QUALITY AND STANDARDS FRAMEWORK

Principle: Embrace an iterative approach to program design and implementation.

1

HCD PHASES	Tip #1	Tip #2	Tip #3	Tip #4	Tip #5
Planning	Structure budgets and work plans to accommodate pause and reflect moments, particularly during periods of divergence in the design process. During reflection moments, partners should align on a clear definition of the challenge to be addressed, from a young person's point of view, and determine where there is room for modification/flexibility within the project structure.	Establish a MOU that articulates the consortium's commitment to their shared values and culture, which should focus on being user-driven, open-minded, patient, and flexible.	Set targets related to the outcomes of interest with the intention of revisiting them once the problem has been clearly defined and a theory of change articulated.	Align with all partners and stakeholders on what the highest priority impacts of the intervention should be. Partners and key stakeholders should develop a theory of change to outline how they would like to see young people's lives improved after the intervention has been implemented. There should be an understanding that the theory of change will evolve as it is informed by young people's perspectives on the challenge at hand.	
Research	Create a variety of research tools for different levels of engagement (ones that are more participatory versus ones that are more individual reflections). A diversity of research tools allow project teams to select the most appropriate tool based on the sensitivity of the topic as well as the young person's age.				
Prototyping	Project teams should select prototypes for testing that align with the learning objectives of the prototyping phase. Teams should not exclude or prioritize specific prototypes simply based on the form or function of that prototype, as those aspects may evolve organically through user feedback.	Create a theory of change ("program impact pathway") that describes the way the intervention is hypothesized to achieve the desired changes. Based on this theory of change, project teams can identify which program elements could be modified to better fit the needs of the population.	Measure all parts of the user experience to understand where there are opportunities for improvement within the intervention or in best meeting the needs of the population.	Make the appropriate changes to the prototypes based on feedback received through prototype testing with the young people and key stakeholders.	Review and revise short- and medium-term outcomes at the end of the prototyping phase to align with any changes in the intervention design before going into implementation.

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Implementation	Have at least 1-2 key members of the design team engaged as part of the adaptive implementation team in order to ensure continuity between the design/research phase and the implementation phase.	The needs of adolescents and young people change rapidly, especially if a program has a multi-year implementation timeline. Build in quarterly or semi-annual reflection points with the design, implementation, and MEL team to reflect on whether the project team is: a) still delivering a solution that meets young people's needs; and b) measuring the most appropriate indicators.	Continue to take regular feedback from adolescents and course-correct to ensure their needs are met.	Adapt training, pilot, and implementation strategies to fit operating context such as security constraints, access restrictions, or health policies (e.g., the COVID pandemic & lockdown).	Thoroughly examine the local context to assess if any changes need to be made to the program design before or during implementation (e.g. changes in digital access among youth, changes in national SRH policies for adolescents).
Evaluation	Budget and plan for a qualitative component to the program evaluation in order for beneficiaries and stakeholders to provide ongoing and more detailed insight into why the intervention is or is not working as intended.	When designing the data collection system, look for opportunities for real-time or near real-time data collection. This will enable the program team to review and adjust intervention rollout in a more adaptive and flexible manner.	Be open to short- and medium-term outcomes adapting based on what project teams learn about the intervention and how it works in the real world.	Periodically revisit process indicators and targets to adapt to evolutions in the implementation model.	Use a flexible MEL plan that is accessible to the whole project team to keep everyone informed on project assumptions, learnings, and potential next steps.

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3

Links to relevant open-source resources (e.g. case studies, checklists, tools, trainings)

Adaptive MEL at the Heart of Implementation
https://www.inasp.info/sites/default/files/2018-10/Adaptive%20MEL%20paper%202_0.pdf

How to Set Up and Manage an Adaptive Programme
https://www.opml.co.uk/files/Publications/8617-action-on-climate-today-act/act-adaptive-programme-management.pdf?noredirect=1

Design Kit | Mindsets
https://www.designkit.org/mindsets

Design Kit | Methods
https://www.designkit.org/methods

Design Thinking: Select the Right Team Members and Start Facilitating
https://www.interaction-design.org/literature/article/design-thinking-select-the-right-team-members-and-start-facilitating?gclid=Cj0KCQiAoNWOBhCwARIs
AAiHnEhEVFWbbKD-b16OWMnYBIJjVvsqwSKSgGYI71t4twRGHHq6QOoUGS8aArXrEALw_wcB

A360 Learning Hub | Adaptive Implementation
https://a360learninghub.org/open-source/adaptive-implementation/

Using Human-Centered Design to Develop, Launch, and Evaluate a National Digital Health Platform to Improve Reproductive Health for Rwandan Youth
https://www.ghspjournal.org/content/9/Supplement_2/S244/tab-figures-tables