

## **Final Report**

# **Study on application of Adaptive Management (AM) in EOL project implementation in the Horn, Eastern and Southern Africa (HESA)**

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**Submitted by Arab Network for Civic Education (ANHRE)  
to Oxfam Ibis (HESA RMU)**

**November 2022**

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## **Abbreviation Index**

ACEA: Arab Campaign for Education for All

AM: Adaptive Management

ANHRE: Arab Network for civic education

CLA: Collaboration, Learning and Adaptation

EOL: Education Out Loud

FGD: Focus Group Discussion

GCE: Global Campaign for Education

GISP: Global Independent Selection Panel

GMU: Global Management Unit

GPE: Global Partnership for Education

HESA: Horn, Eastern and Southern Africa

KII: Key Informant Interviews

MEL: Monitoring, Evaluation and Learning

MOE: Ministry of Education

NC: National Education Coalition

OC: Operational Component

OH: Outcome Harvesting

PM: Project Manager

RISP: Regional Independent Selection Panel

RMU: Regional Management Unit

SEAH: Sexual Exploitation, Abuse and Harassment

ToC: Theory of Change

ZINECDA: Zimbabwe Network of Early Childhood Development Actors

## 1. Executive Summary:

This study aimed at assessing EOL grantees' understanding of adaptive management in programming as a risk mitigation strategy, its application to improve project implementation strategies and whether it has provided opportunities for learning and make recommendations on how application of adaptive management can be improved in implementation of the EOL project. The target group comprised of EOL grantees who have implemented any of three Operational Components of Education Out Loud (EOL) program in the past three years (2020-2022) as well as the HESA RMU. In addition, other stakeholders such as representatives from the Regional Independent Selection Panel (RISP), Global Independent Selection Panel (GISP), GMU and one of the learning partners participated in the study.

We used qualitative and quantitative tools, beginning with a more comprehensive desk review of grantees' projects documents of the selected sample of **11 grantees under OC1 out of 19, one grantee under OC2 (there is only one), and 2 grantees out of 5 under OC3**. In addition to representatives from the Regional Independent Selection Panel (RISP) and the Global Independent Selection Panel (GISP), GMU, HESA RMU, and one learning partner - followed by an in-depth survey of the selected grantees in all targeted countries assessing their level of understanding of practices of adaptive management and assessing their ability to implement it on the ground.

Findings of the desk review fed into the focus group discussions (FGDs) and the key informant interviews (KIIs) which were used to elaborate further on examples and practices. A total of 5 FGDs; two FGDs with alliance members under OC1 directly engaged in the implementation and decision-making process (the ten alliances were divided up into the two focus groups), one FGD with alliances of OC2 and OC3, one FGD with the financial team of OC1 and one with programmatic team of OC1. 19 KIIs were conducted, 14 with the selected grantees, two with GISP and RISP, one with RMU, one with GMU and one with a learning partner.

**This final study had been validated through 4 validation meetings with all EOL grantees in HESA region, management units at regional and global level including the entire EOL staff.**

To meet the objectives of this study, we used USAID's Collaborating, Learning and Adapting (CLA) Framework to assess six areas of adaptive management. It mainly aimed to look at adaptive management in the **program cycle** (throughout Program Cycle processes, including strategy, project, and activity design and implementation) and to look at the **Enabling Conditions**: how an organization's culture, business processes, and resource allocation support adaptive management.

We explored the six elements of adaptive management that correspond to the objectives of the study as follows:

**Objective 1: Assess grantees’ level of understanding of adaptive management as a programming approach and a method of risk mitigation**

**Methodology:** We assessed the enabling conditions by looking at the culture and whether the EOL program, GMU, and HESA RMU have a culture of openness, continuous learning, reflection, and improvement. This assessment looked at actual practices and perceptions of field-based staff and project officers. In addition, we looked at processes to assess knowledge management and decision-making process – the ability to distill, share and disseminate knowledge and the awareness among grantees/ employees of the decision-making process, the autonomy of the decision-making and consultation process.

**Summary of findings:** Understanding of adaptive management as a programming approach among the selected sample of grantees was linked to continuous learning, the ability to adjust implementation and inform decision making to reach the intended objectives based on analysis and assessment of the context and flexibility in management. RMU HESA was perceived to have a culture of openness where grantees feel comfortable sharing their opinion and ideas in regard to project design or implementation of EOL program and is perceived to be receptive to proposed changes to projects and encourage grantees to provide feedback. **Within the EOL program this is common practice, and the HESA RMU-Oxfam Ibis is also seen as an agency that is very “flexible “.** Programmatic team of targeted grantees were able to articulate well their understanding of adaptive management, but this was less evident among finance and admin staff members. It was also found to be reactive rather than proactive as examples/definitions given were based on emerging needs or changes in context rather than scenario planning or a risk mitigation factor.

**Recommendations:** Enhance Capacity building on adaptive management tools, particularly for finance and admin teams with a focus on pro-active adaptive management which scans the horizon for opportunities and risks, and it adapts to take advantage of them. It explicitly plans for experimentation and regular upgrading of the strategies; it considers learning and the reduction of uncertainty and imperfect knowledge as one of the key objectives of the management effort.

**Objective 2: Examine how adaptive management has been applied in EOL project implementation thus far.**

**Methodology:** To examine how adaptive management has been applied in EOL program implementation thus far, we assessed two elements: Collaboration and how internal and external collaboration of grantees and grant agent, assessing the ability to collaborate with other departments within the entity, the ability to collaborate with learning partners, other grantees, to what extent they consult their stakeholders and their ability to build coalitions. In addition, we looked at Adaptation and the best practices and lessons learned in adopting change in the design, implementation, budgeting or monitoring of EOL programs and the process followed to adapt the desired change.

**Summary of findings:** Adaptive management practices are seen to be adapting to context changes, constant learning, and flexibility. The management and coordination of EOL program is deemed to be collaborative, adaptive, and understanding of the emerging needs of EOL Program implementation. There is a simple process in place for grantees to make changes to the program implementation. Most grantees do take the time to pause and reflect on what is going well and what could be improved and to share the knowledge gained with their coalition members and regional coalitions. HESA RMU was found to be encouraging learning practices through organizing periodic online and offline regional learning and reflection workshops. Compared to other donors, the majority of grantees believe that EOL provided the highest level of flexibility and ability to adapt which is seen to be a necessity for advocacy work. However, it is important to enforce structure to tighten the feedback loop between data and action: adaptive management aims for double learning more than just correcting deviations in planned versus actual. All changes reported by the selected sample of grantees were activity-based minor changes and mainly due to COVID 19 restrictions where events were moved from a physical setting to a virtual one. Very few examples showed changes in program design and implementation based on change in context, as a measure for risk mitigation or as a result of learning practices. However, there is an effort by grantees to continuously monitor the context and the risks, but it's only partially captured in the program's reports.

Despite the fact that there are set of monitoring and evaluation (M&E) tools and approaches used to support the adaptive management, adaptive management brings additional challenges for monitoring and evaluating programs, as they require intentional M&E design from the start that is oriented towards both learning and accountability.

**Recommendations:** Introducing outcome harvesting tool as one of the mechanisms to capture outcomes, institutionalization of adaptive management further by developing context analysis tools/ regular reviews of TOC. Further use of Scenario planning as a tool to map and plan different scenarios on how change may happen, and to examine the program's role in making future events happen, enforcing structure to tighten the feedback loop between data and action. In addition to the introduction of quarterly planning cycles where data and information gathered in the previous quarter can be used to inform the next planning cycle and update the TOC, project design and activity implementation strategies.

**Objective 3: To explore ways in which an adaptive management approach can be used as a source of learning during project implementation**

**Methodology:** To explore ways in which an adaptive management approach can be used as a source of learning during project implementation, we assessed the grantees' ability to use evidence to build their pathways for change, their ability to use learning to inform decision making, the frequency and habit of reviewing their theory of change, the risks and opportunities through scenario planning, how they assess the efficiency of their data collection tools and monitoring and evaluation data quality, on whether they have a mechanism to monitor unintended outcomes (outcome harvesting) and reflect.

**Summary of findings:** This study revealed that there is a culture of collaborating, learning and openness among grantees and HESA RMU. The EOL program has adopted Re-active Adaptive Management that relies on regular monitoring and reflection activities to detect unpredicted challenges and, when needed, to adjust planned actions to remain on track to achieve the desired program outcomes. EOL provided learning opportunities, platforms for knowledge sharing and encouraged peer learning among grantees.

