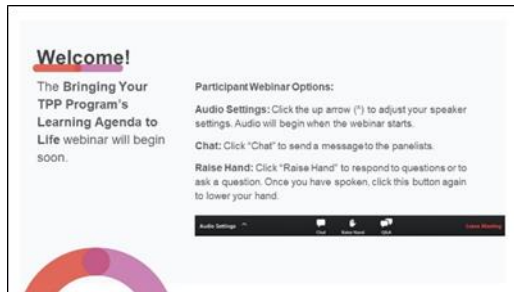


Bringing Your TPP Program's Learning Agenda to Life

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Transcript

Slide 1



Stacey Moody: All right. Welcome, everybody. I think we're going to go ahead and get started.

Slide 2



Stacey Moody: It is the top of the hour. I know we are going to have a packed agenda for this hour so I want to make sure we get all of our time together. I would like to welcome everybody and say, hello. My name is Stacey Moody. I am a part of the Reproductive Health National Training Center. I am a grantee liaison for some of the grantees that are Innovation and Impact Network grantees. Hello to the grantees that I have met before and welcome to all of those that I have not met. We're glad that you're here today to today's presentation. Also, we'll have an opportunity for peer sharing on our topic of the day, which is Bringing Your TPP Program's Learning Agenda to Life. Before we get started, I do have a few announcements just to go over quickly. First of all, we are recording this webinar. The recording of today's webinar, as well as the slide deck and the transcript, are going to be available on the RHNTC.org, which is our website. Those will be available in the next few days. During the presentation portion of the webinar, we're going to keep everybody muted just so we make sure we don't have background noise. But about a little over halfway into today's time together, we are going to move into small group discussions. At that time, you can unmute and we certainly hope that you share and ask questions during that small group portion. As well as at the end of our presentation, we're going to come back together and address any questions that came up during the presentation and the Q&A. This presentation is supported by the Office of Population Affairs. Its contents are solely the responsibility of the authors and they do not necessarily represent the official views of OPA or HHS. Once again, thank you for joining us today. We know that you're busy. We hope that you find that your investment in this

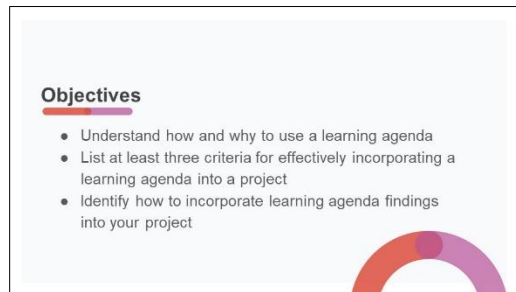
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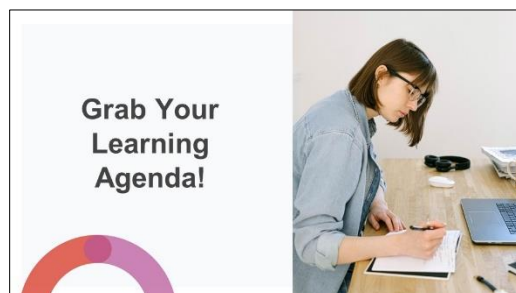
hour with us is a good use of your time and learning about learning agendas and how you're going to bring them to life.

Slide 3



Stacey Moody: Let's just quickly go over the objectives for today's presentation. We are pleased to have a seasoned subject matter expert with us today who can speak about the development and the use of learning agendas. I'll introduce him here in just a moment, but we also are going to share some of the common themes around your learning agendas so you can hear it and understand what your peers are looking at and how they're looking at their learning questions within their learning agendas. Then, like I said earlier, we will have a small group discussion where you can talk to your peers about your efforts to build your learning agendas, as well as how they're going to be informing, or already are informing your projects, whether that be with replication or innovation-focused grants. On the screen, you can see by the end of this event we hope that you will be able to understand how and why to use a learning agenda, to list at least three criteria for effectively incorporating your learning agenda into your project, and finally, to identify how to incorporate learning agenda findings into your projects.

Slide 4



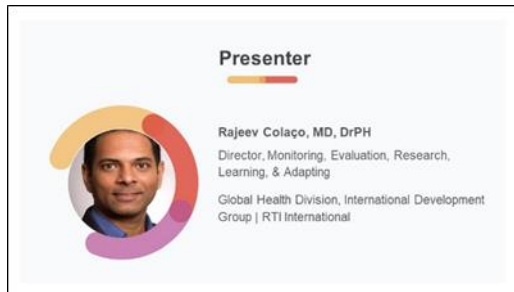
Stacey Moody: If you haven't already, we would encourage you to grab your learning agenda, whether that's pulling it up on your screen or if you have a paper copy. I think during today's webinar it might be helpful to have this to refer to as we learn more about how to design or refine learning agendas, as well as the tips we're going to hear on effectively implementing your learning agenda. If you have a moment, go ahead and grab that.

