Complexity Aware Monitoring (CAM) Workshop Series

Session 3: Pause and Reflect

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June 30, 2021

Introduction

- Housekeeping
- Resources

Objectives

SESSION OBJECTIVES:

- To provide participants with an introduction to pause and reflect and provide illustrative examples of its use in similar projects.

- To increase participants' understanding of how to adapt pause and reflect to MOMENTUM awards.

- Help participants generate ideas for how to use pause and reflect in MOMENTUM awards.

WORKSHOP OBJECTIVES:

- Improve participants' knowledge of and understanding of CAM

- Improve participants' ability to use CAM

- Expand participants' networks of CAM practitioners within and outside the MOMENTUM suite of awards

Today's Presenters & Moderators

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4

Today's Session

PART 1

Pause and Reflect: What, Why and How?

1. *What does it mean to pause and reflect?*
2. *Why is it important?*
3. *Towards a better practice*
4. *What skills are needed to pause and reflect?*

PART 2

Pause and Reflect Round Robin

PART 3

Breakout Discussions

PART 4

CAM Perspective: Root Cause Analysis

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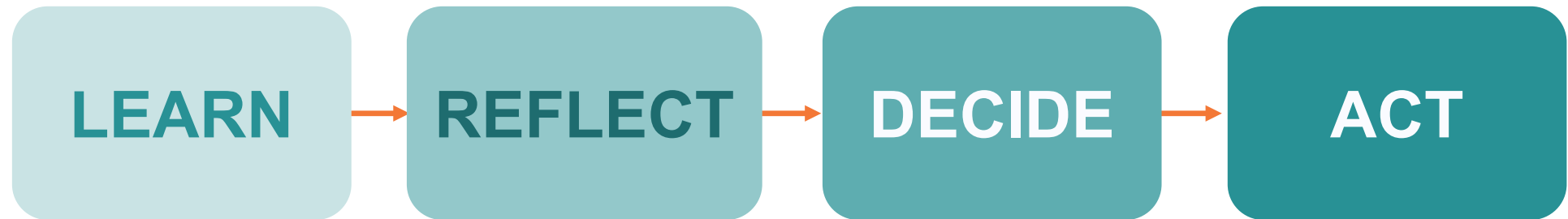
Pause and Reflect: What, Why, and How?

What does it mean to pause and reflect?

Effective adaptive management requires we:

LEARN	→	REFLECT	→	DECIDE	→	ACT

- **Source information** from monitoring, evaluation, research, and/or experience

- **Make sense** of the information individually and/or with those affected by the learning

- **Determine the implications** of learning – what should we keep doing or do differently?

- **Follow-through on decisions** reached in order to continuously improve

What does it mean to pause and reflect well?

Key concepts from the Collaborating, Learning & Adapting Maturity Tool

1. Variety and purpose of pause & reflect (P&R) opportunities.
2. Timeliness of P&R opportunities to inform decision-making.
3. Quality of P&R opportunities.

CLA Maturity Spectrum:
Pause and reflect

Consider where your team is along the maturity spectrum!

NOT YET PRESENT	EMERGENT	EXPANDING	ADVANCED	INSTITUTIONALIZED
↗ We have not yet participated in P&R opportunities.	↗ We participate in **required annual portfolio reviews and CDCS mid-course stocktaking for accountability and reporting purposes**. ↗ Partner meetings are **rare** and are used to **provide information** to implementing partners. ↗ Additional P&R opportunities might be identified, but are **not acted upon**.	↗ We participate in portfolio reviews and **ad hoc partner meetings** focused primarily on **activity-level learning**, as well as CDCS mid-course stocktaking. ↗ P&R activities are **not aligned** to design and implementation schedules. ↗ P&R activities are characterized by information dissemination and **basic knowledge exchange**.	We **usually**: ↗ Host and attend a **variety of relevant** P&R activities to **reflect on progress and learning to date**. ↗ Hold P&R activities to feed into design and implementation schedules so learning is generated **when most usable**. ↗ Facilitate P&R activities for **staff and relevant stakeholders**, using a variety of **participatory approaches to encourage candid conversation**.	We **consistently and systematically**: ↗ Host and attend a variety of relevant P&R activities to reflect on progress and learning to date. ↗ Hold P&R activities to feed into design and implementation schedules so learning is generated when most usable. ↗ Facilitate P&R activities for staff and relevant stakeholders, using a variety of participatory approaches to encourage candid conversation.

Pause and Reflect: Variety of approaches

INDIVIDUAL
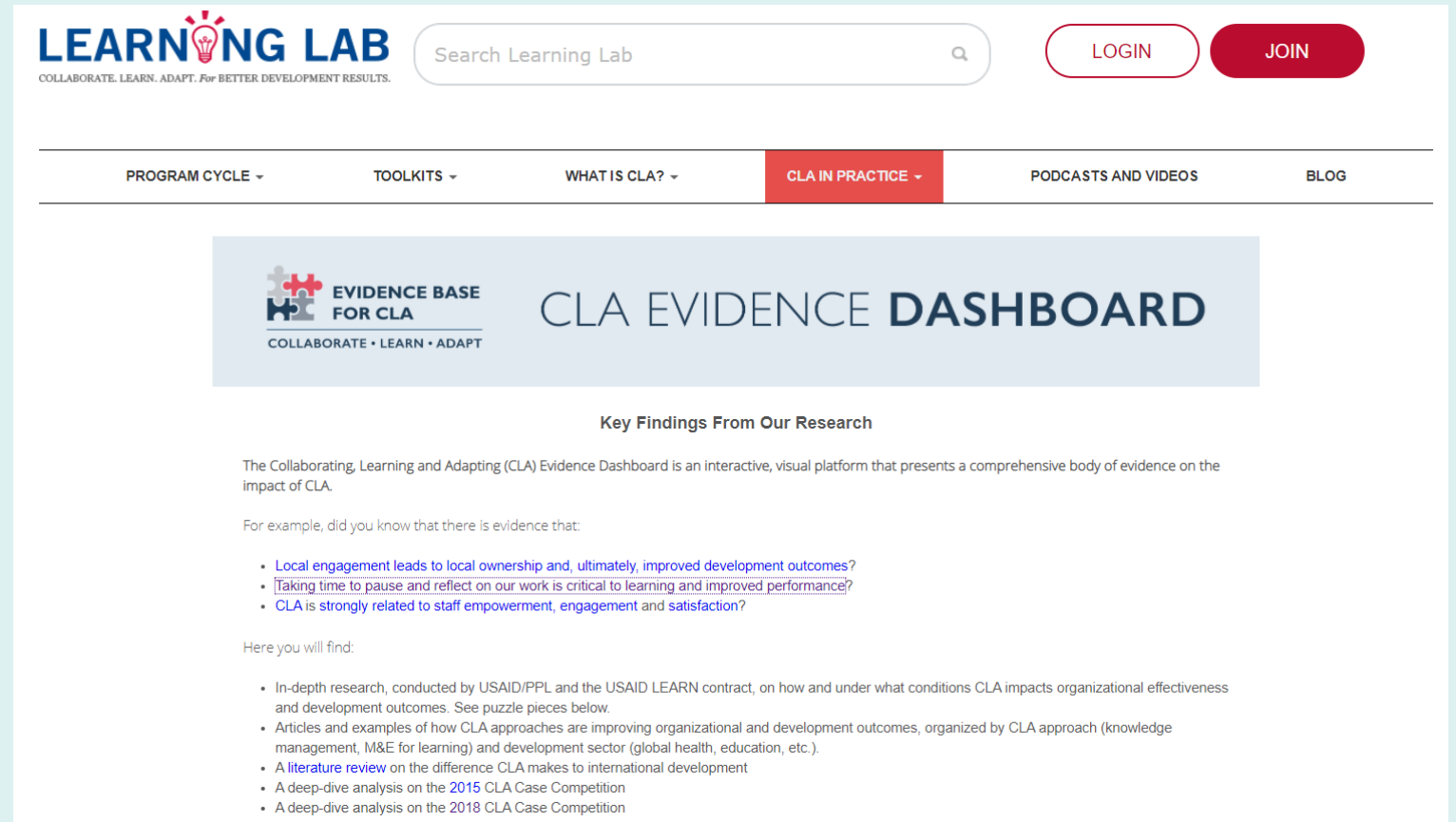
Blogging

Having a coach

Journaling

GROUP

IMMEDIATE; in response to a specific experience

- Hot Wash
- After Action Review

LONGER-TERM, ongoing

- Learning network or community of practice
- Peer assist
- Internal Pulse Surveys

PERIODIC REVIEWS

- Portfolio review
- Activity/Project review
- Data review parties; data for decision-making
- Big picture reflection; lessons learned

Why is it important to pause and reflect?

