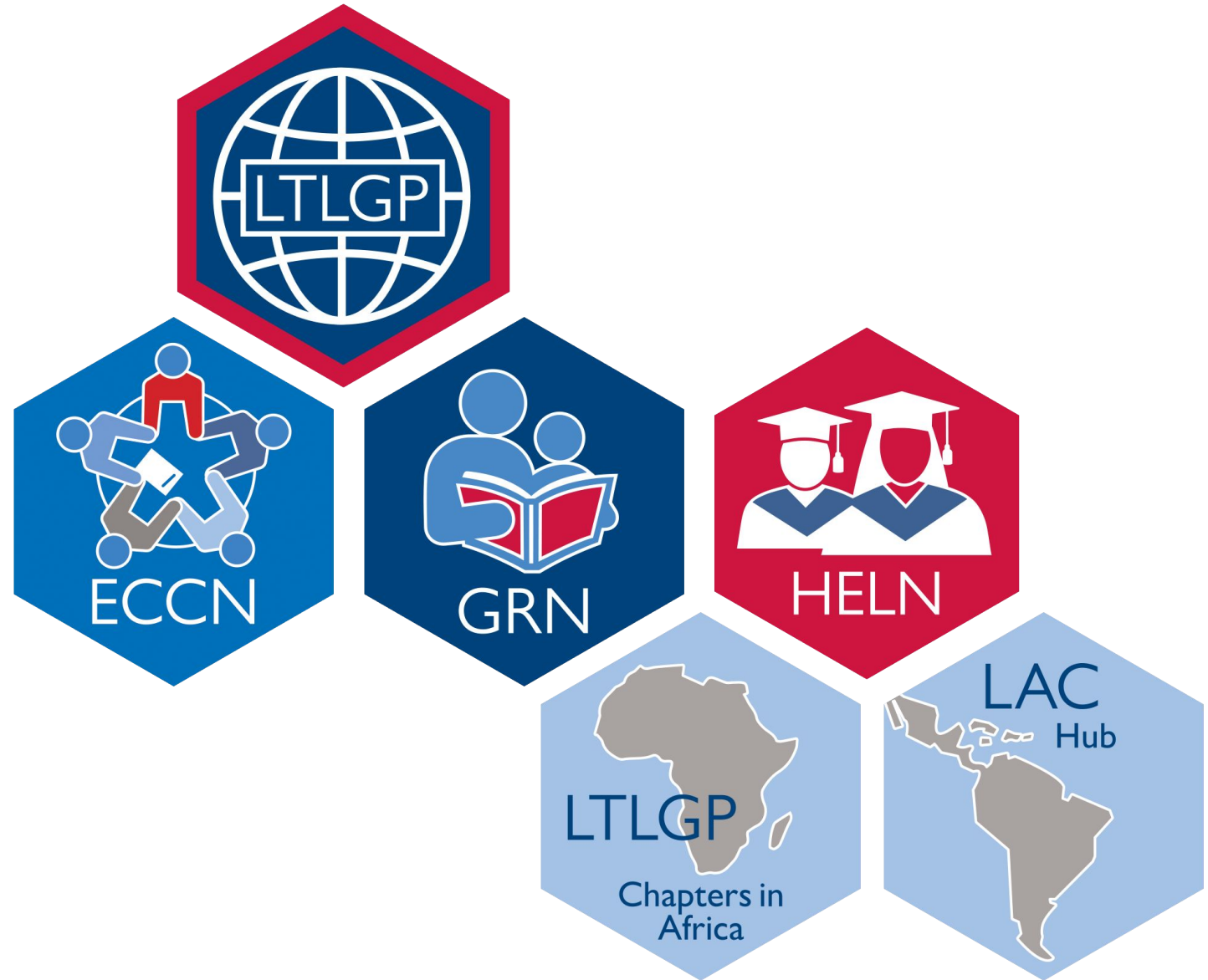


Leading Through Learning
Global Platform

What We Are Learning About Learning Networks



Panel Presentations



Gwen Heaner, EDC

LTLGP and Collaboration,
Learning, and Adapting



Mariana Cruz Murueta, EDC

LTLGP LAC Regional Hub



Stephen Backman, RTI

Improving Learning
Outcomes for Asia



Carrie Stout, EDC

Global Reading Network



Lari Wilson, EDC

Education in Crisis and
Conflict Network



Carla Verbridge, EDC

Higher Education Learning
Network

Aims of this Panel

- Explain objectives of five diverse learning networks, focused on effectively engaging with target members.
- Describe collaboration, learning, and adapting (CLA) strategies for learning networks.
- Review some key learnings—obtained from our CLA strategies—around our networks’ effectiveness.
- Provide examples of how data have been used to adjust learning network activity approaches toward interacting with members.
- Discuss plans for improved measurement of effectiveness and inform CLA.



Agenda

- Defining learning networks, overview of Leading Through Learning Global Platform (LTLGP), and CLA aims and approaches (Gwen Heaner, EDC)
- What we are learning about LTLGP's learning networks (Carla Verbridge, Lari Wilson, and Carrie Stout, EDC)
- What we are learning about the Latin America and the Caribbean (LAC) Regional Hub (Mariana Cruz Murueta, EDC)
- What we are learning about the Learning Outcomes for Asia (ILOA) project (Stephen Backman, RTI)
- Discussion

Defining Learning Networks, LTLGP Overview, and CLA Aims and Approaches

Gwen Heaner

LTLGP Measurement, Evaluation, and Learning (MEL) Specialist
Education Development Center



