moving the needle 2018

SUPPORTING SELF-RELIANCE THROUGH Collaborating, Learning and Adapting

FRIDAY
JUNE 15, 2018
NATIONAL PRESS CLUB
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## CONTENTS

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Guide for the Day</td>
<td>1</td>
</tr>
<tr>
<td>About the Event</td>
<td>2</td>
</tr>
<tr>
<td>Spotlight on <em>Time to Listen</em></td>
<td>4</td>
</tr>
<tr>
<td>Welcome and Keynote Address</td>
<td>5</td>
</tr>
<tr>
<td>2017 CLA Case Competition</td>
<td>6</td>
</tr>
<tr>
<td>Morning Breakout Sessions</td>
<td>8</td>
</tr>
<tr>
<td>Afternoon Breakout Sessions</td>
<td>14</td>
</tr>
<tr>
<td>Multi-Donor Panel</td>
<td>20</td>
</tr>
<tr>
<td>Speaker Bios</td>
<td>22</td>
</tr>
<tr>
<td>Resources</td>
<td>26</td>
</tr>
<tr>
<td>The National Press Club</td>
<td></td>
</tr>
<tr>
<td>Floor Plan</td>
<td>32</td>
</tr>
<tr>
<td>Time</td>
<td>Event</td>
</tr>
<tr>
<td>-------</td>
<td>----------------------------------------------------------------------</td>
</tr>
<tr>
<td>8:30 am</td>
<td><strong>ARRIVAL, NETWORKING</strong></td>
</tr>
<tr>
<td>9:00 am</td>
<td><strong>WELCOME, INTRODUCTION AND ORIENTATION</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Piers Bocock, Chief of Party, USAID LEARN</strong></td>
</tr>
<tr>
<td>9:20 am</td>
<td><strong>SPOTLIGHT</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Time to Listen: Hearing People on the Receiving End of International Aid</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Polly Byers, Executive Director, CDA Collaborative Learning Projects</strong></td>
</tr>
<tr>
<td>9:35 am</td>
<td><strong>REFLECTION EXERCISE</strong></td>
</tr>
<tr>
<td>9:50 am</td>
<td><strong>USAID WELCOME</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Susan Fine, Acting Assistant to the Administrator, USAID Bureau for Policy, Planning and Learning</strong></td>
</tr>
<tr>
<td>10:00 am</td>
<td><strong>KEYNOTE ADDRESS</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Mark Green, Administrator, USAID</strong></td>
</tr>
<tr>
<td>10:15 am</td>
<td><strong>CLA CASE COMPETITION AWARDS CEREMONY</strong></td>
</tr>
<tr>
<td>10:30 am</td>
<td><strong>Morning Break</strong></td>
</tr>
<tr>
<td>11:00 am</td>
<td><strong>MORNING BREAKOUT SESSIONS BY TRACK</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Local Ownership</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Managing Adaptively</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Shifting the Locus of Learning</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Leadership &amp; Change Management</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Tackling the Tough Questions</strong></td>
</tr>
<tr>
<td>12:15 pm</td>
<td><strong>Lunch and Time to Engage with CLA Resources</strong></td>
</tr>
<tr>
<td>1:15 pm</td>
<td><strong>AFTERNOON BREAKOUT SESSIONS BY TRACK</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Local Ownership</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Managing Adaptively</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Shifting the Locus of Learning</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Leadership &amp; Change Management</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Tackling the Tough Questions</strong></td>
</tr>
<tr>
<td>2:30 pm</td>
<td><strong>Afternoon Break</strong></td>
</tr>
<tr>
<td>3:00 pm</td>
<td><strong>MULTI-DONOR PANEL ON ORGANIZATIONAL LEARNING FOR DEVELOPMENT IMPACT AND SELF-RELIANCE</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Moderator: Stacey Young</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Senior Learning Advisor and CLA Team Lead, USAID</strong></td>
</tr>
<tr>
<td>4:30 pm</td>
<td><strong>REFLECTION EXERCISE AND CLOSING REMARKS</strong></td>
</tr>
</tbody>
</table>
ABOUT THE EVENT

CONNECT DURING THE EVENT

Polling App
(Use the Slido App
Event Code #MTN2018)

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Share a resource

Contact us at learning@usaid.gov or info@usaidlearninglab.org.
Many donors and implementers are grappling with how better to support developing countries’ self-reliance and ownership over their development agendas, and how to deepen and leverage learning and adapting in their organizations and programs to achieve this result. USAID is committed to supporting developing countries on their journey to self-reliance. It is also an acknowledged leader in organizational learning, with a Collaborating, Learning and Adapting (CLA) approach that stands out for its holistic scope, integration into Agency policy and focus on capacity building.

