USING ADAPTIVE MANAGEMENT FRAMEWORKS FOR EDUCATION AID & DEVELOPMENT ACTIVITY PLANNING & EVALUATION

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AGENDA

1. The problem
2. Theoretical Frameworks
3. Tools in Development
4. Next Steps
THE PROBLEM

1. How can donors, implementors, national and local institutions, and aid and development activities be more flexible and adaptive in fast changing, complex, crisis, or conflict-affected contexts?

2. How can activities that are constantly changing and adapting be effectively monitored and evaluated for effectiveness and impact?
## THEORETICAL FRAMEWORKS

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<tr>
<th>Framework</th>
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| Complexity-Aware Monitoring        | https://usaidlearninglab.org/library/complexity-aware-monitoring-discussion-note-brief | • The relationship between cause and effect can be determined only in retrospect.  
• Complex projects should look at unintended results, alternative causes, and multiple pathways of causation (the 3 blind spots in traditional M&E) |
• Embedded evaluator  
• Evaluation is designed to capture system dynamics and surface innovative strategies and ideas.  
• New measures and monitoring mechanisms evolve as understanding of the situation deepens and/or changes. |
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<tbody>
<tr>
<td>Collaborate-Learn-Adapt (CLA)</td>
<td>USAID Learning Lab &quot;Understanding CLA&quot; (website accessed 2017); USAID &quot;How Missions are Implementing CLA&quot; (2016); USAID &quot;ADS 201 Additional Help: Drafting a CLA Plan&quot; (2016); Global Communities &quot;M&amp;E for 'CLA' in PACE&quot; (2016)</td>
<td>Strategic collaboration and continuous learning that feeds into adaptive management; learning 'inputs' from variety of sources &amp; styles (formal reporting/informal reflection; within teams &amp; w stakeholders - example, collaboratively analyze monitoring data &amp; share findings); learning requires not only getting data but also connecting back to what it means for programming; CLA = integrated into existing processes throughout program cycle; Enabling conditions: organization's culture, businesss processes, resource allocation</td>
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<td>Emergent Theories of Change</td>
<td>Weick, 2000; Stacey, 2005; Scharmer, 2007</td>
<td>Emergent theories of change start with a planned theory but allow for modification as an activity unfolds and as conditions change or knowledge increases, allowing for adaptation.</td>
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<td>Second-order capabilities</td>
<td>Harvard Business Review &quot;Adaptability: The New Competitive Advantage&quot; (2011); Decision Sciences journal &quot;Understanding the Elusive Black Box of Dynamic Capabilities&quot; (2011); DRUID conference &quot;A multi-level multidimensional approach for measuring dynamic capabilities in service innovation management&quot; (2012);</td>
<td>Dynamic capabilities help managers adjust operational capabilities to better match the environment, these include - sensing the environment/user needs, learning (experiment frequently/economically), integrating (learning from indiv. level integrated at collective level) and coordinating (manage multi-stakeholder systems, re-organize resources/tasks internally as part of adaptation) ; adaptability requires more fluid structures, 'dispersal of decision-rights.'</td>
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<td>(Dynamic Capabilities)</td>
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<tr>
<td>Neuro-plasticity</td>
<td>Ganguly K, Poo MM (October 2013). &quot;Activity-dependent neural plasticity from bench to bedside&quot;. Neuron. 80 (3): 729–741. Keller TA, Just MA (January 2016). &quot;Structural and functional neuroplasticity in human learning of spatial routes&quot;. Neuroimage. 125: 256–266.</td>
<td>Neuroplasticity is the ability of the brain to form and reorganize synaptic connections, especially in response to learning or experience or following injury. It is based on the idea that individual synaptic connections in the brain are constantly being removed or recreated, largely dependent upon the activity of the neurons that bear them.</td>
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<td>Evolutionary Biology</td>
<td><a href="http://www.ellerman.org/wp-content/uploads/2014/02/JoBE-reprint.pdf">http://www.ellerman.org/wp-content/uploads/2014/02/JoBE-reprint.pdf</a></td>
<td>According to Charles Darwin's theory of <strong>evolution</strong> by natural selection, organisms that possess heritable traits that enable them to better <strong>adapt</strong> to their environment compared with other members of their species will be more likely to survive, reproduce, and pass more of their genes on to the next generation.</td>
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<td>Gender at Work</td>
<td>Rao &amp; Kelleher (2002) Batliwala (2008)</td>
<td>Change Matrix identifies four domains in which gender power structures operate, formed by the intersection of two institutional axis: Individual-Systemic and Formal-Informal. The four resulting domains are: Individual-informal (beliefs, attitudes, values), individual-formal (access to and control over resources), systemic-formal (laws, policies, resource allocation), and systemic-informal (cultural norms and practices).</td>
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<td>Bayesian Inference/emergent modeling</td>
<td><a href="https://www.datascience.com/blog/introduction-to-Bayesian-inference-learn-data-science-tutorials">https://www.datascience.com/blog/introduction-to-Bayesian-inference-learn-data-science-tutorials</a></td>
<td>Bayesian inference is a method of statistical inference in which Bayes' theorem is used to update the probability for a hypothesis when there is not enough data available or as more evidence or information becomes available. When a data set is limited or too small. When data is too complex or unstable to make reliable inferences. When data is available for only a sub-set of the larger group, or data about sub-groups is lacking. When up-to-date data is not available.</td>
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Ekas and Will (2013) "Being Agile."  
TOOLS IN DEVELOPMENT