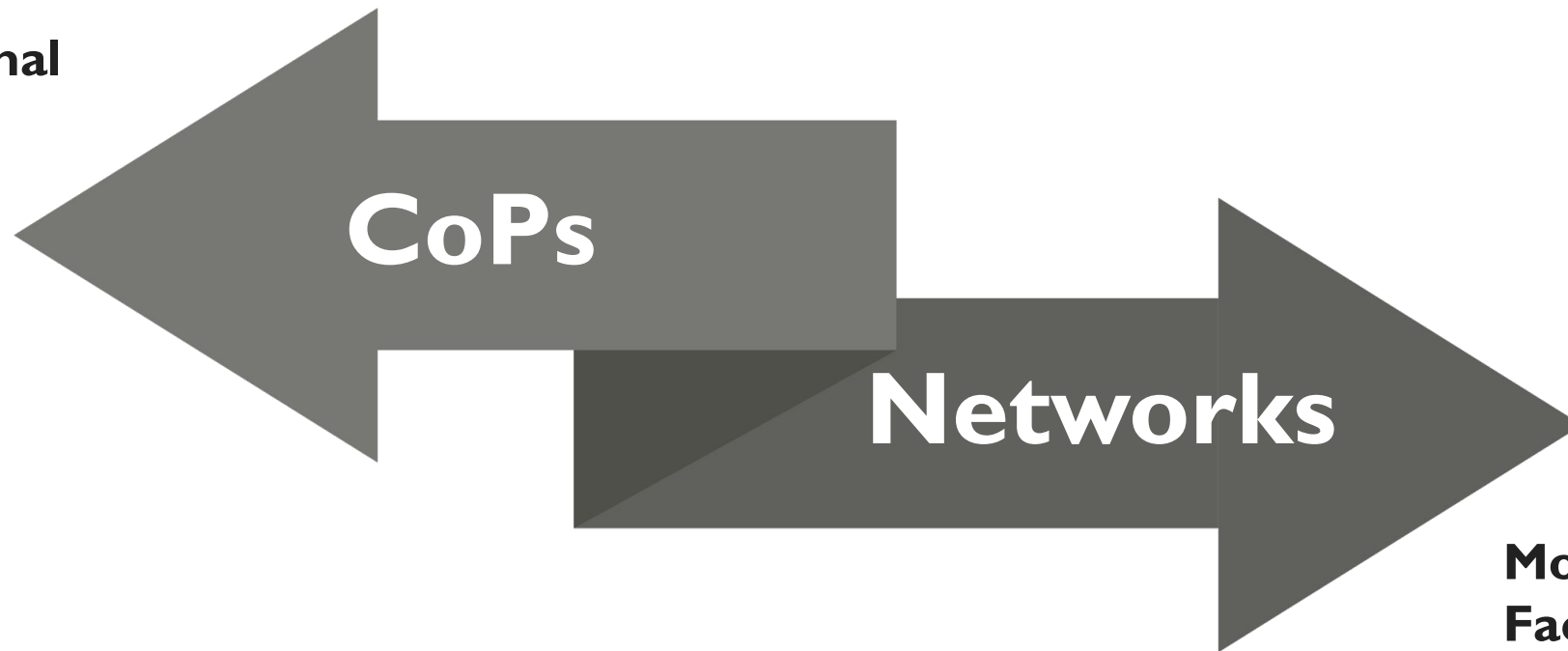
What Is a Learning Network?



Communities of Practices (CoPs) versus Learning Networks

CoPs and networks are not different types of entities, but rather on different ends of a spectrum (or continuum) of social learning mechanisms

**More informal
Organic**

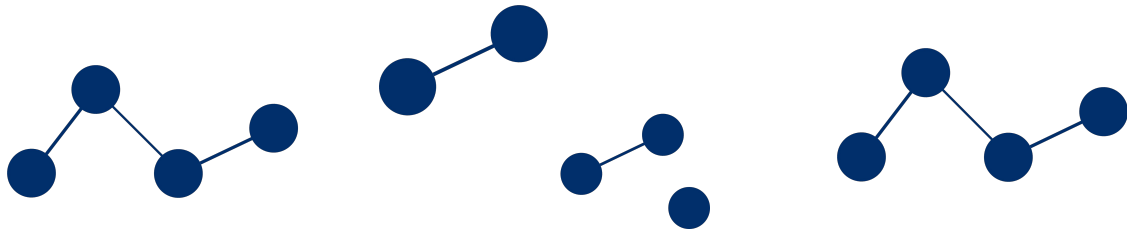


**More organized
Facilitated**

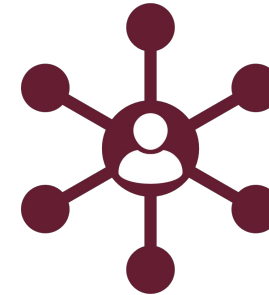
Network Types

Is one model better than others? Why?

⊕ Scattered Emergent



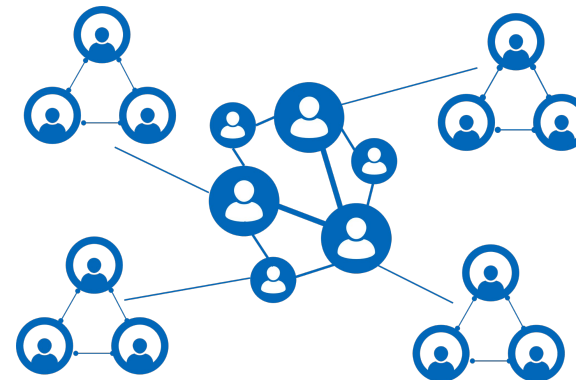
⊕ Hub-and-Spoke



⊕ Multi-Hub



⊕ Core/Periphery



What is USAID's Leading Through Learning Global Platform?

