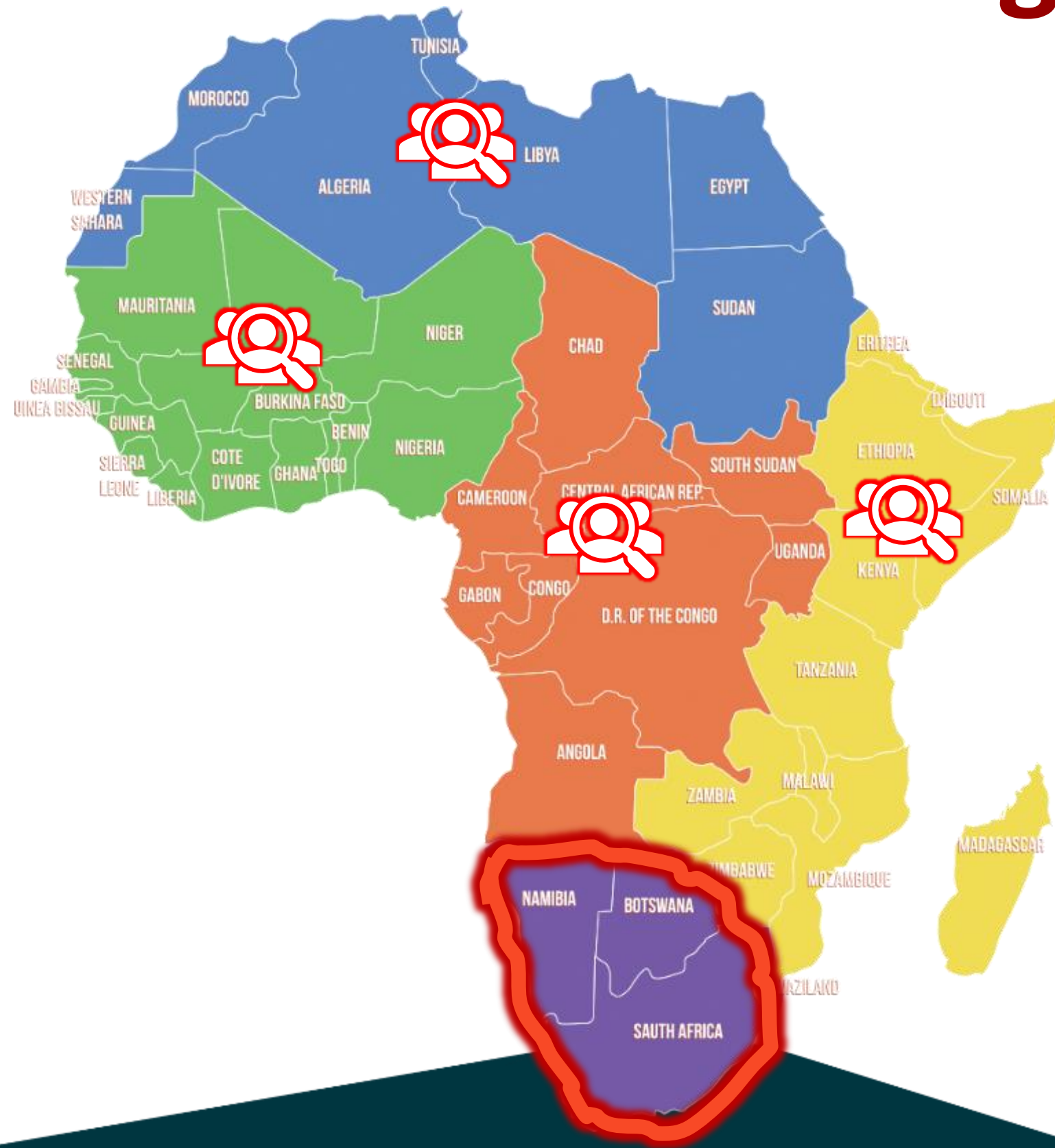
Skillbridge in East Africa



East Africa

- **Core Capabilities:** Instructional Design | Training Delivery | Governance | Financial Management | Business Development
- **Local Experts:** 119 across 10 countries
- **French Speakers:** 9 experts
- **Top Credentials:** Master's & Bachelor's degrees; IFC-LPI / TPMA trainers; CPA; Doctoral degrees; MBA
- **Example Lead:** Tesfay Nassr Mohammed – Instructional Design & M&E Expert (Master's)

