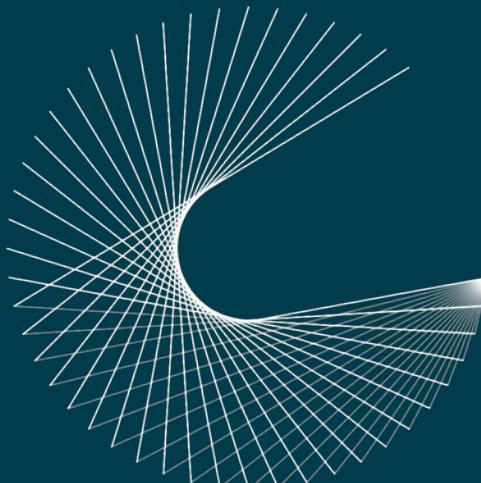


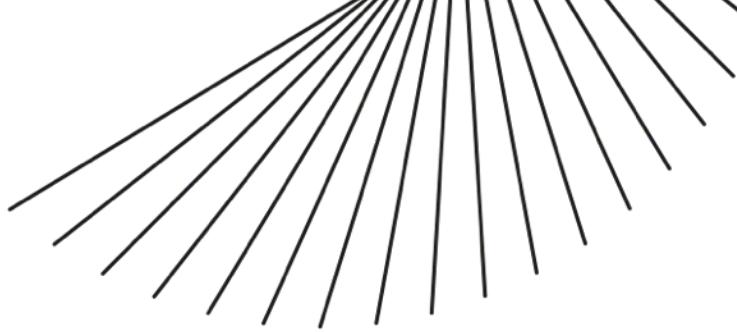
Responsive Feedback

K. Viswanath, R. McCloud, and the Curve team



THE CURVE

The Curve Consortium

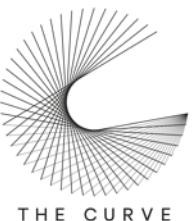


**M&C SAATCHI
WORLD SERVICES**

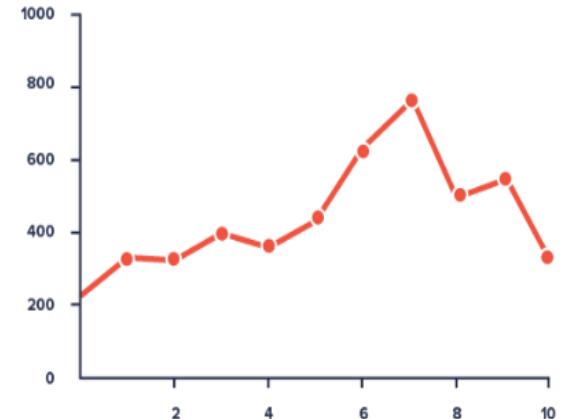
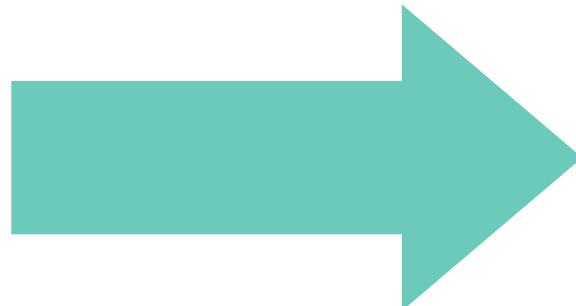
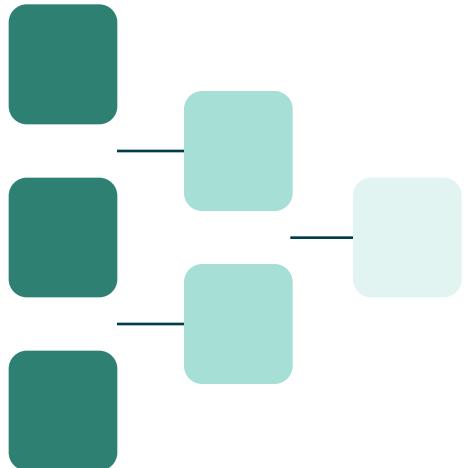
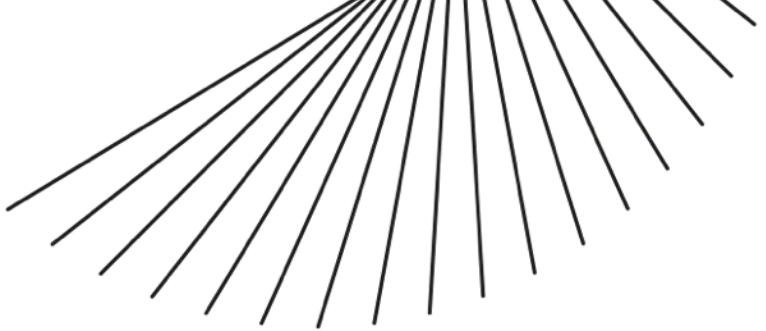
BILL &
MELINDA
GATES
foundation