Strategic
Communications



Professional
Development



Networks and Hubs



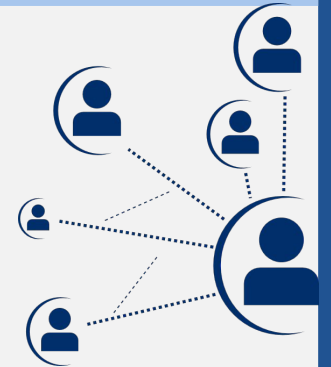
Education in
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(ECCN)

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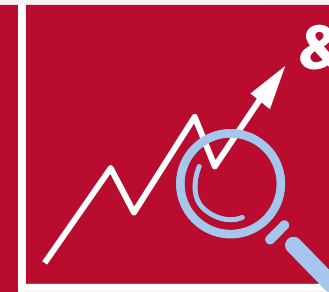
Global Reading
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Latin America and the Caribbean
(LAC) Regional Hub and
LTLGP Chapters in Africa

Networking and
Connecting



Evidence
& Learning



How Are Activities Chosen?

- LTLGP-chosen strategic activities.*
- Submitted by members as concept notes.*
- USAID-requested.

*Selection is with close consultation with network/hub steering groups and USAID subject matter experts.

- Annual applications
- To be responsive to members.
- To be responsive to USAID needs and priorities.

Simplified LTLGP Results Framework

Goal: Improve USAID education program quality and thought leadership in accordance with approved learning agendas through support for education learning networks.

OBJECTIVE

USAID staff and implementing partners have increased evidence-based and evidence-informed technical tools and resources for education programming.

USAID staff and implementing partners have increased knowledge and skills in topics aligned to USAID education sector priorities.

USAID staff and implementing partners increasingly collaborate and share evidence-based practices related to USAID education sector priorities.

Change Practice
Apply Products
Access Products



OUTPUT

Evidence-based and evidence-informed technical tools and resources for education programming (knowledge products) are produced.

Professional development opportunities on topics aligned to USAID education sector priorities are provided.

Collaboration and engagement opportunities are provided.

Member Engagement Data Collection and Usage

MEL Activities and Milestones

| MEL Activity | Data Gathered |
|--|---|
| Macro-Analysis of Activity Effectiveness | Application and Change Practice Per Deliverable |
| Member Survey in Two Waves | General Perceptions; Rates Of Application, Changed Practice |
| Social Network Analysis (Y4) | Nodes of Influence; Information Spread |
| Member Engagement And Access Dashboards | Access and Engagement Trends |



Project Reflection Points

EVIDENCE TO ACTION
PAUSE AND REFLECT MEETINGS

PROGRESS REPORTS

INDICATOR REPORTING

EFFECTIVENESS STUDIES



Using Data to Adapt Implementation

- **We have data. Now what?**
 - Illustrative examples from LTLGP's learning networks' unique CLA approach.
 - Illustrative examples from ILOA's CLA approach.

Learning Network Examples



What is USAID's Leading Through Learning Global Platform?

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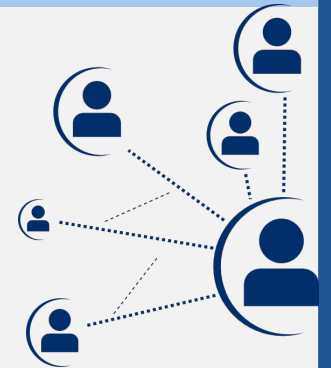
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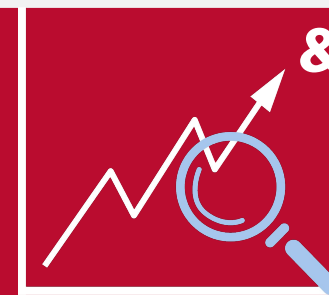
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Evidence
& Learning



Higher Education Learning Network: Who We Are

- Members: 3,051
 - Sub-Saharan Africa: 38%
 - LAC: 12%
 - Asia Pacific: 8%
 - North America: 29%
 - Other: 10%
- Two Global Working Groups (WG)
 - HELN Employability WG
 - HELN Resilience WG
- One Steering Group: 20 members representing:
 - HEIs, USAID, implementing partners, and youth



Higher Education as a Local Actor in Development

Priorities

USAID Higher Education Learning Agenda Questions



Inclusive Learner-Centered

How can the practice and culture of teaching become more learner-centered?



Resilience

How can higher education (HE) systems and institutions become more strategic in planning, implementing, and monitoring core activities?



Employability

How can skills or competencies (technical and soft skills) for employability best be identified, analyzed, and incorporated into curricula, teaching, and learning?

HELN Work Plan Y4

| Higher Education Resilience | Higher Education Employability | Higher Education Inclusive Learner-Centered Pedagogy |
|---|--|---|
| <ul style="list-style-type: none">● Higher Education at Risk - Concept Note submitted by USAID Mission Nicaragua and Burma● Access to Higher Ed for Refugees - Concept Note submitted by UNHCR's tertiary team● Financial Sustainability Models in Higher Education - Collaboration with USAID SHARE (University of Notre Dame) | <ul style="list-style-type: none">● Higher Education Employability Ecosystem Landscape Analysis and Localization - USAID request● Greening Higher Education Employability - Concept Note submitted by USAID Opportunities 2.0 Philippines | <ul style="list-style-type: none">● #FailFest for Inclusive Learner Centered Higher Education - LTLGP strategic activity● Capturing Good Teaching Practice video interviews - LTLGP strategic activity |

What We Are Learning: Incorporate CLA at Every Stage E.g. Higher Ed at Risk

Design & Collaborate

- Concept note submitted by USAID missions Nicaragua and Burma, SG evaluation, WG creation
- Members wanted to understand how HEIs operate within authoritarian & non-permissive contexts and what tools and resources are available to support HEIs under threat.

Implement

- Guided by the USAID HE Learning Agenda, activity includes 3 deliverables:
 - 3 member consultations in LAC, Africa and Asia
 - 1 evidence primer and 3 technical briefs
 - 1 web event in 3 languages

Evaluate & Adapt

- After action review
- Audience analysis: qualitative and quantitative analysis
- LTL/HELN organizational assessment: pause and reflect
- HELN membership reflections: Networking events, consultations, surveys

HELN: What We Are Learning

- Opportunities for HELN members to connect and contribute.
- Flexibility and adaptability based on members' needs and feedback on products.
- Strive to design accessible products to reach different audiences.
- Produce high quality products and disseminate them effectively (social media, website, email) for members to apply them in their work

What is USAID's Leading Through Learning Global Platform?

