



Using Resilience data and evidence

—

**COLLABORATING, LEARNING, AND
ADAPTING
And SHOCK RESPONSIVE
PROGRAMMING**

MOVING AWAY FROM A LINEAR CONCEPT OF DEVELOPMENT



TO THE ACTUAL "PATH" OF DEVELOPMENT



WHY CLA?



COLLABORATING, LEARNING & ADAPTING



Collaborating intentionally happens when USAID colleagues and stakeholders identify areas of shared interest and potential cooperation, avoid duplication of efforts, share knowledge about what works and what needs adjustment.
=> **Resilience programs are multi-sectoral sequenced, layered and integrated requiring intense coordination and collaboration (at different levels)**



Learning systematically happens when USAID and stakeholders utilize performance monitoring and evaluation data, take time to pause and reflect on implementation, and review and synthesizing relevant assessments.
=> **Resilience measurement and what we can learn from it**



Adapting effectively happens when USAID and partners apply learning and make iterative course corrections and improvements during implementation to accelerate the impact of development assistance.
Resilience => shock responsive programming

COLLABORATION : Resilience analysis and planning

- Key principle: joint analysis to define and unpack the problem
 - Joint analysis defines which types of partners and \$ are needed, instead of partners and \$ available defining the analysis
 - Joint analysis showed that underlying causes cut across and transcend usual sectors
 - Causally intertwined in a complex risk environment
 - Sequencing, Layering and integration (SLI) of resources and partners to achieve a shared aim in a defined target geography
 - Across sectors and the HA/DA spheres

Collaboration: Adaptive not Technical issues

- Complexity; **adaptive**, not **technical** problems
- Large- scale social change requires broad cross-sector coordination (and multiple organizational types)
- Intensity of effort is required to achieve ambitious aims
- **Opportunity to leverage existing investments and complement with new strategic investments**

COLLABORATION for RESILIENCE

The Five Conditions of Collective Impact

Common Agenda	All participants have a shared vision for change including a common understanding of the problem and a joint approach to solving it through agreed upon actions.
Shared Measurement	Collecting data and measuring results consistently across all participants ensures efforts remain aligned and participants hold each other accountable.
Mutually Reinforcing Activities	Participant activities must be differentiated while still being coordinated through a mutually reinforcing plan of action.
Continuous Communication	Consistent and open communication is needed across the many players to build trust, assure mutual objectives, and create common motivation.
Backbone Support	Creating and managing collective impact requires a separate organization(s) with staff and a specific set of skills to serve as the backbone for the entire initiative and coordinate participating organizations and agencies.

(Stanford Social Impact Review : Kania and Kramer, 2011)

ADAPTING : Shock Responsive programming and adaptive management mechanisms

The Acquisition and Assistance (A&A) Lab, the Center for Resilience, and Bureau for Policy, Planning and Learning (PPL) have partnered to provide USAID staff working in shock-prone environments a brief, normative guide that can help with:

- Options for designing adaptive, shock responsive projects and implementing mechanisms to be able to respond proactively to likely or emergent shocks and/or changes in context (e.g. stressors); and
- An understanding of how existing projects and implementing mechanisms that were not designed to be shock responsive can respond to mitigate the impact of shocks, protect development gains, and speed recovery.

Status : guidance under clearance at OAA and will be launched through a webinar in August