Moving the Needle 2018 is not a traditional conference, but a learning experience that will offer examples of how CLA practices and approaches are being implemented across the international development sector by USAID staff and partners to improve development impact and operational effectiveness, and to support self-reliance, local ownership and sustainability.

Today’s event brings together decision makers, thought leaders, donors and implementers around two questions:
1. How can we better leverage systematic, intentional and resourced collaborating, learning and adapting to operationalize and accelerate the shift toward new partnerships with developing countries that support their journey to self-reliance?
2. How can we further institutionalize organizational learning and adaptive management in our respective institutions to support this goal?

About the Bureau for Policy, Planning and Learning (PPL)
The Bureau for Policy, Planning and Learning (PPL) shapes USAID’s development policy and programming guidance to ensure that the Agency’s work is grounded in evidence and reflects the most advanced thinking in international development. Its structure includes the following offices:

• **Policy:** Leads the Agency in formulating and implementing policy and strategy, ensures policy coherence and coordination, informs external audiences about Agency direction, ensures development perspectives are actively considered in foreign and national security policy formulation and reinvigorates USAID’s leadership within the development community.

• **Strategic and Program Planning:** Leads the Agency in policy guidance and capacity building to institutionalize an iterative and adaptive planning process that supports USAID operating units in designing, implementing and adjusting strategies and projects based on the best available information to achieve and sustain results.

• **Learning, Evaluation and Research:** Catalyzes USAID’s transformation into an effective learning organization and operationalizes adaptive management in the program cycle through policy guidance and capacity building in performance monitoring, evaluation and CLA.

• **Development Cooperation:** Facilitates the Agency’s engagement with bilateral and multilateral donors, supports international development cooperation and policy coherence, and advances USAID priorities within the international development community.

About USAID LEARN
LEARN is a mechanism of PPL’s Office of Learning, Evaluation and Research and supports CLA and other program cycle processes at USAID to improve the effectiveness of programs in achieving sustainable development outcomes. USAID missions and Washington operating units can access organizational learning and adaptive management expertise through buy-ins to the contract. LEARN works with PPL and its other support mechanisms to recommend standards, resources and tools for integrating CLA into USAID programs and processes.
Published in 2012 by CDA Collaborative Learning Projects, *Time to Listen: Hearing People on the Receiving End of International Aid*, summarizes the experiences and analysis of nearly 6,000 people in 20 aid-receiving countries and the reflections of aid workers, on the effectiveness of international aid efforts as captured through *The Listening Project*. Showing remarkably consistent patterns and concerns, the project documented a widespread appreciation of international assistance efforts, but a strong message that major changes are needed to make international aid more effective. In line with USAID’s focus on self-reliance, the authors conclude that, “People do not want to need international assistance. They do not want to depend on outsiders for help.” As one of the only attempts to systematically listen to a large number of people from a wide range of countries and contexts, the conclusions from *Time to Listen* provide an important guide for current efforts to improve the effectiveness and sustainability of international assistance efforts.

Polly Byers, Executive Director of CDA Collaborative Learning, will share key findings from *Time to Listen* and what organizations have done to move towards a more collaborative and locally-owned approach to delivering aid. She will also share reflections and pose challenges on what USAID and the broader aid community can do to further support those on the receiving end of aid to lead their own development process.

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**PAUSE & REFLECT MOMENT**

**What?** What key messages did you hear from the *Time to Listen* findings?

**So What?** What implications do the findings have for self-reliance and development more broadly?

**Now What?** What practical action(s) can you take to support locally-led approaches?

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.TIME TO LISTEN
Hearing People on the Receiving End of International Aid

Polly Byers
Executive Director,
CDA Collaborative Learning Projects
USAID leads international development and humanitarian efforts to save lives, reduce poverty, strengthen democratic governance and help people progress beyond assistance.

Fulfilling this mandate requires strategic collaboration with implementers, host governments, and local stakeholders; continuous learning about what works and what doesn’t; and adaptive management for timely course corrections when contexts change or new learning becomes available. Through its Collaborating, Learning and Adapting (CLA) approach, USAID’s Bureau for Policy, Planning and Learning is leading the initiative to help the Agency become a more effective development organization by becoming a more effective learning organization. CLA tools, methods and mindsets help USAID staff and partners reduce duplication and leverage synergy, ground their work in evidence, allow for timely adaptation and facilitate country-learning and leadership and local investment in development initiatives.