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Communications



Professional
Development



Networks and Hubs



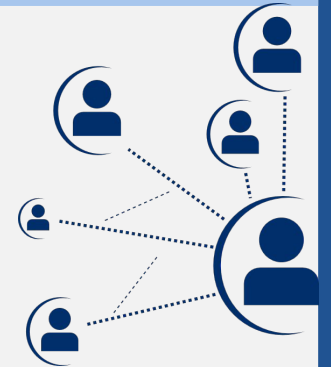
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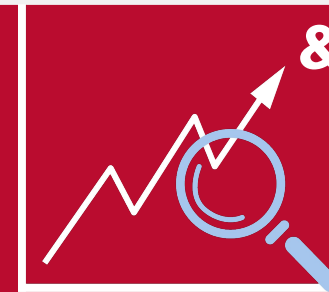
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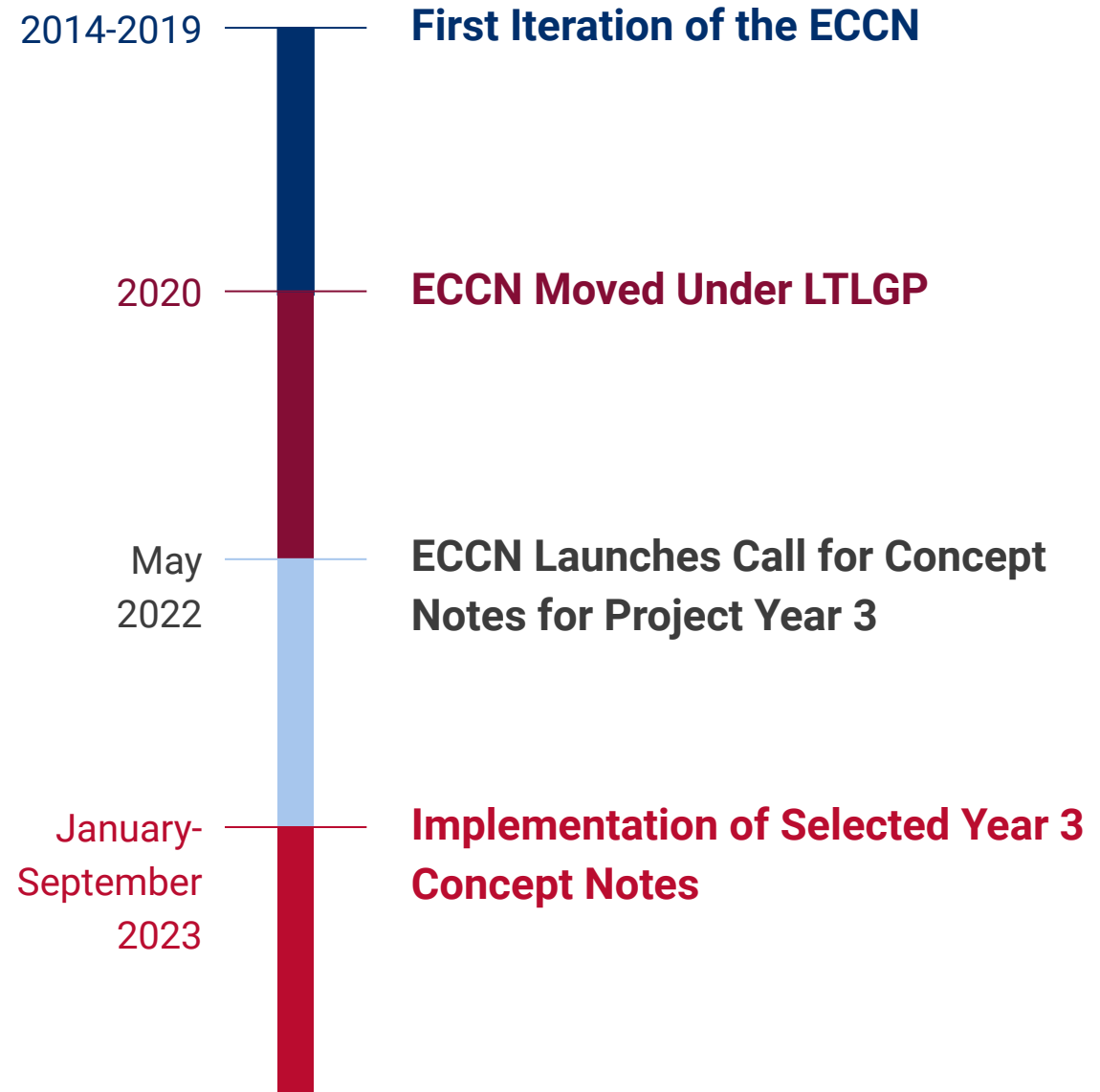