**HARVARD
T.H. CHAN
SCHOOL OF PUBLIC HEALTH**



The Problem: A Traditional Approach



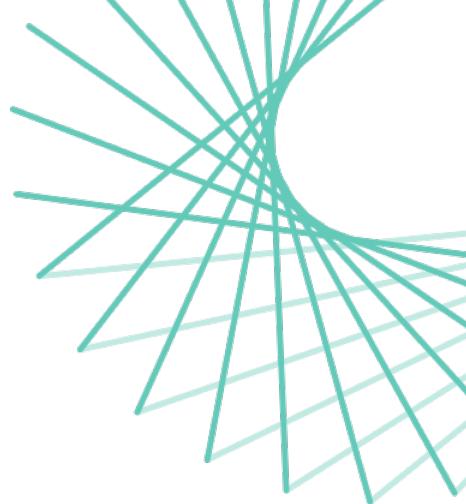
Assumptions are set prior to the intervention

Maternal and child health intervention implemented

Intervention proceeds, but ongoing feedback is not addressed

Evaluation results indicate low uptake of the program

Responsive Feedback (RF): Definition



Operate on a philosophy of

OBSERVATION



EXPERIMENTATION



TEST AND TWEAK



IMPROVEMENT

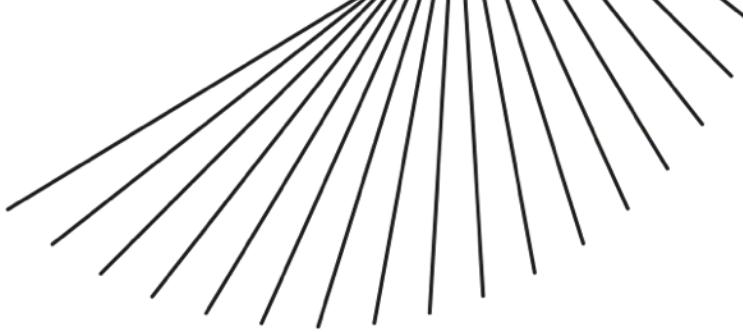


to identify factors that may increase program success in a timely fashion and where possible, to implement those changes.



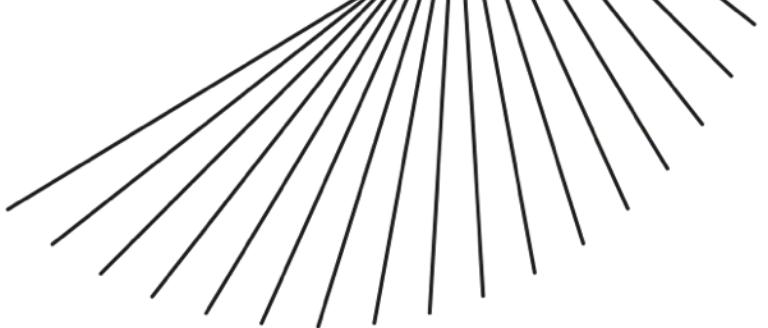
In practice, it relies upon observations, including both process and outcome measures, to identify areas for iterative improvement while the program is active in the field.

