

WORKSHOP PROCEEDINGS

**LEARNING TO
ADAPT:
EXPLORING
KNOWLEDGE,
INFORMATION AND
DATA FOR
ADAPTIVE
PROGRAMS AND
POLICIES**



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WORKSHOP PROCEEDING SUMMARY

Adaptive management is increasingly seen as critical capability for development programmes and policies that are more effective, efficient, relevant and sustainable. There is increasing recognition that such work requires significant changes to the organizational structures, management processes, accountability and performance cultures and individual and group mindsets that typify development and humanitarian organizations. At the heart of these broader changes is a need to strengthen what has

been termed the core capacity of adaptive management, namely the individual, programmatic and organizational ability to access and use knowledge, information and data in an ongoing manner in strategic and operational decisions.

A workshop was convened by USAID, mSTAR and the Institute for Development Studies (IDS) in London on 27-28 October 2015, bringing together a diverse range of actors, to discuss their experiences and ideas on how best to strengthen this core capability, and the wider considerations for doing adaptive programming in practice. Expert practitioners from donors, NGOs and UN organizations were joined by technology and innovation specialists, researchers, and consultants.

The workshop's objectives were for participants to share experiences and ideas about the importance of adaptive programmes and policies in development, and the opportunities and challenges of making them work in practice; to discuss the individual, group and organisational capabilities needed for successful adaptive development efforts; to discuss the role of knowledge, information and data (KID) to support these efforts; to explore different methods and approaches, from digital data to participatory methods; and to discuss their relative strengths and weaknesses and to develop new strategies and approaches for meeting knowledge, information and data needs for real-world challenges. A final objective was to identify the elements of a preliminary framework for thinking about and improving evidence for adaptive programming, which would be refined and improved subsequent to the workshop. For the workshop organisers, key objectives were to identify existing and new members of the emerging network around adaptive management, and identify opportunities for engagement; to identify the elements of a preliminary framework for thinking about and improving evidence for adaptive programming, and to better understand the role of digital real-time data within the larger evidence ecosystem, and to explore the possibilities and limitations, opportunities and restrictions of a range of methods.

On Day 1 of the workshop, participants presented case studies of knowledge, data and information in adaptive programmes, shared experiences and ideas, played interactive games that simulated adaptive management challenges, and developed common ideas about the knowledge information and data needs of adaptive management. On Day 2, the participants explored the role of digital tools, tested different methods and approaches for KID, explored how to best respond to different

client scenarios, and developed frameworks for future use (see Annex 2 for a full agenda). At the end of Day 2, participants developed a series of next steps for the adaptive programming agenda.

INTRODUCTION

There has been a growing interest in how international development and humanitarian organisations can deal better with the rapidly changing, complex and uncertain environments in which they increasingly operate, both globally and locally. Many experts and practitioners are pointing to the need for adaptive skills and capacities to be strengthened within the sector, such that programmes and policies can be designed and delivered to change along with dynamically shifting contexts and emerging risks.

As well as skills, this requires a positive enabling environment, which includes appropriate processes, incentives and wider institutional supports. The gap between the need for such responses, and the capacity of organisations to actually deliver them, would appear to be large and growing: this is what might be called ‘the

adaptation gap’.

How to better address this gap? The wider literature on adaptive management in government and business puts principles of effective knowledge, information and learning at the heart of adaptive interventions. Individuals, groups, organisations and networks need to have the capabilities to:

- ▶ Specify interventions that are relevant to context
- ▶ Implement them in ways that supports the on-going sensing of information, insights and ideas from the internal organisational system, from partners and peers, and from the contexts in which they are operating;
- ▶ Make sense of this information, insights and ideas in ways that is relevant for the programme or policy, to support more appropriate, contextually relevant decision making
- ▶ Make appropriate changes and adjustments at a strategic and tactical level.

All of these activities need to happen on an ongoing basis, in continuous cycles of ‘learning by doing’. However, it is easier to call for such systems in principle, and much harder to get them working in practice. With growing innovations in methods, from systems thinking to behavioural approaches and a whole host of digitally enabled tools, we are seeing ongoing and energetic efforts to get the right evidence, knowledge, information and data to enable adaptive programmes and policies. However, this effort is fragmented along disciplinary lines, which makes the whole of the effort less than the sum of its parts.