In his remarks, USAID Administrator Mark Green will discuss USAID’s commitment to supporting countries on their journey to self-reliance, and how CLA helps ensure that USAID’s efforts have the broadest and most sustained impact possible.
The CLA Case Competition is an annual event that aims to capture real-life case studies of USAID staff and implementing partners using CLA approaches for improved organizational learning and better development outcomes. It provides USAID staff and implementing partners a chance to share what is working well, what they are struggling with and what they are learning through their work.

In 2017, the third annual competition collected 100 submissions representing nine technical sectors from 41 countries. USAID missions and operating units submitted 22 cases and USAID implementing partners submitted 78 cases. The 2017 Competition awarded prizes to 10 winners. Learn more about the competition and read cases at usaidlearninglab.org/cla-case-competition.
The 2017 CLA Case Competition submission period was May 1–June 16th. This annual event captures real-life case studies of USAID staff and implementing partners using a CLA approach for improved organizational learning and better development outcomes. You can learn more about these cases in the First Amendment Lounge.
MORNING BREAKOUT SESSIONS

TRACKS

• Local Ownership
• Managing Adaptively
• Shifting the Locus of Learning
• Leadership & Change Management
• Tackling the Tough Questions
LOCAL OWNERSHIP TRACK

Going Local: Challenges and Opportunities

For self-reliance to take hold, local stakeholders need to feel ownership of development priorities, resources and implementation. This session will help participants gain a deeper understanding of the challenges and opportunities around greater local ownership in development programming. Using an interactive approach, participants will hear a USAID, implementing partner and academic perspective on local ownership and share their experiences grappling with such questions as: how do different stakeholders define local ownership? What have we learned about how best to support donors and implementing partners in achieving greater local ownership? How do we design management structures and mechanisms to enable local ownership? We ask participants to be intentional about bringing in perspectives they have heard from those on the receiving end of international aid.

Moderator

Chelsea Jaccard Kaufman, Learning Advisor, Office of Learning, Evaluation and Research
USAID Bureau for Policy, Planning and Learning

Speakers

Danielle Pearl, M&E Specialist, Office of Local Sustainability
USAID Bureau for Economic Growth, Education and Environment / Dexis Consulting Group

Shohreh Kermani-Peterson, Program Advisor, Office of Local Sustainability
USAID Bureau for Economic Growth, Education and Environment

Dan Honig, Assistant Professor of International Development
Johns Hopkins University, School of Advanced International Studies

Melissa Antal, Behavior Change and Nutrition Advisor
The Manoff Group

Mackson Maphosa, Social & Behavior Change Communications Officer
The Manoff Group
MANAGING ADAPTIVELY TRACK
From Learning to Action: Adaptive Management in Support of Self-Reliance

This interactive panel discussion will feature examples from USAID Washington and the field on how to partner and manage adaptively to empower local organizations and stakeholders. Panelists representing USAID and implementing partner perspectives will share their experiences with adaptive management, tying their work to the CLA framework and to USAID’s focus on self-reliance. This session will feature Thinking and Working Politically (a development approach that recognizes the inherent complexity of this work), including how to connect relationships with political stakeholders to program management and keep pace with the complexity of political change; designing adaptive, shock responsive activities in ever-changing environments; and how an implementing partner developed an adaptive management approach based on a strong, collaborative relationship with USAID/Cambodia.

Moderator
Lisa Whitley, Project Design Team Lead, Office of Strategic and Program Planning
USAID Bureau for Policy, Planning and Learning

Speakers
David Jacobstein, Democracy Specialist
USAID Center of Excellence on Democracy, Human Rights and Governance

Stephanie Fugate, Branch Chief and Supervisory Contracting Officer
USAID Office of Acquisition and Assistance

Andre Mershon, Resilience Advisor
USAID Center for Resilience

Karim Bin-Humam, Senior ICT Specialist, DAI
SHIFTING THE LOCUS OF LEARNING TRACK
Collaborative Learning in Action: Exploring the Range of Learning Activities that Can Include and Inform Stakeholders

This session will explore emerging experience related to stakeholder-focused learning approaches in informing programmatic adaptation and supporting locally led development. Two 2017 CLA Case Competition Winners—Nigeria’s Education Crisis Response activity and the Promoting Resilience through Ongoing Participatory Engagement and Learning activity in South Sudan—will discuss how they developed meaningful relationships with broad networks of key stakeholders and established critical feedback loops to establish robust local solutions, including the lessons they learned to improve such efforts in the future. Participants will also hear from Measuring Impact about a unique retrospective evaluation of USAID-supported enterprises that sought to capture the connection between conserving biodiversity and improving self-reliance.

Moderator
Tony Pryor, Senior Programming Advisor, Office of Strategic and Program Planning
USAID Bureau for Policy, Planning and Learning / DevTech Systems, Inc.