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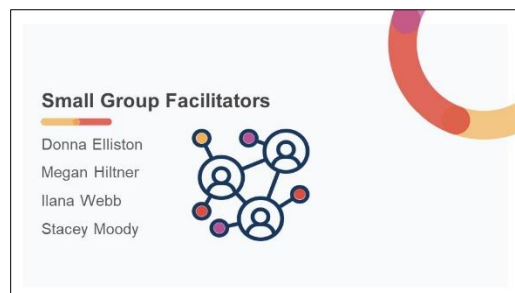
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Slide 5



Stacey Moody: Then I would like to introduce our speaker-presenter for today from RTI International. We're really thrilled to have him with us today. Dr. Rajeev Colaço is the director of Monitoring, Evaluation, Research, Learning, and Adapting, or MERLA, in the global health division of RTI International. There he oversees the monitoring and evaluation, as well as the learning activities, that promote translating knowledge into practice. He's also an adjunct professor at George Washington University's Elliott School of International Affairs, which is in Washington D.C. Today he brings to us his extensive experience in conducting rigorous monitoring in evaluation and research, as well as framing results into adaptable learning and enabling the formulation of health policies and strategies and guidelines. He also brings firsthand knowledge of learning agendas and their use in building a knowledge base.

Slide 6



Stacey Moody: Then next, I would like to introduce our facilitators. As we get to the end of our session today, Donna, Megan, Ilana and myself will be facilitating our small group sessions. They have some questions to ask of the group as well as we hope it's an opportunity for you to ask any questions that you may have that we can then bring back to the larger group at the end.

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Bringing Your TPP Program's Learning Agenda to Life

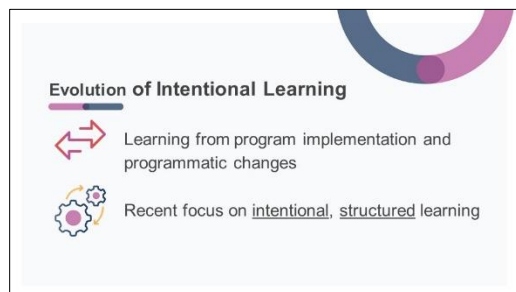
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Stacey Moody: Before we get into all the good information we're going to hear, we thought it might be best to gauge your experience with learning agendas. We're going to pull up a poll for everybody to go ahead and click your answer here. The question is, "How much experience do you have with learning agendas?" That may be no experience, little, some experience or a lot of experience. I'll give you a few seconds here to complete that. I see people entering in the answers there. Looks like so far a wide variety. All right. We'll give it three more seconds to get your answers and then we'll look at the responses. All right. Well, it looks like everybody ranges either from no experience to some experience. Not necessarily anybody on the call, maybe besides Rajeev, who's got a lot of experience with learning agendas. Then of those on the call, the majority looks like come with a little bit of experience, so basic understanding of learning agendas, as well as those who have no experience or some experience. We're excited that all of you could be here today. I think the information that Rajeev will provide is going to speak to each of your levels of understanding of learning agendas. He'll go over some of the basics of it, but then begin to move into really how do you bring that agenda to life within your project and some great tips to move you forward with it. Thank you for sharing your experience there. At this point, I am going to go ahead and transition it over to Rajeev. Rajeev, thank you.

Slide 8



Dr. Rajeev Colaço: Great. Thank you, Stacey. Hi, everybody. I'm delighted to be here. Thank you for having me. I love doing these things in person, but it's been more than a year of doing this virtually and I'm still not completely used to it. Do forgive me if I'm not having like the direct ability to like speak to each of you. Of course, we'll have Q&A and I'm hoping we'll have a lively discussion then. Let me start off. One of the things I always start by saying about learning is that we have always learned from our program implementation. We have always used that learning to make programmatic changes. I often

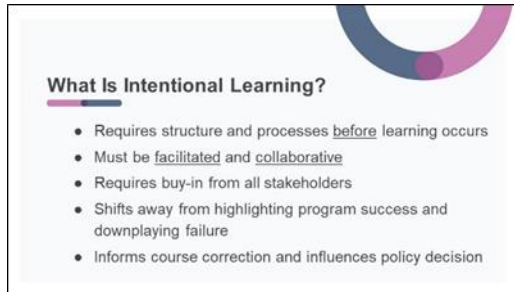
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call this as learning on the go that we've done perhaps decades. But over the past few years, there is an increasing focus on intentional and structured learning. Next slide, please. Yeah, thank you.

Slide 9



What Is Intentional Learning?

- Requires structure and processes before learning occurs
- Must be facilitated and collaborative
- Requires buy-in from all stakeholders
- Shifts away from highlighting program success and downplaying failure
- Informs course correction and influences policy decision

Dr. Rajeev Colaço: This intentional learning requires structure and processes to be put in place before the learning takes place. It's important to acknowledge that intentional learning needs to be facilitated as well as collaborative with buy-in from all stakeholders who just want to lead to the meaningful change we'd like to see in our programs. Another benefit of focusing on learning is that it helps shift the spotlight away from programs wanting to highlight either successes or to downplay failure. It's so much easier to be in a learning space. Lastly, learning by itself is not sufficient. It needs to inform course correction and influence policy changes. It needs to be aligned with a program's Theory of Change, as well as programs monitoring and evaluation plans.

Slide 10



How to Sustain Learning and Adapting

- Staff and partners own and drive their own learning, link to global learning
- Establish learning/feedback loops
- Develop needs-based capacity building tools and approaches

Dr. Rajeev Colaço: While thinking about learning, we need to ensure that learning and adopting are not owned and led just at central or headquarters level. This is something I need to keep reminding myself, because I work at a central and headquarters level. Staff and partners at decentralized levels should own and drive their own learning and link to global learning. For example, for work that could be relevant to you, when grantees are working on evidence-based innovations and sharing their learning with other grantees at various levels, sharing of that learning can enable grantees to build upon previous learnings rather than replicate interventions and innovations all over again. Lastly, establishing learning and

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feedback loops, as well as needs-based capacity building and approaches, can enable the mainstreaming of learning as well as adapting.