Skillbridge in Southern Africa



Southern Africa

- **Core Capabilities:** Training Delivery | Consulting | Management & Operations | Governance | Financial Management
- **Local Experts:** 24 across 2 countries
- **French Speakers:** Not required
- **Top Credentials:** Bachelor's & Master's degrees; MBA; Doctoral degrees; IFC certifications
- **Example Lead:** Melisha Maraj – Grant & Proposal Writer (Bachelor's)

Skillbridge in Burkina Faso



Burkina Faso (BF)

- **Core Capabilities:** Consulting | Training Delivery | Financial Management
- **Local Experts:** 1 expert
- **French Speakers:** Yes
- **Top Credentials:** Master's degree; Certified Trainer
- **Example Lead:** Pato Dondasse, Consulting (Master's degree)

Skillbridge in Cameroon



Cameroon (CM)

- **Core Capabilities:** Training Delivery | Consulting | Marketing & Sales
- **Local Experts:** 9 experts
- **French Speakers:** Yes
- **Top Credentials:** Master's degree; IFC-LPI TPMA Certified Trainer; MBA
- **Example Lead:** Sylvie Mbog, Training Delivery (Master's degree)

Skillbridge in CAR



Central African Republic (CAR)

- **Core Capabilities:** Consulting | Training Delivery | ESG
- **Local Experts:** 1 expert
- **French Speakers:** Yes
- **Top Credentials:** Master's degree
- **Example Lead:** Brice Yazoumé
Bénéfice Toualy, Consulting
(Master's degree)

Skillbridge in DRC



Democratic Republic of the Congo (DRC)

- **Core Capabilities:** Training Delivery | Marketing & Sales | Consulting
- **Local Experts:** 6 experts
- **French Speakers:** Yes
- **Top Credentials:** Master's degree; IFC-LPI Certified Trainer; MBA
- **Example Lead:** Alphonse Kasongo Shembo, Training Delivery (Master's degree)

Skillbridge in Ethiopia



Ethiopia (ET)

- **Core Capabilities:** Training Delivery | Consulting | Financial Management
- **Local Experts:** 22 experts
- **French Speakers:** N/A
- **Top Credentials:** Master's degree; IFC-LPI TPMA Certified Trainer; PMP
- **Example Lead:** Abera Yilma Sime, Training Delivery (Master's degree)

Skillbridge in Gambia



Gambia

- **Core Capabilities:** Consulting | Training Delivery | Financial Management
- **Local Experts:** 2 experts
- **French Speakers:** N/A
- **Top Credentials:** Master's degree; ACCA
- **Example Lead:** Abdoulie Jallow, Consulting (Master's degree)

Skillbridge in Guinea



Guinea (GN)

- **Core Capabilities:** Training Delivery | Consulting | Financial Management
- **Local Experts:** 18 experts
- **French Speakers:** Yes
- **Top Credentials:** Master's degree; IFC-LPI TPMA Certified Trainer; MBA
- **Example Lead:** Abdoul Aziz Cherif, Training Delivery (Master's degree)

Skillbridge in Liberia



Liberia (LR)

- **Core Capabilities:** Consulting | Training Delivery | Governance
- **Local Experts:** 5 experts
- **French Speakers:** N/A
- **Top Credentials:** Master's degree; Certified Trainer
- **Example Lead:** Abiodun Joshua Adebayo, Consulting (Master's degree)

Skillbridge in Madagascar



Madagascar (MG)

- **Core Capabilities:** Training Delivery | Consulting | Financial Management
- **Local Experts:** 1 expert
- **French Speakers:** Yes
- **Top Credentials:** Master's degree; IFC-LPI Certified Trainer
- **Example Lead:** Norotiana Rasamimalala, Training Delivery (Master's degree)