Panelists
Ayo Oladini, Project Director, Nigeria Education Crisis Response Project
Creative Associates International

Judy Boshoven, Learning and Evaluation Specialist
Measuring Impact

Joanna Springer, Senior Research and Evaluation Specialist
Global Communities
LEADERSHIP & CHANGE MANAGEMENT TRACK

Leaders for Learning: How Leadership Can Enable a Learning Organization

A growing body of evidence recognizes that leaders are essential to creating a learning culture, the foundation of learning organizations. Staff empowerment and engagement is also strongly linked to organizational learning and development results. This panel will help participants gain a deeper understanding of how leadership at every level of an organization can support and enable strategic collaboration, continuous learning and adaptive management. Participants will hear from and engage with senior leaders who have deep and diverse experience championing leadership to enable CLA. Panelists will share their stories from across the development landscape—from USAID missions and Washington bureaus to implementing partners to the UK’s Department for International Development (DFID)—and engage in discussion about what it really takes to be a leader for learning.

Moderator

Chris Collison, Knowledge Management Consultant and Author of “Learning to Fly: Practical Knowledge Management from Leading and Learning Organizations”

Speakers

Karen Freeman, Senior Deputy Assistant Administrator
USAID Bureau for Democracy, Conflict and Humanitarian Assistance

Mark Meassick, Mission Director
USAID/Uganda

Clive Martlew, Lead, Learning and Leadership
UK Department for International Development (DFID)

Guy Sharrock, Senior Advisor for Monitoring, Evaluation, Accountability and Learning
Catholic Relief Services
TACKLING THE TOUGH QUESTIONS
Measuring the Hard to Measure

How do we know that systematic, intentional and resourced CLA matters to improved organizational effectiveness and development results? Until recently, evidence on the contribution of organizational effectiveness to improved performance and outcomes remained scarce. Thanks to the efforts of USAID, UK’s Department for International Development (DFID) and many implementing partners, however, we have started to close this evidence gap. In this session, you’ll hear about how Mercy Corps, USAID, Social Impact and DFID have approached measuring the (nearly) unmeasurable: how strategic collaboration, continuous learning and adaptive management contribute to organizational effectiveness and development results. You’ll also hear about nascent findings that demonstrate the connection between CLA and improved results.

Moderator
Kristin Lindell, Monitoring, Evaluation and Learning Manager
USAID LEARN / Dexis Consulting Group

Speakers
Stacey Young, Senior Learning Advisor and CLA Team Lead
Office of Learning, Evaluation and Research
USAID Bureau for Policy, Planning and Learning

Kerry Bruce, Executive Vice President
Social Impact

Rebecca Herrington, Developmental Evaluator
USAID Global Development Lab / Social Impact

Shannon Griswold, Senior Scaling Advisor, Office of Evaluation and Impact Assessment
USAID Global Development Lab

Alison Hemberger, Senior Advisor, Markets and Learning
Mercy Corps

PAUSE & REFLECT MOMENT
Take a moment to consider any key takeaways, burning questions, or ideas for applying what you heard in your work.

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AFTERNOON BREAKOUT SESSIONS

TRACKS
- Local Ownership
- Managing Adaptively
- Shifting the Locus of Learning
- Leadership & Change Management
- Tackling the Tough Questions
LOCAL OWNERSHIP TRACK
Getting to Locally-Led Development: What More Can We Do?

Building on the morning plenary presentation on Time to Listen, participants will reflect on how much has really changed since Time to Listen was published in 2012. Over the past six years, how have donors and implementing partners acted on the feedback that people on the receiving end of aid gave in Time to Listen? What more must donors and implementers do to adjust our planning and implementation approaches to be responsive to their feedback? By the end of the session, participants will co-create a list of recommendations for USAID, other donors and implementing partners to increase local ownership. Radical ideas welcome.

Facilitator
Monalisa Salib, Organizational Development and Learning Advisor
USAID LEARN / Dexis Consulting Group

Speakers
Polly Byers, Executive Director
CDA Collaborative Learning Projects

Dayna Brown, Co-Author
Time to Listen: Hearing People on the Receiving End of International Aid
USAID’s work takes place in environments that are often unstable and in transition. Even in more stable contexts, circumstances evolve and may affect programming in unpredictable ways. For its programs to be effective, USAID must be able to adapt in response to changes and new information. As part of the Transformation effort on adaptive partnering, USAID is pursuing reforms to create an agile and flexible Agency that can adapt to changes on the ground to improve the effectiveness and impact of its activities, including in fragile states and non-permissive environments. During this session, USAID will discuss the reform proposals that the Effective Partnering and Procurement Reform effort is putting forward, which are designed to facilitate adaptive management. This is a significant opportunity for participants to share their experience and help shape USAID’s procurement practices by providing candid feedback and input into the reform proposals.

