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A COLLABORATING, LEARNING, AND ADAPTING REPORT

**MISSIONS AND PARTNERS SHARE EXPERIENCES AND BEST PRACTICES IN
COLLABORATING, LEARNING AND ADAPTING**

SYNTHESIS OF AN ONLINE LAB SESSION

SEPTEMBER 2013

This document was produced for review by the support of the U.S. Agency for International Development (USAID) under the Knowledge-Driven Microenterprise Development (KDMD) project, implemented by the QED Group, LLC. The views expressed are those of the author and do not represent the views of the United States Agency for International Development or the United States Government.

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INTRODUCTION

On June 4-5, 2013, the Office of Learning, **Evaluation, and Research (LER) in USAID's** Bureau of Policy Planning, and Learning (PPL) hosted a **“Lab Session”** webinar and discussion on Learning Lab open to all USAID staff and implementing partners entitled “A CLA Dialogue: Missions and partners share experiences and best practices.” Both the webinar and multi-day online discussion introduced the Collaborating, Learning, and Adapting (CLA) framework and provided examples of how USAID Missions and implementing partners have applied CLA to their work in **order to increase the impact of USAID's programs. During the CLA Dialogue, 181 participants from 18 countries followed the discussion on Learning Lab, and 45 of these participants contributed to the discussion by posting comments.**

The webinar included presentations from Stacey Young, Senior Learning Advisor in **USAID's Bureau for** Policy, Planning, and Learning (PPL); Joan Whelan, Knowledge Management and Organizational Learning Specialist also from USAID/PPL/LER and previously from the Food Security and Nutrition Network; and Lane Pollack, Learning Advisor for USAID/Uganda. Facilitators included Ahmed Sirleaf, CLA Advisor for USAID/Liberia; Ioli Filmeridis, Program Development Officer for USAID/Zimbabwe; and Ann Hendrix-Jenkins, Director of the Knowledge for Health Project (K4Health) at Johns Hopkins Bloomberg School of Public Health.

This report highlights a number of key topics raised by participants as they

discussed designing, planning and implementing CLA.

In an effort to delve deeper into concrete examples provided by Missions and implementing partners, the report also includes **three CLA “snapshots”** that illustrate lessons learned and best practices that could be replicated by Missions and implementing partners.

The Lab Session discussion and webinar, as well as additional tools, guides, articles, and research papers provided by participants, are available on **USAID's** Learning Lab website under the Resources tab in the [CLA Group](#)¹ space. Further discussion around CLA among USAID staff and implementing partners still takes place on Learning Lab in the open CLA Group. This group is one of many tools available for stakeholders to connect around CLA, start discussions, share resources and updates, and promote upcoming events and learning activities. We invite you to visit the space and learn about what USAID and partners are learning together!

¹ CLA Group on Learning Lab:
<http://usaidlearninglab.org/working-group/cla-community-practice>

DESIGNING, PLANNING AND IMPLEMENTING CLA: DISCUSSION SUMMARY

The two-day online dialogue explored emerging approaches and lessons learned from USAID Missions that are integrating CLA into their strategic plans, project designs, and implementation. Implementing partners also discussed their experiences, ranging from those who have participated in longstanding learning networks to those just beginning to grapple with how to build best practices around collaborating, learning, and adapting into their business processes and program implementation.

CLA AS A WAY OF WORKING

Discussions focused on the conditions that promote CLA, including the importance of stakeholder engagement, the power of reflective processes, and the need for culture change in **participants’ respective organizations in order to engage in candid inquiry over what is working, what is not working, and why**, in order to encourage responsive adaptation.

Business processes can work to promote CLA, including adaptive contracting mechanisms that allow iterative changes in response to changing context. CLA can also be fostered through strong human resources practices, such as building rewards and incentives into staff performance review systems, and in finance and budgeting practices that allocate resources for CLA activities.