State Accountability and Voice Initiative (SAVI) in Nigeria

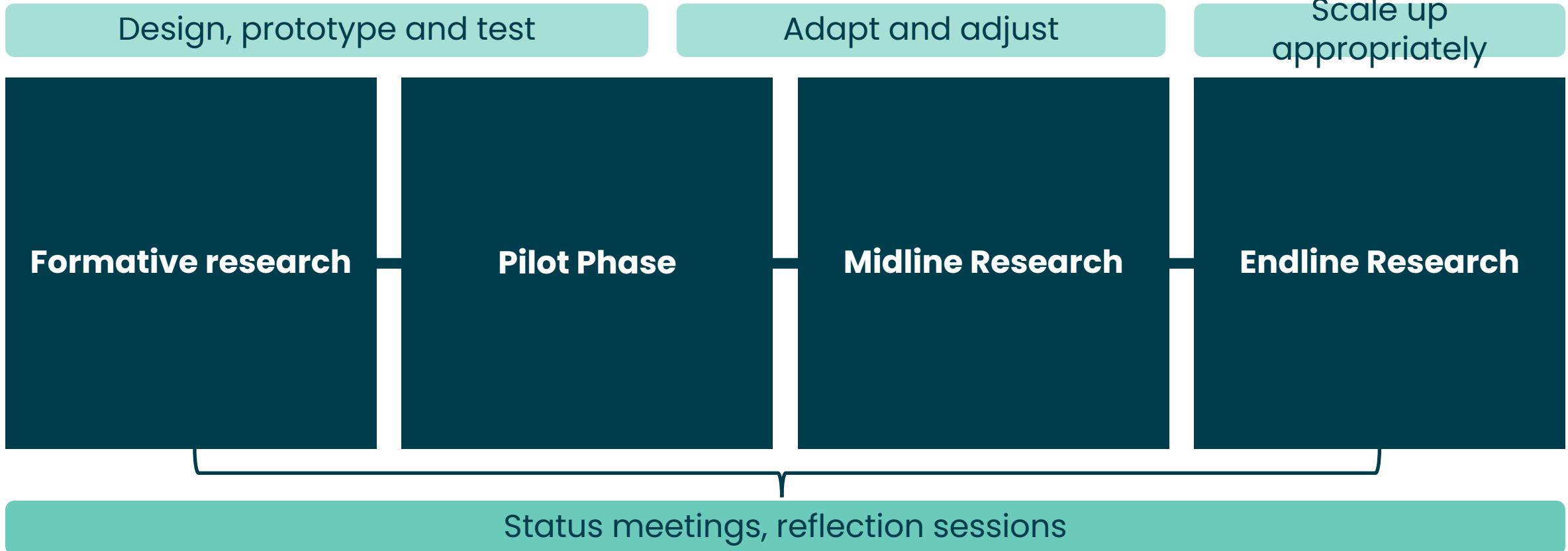


HELP AND MENTOR PARTNERS TO...

- Assess their organizational capacity and strengthen it when needed
- Facilitate better working relationships
- Advocate and strategize for change
- Build skills and help partners think and work politically



When is RF valuable in a program?



RF can be used for experimentation or monitoring to identify areas for change throughout the program lifecycle

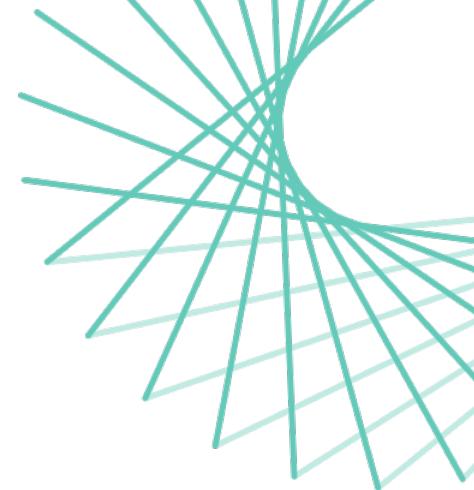
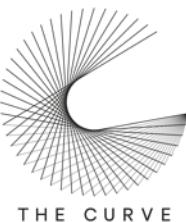
A Continuum of Decisions

RF is well-positioned to inform changes from small tweaks to programmatic changes.

Small tweaks



**Programmatic
changes**



Core RF Characteristics

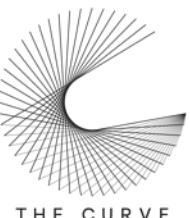
AGILE

ADAPTIVE

ITERATIVE

RESPONSIVE

ACTIONABLE



SAVI

ADAPTIVE

RESPONSIVE

ACTIONABLE

Through close work with civil society groups, media personnel, and politicians, SAVI supports their partners to work adaptively and learn by doing to work towards better service delivery by state governments.



MTV Shuga

AGILE

ITERATIVE

ACTIONABLE

The use of social media allows for **quick pivots** at low cost as messages are crafted, tested, and refined for MTV Shuga.



MTV shuga

Key Steps to Conducting Responsive Feedback



THE CURVE PROCESS

Responsive feedback in 5 simple steps.