Is there evidence to support the importance of pausing and reflecting? **YES!**

USAID and LEARN conducted a literature review to develop the evidence base for Collaborating, Learning & Adapting (CLA).

Why is it important to pause and reflect

The power of reflection at work, by HEC Paris Prof. Giada Di Stefano

Featuring Giada Di Stefano
Assistant Professor of Strategy and Business Policy

0:06 / 5:41

Harvard Business School researchers found that "…purposeful reflection on one's accumulated experience leads to greater learning than the accumulation of additional experience."[3]

"This means that to learn, we can't just consume information and then turn around and implement it. We have to stop and ask ourselves how our efforts are progressing, why, and what we should do differently to learn and be more effective." (USAID Learning Lab)

Why is it important to pause and reflect?

USAID and LEARN analyzed CLA case competition entries and found patterns in how CLA contributed to better outcomes. One of these patterns was the use of Pause & Reflect.

Review project performance and identify the need for improvement:
ECR reviewed its first year results, and girls' enrollment was identified as a high priority issue after numbers were found to be low.

Stakeholders gather to pause and reflect on project performance:
The program team convened meetings with relevant stakeholders to brainstorm evidence-based solutions, taking time to pause and reflect, identify opportunities, set goals, develop action plans, and track decisions.

Actions are taken to improve performance:
ECR established learning centers for girls close to their communities, which offered vocational skills, provided hygiene supplies, and held mothers' clubs to promote girls' education.

OUTCOMES

As a result:
ECR increased girls' enrollment by 17% since its first year. Of its 737 non-formal learning centers, 31% are dedicated to girls, and 57% of learners enrolled across all centers are female.

As a result:
ECR built the capacity of 46 local sub-grantees through innovative, needs-based trainings.

FINDING: Taking time to pause and reflect leads to improved organizational and development outcomes.

13

Why is it important to pause and reflect?

You can browse the CLA case competition entries for more examples of Pause & Reflect.

1. Go to Browse Cases on USAID Learning Lab

2. In the search function under the map, change the CLA subcomponent to Pause & Reflect.

3. There are 70 cases tagged with Pause & Reflect including over 30 competition winner or finalist cases.

4. Here is the Nigeria case shared in the previous slide.
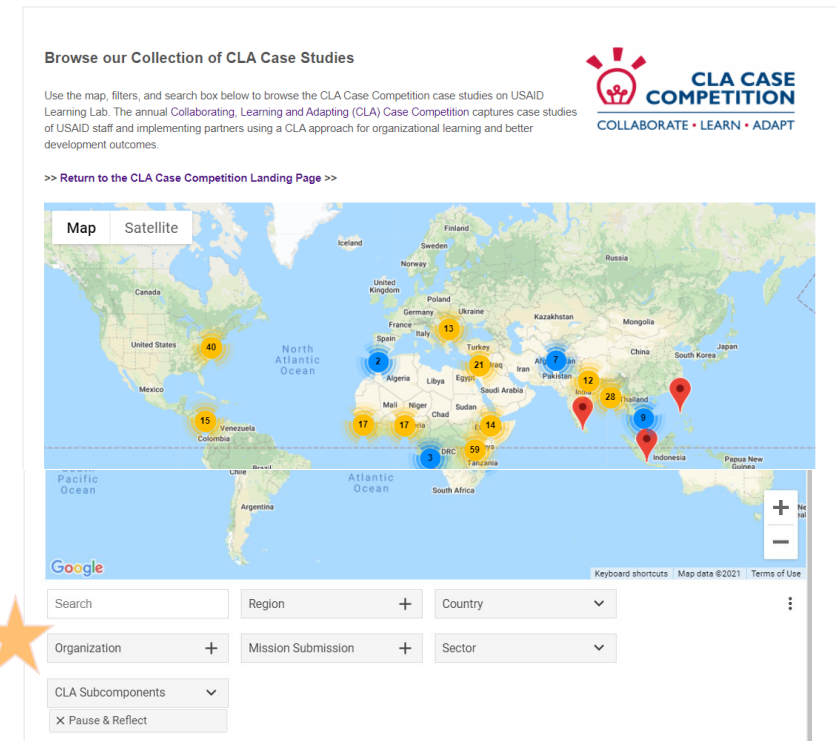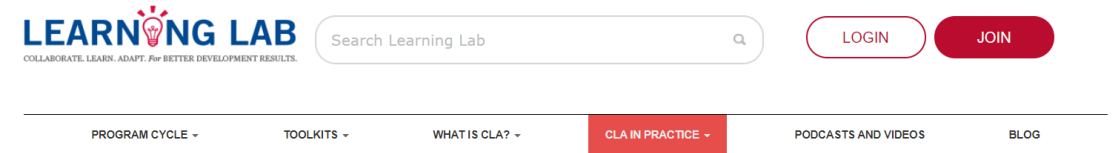
Why is it important to pause and reflect?

Get to evidence-use!

15
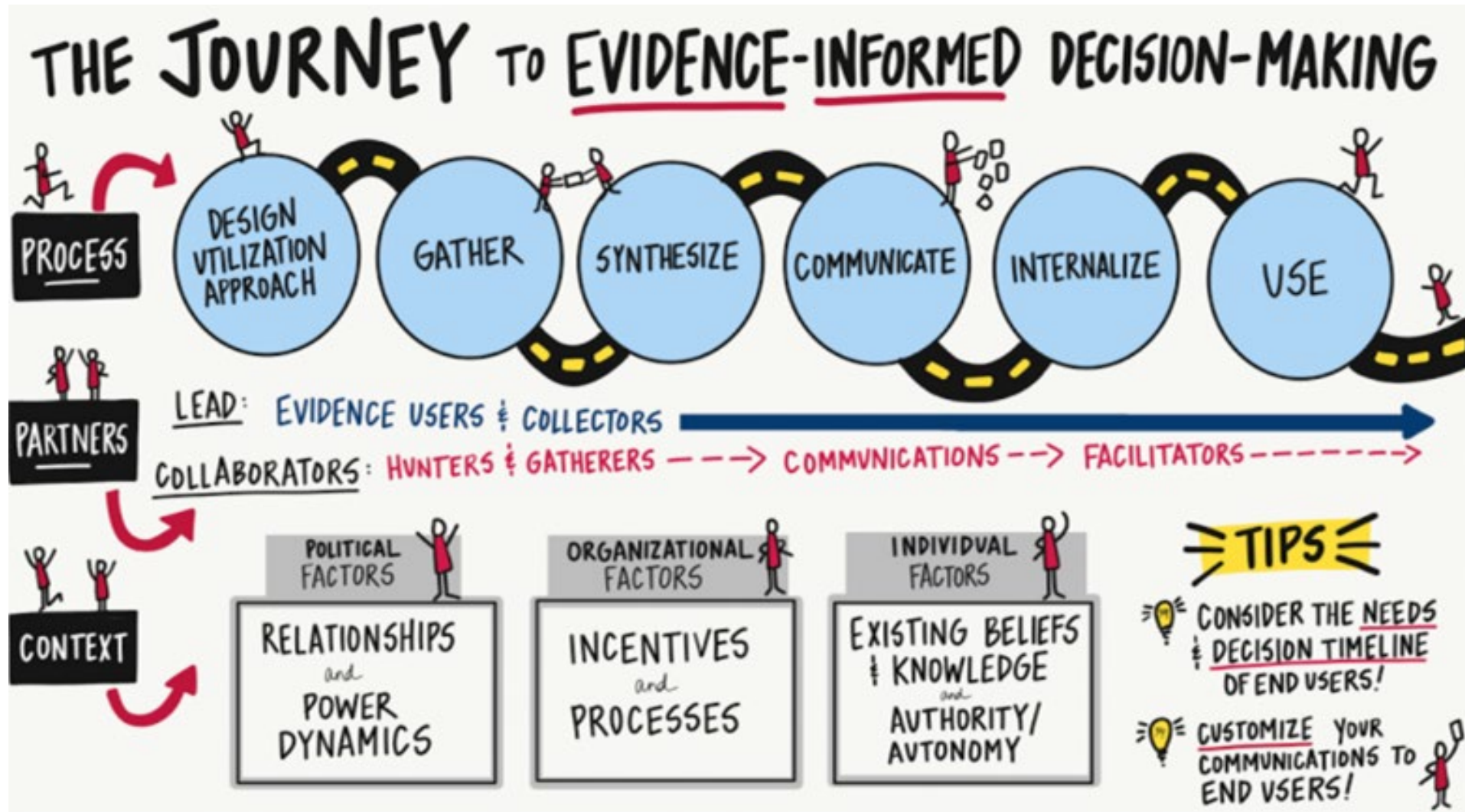
Pause and Reflect: Towards better practice