**Recommendations:** Encouraging further engagement on knowledge sharing hubs and investing in knowledge transfer on adaptive management and learning to other partners in targeted countries (EOL to become an influencer in this field), encouraging further engagement from learning partners to provide mentorship and support during implementation and continuous learning on adaptive management tools. RISP and GISP could be further engaged in the monitoring process. Based on the stated objective, what was assessed and findings, we would also be interested in enabling grantees distill learnings from AM practices and applying that knowledge to improve project implementation. This means AM will be expected to go beyond changing implementation strategies and budgets and document learnings from such changes and apply them to improve the remaining part of the project.

**Objective 4: Propose ways in which the application of adaptive management can be improved in EOL project implementation.**

**Methodology:**

This section was compiled based on findings of the study and recommendations provided directly in the FGDs and KIIs.

**Summary of findings:**

Grantees were able to articulate well their understanding of adaptive management but were less able to provide concrete examples of how adaptive management is implemented in practice. There is a culture of collaborating, learning and openness among grantees and HESA RMU. The EOL program relies on regular monitoring and reflection activities to detect unpredicted challenges and, when needed, to adjust planned actions to remain on track to achieve the desired program outcomes. EOL provided learning opportunities, platforms for knowledge sharing and encouraged peer learning among grantees. However, it is important to enforce structure to tighten the feedback loop between data and action and to institutionalize practicing adaptive management.

**Recommendations:**

All previous recommendations build a solid base for improving adaptive management in EOL project implementation. A roadmap that looks at reviewing the seven steps is recommended by ANHRE as a systematic tool to introduce improvement. This roadmap is used to be useful in a multi-organizational, multi-country set-up where efficient design is needed to align top-down structuring and requirements with bottom-up diversity and divergence. This roadmap of seven steps is introduced by HIVOS – International and used by ANHRE in two programs over more than 5 years and up to this date. It has been proven to be effective in periodic reflection and planning and allows

contextualization and flexibility. These 7 steps can come in a different order and it depends on the user to assess which of the seven steps needs to be undertaken.

1. **Annual Review results/ outcome statements:** using outcome harvesting to continuously monitor intended/ unintended outcomes (whether positive or negative or within the sphere of control (outputs) or within the sphere of influence (outcomes).
2. **Learning questions:** Learning from **the monitoring data**; Learning about the critical **Make-or-Break** assumptions in the Theory of Change; and Developing learning topics/ questions and learning agenda at each level
3. **Changes in context:** Identifying possible trends and signs about emerging shifts in the environment, followed by analyzing and collective sense-making of possible implications for the Theory of Change (is there a need to revise intervention strategies, desired outcomes, pathways, assumptions; what changes have taken place around that affect what we want to achieve?
4. **Theory of change:** Reviewing the theory of change was not seen as a frequently recommended practice. Constant validation of pathways to change and evidence in the TOC is important.
5. **Capacity assessment and development:** What capacities are available amongst the alliance members and partner organizations in relation to the (revised) Theory of Change; What would be Capacity Development needs in view of the capacity assessment results?
6. **Strategies and interventions:** With the outcomes achieved and learning so far, what can you say about your interventions and strategies? What worked? Why? Is there a need for adjustment?
7. **Annual reflection and Planning**  
Who should take part in the annual planning and reflection? How much time is required and available? Who is essential during which part of the program, e.g. who may not be essential in all the steps or meetings? What resources are available: human or financial resources, etc.

## 2. Introduction

Education Out Loud (EOL) is the Global Partnership for Education's (GPE) fund for advocacy and social accountability and is managed by Oxfam IBIS as the grant agent. EOL supports civil society to be active and influential actors in shaping education policy and implementation to meet the needs of communities, especially of marginalized people – and to ensure the right to quality education for all. The Education Out Loud Program (EOL) aims to enhance the capacity of civil society to engage in education sector planning, advocacy and policy dialogue, monitoring policy implementation to promote transparency and accountability of national education sector policy. It also seeks to create a stronger and enabling environment at global and regional levels for civil society engagement, advocacy, and transparency efforts in education.



**The program has three specific objectives (OCs) namely:**

**OC1. Strengthen national civil society engagement in education planning, policy dialogue and monitoring.**

**OC2. Strengthen civil society roles in promoting the transparency and accountability of national education sector policy and implementation; and**

**OC3. Create a stronger global and transnational enabling environment for national civil society advocacy and transparency efforts.**

The EOL program has a deliberate intention to cultivate a learning culture among its grantees and promote the application of knowledge learned for adaptive management in their day-to-day operations. EOL supported grantees and allowed, with sound justifications, to make strategic changes to project implementation approaches to enhance the achievement of set objectives. The project has been implanted for three years now (2020-2022) and thus, this study is conceived to examine how grantees and Oxfam IBIS have applied the concept of Adaptive Management (AM) and come up with ways in which its application be improved.

Adaptive management (AM) can be defined as a systematic process for continually improving the management and implementation of development programs by learning from previous or ongoing implementations. Adaptive management obviously requires the institutionalization of a process that can continuously monitor implementation, regularly harness lessons through reflective practice and adapt activities and management in response, and change overall programs as required.

This study was carried out to assess grantees and grant agent level of understanding of adaptive management as a programming approach and a method of risk mitigation, how they have applied adaptive management strategies to improve project implementation and how can this be used as a source of learning during project implementation in addition to providing recommendations on how adaptive management can be improved in EOL project implementation.

### 3. Objectives of this study

This study on **the application of Adaptive Management in EOL project implementation in the Horn, Eastern and Southern Africa (HESA)** was conducted by Arab Network for Civic Education (ANHRE), as one of the regional learning partners of EOL, this study targeted a sample of EOL grantees who have implemented any of three Operational Components of EOL project in the past three years “2020-2022”.

**The specific objectives of this study are:**

- **To assess grantees’ level of understanding of adaptive management as a programming approach and a method of risk mitigation**

- **To examine how adaptive management has been applied in EOL project implementation thus far.**
- **To explore ways in which an adaptive management approach can be used as a source of learning during project implementation**
- **To propose ways in which the application of adaptive management can be improved in EOL project implementation.**

## 4. Methodology and Analysis:

### 4.1 Assessment Approach & Methodology based on CLA Model

The study targeted grantees of EOL who have implemented any of three Operational Components of the EOL program in the past three years “2020-2022” in addition to the HESA RMU, Learning partner and members of GISP and RISP.

The study assessed their level of understanding of adaptive management as a programming approach and a method of risk mitigation, how have grantees applied adaptive management strategies to improve project implementation and how can this be used as a source of learning during project implementation and provide recommendations on how adaptive management can be improved in EOL program implementation.

We mainly used qualitative tools supported by quantitative tools, beginning with a more comprehensive desk review of grantees’ projects documents of the selected sample, followed by an in-depth survey of the selected grantees in all targeted countries assessing their level of understanding of practices of adaptive management and assessing their ability to implement it on the ground.

Findings of the desk review fed into the focus group discussions (FGDs) and the key informant interviews (KIIs) which were used to elaborate further on examples and practices and validate the findings of the survey. A total of 5 FGDs and 19 KIIs were conducted.

To meet the objectives of this study, we used USAID’s Collaborating, Learning and Adapting (CLA) Framework to assess six areas of adaptive management as outlined below in the shape, it mainly aimed to look at adaptive management in the program cycle (throughout Program Cycle processes, including strategy, project, and activity design and implementation) and to look at the Enabling Conditions: how an organization’s culture, business processes, and resource allocation support adaptive management.

The study explored six elements of adaptive management that correspond to the objectives as follows:

To assess grantees’ level of understanding of adaptive management as a programming approach and a method of risk mitigation, we assessed the enabling conditions looking at the Culture and whether EOL program, GMU, and HESA RMU have a culture of openness, continuous learning and reflection and improvement. This assessment looked at actual practices and perceptions of field-based staff and project officers. In addition, we looked at Processes to assess knowledge management and decision-making process – the ability to distill, share and disseminate knowledge and the awareness among grantees/ employees of decision making process, the autonomy of decision making and consultation process.



To examine how adaptive management has been applied in EOL program implementation thus far, we assessed two elements: Collaboration and how internal and external collaboration of grantees and grant agent, assessing the ability to collaborate with other departments within the entity, the ability to collaborate with learning partners, other grantees, to what extent they consult their stakeholders and their ability to build coalitions. In addition, we looked at Adaptation and the best practices and lessons learned in adopting change in the design, implementation, budgeting or monitoring of EOL programs and the process followed to adapt the desired change.