Evidence
& Learning

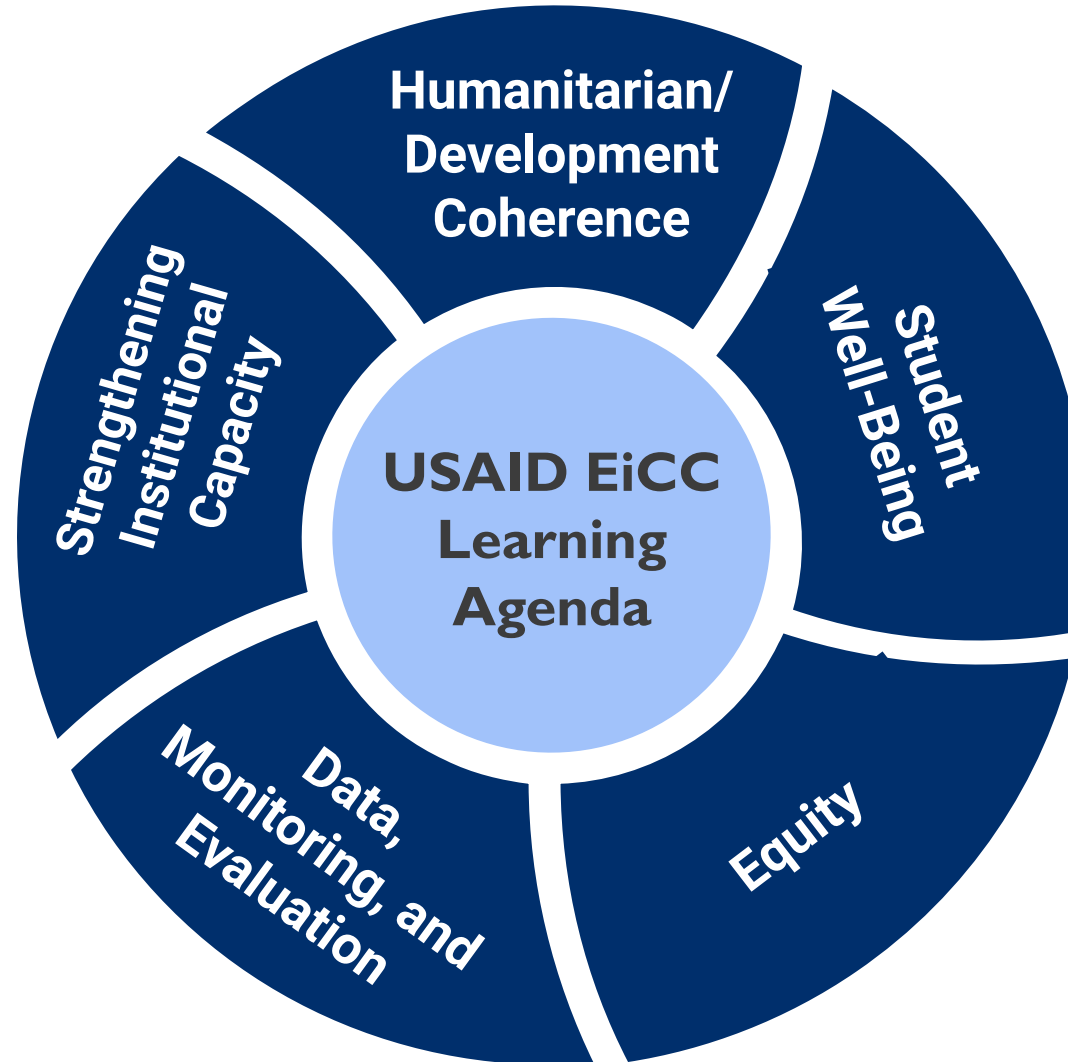


Education in Crisis and Conflict Network: Who We Are

- Members: 4,328 members
 - Sub-Saharan Africa: 39%
 - LAC: 11%
 - Asia Pacific: 11%
 - North America: 28%
 - Other: 12%
- One Steering Group: 13 members representing:
 - USAID, implementing partners, private sector



ECCN: What We Do



ECCN's Y3 Activities

| Student Well-being | Equity | Data, Monitoring, and Evaluation | Strengthening Institutional Capacity |
|---|--|--|--|
| <p>2 member-led activities</p> <ul style="list-style-type: none"> ● Multi-Sectoral Early Childhood Development Programming ● Save the Children's Catch-Up Clubs | <p>3 member-led activities</p> <ul style="list-style-type: none"> ● Digital Resources for Comprehensive Sexuality Education ● SEL and Foundational Learning ● Welbin Index Tool | <p>2 member-led activities</p> <ul style="list-style-type: none"> ● LAC Monitoring Framework ● Journal on Education in Emergencies | <p>2 member-led activities</p> <ul style="list-style-type: none"> ● ECD and Social Cohesion with Sesame Workshop ● Localization and Resilience with ACER |

ECCN Illustrative Example: Web Events

In Project Year 3, the ECCN hosted 9 web events.



4 cohort-based events

5 open audience events



ECCN: Types of Web Events

Cohort-Based Events

- Best for two-way communication and learning
- Interested members apply to participate
- Multiple gatherings
 - Networking opportunities
- Significantly smaller audience
 - More participatory/in-depth conversations

Open Audience Events

- Best for presenting and sharing
- Open to all who are interested
- Single gathering
- Larger audience
- Audience has a range of experience and knowledge about the topic
- Less participatory

ECCN: What We're Learning

- To meet the needs of all members, activities should be delivered in a variety of ways.
- A learning network should strive to be creative, innovative, and flexible when designing events.
- Activities should take different shapes depending on the event's objectives and target audience.

What is USAID's Leading Through Learning Global Platform?