	X WHAT TO AVOID	✓ A BETTER WAY...
Why?	Check the box; do it because it's required	Clear purpose and expected results; inform changes; fit to purpose
Who?	Key stakeholders left out intentionally or as a result of poor planning	Inclusive; includes a cross-section of decision-makers and those affected by learning and decisions
When?	Not timed to key decisions	Reflections inform upcoming decisions
How?	Panels, lectures	Participatory approaches based in adult learning
Preparation?	Winging it (no planning)	Facilitation plan, clear roles and responsibilities
Post?	No follow-up	Decisions followed through
Resources?	Not intentionally resourced; staff scrap by	Invest in facilitators, information synthesis and visualization

16

What skills do we need to pause and reflect?

In addition to people who can analyze and synthesize information, you need:

1. Facilitators
   a. Process facilitation
   b. Meeting or workshop facilitation
2. Communicators
   a. Data visualization
3. Reflective practitioners

THE JOURNEY TO EVIDENCE-INFORMED DECISION-MAKING

PROCESS

DESIGN UTILIZATION APPROACH — GATHER — SYNTHESIZE — COMMUNICATE — INTERNALIZE — USE

PARTNERS

LEAD: EVIDENCE USERS & COLLECTORS

COLLABORATORS: HUNTERS & GATHERERS ——> COMMUNICATIONS —> FACILITATORS ———->

CONTEXT

POLITICAL FACTORS — RELATIONSHIPS and POWER DYNAMICS

ORGANIZATIONAL FACTORS — INCENTIVES and PROCESSES

INDIVIDUAL FACTORS — EXISTING BELIEFS & KNOWLEDGE and AUTHORITY/AUTONOMY

TIPS

- CONSIDER THE NEEDS & DECISION TIMELINE OF END USERS!
- CUSTOMIZE YOUR COMMUNICATIONS TO END USERS!

2

Round Robin: Pause and Reflect

Data for Decision-Making (DDM) Reviews

- Initially instituted among global management team

- Adapted for country program teams, supported sites, and provider networks

- Timing (depending on context and partners):
  - Monthly
  - Quarterly
  - Semi-annually
  - Annually

Presentation/ Visualization of reported data

Discussion and Analysis

Identification of areas of concern or immediate action

Clear action steps, responsible parties, and timelines documented

Review of actions and outcomes since previous meeting
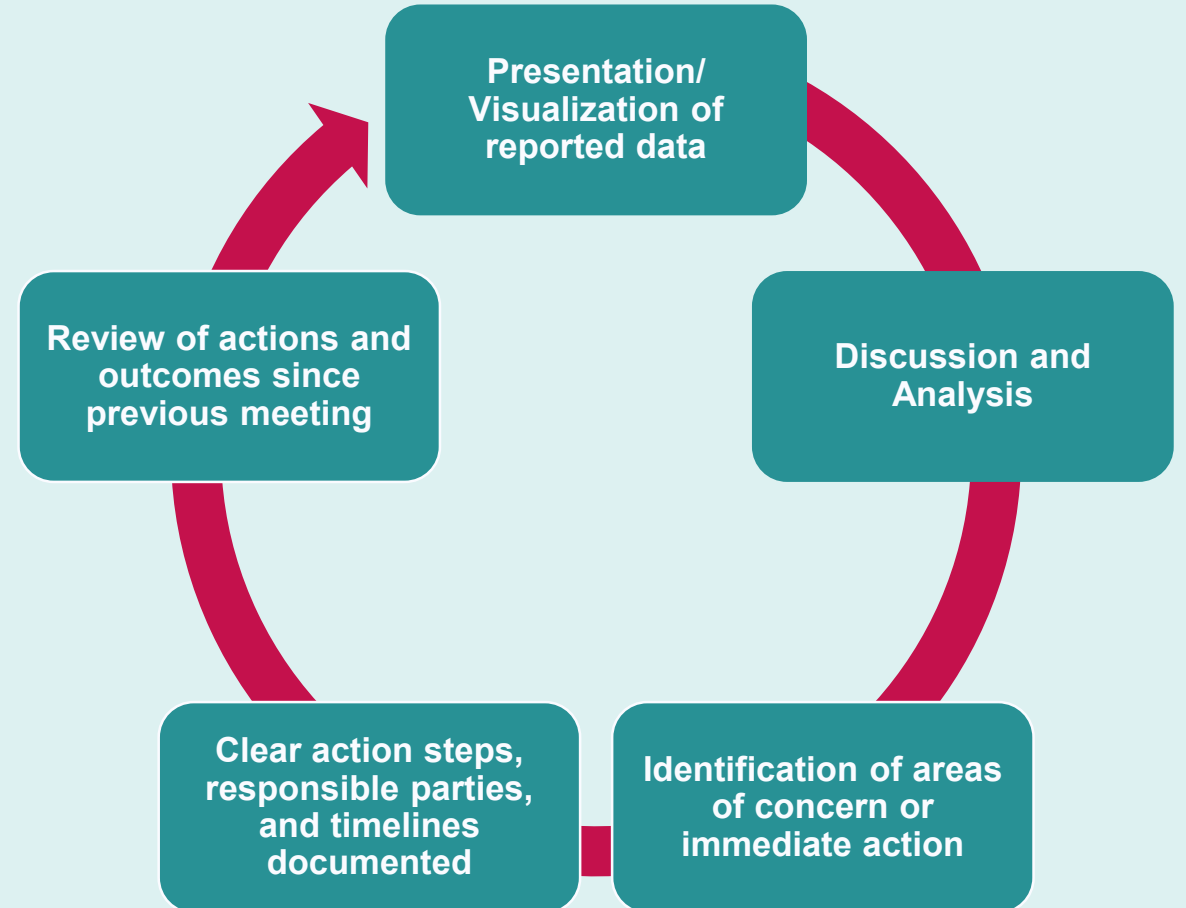
Scorecard & Progress vis-a-vis Benchmarks

