

Refinement Identification Guidance

Reference Materials

- Refinement period scopes of work
- Inception Information Gap Sheet
- Relevant findings from the refinement period (from studies, pilots, secondary data, and contextual analysis)
- Theory of Change
- Refinement capture sheet (or similar internal tool)

Purpose: This document is designed to help the RFSA identify and document the critical Activity design refinements resulting from the refinement period. This process uses the Refinement Capture Sheet to link the research questions, refinement period study and contextual findings, and corresponding proposed refinements and aggregate information in one document. The information identified in this sheet will be the basis for what will be shared with BHA during the culmination discussions and will feed into the subsequent PREP.



PCS Support
AVAILABLE

Timing: Teams should start filling out the Refinement Capture Sheet (or equivalent) soon after participating in a PCS orientation to the process. You can begin organizing key areas of learning and continue adding to the worksheet as findings become available and refinements are identified. This is meant to be a living document, which can be used to inform refinement discussions with BHA.

Guidance: In order to complete the sheet, you will need to draw from your Statements of Work, Theory of Change, your Information Gap Identification, and Clustering Template, and carry out internal analysis of your refinement period study findings, and contextual factors that influence the Activity design. You are able to begin consolidating the following information in the sheet before all of your study findings come in. Additional details for each component are in the refinement capture sheet template.

- **Relevant intervention or outcome**—*the intervention (or occasionally outcome) that has been informed by the learnings.*
- **TOC Locator**—*from the Theory of Change or information gap sheet.*
- **Source**—*the specific study, pilot, secondary data, context, and/or other source of learning that led to a refinement.*
- **Research Question**—*from the finalized SOWs*
- **Research Justification**—*from the information gap sheet, SOW, or internal sources*
- **Criteria for Refinement**—*developed by RFSA staff*
 - You may use this column to capture the main criteria that will help you determine whether to prioritize, eliminate, or modify an intervention.

Once your study findings come in, you will be able to complete the subsequent columns in the sheet as you go through your internal analysis:

- **Triangulated Findings**—*from your combined refinement period results.*
- **Type of Refinement**—*determined by RFSA staff once findings are available*
- **Updated Design Details**—*developed by RFSA staff*
- **Readiness to Begin Implementation**—*identified by RFSA staff*
- **Areas for Continued Learning**—*identified by RFSA staff*

During your internal analysis to identify refinements, consider the below guiding questions. Keep in mind the identified criteria for refinements. **Note:** these are guiding questions only - adapt as appropriate.

Theme A: Implications of findings on Activity design and implementation plans.	
Reflection Question	Additional Guidance
1. Any full S.P. or I.O. level pathways eliminated? Any outcomes eliminated? Why?	These are key changes to the Activity design that impact the broader development hypothesis.
2. Should any outcome shift to an external actor? Why? Any learnings that influence sustainability planning?	Stakeholder mapping may determine that another actor is better placed to take responsibility for a particular outcome. In these cases, all preconditions for this outcome can be eliminated from the TOC diagram.
3. Were any original design assumptions found to be incorrect? What are the implications? Any learnings that influence sustainability planning?	Consider aspects of the local context that have changed, or conditions that are no longer in place or are different than expected.
4. What did you learn that you did not know? What surprised you? <ul style="list-style-type: none"> ○ Any intervention eliminated, prioritized, or modified as a result? Why? ○ Any learnings that influence sustainability planning? 	<p>Focus on <u>new</u> and <u>surprising</u> learnings, rather than confirming what you already knew. For example:</p> <p>Eliminate, for example, when evidence indicates the intervention is not necessary to achieve the outcome or it is unlikely that the results of the intervention could be sustained.</p> <p>Prioritize interventions which seem most promising for sustained results. These may be areas where you believe the RFSA should invest more money/effort than planned or place greater focus on a specific geographic area or distinct population.</p> <p>Modify when you learned substantial changes are needed to contextualize the intervention to help ensure results can be sustained.</p>
5. In what areas are you unsure about refinements? Any sustainability concerns?	For example, areas where it is unclear how to apply the findings to your design or areas where you have questions about sustained results. Conversations with BHA will be a great time to work out potential solutions together. Coming into culmination with a refined plan that still has some unanswered questions is OK!
Theme B: Continued learning plans	
6. Do any elements of the implementation strategy require continued learning efforts?	These may be priority areas where research is incomplete, findings are inconclusive, or context is expected to shift, and findings may change.