To explore ways in which an adaptive management approach can be used as a source of learning during project implementation, we assessed Learning and the grantees ability to use evidence to build their pathways for change, their ability to use learning to inform decision making, the frequency and habit of reviewing their theory of change, the risks and opportunities through scenario planning, how they assess the efficiency of their data collection tools and monitoring and evaluation data quality, on whether they have a mechanism to monitor unintended outcomes (outcome harvesting) and reflect. Finally, informed by all data, the study proposed ways in which the application of adaptive management can be improved in EOL program implementation.

## 4.2 Target population and sampling strategy

The selected sample had a total of **11 grantees under OC1 out of 19, one grantee under OC2 (there is only one), and 2 grantees out of 5 under OC3**. In addition, a representative from the Regional Independent Selection Panel (RISP) who is also in the Global Independent Selection Panel (GISP) had been interviewed. Also, representatives from GMU, HESA RMU, and one learning partner were interviewed. (Annex 3)

The sample for OC1 was selected based on the following elimination criteria:

- All grantees who received core funding only were eliminated.
- Grantees from Egypt were eliminated as they have joined recently and grantees from Nigeria didn't receive funds in 2020-2021 due to NEC's internal governance problems.
- Multiple grantees from the same country or geographical area (we removed Somaliland and kept Somalia, removed South Sudan and kept Sudan and removed Lesotho and kept Eswatini) based on reviewing the size of grant and scope of work and ensuring diversity in the width and scope of work covered.

For grantees of OC3, two were selected, the first received the largest funding and the second has the highest number of coalition members. The decision to select a smaller sample size was to enable a more in-depth assessment.

### 4.3 Data collection tools

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The assessment used a mixed-method approach for data collection as outlined below:

#### **Secondary data:**

- Literature Review - Examples of the following documents were reviewed
  - Theory of change for the selected grantees in the sample
  - Narrative reports for the selected grantees in the sample
  - Risk registers for the selected grantees in the sample
  - Rapid review of EOL operational component one
  - Mid-term review for EOL
  - Adaptive management tracking tool
  - EOL Learning framework
  - Project revision forms submitted from the HESA region in the past three years

#### **Primary data:**

- **Survey:** the below survey (Annex 1) was used. It aimed at assessing the 6 elements of adaptive management outlined above. This survey was filled out by the field-based staff and project officers of OC1. In the case of OC2 and OC3, the survey was filled in the different countries where the EOL is implemented. Field-based staff and project officers were targeted in this survey as they often have key information that can guide the documentation process, clarify key interventions, highlight modifications, and explain actual implementation processes.
- **Five focus group discussions (FGDs) and 19 Key Informant Interviews (KIIs) were held.** Findings of the survey and the desk review feed into **the focus group discussions (FGDs) and the key informant interviews (KIIs)** and were used to

elaborate further on examples and practices outlined in the survey and as a validation for the preliminary findings.

**The focus groups targeted the programmatic team and the financial team of the sample selected from OC1, OC2 and OC3 separately.**

## Analysis Plan:

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The data were analyzed using three main approaches:

1. Categorizing and classification: the evaluation defined generalizable categories relating to key elements. For example, the understanding of grantees of adaptive management and examples provided of adaptive management practices implemented by grantees among others.
2. Comparing, contrasting, and synthesizing: the evaluation used data collected from documents, interviews, and surveys. The findings of the Rapid review of OC1, the adaptive management tracking tools, the report templates and reports submitted by selected grantees were compared with the findings of the study of this study as a validation tool.
3. Triangulation between data gathered through interviews, and surveys, and data obtained from the desk review to ensure the integrity of findings. The findings in this study were mainly informed by the survey. The FGDs and KIIs were used to validate findings and collect examples, further details, and the rationale behind what was reported in the survey.

## 5. Main Findings:

### 5.1 Main finding related to objective 1: Assessing grantees' level of understanding of adaptive management as a programming approach and a method of risk mitigation.

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Understanding of adaptive management as a programming approach among the selected sample of grantees was linked to continuous learning, the ability to adjust implementation and inform decision-making to reach the intended objectives based on analysis and assessment of the context and flexibility in management. RMU HESA was perceived to have a culture of openness where grantees feel comfortable sharing their opinion and ideas in regards to project design or implementation of the EOL program and is perceived to be receptive to proposed changes to projects and encourage grantees to provide feedback. All Grantees in the sample consider EOL program to be an adaptive one. Programmatic team of targeted grantees were able to articulate well their understanding of adaptive management, but this was less evident among finance and admin staff members. It was also found to be reactive rather than proactive as examples/definitions given were based on emerging needs or changes in context rather than scenario planning or a risk mitigation factor.

Understanding of Adaptive management among a selected sample of grantees.

**1. Adjusting implementation and informing decision making in response to new information and change in context:**

Ten coalition members from the selected sample linked adaptive management to change in context as shown in the table below:

Interviewee/ Respondents from	Definition of Adaptive Management
Education for all Somalia	“Adaptive Management is seen as an approach of <b>making decision and adjustments</b> in response to <b>new information and change in contexts</b> and an iterative process which the coalition members do join decision making of the EOL project implementation”
Sudanese Coalition for Education for All – SCEFA	“It’s seen as “an effective tool for dealing with <b>changing context</b> and remain <b>relevant to partners and beneficiaries</b> ”
Education for all Sierra-Leone	“The way we adjust our <b>behavior, decisions, and actions</b> based on experience in the face of <b>real change</b> ”.
Educate her Liberia	“Adaptative management is an approach for <b>making decisions and adjustments</b> to the path to reach the project ultimate goal in response to <b>new information</b> from the field and <b>changes in context</b> ”.
TRANAC-Lesotho (OC3 Grantee)	“Adaptive management is a process where <b>management try other approaches</b> when set ones do not work.”
Elimu Yetu Coalition Kenya	“Adaptive management is <b>implementing differently</b> an activity but aiming for the same outcome. A change in the way of implementation is <b>derived from changes in context</b> ”
Tanzania Education Network/Mtandao wa Elimu Tanzania	“Adaptive management is an approach to <b>make decisions and adjustments</b> in response to new information and <b>changes in context</b> , it is <b>about changing the path being used to achieve the goals in response to changes</b> ”.
Education Coalition of Zimbabwe	“It’s an <b>intentional approach to making decisions and adjustments</b> in response to <b>new information and changes in context</b> .”
ZINECDA Zimbabwe (OC3 grantee)	“It is the process of <b>constantly reviewing activities and strategies</b> in light of <b>environmental and contextual changes</b> to achieve the desired results”.
Swaziland Network Campaign for Education for All	“I understand adaptive management as being able to make <b>interventions in line with the changing environment</b> , It is about <b>flexibility to respond to changes</b> that may happen to positively improve the outcomes of the project”.
ACEA	“Adaptive management is seen as the ability to respond to <b>emerging changes at the social, economic and political levels</b> and the ability to <b>produce new ideas that are responsive to the unexpected changes</b> .”

2. **Goals should remain unchanged:** Interviewee in FGDs from Liberia, Kenya, Uganda, Zimbabwe, Tanzania argued that the use of **adaptive management should not change the goals of the project, but only the paths and approaches to achieve the intended goals and outcomes.**

Interviewee/ Respondents from	Definition of Adaptive Management
Tanzania Education Network	“Adaptive management is <b>not about changing goals</b> during implementation, it is about changing the path being used to achieve the goals in response to changes”,
Elimu Yetu Coalition-Kenya	“In a simple manner adaptive management is <b>implementing differently an activity but aiming for the same outcome</b> ”,
Education Coalition of Zimbabwe	Adaptive management is <b>not about changing goals</b> during implementation, it is about changing the path being used to achieve the goals in response to changes”
Uganda coalition Adolescent Mothers' Education	The flexibility that allows for reviewing and changing of approaches based on evidence/information but <b>without changing the goal of the project</b> ”
Educate her Liberia	The <b>goal never changes</b> but the approaches and activities may be adjusted along the way, based on learning, context, and emerging issues”.

*On the other hand, Interviewee from ACIA mentioned ““Outcomes and the outputs of the project were revised to respond to the crisis in parallel with transforming the management style.”*

3. **Flexibility in management and operating environment:** Some coalition members defined adaptive management as the flexibility of management and ability to manage changes.