Confidence-Stability Analysis

- **HIGH CONFIDENCE**
  - in available solutions.

- **LOW CONFIDENCE**
  - in available solutions.

- **HIGH STABILITY**
  - in conditions.

- **LOW STABILITY**
  - in conditions.

- **Hi Confidence/Low Stability**
- **Hi Confidence/High Stability**
- **Low Confidence/Low Stability**
- **Low Confidence/High Stability**
TOOLS IN DEVELOPMENT

Confidence-Stability Analysis

• **CONFIDENCE:** This continuum refers to the confidence key stakeholders have in available interventions and solutions, as well as confidence in knowing the needs of target beneficiaries.

  – **Low Confidence:** This is an environment where there is limited knowledge about the needs of a population and/or the most effective approaches to serving a population. It may also be an environment where higher confidence interventions may not be possible.

  – **High Confidence:** This is an environment where there is reliable and timely data on the needs of a population and consensus among key stakeholders about the most effective methods for delivering needed services. It may also be an environment where new, untested, or alternative interventions are difficult to implement.
TOOLS IN DEVELOPMENT

Confidence-Stability Analysis

- **STABILITY**: This continuum refers to how stable the political, economic, and social conditions are for a population, and how much capacity local institutions have to manage conflict or crisis and maintain the delivery of needed services to a population.

  - **Low Stability**: This is an environment where local institutions are unable to deliver and maintain a sufficient level of needed services to a population, and have limited capacity to manage political, economic, and social disputes equitably and non-violently. It may also be an environment where there are high levels of population migration, and high turnover and/or very low capacity in the civil service (such as government policy makers and administrators, public safety officers, and teachers), community based organizations, and local NGOs.

  - **High Stability**: This is an environment where local institutions have capacity to meet and maintain the service delivery needs of a population, and manage political, economic, and social disputes equitably and non-violently. Despite having such capacity, it may also be an environment where political, economic, and social change is suppressed (such as through restricted press freedom, human rights violations, or inequitable distribution of services).
## TOOLS IN DEVELOPMENT

### Confidence-Stability Analysis: Low Confidence/Low Stability

#### Activity Design
- Basic needs, protection, and psychosocial focus
- Root causes of conflict/crisis focus
- Rapid mobilization capability

#### Contract/Budget
- Iterative/phased contracting
- Multi scenario modeling and phased budgeting
- Performance-based contracting
- Performance indicators focused more on learning and adaptation, and less on quantified outputs or outcomes.