Slide 11

Increasing Stakeholder Focus on Intentional Learning

Stakeholders: Donors, government, and implementing partners

- Learning and adapting should be part of everyone's best practice, not just a monitoring and evaluation responsibility
- Learning and adapting should occur across projects and technical sectors
- Positions us as thought leaders for system-wide program implementation

Dr. Rajeev Colaço: One thing many of us have learned in the learning space is that learning and adapting are not just an MME or research team's responsibility, they need to be part of everyone's best practice to achieve success and project improvement. Donors and governments are increasingly calling upon us to learn and adapt not just with them, but across projects and technical sectors, such as maternal and child health, infectious diseases, governance, resilience, health systems strengthening and so on. For example, communities of practice are one good way in which we can enable sharing of learning and adaptation across various groups and sectors. The donor funding landscape is becoming increasingly cross-sectorial and systems-oriented, an intentional learning position size as thought leaders for systems-wide program implementation. For example, where in the past we provided direct services to beneficiaries, we are now increasingly being asked to strengthen existing government systems and capacity for providing services to beneficiaries.

Slide 12

Deconstructing Learning

- The term "learning" is broad and often leaves people confused
- Must deconstruct and define specific learning components
- There is no one way to deconstruct and define learning — rule of thumb: select an approach most relevant to one's context

Learning agendas are one way to approach intentional learning.

Dr. Rajeev Colaço: The term learning is pretty broad. In fact, I often say it's so broad that it leaves people confused. I know personally that I used to get very confused with the term learning when I first heard of it. To minimize ambiguity, it feels important to deconstruct and define specific components of learning. One thing to note is that there is no one way to deconstruct and design learning. One rule of thumb is to

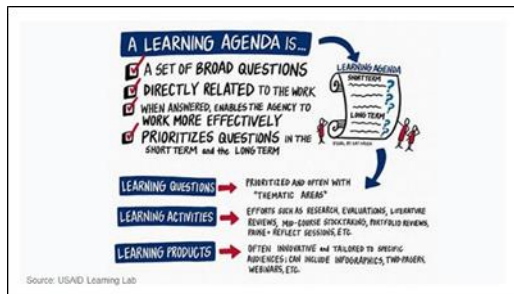
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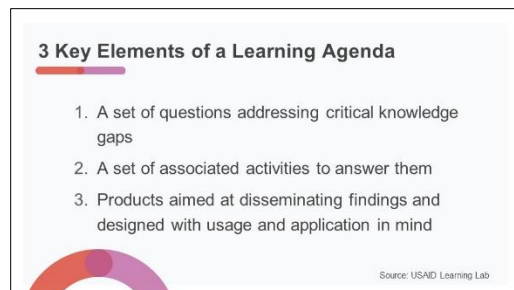
select an approach that is most relevant to one's context. One way to deconstruct learning is through creating specific learning agendas.

Slide 13



Dr. Rajeev Colaço: This is a visual from the USAID Learning Lab. It really helps us think about how to frame learning agendas. It helps explain what a learning agenda is. It provides considerations for development of learning questions, activities and products. I won't read all of this, but maybe let's take three seconds to just go through the description and definition of a learning agenda and its constituent parts.

Slide 14



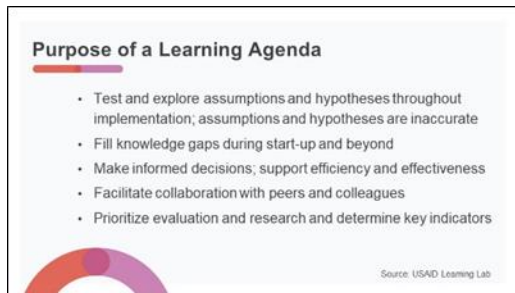
Dr. Rajeev Colaço: There are three key elements to a learning agenda. The first is a set of questions that address critical knowledge gaps. The second is a set of associated activities that help answer the identified learning questions. The third relates to products aimed at disseminating findings and design with end use in mind.

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Dr. Rajeev Colaço: There are a number of purposes of learning agenda. One, it allows us to test and explore assumptions and hypotheses related to program implementation, but more importantly, it helps us stay open to the possibility that our assumptions and hypotheses might change over time. A learning agenda also helps us to fill knowledge gaps throughout a project's life cycle. It lets us make more informed decisions for program improvements. It serves as a great platform through which peers and colleagues can collaborate and share ideas. Lastly, it assists us with prioritizing evaluations and research activities, as well as in determining key project indicators.

Slide 16



Dr. Rajeev Colaço: When is the ideal time to develop a learning agenda? I get asked this question all the time and something that I think about a lot as well. Ideally, we see that it's best to develop a learning agenda during the design phase of the project. It's easier probably to start a learning agenda after developing a project's Theory of Change, logframe or results framework. A template can be a helpful place to start. Let's look at a template in the following slide.