Strategic
Communications



Professional
Development



Networks and Hubs



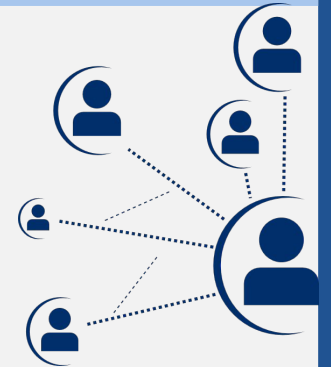
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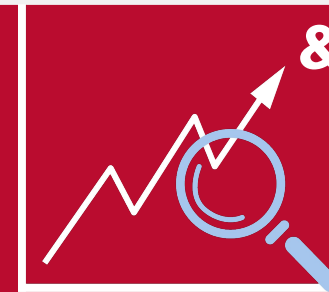
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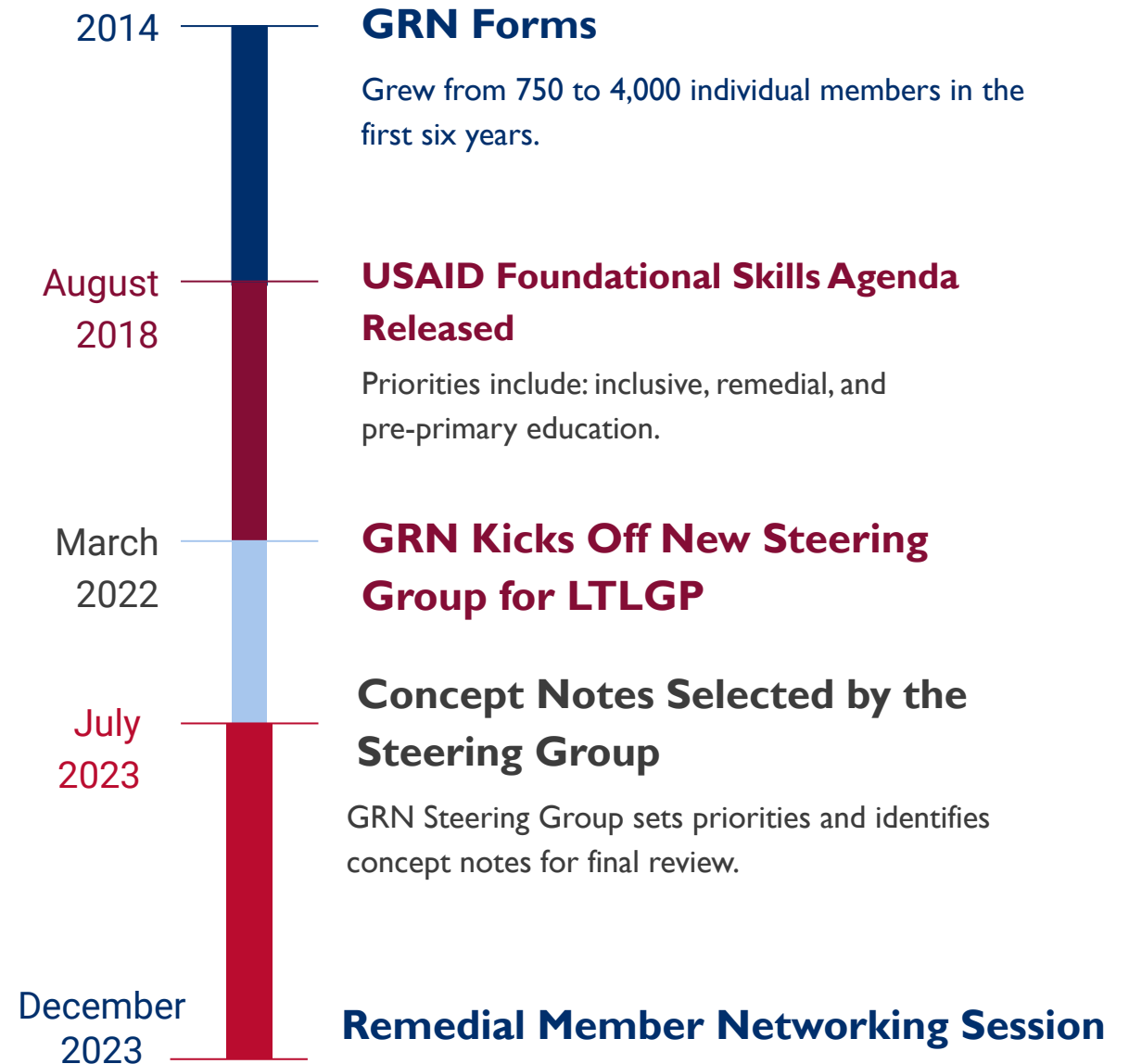


