

ArchEE Project Planning

June 2015

Cluster Name	Learning community
Purpose	Learning community to inform and improve environmental field. Supported by learning system, process by which double and triple loop learning happens. 1) Using previous evaluations/analyses to better care for the environment. 2) Learning to do a better job with evaluating environmental interventions, etc.
Team Members	Kirsten Gallo, Nick Pittman, Anna Viggh, Eleanor Sterling.
Deliverables	Defined/engaged learning community, TOR (terms of reference) for learning community. Portfolio of searches, summaries, analyses, syntheses, lessons learned. Space for exchange and dialog. Gap analysis of user base. System by which you can share/communicate lessons learned. Monitoring and evaluation of ArchEE.
Assumptions	Forum will spur learning about how to do better evaluation and about how to learn from those who are learning about evaluation (double and triple loop learning). People are interested in learning about evaluations and evaluation implementation. People will use the materials. People will learn from others. Provision of materials will lead to better implementation. People interested in using evaluated evidence/findings for future environmental actions and policy. Language is not a barrier.
	Environmental Evaluators Network – could be/host learning community as a working group. Other learning communities, such as around GIS –

	lots of energy and success in these communities. Potentially moderator would be needed – overall high in personnel time. Different organizations represented in this group could contribute to initial content and outreach to partners.		
Responsibilities	See task for developing TOR		
Interdependencies with other clusters	Need users to use the repository, connections to most other clusters.		
Task	Deliverable	Who	When
Form learning community, identify interested members, what motivates them to engage	Learning community engaged		<i>First</i>
Develop ideas for what learning community will do, how it will function – include users in governance. <i>Dennis has TORs from relevant situations that would be examples for those working on this.</i>	TOR for learning community	<i>EEN</i>	<i>First</i>
Undertake sample searches so people can access raw materials in database and show how to use it – use cases?	Model searches, guidelines, use cases.		
Undertake sample summaries, analyses, syntheses.	Model summaries, analyses, syntheses, guidelines, use cases.		
Undertake sample lessons learned, process by which users can feed lessons** back into the system. **Lessons for evaluators and lessons for practitioners/managers/planners/donors/funders/policy makers/other stakeholders (students, teachers, researchers, etc).	Model lessons learned, tailored to different stakeholders.		
Space/Forum/Linked In/Research Gate set up that can facilitate learning from experiences, both success and failure. FAQs or keyword match for questions to help with lessons learned. <i>Amazon-like recommendations – “other users downloaded this...”</i>	Space/forum for exchange		
Method for gathering information on who users are, what they get from the resources (statistics could help with making case for importance of product for donors, but also need to help with learning aspect). What is demand? What do they want? Trends in statistics could help with understanding future directions.	Gap analysis/needs assessment of user base		
Develop criteria, ideas for how lessons learned can be shared.	System by which you can upload		

	lessons/interact with system.		
Develop methods for assessing evaluations – (criteria, standards for inclusion/exclusion, method for review of what is included - feedback on what? Anonymous? Curated? Rate reviews and reviewers?). (Problem with values base for evaluation).	System for reviewing evaluations – which to include, but also what is good about what is included.		
Design ArchEE Evaluation - What are stakeholders learning from ArcheEE, etc.	ArchEE evaluation		