CLA in Action: Planning for collaboration in USAID Missions

USAID/Rwanda and other Missions are using collaboration mapping tools to help articulate the nature, strength and relevance of the Mission’s relationships with various actors – government counterparts, other donors, private sector partners, implementing organizations, researchers and academics. The mapping exercise helps to plan how to invest in those relationships, to identify areas of overlap and mutual interest, to map out financial interests, and to highlight areas of potential partnership. Importantly, the exercise also serves to identify relationships where influence can be leveraged and learning engaged.

Collaborating, learning, and adapting are not new, and have been practiced by Missions and partners for years. However, we are in the midst of a concentrated effort to systematize and invest in this way of working. More and more, Missions and partners are embracing the evidence-based and experiential learning inherent in our work, and recognizing its importance and added value to effective development work.

ENGAGING WITH KEY STAKEHOLDERS

Participants acknowledged the need to be strategic and creative in choosing collaborating partners for program coordination and contextual knowledge sharing. During the Lab Session, consensus emerged around the need for **USAID and its partners to work together as “knowledge peers” across organizations and projects to help improve future development interventions**. In practice, collaboration among implementing partners can create more effective programming

as organizations team up based on unique skill sets. Formal networks, communities of practice, as well as informal knowledge sharing are some ways implementing partners have been collaborating around learning. Donors can also be instrumental in bringing partners together around a common topic.

CLA in Action: Ground-truthing through stakeholder consultation

USAID's Office of Food for Peace, working with the Zimbabwe Mission, held a series of stakeholder meetings around the country guidance for a new development food assistance program being designed for Zimbabwe. The consultations, which were held at both the national and sub-national levels, involved discussions with non-governmental organizations, government technical officers, academic and research institutions, and the private sector. These consultations yielded valuable insights around national priorities, ongoing efforts, and program needs and opportunities throughout Zimbabwe. While these discussions shed much light on local context, community discussions were also held in a number of provinces slated for program coverage, in order to get broad feedback on the underlying causes of food security in their communities, and the appropriateness of potential responses. The feedback received was fed directly into country guidance that informed large-scale development food assistance programs currently strengthening food security in Zimbabwe.

Participants also mentioned the importance of engaging with stakeholders outside the usual circles and making sure the stakeholders included are representative of as many impacted parties as possible. Including a broad array of stakeholders, including partners working at the grassroots level, in discussions before, during, and after both design and implementation allows for rigorous ground-truthing of program elements, hypotheses, and evaluation criteria.

MAKING ROOM FOR REFLECTION AND INQUIRY

Forward progress does not always mean forward movement, one participant noted. Rather, progress can sometimes be better enabled by taking time to reflect, consider, and evaluate **what's next, as well as how to get there.** Such reflection is the fundamental basis to learning and adapting.

Participants felt that relationships between the funder, implementer, and partners need to be strong and enable honest reflection. They noted preference for decentralized, nimble, and adaptable decision-making structures, and felt that Missions would be more resilient if they fostered continuous communication, flexibility in expectations and a culture of learning.

A number of key development processes were cited that offer room for greater reflection, inquiry, dialogue, exchange of tacit knowledge, and discussion of adaptation and change. These include work planning, reporting, performance monitoring, portfolio reviews, site visits, donor coordination or partner meetings, and both the

² Engineers Without Borders (2011). *Failure Reports*, Canada, <http://legacy.ewb.ca/en/whoweare/accountable/failure.html>

identification of evaluation questions as well as the sharing and use of evaluation results.

In addition, there are many simple approaches to creating opportunities for additional peer exchange, and candid examination of what is working, what is not working and why. These include learning focused summits or meetings around emerging issues or evidence, exchange of tacit information through regular discussion and inquiry-oriented staff meetings, the formation of discussion groups or communities of practice, regular convening of after action reviews, and many more.