Interviewee/ Respondents from	Definition of Adaptive Management
TRANAC-Lesotho	Adaptive management is a “process where <b>management try other approaches</b> when set ones do not work, when manager holds basic management principles but <b>flexible enough to try other options</b> ”.
Adolescent Mothers' Education Initiative Uganda	“Adaptive management is seen as the <b>flexibility that allows for reviewing and changing of approaches</b> based on evidence/information”,

ACEA	“It is the management that facilitate the flow of information and knowledge and having <b>transformative mind that can help transforming management system</b> ”
Zambia National Education Coalition	adaptive management is a “way of <b>managing any changes</b> in the <b>operating environment</b> that may affect the accomplishment of set plans”

#### 4. Continuous learning:

Four grantees linked adaptive management to continuous as follow:

Interviewee/ Respondents from	Definition of Adaptive Management
World Vision Zimbabwe	Adaptive management as an implementation process that comes in from project learning on other effective means of programming. <b>“When one learns, the learning should be documented, shared, and communicated before effecting the changes”.</b>
Early Childhood Development Coalition Malawi	Adaptive management is seen as a strategy of <b>managing activities by allowing learning in the process</b> of carrying out planned activities and adopting actions that are most effective in achieving the intended objectives
Swaziland Network Campaign for Education for All	<b>“it’s all about constant learning</b> and informing intervention
For Forum for Education NGOs in Uganda (OC2 grantee):	Adaptive management is defined as the <b>ability to assess the social/political and economic situation.”</b>

#### Enabling Conditions of Adaptive Management: Organization’s culture of openness, continuous learning and reflection:

The Rapid Review of Education Out Loud’s Operational Component 1 that was conducted in 2021 read **“EOL regional management units are adaptive, supportive partners to National Education Coalitions (NECs)” – the report also reads “NECs appreciate the flexibility and responsiveness of RMUs especially in relation to RMUs’ rapid disbursement of funds and flexibility according to NEC needs and changing contexts”**<sup>1</sup>. This study had similarly revealed that RMU HESA is perceived to be adaptive to changes proposed by grantees. All grantees in the selected sample agreed that the EOL program has a culture of openness between field-based officers and RMU HESA (50% strongly agreed and 50% agreed) and they all agreed that they feel comfortable in sharing their opinions and ideas regarding project design or implementation of EOL program. More than 90% believe that HESA RMU is

<sup>1</sup> Rapid review of Education Out Loud operational component 1 , Abrehet Gebremedhin, August 2021, page 51



receptive to proposed changes to projects and the vast majority strongly agreed that grantees are encouraged to provide feedback to HESA RMU and consider the EOL system to be an adaptive system.

***“This was the first time we have such flexibility from a donor, when some milestones were not reached, we had to relook at the implementation, redesign the implementation, we shared with HESA RMU and it was approved.”*** Educate her Liberia interviewee.

## 5.2 Main findings related to objective 2: How adaptive management has been applied in EOL project implementation thus far

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### **EOL Adaptive management tools**

EOL program uses several tools that enhance consideration of adaptive management in selection criteria and reporting requirements.

### **Project selection criteria and Independent Selection Panels**

The contextual background, the learning approach, gender and inclusion, and risk management are all important elements of the assessment criteria. Applicants who don't meet the needed score are not automatically disqualified; instead, they receive small funding and are matched with learning partners who are tasked to support grantees to implement and provide them with capacity building to meet the requirements.

KII with members from RISP and GISP revealed that the selection criteria and forms had evolved over the years based on observations and emerging needs, there were general criteria and simple forms and as selection committees worked through the different forms, the need for more developed criteria and forms emerged and forms were adopted from a simple word sheet with scores on each item to an excel scoring sheet with ten different tabs each covering a certain part of the proposal showing an example of how adaptive management was practiced within the EOL program through adopting new forms and new selection criteria based on observations, learning from experience and responding to emerging needs. The diversity of the selection committee is an advantage as members of the committee cover a wide range of expertise in different domains.

## Reporting template

The reporting template requires providing information on context analysis, unexpected results, MEL indicators (achievements and results), and lessons learned. The EOL project work plan is revisited quarterly as well as the indicator tracking table, there is a comment section where the grantee can describe any challenges or learning points.

EOL requires monitoring risk through a risk register, EOL has an adaptive management tracking tool and grantee project revision form. HESA RMU staff conduct monthly meetings with Fragile countries to ensure adaptive management is being implied.

## Collaboration: internal and external collaboration of grantees

All grantees reported that they meet regularly with stakeholders (teachers, students, parents, student unions, etc.) for consultation, learning, and sharing. Some grantees meet weekly, others bi-weekly, monthly, or quarterly and others meet with stakeholders when a need arises. For World Vision, they engage with stakeholders almost every week in sensitizing meetings, Education for all Sierra Leone's project is based on frequent engagements with teachers, students, and parents. Adolescent Mothers' Education Initiative engages stakeholders at least once monthly. Kenya's Elimu Yetu Coalition have county-based forums whereby they discuss issues of policy with the stakeholders in addition to regional learning forums bringing together different counties for taking stock of developments.

Internal collaboration with board members was frequent specially to support the learning and decision-making process.

These forms of collaboration and strong relationship with stakeholders are crucial, as adaptive management is most effective when it is collaborative in nature, engaging stakeholders at all stages and building allies. Failure to keep stakeholders involved, and their interests accounted for, can lead to loss of support for the iterative decisions made.<sup>2</sup> Collaboration with key stakeholders among targeted grantees helped better inform the context analysis conducted by grantees.

### Reporting template – context analysis

Which relevant changes in the external context (political, legal, economic, social or institutional) took place, if any, during the current reporting period that has affected the project implementation and expected results or that you foresee could potentially affect upcoming project implementation? If relevant, how do you plan to incorporate the changes in your project implementation?

<sup>2</sup> <https://scienceimpact.mit.edu/collaborative-adaptive-management#:~:text=Adaptive%20management%20is%20most%20effective%20when%20it%20is,loss%20of%20support%20for%20the%20iterative%20decisions%20made.>

### **Adaptation: Best practices and lessons learned in adopting change in the design, implementation, budgeting, or monitoring of EOL projects and the process followed to adapt to the desired change.**

83% (15 out of 18) of grantees in the sample are aware of the decision-making process and mention it's based on open communications with HESA RMU as their main point of contact to request approval for desired changes in the program. To make changes to the EOL program, the process was found to be simple and straight forward through communicating with HESA RMU by email or through an official letter followed by discussion for justification then the decision is made. 6 out of 8 interviewees in the FGDs reported they have the autonomy to decide what works best for their programs and find HESA RMU to be responsive to their requests. 6 out of 18 grantees reported making changes in their data collection tools using KOBO, online surveys, giving further access to coalition members to collect data and including gender to improve inclusiveness. Education for All Somalia designed a new approach for data collection that allows coalition members to collect and access data; TRANAC Lesotho and Early Childhood Development Coalition Malawi started the use of digital surveys through KOBO or online surveys, Swaziland Network Campaign for Education for All included gender in their data collection tools to improve inclusiveness, Educate Her Liberia updated their tools (questions in surveys) and the trends to be measured and plan to partner with the Ministry of Education for the MEL assessments to ensure gender-specific indicators are mainstreamed within the national process.

#### **Unintended outcomes:**

Nearly half of the grantees interviewed reported encountering unintended mostly positive outcomes such as gaining the trust of the government to participate in high-level meetings, and building a strong relationship with coalition members and civil society. Outcome harvesting was not seen as a key element of the monitoring and evaluation system. Sudanese Coalition for Education for All reported that their advocacy activities brought a political dimension into the table; Kenya's Elimu Yetu Coalition had a greater level of respect from the Government and other stakeholders and reserved them a seat in high-level education forums. Swaziland Network Campaign for Education for All has been elected the vice chairperson of the National Children's Consortium in Eswatini and was appointed as a member of the National School Feeding Panel as a result of the impact of its work on the ground. Arab Campaign for Education for All (ACEA) succeeded in establishing a strong partnership with universities, research centers, and MOEs in the Arab region and in the establishment of new networks. Education For All Somalia Coalition's advocacy effort resulted in pushing the Government to have curriculum printed in braille system for blind children.

#### **Theory of Change**

Theory of Change need to be reviewed whenever there is new evidence, or when there are changes in the context that affect assumptions or hypothesized pathways of change". Regular review (at least annually) of theory of change is considered a good practice of adaptive management.

This study revealed that five grantees out of 18 reported making changes to their TOC. Elimu Yetu Coalition in Kenya reviewed their theory of change based on lessons learned from their implementation of the first phase, they were able to develop a different theory of change aimed at consolidating civil society gains towards participating in Gender-responsive education planning and policy processes. To that extent, they included a pathway of engagement with stakeholders, both within and without the Coalition, on collaboration, accountability-seeking, gender-responsive and capacity-building interventions characterized by adaptive learning and management. Educate her Liberia, Forum for Education NGOs in Uganda (FENU), TRANAC Lesotho and ACEA reported making changes to their TOC.