The Learning to Adapt workshop was framed an initial step to exploring this core capability in a systematic fashion, by bringing together researchers and practitioners with an interest in this area and a track record of facilitating or championing adaptive programmes. Participants came together from a range of different backgrounds and institutional affiliations, but with a shared interest in how to make adaptive work a reality in development, and a direct, practical understanding of the challenges involved. The two-day workshop was designed to enable and facilitate a productive dialogue on this critical issue for the development sector as a whole.

This Workshop Summary report is structured as follows: following an introduction, each of the subsequent sections summarizes the substantive discussions, drawing in turn on each of the individual sessions taking place over the two days. The report concludes with the key next steps emerging from the workshop and the closing reflections.

2. FRAMING THE CHALLENGE

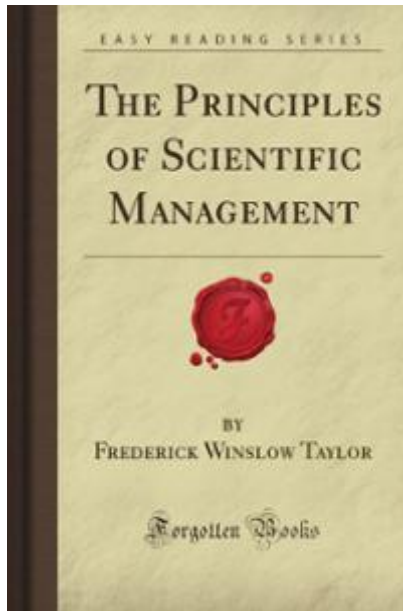
In the opening session, the workshop objectives were set out by Ben Ramalingam, who also described what adaptive management looked like in practice by comparing it to 'traditional management practices (see Box 1). Drawing on Andrew Natsios work on the 'development counter bureaucracy' <<http://www.cgdev.org/publication/clash-counter-bureaucracy-and-development>>, he argued that while traditional management emphasized planning and control, adaptive management emphasized organization and learning.

Box 1: Comparing adaptive management to traditional management (Ramalingam, 2015)

What is Adaptive Management?

Traditional Management

- Standardization and control
- Change efforts driven top-down
- Relies on management planning and execution of repeatable tasks



Adaptive Management

- Interaction and change
- Change is emergent and contextual
- Relies on organization having appropriate capacities and processes to generate novelty in day-to-day performance



The rationale for adaptive management in international development stemmed from the complex and adaptive nature of the development challenge, where any organization involved needs to foster innovation and leadership close to the problem.

However, this was seen as going against the instincts, training and culture of development organizations, leading to a significant adaptive management gap, defined “the gulf between the growing need for adaptive management and the actual level of capacities and commitment that we have in place to meet this need.”

The capacities for adaptive management are broad, spanning individual, group and organizational dimensions. However, the literature on adaptive management in strategy, business management and environmental issues concur that the **core capability is based on knowledge and learning practices.**

Specifically, individuals, groups, organizations, and networks need to have capabilities to perform the following activities:

- ▶ Specify interventions that are relevant to different contexts, drawing on insights of those living and working in those contexts
- ▶ Implement interventions in ways that support the ongoing gathering of information, insights and ideas from their organizational systems, from partners and peers, communities, and other operational contexts
- ▶ Have tools and processes to enable key decision-makers to make sense of and interpret information
- ▶ To have scope to incorporate information to make appropriate strategic and tactical decisions, spanning incremental and wholesale changes to the intervention
- ▶ To do all the above on ongoing basis in continuous cycles of “learning by doing”

International organizations that had these capabilities would look different to the current norms in the sector. For example, they would operate from the “end-user back” and not from “organization-forward”, they would have the ability to anticipate and interpret emerging needs, they would empower dynamic teams to make decentralized decisions based on shared understanding. They would foster new kinds of networks and partnerships to achieve their goals, and they would adopt a range of possible business models as necessary to ensure relevance in highly fluid world.



3. EXPLORING ORGANIZATIONAL EXPERIENCES THROUGH LIGHTNING TALKS

In recent years, many different organizations in the development sphere have tried to improve their approaches to programmes and policies to take account of adaptive management principles. In a series of short talks, different expert practitioners presented on their experiences of the necessary capacities for adaptive management. A brief summary of the 'lightning talks' is set out below.