Q4 Reporting Status, by Country

	Report Submitted On-Time				
	Narrative	**Data Forms**	**Monthly EH FP Form**	**Partograph Monitoring**	**Medical Waste Monitoring**
Bangladesh	Yes	Yes	Yes	Yes	Yes
DRC	No	Yes	Yes	Yes	Yes
WA/Niger	Yes	Yes	NA	No	No
Nigeria	Yes	Yes	Yes	NA	No
Uganda	Yes	Yes	Yes	Yes	Yes

FC+ Global: Planned vs. Actual Surgical Fistula Repairs

	FY13/14	FY14/15	FY15/16	FY16/17	FY17/18	FY18/19	FY19/20
Planned repairs	1,300	3,830	4,121	3,780	2,950	1,224	1,850
Actual repairs	852	2,876	3,514	3,250	2,415	605	209
% achieved	66%	75%	85%	86%	82%	49%	11%

FY17/18 Non-Surgeon Health Personnel Trained
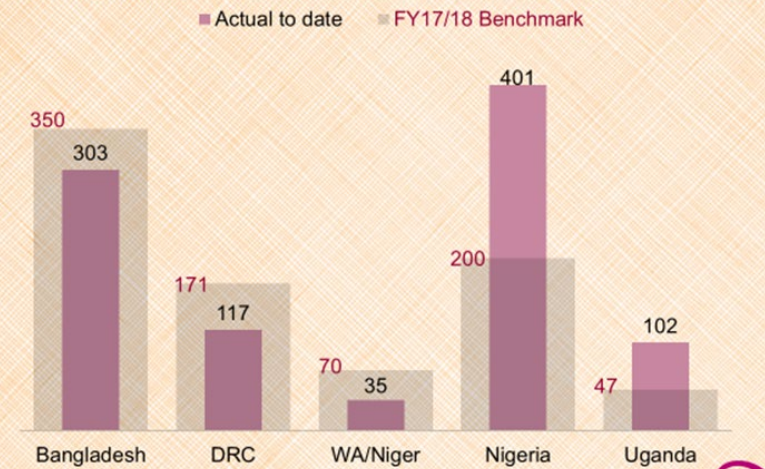
Contextual Assessment & Analysis
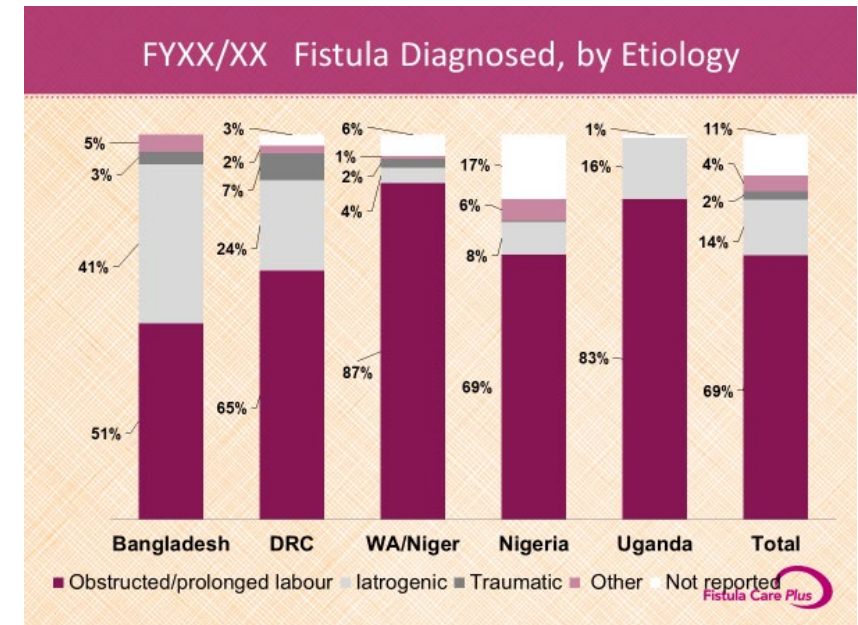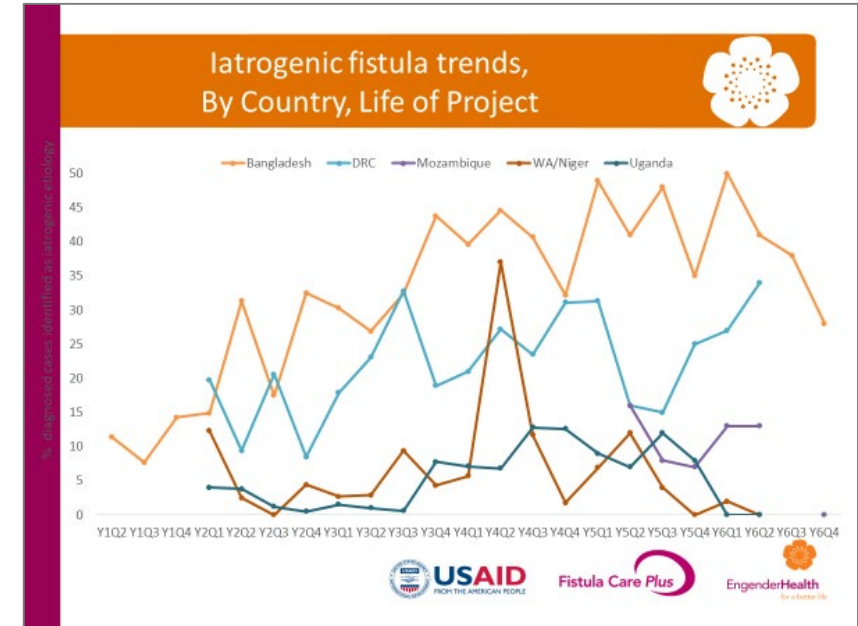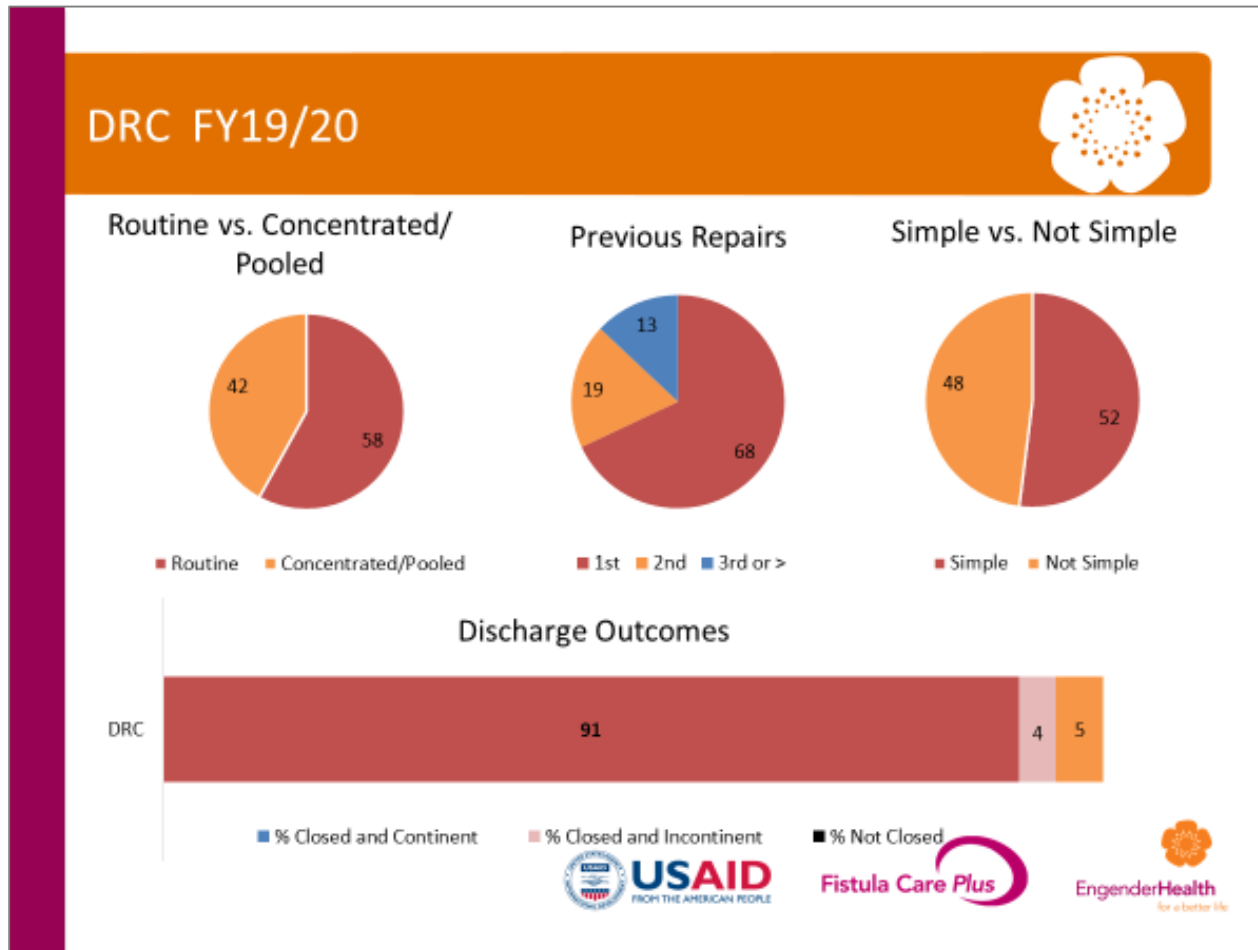
Program Review