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Learning Agenda Template

Learning Question	Learning Activities	Key Decisions / Impact

Source: USAID Learning Lab

Dr. Rajeev Colaço: The structure of this template is very similar to what many grantees have used or developed for their learning agendas here, especially for those who have used the USAID Learning Agenda Template. Very quickly, there's three key parts to this learning agenda template. There's a learning question. There's a learning activities and there's the key decisions or impact section.

Slide 18



ReachHealth Case Study Overview

USAID's ReachHealth project in the Philippines aims to strengthen government health systems to increase family planning and reduce unintended pregnancy among adolescents.

1. Developed Theory of Change and results frameworks (with indicators)
2. Through creation of a learning platform and feedback loop, solicited curriculum feedback from adolescents, community educators, peer leaders, teachers, and government staff

Dr. Rajeev Colaço: I love explaining things with examples. I feel I learn a lot by example so hopefully this example helps you as well. This case study is from an international project, but we think it has relevance to what you're working on. It walks us through how one particular project put together its learning agenda. USAID's ReachHealth project in the Philippines aims to strengthen government health systems to increase family planning and reduce unintended pregnancy among adolescents. This is probably something a lot of you are familiar with really well. At project startup, ReachHealth needed to develop its Theory of Change, results framework with indicators and a learning agenda as part of its monitoring, evaluation and learning plans. This was really a donor mandate. Once the Theory of Change and results framework were finalized, the project focused on establishing its learning agenda. Let's again remember that there are many ways to go about establishing learning agendas and all of them can be right and appropriate depending on the context of a given program, but key thematic focus area for the ReachHealth project was to reduce teen pregnancy in school settings through increased knowledge and uptick of teen pregnancy services. Key long-term and intermediate outcome indicators from each health included adolescent pregnancy rate, the percentage of adolescents in schools receiving pregnancy prevention messages and so on. A primary mechanism for delivering pregnancy prevention messages to adolescent students was through a school-peer education curriculum developed in collaboration with the Department of Education. The project established at the very start a feedback loop and learning

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platform with community educators, peer leaders, teachers, government staff, and most importantly, the adolescent students themselves who would be the beneficiaries of the program. What the project did was it began consultations and discussions with all these key stakeholders around the implementation of the curriculum. Stakeholders were asked for feedback on the curriculum, whether they thought students would be receptive to it, their thoughts on how to structure the curriculum delivery more effectively and so on. Next slide, please.

Slide 19

ReachHealth Case Study Overview (cont.)

3. Based on feedback, identified a disconnect between the curriculum (which was mainly paper based) and adolescents (who are tech savvy and active consumers of technology)
4. Created a learning agenda question to explore the effectiveness of an online v. paper-based curriculum

Dr. Rajeev Colaço: As discussions proceeded, adolescent students identified one key gap that they saw. It was that while the curriculum was mainly paper-based, nearly all adolescents were tech savvy and active consumers of technology. Some of the students asked a really important question. They asked whether what they called an old-school paper curriculum should be the only means of delivering information to them and if there was evidence to show whether online platforms might be as or more effective. The project realized that there was a gap around this evidence in the Philippines. This essentially led to the start of formulating the first learning question in the learning agenda.

Slide 20

Learning Agenda: Philippines Case Study

Learning Question	Learning Activities	Key Decisions / Impact
What are the most effective delivery means for increased pregnancy prevention awareness and knowledge among adolescents in ReachHealth target areas?	Quasi-experimental mixed-methods study with comparison arm (no curriculum) and three treatment arms: 1. Paper only 2. Online only 3. Paper+online	Study is ongoing. Preliminary findings indicate that the online only and paper+online arms lead to higher awareness and knowledge compared to paper only. And the effects are similar. Project and government are discussing how to use this learning for making curriculum delivery changes

Dr. Rajeev Colaço: The first question of this learning agenda was, "What are the most effective delivery means for increased pregnancy prevention, awareness, and knowledge among adolescents in ReachHealth target areas?" Let's quickly walk through what we said were the components of the template. In order to answer this learning question, the project now needed to identify learning activities that were essentially based on research and evaluation. The activity they proposed was a

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quasi-experimental mixed-method study with a comparison as well as three treatment arms. The key decisions, which kind of goes into, well, why is this important? What is kind of the long-term importance of this for the project? We are already seeing preliminary findings from this study that indicate that the online-only, as well as the paper and online arms are leading, could lead to higher awareness and knowledge compared to the paper arm only. Now the project is already in discussions, sharing this learning with government and other stakeholders to figure out how to tweak the delivery of this curriculum moving forward.

Slide 21



Tricks and Tips for Better Learning

- It's easy to feel a bit overwhelmed by learning; keep it simple
- The sooner we can deconstruct and define learning, the better
- Establishing a learning agenda is a good starting point
- Learning is never one person's job; establish feedback platforms/learning loops to bring multiple stakeholders together

Dr. Rajeev Colaço: I think I have two more slides and I'll end with some tricks and tips, hopefully, for better learning. Once again, I feel I need to remind myself of this even after years of working on learning agendas. It's fine to feel overwhelmed by learning, especially in the beginning of the program. But one thing I always say to folks is don't let it overwhelm you throughout the program. It's a really good idea to keep a learning agenda as simple as possible. If it's a helpful tip, most of our projects, the ones that I work on, have not more than three to five learning questions that would be answered over a three to five period. The sooner we can construct and define learning the better. Establishing a learning agenda is a good starting point in this process. It's also good to remember that learning is never one person or one team, especially in MME or research team's job. It takes a village to learn is something that I say to folks always. It is hugely rewarding to establish feedback platforms and learning loops that bring together multiple stakeholders together for richer and collaborative engagement learning.

