

NINE CORE PHASES IN INOVASI'S PDIA PROCESS

1

EXPLORE



At this stage the local context, the local specific problems in learning and the existing local capacities, capabilities and opportunities (promising practices) that can be built on to solve the identified problems are explored.

Many information gathering methods can be used during this stage to identify themes and priorities. These include reviews of existing information from government and donors, provincial and district educational data, rapid situation analyses, surveys and district level meetings. These may be followed by quick ethnographic field studies involving interviews, conversations and observations to examine the emerging themes in greater detail.

This stage is not research in the sense of a systematic investigation but rather a quick exploration of the context. Although Explore is shown as number '1' in the process, the starting point of the process can and will vary according to the different situations being looked at and what and how much is already known.

2

SYNTHESISE



This second stage consists of synthesizing the information collected during the explore phase, into insights and key learning points.

Sharing, debating, defining, refining, validating and prioritizing it with local actors to co-construct what the real problems are, identify potential opportunities and develop focus areas for brainstorming potential solutions.

3

DESIGN



Activities at this stage will translate the problem into action. They will focus on brainstorming ideas and generating potential solutions to address the learning problems identified in the previous phases of the process.

Ideas are explored, prioritized, and chosen to pre-pilot. It is expected at this stage that a range of different solutions will be proposed. They may all be tested at this stage.

INOVASI is not looking for "new" ideas or solutions. If other people have already figured out how to solve the specific problem, then the known solution may be adapted and applied, as long as it fits the context and addresses the specific local problem identified.

4

TRY IDEAS



Some of the proposed solutions or key elements of them (number to be determined on a case by case basis) are tested on a very small scale – usually in a few schools or locations – to see whether they have the potential to work, how well they might work and how they could be improved.

5

REVIEW & ITERATE



Structured learning opportunities are built into the pre-pilot, to assess whether the solution being pre-piloted is working.

Methods might include participatory action research or reflective learning journals. People take stock of what results are being achieved, what lessons are being learned, what challenges are being encountered and how they might be overcome. These are intended to provide tight feedback loops that allows for the real-time adaptation of the pre-pilot and inform the resulting pilot so that it has a high chance of success.

6

PILOT



At this phase of the process, decisions are made about which pre-piloted solution(s) to take to a full scale, longer term pilot.

Choices are made about the size and scope of the pilot, the funding strategy to implement it (e.g. joint or independent funding), what success looks like, how success will be measured (for Stage 7) and how the learning around the pilot will be documented and shared on an on-going basis (for Stage 8). Pilots will be carried out in existing clusters of schools.

7

EVALUATE



Evaluation is done at the pilot and program level. All pilots are rigorously monitored and evaluated to learn about what is happening and the extent to which the solution being piloted is achieving what is intended.

The type of evaluation will vary depending on the pilot activity and will be designed on a fit for purpose basis. However, the design will continue to incorporate structured and tight feedback loops to ensure gradual and progressive success.

8

SHARE



All parts of the process, pilots and lessons learnt through reviews, iterations and evaluations will be documented in various formats such as learning journals, papers, policy documents, brochures, videos or 'how to' manuals.

These will shape the INOVASI ideas box which will be shared on a continuous and on-going basis through innovation forums, showcase meetings, conferences, YouTube videos, blogs, Facebook posts and on line platforms. This is intended to diffuse ideas for the scale out of feasible practice across organizations and communities of practice.