Using pause and reflect to answer learning and evaluation questions

Farhad Khan, MSSFPO, Engender Health

Introduction

- 6-year USAID-supported flagship nutrition program in Ethiopia (Amhara, SNNPR, Tigray, and Oromia)

- Program review was an activity within a midterm process evaluation (end of project Year 3)

- Purpose was to learn from the implementation of key interventions (e.g. SBC, WASH, QI, social protection) and identify opportunities for adaptation by answering learning/evaluation questions

- Process:

Literature review/ secondary data analysis → **Key informant interviews with project technical leads** → **Consultative meetings at the woreda (district) level**

Consultative Meetings

- Discussion facilitated by a moderator using a facilitator's guide (think: focus group discussion); questions followed by space to write notes

- 20-25 participants split into two meeting rooms by topics; facilitators asked different sets of questions; zonal coordinators took notes; plenary discussions held where appropriate

- Piloted approach in a meeting in Amhara in one week; split into 3 teams to cover remaining regions the following week

- Participants included health extension workers, health workers, sales agents for WASH products, woreda health office staff, woreda leadership, PSNP representatives (social protection)

Lessons Learned (Process)

- Consultative meetings provided a rough approximation of ground truth – but has limits

- Having a diverse group of stakeholders helped foster dynamic exchanges, but risks power dynamics

- Active participation from project leadership was instrumental

- Properly estimate time for analysis and report writing – design accordingly

- Opportunities for MOMENTUM awards:
  - Build in opportunities for pause and reflect over the life of project
  - Smaller, focused meetings may be more manageable and provide more conclusive results

Break

5 MINUTES TO:

- stretch
- refill your coffee
- get a snack
- pet your cat/dog

Internal Pulse Surveys

GOAL: collect data to guide project-wide decision-making

FREQUENCY: Semi-annual — June and December

- The surveys build off each other

- Collect additional information as needed

- Results along with action items are presented to the entire MKA team and updates on action items are provided throughout the year

Lessons Learned

- Pulse surveys should be accompanied by action items and continued follow-up and communication

- Multiple choice questions are filled out more than free response, however free response provides the most specifics and detail

- Be aware of the survey length and use branching and sections when appropriate

MCGL Activity and Decision to do an AAR

Intervention: To maintain essential FP/RH information and services for youth during COVID-19. Coach three IYAFP country chapters to implement, measure, and document the intervention.

AAR Process: Key Steps & Experience

Technical lead e-mailed all stakeholders involved in activity to **suggest** an AAR	Google Form survey with AAR questions was sent to IYAFP and MCGL participants	Virtual meeting to review and react to PPT with summary of key themes and survey answers	Follow up calls with two youth participants who could not join AAR meeting	Sent draft AAR report form to participants for review and feedback	Findings from AAR feed into global brief summarizing approach, learning and recommendations from MCGL's partnership with IYAFP

SURVEY PROMPT AND QUESTIONS

Thank you for your participation and collaboration on the USAID-funded MOMENTUM Country and Global Leadership activity to support and strengthen youth-led organizations. We have really enjoyed working collaboratively with you over the past few months. We invite you to take part in our After Action Review by taking the below survey and then joining a discussion call. The anonymous survey and the discussion call will help us to continue to learn and adapt the way we work.

1. What did you expect to happen as a result of this collaboration?
2. What actually happened?
3. What went well throughout your collaboration and work with the project? Why?
4. What can we do differently in similar situations in the future to ensure success?

Best Practices & Lessons Learned from AAR

- The right virtual platform is important!

- If the AAR involves staff in other time zones that may not have an online calendar - consider sending a reminder an hour or so before the event.

- The AAR survey was really useful.

- Setting a tone for the meeting is really important.

- Identify questions you want to clarify or get deeper information on the survey results ahead of time.

- Neutral or unbiased facilitator is better.

- Constantly re-emphasize the purpose of the AAR.

What is Lessons Learned Meeting?

**3 themes
3 groups
3 rounds**

LESSONS LEARNED REFLECTION

Identify positive and negative program experiences

Analysis of contributing factors

Develop specific and actionable recommendations
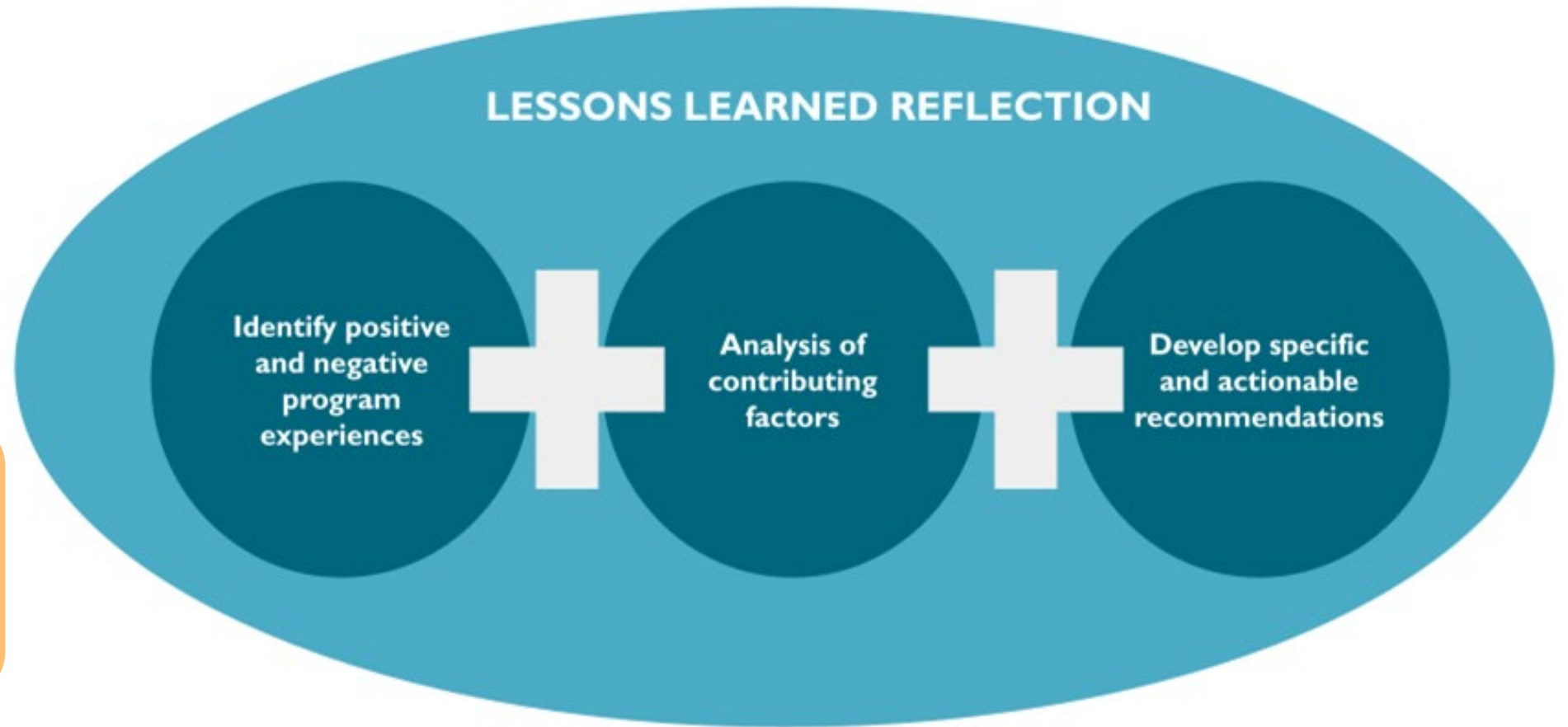
- Lessons is a **structured tool** used at predetermined points in time to identify lessons and make practical recommendations on **specific thematic areas**.