- ▶ **Emma Proud** of Mercy Corps presented on the approach to working in complex environments. In such settings, it is important to focus on improving efforts rather than solely on proving efforts. Here, data and knowledge is necessary but not sufficient: concerted effort is needed across four inter-related areas of culture, people & skills, tools & systems, and the enabling environment. Emma presented two powerfully contrasting vignettes of operational field workers, one of whom was focused on plans, fulfilling pre-defined indicators and following rules, and the other was engaged, curious, responding to real-time information and events. The different information-seeking behaviours were not about intelligence of the individuals, but were about the culture, leadership and tolerance of ambiguity and failure. The ideas underpin a joint Mercy Corps-IRC programme called ADAPT (Analysis Driven Agile Programming Techniques), which utilizes a case study approach to understand the enablers and inhibitors of adaptive programming.

- ▶ **Robert Chambers** of IDS presented a case study on the issue of reducing open defecation in India, which he described as an incredibly complex, interdependent set of problems that included culture, mindset and corruption, which together proved very resistant to change. A succession of programmes had failed and open defecation was actually getting worse. A recent intervention Robert was involved in focused the positive examples of innovations that had in fact worked in different settings, and undertook facilitated process to identify common lessons and ideas. This resulted in a set of 'golden principles' for rapid action learning in response to open defecation, as follows:

- ▶ Flexibility
 - ▶ Delegation and decentralization
 - ▶ Conviction and commitment
 - ▶ Having faith in people and communities and ensuring their ownership
 - ▶ Enabling not providing, facilitating not teaching
 - ▶ Affordability and adaptability of solutions
 - ▶ Ownership by community
 - ▶ Focus on outcomes (changed communities) rather than outputs (toilets)
 - ▶ Attention to the needs of the marginalized, poor, weak and disabled
 - ▶ Rewards and recognition for good performance
 - ▶ Sanctions for violations, non-use or misuse
-
- ▶ **Leni Wild** of ODI presented on the lessons from her work leading the influential Politics and Governance (PoGo) program, which has focused on differed aspects of reform in a range of contexts, including Sudan, Nigeria, Malawi and Uganda. Specific interests include the incentive structures underpinning adaptive management, the need to engage with powerful informal rules, and how to foster truly collective action. At the heart of successful adaptive management were conscious efforts to better 'navigate the game', through effective documentation and learning, engaging with and getting to underlying constraints, being politically smart, making small bets and taking incremental steps achieve change.

Three specific challenges include: how to be truly problem, driven, when the tendency might be for external or powerful groups to define problems? How to bring in a fuller picture of what motivates people in different contexts, to understand behavioral insights and move away from tools? And how to track progress of key reforms in an objective fashion when there are no clear or obvious indicators?

▶ **Daniel Thornton** of IoG talked about his current and previous roles. In his time as strategy director and chief of staff at GAVI, he developed a more adaptive approach to the way the programme worked, specifically in relation to supply chain strategies. The critical lessons was that any process of technical or adaptive change in supply chain management demanded data systems to make real-time decisions, but this was fundamentally about seeing change in a 'web of relationships'. Addressing this required a way of being able to bring the whole system into a room, and for key stakeholders to reflect together on how to understand the difference between existing and ideal practices and how to bridge the two.

In his new role at the Institute of Government, his focus is on changing the civil service to be more agile. The government structures are much more based on the 'waterfall structure' of projects which is very structured and controlled, as opposed to the agile structure which is much more dynamic and responsive.

▶ **Tom Bird** of Southampton University presented on the work of World Pop / Flow minder to combine high-resolution population data with anonymous mobile phone call data. This has been applied in disease and disaster responses. For example, disasters cause large-scale population movements – and phone data can be used to understand emerging shape of such movements and the needs that might occur. Such data has considerable potential for application to adaptive policy – but it is important to understand that real-time data was not the same as real-time insight. This section focuses on the key themes for political economy and governance analysis which emerged during the workshop, and which present both opportunities and challenges for taking forward donors' collaboration. Underpinning these themes are some general issues that shape the overall experience and applicability of these approaches at the sectoral level.