EXAMPLE: DEVELOP AN OPERATIONAL STRATEGY FOR A SHOCK RESPONSIVE RISE PORTFOLIO

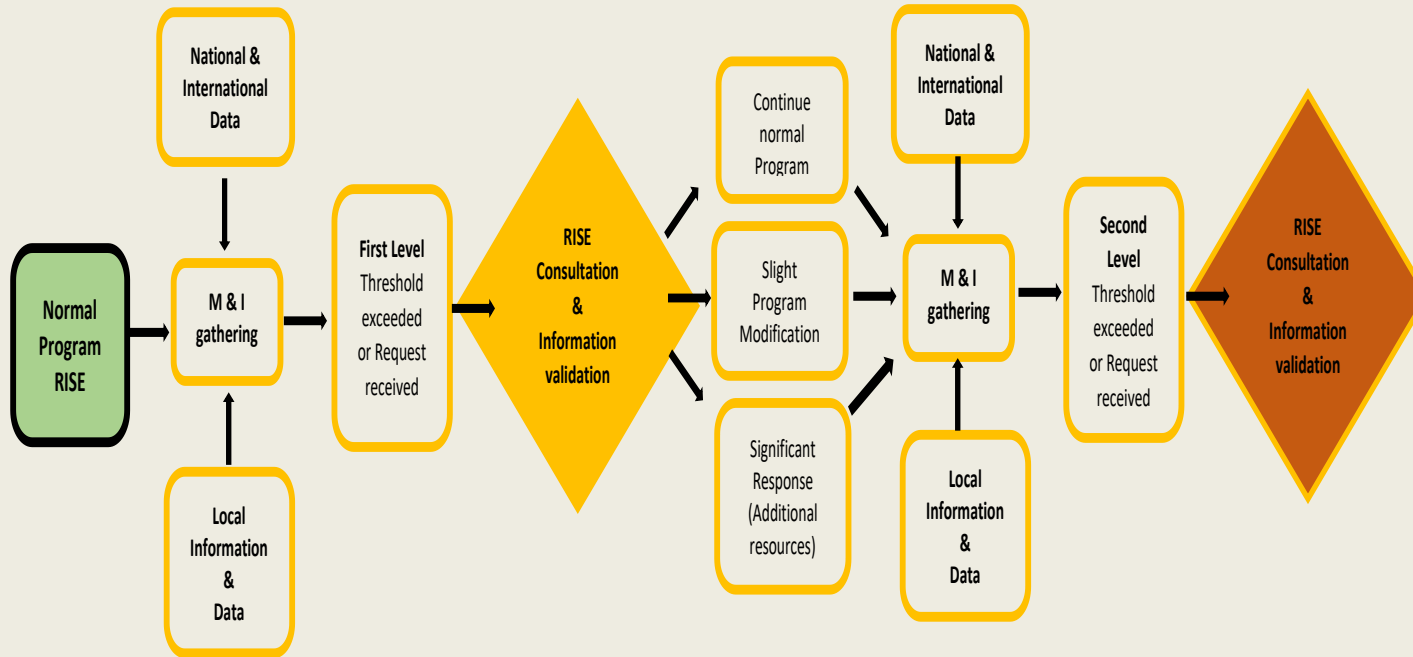
- THE PURPOSE TO ENABLE RISE TO **PROACTIVELY ASSESS AND ADJUST ITS PROGRAM PORTFOLIO IN ADVANCE OF A SHOCK BASED ON EARLY WARNING TRIGGERS**
- GUIDE HOW USAID SUPPORTS AND INFLUENCES OTHER KEY PARTNERS (E.G., HOST GOVERNMENTS, REGIONAL INSTITUTIONS, OTHER DONORS) THROUGHOUT THE CRISIS CYCLE.** INITIALLY FOCUSING ON THE MOST PROBABLE AND SEVERE SHOCKS - NAMELY DROUGHT AND FLOOD - AND THEIR IMPACTS

THE SRRP OPERATIONAL STRATEGY OUTLINE THE FOLLOWING:

- Early Warning Systems (EWS)/Trigger Indicators
- Internal Decision-Making Processes
- Scenario-based Early Contingency Actions
- External Coordination and Communication
- Longer-Term Considerations

Exemple of SoW available
on Programnet Resilience
page

Shock Response Decision Tree for the RISE Portfolio

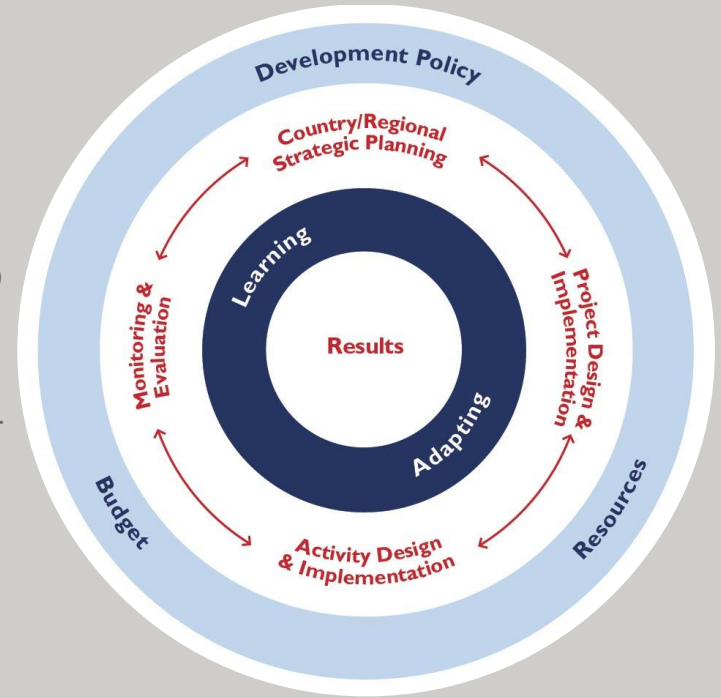


USAID'S PROGRAM CYCLE

Operational framework for achieving more effective and sustainable results in the field.

The Program Cycle provides policies and procedures for:

- **Strategic Planning** at the country or regional level;
- **Project and Activity Design and Implementation** to operationalize the plan; and
- **Monitoring, Evaluation, and Learning** for evidence-based decision making.



