

Iterative Evaluation for Protection Tip Sheet #3:

Creating an Enabling Environment: Resources, Processes, and Organizational Culture

In this series of tip sheets, InterAction highlights helpful considerations, resources, and examples of good practice to cultivate an evaluative mindset and using evaluation to adapt interventions for protective impact. The previous installments in this series of tips focused on [establishing “evaluability” for protection interventions, defining the purpose and determining the criteria for success, and selecting evaluation approaches and methods](#). Iterative evaluation practice requires an enabling environment that supports feedback loops, whereby analysis and recommendations feed into decision-making and programmatic and strategic adaptation. This final tip sheet highlights a few considerations for the resources, processes, and organizational culture which support iterative evaluation for protection.



Having an Evaluative Lens in Design and Implementation: In complex environments, evaluators can add value to program teams by asking evaluative questions, bringing data and logic to the table, and helping teams unpack what results are expected, the contributions of results to desired outcomes, and how to make adaptations based on information at hand. Therefore, teams should consider the resources required for engaging evaluators throughout the response when designing their interventions and securing funds.



Breaking Down Siloes: The link between monitoring and evaluation processes and programs can either facilitate or hinder evidence-informed decision-making and adaptation. Close physical proximity between M&E and program staff can encourage breaking down organizational siloes, but investing in strengthening the monitoring and evaluative thinking capacities amongst all staff can facilitate a concerted approach for designing for an measuring progress towards outcomes.



Cultivating Champions for Iterative Learning: To shape a culture, there needs to be commitment and capacity from all levels. This entails leadership which treats collaboration, learning, and adaptation as an organizational priority that is important and valued, and staff that are equipped with the competencies to participate in analysis and empowered to make decisions based on the evidence gathered.¹ Staff should be open to taking risks and implementing different approaches, and managers need freedom to make decisions and mistakes. At all levels, it is important to cultivate champions who have the curiosity, openness, and bravery to try new methods and ways of thinking in pursuit of protection outcomes.



As we continue to build our evidence base, we'd love to hear from you! How do you approach designing, implementing, monitoring, and evaluating programs in an iterative manner? **Do you have methods, tools, or stories to share? [Let us know!](#)**

Iterative Evaluation in Practice:

In Sierra Leone, [IRC's](#) field teams systematically reviewed the project's progress toward goals, challenges encountered, and identified solutions and best practices in consultation with community stakeholders. These reflection sessions occurred on a weekly and monthly basis, initially established by the field-based project manager as a way to encourage staff to openly reflect upon successes, obstacles, and ways to mitigate problems. The iterative approach to project learning, alongside management's efforts to empower and mentor staff, has created an environment where field staff and the affected population have great ownership over the project.

¹ For some helpful case studies around institutionalizing adaptive management, see IRC and Mercy Corps' report: [ADAPting Aid: Lessons from six case studies](#). (2016)