CONVENE STAKEHOLDERS

- Identify stakeholders
- Create a learning culture
- Assess organization resources



UNCOVER ASSUMPTIONS & REVEAL LEARNING OPPORTUNITIES

- Map Theory of Change
- Identify learning questions
- Create learning agenda



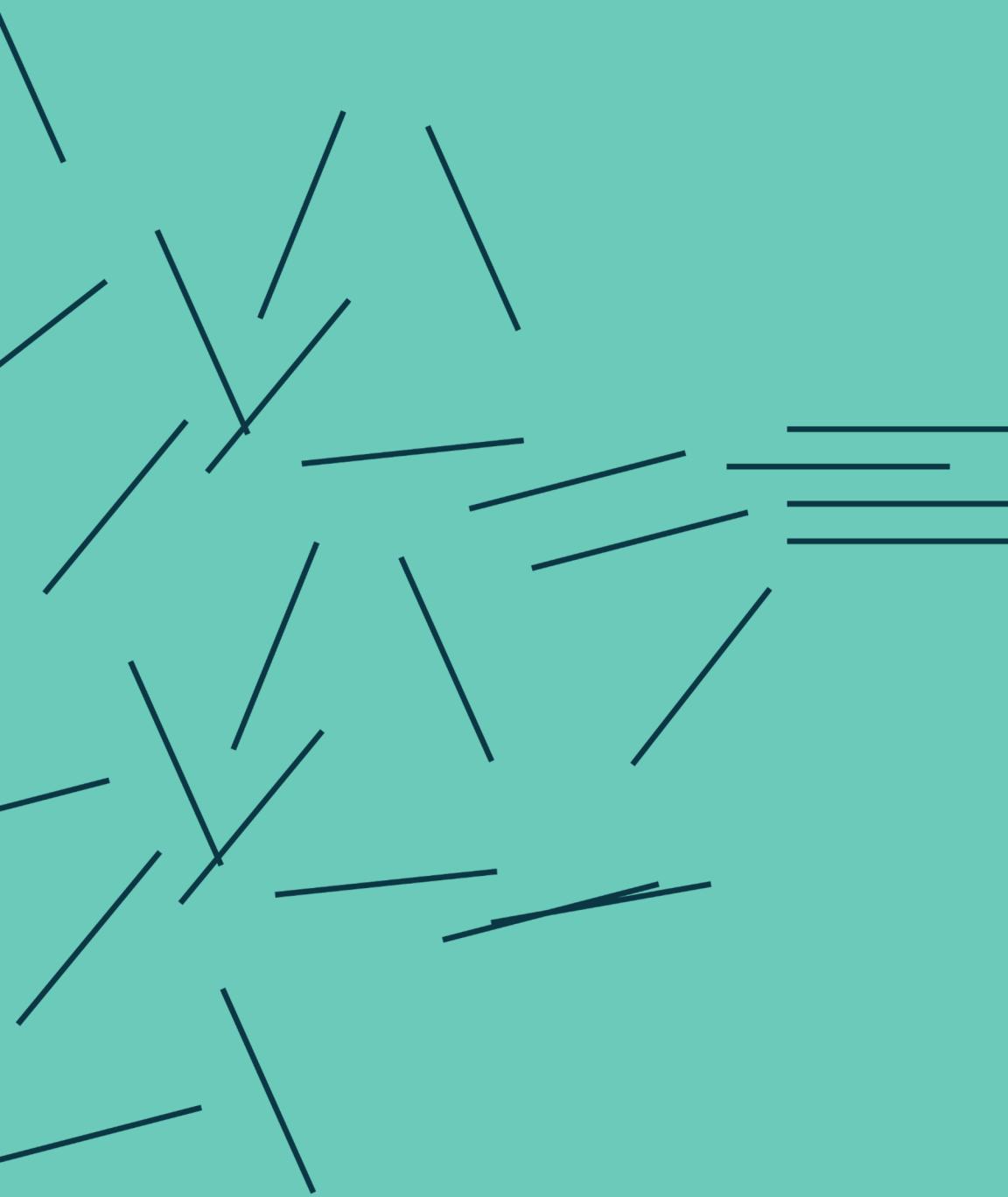
SEEK EVIDENCE

- Create feedback loops
- Identify methods for RF
- Gather good quality data



EVOLVE

- Interpret evidence
- Pause and reflect
- Make decisions in context



Step 1

Convene Stakeholders



CONVENE STAKEHOLDERS

- Identify stakeholders
- Create a learning culture
- Assess organization resources

Why Prepare for RF?