Skillbridge in Malawi



Malawi (MW)

- **Core Capabilities:** Training Delivery | Consulting | Financial Management
- **Local Experts:** 1 expert
- **French Speakers:** N/A
- **Top Credentials:** Bachelor's degree; Certified Trainer
- **Example Lead:** Godfrey Moto, Training Delivery (Bachelor's degree)

Skillbridge in Mali



Mali (ML)

- **Core Capabilities:** Training Delivery | Consulting | Financial Management
- **Local Experts:** 7 experts
- **French Speakers:** Yes
- **Top Credentials:** Master's degree; IFC-LPI TPMA Certified Trainer
- **Example Lead:** Abdouramane Poudiougou, Training Delivery (Master's degree)

Skillbridge in Mozambique



Mozambique (MZ)

- **Core Capabilities:** Training Delivery | Consulting | Marketing
- **Local Experts:** 7 experts
- **French Speakers:** N/A
- **Top Credentials:** Master's degree; IFC-LPI Certified Trainer
- **Example Lead:** Daniel Azarias Chongo, Training Delivery (Master's degree)

Skillbridge in Niger



Niger (NE)

- **Core Capabilities:** Training Delivery | Consulting | Financial Management
- **Local Experts:** 3 experts
- **French Speakers:** Yes
- **Top Credentials:** Master's degree; Certified Trainer
- **Example Lead:** Abdoul Moujib Guiwa, Training Delivery (Master's degree)

Skillbridge in Nigeria



Nigeria (NG)

- **Core Capabilities:** Training Delivery | Consulting | Management & Operations
- **Local Experts:** 59 experts
- **French Speakers:** Yes
- **Top Credentials:** PMP; Master's degree; MBA
- **Example Lead:** Chinyerem Oludare, Consulting (M.A Philosophy; PMP)

Skillbridge in Sierra Leone



Sierra Leone (SL)

- **Core Capabilities:** Consulting | Training Delivery | Coaching
- **Local Experts:** 10 experts
- **French Speakers:** N/A
- **Top Credentials:** Master's degree; Certified Trainer
- **Example Lead:** Philip Fomba, Consulting (Master's degree)

Skillbridge in Somalia



Somalia (SO)

- **Core Capabilities:** Consulting | Training Delivery | HR Facilitation
- **Local Experts:** 4 experts
- **French Speakers:** N/A
- **Top Credentials:** Master's degree
- **Example Lead:** Sarah Ahmed Koshin, Training Delivery (Master's degree)

Skillbridge in South Sudan



South Sudan (SS)

- **Core Capabilities:** Consulting | Training Delivery | Governance
- **Local Experts:** 3 experts
- **French Speakers:** N/A
- **Top Credentials:** Master's degree
- **Example Lead:** Winnie Awuol, Governance (Master's degree)

Skillbridge in Togo



Togo (TG)

- **Core Capabilities:** Training Delivery | Consulting | HR Facilitation
- **Local Experts:** 2 experts
- **French Speakers:** Yes
- **Top Credentials:** Master's degree; Certified Trainer
- **Example Lead:** Yao Kouami Kossi, Training Delivery (Master's degree)

Skillbridge in Uganda



Uganda (UG)

- **Core Capabilities:** Training Delivery | Consulting | Governance
- **Local Experts:** 25 experts
- **French Speakers:** N/A
- **Top Credentials:** Master's degree; PMP; Certified Trainer
- **Example Lead:** James Katumba, Training Delivery (Master's degree)

Skillbridge in Angola



Angola (AO)

- **Core Capabilities:** Consulting | Training Delivery | Coaching
- **Local Experts:** 1 expert
- **French Speakers:** N/A
- **Top Credentials:** Master's degree
- **Example Lead:** Maria Abreu, Consulting (Master's degree)

Skillbridge in Benin



Benin (BJ)

- **Core Capabilities:** Training Delivery | Coaching | Personal Productivity
- **Local Experts:** 2 experts
- **French Speakers:** Yes
- **Top Credentials:** Master's degree; Certified Trainer
- **Example Lead:** Chamrid Kpadonou, Training Delivery (Master's degree)

