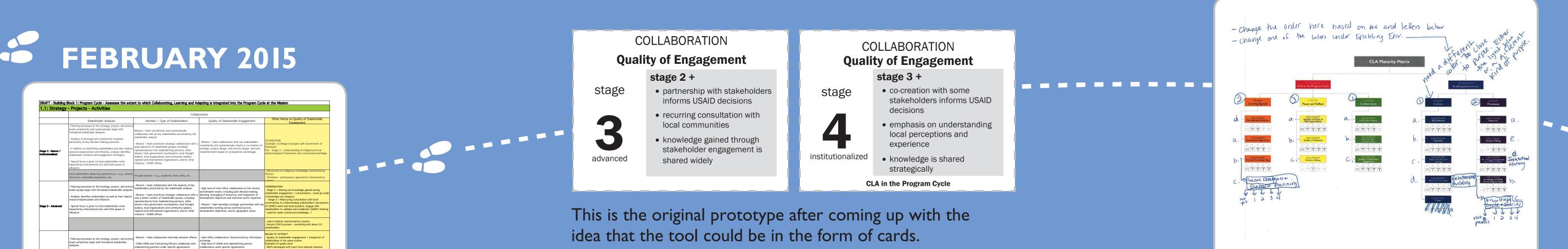
BRIDGING ORGANIZATION DEVELOPMENT AND INTERNATIONAL DEVELOPMENT

Creating a Tool to Support Development Organizations in Becoming Learning Organizations



Stage 2 - Developing	 Analysis identifies stakeholders, but does not identify their relative power, influence, or interests. 	 Mission / team collaborates with host government counterparts and some additional key stakeholders. 	limited to consultations / information gathering to inform	under regional mission supervision - Integration of DOs across sectors (example: use of limited DG funding to integrate DG expertise and lens into health or other programming)
			collaboration per mechanism = e.g. IP and COR sharing knowledge, IP learning informs course corrections, etc.	
Stage 1- Nascent	- Planning processes begin with informal, undocumented stakeholder analyses.	 Mission/ team collaborates internally between offices or with external stakeholders in an ad hoc fashion. 	 Inter-office collaboration at the mission and between teams is limited; information siloes remain common. External stakeholders informed of USAID's plans and/or interventions. 	QUALITY -informed i.e., government informed of strategy after it's been finalized.
			limited inter-office collaboration = e.g. limited joint planning, decision-making or implementation	
	Mission / team does not yet conduct stakeholder analyses.	Mission / team does not yet collaborate between offices or with external stakeholders.	Mission / team does not yet collaborate between offices or with external stakeholders.	
Relevant tools to keep in mind for facilitation guide and toolkit				
Notes & Feedback				

The matrix began as a massive spreadsheet.

SEPTEMBER 2015

	DEVELOPING
	COLLABORATION External
 Identify & prioritize key stakeholder () f^e (²⁾ Decide how to engage key stakeholder () f^e 	Planning processes sometimes include a stakeholder analysis.
 Collaborate with key stakeholders based on decisions reached. 	Mission / team collaborates with host government counterparts and/or implementing partners <u>under specific</u> <u>agreements</u> .
(p)(a)	Collaboration with additional stakeholders limited to consultation / information gathering to inform USAID decisions.
CLA IN THE PROGRAM CYCLE	CLA IN THE PROGRAM CYCLE

Based on testing, we removed the numbers on

Fheories of Change

Scenario Planning

M&E for Learn.