The discussion that followed covered a number of key issues:

- ▶ *Managing tensions:* Adaptive management in development contexts is not straightforward, but need to continually manage a number of common tensions, including between decentralized decisions and information flows; and between existing organizational systems and processes (such as planning, contracts and procurement) and more innovative programmes.
- ▶ *Data and power:* the use of data in adaptive management was fundamentally shaped by political dynamics: issues of power and control fundamentally shape what data is permissible, works and is useful. In many adaptive challenges, better data can highlight the problem and the need for adaptation, but is not enough to motivate appropriate and adequate decisions and solutions.
- ▶ *Networks as safe spaces for learning:* for many organizations, the inter-organizational collaborations were essential for creating space, time and justification for adaptive management. It was through the development of communities of interest that many organizations were able to convince senior managers of the need for adaptive programming. Better collaborative learning would make more 'natural experiments' to try out a few different projects and seeing which work best where.
- ▶ *Adaptation favors the bold:* The importance of leadership was emphasized, in particular where current generations of leaders need to be courageous enough to change the systems and processes that underpin their own sources of power and legitimacy. Leadership should motivate a process of continuously challenging how organizations operate and finding ways of changing the rhetoric of success and failure.
- ▶ *Do we have the right people?* The provocative point was made that development organizations may not have the right personality profiles to do adaptive work: "Do we fire everyone? Are we wishing for something that is inherently impossible?"

- ▶ *Making it work:* There was general agreement that the justification for adaptive management was clear, but within a very specific group of individuals and networks. The key was to see how adaptive management could be incorporated into the mainstream of organizations, and used to change everything from decision-making to resource allocation. A fundamental issue was how to demonstrate the benefits of adaptive management, in terms of programme effectiveness, organizational benefits, and development results.

4. SOCIAL AND EXPERIENTIAL LEARNING THROUGH STORIES AND GAMES

Through a series of participatory exercises focused on story telling and games, participants were invited to reflect on success factors for adaptive management, specifically thinking of a situation when there was a positive change in a team or

organizational approach to a problem, which led to a more adaptive response.

The Storytelling session identified a number of common success factors across a wide range of stories. These included factors such as the need for honesty and humility and staff who were willing to challenge their own assumptions; the need for outsiders to be able to look and reflect on organizational processes. Also vital was the need to tap into individual's intrinsic motivation for work they care about and that embody their values; the need for trust and safety in the face of the uncertainty of innovation; the need for adaptive management to be aligned with adaptive resourcing.

The key messages that emerged from the stories included the following:

- ▶ When change towards a more adaptive response happened, it was usually because of paying greater attention to the context of a given problem – both in technical terms (e.g. what additional factors should we be considering) *and* social terms (e.g. who should we be working with to better understand the problem) happened
- ▶ Adaptive responses typically came about not because of the mainstream of an organization deciding to go in a new direction, but more because of a process of networking and learning at the margins of the formal system – and bringing together diverse perspectives
- ▶ That a more adaptive response required safe space, honesty and trust at all levels of the system in question
- ▶ The human and emotional aspects of change were vital, and effective story telling was highlighted as an important trigger of positive change

- ▶ Many different kinds of people need to come together to make such change happen, and there is a need for a combination of command and control (this should be done) with flexible approaches (we give leeway to determine how it should be done). In particular, there was a need for champions, entrepreneurs, choreographers, antagonists and unusual suspects throughout the change process
- ▶ The change process needs to be understood from a systemic perspective if it is going to be effective – this lens needs to be applied to understand stakeholders and their relationships, the need for iteration, and acceptance of failure, and the need to work across multiple levels.
- ▶ At a fundamental level, a change to a more adaptive response was not possible without questioning and challenging assumptions, identifying the individual and organisational incentives for a more adaptive response faced, and having a central focus on the change as a collective learning process.

The Beer Distribution Game simulated a supply chain with participants taking on roles of producers, wholesalers, and retailers and experiencing a series of interdependent problems to demonstrate the complexity of what one would think is a straightforward supply chain. The game proved both energizing and frustrating for the participants, and led to useful dialogue around adaptive management issues. The core challenge was how to make adaptive decisions in real-time with incomplete or imperfect information.

The key issues included the need for strong choreographers who could help mediate adaptive choices across a network of organizations, the need for better information sourcing, communication, conversations and trust. On the downside, it was apparent that responding adaptively to *perceived* contexts and needs could serve to create more chaos and uncertainty.

There are clearly differences between individuals and organizations in relation to adaptive management. For example, with the beer game, some enjoyed it, and thrived, while others found it deeply challenging and did the opposite. In the stories

there were considerable divergences in the nature, context and messages of the stories. However, it was also striking the extent of common lessons across stories and responses to the game.