PRINCIPLES-BASED APPROACH

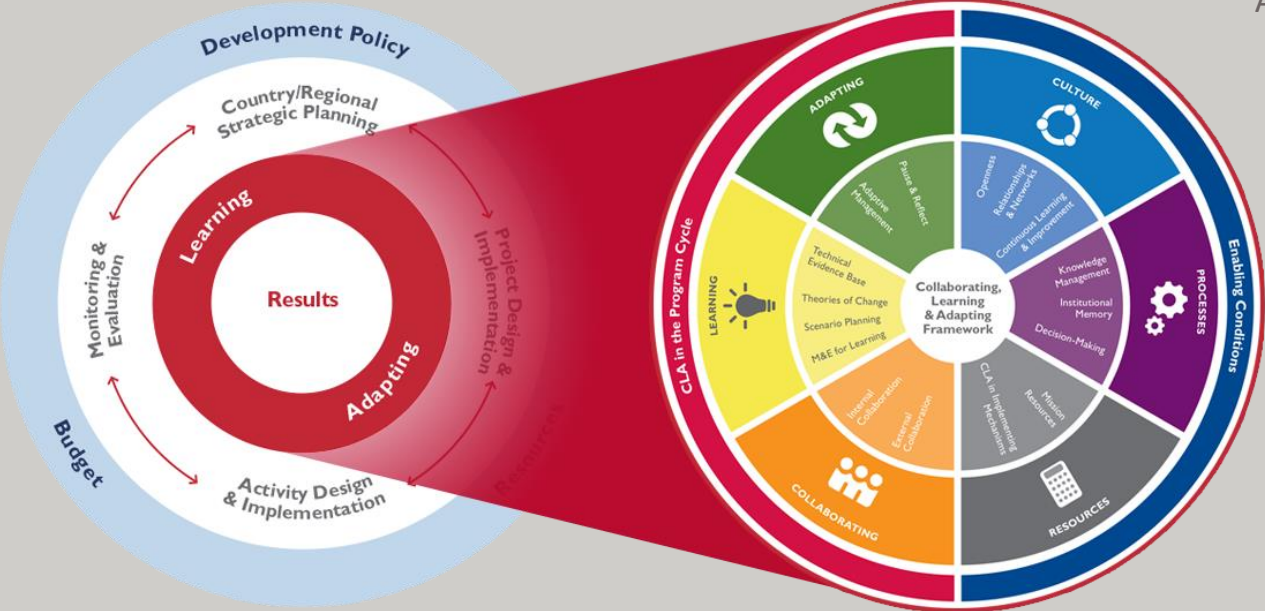
Moves from a focus on mandatory requirements to a more principles-based approach.

Apply analytic rigor	Make strategic choices based on conclusions supported by evidence.
Manage adaptively	Make adjustments in response to new information and context changes. Plan for shocks!
Promote sustainability	Generate lasting changes that can be sustained by local actors.
Utilize diverse approaches	Use a range of modalities to address diverse development challenges.

CLA & THE PROGRAM CYCLE

“Strategic collaboration, continuous learning, and adaptive management link together all components of the Program Cycle.”

ADS 201.6.5



LEARNING & ADAPTING

Strategic collaboration, continuous learning, and adaptive management for better results.

CDCS's Monitoring, Evaluation and Learning (MEL) section should identify knowledge gaps to address via Collaborating, Learning and Adapting (CLA).

CLA plan now required in the PMP.

MEL plans now must address learning for projects and activities.

Mid-course stocktaking required at least once during the course of CDCS implementation.

CLA Framework

CLA in the Program Cycle: the extent to which CLA is incorporated throughout Program Cycle processes, including strategy, project, and activity design and implementation; and

Enabling Conditions: the extent to which the mission's organizational culture, processes, and resource allocation support CLA institutionalization.



CLA maturity Matrix exercise

Focus on LEARNING :

M&E for learning component

-Relevance on Monitoring data for
decision making

--design and conduct evaluations to
inform on-going and future
programming

--align Monitoring, evaluation and
learning efforts across the strategy
project and activitu

ANNEXES

CLA IN ACTION AMONG PARTNERS

- The Somalia Towards Reaching Resilience (STORRE) activity uses CARE's Participatory Monitoring, Evaluation, Reflection, and Learning (PMERL) process to help communities evaluate risks, assess adaptive capacities and assets, establish priorities in visions of change, monitor changes over time, and reflect on progress and process.
- To tackle the spread of polio in the cross border regions of the Horn of Africa, the CORE Group Polio Project employed the Secretariat Model. This model convenes civil society, in-country and global stakeholders, and other international actors like UNICEF and the World Health Organization.
- At the midpoint, the Feed the Future Uganda Agriculture Inputs Activity commissioned a strategic assessment to understand how the activity was progressing. The assessment revealed gaps in assumptions. Leaders of the activity developed a new theory of change, which then fed into a collaborative process of strategic, tactical, and organizational realignment to test and explore the new theory of change.