

## Breakout Group B:

### From logframe to searchframe: iterative planning, monitoring, evaluating and learning

*Imagine it is 2020 and we are discussing the evaluation of a truly successful programme. It delivered real changes to people's lives, strengthened all the organisations involved, built great connections and managed to navigate some very tricky politics. What led to this wonderful situation?*

*In the **design phase**, we allowed a lot of time to gain a deep understanding of the system. We structured the programme in such a way that we could test our assumptions about how change happened. We discussed those assumptions with our partners and as a result we designed a program that made 'small bets' about what would work; many small initiatives that we would monitor closely, so they could be closed down, changed or scaled up easily. We designed in many spaces to reflect on progress, so that we could be agile in our decision-making.*

*In the **early stages** we used those reflective spaces to continue to explore our assumptions. We used evaluative thinking to generate evidence for reflection and to help guide the adjustments we made as the programme progressed. We took hard decisions about closing down or changing some of our small bets. We continually refined our understanding of what success might look like.*

*At the **mid term** we began to focus our efforts on determining which parts of the program were working well, using evaluations to generate robust evidence to help shape future program activities. We thought about how this program could lay the groundwork for long-term, ongoing reforms and what else might be needed. And in the **final evaluation** we made sure that the program's success was measured by whether it affected the 'space of what is possible', shaping the rules of the system and reinforcing other reform efforts.*

This paints a wonderful picture, but what does it look like in practice? What can you put in place, and how can you act, to ensure that your program has a similarly successful approach to planning, monitoring, evaluating and learning? Our two breakout groups will draw from experience to help you build such an approach from day 1. Over two days we will:

- Day 1: identify the real problem
  - Uncover the range of expertise in planning, monitoring, evaluating and learning and surface the good practices and problems that participants bring with them
  - Decide on one or two persistent problems that the group can work on and diagnose their root causes using PDIA tools
- Day 2: develop solutions
  - Draw from participants' experience, and broader good practice, to describe the essential elements of a well-functioning iterative approach to planning, monitoring, evaluating and learning
  - Discuss the benefits and challenges of working in a PDIA way, as it can be a challenging process. What sorts of behaviours work well and less well? What does take to become comfortable with an iterative, adaptive and exploratory process?

**Please think about what you can bring to the discussion – this could be a specific problem you are facing around planning, monitoring, evaluating and learning; or it could be a shining example of best practice you think other people should hear about. Or you may just have a series of questions. Whatever you bring, please come prepared to discuss it with others and to share the ups and downs of your work.**