Facilitator

Monica Matts, Senior Learning Advisor, Office of Learning, Evaluation and Research
USAID Bureau for Policy, Planning and Learning

Speakers

Stephanie Fugate, Branch Chief and Supervisory Contracting Officer
USAID Office of Acquisition and Assistance

Gayle Girod, Chief Innovation Counsel
USAID Office of General Counsel

James Randall Tift, Senior Advisor, USAID Office of Acquisition and Assistance
Co-Senior Leader Champion for Effective Partnering and Procurement Reform,
USAID Transformation
SHIFTING THE LOCUS OF LEARNING TRACK
Strengthening Local Systems through Learning and Adapting

Applying a systems approach involves constantly seeking to understand system actors, relationships and incentives, the known evidence base that informs potential interventions and testing where and how development actors can catalyze change. By viewing a development context in this light, strengthening learning and adapting capacity in the system itself—through facilitating private sector relationships and market information flows, for example—becomes an integral part of the vision for success, while also an operating principle for teams to apply throughout implementation.

This interactive session will explore how shifting the locus of learning and adapting to a more systems-oriented model that places value on learning from and with everyone in the system might inform development practices across sectors and contexts. We will hear practical examples from the USAID/Bangladesh Agricultural Value Chain activity, which employs a dynamic and iterative approach to analysis, experimentation and adaptation. The session will then provide a forum for participants to offer additional examples and explore ways in which their work might further incorporate similar practices that develop a culture of inquiry and support continuous learning and improvement, while facilitating systemic, locally led change over quick technical fixes.

Facilitator
Terry Brown, Senior Project Design Advisor, Office of Strategic and Program Planning
USAID Bureau for Policy, Planning and Learning

Speakers
Mike Field, Chief of Party, Agricultural Value Chains (AVC) Project, DAI
Kristin O’Planick, Market Systems Specialist
USAID Bureau for Food Security
Sashi Jayatileke, Senior Private Sector Agriculture Advisor
USAID Bureau for Asia
LEADERSHIP & CHANGE MANAGEMENT TRACK
Empowering People to Lead: Informing USAID’s Leadership Philosophy

How can USAID empower leaders at all levels to create a culture that enables CLA and supports the journey to self-reliance? The Agency is tackling this question head-on—and looking for insights from you to help shape the Agency’s culture and values of its leaders. Within USAID’s Transformation, the Culture of Accountability and Learning project is tasked with defining a shared leadership philosophy and leadership development model that will foster inclusive leadership at all levels of the Agency, contributing to the Transformation outcome “Empower People to Lead.” In this session, the coordinators of this effort will gather input on themes from USAID’s draft leadership philosophy and seek ideas and insights on the behaviors and institutional supports needed to operationalize these themes. Leadership and culture are critical to supporting organizational learning and adaptive management. Join this session and help us shape the culture of USAID for years to come.

Speakers

Bob Leavitt, Chief Human Capital Officer
USAID Office of Human Capital and Talent Management
Outcome Manager for Empower People to Lead, USAID Transformation

Susan K. Pascocello, Acting General Counsel
USAID Office of the General Counsel
Senior Leader Champion for Culture of Leadership and Accountability, USAID Transformation

Erica Spell, Project Manager for Culture of Leadership and Accountability
USAID Transformation Task Team

Facilitators

Lane Pollack, Senior Learning Advisor, Office of Learning, Evaluation and Research
USAID Bureau for Policy, Planning and Learning

Alexis Erwin, PhD, Senior Environmental and Social Sustainability Advisor
Multilateral Development Bank Team
USAID Bureau for Economic Growth, Education and Environment
Co-Chair of USAID’s Culture of Leadership and Accountability Community of Stakeholders

Richard L. Polley, Director of Operations
USAID Office of Human Capital & Talent Management
Co-Chair of USAID’s Culture of Leadership and Accountability Community of Stakeholders

Reena Nadler, Knowledge Management & Organizational Learning Specialist
Office of Learning, Evaluation and Research
USAID Bureau for Policy, Planning and Learning
Co-Chair of USAID’s Culture of Leadership and Accountability Community of Stakeholders
TACKLING THE TOUGH QUESTIONS
Exploring Self-Reliance

For USAID, the purpose of foreign aid is to end the need for its existence. This will be achieved when partner countries have the ability to plan, finance and implement solutions to their own development challenges. But what does this self-reliance look like? How is USAID framing this assistance to partner countries, and supporting them to undertake this journey to self-reliance? Come to this session to hear the latest thinking on how USAID is better positioning itself to support countries on their journey to self-reliance. During this session, participants will have the chance to provide input into a learning agenda about USAID’s approach to self-reliance.