Start the process

Identify stakeholders

Create a learning culture

Assess resources

Creating the right environment for RF is key to its success

- Engaged staff
- Trusting relationship with donors
- A Theory of Change that identifies assumptions
- An understanding of the environment in which the program operates
- Resources allocated for adaptation and flexible programming
- Quality data collection
- Systems in place to reflect and act on feedback

Pause and Reflect: Worksheet

Start the process

Identify stakeholders

Create a learning culture

Assess resources

A stakeholder is an individual or group you work with who impacts, or is impacted by, your program. Stakeholders often contribute to program success.

- Begin your worksheet by listing potential stakeholders in the table.

Potential Stakeholders

Start the process	Donors	Government Officials
Identify stakeholders	Program Directors	M&E Staff
Create a learning culture	Implementers	Frontline Workers
Assess resources	Community Partners	Program Beneficiaries

What is a learning culture?

Start the process

Identify stakeholders

Create a learning culture

Assess resources

A philosophy within an organization that promotes and incentivizes learning.

An organization that has developed a learning culture might:

- Promote learning through trainings and skills
- See the need for change as progress, not failure
- Provide opportunity for decision-making to occur for those closer to the front lines

SAVI's approach to developing a learning culture

Start the process

- Remove roadblocks against creative thinking
- Create and invest in space for structured reflection
- Allow freedom to fail- halt initiatives that are unlikely to succeed and scale up those with more likely impacts

Identify stakeholders

Create a learning culture

Assess resources



The key practical challenge...is reconciling the need for flexible plans on one hand with the needs for accountability for donor funds on the other. —SAVI

How Do We Promote a Learning Culture?

Start the process

Identify stakeholders

Create a learning culture

Assess resources

- Integrate learning from the beginning

- Engage stakeholders and leaders with benefits of RF

- Incentivize learning

- Engage staff as active players with RF

- Collect purposeful evidence and engage frontline staff

- Involve community partners and beneficiaries

- Promote open communication across different teams (e.g. implementers and M&E teams)

Common barriers to RF

Start the process

Identify stakeholders

Create a learning culture

Assess resources

Organizational

Can be difficult to change practices

Structural/System

Regulatory barriers may impact flexibility

Capability

Staff may not have needed skills

Resource

Time and budgets may be stretched

Environmental

Challenges to implementation in the field

Working with partners to address capability and resource barriers



SAVI helped civil society organizations in rural Jigawa state to build skills such as budget tracking, project monitoring, and evidence-based advocacy so they could play a direct role in monitoring government projects, leading to ***improvements in roads, windmills, and culverts.***



Using a Theory of Change to address structural/ system barriers



When applying a previously established program for Patent and Proprietary Medicine Vendors to a new country (Nigeria), NaijaCare staff adapted the program to account for increased regulations.

A photograph of a smartphone screen displaying a mobile website for NaijaCare. The URL 'naijacare.com' is visible at the top. The main content on the screen is titled '2. Testing for malaria using an RDT' and 'Lesson 1: What is an RDT?'. The text explains that as a drug store owner, one is trained to recognise symptoms of malaria and treat them, but to confirm the diagnosis, an RDT kit should be used. It defines an RDT kit as a device that makes it easy to test and confirm if a customer has malaria. The text continues to describe how an RDT can help determine if symptoms are due to malaria or another disease, and how it can help customers with their treatment.

Trusting relationships address organizational barriers

In the face of the Ebola Crisis, the LWOL project funders empowered field staff with the flexibility needed to continue educational efforts during a school shutdown.