Slide 22



More Tricks and Tips for Better Learning

- It's best for learning to be led and owned locally; our role is to help, not tell our stakeholders how to learn
- The soft skills of collaborative learning and adapting are as important as the hard skills

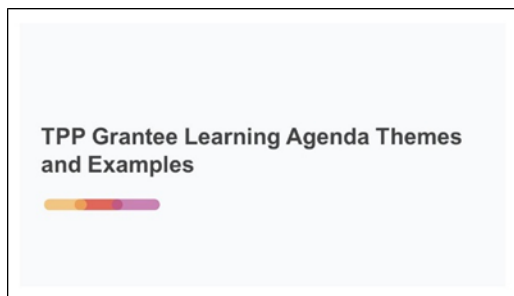
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Dr. Rajeev Colaço: To ensure sustainability of efforts, it's always a good idea for learning to be led and owned locally. I always say that our role is to help rather than to tell our stakeholders how to learn. Lastly, a key learning that I have that I'd like to share is that the soft skills of collaborative learning and adopting, these are the skills such as listening to all voices, inclusiveness, patience, diplomacy, facilitation, are as important as the hard skills such as vigor and monitoring, evaluation and research. It's really the marriage of the combination of the skills that leads us to really effective learning agendas and really effective evidence. I think that's all I had. Thank you.

Slide 23



Stacey Moody: Great. Thank you, Rajeev. I think hearing that case example one, it was great. It was also a teen pregnancy prevention case example, but I think just really lays out how you developed your learning agenda and how that learning question came about. We have a couple of minutes before we go to the next section that I'm just going to present on. I wondered if it was okay if I ask a question that just came up in the chat for you to confirm. They asked to confirm, "Did you say three to five questions on a learning agenda and for how long of a period would that be for?"

Dr. Rajeev Colaço: Yeah. That would be over a three to five-year program. I mean, again, it could be six or seven questions, but we usually see that going beyond five sometimes adds too much burden on programs that are already busy implementing and doing a lot of other research and evaluation studies.

Stacey Moody: Great. There's another question that came up in the chat and I think we're good on time. I'll see if you have any thoughts on this one. "How often do you recommend revisiting the learning agenda, especially if you plan on using it for mid-program corrections and continuous quality improvement?"

Dr. Rajeev Colaço: I love this question. One of the things that we do within our programs is we establish internal pause and reflect sessions. Depending on the program and the complexity, it's either every quarter or twice a year. I would say that revisiting a learning agenda at least twice a year is a good practice, because it helps you be nimble and helps you make changes. I've seen some programs do it once a year, but then we might lose that learning about the learning agenda process for an entire year before we make changes. I would say at least twice a year. If you can do it more frequently, even better.

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Stacey Moody: Fantastic. Great, thank you. I think that's all the questions we have for now, but if you have other questions that come up either now, chat them in. We'll also have time during the small group discussions to talk about that.

Slide 24

TPP20 Tier 1 Learning Question Themes		
Implementation	Engagement	Impact and Outcomes
<ul style="list-style-type: none">- Successes, challenges- Best practices, improvements- Equitable	<ul style="list-style-type: none">- Community, youth, youth's family- Fostering trusting connection with youth- Supportive collaborations	<ul style="list-style-type: none">- Increased skill to deliver curriculum- Changes to community relationships- Program effectiveness- Potential to scale program- Program sustainability

Stacey Moody: I wanted to change gears a little bit and to share with you some examples of learning agenda questions and themes and activities that you have developed as grantees. We had a chance to review your learning agendas and pull together some overarching themes, as well as some examples of what you are doing over the course of your project. The first slide you see up here is from our TPP20 Tier 1 grantees. Here's some of the themes that we saw. Just as a reminder, the Tier 1 grantees are working on replicating effective programs. They're already using interventions that are evidence-based. Their learning questions for these Tier 1 grantees are going to inform learning on how to impact systems. We did find that the learning agendas varied, but really the overarching themes you can see here on the screen touched on questions and activities related to program implementation, engagement, as well as the resulting impact and outcomes. Going into a little detail for each of those, with implementation, grantees are considering implementation in the context of high quality with fidelity, as well as identifying the successes and challenges in best practices as well as potential improvements along the way. Another thing that we saw was looking at how to ensure equity is woven throughout. In the next column, we have learning questions that were related to engagement. Engagement was considered in the learning agendas who was being engaged, how effectively they were being engaged and how supportive the engagement is to the system's change. Grantees were considering engagement with youth, youth families, their community, as well as their collaborative partners. Then, each grantee also outlined specific goals. But from a very high level, the learning agenda goals were aimed at increasing the skills of the educators that deliver their curriculums, the program's effectiveness, and then some of the goals were more systems-change oriented, looking at the changes to the community relationships, the scaling of the programs, as well as sustaining programs.

