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Collaborating, Learning & Adapting Framework

CLA in the Program Cycle
- ADAPTING
  - Adaptive Management
  - Pause & Reflect
- LEARNING
  - Technical Evidence Base
  - Theories of Change
  - Scenario Planning
  - M&E for Learning
- COLLABORATING
  - Internal Collaboration
  - External Collaboration

Enabling Conditions
- CULTURE
  - Openness
  - Relationships & Networks
  - Continuous Learning & Improvement
- PROCESSES
  - Knowledge Management
  - Institutional Memory
  - Decision-Making
- RESOURCES
  - CLA in Implementing Mechanisms
  - Mission Resources

Although collaborating, learning, and adapting (CLA) are not new to USAID, they often do not happen regularly or systematically and are not intentionally resourced. The CLA framework above identifies components and subcomponents to help you think more deliberately about what approach to CLA might be best tailored to your organizational or project context. The framework recognizes the diversity of what CLA can look like in various organizations and projects while also giving CLA structure, clarity, and coherence across two key dimensions:

CLA in the Program Cycle: how CLA is incorporated throughout Program Cycle processes, including strategy, project, and activity design and implementation; and

Enabling Conditions: how an organization's culture, business processes, and resource allocation support CLA integration.

Organizations need both integrated CLA practices appropriate for their context and conducive enabling conditions to become stronger learning organizations capable of managing adaptively. The framework stresses the holistic and integrated nature of the various components of CLA to reinforce the principle that CLA is not a separate workstream—it should be integrated into existing processes to strengthen the discipline of development and improve aid effectiveness.

CLA in the Program Cycle			Enabling Conditions		
Collaborating	**Learning**	**Adapting**	**Culture**	**Processes**	**Resources**
Internal Collaboration 1. Identify and prioritize other teams/offices for strategic collaboration. 2. Decide how to engage those teams/offices. 3. Collaborate with those teams/offices based on decisions reached.	**Technical Evidence Base** 1. Track the technical evidence base. 2. Apply the technical evidence base in planning and implementation. 3. Contribute to/expand the technical evidence base.	**Pause & Reflect** 1. Variety and purpose of pause & reflect opportunities. 2. Timeliness of pause & reflect opportunities to inform decision-making. 3. Quality of pause & reflect opportunities.	**Openness** 1. Sense of comfort in sharing opinions and ideas. 2. Openness to hearing alternative perspectives. 3. Willingness to take action on new ideas.	**Knowledge Management** 1. Source various types of knowledge from stakeholders. 2. Distill knowledge. 3. Share knowledge with stakeholders.	**Mission Resources** 1. Roles and responsibilities vis-a-vis CLA. 2. Professional development in CLA. 3. Procurement of CLA support.
External Collaboration 1. Identify and prioritize key stakeholders for strategic collaboration. 2. Decide how to engage key stakeholders. 3. Collaborate with key stakeholders based on decisions reached.	**Theories of Change** 1. Quality of theories of change. 2. Testing and exploration of theories of change. 3. Awareness among stakeholders about theories of change and the learning that results from testing them.	**Adaptive Management** 1. Analyze learning from implementation and/or pause & reflect opportunities. 2. Inform decision-making. 3. Follow through on decisions reached to manage adaptively.	**Relationships & Networks** 1. Development of trusting relationships. 2. Exchange of up-to-date information. 3. Use of networks across the system to expand situational awareness.	**Institutional Memory** 1. Access to institutional knowledge. 2. Staff transitions. 3. Contributions of Foreign Service Nationals to institutional memory.	**CLA in Implementing Mechanisms** 1. Mechanism type and scope enables CLA. 2. Budgeting. 3. Staff composition and skills.
	Scenario Planning 1. Identify risks and opportunities through scenario planning. 2. Monitor trends related to scenarios. 3. Respond to and apply learning from monitoring.		**Continuous Learning & Improvement** 1. Staff take time for learning and reflection. 2. Motivation for learning. 3. Use of iterative approaches that enables continuous improvement.	**Decision-Making** 1. Awareness of decision-making processes. 2. Autonomy to make decisions. 3. Appropriate stakeholder involvement in decision-making.	
	M&E for Learning 1. Relevance of monitoring data to decision-making. 2. Design and conduct evaluations to inform ongoing and future programming. 3. Align monitoring, evaluation, and learning efforts across the strategy, project, and activity levels.				

COLLABORATING, LEARNING, AND ADAPTING FRAMEWORK & KEY CONCEPTS