Skillbridge in Côte d'Ivoire



Côte d'Ivoire (CI)

- **Core Capabilities:** Consulting | Training Delivery | Financial Management
- **Local Experts:** 35 experts
- **French Speakers:** Yes
- **Top Credentials:** Doctoral degree; IFC-LPI Certified Trainer; MBA
- **Example Lead:** Gilles Daniel Dieket, Consulting (Doctoral degree)

Skillbridge in Djibouti



Djibouti (DJ)

- **Core Capabilities:** Consulting | Training Delivery | Governance
- **Local Experts:** 1 expert
- **French Speakers:** Yes
- **Top Credentials:** Master's degree
- **Example Lead:** Abdillahi Issa, Consulting (Master's degree)

Skillbridge in Egypt



Egypt (EG)

- **Core Capabilities:** Training Delivery | Consulting | Financial Management
- **Local Experts:** 6 experts
- **French Speakers:** N/A
- **Top Credentials:** Doctoral degree; MBA; IFC-LPI Certified Trainer
- **Example Lead:** Khaled Mohamed, Training Delivery (Doctoral degree)

Skillbridge in Ghana



Ghana (GH)

- **Core Capabilities:** Training Delivery | Consulting | ESG | Procurement
- **Local Experts:** 32 experts
- **French Speakers:** No
- **Top Credentials:** IFC-LPI Certified Trainer; Master's degree; PMP
- **Example Lead:** Nana Bema Kodwiw, Training Delivery (IFC-LPI Certified Trainer)

Skillbridge in Kenya



Kenya (KE)

- **Core Capabilities:** Training Delivery | Consulting | Financial Management
- **Local Experts:** 50 experts
- **French Speakers:** Yes
- **Top Credentials:** IFC-LPI Certified Trainer; MBA; ACCA
- **Example Lead:** Tabitha Wanjiku Njuguna, Training Delivery (IFC-LPI TPMA Certified Trainer)

Skillbridge in Lesotho



Lesotho (LS)

- **Core Capabilities:** Training Delivery | Consulting | Governance
- **Local Experts:** 15 experts
- **French Speakers:** N/A
- **Top Credentials:** Master's degree; Certified Trainer
- **Example Lead:** Mpho Motopi, Training Delivery (Master's degree)

Skillbridge in Morocco



Morocco (MA)

- **Core Capabilities:** Training Delivery | Consulting | Financial Management
- **Local Experts:** 8 experts
- **French Speakers:** Yes
- **Top Credentials:** MBA; Master's degree; IFC-LPI Certified Trainer
- **Example Lead:** Khadija Lamrissi, Consulting (MBA)

Skillbridge in Rwanda



Rwanda (RW)

- **Core Capabilities:** Training Delivery | Consulting | Coaching
- **Local Experts:** 5 experts
- **French Speakers:** Yes
- **Top Credentials:** Master's degree; Certified Trainer
- **Example Lead:** Aliane Uwimana, Training Delivery (Master's degree)

Skillbridge in Senegal



Senegal (SN)

- **Core Capabilities:** Training Delivery | Consulting | Financial Management
- **Local Experts:** 5 experts
- **French Speakers:** Yes
- **Top Credentials:** Master's degree; Certified Trainer
- **Example Lead:** Adole Akpabie, Training Delivery (Master's degree)

Skillbridge in South Africa



South Africa

- **Core Capabilities:** Training Delivery | Consulting | Management & Operations
- **Local Experts:** 9 experts
- **French Speakers:** N/A
- **Top Credentials:** Doctoral degree; MBA; PMP
- **Example Lead:** Melisha Maraj, Grant & Proposal Writing (Bachelor's degree)

Skillbridge in Tunisia



Tunisia (TN)

- **Core Capabilities:** Training Delivery | Consulting | Governance
- **Local Experts:** 23 experts
- **French Speakers:** Yes
- **Top Credentials:** MBA; Doctoral degree; IFC-LPI Certified Trainer
- **Example Lead:** Hafedh Houichi, Financial Management (ACA)