### **Risk Registers:**

Updating the risk register regularly to reflect changes in context and emerging needs is another practice of adaptive management. Grantees reported they are required to fill risk registers on a quarterly basis or bi-annual basis, 64% reported not making any changes to their risk registers so far. Education For All Sierra Leone Coalition made changes to reflect the outbreak of COVID. In Swaziland Network Campaign for Education for All reviewed it to document the new risk of political unrest in Eswatini and TRANAC Lesotho when they upgraded their financial system and to reflect completion of mandatory SEAH training.

### **Resources:**

All Grantees in the sample reported they have allocations for learning and development with the exception of education For All Somalia Coalition, Education For All Sierra Leone Coalition, Zambia National Education Coalition, and ZINECDA Zimbabwe. Nevertheless, in the interviews, grantees mentioned that there were cuts to this budget. The job description of learning and reflecting is usually part of the MEL offer job description or national coordinator.

## Examples of how grantees in the sample practiced adaptive management in the last three years:

### Adopting to change

- In Kenya and as a result of COVID-19 outbreak and restrictions on in-person gatherings, regional forums were conducted physically but in smaller numbers which resulted in having more in-depth discussions and in reaching marginalized communities and getting to know their priorities.
- During COVID, decentralization management was adopted amongst employees in ACEA. Activities and tools were modified to respond to the audience's social and emotional needs. The outcomes and the outputs of the project were revised to respond to the crisis in parallel with transforming the management style.

### Inclusion and Expansion

- When workload increased in Malawi among existing staff, more officers were recruited to relieve officers of workload and improve efficiency in internal systems.
- Context analysis in Sudan revealed a need to expanding the work to new geographical states in Sudan to reach out up to 5 states and they adopted to change by expanding and collaborating with partners to expand work and reach out.
- ZINECDA alliance in Zimbabwe brought on board three more countries – not as recipients of an EOL grant but as partners – as there was a need for a multi-country approach to effectively push for policy issue. The structure for influencing transnational advocacy issues has changed in the last two years, and the initial approach for the project was slowly becoming redundant. Therefore, the alliance sat down to revise the strategies, and as a result, three more countries were brought on board, although they are not receiving the EOL grant. This is because in the SADC region, there is need for a multi-country approach to effectively push for policy issues. Transnational teams were also formed as a result, with representatives from governments and CSOs.
- In Liberia, project team sent a request (currently under review) to adjust their program to ensure their training, coaching and mentoring programs have changed capacities and enabled greater participation of marginalized or discriminated groups and this came as a result of continuous learning and experience sharing of the program.

### sharing and Influencing

- In Tanzania, they have changed some advocacy strategies to realize expected project outcomes based on changes the context. The advocacy efforts on Re-entry policy guidelines for adolescents that are mothers and pregnant had shifted as NEC had to also engage with members of parliament, the Tanzania Women Parliamentarian Group and the media.
- ACEA acts as a political body rather than implementing a project - practicing adaptive management showed a need to move from implementing activities to becoming a social and political movement that influence educational policies.
- Increasing information sharing and analysis - supporting coalition members with knowledge sharing, continuous learning and peer to peer learning is being practiced by all grantees in the sample.

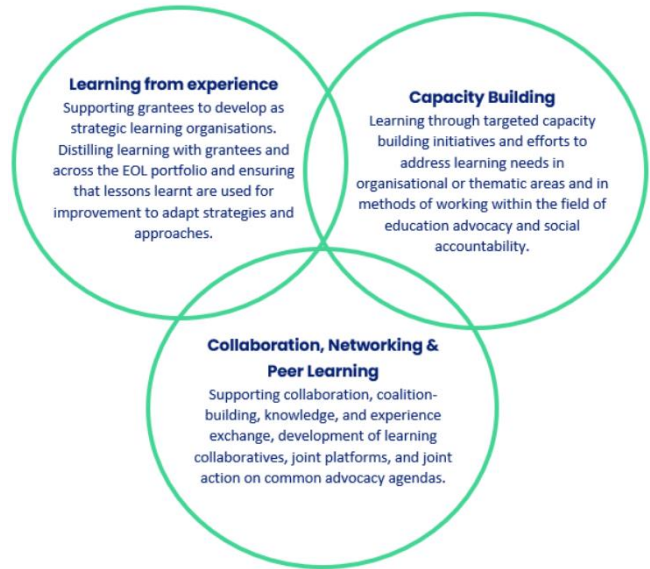
### 5.3 Main findings related to Objective 3: Exploring ways in which an adaptive management approach can be used as a source of learning during project implementation.

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#### EOL Learning Framework:

EOL program has a framework that uses three main approaches to learning: Learning from experience, Capacity building, and Collaboration, Networking, and peer learning implemented through dual learning paths; Learning driven by grantees and Learning facilitated by grant agent

The EOL learning framework outlines the importance of “Learning to motivate and support improvement is a core element in the EOL implementation strategy and throughout its three operational components. By embracing learning throughout planning and implementation, ***the EOL program adds value and contributes to stronger, more strategic, relevant, institutionally healthy, and sustainable civil society organizations, coalitions, and alliances that can influence the right to public, quality education for all and to strengthen transparency, social accountability, and civil society engagement in education policy dialogue***”.



**Methodology:** We assessed Learning and the grantees’ ability to use evidence to build their pathways for change, their ability to use learning to inform decision-making, the frequency and habit of reviewing their theory of change, the risks and opportunities through scenario planning, how they assess the efficiency of their data collection tools and monitoring and evaluation data quality, on whether they have a mechanism to monitor unintended outcomes (outcome harvesting) and reflect.

#### EOL Learning tools:

The EOL reporting template requires reporting on lessons learned which should relate to influencing national education policies, engagement with public education authorities, or strategies on social accountability mechanisms. It can also be National Education Coalition’s own strategic planning and monitoring capacities and experiences, expansion of the representation of marginalized groups in the NEC, training- and learning activities, joining a learning collaborative, turning data/evidence into political tools for advocacy, working in fragile country contexts, promoting gender equality and working in contexts with limitations to civil society civic space. Thinking of lessons learned and these elements is a good thought-provoking exercise for adaptive management consideration.

### **Review meetings:**

EOL also holds an annual review meeting where grantees come together to review the plan for next year and give them a chance to confirm it, and revisit TOC, work plan, and budget. These annual meetings were highly valued by grantees. All grantees reported having periodic reflection meetings at the national level with their stakeholders, the majority have monthly or quarterly meetings.

### **Peer-to-peer learning**

Interviewees in FGDs and KIIs reported they frequently use peer-to-peer learning as part of their projects, World Vision Zimbabwe have monthly in country meeting with EOL grantees and partners for peer learning, TRANAC Lesotho promote peer learning among teachers. Education for all Somalia conducts quarterly review meetings with the board, the secretariat and the Coalition members which provide the space for learning. Other grantees mentioned the EOL Partner meetings as an opportunity for peer learning.

### **Perceptions of respondents on learning approach:**

All grantees in the sample agreed that their programs support (pause and reflect) learning sessions to reflect on what's going well and what could be improved, they all agreed as well that HESA RMU supports continuous learning and development opportunities for grantees and continuous reflection on project implementation. Grantees in the sample reported that have a learning approach for their EOL project with the exception of Zambia National Education Coalition, Forum for Education NGOs in Uganda, and ZINECDA Zimbabwe. Grantees reported they have at least attended one learning session organized by HESA RMU, some attended quarterly sessions while others annually or twice a year. All grantees have conducted a needs self-assessment and they all reported that they have a periodic evaluation plan for their projects (majority have quarterly evaluations while others annually and bi-annually).

Majority of grantees reported they practice scenario planning and usually have plan B but some grantees reported that they have mitigation measures when things don't go as planned rather than plan b and some highlighted their ability to adapt rather than planning different scenarios in advance.

### **Knowledge documentation and sharing:**

Mechanisms used to document and share the knowledge gained from implementation were mainly periodic progress reports including reporting of periodic risks and context analysis, EOL change stories, reflection meetings whether at the national level or regional level, learning coalitions and communities of practice mainly at the national level, peer to peer reviews which often use informal communications channel such as WhatsApp in addition to social media platforms. A number of online platforms are used by grantees for uploading and sharing project tools, research and documents including [Education Out Loud](#), [Basecamp Platform](#), [learning hub platform](#) and [Africa Knowledge hub](#).