Facilitator
Melissa Patsalides, Director, Office of Learning, Evaluation and Research
USAID Bureau for Policy, Planning and Learning

Speaker
Chris Maloney, Senior Advisor, Office of the Assistant to the Administrator
USAID Bureau for Policy, Planning and Learning

PAUSE & REFLECT MOMENT
Take a moment to consider any key takeaways, burning questions, or ideas for applying what you heard in your work.
ORGANIZATIONAL LEARNING FOR DEVELOPMENT IMPACT AND SELF-RELIANCE

While USAID is proud of its investment in—and support for—intentional learning approaches to improve development impact, we know that we are not the only ones creating space for such efforts. Over the past six months, we have been energized by the connections we have made with similar initiatives from a number of development funders, and the enthusiasm we have felt when exploring the idea of learning together with these other donors about how organizational learning and adaptive management can increase the impact of our programs and partnerships. In true CLA style, an emerging “alliance” of international development funders is actively planning a high-level collaboration around sharing lessons, challenges and approaches to intentional, systematic and resourced learning efforts. This panel will initiate a conversation about the purpose and potential of such an alliance, while reflecting on what the panelists have heard and learned as a result of the day’s proceedings. This is one session not to be missed!

Moderator

**Stacey Young**, Senior Learning Advisor and CLA Team Lead
Office of Learning, Evaluation and Research
USAID Bureau for Policy, Planning and Learning

Speakers

**Melissa Patsalides**, Director, Office of Learning, Evaluation and Research
USAID Bureau for Policy, Planning and Learning

**Darren Welch**, Director of Strategy
UK Department for International Development (DFID)

**Margot Brown**, Director, Global Themes Knowledge Management
The World Bank Group

**Karen Mokate**, Chief, Knowledge Management Division
Inter-American Development Bank

**Sarah Cook**, Director, Office of Research-Innocenti
UNICEF

THIS SESSION WILL BE LIVESTREAMED.
DONOR COLLABORATION ON ORGANIZATIONAL LEARNING

In October and November 2017, the UK’s Department for International Development (DFID) leveraged its convening power and leadership to facilitate two multi-stakeholder workshops designed to highlight a variety of knowledge management and organizational learning initiatives being led by donors, implementing partners and other stakeholders. One of the outcomes of this gathering was the inspiration for a new multi-donor collaboration designed to share challenges, approaches, and evidence about how intentional, systematic and resourced learning approaches at funding organizations are contributing to improved development outcomes. Funders who have already been engaged in these early conversations include those noted below, many of whom are represented on this panel.
PIERS BOCOCK | Piers Bocock is Chief of Party of USAID/PPL’s Knowledge Management and Learning (LEARN) contract, which supports PPL’s Office of Learning, Evaluation and Research and its CLA Team to scale up intentional, systematic and resourced Collaborating, Learning and Adapting approaches to improve development outcomes throughout the Program Cycle. Over the course of his career, Piers has been an active champion and innovator in knowledge management and learning with dozens of donors across a number of sectors, including economic growth, health, agriculture, climate change, and organizational development, as well as in the private sector. He earned his B.A. from McGill University and his M.B.A. from Georgetown’s McDonough School of Business.

MARGOT BROWN | Margot Brown is the Director of Global Themes Knowledge Management with the World Bank Group and is leading the work on developing a Knowledge Management Action Plan for the World Bank. Prior to joining the World Bank, Margot served as the Executive Director of Knowledge Services with KPMG Canada, Director of Knowledge Management with Canada Health Infoway, and Manager of Organizational Development at PricewaterhouseCoopers. Margot has rich leadership experience in both the private and public sectors, skilled in establishing and maintaining collaborative partnerships and experienced in developing and implementing innovative and effective knowledge programs. Margot’s specialties include: Collaborative technologies, strategic approaches to managing knowledge, information management plans and strategies, operationalizing KM, and organizational development specifically change management.