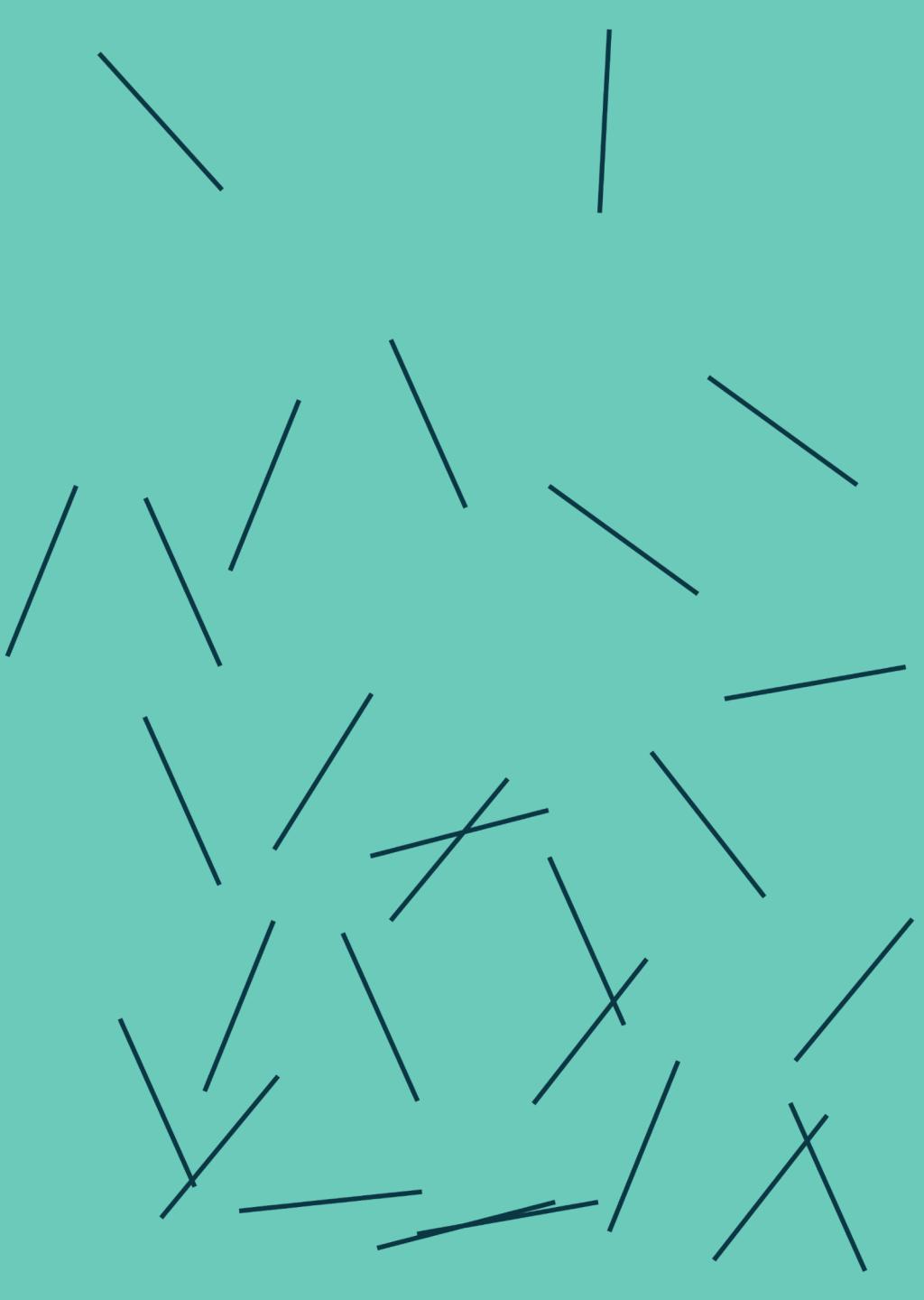


Rigid structure of other programs led to shuttered classrooms



Flexible structure of LWOL led to adapted program and reallocated resources

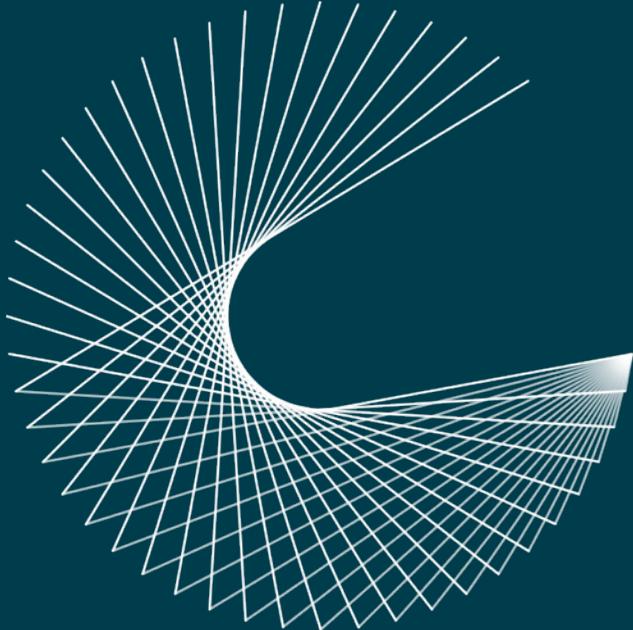




Assess Your Current Resources

Assessing your organization's resources can be a valuable step in preparing for RF

- Reduce duplication in effort
- Determine efficient ways to gather and interpret evidence
- Find time for reflection and collaboration
- Identify ways to leverage current abilities and where to build new skills



T H E C U R V E
Get better faster