Participants identified a few focus areas where reflection and inquiry can be particularly beneficial in the development context, as an iterative process that allows feedback, learning and adaptation. These include examination of:

- Strategy and the underlying development hypotheses being used,
- Tactics and the effectiveness of approaches being employed,
- Capacity, level of effort, resource availability, management structures and whether all are adequate to the task
- Long-term or unintended impacts
- Local context and stakeholder feedback

Participants noted that development interventions do not take place in a vacuum, yet there is still a tendency to view impacts in terms of before and after snapshots rather than as progress along a continuum.

CLA in Action: Building learning into program implementation

The Productive Safety Net Plus (PSNP+) program in Ethiopia was a large-scale, multi-donor effort supported by USAID that worked to graduate millions of the most vulnerable from dependency on food aid into productive livelihoods instead. At the outset of program activities, little budget had been set aside for learning given the imperative that as many households as possible be reached through direct implementation. Yet it became clear to both USAID/Ethiopia and the implementing organizations, including CARE, that the lessons from PSNP+ - and the validity of its causal model - had the potential to influence future programs reaching many millions more Ethiopian households.

Through a widely attended learning workshop that included the program's consortium partners and other key stakeholders, a number of learning questions were identified that explored the causal model, the combination of interventions being implemented, and their sequencing in time. The learning questions also looked at the role of implementation – what works in theory may be undone due to poor implementation or local contextual factors.

The results of this learning effort brought about changes in how PSNP+ was implemented, from making activities more 'drought-resistant,' to calling for the mainstreaming of gender into livelihood activities, and linking of farmers with the private sector. The results of the learning activities directly influenced the shape of the following-on project, Graduation with Resilience to Achieve Sustainable Development as well, while informing the thinking around countless other programs hoping to graduate the most vulnerable out of conditions of severe food insecurity and extreme poverty.

EMBRACING THE LESS THAN PERFECT

In many other contexts, failure is seen as an acceptable corollary to risk taking, innovation and creativity, an expected part of doing business. But all too often, international development programs are expected to perform successfully in uncertain situations within a limited timeframe with limited deviation from original design. Failure is difficult for implementing partners to discuss openly and honestly, since future contracts often depend on achievement of results and generation of successes.

Despite these variables, several Missions are trying to use a different approach to working with partners, focusing more on learning from mistakes and adapting future programming, rather than finding fault and laying blame. In order for adaptation to become acceptable, a shift is needed to openly discuss failure and allow partners to take reasonable risks in programming without being unduly penalized. Learning networks and donor-supported collaboration can also help provide a safe environment to openly discuss failure

Adapting in response to failing – or less than perfect - interventions depends on strong feedback loops that provide in a timely manner the information needed to recognize and respond. Reliance on strong practices around collaborating and sharing knowledge, and around pausing to review, reflect, learn and adapt are critical to this process.

INTEGRATING CLA INTO HUMAN RESOURCES AND STAFFING

Participants noted that integrating CLA into core business models and processes is necessary for increasing the number of those practicing CLA as well as the quality of CLA activities carried out. Retrofitting staff practices and approaches to be more learning-centered, one individual at a time, is an overwhelming task. Successful change management and organizational development within our institutions can help build CLA into our DNA. This will take, and already has taken, leadership buy-in.

CLA in Action: Learning from failure

In the belief that the only 'bad' mistake is the one that is repeated, **Engineers Without Borders/Canada (EWB/C)** has made strong institutional efforts to identify and openly acknowledge failure. Seeing failure as fuel for innovation, and the acceptance of failure as necessary for creative risk taking, EWB/C documents their programmatic failures in an annual [Failure Report](#)² that is shared widely to inform other practitioners and stimulate thinking and learning.

Participants specifically mentioned that organizations' **human** resources function could be at the forefront of CLA institutionalization, incorporating CLA at every stage of the employee life cycle, from job descriptions and other aspects of the recruitment process, to staff training, management systems, and performance assessments, and finally to exit interviews. Incentives are important, as well as making sure that every employee recognizes their role in fostering the practice of CLA.