These common lessons raised the question of how to capitalize on these common principles and lessons in very different organizational and policy contexts. This is not easy to resolve, but many saw this as reinforcing the need for cross-organizational collaborations for change.

Overall, the two learning sessions helped to move participants from reflecting on adaptive management in an abstract sense to thinking more about operational realities of adaptive management by drawing on past experiences (stories) and simulated realities (games).

5. CONSENSUS METHODOLOGY ON THE KID NEEDS ON ADAPTIVE PROGRAMMES AND POLICIES

The final session of Day 1 invited participants to work together to reflect on ideas for meeting the knowledge, information, and data needs of adaptive programmes and policies. The consensus method was used to get participants to generate a range of ideas, and apply a simple participatory Delphi technique to identify the best ones (see table 1 overleaf).

Table 1: Results of Consensus Methodology

Understanding the context	Effective experimentation and learning	Shared meaning and rules	People and motivation	Optimized data, used well	Organizational Environment
<ul style="list-style-type: none"> In touch and up to date with reality and changing context Awareness of ecosystem of actors, processes and links Knowing about external and "internal" boundaries Identify customers and engage with them throughout project to identify problems and possible solutions Understand the motivations of affected people Knowledge of the past (program, issue, etc.) Information flows from all relevant system actors Establish processes to discover customers/community perceptions, e.g. use of surveys, focus groups 	<ul style="list-style-type: none"> Filter ideas and test them: experiment, learn, reflect, adapt Fail fast but not too fast Understand and respond to the central problem Clear understanding of the problem Diverse feedback loops 	<ul style="list-style-type: none"> Common language and common framework Defined outcomes, Share vision, Common language Indicators of adaptation Agreement on the consequences of failure Convene actors and establish ground rules to support collaborations and model IT (e.g. simulation) 	<ul style="list-style-type: none"> Getting the right people (curious, flexible, listeners, & committed) - not necessarily the most technical people, but those who can build relations Information is turned into a source of motivation (clear understanding of impact) (to want to seek out information - intrinsic motivation) 	<ul style="list-style-type: none"> Fewer, better, faster data points Who can use data effectively and how? Understand links between data and decisions Process to make sense of incoming knowledge/info data Action learning through acting. Optimize time, relevance, accuracy, & credible Super users and super forecasters 	<ul style="list-style-type: none"> Flexibility to change tact at all levels Capacity of organizations to adapt to better evidence Space for knowledge to emerge Structured, disruptive thinking and disagreement Resources and money

Reflections on the emerging framework at the end of Day 1 and the start of Day 2 highlighted some useful lessons for KID in adaptive management. For example, doing adaptive management without good KID systems can lead to rapid degeneration into chaos. There was also a widely cited need to use more clear and simple language when discussing adaptive management; for fear that it may quickly be labeled a fad. There was felt to be a spectrum of adaptive management, from the incremental

changes, which are necessary but may not be especially transformative, to the more challenging approach of completely rethinking intervention logics and principle. Finally, the different levels of adaptation was highlighted, from adaptation at the local, problem-driven realm; through to innovators working at the design level, and finally to coordination entities working at the global level.

