# **Proposal to organize an event at the gLOCAL Evaluation Week 2021 – “Building Forward Better”**

# **Thematic Area: Evaluation Capacity Development**

**Suggested topic**: The challenge of institutionalizing triple loop learning in a complex consortium programme – Lessons learnt and recommendations from practice

**Objectives:**

This event has two key objectives:

1. To share lessons learned from Institutionalizing learning into the PERL program
2. To provide recommendations that other adaptive programs interested in systematic learning can adopt

# **Abstract**

As development scholars and practitioners increasingly recognize that development is a political process affected by myriad factors, we have seen a push to introduce several approaches under the umbrella of adaptive management - e.g., Problem-driven Iterative Adaptation (PDIA), Thinking and Working Politically (TWP). The bet is that employing such approaches in complex programs will help deliver greater impacts and ensure sustainability (see Booth and Chambers, 2014; Laws *et al.* 2021). The PDIA approach, for example, encourages programs to try, learn, iterate and adapt to what works accordingly while learning from approaches that do not yield traction (i.e. failing forwards).

We aim to share our learning from the Partnership to Engage, Reform and Learn (PERL) program. PERL is a large-scale adaptive learning program working on improving public sector reforms in Nigeria. Presenters will draw on the experiences of the Learning Evidencing and Advocacy Partnerships (LEAP) component of PERL, which had the mandate to promote more systematic learning within the program. Other presenters will also bring their extensive knowledge from other adaptive programs, to offer some comparisons and bring out implications for other adaptive learning programs.

During the session, we will discuss approaches used to implement learning in LEAPs phase II implemented by the Overseas Development Institute (ODI), challenges faced, and lessons learnt from different perspectives, comparing those of internal MEL staff and external consultants engaged in supporting adaptive learning in practice. Topics will include:

* The original vision of establishing up systematic learning processes for large-scale adaptive programs;
* Mainstreaming learning in PERL during LEAP timelines and processes;
* Challenges faced and how these were addressed, particularly in the context of facilitating virtual learning during the COVID-19 pandemic);
* Key lessons learnt and recommendations for other adaptive programs, e.g. useful theories of change, the importance of learning from failures (i.e. failing forward);
* Comparison with other programs (i) in Nigeria e.g. USAID-funded adaptive programs using Collaborating Learning and Adapting (CLA) approaches; and (ii) adaptive learning programs in other countries for comparison.

# **Delivery**

This session is meant to be participatory and thus, participants will be encouraged to share their own experiences and questions. The aim is not just to discuss challenges and share good practices, but also build common knowledge base on adaptive programs in Nigeria.

The suggested structure:

* Introductions (to understand participants experiences and expectations)
* Brief 5-8 min presentations from selected speakers on topics above
* Facilitated 45min Q&A + experience sharing session

# **Speakers**

Yetunde Adegoke – Learning and Adaptation Lead (LEAP) – (Moderator)

Jumobi Fashola – LEAP Snr Learning Facilitator

Dele Aderibigbe – LEAP Facilitator/Manager

Emmanuel Obande – LEAP Facilitator

Tom Aston – LEAP Learning Adviser

# **Details around Logistics**

Proposed Date and Time: Tuesday, 1st June 2021

Venue: Remote access via zoom