Participants also discussed creating a focused **CLA "function"** or team in order to catalyze and foster collaborating, learning and adapting amongst the Mission, activity or organizational staffing structure, to help to foster integration

and cross-office, cross-sector, or cross-organizational efforts for better integration and peer learning, and to help to foster adaptive management structures that favor reflection, inquiry and adaptation.

SUPPORTING CLA THROUGH CONTRACTING MECHANISMS

Participants discussed the challenges of harmonizing contract requirements with flexibility in project design and implementation. As stated in [USAID's Automated Directives System \(ADS\) 200](#)³, “**project implementation should incorporate dynamic tools and mechanisms with the potential to adapt to changing circumstances, and to respond to evolving external conditions.**”

Acknowledging that the development landscape is complicated, participants noted a few dimensions of particular importance in fostering CLA through the design of mechanisms: how to build adaptability into contracting mechanisms, how to embed learning objectives for implementers into contracts, and how to “**own**” the process and the results without getting pigeonholed into something permanent.

The funding mechanism, itself, can work to facilitate coordination across partners, encourage their learning from one another and facilitate nimble adaptation as course corrections are necessary. Similarly, the procurement process can ensure and reward the allocation of sufficient resources for staffing and budget support to CLA, and the documentation and sharing of knowledge generated.

CLA in Action: Building collaboration into implementation and program management

USAID's Office of HIV/AIDS (OHA) serves as the coordination mechanism and driving force for the collaborative efforts of a number of global technical assistance mechanisms funded by OHA. Once a quarter, using a format they designed collectively, the five mechanisms meet to coordinate and inform one another of their work and any new learning. As a result, the group has carried out a number of joint technical assistance trips, worked on some shared tools, and identified areas for future collaboration. The support from USAID to make time for these touch points and to prioritize communication and relationship building has been key.

Similarly, **USAID/Guatemala** has prioritized multi-sectoral collaboration across Mission technical offices, implementation mechanisms and organizations. From the initial design through implementation of the **Western Highlands Integrated Program**, USAID structured internal and external working groups in both the capital city as well as the field, and supported joint planning and knowledge sharing through extensive and frequent cross sectoral meetings in the Mission and amongst implementing partners. These activities were supported and institutionalized through a supportive internal management structure in the Mission as well as formal memoranda of understanding for implementing partners committing to cross-organizational and cross-sectoral collaboration. These efforts have led to improved linkages between USAID and its partners, as well as a shared vision of desired results and how each sector can contribute to achieving them.

³ USAID (2012) *ADS Chapter 200 Introduction to Programming Policy*, USA, <http://www.usaid.gov/sites/default/files/documents/1870/200.pdf>

CLOSING THOUGHTS

The discussion around how Missions and partners plan and implement specific CLA activities is far from over. Feedback will inform what USAID does to create the right conditions for CLA to enhance our development work while continued dialogue will help to shed light on the many valuable practices being carried out in programs and projects and activities across the globe. Sharing stories, experiences, hesitations, and hopes with a group of stakeholders invested in applying the CLA framework also allows us to gather valuable lessons learned and to replicate best practices, all contributing to the improvement of development work.

The CLA discussions emerging on Learning Lab are an opportunity to share concrete examples, offer detailed suggestions, raise specific concerns and get some targeted advice and assistance from each other. USAID/PPL looks forward to future opportunities to continue the discussion, both in person and online!

CASE 1: HOW LAND O' LAKES USED A PARTICIPATORY APPROACH TO BUILD SUSTAINABILITY

Monitoring and evaluation of activities is an important component of the development process, generating information, best practices, and lessons, which need to be internalized and disseminated to other relevant stakeholders (donors, primary stakeholders, host government agencies, and project partners) in order to inform new and existing programs and policies.

Land O'Lakes International Development uses collaborative, to monitoring and evaluation to ensure that stakeholders and communities develop partnerships for the long-run, and that primary stakeholders have the opportunity to provide feedback on service delivery and areas for improvement. These kinds of participatory approaches, **Land O'Lakes finds, promote learning,** program improvement, and sustainability.