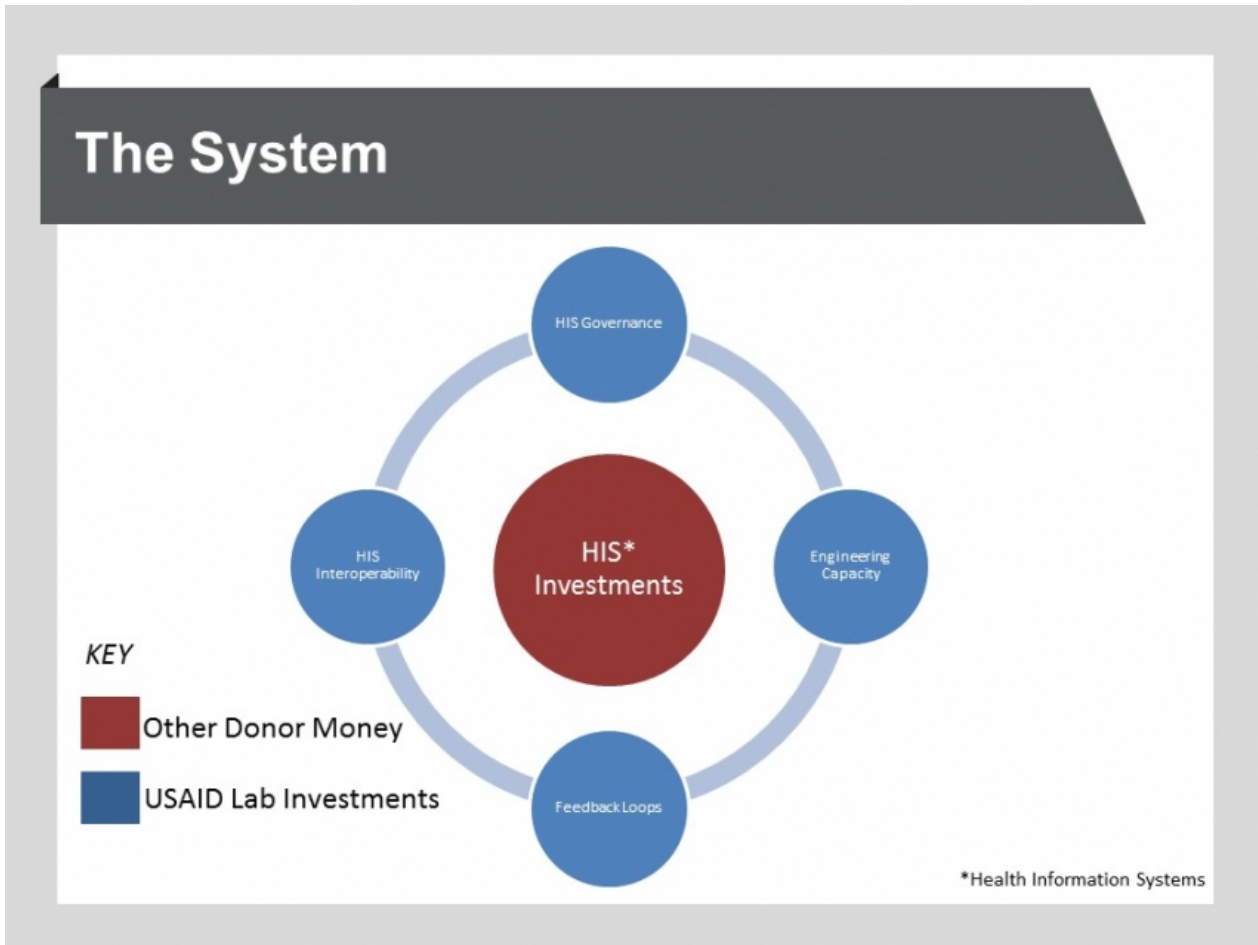
6. MOBILE TECHNOLOGY AND ADAPTIVE PROGRAMMING

In this session, Merrick Schaefer of USAID described how his work with UNICEF, the World Bank and USAID has involved different ways of bringing technological solutions to bear on adaptive solutions. Drawing on stories from across a variety of countries and settings, Merrick set out a number of critical lessons for others seeking to use ICTs to advance their research agenda.

- ▶ Lesson 1: Design your project in a way that lets it respond to data
- ▶ Lesson 2: Don't collect data for M&E, build feedback loops
- ▶ Lesson 3: Design the program in a way that builds data-drive accountability and improved management practice in at the beginning
- ▶ Lesson 4: Technology is not an intervention, but an information source.
- ▶ Lesson 5: Make sure that ICT tools are anchored in the program and make sure all budget implications are clear up front.

His lessons learned reflect the Principles for Digital Development, <http://digitalprinciples.org/> a global consensus for best practices for ICT4D.

With a final case study of his current work on developing health information systems for the Ebola response in West Africa, Merrick posed the following question, “Can collective action and investments in the ecosystem yield a robust and scalable technology infrastructure for Health Systems?”



Merrick's core argument was that by creating the right enabling environment, local solutions emerge that could be massively more successful than centrally designed systems. Merrick also highlighted the fact that effective data systems need to be thought of as part of adaptive service delivery, rather than as stand alone mechanisms, and that if designed correctly, technology can incentivize appropriate information seeking, gathering, sharing and interpreting behaviors. In this context, technology should be seen as an enabler and catalyst of adaptive management.