POlLY BYERS | Polly Byers has worked for over 30 years on international development and humanitarian assistance issues for the U.S. Government, Congress, and a range of international and non-governmental organizations. In 2017 Ms. Byers became the Executive Director of CDA Collaborative Learning, an NGO founded over 25 years ago to improve the effectiveness of organizations working in fragile and conflict affected areas. Ms. Byers has held multiple senior positions within USAID and the U.S. Department of State, managing humanitarian and development policy and programs. Most recently she served as the Acting Director of the Office of Policy in the Bureau for Policy, Planning and Learning at USAID, coordinating policy development and focusing on issues of fragility. Ms. Byers began her career in USAID at the Office of Foreign Disaster Assistance managing humanitarian efforts in the horn of Africa and established its first regional office in Africa. She also served as the Senior Advisor on Africa at the U.S. Department of State’s Office of Policy Planning. Before joining USAID, Ms. Byers was the senior international staff member of the Congressional Select Committee Hunger. Ms. Byers holds a master’s degree in international Relations from Yale University, a bachelor’s degree from Wesleyan University and served as a Peace Corps Volunteer in Morocco.
SARAH COOK | Sarah Cook is the Director of the UNICEF Office of Research-Innocenti based in Florence, Italy. She was previously Director of the United Nations Research Institute for Social Development (UNRISD) in Geneva, and a Fellow, Institute of Development Studies, Sussex. She has led multidisciplinary research with a focus on economic and social policy, particularly in China. Sarah received her PhD from the Kennedy School of Government, Harvard University and an M.Sc. in Social Policy in Developing Countries from the London School of Economics.

SUSAN FINE | Susan Fine is the Acting Assistant to the Administrator in USAID’s Bureau for Policy, Planning and Learning (PPL). Ms. Fine, a Senior Foreign Service Officer with rank of Minister Counselor, has served in multiple positions in Washington and overseas including Senior Deputy Assistant Administrator, PPL, responsible for policy and development cooperation, Director for Development Cooperation, and Mission Director for Senegal and the Sahel. Prior to that, she was Director for East African Affairs in the Africa Bureau. From 2010–11, Ms. Fine was Deputy Mission Director responsible for southern Sudan during its historic self-determination referendum and transition to independence. She holds a bachelor’s degree in economics from Colby College and a master’s degree in public policy from the Harvard Kennedy School of Government.

MARK GREEN | Administrator Mark Green was sworn in as the 18th Administrator in August 2017. Previously, he served as President of the International Republican Institute (IRI), a nonpartisan, nonprofit organization dedicated to advancing citizen-responsive, citizen-centered governance around the world. In addition to his leadership of IRI, during 2011–16, he served on the Board of Directors of the Millennium Challenge Corporation. In 2007–09, he served as the U.S. Ambassador to Tanzania, and oversaw major programs in the areas of global health and economic development. Prior to his role as ambassador, Administrator Green represented Wisconsin’s 8th District in the U.S. House of Representatives and served on the House Judiciary and International Relations Committees. He helped craft key policy initiatives like the Millennium Challenge Act and President George W. Bush’s international AIDS program. He holds a law degree from the University of Wisconsin, a bachelor’s degree from the University of Wisconsin–Eau Claire, and an honorary Doctor of Science from Georgetown University.

KAREN MOKATE | Karen Mokate is currently Chief of the Division of Knowledge Management of the InterAmerican Development Bank (IDB). In that role, she coordinates efforts to promote open knowledge, within the IDB and with its member countries in Latin America and the Caribbean. She leads work on learning from the Bank’s operational experience and dissemination of the Bank’s knowledge products. Ms. Mokate has worked with the IDB since 1993, initially on the preparation of loan operations.
to support sectoral reform in favor of development in the Bank’s borrowing member countries. Before joining the IDB, Karen was on the faculty of the School of Economics at the Universidad de los Andes in Bogotá, Colombia. There, she taught in the undergraduate and graduate programs of Economics and coordinated an international program for training of mid-career professionals in the area of Financial and Socioeconomic Analysis of Projects. She published two books on this topic. Karen holds a Ph.D. in Economics from the University of Illinois.

MELISSA PATSALIDES | Melissa Patsalides joined USAID in 2003 as a Presidential Management Intern. She has worked in E&E, ANE, OAPA and DCHA with substantial stints in the field, including 6 months on a PRT in Afghanistan. She joined The Office of Learning, Evaluation and Research in 2011, served as team leader and as Acting Deputy Director, and became the Director in August 2016. Prior to joining USAID, Melissa consulted for a UN development advocacy group, worked for a human rights organization in France and served as a Peace Corps volunteer in Cote d’Ivoire. Melissa received a Master’s degree in International Relations/Development from the University of Denver’s Graduate School for International Studies (now Joseph Korbel School for International Studies).

DARREN WELCH | Darren Welch joined DFID in 2007. He initially worked as Head of Information and Communications in the Communications Division, before becoming Head of DFID’s office in Tanzania from 2008–2011. He then spent 4 years working in Brussels at the UK’s Representation to the EU, in the role of Counsellor for Trade, Development, Africa, Asia & the Americas. From 2015–16 he was Head of the International Team at the UK’s Joint Syrian Resettlement Programme and from 2016–17 was Head of DFID’s Migration and Modern Slavery Department. Since spring 2017, Darren has been DFID’s Director of Strategy, based in London. Prior to joining DFID, Darren worked in Development consultancy, for the Government of Bermuda and in a range of roles at the UK’s Cabinet Office.