ONE APPROACH

Land O'Lakes utilizes the **Community Score Card** (CSC) to exact social and public accountability and responsiveness from service providers. CSC is a monitoring and evaluation approach and tool to enable primary stakeholder communities to assess and evaluate services and performance using a grading system in the form of scores. The purpose of the exercise is not just to produce a scorecard, but also to use the documented perceptions and feedback of the communities to make improvements to projects. Uptake of this approach is dependent on the communities. Some communities take on the CSC monitoring approach immediately after the project teams introduce the tool to them, while others take some time to digest and develop

trust in the process and underlying motivations. Educating stakeholders on the tool and its merits is critical to its success in application.

USE OF THE CLA FRAMEWORK

Having communities participate in providing feedback on projects enables **Land O'Lakes to address some issues that** were not thought through during the project design phase and even during implementation. It also offers the opportunity to review project strategy and try to make adjustments to meet both community needs and donor deliverables in a more efficient manner. CSC feedback has enhanced the confidence of the **communities' ability to have a voice and an upper hand** in project planning and implementation. This approach has promoted accountability in service delivery and perhaps the most important benefit of all, enhanced stakeholder ownership, which in return, will promote the sustainability of projects once donor-funding ends.

LESSONS LEARNED

Community members are usually keen to contribute to project monitoring and evaluation if given an opportunity to do so in ways that suit their everyday reality. As implementers, we need to come in with an open mind prepared to listen to what the primary stakeholders say about project(s). We also need to work in partnership with community stakeholders to set expectations and brainstorm actionable steps for successful implementation of the CSC approach itself and the recommendations arising out of it.

CASE 2: HOW THE LEAD PROJECT INCORPORATED CLA FOR STRONGER IMPLEMENTATION AND BETTER RESULTS

USAID's **Livelihoods and Enterprises for Agricultural Development (LEAD)** project aimed to improve food production and livelihoods among smallholder farmers in Uganda.

FACILITATIVE APPROACH

After an independent, mid-term evaluation of LEAD activities in 2010, the program worked to develop and apply a more adaptive technical approach, the facilitative value chain approach. Through this approach, LEAD encouraged uptake of improved practices by incentivizing early adopters through awards and recognition, encouraging and educating late adopters through exchange visits between firms, and raising awareness of improved practices through case studies and presentations by adopters at industry forums. This approach required that staff shift from an activity focus to an outcome focus which required, in turn, new clarity on shared goals and flexibility to allow experimentation and adaptation in management and planning.

What the facilitative approach means in practice is looking at a value chain as a system of interconnected actors, establishing which of these actors can have a disproportionate effect on the others, and working with them to change in such a way to have a powerful impact on poverty reduction. The essence of the approach is learning.

Because the project operated under a flexible contracting mechanism and had strong leadership in the Uganda Mission, this dynamic, change-promotion process was feasible. Flexibility in the LEAD scope

of work to achieve the activity goals without an overly prescribed path of inputs and outputs empowered the implementer to change course as needed based on evidence and feedback.

APPLYING CLA TO REFLECTION AND REVIEW

Learning on LEAD was synthesized quarterly in formal review sessions with LEAD staff, USAID/Uganda and, where appropriate, collaborating partners. These adaptive planning sessions allowed LEAD to:

- Review progress from the previous quarter and assess progress toward outcome goals
- Identify effective facilitation strategies and tactics
- Determine shifts in approach and resources where necessary
- Integrate learning into a detailed activity plan for the coming quarter
- Revise expected results and makes changes to results framework as necessary

This adaptive planning process called for periodic evaluation of LEAD interventions and gaps and allowed changes to project implementation, increasing the effectiveness of the program.