7. EXPLORING METHODS AND TOOLS FOR KID

Using a carousel-based approach, participants explored the limits and possibilities of different methods for generating different forms of knowledge, information and data for adaptive programming. Each discussion resulted in a series of next steps for the method in question, as set out below.

Complexity science

- There is a need to demystify complexity, and to help people see that they are already using complexity and systems in their programs (Making systems-thinking real - Oxfam report – was recommended)
- There is a need to show value of systems thinking for triangulation of information (M&E methods)
- There is also considerable value of complex systems to underpin adaptive planning, using the following principles:
 1. One bite at a time
 2. Probe-sense- respond
 3. Openness to the idea that “I don’t know it all, yet”

Theories of Change

- The approach should be one of experimenting/ curiosity
- Learning should be given priority over accountability
- This work should be done continuously, not ex ante
- There is a need to iterate between a system view and a subjective view and back again
- The guiding metaphor should be of a compass, not map

Political Economy Analysis

- Need to better understand institutions, actors and behaviors
- Should leverage tacit knowledge for tactical action
- Need to assess progress in PEA context
- Build PEA model informed target system (environment)
- Use PEA insights to guide iteration

Behavioral Approaches

- Apply to all other methods - make them more behaviour-centred. Presentation of data; influencing decision-makers
- Apply to organizational improvements
- Ongoing ethnographic learning

Digital Tools

- Design interventions so that they teach you about the process you're trying to change
- Political cover/time to experiment
- Documentation for reproducibility
- Participatory
- Provide ways to allow members to act on the system
- Invest in understanding incentives and motivations
- Triangulate multiple poor data sets

Participatory Methods

- Demonstrating the value of these approaches
- Incentivizing and resourcing
- Taking decision-makers to the field and showing them the effects of participatory methods
- Provide training on the use of participatory methods
- Embedding this in the policy decision-making process
- Awareness of the need for time and expert facilitation

8. CLIENT SCENARIOS FOR ADAPTIVE MANAGEMENT

In this session, participants were divided into groups to reflect on a series of real-world scenarios faced by other participants, and were invited to reflect as an imagined advisory team on what the idea recommendations should be. The questions for consideration by the consulting teams included:

- ▶ What knowledge does the programme need?
- ▶ How can it be gathered? What analytical methods might be useful?
- ▶ How can the client interpret and make sense of the knowledge?
- ▶ How can the client ensure effective use of knowledge?
- ▶ How can the client navigate mind-set, culture, incentives and institutional barriers?
- ▶ Who could the client engage with to develop this work further?

The four scenarios included two retrospective assessments of different programmatic challenges (community driven development in Asia and disease response in West Africa) as well as two that were live (reforms to extractive industries in Africa, and enhancing adaptive management through NGO collaboration).

The lessons that emerged for the clients included the following:

- ▶ There is a real need to map the problem up-front if you want to have a successfully adaptive response
- ▶ Implementation should be seen as a learning endeavour; across time and space
- ▶ That any programme that is based on adaptive principles needs an evolutionary approach of seeing variation, selecting positive deviants, and amplifying success
- ▶ That such efforts cannot be successful without engaging with the intrinsic motivations and behaviours of key implementers and partners: what are they doing development work? Does an adaptive response speak to their values and mindset, or challenge them
- ▶ That information is a vital driver of adaptive decision making, but it is far too easy to get swamped with information – the idea of ‘minimum viable information’ was seen as a useful way of collecting and analyzing relevant information

A unique aspect of the exercise was that each scenario included expertise from a variety of fields – behavioral science, political economy, data science, action research, governance and more – which brought a more holistic and systemic set of recommendations. This approach of including more diverse perspectives to adaptive management seemed to offer a more substantive strategy for engagement of the scenarios.



9. DEVELOPING SHARED FRAMEWORKS

The participants were presented with a critical challenge, namely to develop a framework for adaptive management that they could use to explain and use with their colleagues and partners, building on the discussions from the previous day and a half. The participants were then asked to vote on the frameworks from other groups that they would be most likely to use after the workshop.

The frameworks that emerged were diverse in nature. One was focused on classification of problems based on the nature of causality and the confidence about the context (see figure from Group 1 below). This 2x2 was seen as providing a means by which adaptive management could be rationalized and placed alongside more traditional approaches – rather than seen as a fundamental alternative.