### Archive management:

The majority of grantees reported that EOL has an archive for previous phases of EOL documents that are accessible to learn from and inform future interventions – only three grantees from the sample reported they don't have access to the archive of previous phases; Tanzania Education Network/Mtandao wa Elimu Tanzania reported they don't have access to archives for previous phases of EOL documents but they have their own internal archives that are used as a reference; Civil society Education Coalition Malawi and ZINECDA Zimbabwe also reported not having access to the archive. Program documents and produced tools such as reporting templates, Training manuals, policy briefs, learning reports, case studies, newsletters, research papers and MEL tools on are mainly available and accessible via EOL website, learning hub platform, learning collaborative platform, websites of some coalitions members and on some shared google drives in addition to HESA WhatsApp group. The institutional memory of the staff remains another source of information about previous phases.

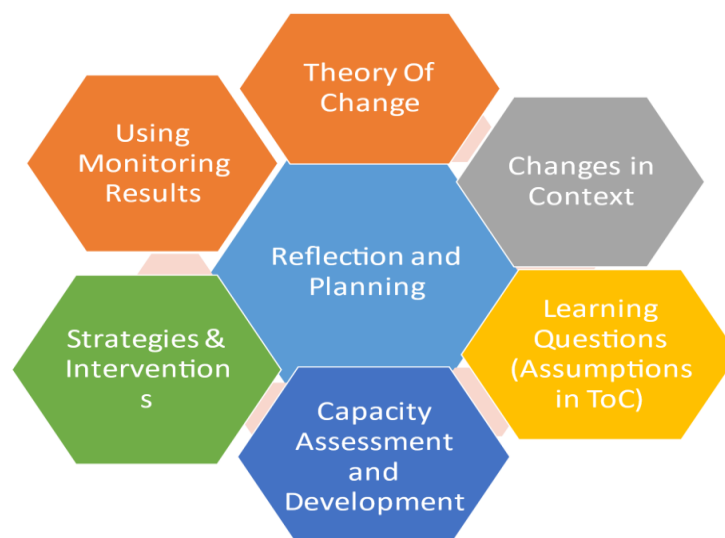
## 5.4 Main findings related to Objective 4: How the application of adaptive management can be improved in EOL project implementation.

### Roadmap for enhancing Adaptive Management in the future

We recommend using the following steps for annual reviews of the EOL program to ensure adaptive management is being practiced in reviewing the Theory of Change and pathways to intended results and regular analysis of the context in a systemized way.

This roadmap is used to be useful in a multi-organizational, multi-country set-up where efficient design is needed to align top-down structuring and requirements with bottom-up diversity and divergence. This roadmap of seven steps is introduced by HIVOS – International and used by ANHRE in two programs over more than 5 years and up to this date. It has been proven to be effective in periodic reflection and planning and allows contextualization and flexibility. These 7 steps can come in a different order and it depends on the user to assess which of the seven steps needs to be undertaken.

### The building blocks for Adaptive Management





**1. Annual Review results/ outcome statements** using outcome harvesting to continuously monitor intended/ unintended outcomes (whether positive or negative or within the sphere of control (outputs) or within the sphere of influence (outcomes).

**2. Learning questions**

- ✓ Learning from the monitoring data
- ✓ Learning about the critical Make-or-Break assumptions in the Theory of Change
- ✓ Developing learning topics/ questions and learning agenda at each level

Coalition lead / Learning with coalition members in the country	Coalition lead develops 1-3 Learning Topics/Questions. Reviewed at Annual reflection and Planning meeting
Coalition – CSOs and alliances in the country	Share best practices in learning/ adaptive management to become an influencing power in the region
Country-to-country learning	Bilateral/multilateral engagement based on demand from each country. E.g. peer-learning exchanges.
Learning with global partners	Including similar programmes and knowledge, partners identified, depending on alliance priorities

**3. Changes in context**

Identifying possible trends and signs about emerging shifts in the environment, followed by analyzing and collective sense-making of possible implications for the Theory of Change (is there a need to revise intervention strategies, desired outcomes, pathways, assumptions and so on)

**4. Theory of change: Reviewing the theory of change was not seen as a frequently recommended practice. Constant validation of pathways to change and evidence in the TOC is important, therefore we recommend the use of the following reflection questions and conducting annual TOC reflection workshops.**

**Possible Reflection questions:**

- ✓ In view of the monitoring data collected (*outcomes harvested*) and the insights gained, for example, through the learning questions:
  - Are the choices made earlier that underlie the TOC still valid and relevant?
  - Does the TOC with its building blocks look relevant, doable, and efficient, also to the partners?
  - What needs to be changed, omitted, or included and why?
- ✓ Has the context changed in ways that require adaptations? How and which adaptations/revisions?
- ✓ Have new risks emerged or existing ones changed in such a way that they impact your Theory of Change?

## 5. Capacity assessment and development

- ✓ What capacities are available amongst the alliance members and partner organizations in relation to the (revised) Theory of Change
- ✓ What would be Capacity Development needs in view of the capacity assessment results?

## 6. Strategies and interventions

- ✓ What worked? Why?
- ✓ Is there a need for adjustment?

## 7. Annual reflection and Planning

Who should take part in the annual planning and reflection? How much time is required and available? Who is essential during which part of the program, e.g. who may not be essential in all the steps or meetings? What resources are available: human or financial resources, etc.

## 6. Conclusions and recommendations

### 6.1: Recommendations linked to Objective 1: increase grantees' level of understanding of adaptive management as a programming approach and a method of risk mitigation

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#### Gaps identified based on findings of the study and expected results:

**Grantees were able to articulate well their understanding of adaptive management among programmatic team, but this was less evident among finance and admin staff members. It was also found to be reactive rather than proactive as examples given were all of actions taken based on emerging needs or changes rather than scenario planning or risk mitigation. Recommendation provided will help better understand adaptive management as a risk mitigation approach.**

#### Recommendations:

- Further Capacity building on adaptive management tools particularly for the finance and admin team on adaptive management.
- It is important to distinguish between pro-active and re-active adaptive management:  
Re-active Adaptive Management relies on regular monitoring and reflection activities to detect unpredicted challenges and, when needed, to adjust planned actions to remain on track to achieve the desired program outcomes. While pro-active Adaptive Management scans the horizon for opportunities and risks, and adapts to take advantage of them. It explicitly plans for experimentation and regular upgrading of

the strategies; it considers learning and the reduction of uncertainty and imperfect knowledge as one of the key objectives of the management effort.

- Adaptive management is a means to the end of better decision-making. By iteratively repeating the adaptive management cycle, the program officers can be pro-active in the learning process, generating empirical knowledge about the system to reduce uncertainty and take more informed action for better outcomes.

## 6.2: Recommendations linked to Objective 2 and 4: To examine how adaptive management has been applied in EOL project implementation thus far and How application of adaptive management can be improved in EOL project implementation.

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### Gaps identified based on findings of the study:

**Grantees were able to articulate well their understanding of adaptive management but were less able to provide concrete examples of how adaptive management is implemented in practice showing a need for capacity building on practicing/implementation of adaptive management. Recommendations provided aim to increase grantees' implementation of adaptive management as a programmatic approach.**

- Introduce the outcome harvesting tool as one of the mechanisms to capture outcomes.
- Institutionalize adaptive management further by developing context analysis tools/ regular reviews of TOC.
- It is important to enable Flexibility by Incorporating Scenario Planning into the process of planning: Systematically examining a range of possible context changes enables them to make adjustments to their strategy implementation. The focus of scenario planning is to anticipate, track, and prepare for changes in the context that might occur during implementation. Somalia coalition mentioned that it will be very important if they put different scenarios when they plan as mitigation measures responding to any major changes that may happen.
- It is important to use the data generated in the learning process to inform the adaptation of actions.
- Theory of change (TOC), as well, is a tool but also a process to map a programme strategy, to capture how change is expected to happen and what the underlying assumptions are. It can also be used to help identify and update programme plans and indicators, especially at the beginning of the programme but increasingly to structure learning and reflection at regular time-points during implementation; TOCs are often updated in adaptive programmes as programmes and/or context develops. Regular update of the TOC and active use in planning, monitoring, evaluation, and learning is very much recommended. To be most effective, TOC use needs to be firmly embedded in the project cycle of the program and the organization. Monitoring key assumptions are particularly important for strategic planning and

learning. Adaptive planning and management require regular reviewing and updating of the ToC, so that the program can accommodate emerging changes and new insights. A review of the ToC can be triggered by context changes, stakeholder shifts, operational problems, or when there are indications that a key assumption might not be valid. It is especially important to do this when processes take unintended turns, to help make sense of events.