Program Cycle

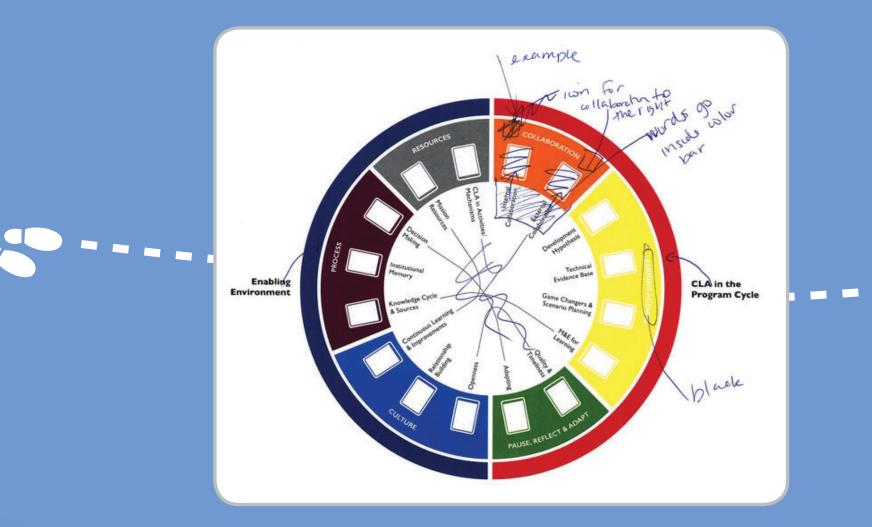
CLA in the F

ITERATIVE TOOL DEVELOPMENT IN ACTION

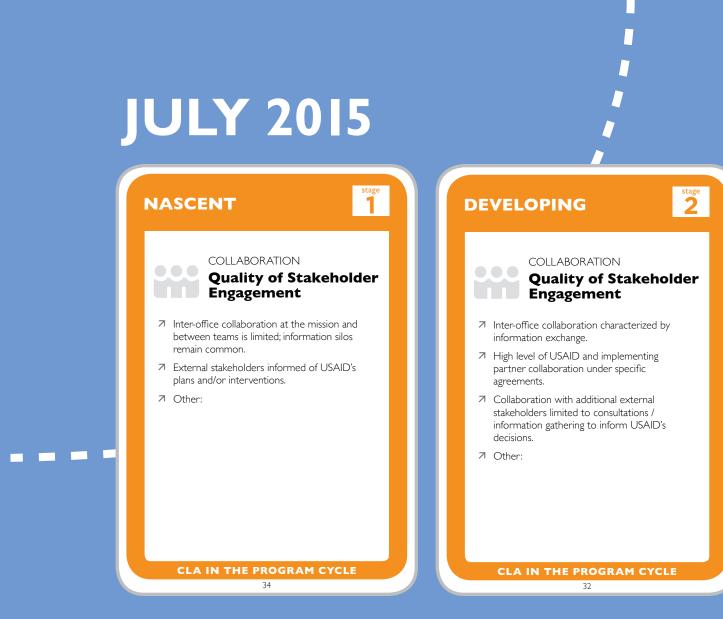
To deliver more effective humanitarian and development assistance to low- and middle-income countries, the U.S. Agency for International Development (USAID) has created a framework and a practical, hands-on tool to integrate organizational learning and adaptive management practices into development programs around the world. Using the tool—the Collaborating, Learning, and Adapting Maturity Matrix—USAID offices and partners facilitate a conversation to assess their current state of organizational learning practices, and plan for improvements based on their specific priorities and available resources.

As this poster outlines, this tool was intentionally developed using an iterative approach beginning in February 2015. Feedback from users has greatly improved the tool over time. Though the tool started as a large spreadsheet, it has evolved into an interactive card deck to allow for a more user-centered experience. Over time, the content has also been strengthened to align with both organizational learning literature and USAID's institutional realities.

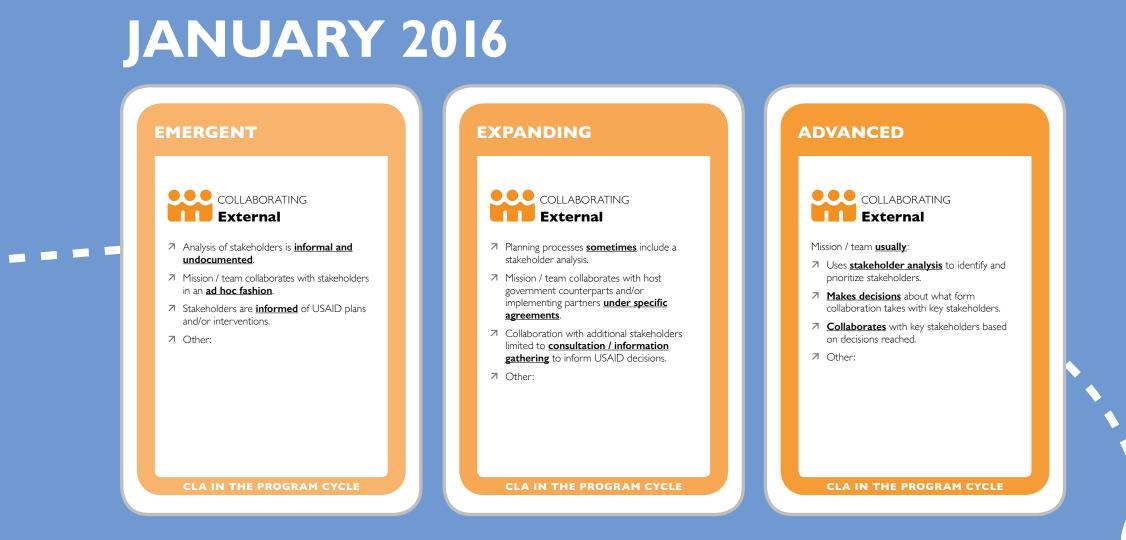
Visit usaidlearninglab.org to learn more about the CLA Framework and Maturity Matrix.