The other three were focused on setting out principles for adaptive programmes and how they should work in practice. One was based on the notion of an adaptive process that built evolutionary principles through the programme cycle, and drew on the principles and ideas developed in the consensus methodology at the end of Day 1. The other set out the idea of an adaptive compass, which showed the adaptive cycle embedded in a wider organizational and social enabling environment. And the final framework set out key principles for adaptive management, and how these might be realized in day-to-day work.

Group 1:

Adaptive = Problem + Context
Uncertainty

Confidence in Causality Low High	Adaptive Management Experimental	?
	Keep going (Linear) Logframe Programming Approach	Adaptive Management Flexible, Reactive
	High	Low

Confidence in Context

Group 1:

Assumptions: People, Readiness, Resources, Methods, organizational environment, motivations, understanding of context, & trust.

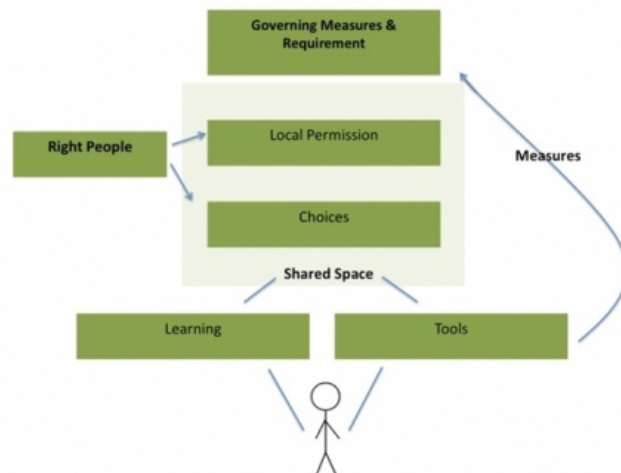
Confidence in Causality Low High	<ul style="list-style-type: none"> •Fail Fast •Disruptive Tensions •Open Ended Design (Co-Creation) •Clear Intent Flex Approach •Evidence Generating 	?
	<ul style="list-style-type: none"> •Evidence Based •Organized by Linear Causation •Real Time Data 	<ul style="list-style-type: none"> •Flex Funding + Compliance •Focus/investment in context analysis/data •Preparedness to Change
	High	Low

Confidence in Context

Group 2:

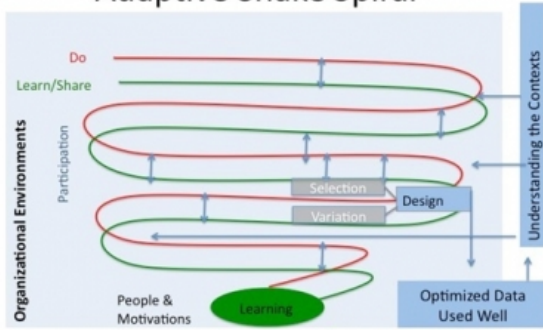
An Adaptive Approach Optimizes Outcomes in a Changing World with Uncertain Knowledge

1. Continuous Learning
2. Intentional Response
3. Appropriate to System (Context)
4. Visibility & Transparency
5. Expectations + Permission



Group 3:

Adaptive Snake Spiral™



Group 4:

The Adaptive Compass™



10 CLOSING REFLECTIONS

In final conclusion, Duncan Green and Robert Chambers summed up the workshop and shared their closing reflections.

Duncan noted the energy and enthusiasm of the two days, and the success of bringing people together from very different backgrounds. He noted that the workshop showed that this was more than just an interesting collection of views but actually what was emerging was a coalition of change. He urged participants to think clearly about the influencing and advocacy strategies, and engage with the politics of adaptive reforms in the development sector. He specifically highlighted the importance of taking advantage of shocks such as Ebola and of developing powerful, iconic case studies and stories to influence change.

Robert argued that the wider aid and development context is getting ever more Newtonian in its approach and philosophy, and that this needed some pushback. He called for changes that were personal, professional and institutional. He flagged the tremendous presentations and called for all participants to share the discussions and dialogues with managers in their home organizations. He also suggested that the Beer Game should be tailored for development work and the issues of dynamically changing projects. Finally, with the emphasis on co-learning and co-generation of knowledge, it is important to ask, whose adaptation really counts, and how can we empower actors on the ground to put their adaptation first?

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