Evidence
& Learning

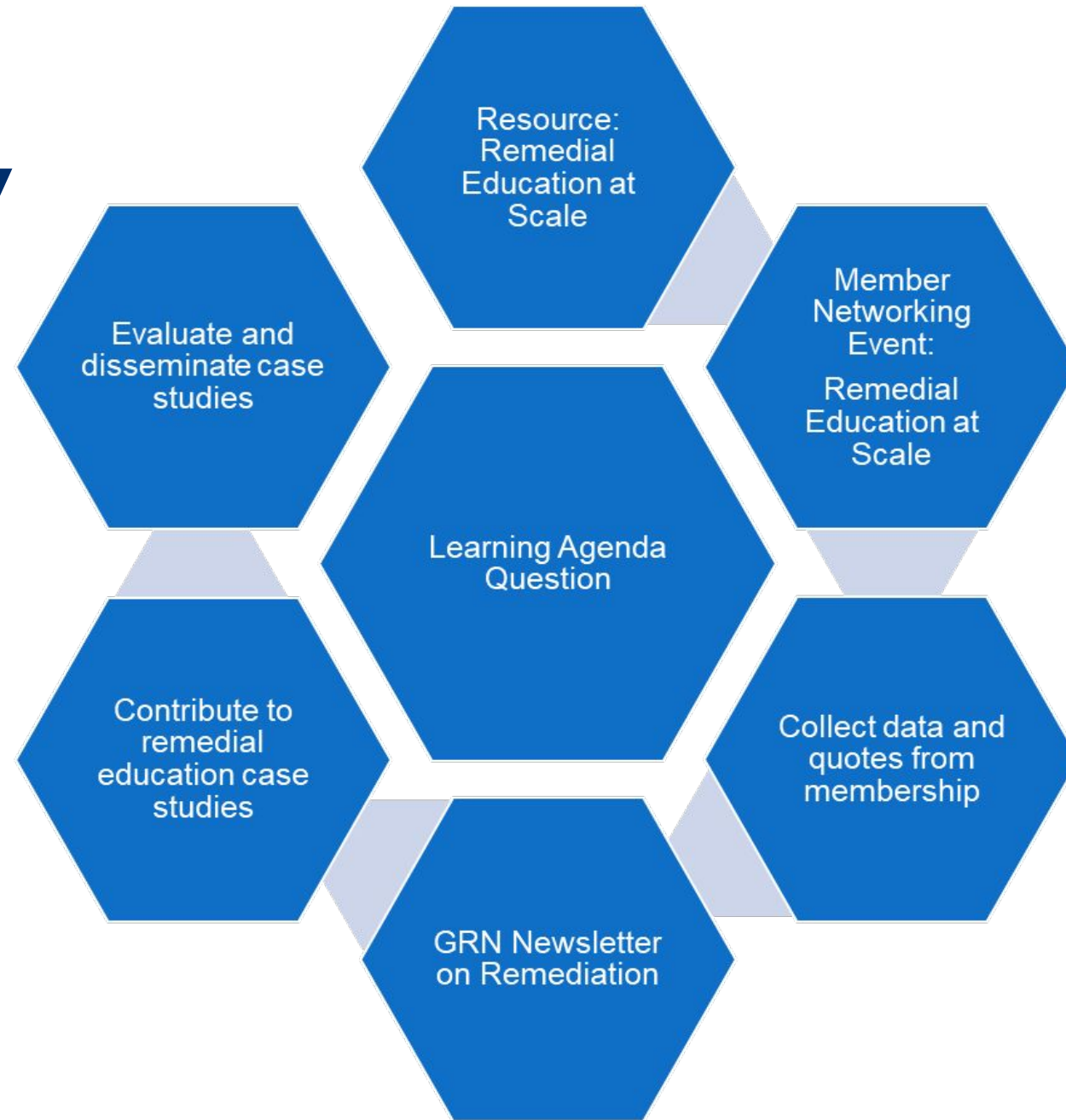


Global Reading Network Network: Who We Are

- Members: 5,116
 - Sub-Saharan Africa: 39%
 - LAC: 10%
 - Asia Pacific: 13%
 - North America: 39%
 - Other: 10%
- One Steering Group: 20 members representing:
 - HEIs, USAID, and implementing partners



Illustrative Example: A Story of the GRN



GRN: What We Are Learning

- Iterative deep dives on key resources.
- Opportunities for members to connect and contribute.
- Continue to make venues for engagement accessible.
- These opportunities allow us to collaborate, learn, and adapt what we do to maximize our efforts for membership.
- Differentiation for different audience groups.

What is USAID's Leading Through Learning Global Platform?

Strategic
Communications



Professional
Development



Networks and Hubs



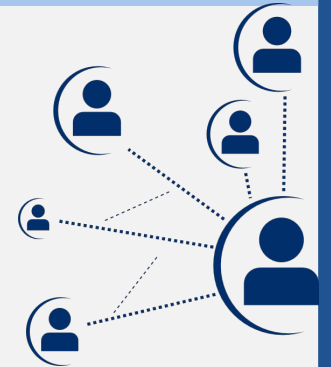
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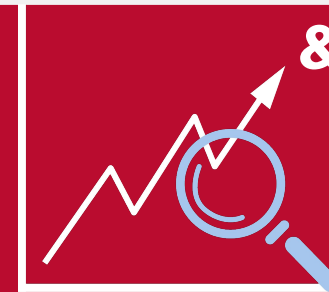
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Evidence
& Learning



LAC Regional Hub: Who We Are

- The LAC Regional Hub works locally on three technically focused learning networks: ECCN, GRN, and HELN.
- USAID LAC Learning Agenda on Education: 12 questions are at three different phases.



ACCESS THE
LAC LEARNING
AGENDA

USAID LAC Learning Agenda Questions

| | | |
|----|---------------------|--|
| 01 | Violence Prevention | <ul style="list-style-type: none">• How can schools and workforce development training contribute to reducing violence in LAC? |
| 02 | Irregular Migration | <ul style="list-style-type: none">• How does education influence irregular migration, and how does education interact with other migration push and pull factors? |
| 03 | Learning | <ul style="list-style-type: none">• What are the effects of the pandemic on learning loss in LAC, and the most effective ways to recover that loss while addressing pre-pandemic deficiencies? |
| 04 | Technology | <ul style="list-style-type: none">• How can technology contribute to equitably strengthening learning and teaching? |
| 05 | Soft Skills | <ul style="list-style-type: none">• How can crucial gaps in soft-skills development be addressed most efficiently and effectively in formal and non-formal education settings? |
| 06 | Inclusive Education | <ul style="list-style-type: none">• How can barriers to accessing quality education be overcome in marginalized populations (e.g., indigenous youth, LGBTQ+ students)? |

USAID LAC Learning Agenda Questions

| | | |
|----|-----------------------|--|
| 07 | Localization | <ul style="list-style-type: none">• How can donors better engage local communities, the private sector, and other actors to drive more effective, local, and sustainable education solutions for all children and youth? |
| 08 | Systems | <ul style="list-style-type: none">• How can LAC education systems be strengthened to ensure resilience despite shocks? How do contextual factors affect what works best? |
| 09 | Non-state Providers | <ul style="list-style-type: none">• How can governments, donors, and other actors best ensure the quality and accessibility of non-state and faith-based education providers in LAC? |
| 10 | Retention | <ul style="list-style-type: none">• How can dropouts be mitigated and reintegration supported in LAC? What differential support is needed for diverse demographic groups, sectors, and grade levels? |
| 11 | Assessment | <ul style="list-style-type: none">• How can schools, principals, and teachers best use assessment results and information on learning to improve the quality of instruction for all types of learners, grade levels, and contexts? |
| 12 | Workforce Development | <ul style="list-style-type: none">• What workforce development models most effectively result in youth employability after completing secondary, technical, or university studies and training? |

LAC Regional Hub: What We Are Doing



Identifies and engages with educational experts to join the LAC Regional Hub and participate in learning networks' consultations, knowledge product reviews, and networking events.