### 6.3: Recommendations linked to Objective 3: To explore ways in which an adaptive management approach can be used as a source of learning during project implementation

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#### Gaps identified based on findings of the study:

**This study revealed that there is a culture of collaborating, learning and openness among grantees and HESA RMU. The EOL program has adopted Re-active Adaptive Management that relies on regular monitoring and reflection activities to detect unpredicted challenges and, when needed, to adjust planned actions to remain on track to achieve the desired program outcomes. EOL provided learning opportunities, platforms for knowledge sharing and encouraged peer learning among grantees. However, the reach and use of knowledge sharing portals could be improved to enhance learning and sharing of best practices.**

- Encourage further engagement on knowledge-sharing hubs
- Encourage and invest in knowledge transfer on adaptive management and learning to other partners in targeted countries (EOL to become an influencer in this field)
- There are a set of monitoring and evaluation (M&E) tools and approaches used to support adaptive management, that is also oriented towards both learning and accountability. For example, we encourage using the Outcome harvesting approach to capture a variety of outcomes, including unintended (both negative and positive) ones. It can be used at the end of the program and can be used at regular time points during the implementation (e.g., annually).
- Encourage further engagement from learning partners to provide mentorship and support during implementation and continuous learning on adaptive management tools. More collaboration with the grantees and follow-up is required.
- RISP and GISP could be further engaged in the process. They usually provide comments on the proposals, but they are never engaged beyond that point. Soliciting their expertise in reviewing the improvement in the capacity of grantees to deliver would be an added value to the project.

## 7. Annexes

### Annex 1: Survey

**This survey is used in the framework of conducting a study on Study on application of Adaptive Management in EOL project implementation in the Horn, Eastern and Southern Africa (HESA)**

**The survey** aims to assess 6 elements of adaptive management.

This survey should be filled by the field-based staff and project officers of OC1. In case of OC2, OC3, we are expecting this survey to be filled in the different countries where the EOL is implemented.

Field-based staff and project officers were targeted in this survey as they often have key information that can guide the documentation process, clarify key interventions, highlight modifications, and explain actual implementation processes.

**Please read carefully and put details as much as you can in order to help us to do the assessment efficiently**

Alliance name	
Country	
OC1/OC2/OC3	
Alliance member name for OC2/OC3	

Enabling conditions				
	Strongly agree	Agree	Disagree	Strongly disagree
<b>Culture (Openness, Relationships and networks, continuous learning and improvement)</b>				
I consider that EOL program has a culture of openness between field-based officers and Regional management unit				
I feel comfortable in sharing my opinions and ideas in regards to project design or implementation of EOL program.				

The alliance support (pause and reflect) learning sessions to reflect on what's going well and what could be improved				
The HESA RMU supports (pause and reflect) learning sessions to reflect on what's going well and what could be improved				
My alliance supports continuous learning for employees				
HESA RMU supports continuous reflection on project implementation				
HESA RMU supports continuous learning and development opportunities for grantees				
HESA RMU is receptive to proposed changes to projects				
Are you encouraged to provide feedback to HESA RMU?				
To what extent do you consider the EOL system an adaptive System				
<b>Process (knowledge management, institutional memory, Decision making)</b>				
<b>Item</b>	<b>Description</b>			
What mechanism do you use to document and share the knowledge gained from implementation				
Does EOL has an archive for previous phases of EOL documents that are accessible to learn from and inform future interventions				
Are you aware of any EOL documents and products (Are the EOL products (policy papers, learning reports, progress reports, manual, training tools, etc.)				

Are the EOL products (policy papers, learning reports, progress reports, manual, training tools, etc..) accessible for you?	
Are you aware of the decision-making process for EOL projects that influence project implementation? How were you informed?	
What is the process to propose new ways of implementation or add new activities or move budget allocations?	
How often do you engage with stakeholders? (teachers, students, Parents, Students, unions, etc..)	
<b>Resource</b>	
<b>Item</b>	<b>Description</b>
Does the alliance have funding allocated for learning, adaptation, and development?	
Does the alliance have a staff member who has the job responsibility of reflection and learning?	
<b>Program cycle</b>	
<b>Learning (Technical evidence base, theory of change, scenario planning, M&amp;E)</b>	
<b>Item</b>	<b>Description</b>
Did you conduct a needs self assessment?	
Have you reviewed the project's theory or change since the beginning of the project? Have you made any changes? (If you have made changes, please describe the changes)	
How often do you review your risk register? Have you made any changes to your risk	

register? (If yes please describe the Changes)	
How do you understand adaptive management? Can you give an example	
What are the risks of not implementing forms of adaptive management?	
Do you document the learning process in project implementation and monitoring	
Are you engaged in planning sessions from year to year with RUM HESA?	
How often do you evaluate your project?	
Do you plan for different scenarios if the context changed (Do you usually have plan B?) can you give an example	
Have you made any changes to your data collection methodologies?	
Have you encountered unintended outcomes as a result of your EOL activities?	
If you responded yes to the previous question, have you documented these outcomes? (Outcome harvesting)	
Do you have a learning approach for your EOL project?	
<b>Collaboration (internal collaboration, external collaboration)</b>	
<b>Item</b>	<b>Description</b>
How often do you practice peer learning?	
How often do you participate in learning sessions with HESA RMU	
Do you have external partners that you work together in	



implementation of your projects under EOL?	
Do you have external partners that you consulted in designing your project under EOL ?	
Do you work closely with alliance members/board members	
<b>Adapting ( pause and reflect, adaptive management)</b>	
<b>Item</b>	<b>Description</b>
Do you plan for different scenarios if the context changed (Do you usually have plan B?) can you give an example	
Have you ever proposed a new idea regarding you EOL project to decision makers, and it was taken into consideration? (Discussed, reviewed, or adopted	
Have you every submitted grantee project revision form? can you describe the process and the result	
Can you provide an example of how your practiced adaptive management in the last three years?	
Are you constantly aware of possible changes in the context? How are you informed?	

<b>Tools assessment / on a scale of 1-5, how user friendly are the following (5 is extremely user friendly and 1 is not friendly at all)</b>	
<b>Item</b>	<b>Scale (1-5)</b>
Grantee project review form	
Adaptive management tracking tool	
The risk register	
Narrative report template	
Budget form	

The language being used	
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**Knowledge assessment**

Item	Description
How do you understand adaptive management	
Can you provide an example of how your practiced adaptive management in the last three years?	
What do you think are the risks of not implementing adaptive management	

**Identifying people – please nominate people/partners as described below for the purpose of being interviewed:**

Item	Description (name, titles and emails)
Please nominate one or two of your implementing partners if any (partners engaged in implementation)	
Please nominate one or two colleagues from other departments you often collaborate with if any.	

## Annex 2: Questions of focus group discussions and key informant interviews

### Focus group discussions questions:

FGDs	Objectives	Questions
OC1 – Programmatic team (1) / OC1 Financial team (1)/ OC2 and OC3 programmatic and financial people (1)	<ul style="list-style-type: none"> <li>• How do they practice adaptive management as a lead organization?</li> <li>• How they motivate and collaborate with alliance members.</li> <li>• Identifying some of the best practices</li> </ul>	<ol style="list-style-type: none"> <li>1. Please provide a brief overview of your project, scope of work and your role within the team.</li> <li>2. How do you describe EOL system culture and work environment?</li> <li>3. Do you organize regular learning sessions? How do you reflect on what you learn during implementation?</li> <li>4. How do you describe your collaboration with HESA RMU and GMU and the lead alliance?</li> <li>5. Does the project have a budget allocation for learning and development? Share examples (If not why and if yes, is it easy to manage?)</li> <li>6. Do you have autonomy in decision making? Are you aware of the process of decision making?</li> <li>7. Have you made any changes to your project? At what level? How easy/ difficult was getting the approval for the change.</li> <li>8. List some of the best practices/ lessons learned on adaptive management that you encountered.</li> </ol>
Two focus groups with Alliance members- OC1 “2 from each alliance”	<ul style="list-style-type: none"> <li>• How do they practice adaptive management as alliance members?</li> <li>• Are they encouraged to practice adaptive management?</li> <li>• Do they have autonomy in decision making to adapt to</li> </ul>	<ol style="list-style-type: none"> <li>1. Please provide a brief overview of your project, scope of work and your role within the team.</li> <li>2. How do you describe EOL system culture and work environment (between you and the lead organization and between you and HESA RMU)?</li> <li>3. Do you organize regular learning sessions? How do you reflect on what you learn during implementation? Are you encouraged to do so?</li> <li>4. How do you describe your collaboration with HESA RMU and GMU and the lead alliance?</li> <li>5. Does the project have allocation for learning and development? Share examples (If not why and if yes, is it easy to manage?)</li> </ol>

