



ADAPTIVE LEARNING GUIDE

An Overview

Successful health projects require continuous learning to respond to the complex environments in which they operate. Increasingly, projects are using strategies like adaptive management, complexity-aware monitoring, and quality improvement methodologies to better use knowledge and data to drive needed adaptations. However, these strategies often encounter resistance or are not implemented due to knowledge and skill gaps and lack of an enabling environment to support change. Strengthening systems and building capacity for adaptive learning addresses these needs, resulting in enhanced individual and team knowledge and skills to effectively incorporate these approaches for learning and improvement.

PURPOSE

The purpose of this guide is to provide MOMENTUM project teams with the information and resources to integrate adaptive learning into the design, implementation, and improvement of maternal, newborn, and child health services, voluntary family planning, and reproductive health (MNCH/FP/RH) programs. This guide provides a conceptual introduction to adaptive learning and key steps for implementing its principles and practices into your work to support collaborating, learning, and adapting (CLA). It uses links to existing resources and real-world examples of how adaptive learning can drive continuous learning and improvement in project work.

AUDIENCE

This guide is intended for project leadership, program or activity managers, and monitoring, evaluation, and learning (MEL) staff on MOMENTUM awards (including global, country, field awardees, and subawardees) and their counterparts at USAID. It can be useful for any individual or team—within or beyond the MOMENTUM suite—looking to build their strategies and capacities for learning and adaptation.

Adaptive learning

The intentional adoption of strategies and actions to facilitate critical reflection and analysis of data, information, and knowledge—on a continuous basis and from a wide range of sources—to inform decisions that optimize program implementation and effectiveness in expected, unexpected, and changing circumstances.



Read the full Adaptive Learning Guide [here](#).

GUIDE STRUCTURE AND UNIT SUMMARY

FIGURE 1. STRUCTURE OF THE ADAPTIVE LEARNING GUIDE

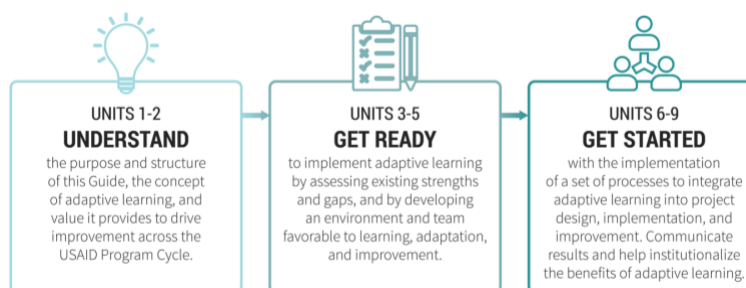


TABLE 1. OVERVIEW OF UNITS

Unit	Summary
Unit 1. How to use the Adaptive Learning guide	Provides an overview of the guide’s structure and includes an introduction to the six processes essential for integrating adaptive learning into project work.
Unit 2. Understanding adaptive learning	Defines adaptive learning and describes how it accelerates improved performance and project outcomes. It also describes where adaptive learning fits within the MOMENTUM suite of awards and its relation to USAID’s CLA Framework.
Unit 3. Assessing strengths and gaps for adaptive learning	Draws from existing readiness assessments to help users identify both strengths and areas where work is needed to integrate adaptive learning into their work.
Unit 4. Modifying your environment to integrate or strengthen adaptive learning	Identifies internal and external factors within the organizational environment and culture (e.g., openness, decision-making processes, resources) that can facilitate or hinder the integration of adaptive learning into project design, implementation, and improvement.
Unit 5. Building a team primed to use adaptive learning in their work	Discusses how to prepare and continuously support teams to integrate adaptive learning into their work, including the role of team leadership and using champions to reinforce adaptive learning.
Unit 6. Integrating adaptive learning into project design, implementation, and improvement	Identifies strategies and resources to integrate adaptive learning into project design, implementation, and improvement and supports readers to use these strategies at each project stage.
Unit 7. Monitoring, evaluating, and learning of your adaptive learning	Focuses on choosing the right indicators or tools to measure adaptive learning in project work and how to integrate them into existing MEL systems to monitor progress, evaluate opportunities for growth, and communicate lessons learned.
Unit 8. Institutionalizing adaptive learning as the norm	Centers on understanding the need to institutionalize adaptive learning principles and practices and understand specific strategies for doing so.
Unit 9. Communicating about adaptive learning	Focuses on tools to develop a communications strategy that informs internal and external audiences about the role and results of adaptive learning in program design, implementation, and improvement.

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