APPLYING CLA TO MANAGEMENT STRUCTURES AND PROCESSES

Changes to LEAD's **management structure** also reflected a CLA approach. Instead of focusing exclusively on adherence to

performance targets with technical leads as direct supervisors, LEAD created a flattened hierarchy so everyone on the project was a peer and reported directly to the Chief of Party. This new management structure was intended to remove perceived pressure to perform and facilitate greater creativity, learning, and innovation. Accompanying the new management structure, were new performance review templates which now looked not only at performance as measured in changes in the market, but also incorporated performance appraisal standards around understanding of facilitation, as well as around learning and incorporation of learning into work.

LESSONS LEARNED

The facilitative value chains approach required that LEAD project staff be prepared to collaborate with other stakeholders, to engage in continuous learning, and to adapt strategies and tactics where necessary.

Allowing for greater staff autonomy through a flattened hierarchy created logistical problems at first and necessitated greater coordination around actions and day-to-day activities.

Consistent messaging and role modeling from within the management structure (and donor) were essential to help foster a culture change that failing is acceptable, but failing to learn from it is not.

Meanwhile, staff mindsets do not change overnight, and dismantling hierarchies creates anxiety and tension. The project found that shifting organizational culture required patience and transitions needed to be handled tactfully. The project ended in July 2013, but the learning and experience gained around LEAD's **successful facilitative** approach was applied directly in the design of follow-on activities under **USAID/Uganda's Feed the Future efforts.**

CASE 3: HOW USAID/UGANDA'S CLA FUNCTION SUPPORTS THE MISSION'S DEVELOPMENT OBJECTIVES

As a Mission on the forefront of integrating CLA into its business operations and practices, USAID/Uganda developed and established a CLA function to focus on establishing conditions conducive for successful development. The concept of CLA was first introduced as part of the Country Development Cooperation Strategies (CDCS) formulation in 2010. With its approval, operationalizing CLA into the **Mission's implementation of it became a** focus for the team. The purpose of the CLA function is to ensure that progress toward development objectives is guided by analysis of a wide variety of information sources and knowledge: monitoring and evaluation (M&E) data, innovation, new learning that brings to light new best practices or calls into question received wisdom, collected observations from those who have particularly deep insight in a given area, and so on. The intent is to ensure that the causal pathway to desired outcomes is continuously assessed and adjusted to yield the most effective course of action.

THE CLA FUNCTION – A PLATFORM FOR BROAD INTEGRATION

Ongoing efforts to integrate CLA into the **Mission's culture and operations have** resulted in a broader, and more distributed understanding of and responsibility for embedding a CLA approach into **USAID/Uganda's** work across all the offices—technical and support—thus providing a broader platform for CLA to move forward in the Mission.

The CLA function operationalizes the Performance Management Plan (PMP) and engages a wide range of stakeholders in development assistance to, among other things, ensure that:

- Interventions are coordinated and complementary
- Stakeholders collaborate effectively to achieve programmatic synergies through sharing information and knowledge
- Development hypotheses are validated and updated so as to make the necessary, timely course corrections in both strategy and implementation
- Stakeholders make best use of available knowledge resources and contribute to those resources through accurate M&E and through sharing their observations and experiential know-how

ENHANCING EXISTING BUSINESS PROCESSES

Some examples of processes that have been enhanced as a result of the CLA approach include annual Mission-wide portfolio reviews that review key development hypotheses and capture strategy-level adaptations along the way, draft CLA language that is being increasingly incorporated into partner agreements to facilitate inter- and intra-partner collaborating, learning and adapting, as well as the increased practice of learning reviews to supplement external evaluations and more formal assessments in extracting

programmatic lessons learned and tacit knowledge.

The team continues to make progress in these areas by building and enhancing general awareness about CLA within the Mission (including new staff), proactively identifying priorities and milestones for implementing CLA, while also recognizing opportunistic moments to enhance activities, processes, and programming by infusing CLA into an existing work plan, event, review, or process.

An example of this last, more organic approach **is the redefinition of partners'** meetings to set a more collaborative tone (and thus set the stage for more frank discussions on results and challenges).