	<p>changing in the context</p> <ul style="list-style-type: none"> <li>Identifying some of the best practices</li> </ul>	<p>6. Do you have autonomy in decision making? Are you aware of the process of decision making?</p> <p>7. Have you made any change to your project? At what level? How easy/ difficult was getting the approval for change.</p> <p>8. List some of the best practices/ lessons learnt on adoptive management that you encountered</p>
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- Key Informant Interviews:** Drawing from the findings of the survey, the following 19 interviews will be conducted

KIIs	Objectives	
GMU, HESA RMU, ACEA (3)	<ul style="list-style-type: none"> <li>To assess the culture of openness of these entities to adaptive management</li> <li>To explore some of the best practices and lessons learned in adaptive management</li> <li>To understand the challenges and opportunities to increase grantees' ability to practice adaptive management has been applied in EOL project implementation thus far</li> </ul>	<ol style="list-style-type: none"> <li>Please provide a brief overview of your scope of work</li> <li>How do you describe your relationship with grantees?</li> <li>Do you encourage grantees to practice adaptive management? How?</li> <li>Do you conduct regular design sessions, learning sessions, etc to build the capacity of grantees on adaptive management.</li> <li>Do you have allocation for learning and development? Share examples (If not why and if yes, is it easy to manage?)</li> <li>What is the decision making process? Do you have autonomy in decision making?</li> <li>List some of the best practices/ lessons learnt on adaptive management that you encountered</li> </ol>
Learning partner (1)		<ol style="list-style-type: none"> <li>What is your scope of work</li> <li>How do you encourage learning among other entities/ or HESA RMU?</li> <li>How often do you conduct capacity building on some forms of adaptive management? How</li> </ol>

		<p>was the experience? Is there a need for more?</p> <ol style="list-style-type: none"> <li>4. How do you assess the capacity of grantees in learning and adaptation?</li> <li>5. Have you produced any tools/ forms/ training material? What? Is it accessible?</li> <li>6. How responsive are the HESA RMU and GMU to your recommendations?</li> <li>7. List some of the best practices/ lessons learned on adaptive management that you encountered</li> </ol>
The regional independent selection panel, global independence selection panel (2)	Assess the selection criteria and the importance of learning and adaptation at the proposal phase.	<ol style="list-style-type: none"> <li>1. What is your scope of work</li> <li>2. What are the overall selection criteria?</li> <li>3. How important is it in selection criteria the ability of grantees to prove they practice adaptive management?</li> <li>4. When grantee has an excellent idea but lacks capacity building to implement. Do you consider the application with condition or usually it's disqualified?</li> <li>5. Overall, how do you find the proposals on learning and adapting? Is it realistic?</li> <li>6. How often do you review your criteria?</li> </ol>
<ul style="list-style-type: none"> <li>• OC1 grantees (10)</li> <li>• OC2 lead organization (1)</li> <li>• OC3 lead organizations (2)</li> </ul>	Validate the findings from the survey and ask follow up questions (why/ how/ Examples) – the questions listed here are just guiding questions but they will be asked in a more specific way based on the findings of the survey.	<ol style="list-style-type: none"> <li>1. Please provide a brief overview of your project, scope of work and your role within the team.</li> <li>2. How do you describe EOL system culture and work environment?</li> <li>3. Do you organize regular learning sessions? How do you reflect on what you learn during implementation?</li> <li>4. How do you describe your collaboration with HESA RMU and GMU?</li> </ol>

		<ol style="list-style-type: none"><li>5. Do you have allocation for learning and development? Share examples (If not why and if yes, is it easy to manage?)</li><li>6. Do you have autonomy in decision making? Are you aware of the process of decision making?</li><li>7. Have you made any change to your project? At what level? How easy/difficult was getting the approval for change.</li><li>8. List some of the best practices/ lessons learnt on adaptive management that you encountered</li></ol>
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### Annex 3: list of selected sample for this study and KIIs

#### OC1 Grantees

#	Alliance Name	Lead Organisation	Alliance Members	Country	Project focus	Length of experience
1	Education For All Somalia Coalition	EFASOM	31 members	SOMALIA	Inclusive Education to improve access for marginalized and Vulnerable out of school children.	3 years
2	Civil Society Education Coalition (CSEC) Malawi	CSEC	57 members	Malawi	Inclusive and gender responsive educational planning to improve access and retention for girls and children with disability.	3 years
3	Elimu Yet Coalition (EYC) – Kenya	EYC	150 members	Kenya	Improvement of learning outcomes	3 years
4	Education for All Coalition (EFA) - Sierra Leone	EFA-SL	55 members	Sierra Leone	Accountability and gender inclusivity in educational programs.	3 years
5	Sudanese Coalition on Education For All	SCEFA	34 members	Sudan	Improving the quality of education	3 years
6	Swaziland Network Campaign on Education For All (SWANCEFA) – Eswatini	SWANCEFA	19 members	Eswatini	Improving access for marginalized and vulnerable children.	3 years
7	Tanzania Education Network/Mtando wa Elimu Tanzania	TEN/MET	158 members	Tanzania	Access to inclusive quality education for marginalized girls and boys.	3 years
8	Forum for Education NGOs in Uganda (FENU)	FENU	114 members	Uganda	Access to learning opportunities targeting marginalised communities and drop outs occasioned	3 years

					by COVID-19 school closures.	
9	Zambia National Education Coalition (ZANEC) – Zambia	ZANEC	82 members	Zambia	Right to quality education for all, especially girls and people with disabilities.	3 years
10	Education Coalition of Zimbabwe (ECOZI)- Zimbabwe	ECOZI	66 members	Zimbabwe	Quality inclusive and equitable education for all	3 years
11	Arab Campaign for Education for All	ACEA	+100 members	MENA	Arab Movement to defend Right to Education	3 years

### OC3 Grantees

#	Alliance Name	Lead Organisation	Coalition members	Country	Project focus	Length of experience
1	Adolescent Mothers' Education Initiative (AMEI)	World Vision UK	WV DR	DRC	Contribute to ensuring that all Pregnant Girls and Adolescent Mothers (PGAM) have access to, continue, and complete a free, safe, quality, and inclusive education)	1 year
			Initiative for Social and Economic Rights (ISER)	Uganda		
			WV Zimbabwe	Zimbabwe		
2	Transnational Networks Advocacy Capacity strengthened for improved ECDE legislation, policies and measures in Southern Africa (TRANAC).	Zimbabwe Network of Early Childhood Development Actors (ZINECDA)	ZINECDA NECDOL ECD Malawi	Zimbabwe Lesotho Malawi	Develop stronger national and transnational early childhood development education (ECDE) networks that hold governments accountable on ECDE policy through learning and sustained advocacy in Lesotho, Malawi, Zimbabwe and other Southern African countries	2 years



## OC2 GRANTEES

1	Educate HER: Promoting Gender Equity and Equality in Education	Helping Our People Excel (HOPE), Inc.	Helping Our People Excel (HOPE), Inc	Liberia	Contribute to the effective implementation of the National Policy on Girls' Education in all 15 Counties in Liberia by 2023.	1 year
			Care-Found			
			Paramount Young Women Initiative			

## List of Other KIs

1	learning partner	Mr. Donald Odera	CROWE ERASTUS
2	GMU	Lars Udsholt, Global Programme manager	Education Out Loud
3	HESA RMU	Nickson Ahimbisibwe   Regional MEL Advisor OXFAM IBIS-EOL   HESA Region   Kampala   Uganda	
4	Regional independent selection panel (RISP)/Global independent Selection Panel (GISP)	Prudence K. Kaijage  Managing Director  CBLI Centre Ltd  .	The Chair of the HESA RISP. He is in the Global independent Selection Panel as well

- **Focus group discussions:** Five focus group discussions were conducted as follow:

<b>FGDs (5)</b>
Ten alliances of OC1 – Programmatic team
Ten alliances OC1 Financial team
2 alliances: (AMEI) and (TRANAC) of OC3 and one alliance: Educate HER of OC2 programmatic and financial people
focus groups with Alliance members of OC1 “2 from each alliance” directly engaged in the implementation and decision-making process Eswatini, Tanzania, Uganda, Zambia, Zimbabwe
focus groups with Alliance members directly engaged in the implementation and decision-making process of OC1 “2 from each alliance” SOMALIA, Malawi, Kenya, Sierra Leone, Sudan