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TPP20 Tier 1 Learning Activity Themes

- Share and update community assessment
- Review programmatic data
- Dedicate staff meeting time to CQI
- Gather input from youth, CBOs, families, partners, etc.
- Hold ongoing meetings about learning agenda with leadership, facilitators, and community partners
- Conduct community/asset mapping
- Review enrollment forms, fidelity forms, referral forms

Stacey Moody: We also wanted to share with you some of the activities, the learning activities that the TPP20 Tier 1 grantees are planning on or are already underway. Again, these varied across grantees, but some of the overarching, high-level themes in terms of the activities were that many of grantees plan to share their findings within the program, within the community, with the partners and other stakeholders, which is great, because I think that that lends itself well to one of the points that Rajeev made, that learning is not one person's job. Also, in the Tier 1 grantee's learning agendas, we saw that the activities included gathering the findings through community assessments, which would be continually updated, as well as reviewing programmatic data, gathering input from youth and community-based organizations, as well as families and partners. Also, another activity was reviewing enrollment in fidelity and referral forms.

Slide 26

TPP20 IIN Learning Question Examples

Focus Area	Impact
What activities promote equitable access for adolescent health?	
How can youth be engaged in a way that increases feeling valued and respected?	
What is the relevance and/or fit of the program according to youth?	
How do youth learn best about sexual health and healthy relationships given their experiences and environmental context?	
How does youth voice impact the development/implementation of innovations?	
How are intersectionality and health risk factor associated for the youth of focus?	

Stacey Moody: Next, we're going to move on to the TPP20 Innovation and Impact Network grantees. Here we took just a sampling of some of the questions that grantees have included in their learning agendas. Many of these, more than one grantee had a similar-type question. The wording may have been a little bit different, but these are just some that we wanted to highlight. But just as a reminder, the network grantees are using the learning agendas to identify what they want to learn about the impact of their focus area, as well as the impact on their networks, or of their networks, I should say. Because the network grantees are testing approaches to teen pregnancy prevention, and with the use of networks, they're learning questions focus on understanding around and the development of innovative approaches to teen pregnancy prevention. An innovation mindset can really drive the learning agendas for these grantees. We see this in this innovation mindset, in the questions that many grantees are asking. They're wanting to know more about engaging new or multiple perspectives and ideas, embracing partnerships and learning what doesn't work in addition to what does work. Just a sampling

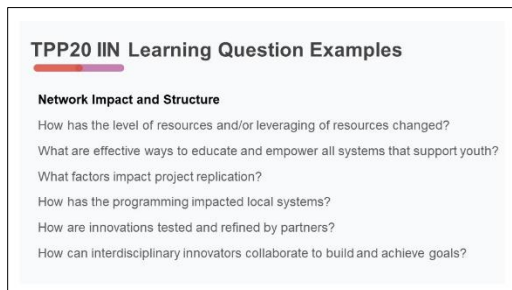
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of the questions that are listed on the screen. Multiple grantees have questions about equitable access to adolescent health, including what equitable access looks like for various groups of youth and also what activities promote equitable access. Youth voice was another common theme among the learning agenda questions that we saw across focus areas. Seeking a better understanding of what makes youth feel valued and respected both in the healthcare setting, but also in the design and implementation phase of the project and the refinement of innovative approaches to teen pregnancy prevention. Another question that grantees are asking about is, "How do youth learn best about sexual health and healthy relationships and with special consideration to understanding how the context and the experiences and the system involvement of youth impacts this?" Then finally, another question that came up was how intersectionality, or the connections between social categories, such as race, class, gender, and sexual orientation and youth risk factors, how those are associated. Very intriguing questions, which I'll be excited to learn more about.

Slide 27



TPP20 IIN Learning Question Examples

Network Impact and Structure

- How has the level of resources and/or leveraging of resources changed?
- What are effective ways to educate and empower all systems that support youth?
- What factors impact project replication?
- How has the programming impacted local systems?
- How are innovations tested and refined by partners?
- How can interdisciplinary innovators collaborate to build and achieve goals?

Stacey Moody: Let's see here. These next questions have more to do with the network's impact and structure that the network grantees are looking at. Grantees are learning more about how their networks have impacted the amount of resources that are available or how those resources are being leveraged. There are also questions about how to best educate and empower all the systems that are supporting youth within the context of the focus area that the grantee is working on. Then, also asking how programming has impacted the local system or the systems. Let's see. Another area that grantees want to learn about is how their innovations are tested and refined by partners. Finally, developing a better understanding of how interdisciplinary innovators can work together to best achieve a goal. I think these are all great questions and really get me excited to think about what's to come in the learning that's underway already. When we begin to kind of hear how you are answering these questions and it's informing your work, as well as how you're informing your stakeholders and partners with it, very exciting. These are just examples that we could get in a handful of slides. It's the tip of the iceberg of your learning agendas.