OPTIMIZING THE CLA FUNCTION

This CLA effort engaged most staff and partners in some capacity, as learning and planning are widely shared responsibilities. The CLA function is led by a Learning Advisor, M&E Specialist, Project Development Officer, GIS Specialist, Gender Liaison, and M&E specialists within the technical teams, as well as subject matter liaisons (SMLs) representing technical areas **across the Mission's portfolio. In** conjunction with the formulation of the CDCS, USAID/Uganda formed a cross-Mission Strategic Information Community of Practice (SICOP) to coordinate this CLA effort, improve rigor, and build staff capacity and awareness. This approach has enjoyed strong support from Mission leadership, including the Front Office and Office Directors, while evolving over various staff transitions and the early phases of CDCS implementation.

Staff have been incentivized to participate through a combination of an organizational

culture that (at least informally) recognizes and values learning, innovation, and cross-team collaboration, Mission leadership that embraces and consistently reiterates the importance of such an approach in internal and external fora, and individual drivers that include a desire to participate in efforts that have the potential to substantively enhance development results. In many ways, CLA is an enhancement of the ongoing quality enhancements top-notch staff were already proposing or implementing, and those same individuals have welcomed the chance to be supported in these efforts in a cohesive manner.

Establishing the CLA team has increased organizational awareness, created learning agendas, filled knowledge gaps, and has overall begun the process of synthesizing **CLA into the Mission's DNA. Some of the** challenges to date with the CLA function have been:

- Maintaining the right balance **between a formal CLA 'team' while** encouraging the diffusion and distribution of CLA approaches throughout the Mission
- Managing limited resources in the face of numerous CLA-oriented opportunities, including both the **strategic, systematic 'wholesale'** approaches on the **Mission's agenda**, and the organic **'retail' activities that** further build upon existing work and concretize CLA across stakeholders
- Ensuring the function evolves appropriately to meet the needs, culture and experience of the Mission as it moves further into the implementation of the CDCS and the elements of the reinvigorated Program Cycle

LESSONS LEARNED

Other Missions interested in replicating such a process might consider the following questions:

- What internal and external networks might already exist that could form the core or could magnify the work of the CLA team?
- **How can the team's activities and collaboration be most successfully integrated into existing work processes, while not getting 'lost' among the various existing Mission functions?**
- What are some initial activities that a CLA team could focus on to create cohesion, a shared experience, and momentum for this approach?

ADDITIONAL CLA RESOURCES

LAB SESSIONS' KNOWLEDGE CAPTURE:

- [Screencast CLA kick-off webinar \(June 4\)](https://irgltd.adobeconnect.com/_a984430303/p2y11d4wwas/?launcher=false&fcsContent=true&pbMode=normal)
(https://irgltd.adobeconnect.com/_a984430303/p2y11d4wwas/?launcher=false&fcsContent=true&pbMode=normal)
- [Lab Session Daily Summaries](http://usaidlearninglab.org/sites/default/files/resource/files/CLA%20Lab%20Session%20daily%20summaries%20%28June%202013%29.pdf)
(<http://usaidlearninglab.org/sites/default/files/resource/files/CLA%20Lab%20Session%20daily%20summaries%20%28June%202013%29.pdf>)