9

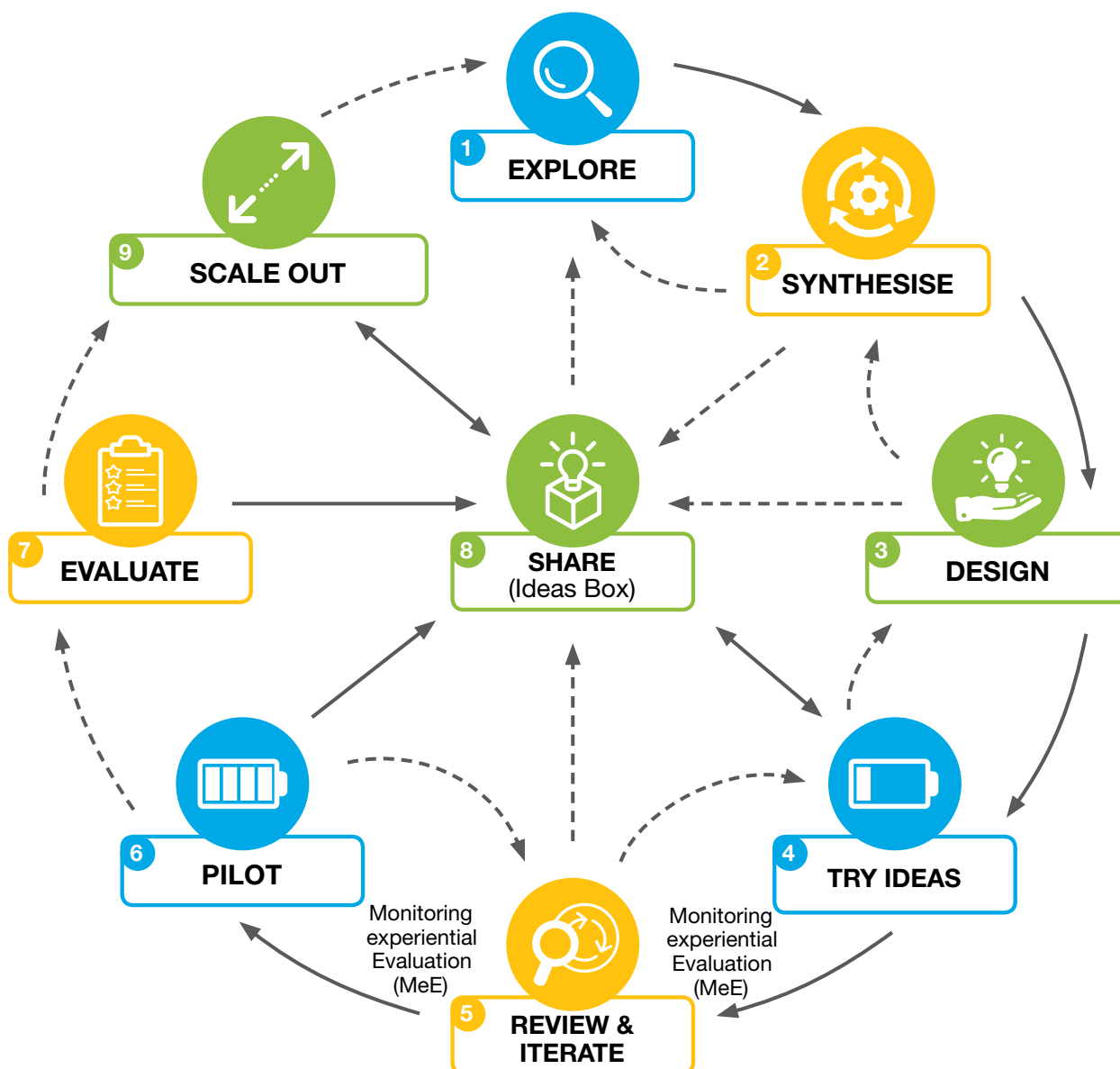
SCALE OUT



Pilots, processes and ideas that have been found to "work" will be expanded to other context relevant areas on a demand led basis. This may include varying components for implementation, depending on the context and resources available locally. INOVASI will provide technical assistance.

HOW INOVASI DOES PDIA

(PDIA Diagram version 16 August 2017)



INOVASI works to find out how to improve learning outcomes in literacy and numeracy by using a distinctive approach designed to find local solutions to local and specific problems in learning.

The approach is named Problem Driven Iterative Adaptation (PDIA)*. Each stage of the approach serves its own purpose, but there are also three overarching processes within the approach: These are represented in three colours: Blue, Yellow and Green.

All stages of the process from discover to design and evaluate will involve working and learning directly with local stakeholders ranging from representatives from local government bodies, school principals, teachers, parents, communities and local organizations. INOVASI terms this ‘co-design’ and it is at the very core of the approach.

By using co-design, INOVASI is confident that the final pilot will be a success because the very people who will use it have been kept at the very centre of it and have ensured that it is viable, legitimate and context relevant.

PLAN, DO, DOCUMENT

The “explore”, “try ideas”, and “pilot” phase all have their own cycle, consisting of Planning, Doing, and Documenting.

LEARN

The “synthesize”, “review” and “iterate” and “evaluate” stages are ‘check points’ designed to reflect on and use the learning generated to inform the next steps.

DIFUSSION

The “design”, “share” and “scale out” phases are seen as opportunities for the diffusion (dissemination) of feasible practice across organizations and communities of practice.

*Pritchett, L., Woolcock, M., & Andrews, M. (2012). Escaping Capability Traps through Problem Driven Iterative Adaptation (PDIA), Working Paper No. 240. Cambridge, MA: Harvard Kennedy School’s Center for International Development.

**Icons adapted from www.thenounproject.com