This is a draft visualization of the first framework that was used for our minimum viable product.



This is our original minimum viable product tested in West Africa.



the cards because we noticed that the quantitative emphasis was negatively affecting participants' ability to be candid about their current practice. We also introduced key concept cards to clarify what constituted each subcomponent.

> Based on feedback, we created an updated version 6 graphic that reflected the interconnected and integrated nature of the framework.

After testing version 5, we changed the stage labels in version 6 to be more appreciative (e.g., developing became expanding) and added a subtle shading distinction between the stages to give users an added visual cue.

FRONT

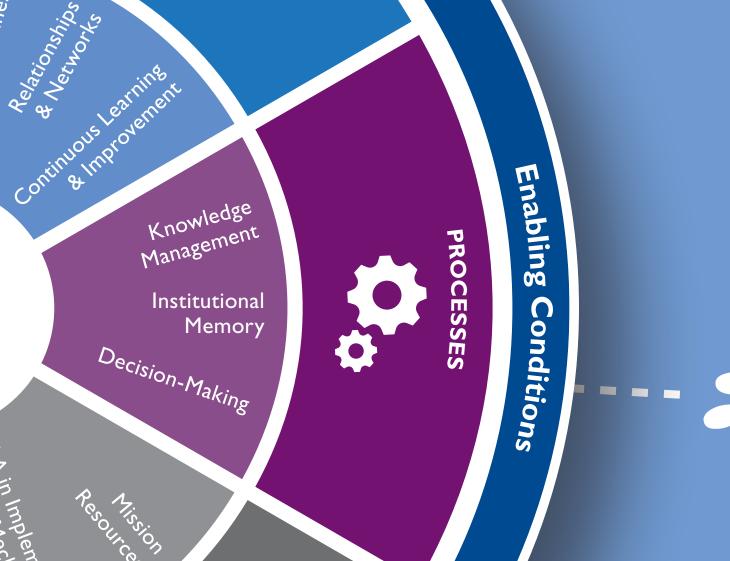


BACK

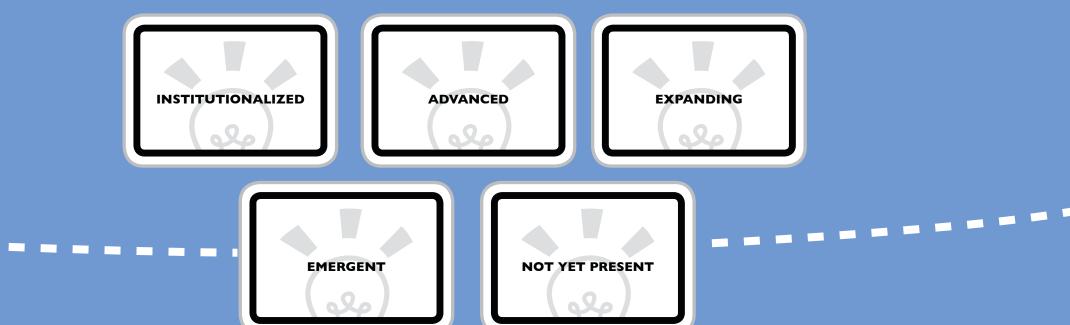


ADVANCED

To address potential power dynamics during facilitation, we created individual stage cards for participants to register their assessment privately before discussing with others.



CULTURE



The mini stage deck cards became a hit in testing and gives participants a chance to individually reflect before the group discussion.



Collaborating, Learning, and Adapting Framework

Spin the arrow and see the corresponding, color-coded maturity matrix cards below to get a better understanding of the tool.

