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Learning throughout the Program Cycle

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Goal

Leverage collaborating, learning and adapting
to increase the effectiveness of
USAID's development efforts



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Principles

- development objectives are paramount
- start small where there's opportunity, and pilot
- customize solutions
- incentivize knowledge seeking, knowledge sharing
- focus on analyzing and learning vs. problem seeking and blaming
- “project” tools include influence as well as funding—plan systematically for both
- emphasize learning to help “beneficiaries” become agents of their own development



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Program Cycle





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Learning throughout the Program Cycle

- Agency policies & strategies
 - CDCS
 - Project design & implementation
 - Monitoring & evaluation
- Continuous learning, collaborating, adapting



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Agency Policies & Strategies

- Capture and share examples of mission strategies & policy designs that excel at translating policies & strategies into programming
- (Later) Establish feedback system for refining substantive policies & strategies, e.g., food security, gender



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CDCS

- Provide capacity building and guidance to support analytic, systematic process for using evidence to articulate causal path and results framework
- ID knowledge gaps; plan for filling them
- plan for testing development hypotheses
- Portfolio Transformation Plan: analytic process to guide crosswalk between current portfolio and new strategy



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Project design

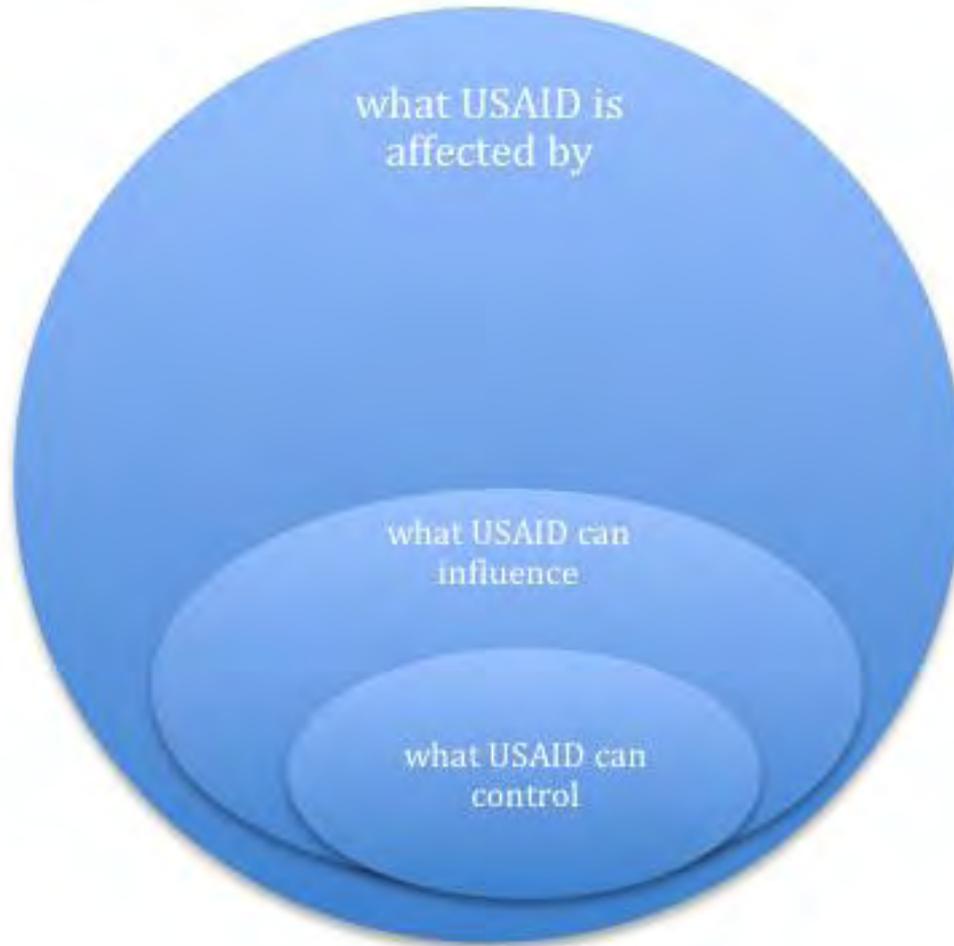
Design in

- collaboration among partners and country development actors
- influence plan
- emphasis on learning for USAID gap filling and learning agenda, continuous learning and knowledge sharing during implementation for IPs
- adaptability, processes for iterative course correction
- catalyzing learning among stakeholders—facilitation approach



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Why an influence plan?





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Implementation

- Collaborate
 - for synergy—for efficiency
 - for mutual learning—for quality programs
 - to build capacity for country-led development—for sustainability

- Plan for
 - Analyzing and learning from the expected and unexpected (as laid out in CDCS and project design)
 - adapting implementation, design or even strategy accordingly
 - identifying, capturing and sharing lessons, emergent innovation, contextual knowledge



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Monitoring

- Monitor
 - implementation
 - track game changers/broad trends
 - track influence plan, dependencies in RF
- indicators for knowledge sharing, analysis, adaptation based on new evidence or shifting context
- improved processes for using evidence, e.g., portfolio review



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Evaluation

- Process for synthesizing evaluation findings, analyzing their implications, applying them to implementation, design, strategy
- Process for capturing findings, sharing them and engaging others around them



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Continuous Learning

- subject matter/evidence (evaluation and research findings, good practice)
- contextual knowledge (game changer reports, local tacit knowledge, partner learning events)
- tacit knowledge (peer assists, conversations with local thought leaders, learning networks)
- facilitation approach/adaptive management—learning loops, iterative adaptation, catalytic role to facilitate country-led development