STACEY YOUNG | Stacey Young is a Senior Learning Advisor in USAID’s Bureau for Policy, Planning and Learning. Through her vision, leadership and team building, USAID has developed a holistic approach to Collaborating, Learning and Adapting (CLA) that is being integrated into the Agency’s policies and programs, helping to transform USAID into a more effective learning organization and thereby a more effective development organization. Dr. Young joined USAID in 2003 as the Senior Knowledge Management Advisor for USAID’s Microenterprise Development office. Previously, Dr. Young worked as a consultant in Kenya, Uganda and the U.S. for 10 years, and taught at Skidmore College and at Cornell University, where she earned a Ph.D. in Government. She is the author of Changing the War(l)d: Discourse, Politics, and the Feminist Movement and Philanthropy for Social Change: Four Decades of Ford Foundation Grant Making in Eastern Africa, and co-editor of Rowing Upstream: Snapshots of Pioneers of the Information Age in Africa.
The Bureau for Policy, Planning and Learning provides a variety of resources to help USAID staff and implementing partners with their CLA efforts.

**Collaborating, Learning and Adapting Framework**

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 at left 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.

**USAID Learning Lab**

USAID Learning Lab is an interactive community where you can access and contribute to a growing repository of tools and resources on integrating CLA throughout the USAID Program Cycle. The platform is open to everyone, but its content is tailored to organizational learning and knowledge management enthusiasts, USAID staff and implementing partners, and development practitioners interested in maximizing development outcomes. To learn more, visit usaidlearninglab.org.
ProgramNet is USAID’s internal repository of collective knowledge and experience around implementing the Program Cycle. A repository of guidance and examples, and an interactive online community of over 7,000 members, ProgramNet connects USAID development professionals around the world to exchange ideas and support innovation to improve the way the Agency achieves and sustains development results. It provides a platform for peer-to-peer and mission-to-Washington dialogue to support collaboration and facilitate more effective implementation of the Program Cycle. To learn more, visit programnet.usaid.gov.

Note: ProgramNet is only accessible to USAID staff.

The CLA Community of Practice is a space for USAID staff to support one another in planning for, implementing and gaining capacity in CLA. Peer exchange is at the heart of this community, which focuses on sharing concrete lessons and methods. USAID staff can join the CLA Community of Practice on ProgramNet.

Monitoring, Evaluation, CLA Toolkits

USAID Learning Lab hosts three toolkits to provide USAID staff and implementing partners with the resources to plan, implement and integrate monitoring, evaluating and CLA-related practices into USAID programming. Learn more at usaidlearninglab.org/mel-toolkits.

CLA Toolkit: The CLA Toolkit is a growing set of curated resources on collaborating, learning and adapting to help you plan and implement Program Cycle activities more effectively. Searchable by the CLA Framework and Program Cycle components, the CLA Toolkit houses practical tools, examples of what CLA looks like in practice and guidance on how to plan for CLA programming.

Evaluation Toolkit: The Evaluation Toolkit contains the latest USAID guidance, tools and templates for initiating, planning, managing and learning from evaluations primarily for USAID staff members who are involved in any phase of the evaluation process. It also serves as a resource for USAID staff members and external contractors who participate in or conduct evaluations for the Agency.

Monitoring Toolkit: The Monitoring Toolkit consists of the latest USAID Program Cycle guidance, tools, and templates for monitoring USAID strategies, projects and activities. It is a resource for USAID staff members and external partners who manage or implement USAID efforts.

Evidence Base for CLA

COLLABORATE • LEARN • ADAPT

As part of a broader effort to improve the effectiveness of development assistance through organizational learning and adaptive management, USAID/PPL has initiated a number of activities to build the Evidence Base for CLA (EB4CLA) by answering these key questions:

Does a systematic, intentional and resourced approach to collaborating, learning and adapting contribute to improved organizational effectiveness and development outcomes? If so, how and under what conditions? How do we measure the contribution? The EB4CLA work addresses these questions through literature reviews, internal and external learning networks, case analyses and additional studies. Learn more at usaidlearninglab.org/eb4cla.
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PAUSE & REFLECT MOMENT

What has been squared away? *Things are clear!*

What questions are still circling? *We have more work to do.*

What really stood out? *A key takeaway you will share.*

What did you love? *Your favorite MTN moment.*

What action will you take? *Your CLA commitment!*
moving the needle 2018
SUPPORTING SELF-RELIANCE THROUGH
Collaborating, Learning and Adapting