#### Organizational Structure/Network
- Multi-disciplinary teams with “menu” of services or approaches (geographic or population oriented rather than sector or service focused)
- Inter- and Intra-sector activity integration
- Phased work planning
- Back-up supply chains

#### Learning
- Ongoing Participatory Rapid Appraisal (PRA)
- Situation analysis and rapid feedback loops
- Needs and risk assessment (such as RERA, w/ focus on “Rapid”)
- Process/developmental evaluation
- Limited piloting and small-scale experimentation
- Utilize knowledge/data from other similar contexts.
## TOOLS IN DEVELOPMENT

### Confidence-Stability Analysis: High Confidence/Low Stability

<table>
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<th>Activity Design</th>
<th>Organizational Structure/Network</th>
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<tr>
<td>• Focus on increasing stability and resilience</td>
<td>• Shorter cycles of CLA</td>
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<td>• Social-emotional learning and safe schools</td>
<td>• Bottom-up management, focused on facilitating communication and information upflow and circulation.</td>
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<td>• Local institutional capacity building, target</td>
<td>• Participatory practices with government officials (shadowing, seconding) and beneficiaries (participatory M&amp;E, beneficiary working groups or steering committees).</td>
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<td>training to staff types with lowest turnover.</td>
<td>• Multiple options for supply chains</td>
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<td>• Multiple approaches or service packages based</td>
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<td>on sub-population or geographic needs/characteristics.</td>
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**Contract/Budget**

- Mission based IDIQ or hybrid (cost plus/IQC combo)
- Iterative and collaborative budgeting
- Capitation grants
- Additional funding "pots" are made available for emergency/crisis or unexpected circumstances, and/or for innovation grants to support, expand, or study emerging innovations or conditions in the field.

**Learning**

- Process and performance evaluation
- Multiple feedback loops and data sharing
- Needs and risk assessments (such as RERA, w/ focus on Risk)
# TOOLS IN DEVELOPMENT

## Confidence-Stability Analysis: Low Confidence/High Stability

### Activity Design
- Multiple-approaches piloted and tested
- Data/evidence driven (likely from other similar contexts)
- Limited or targeted training or capacity building focus
- Facilitate government and locally designed and operated activities
- PTA-driven capitation grants

### Contract/Budget
- Iterative planning and budget approaches
- Budget should support rigorous piloting, experimentation, and impact evaluation
- Maximize amount of management, implementation, and monitoring duties undertaken by national, regional, and local government personnel.
- Grants Under Contract (smaller and more local)

### Organizational Structure/Network
- Longer cycles of CLA
- Activity personnel posted at government or local CBO facilities.
- Staff duties oriented to community organizing and supporting CBOs
- Consortia of external and national/local institutions (such as university partnerships)

### Learning
- Multi-stakeholder consultations
- Impact evaluation and experimental methods
- Participatory/action research
# TOOLS IN DEVELOPMENT

## Confidence-Stability Analysis: High Confidence/High Stability

### Activity Design
- Training and capacity building
- Can be more technology and equipment dependent
- International exchange
- Data/evidence driven
- Sustainability oriented

### Contract/Budget
- IDIQ + Grants Under Contract
- Transparency and accountability focused
- Focused on phased hand-over to government/CBO

### Organizational Structure/Network
- Umbrella organization or network of local institutions
- Focus on filling capacity gaps in national/local institutions

### Learning
- Long term planning and forecasting
- Performance and summative evaluation
- Support local Universities and researchers to carry out research
TOOLS IN DEVELOPMENT

Emergent Theory of Change

Planned causal chain

**Inputs:**
Teacher training on Social Emotional Learning (SEL)

**Outputs:**
# teachers trained in SEL

**Outcomes:**
SEL implemented in # classrooms with # pupils

**Impacts:**
Increase in resilience among pupils

Alternative causal chain 1 (Lower stability)

**Inputs:**
Parent/community training on SEL

**Outputs:**
# of parents/community members trained in SEL

**Outcomes:**
SEL implemented in # households/community spaces

**Impacts:**
Increase in resilience among children and families

Alternative causal chain 2 (Higher stability)

**Inputs:**
SEL training of trainers (TOT) for MoE staff

**Outputs:**
# MoE staff trained in SEL TOT

**Outcomes:**
# teachers trained in SEL and SEL implemented in # classrooms

**Impacts:**
Increase in resilience among pupils
**TOOLS IN DEVELOPMENT**

**Emergent Theory of Change**

Emergent causal chain

- **Inputs:** (Project monitoring)
- **Outputs:** (Project monitoring)
- **Outcomes:** (Performance Evaluation)
- **Impacts:** (Impact Evaluation or rigorous alternatives)

Developmental Evaluation (embedded evaluator)
THANK YOU!