- Includes perspectives from both **individuals directly and indirectly** involved in specific thematic areas - across project functions.

Why did we use a Lessons Learned Meeting?

Learning Question	Pulse Survey	Key Informant Interviews	Most Sig Change	LL	HFA/QI data
How feasible and acceptable is virtual coaching/mentoring?	●	●		●	
Are facilities using data to inform internal action(s) and seeking local gov't engagement/support?	●				
How have districts used the facility data under their authority to support facilities/make changes?		●			
Are WASH/IPC essential behaviors by health care facility staff improved?		●	●		●
How and why are FBOs engaged in health programming?					

Whose perspective were we trying to get with Lessons Learned Meeting?

Learning Question	Pulse Survey	Key Informant Interviews	Most Sig Change	LL	HFA/QI data
1. MCGL consortium partners				●	
2. District/subnational MOH	●	●			
3. Facility administration/managers	●		●		Not applicable
4. Providers (who are not managers)	●		●		
5. Cleaning staff			●		

Best Practices and Lessons

Using a virtual whiteboard helped

- Facilitates more brainstorming
- Includes people who may not speak up on Zoom session
- Requires you to dedicate "quiet" time so participants can add sticky notes
- People could (in theory) write in ideas ahead of time

Need enough participants for diversity of experience in each of the 3 groups

- Since we did not, we ended small groups after session 1 and did session 2 in plenary

Do not expect to get through all 3 sessions in 1 sitting

- We did sessions 1 & 2 on the same day and session 3 a few weeks later during a standing meeting

Simple documentation template very helpful

3

Break-out Discussion

? Break-Out Questions

- Briefly introduce yourselves!

- Where is your team on the CLA Maturity Spectrum?

- How have you used - or plan to use - pause and reflect?

- What challenges have you faced in using pause and reflect?

- Discuss ways to overcome those challenges.

4

CAM Perspective: Root Cause Analysis

Our Vision

MOMENTUM Routine Immunization Transformation and Equity envisions a world in which all people eligible for immunization, from infancy throughout the life-course, and particularly underserved, marginalized, and vulnerable populations, are regularly reached with high-quality vaccination services and use them to protect their children and themselves against vaccine-preventable diseases.

Nearly 20 million children un- and under-vaccinated:
Global trends in immunization coverage, 1980—2019
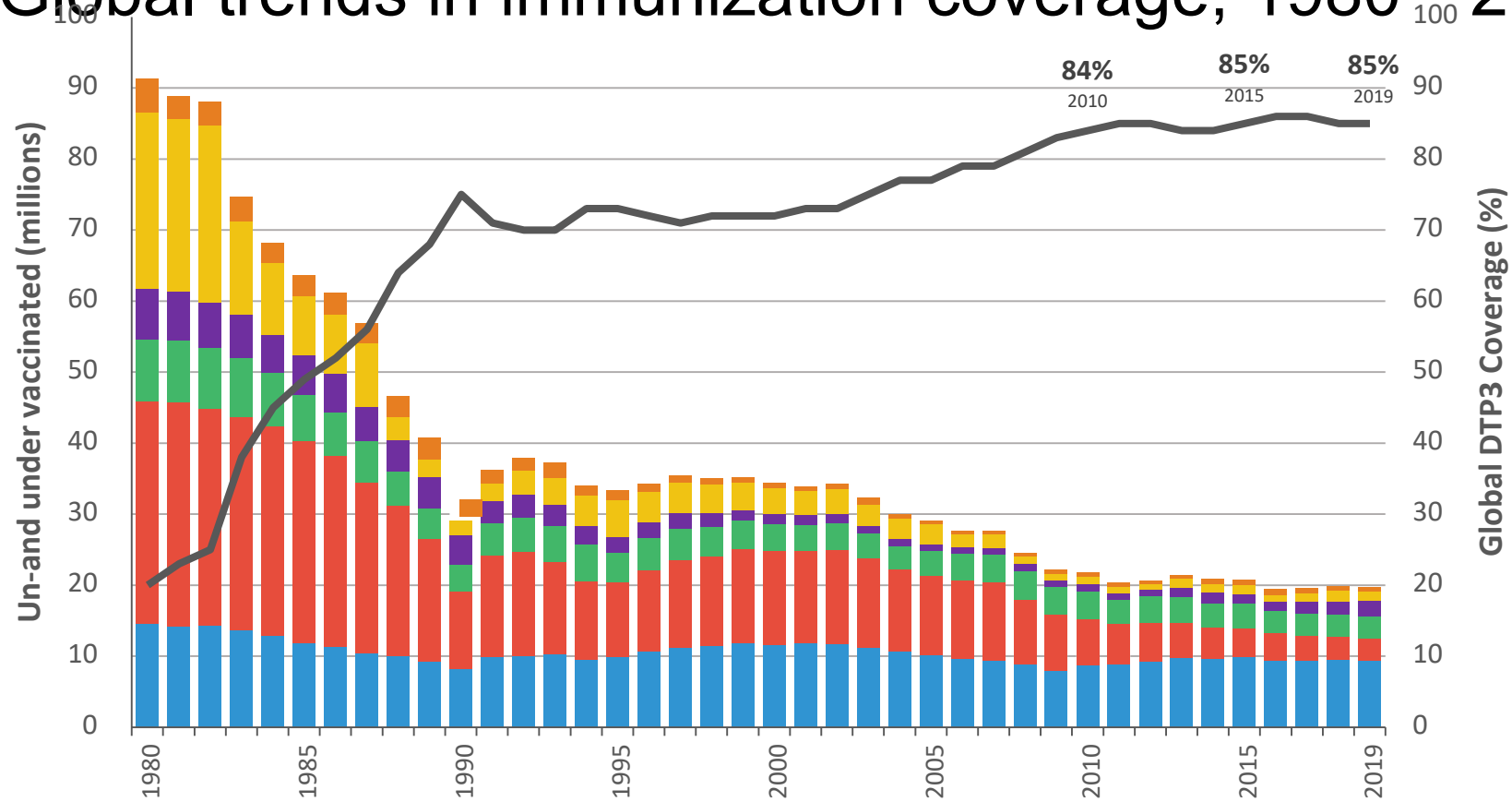
Immunization is (mostly) left with complex problems requiring complex interventions in complex systems.