The hub sits on the three learning networks' Steering Groups and exchanges information and ideas about regional and global educational issues.



Contributes to the design and development of learning networks' activities and leverages the influence that LAC hub members have on certain thematic areas.



Disseminates members' work and contributions to improve educational outcomes in the region.



What We Are Learning

- The LNs and the LAC Hub represent a valuable opportunity for its members to learn, create, innovate, and connect.
- Each member is valued; they give meaning and amplify the work we do.
- LTLGP is a platform that collaborates, contributes, and connects its members to other platforms.
- We share knowledge through our members' stories.



Using Photography to Strengthen Student Relationships



Caption: Students from USAID's Juntos Aprendemos program; Credit: USAID

Colombian and Venezuelan students captured the above photograph using a special technique learned as part of USAID's Juntos Aprendemos program. The program brings migrant and native students together to learn new skills while learning about one another. The initiative creates safe spaces for all, helps build networks for migrant youth, and increases connectedness to school which can reduce dropout rates.

[Learn more about Juntos Aprendemos](#)

Developing Regional Networks in Asia

Stephen Backman,
RTI International

USAID Improving Learning
Outcomes for Asia (ILOA)



Photo Credit: USAID Vietnam

Developing Regional Networks in Asia

Stephen Backman, RTI International

USAID Improving Learning Outcomes for Asia (ILOA)



ILOA Overview

The **USAID Improving Learning Outcomes for Asia (ILOA)** activity:

- provides **analytical, implementation, and logistical support services** to USAID Missions across Asia and the USAID Asia Bureau (Washington, DC) and
- assists USAID Missions and Asia Bureau **with designing, implementing, and evaluating** a full range of education programming,
- includes **early childhood, basic and secondary education, youth workforce development, and higher education.**

Fast, Flat, and Flexible

ILOA Objectives

- IR1 - Strengthen evidence and measurement.
- IR2 - Strengthen leadership and capacity (for both USAID Mission staff and education sector partners).
- IR3 - Increase support to Mission and Asia Bureau program implementation (through Mission buy-ins).

ILOA Buy-In Activities

Mission buy-ins:

- Pakistan – Education sector assessment (completed)
- Philippines – Support to Department of Education, multiple activities
- Tajikistan – Education sector retrospective report
- Laos – Higher education activity (multiyear)
- Burma – Post-secondary education support (multiyear)
- Kyrgyz Republic – Education support (multiyear)

ILOA Thematic Areas for Core Activities in FY 2024

- Education systems strengthening
- Climate resilience
- Inclusive education
- Workforce development
- Higher education

★ **Central Asia**

Regional Network Partner

AKF

- Kazakhstan
- Kyrgyz Republic
- Tajikistan
- Uzbekistan
- Afghanistan
- Pakistan

★ **South Asia**

Regional Network Partner

Central Square Foundation

- India
- Nepal
- Sri Lanka
- Bangladesh

Other Resources Organizaitons:

- Westminster University, Tashkent**
- Central Asia Regional University, KR**
- Sesame Workshop**
- American Councils for International Education**

RTI International: Prime contractor, oversee all facets of ILOA Activity implementation and provide technical assistance.

Delivery Associates: Advise regional partners in support of cross-regional networks of learning and engagement and provide technical assistance.

International Rescue Committee: Support design and implementation of research/evaluations, and training and capacity development.

Long Story Short: Provide expertise on high-quality, innovative communications and dissemination products.

★ **Southeast Asia**

Regional Network Partner

SEAMEO INNOTECH

- Burma
- Cambodia
- East Timor
- Indonesia
- Laos
- Regional Development Mission (Thailand)
- Pacific Islands
- Philippines
- Vietnam

Regional Networking and Engagement

- **Initial Approach**

- Five thematic technical advisory groups (TAGs)
 - Early Childhood Education (ECE),
 - Basic Education,
 - Higher Education/Workforce Development,
 - Systems Strengthening,
 - Research and Monitoring
- Subregional networking plans

- **Additional innovation**

- USAID Foreign Service National Technical Advisory Group (FSN TAG)
- Two Mission representatives from each subregion

CLA: Pause and Reflect after Year 1

- Thematic Groups were too structured and seemed forced rather than responsive to changing needs and interests.
- Subregional networking plans were too complicated and dependent on funding, with a top-down approach.
- FSN Technical Advisory Group had unclear roles and lacked opportunities to meaningfully engage and provide leadership.

Adjustments for Refreshed Approach in Year 2

- **Multipronged approach to enhance engagement:**
 - Knowledge sharing/learning events (virtual brown bags, discussion panels, activity highlights, community of practice topics).
 - Subregional coordination—locally driven, combination of synchronous and asynchronous, catered to needs of each subregion.
 - Local leadership—FSN TAG leadership role, bimonthly pause and reflect meetings, team with regional partners.
- **Communications pieces:**
 - Regular ILOA “Research in Brief” digest (email to listserv).
 - Monthly updates on ILOA activities.
 - Quarterly newsletter to wider audience.

CLA: Moving Forward

- Bimonthly pause and reflect meetings with FSN Technical Advisory Group and ILOA partners.
- Quarterly or bi-annual surveys to understand how networking is or is not meeting needs.
- Track usage data on communications products (using Mailchimp).
- Polls during and evaluations after networking events.

Lessons Learned

Networks need to:

- Be light and flexible, so they can respond to changing needs and interests.
- Be locally or member-driven. Stakeholder input is key to ensuring networks are engaging and meaningful.
- Have relevant and meaningful content that reflects the ever-changing landscape.
- Use a multi-pronged approach.
- Carry out regular monitoring and adjust accordingly.
- Feedback is essential.

ILOA - Contact Information

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Meredith McCormac

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Become a Member

Stay Connected!

Share your thoughts
on LinkedIn and use the
hashtag #LTLGPatCIES
in your post.

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**THANK
YOU!**

