With practice, you will develop your own ways of describing the CLA concepts and stages. We offer the following suggestions to get you started.

CLA FRAMEWORK

This informal language is meant to help facilitators provide a quick overview of the CLA Framework with short descriptions/questions for the CLA building blocks, components, and subcomponents.

➔ Building Blocks

CLA IN THE PROGRAM CYCLE: Our day-to-day work and how collaborating, learning, and adapting is incorporated into strategy, project and activity design, implementation, and M&E.

ENABLING CONDITIONS: The unspoken norms within our organization, as well as the systems and processes in place to facilitate CLA.

MATURITY STAGES

The following are general rules of thumb for the 5 stages to help facilitators explain the spectrum's progression. Please note that not every subcomponent follows this pattern.

	CLA in the Program Cycle	Enabling Conditions
Not Yet Present	Never	No one
Emergent	Once in awhile	Just a few people
Expanding	Sometimes	A minority
Advanced	Usually	A majority
Institutionalized	Always	Everyone, including leadership

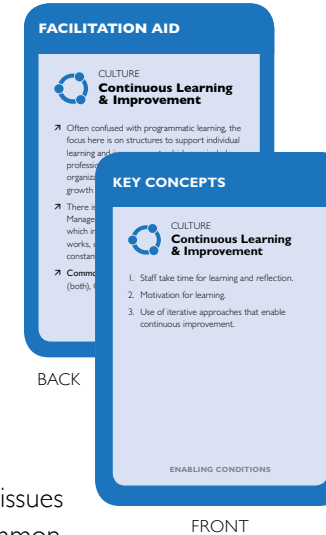## KEY CONCEPTS AND FACILITATION AID CARDS

You should also familiarize yourself with the content on the relevant card before leading a self-assessment on that subcomponent.

KEY CONCEPTS

The three main areas that the Maturity Tool covers for each subcomponent.

FACILITATION AID

Clarifying explanations that facilitators have found helpful in framing the subcomponent self-assessment. These may be definitions for commonly misunderstood terms or frequent issues that arise and how you can handle them. Common connections are also listed, showing where the subcomponent has strong ties to other CLA Framework subcomponents.

FACILITATION AID

CULTURE
Continuous Learning & Improvement

↗ Often confused with programmatic learning, the focus here is on structures to support individual learning and professional organizational growth

↗ There is Management which works, constant

↗ Common (both),

BACK

KEY CONCEPTS

CULTURE
Continuous Learning & Improvement

1. Staff take time for learning and reflection.
2. Motivation for learning.
3. Use of iterative approaches that enable continuous improvement.

ENABLING CONDITIONS

FRONT

ADDITIONAL DISCUSSION QUESTIONS

This booklet includes optional questions that may be helpful, especially if you want to focus on leadership, inclusion, or local ownership. If any of these themes are of particular interest to participants or naturally arise during conversation, you can introduce the relevant question(s) as part of the self-assessment discussion. If you choose to include one or more of these probing questions into the conversation, make sure to adjust the time for each self-assessment round accordingly, possibly adding an extra 15–20 minutes.

CLA MATURITY TOOL

FACILITATOR SHORTHAND GUIDE
VERSION 7

➔ Components and Subcomponents

COLLABORATING

Being intentional about identifying key stakeholders; promoting collaboration that makes sense with the right people for the right reasons.

- How well do we *collaborate internally*?
- How well do we *collaborate externally*?

LEARNING

Understanding what knowledge is important to make decisions because we can't know everything.

- Are we identifying our *technical evidence base* and making a systematized effort to understand and fill in gaps?
- Are we testing our *theory of change* in an intentional way?
- Are we identifying potential risks and opportunities, and engaging in *scenario planning* to strategize on how to address them?
- Are our *M&E* efforts helpful in informing decision-making for current and future programming?

ADAPTING

Taking the time to consider our learning through opportunities to get out of the day-to-day and look at the bigger picture; if we don't take time to think, we may miss opportunities or go down the wrong path.

- Are we holding quality *pause & reflect* activities in a manner that is timely and results in learning?
- Are we effectively applying *adaptive management* approaches to act on what we learn?

CULTURE

Our organization's unspoken norms in terms of being comfortable sharing opinions and ideas, hearing different perspectives, taking action on different ideas, and continuing to improve.

- Can people be *open*? Do we create safe spaces to have candid conversations no matter who is in the room?
- Do we have strong *relationships and networks* throughout the system we operate in that are based on trust, knowledge sharing, and good communication?
- Does mission leadership value *learning* and model that behavior to enable *continuous improvement*?

PROCESSES

Having the processes in place to operationalize learning.

- We generate a lot of information, but are we adopting appropriate *knowledge management* practices to capture, distill, and share what we learn?
- Are we effectively maintaining our *institutional memory* for easy access to our collective knowledge? Is knowledge from all staff, including FSNs and departing FSOs, systematically captured and shared as part of our onboarding processes?
- Are there clear processes around *decision-making* and enough autonomy for staff to feel empowered?

RESOURCES

What resources exist to support our CLA efforts (e.g., a learning advisor, support mechanism) and do they meet existing needs?

- Within the *mission*, do staff incorporate CLA into their scope and workload, with sufficient support from the Program Office, champions, and support mechanisms?
- Do we support *CLA in implementing mechanisms* by including it in mechanism designs, scopes, and budgets? Are we able and ready to support our partners as they seek to implement CLA practices themselves?