Source: WUENIC 2020
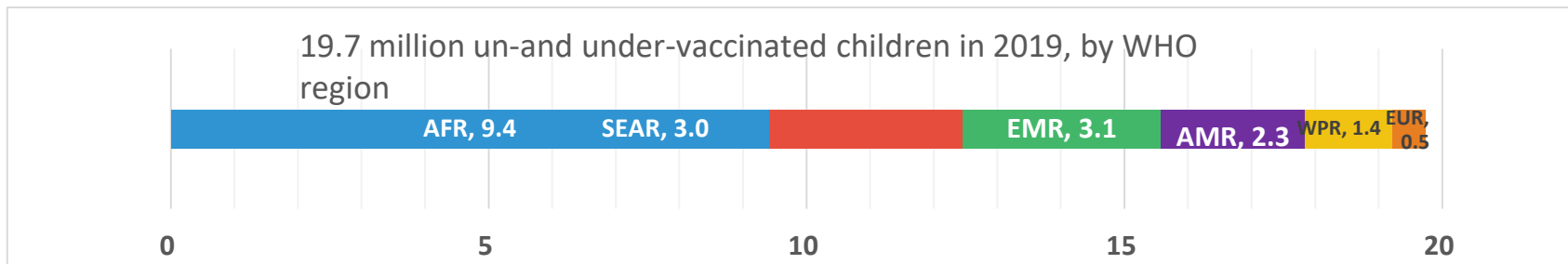
What Is Root Cause Analysis?

Root cause analysis (RCA), also called the "five whys," is a problem-solving method to identify (or predict) underlying causes of observed challenges.

Why?   Why?   Why?

| Root causes | Causal factors | Causal factors | Key challenge |
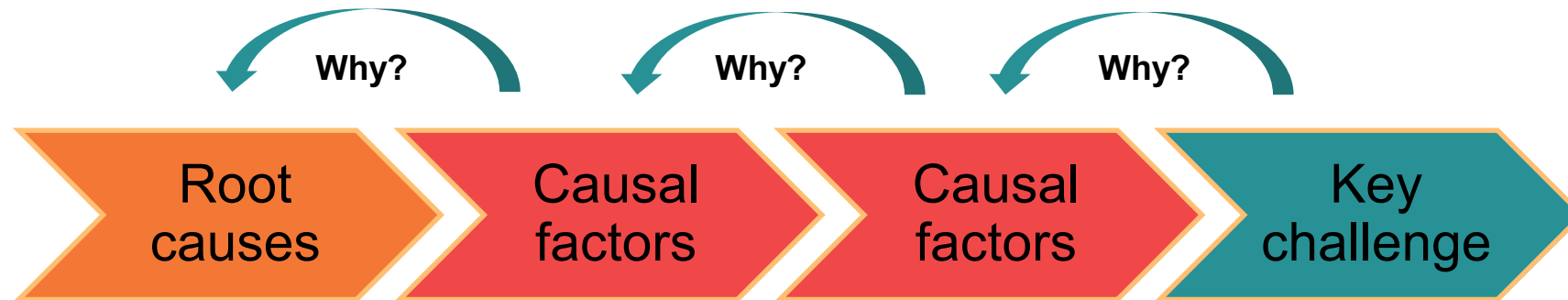
Why RCA for Complexity Aware Monitoring?

Complexity Aware Monitoring (CAM)

Enables monitoring of multiple, interconnected, causal relationships

Recognizes the influence of context on processes and outcomes

Enables capture of unintended outcomes

Supports participatory processes and understanding of stakeholder perceptions

RCA

Uncovers multiple causes, and the relationships between them

Is explicit about assumptions and the role of context in systems

Enables discussion, reflection, and iteration on what outcomes matter

Participatory

RCA for Design and Monitoring
(complex interventions & systems)

6. Monitor and adapt

1. Identify key challenge

5. Design and implement interventions

2. Chart the RCA diagram

4. Identify most actionable root causes

3. Validate RCA through participatory process

RCA for Design and Monitoring
(complex interventions & systems)

