

## **Learning framework outline**

### **1. Introduction**

Why learning is essential to the organisation. Main purpose and elements of the learning framework. Principles and collaborative working between partners. How the framework was developed. How the learning framework builds on existing good practices. Importance of learning agenda and questions. Challenges and opportunities.

### **2. Learning culture**

Developing an active culture that encourages learning at all levels. Importance of encouraging emergent as well as planned learning. Importance of a learning culture to encourage genuine curiosity and a passion for learning among all staff. Importance of proactive learning as well as reflective learning (e.g. through review and reflection, monitoring). Existing obstacles to learning and how to overcome them. Opportunities for learning and how to take advantage of them.

### **3. Learning agenda and learning questions**

How the learning questions were developed. Importance of learning questions. Benefits of answering the learning questions. Reference to Learning Questions Matrix (see Annex)

### **4. Roles and responsibilities**

Overall responsibilities for implementing the learning framework. Who has responsibility for working on the learning questions (see Learning Questions Matrix). What it means to have that responsibility. Delegation and accountability paths.

### **5. Seeking answers to the learning questions**

#### **5.1 Proactive and opportunistic approaches**

Explanation of proactive (seeding & harvesting) approach and opportunistic (foraging and gathering) approach to answering learning questions. Importance of using both. How each approach is encouraged.

#### **5.2 Sources of information and knowledge**

Internal and external sources of information and knowledge. Use of monitoring, review and evaluation data. Use of Stories of Change and other qualitative data sources. Importance of gaining perspective from the grassroots. Accessing information from other sources.

## **5.3 Methods and tools**

Description of methods and tools that will be used for planned learning ie seeking answers to the learning questions.

## **5.4 Integration with M&E and management systems**

How the learning strategy is integrated with the M&E Plan, project/program management cycle, KM systems, and HR/staff development systems as sources of information / knowledge.

## **6. Capacities and competencies**

What *organizational* capacities are required to answer the learning questions (eg technical, learning, KM, management, leadership). Assessment of current capacities. Capacity development needs. Plan for developing capacities.

What *individual* competences are needed to answer learning questions and be 'alive' to emergent learning opportunities. The importance of reflective practice. Assessment of current competences. Competence needs. Plan for developing competences – integration with HR/staff development systems.

## **7. Analysing and learning**

Making sense of the information gathered. Integration with Knowledge Management systems. Tools and methods for drawing out learning points. Sharing findings as 'work in progress' with a wider audience through networks and on-line forums.

## **8. Documenting progress**

Methods and tools for documenting and reporting on the progress made in addressing the learning questions. Use of existing infrastructure: meetings, forums, etc. How the review of results from formal M&E system in these meetings and in other forums will contribute to the learning process. Integration with KM system. Links to the communication strategy (newsletters, publications, etc) which will help to communicate learning results. Assessing achievements

Tools and methods used (eg, regular review and reflection meetings at different levels). How progress made on the learning questions is linked with annual performance reporting.

## **9. Applying what is learned**

### **9.1 Adaptive management**

Adapting the work of the organisation in the light of understanding that emerges from addressing the learning questions. Testing theories of change underpinning program design. Mechanisms (such as annual work planning process) that will be used to feed the learning into the program management cycle. Timescales for this.

## **9.2 Innovation**

How the organisation views innovation. Explanation of incremental and radical innovation. Importance of strong review and reflection culture in program and partners. Use of intensive and participatory annual work planning process. Importance of risk-taking in innovation.

## **9.3 Sharing knowledge / wider influence**

Targets and target audiences for sharing knowledge gained (answers to the learning questions) internally, nationally, regionally and internationally. Mechanisms that will be used for sharing internally and externally, eg use of seminars, training and workshops; capacity building; use of information and communications technology; engagement with networks and communities of practice; integration with communication strategy/program (newsletters, etc).

## **10. Integration**

Integration with knowledge management and learning systems including those of consortium partners and WWF Nepal learning strategy.

## **11. Incentives and staff development**

Motivating staff to contribute. Maximizing contributions from those who do not have a direct responsibility for seeking answers to the learning questions. Integrating learning with HR/staff development systems.

## **12. Resources**

Resource requirements for implementing the learning strategy.

- Leadership support
- Priority / time
- Infrastructure
- Capacity development
- Competence development
- Budget

Learning Questions	Who has overall responsibility?	Benefits of answering question	How will the question be answered?	Capacities required	How will progress be reviewed?	Resources required	Budget required	Timescale