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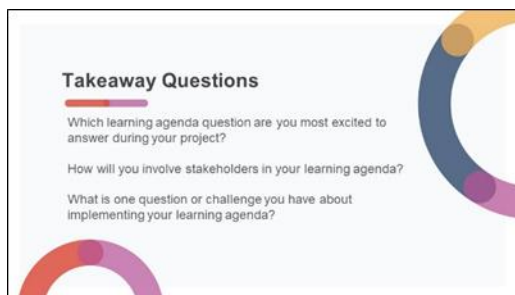
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Stacey Moody: We wanted to take the chance while we're all here today to allow you to talk to each other about your learning agendas, to hear what others are doing, as well as to have a chance to discuss any questions that you may have about your learning agendas or learning agendas in general, any challenges that you are already having around your learning agendas or that you're anticipating, especially as you begin to bring your learning agenda to life. We are going to break into small breakout discussion groups now. Each breakout group is going to have a facilitator, somebody from the RHNTC to help. We have some questions for you, but also, like I said, we'd love to hear what questions you have, because we're going to have time at the end of our breakout sessions, which will be about 15 minutes long, to come back together to hear what you spoke about as well as to hopefully answer some questions that were coming up in the groups. What we have done is my colleague, John, is going to help us get into the breakout groups. We are doing this. I'm not sure if you guys have done this before. Usually we assign you into breakout groups, but this time we're going to let you select your group. The reason we're doing that is we'd like you to select the group that follows your TPP grantee type. You'll see the breakout rooms. There's one for the network grantees. There's one for the Tier 2 grantees, as well as our replication grantees. If you're not sure which group you should go into, just hold tight and we can help you figure that out. John, I'm going to turn it over to you for the breakout rooms.

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Stacey Moody: Welcome back. Fantastic. John, I think we've got everybody back out of their groups. Is that correct?

John Karikas: That's correct.

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Stacey Moody: Great, thank you. Well, thanks everybody for coming back. I hope you guys had some good discussions. There are a few things that we can do in the rest of our time here together. One, I'm going to look over, I can see some of the questions that it looks like came up in the discussion groups. We can maybe pose those, see if Rajeev or anybody has any answers to those. Then if we have time, I would love, we can hear some of the key points that were discussed in your small groups. I may turn to your facilitators to help share out some of these takeaway questions.

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Stacey Moody: But first, let me go through and look at questions that came up in your group. Let's see. "What makes this," I'm assuming learning agenda, "What makes learning agendas better than some of the things that can be used to explore what we're doing?" It kind of seems like these are evaluation questions that are just framed differently and similar to how might we question, oops, I'm not sure if I get the second half of that. Maybe I'll leave that first half of the question and then I'll try to read the second half. Rajeev, I don't know if you could speak to kind of what makes these different or better than some other activities that help inform projects in program and innovation development.

Dr. Rajeev Colaço: Yeah, it's a great question and one that when we started putting learning agendas together for the first time had to grapple with as well, right? Because, how does this differ from, let's say a research questions or evaluation questions, that are anyways part of that same evaluation plan. One of the ways that we try to identify learning questions is that they go a little above and beyond when it comes to filling key gaps. I'll now go back to that Philippines example. The question on which platform would be a more effective platform for delivery to students is likely not one that we would have asked. See, if we had already made a decision to go with a paper-based curriculum, as part of the evaluation of the program, you will be evaluating how successful that delivery was. Going into a broader space really helped us identify a gap that we wouldn't have been thinking of within the narrow confines of the project, right? We moved into an area that said, "Well, is this design the best one to even begin though it's been better and we are moving forward? Is there something else that we could be doing that will move the needle towards achieving our outcomes?" It's nice to push the boundaries. I think learning questions help us push that boundary a little more. I think that could be that key kind of gap that could be sort of the learning question that you would normally not fill with a standard program evaluation question. I hope that helps and isn't more confusing.

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Stacey Moody: No, I think that makes sense. I think the key takeaway I took there was it allows you to push the boundary to understanding beyond what we may typically ask and learn about. Another question that came up is, "Is it more manageable to tackle one learning agenda question at a time?"

Dr. Rajeev Colaço: Look, we are now into implementation space. I hate using the words, "It depends," but I'm sorry to use it. Let's remember, right, there's the learning questions. Each learning question comes with its own set of learning activities. We now need a protocol. We need a methodology. We need a timeline. We need resources. If a program is strapped of resources, there's not enough timeline, there's not enough people to meaningfully work on answering these learning agenda questions through the activities, my advice always is we'd rather go with one learning question and answer it meaningfully rather than try to absorb 10 learning questions that you struggle with, right? I would tie that with the project's ability, the resources, the bandwidth, the timeline in order to be able to answer those. If you can answer three to five meaningfully, that's what we advise in our programs is go with a number that is meaningful and that for which we have the resources and the ability to answer. But concurrently, it's a little tricky, unless it makes sense to say, "Let's answer learning question one and then move to two," because it's well possible that both learning questions are important to answer. If that's the case and there's no ability to answer both at the same time, unfortunately, I would say prioritize one over the other.

Stacey Moody: Great. We have two more questions that came up to the groups that I think we can get in here. Somebody was mentioning that in their kind of education and in the work that they're doing we get a lot of push to use smart goals, but learning agenda kind of questions and what you're doing with learning agenda, seem to be different. That it doesn't need those measurable, attainable, but it's doing it differently. Is that correct? Do learning agendas need to use smart goals or anything similar to smart goals or is it different?

Dr. Rajeev Colaço: It's a good question. I personally like using smart goals for learning questions and a learning agenda, because just like any question you want to answer, the smarter it is, the more answerable it becomes, right? I think sticking to the smart principles also helps us narrow our questions to something that is more tangible and manageable. To give one quick example, we once came with a learning question in one of our programs that was so broad that it might have taken us years to get to the meat of it. I like making learning questions smart questions just like you would with any other evaluation and research questions. They do need those protocols. Remember, a learning question needs that concrete set of activities, whether it's a research methodology or a protocol in order to be answered.

