

Tool #9: Documenting Learning

A simple and flexible template that allows local Joining Forces team members to keep track of different kinds of “learning questions” whether they are practical or theoretical. The template asks you to record what was learned about each questions and reflect on the implications of that learning.

Taking time to reflect regularly on key learning questions provides the opportunity to identify useful insights on adaptation and scale up. Decisions and actions may seem like clear choices in the moment, but we may forget later what and why those adaptations were made. Recording our learning helps us share and use this information later when scaling up to other sites. It is also a way to ensure that Joining Forces interventions/activities contribute to the broader Joining Forces research and learning agenda.

How to use this tool

1. Select a few key “learning questions” to track. Something you are curious about, want to monitor, or where there are many unknowns.
2. Write this question down. Document what happened in relation to this question, how intervention/activity changes influenced the program, what resulted, and if further change is needed. Do this at least quarterly.
3. This tool can be used by Joining Forces partners to focus on their role managing scale up, or by local non-consortium partners across different sites. The information can then be shared to draw lessons learned from and for scale-up efforts at the national level.



Children's Engagement

Documenting Learning is a great area to engage children. When using this tool Joining Forces seeks children's engagement in two distinct ways: 1) integrating information about children's views and perspectives as it relates to the tool's topic and 2) as a source of data for each tool. Locating opportunities for child participation and child safeguarding (as separate and complementary) is a shared responsibility of all Joining Forces partners. In this tool, children can pose learning questions, share their opinion on how well activities are going and suggest mid-course changes and learning for future endeavors. This can be done by holding your own meetings, or involving existing children's boards and groups. Many of the tools listed in the “[Tools and Techniques for Children's Engagement](#)” compendium can generate conversations in which important questions will arise.

Reminder

Feel free to adapt this tool in any way that works for your team and your context!

Documenting Learning

STEP 1: SET YOUR LEARNING QUESTIONS FOR SCALE-UP

Consider horizontal and vertical scale up (see tools #7 and #8), risks, and the conditions that need to be in place to achieve your goals for adaptation and scale. What do you want to monitor? What are you curious about? Where are you unsure? *Those are the places to write a learning question.*

STEP 2: COMPLETE ONE REFLECTION SHEET PER LEARNING QUESTION

A blank worksheet is included on the following page. Print out additional worksheet for every learning question you have identified.

Documenting Learning Worksheet
TOOL 9

APPROXIMATE DATE THIS QUESTION OCCURRED TO YOUR TEAM AS A PRIORITY

LEARNING QUESTION:

WHAT HAPPENED?

WHAT WORKED?

WHAT DIDN'T WORK?

WHAT DO WE DO NOW? ACTION STEPS.

CHECKING OUR PROGRESS

DATE
WHAT NOW?

DID WE COMPLETE THESE ACTION STEPS?
 YES NO



STEP 3: REGULARLY UPDATE YOUR LEARNING

Repeat this process regularly. Go back to your prior sheets as a starting point.

APPROXIMATE DATE THIS QUESTION OCCURRED TO YOUR TEAM AS A PRIORITY

LEARNING QUESTION:

WHAT HAPPENED?

WHAT WORKED?

WHAT DIDN'T WORK?

WHAT DO WE DO NOW? ACTION STEPS.

CHECKING OUR PROGRESS

DATE

WHAT NOW?

.....
DID WE COMPLETE THESE ACTION STEPS?

YES

NO