Causal link monitoring

1. Identify key challenge

2. Chart the RCA diagram

3. Validate RCA through participatory process

4. Identify most actionable root causes

5. Design and implement interventions

6. Monitor and adapt
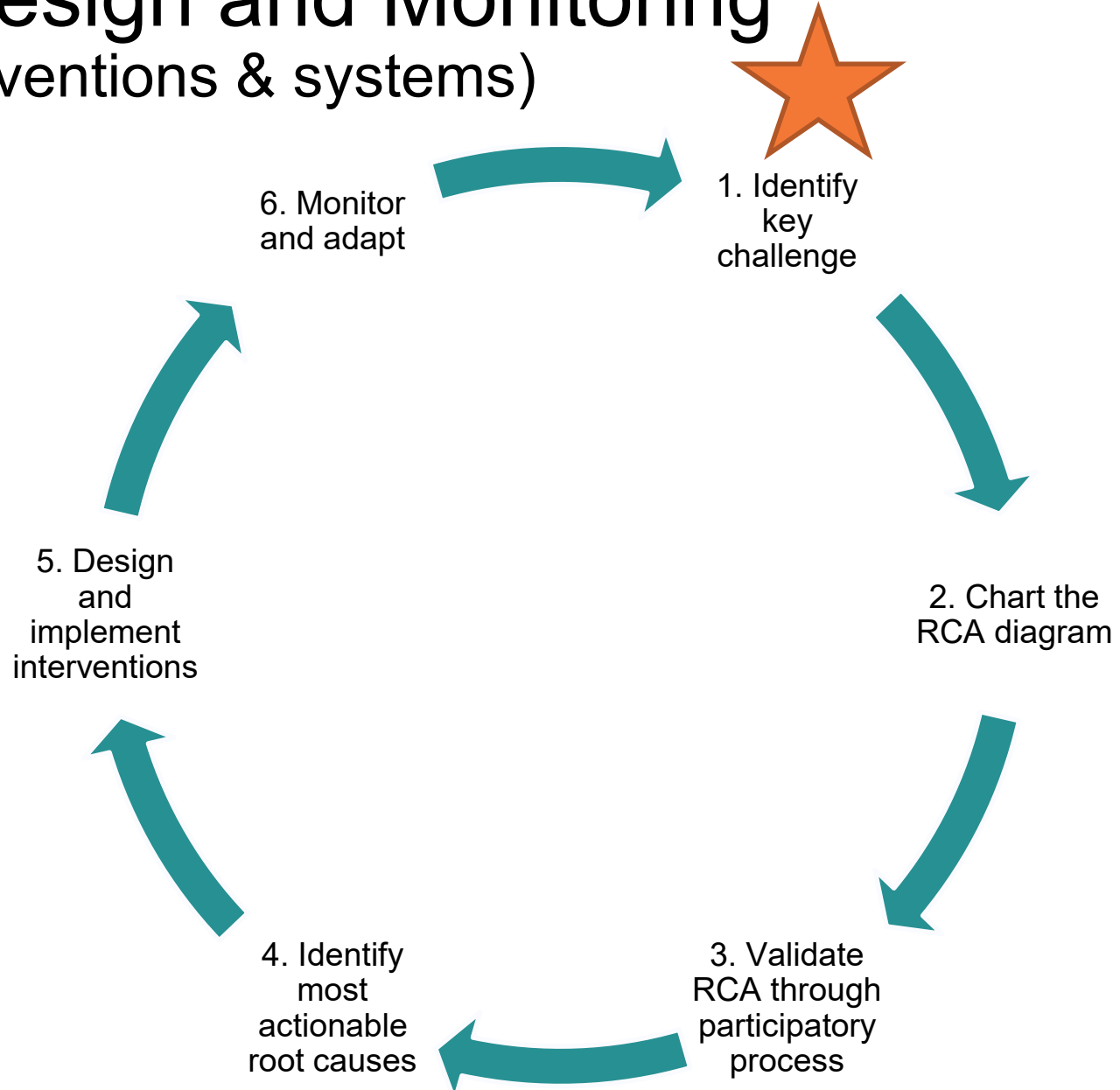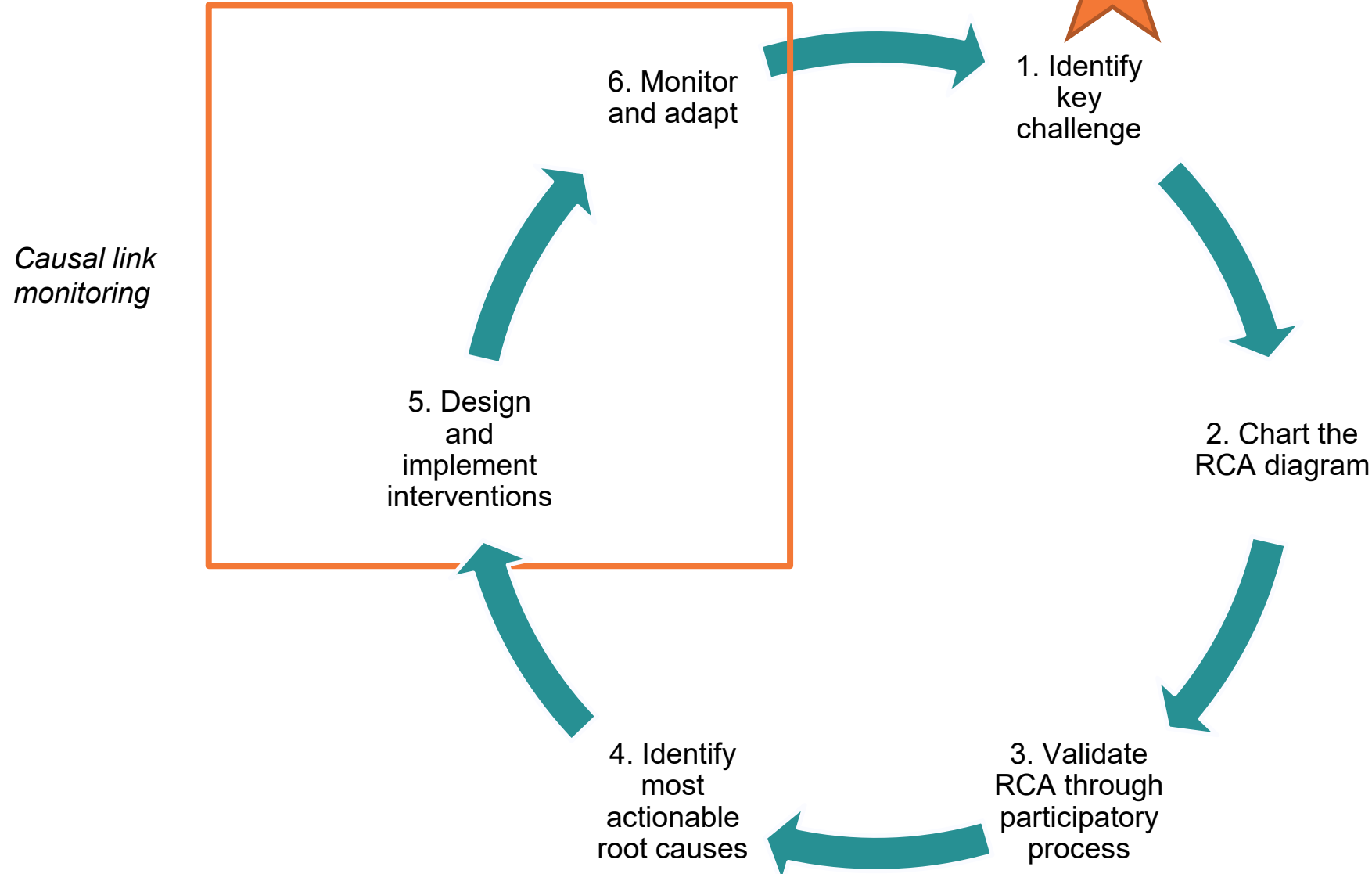
Example: Participatory and Iterative RCAs in DRC

6. Monitor and adapt

1. Identify key challenge

Identified and prioritized challenges with national immunization program

2. Chart the RCA diagram

Drafted RCA diagrams with inputs from global MOMENTUM Routine Immunization and Transformation experts

5. Design and implement interventions

Iterating during sub-national assessment with multiple perspectives

4. Identify most actionable root causes

3. Validate RCA through participatory process

Discussed and validated in national workshop

50

Defis: **Nombre élevé d'enfants non vacciné**
.

Les mamans et familles sont hésitant à propos de vaccination

Les mamans et familles ne savent pas quand aller pour la vaccination

Les mamans et familles ne peuvent pas accéder les services

Les mamans et familles ont peur des AEFI

Les mamans ont peur que les vaccins infantiles aient été remplacés par des vaccins COVID

Les mamans n'ont pas été bien traitées par le personnel de santé à une autre occasion

Temps d'attente trop longs

Les parents ne peuvent pas payer les frais

Les mamans ne peuvent pas quitter leur travail

Manque de communication et de gestion correctes des AEFI

Les vaccinateurs ne fournissent pas systématiquement de paracétamol

l'inégalité entre les sexes signifie que les femmes doivent consacrer du temps aux tâches domestiques

La pauvreté

Les agents de santé facturent de frais

Ils ne reçoivent pas de salaire

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┌─────────────────────────────────────────────────────────┐
│          High number of zero-dose children.              │
└─────────────────────────────────────────────────────────┘
                            │
                            ▼
              ┌───────────────────────────┐
              │  Families cannot access   │
              │  services                 │
              └───────────────────────────┘
                            │
                            ▼
              ┌───────────────────────────┐
              │  Parents cannot afford the│
              │  fees for services or cards│
              └───────────────────────────┘
                            │
                            ▼
            ┌───────────────────────────────┐
            │ Health workers charge user fees/cards │
            └───────────────────────────────┘
                            │
                            ▼
        ┌───────────────────────────────────────┐
        │ Health workers don't receive a salary or "prime" │
        └───────────────────────────────────────┘
```

Policy changes related to salaries haven't been implemented

Salary transfers are at high-risk of graft

Primes paid through donor funding are not sustained at the end of the project

Provincial governments have not met financing targets through the Mashako Plan

Reduced number of zero-dose children

Next steps:
- Refine and iterate during analysis and co-creation workshops with key stakeholders
- Co-design interventions with PEV and other stakeholders to holistically address multiple root causes
- Convert RCAs into CLM diagrams
- Monitor causal links and results

Families can afford services

Parents are not charged for services

Health workers do not charge for cards or services

Health workers receive a regular, predictable, sufficient, timely salary

Salary policies funded and implemented by national and provincial governments

Salary payments made through secure mobile banking directly to staff

Donors support policy, governance, financing of salaries

Provincial governments meet financing targets

Questions or feedback?

5

Wrap-Up

Today's Main Takeaways

- Pause and reflect is a useful, evidence-based CAM approach that plays an important role in the CLA program cycle.

- Knowing where your project falls on the CLA maturity spectrum helps inform the type of P&R activity.

- There are a variety of different types of P&R that can be used by individuals or groups.

- Root cause analysis is a CAM approach that can be used to identify (or predict) underlying causes of observed challenges.

In the next session: Wednesday, July 7th

- Introduction to Outcome Harvesting

- Examples of CAM in practice from JHU CCP and USAID Progress

- Don't forget to register: Session 4 Registration

Pause and Reflect: Individual Journaling

QUESTIONS:

- What are the main lessons that you learned today?

- What have you learned across this series so far?

- How will you integrate this learning into your work?

PROCESS:

- Reflect on the questions at left, writing responses on your own paper, computer

- Afterwards, if you would like to share, you can add them to the Rise Up pad

THANK YOU

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