USAID RESOURCES

- [USAID Bureau of Policy, Planning and Learning](http://transition.usaid.gov/our_work/policy_planning_and_learning/)
(http://transition.usaid.gov/our_work/policy_planning_and_learning/)
- [USAID's Automated Directives System \(ADS\) 200](http://www.usaid.gov/sites/default/files/documents/1870/200.pdf)
(<http://www.usaid.gov/sites/default/files/documents/1870/200.pdf>)
- [USAID Learning Lab](http://usaidlearninglab.org/) (<http://usaidlearninglab.org/>) and [CLA Community of Practice](http://usaidlearninglab.org/working-group/cla-community-practice)
(<http://usaidlearninglab.org/working-group/cla-community-practice>)
- [Program Cycle 101](http://usaidlearninglab.org/library/usaid-program-cycle-101)
(<http://usaidlearninglab.org/library/usaid-program-cycle-101>)
- [Program Cycle Learning Guide](http://usaidlearninglab.org/learning-guide/program-cycle-learning-guide)
(<http://usaidlearninglab.org/learning-guide/program-cycle-learning-guide>)
- [Collaborating Learning and Adapting in Four Missions- Screencast](http://245elmp01.blackmesh.com/CLA_Webinar_December_2012/story.html)
(http://245elmp01.blackmesh.com/CLA_Webinar_December_2012/story.html)
- [Learning in USAID Mission Strategies and Projects to date \(June 3, 2013\)](http://usaidlearninglab.org/sites/default/files/resource/files/Learning%20in%20USAID%20Mission%20strategies_0.pdf)
(http://usaidlearninglab.org/sites/default/files/resource/files/Learning%20in%20USAID%20Mission%20strategies_0.pdf)
- [After Action Reviews](http://usaidlearninglab.org/library/after-action-review-aar-guidance-0)
(<http://usaidlearninglab.org/library/after-action-review-aar-guidance-0>)

ADDITIONAL RESOURCES, FRAMEWORKS, MODELS, AND METHODS SHARED BY LAB SESSION PARTICIPANTS:

- [Beneficiary Communication and Accountability](http://usaidlearninglab.org/sites/default/files/resource/files/IFRC%20BCA%20Lesson%20Learned%20doc_final.pdf)
(http://usaidlearninglab.org/sites/default/files/resource/files/IFRC%20BCA%20Lesson%20Learned%20doc_final.pdf)
- [Business Model Generation](http://www.businessmodelgeneration.com/)
(<http://www.businessmodelgeneration.com/>)

- [Butterfly Stamping Method](http://cognitive-edge.com/library/methods/...-and-the-butterfly-stamped-basic/)
(<http://cognitive-edge.com/library/methods/...-and-the-butterfly-stamped-basic/>)
- Consortium Alignment Framework for Excellence
(http://www.crsprogramquality.org/storage/pubs/partnership/PartnershipCAFE_lowres.pdf)
- [Supporting Communities of Practice](http://usaidlearninglab.org/library/supporting-communities-practice-0)
(<http://usaidlearninglab.org/library/supporting-communities-practice-0>)
- [Creating the Missing Feedback Loop](http://onlinelibrary.wiley.com/doi/10.1111/j.1759-5436.2010.00182.x/abstract)
(<http://onlinelibrary.wiley.com/doi/10.1111/j.1759-5436.2010.00182.x/abstract>)
- [Designing Participatory Brownbags and Meetings](http://usaidlearninglab.org/library/designing-participatory-meetings-and-brownbags)
(<http://usaidlearninglab.org/library/designing-participatory-meetings-and-brownbags>)
- [Evolutionary Acquisition Model](http://www.rand.org/content/dam/rand/pubs/research_briefs/2006/RAND_RB194.pdf)
(http://www.rand.org/content/dam/rand/pubs/research_briefs/2006/RAND_RB194.pdf)
- [Governance programming](http://usaidlearninglab.org/sites/default/files/resource/files/mcgoodgovernancecapstatement.pdf)
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- [Monitoring and evaluation](http://usaidlearninglab.org/sites/default/files/resource/files/its-all-about-mee_1.pdf)
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- [Organizational Network Analysis](http://www.cpc.unc.edu/measure/networks/organizational-networks)
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- Outcome Harvesting
 - [Outcome Harvesting- Ford Foundation](http://usaidlearninglab.org/sites/default/files/resource/files/Outome%20Harvesting%20Brief%20FINAL%202012-05-2-1_0.pdf)
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 - [Retrospective 'Outcome harvesting'](http://betterevaluation.org/resource/writeshop/retrospective_outcome_harvesting)
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- [Program Assessment Guide](http://www.micronutrientforum.org/innocenti/PAG-Final.pdf)
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