Stacey Moody: All right. We have one more from the groups and I'm seeing some also come up on the chat. One from the groups was, oh, shoot. I think this is a good one. "Should learning agenda questions focus more on process evaluation questions or outcome evaluation questions?"

Dr. Rajeev Colaço: I see I'm getting tricky questions now. In general, I see that a lot of projects and teams like the questions to be at a high level. I would kind of move towards outcome level is probably going to be more meaningful. That also helps the learning questions be overarching and applicable, not just for

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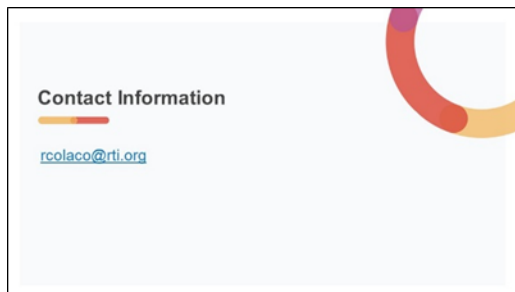
maybe year one or year two, but it could be applicable for the life of a project. Having said that, if there is something about process that is super important, then it might make complete sense to delve into that learning. In some ways, the example from the Philippines was around the process of which mechanism of delivery to students would work better in the long term, right? It makes complete sense in that particular instance.

Dr. Rajeev Colaço: I would see whatever contributes to learning that fills some key gaps is going to be helpful. I would even maybe turn it around a little and maybe even start with the gaps. Are your key gaps that you'd like to fill at an outcome level or do you feel that your existing indicators and so on at the outcome level will answer those gaps? If so, then maybe a gap is one across our side or it would be a mixture. I would maybe look from that lens and see where's the biggest piece of evidence that will lead to the best contributions to the project and then go from there.

Stacey Moody: Great. All right. We only have a couple minutes left. There was one more question that came up that, Rajeev, I don't know if this is one that's possible to provide a quick answer to. If not, we can figure out how to follow up for you, Andrew. But, "Did you see a place for further categorizing your learning questions as related to outcome process?" I guess this is very similar, but Andrew added in quality improvement-type questions. I don't know if there's anything more you wanted to add to your last answer.

Dr. Rajeev Colaço: I think it would be similar. It would go with the needs and the gaps. Then, like your questions, answer those.

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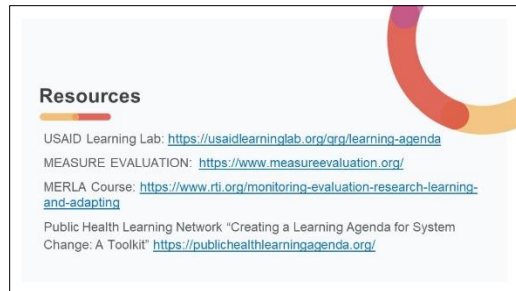
Stacey Moody: Fantastic. All right. Well, thank you, everybody. We just have a few kind of concluding slides here. I do, Rajeev, want to thank you so much for your time and your expertise and your experience that you brought to us here today. We greatly appreciate it. Rajeev provided his contact information if anybody would like to reach out. But, thanks again, Rajeev. We definitely appreciate it.

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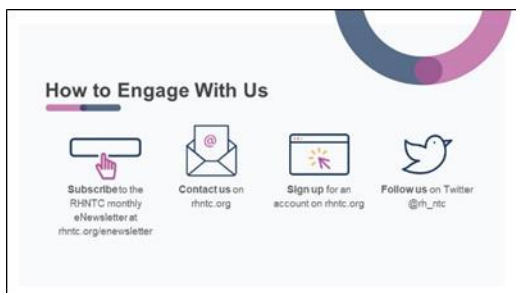
Stacey Moody: Let's see. Here somebody asked about resources. The top three I already chatted out are some resources that Rajeev had recommended. Also, the bottom was for the Public Health Learning Network is a new toolkit that just came out in the past few months that may be an additional resource for you.

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Stacey Moody: All right. As always, we hope that you continue to join us on our RHNTC events. If you want to learn about more events, you could always go to our website. I will chat that out now. This space about events is where you'll always see what we have coming up.

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You can also sign up for our newsletter. Then you will get at least monthly information about what is happening at the RHNTC. I'm going to chat that out too. As well as on the next slide, there's different

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ways that you can get a hold of us. Like I mentioned, there's the newsletter. You can reach us at RHNTC.org. You can also sign up for an account on our website and you can follow us on Twitter.

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Stacey Moody: Then finally, once again, thank you so much to everybody who joined us today. Thank you, Rajeev. Thank you to our facilitators. As a reminder, we'll have all the material from today's session available within the next few days on the RHNTC website. If you have additional questions on the topic, please don't hesitate to email us at rhntc@jsi.com. You can see the email there. Then again, one final ask that we have, I chatted this out once, but I'll do it again. If you could fill out the evaluation for our webinar, we certainly appreciate your feedback. We use it to inform our future work. There's the link there that you could go into to complete that. It helps inform future sessions and some training and technical assistance that we do. Thank you again for joining us. That will conclude today's session. I hope you guys have a great rest of the day. Thanks, everybody.

Dr. Rajeev Colaço: Thanks, bye.