



A LETTER FROM THE RIDGELINE

2026 Quarter One

From the Managing Director

Over the past months, working across diverse settings, a familiar pattern appeared.

Learning often feels complete in the moment.

Participants understand the material.

Discussions are engaging.

Insight is reached.

Yet something is unfinished.

Learning takes root only when it begins to move, when it enters practice, adapts to context, and continues beyond the moment in which it was formed.

Even then, it is not finished. But it is learning. It has taken root.

Across our collaborations this quarter, this pattern emerged in different forms. In this letter, we share what we are learning from it, and how it is shaping our work.

—Matthew Myers Griffith, PhD

When learning moves, and when it stalls

From presenter to facilitator

In February, we delivered the third *Learning Learning to Transform Training* workshop in Papua New Guinea with Field Epidemiology in Action (University of Newcastle).

This workshop marked its tenth iteration and the first delivery by The Ridgeline Collective, building on earlier iterations Dr. Griffith led as a consultant.

As always, participants brought deep technical expertise. What shifted was not what they knew, but how they saw what they knew and how they saw themselves.

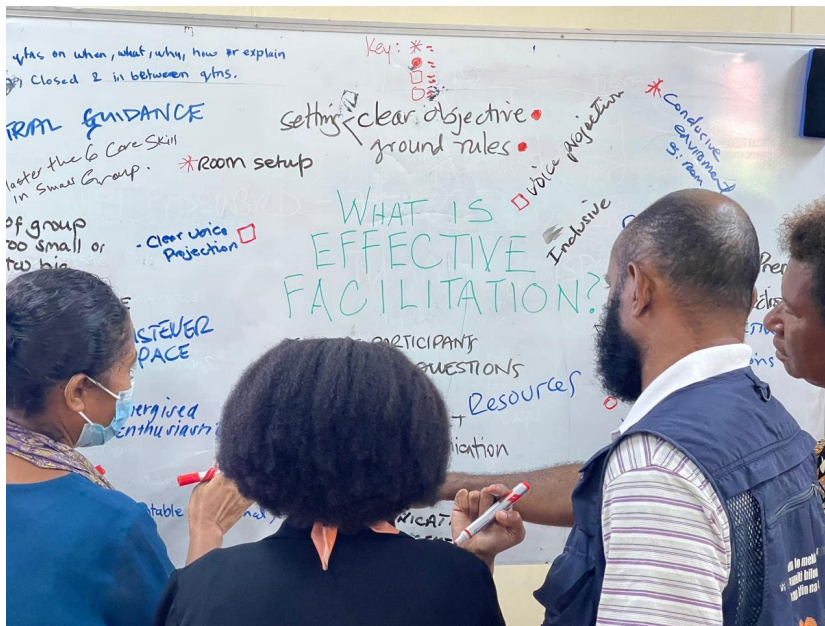
“I have been facilitating for a long time. Now, I know what facilitation is.” –
Workshop participant



By the final day, they were leading sessions that integrated learning activities and reflective discussions. More importantly, they began to see themselves not as presenters, but as facilitators.

"I am a facilitator and I will stop looking at slides and just delivering the session." – Workshop participant

This shift happened through repeated cycles of practice, feedback, and reflection, not through instruction.



Participants left with concrete facilitation plans for upcoming trainings, several committing to implement them within their provinces or departments.

Again, this workshop showed that capability develops through use.

And that raises a hard question: *What happens once the workshop ends?*

When reflection needs structure

We explored tenacity in learning during a session with Master of Applied Epidemiology Scholars at the Australian National University.

Engagement was strong. Participants recognized their experiences in the case story.

“I don’t think anyone could read this case and not recognize themselves in some part of it.” – Session participant

Insight was present. Action was less clear.

Participants recognized that struggle was part of the learning journey. They were less certain about what to do next.

How does one become more tenacious in one's learning?

In this ninety-minute, virtual session, we could not complete the full learning cycle. Reflection surfaced insight, but without the opportunity to test ideas in practice, the learning remained incomplete. We therefore left learners with a reflection worksheet designed to cultivate tenacity in their learning practice.

Reflection on experience is essential. So too is preparing to act on new understanding.

Both are required for learning to take root.

Signals from a changing learning landscape

Late in the quarter, learning surfaced in a different setting: the Boston University Asia Alumni Forum in Singapore.

Across conversations and talks, a shared recognition emerged: the conditions of learning are changing.

Speakers described how artificial intelligence is changing what it means to know something. If knowledge is increasingly accessible, education must focus less on memorization and more on judgment, reasoning, and decision-making.

At the same time, several speakers emphasized that values and capabilities cannot be transmitted through lectures alone. They must be experienced in practice.

What was striking was not the recognition of change—many institutions now see it coming. What remains murky is how learning systems should function in this new environment.

In many ways, the forum described the problem.

That is the space The Ridgeline Collective intentionally inhabits.

The work ahead for organizations like ours is to continue experimenting with solutions: learning designs that move ideas into practice, develop facilitation capability, and allow learning to evolve in real contexts.

Ridgeline Insight — Q1 2026

Learning takes root only when it moves beyond the moment in which it was formed.

What this means

Across these experiences is a consistent pattern. Learning takes root when it:

- Changes perception, not only knowledge

- Moves in the body, not only the brain
- Adapts in the workplace, not only the workshop

This understanding requires a shift, not only in learning designers and facilitators, but also in organizations and individuals seeking learning:

- From delivering content → to exploring use
- From completing sessions → to enabling adoption

These are small shifts in approach, but they produce outcomes that matter.

What we are building

As a learning organization, our lessons—positive and negative—drive our work. Over the next few quarters, we are bringing those lessons to key initiatives:

- **Collaborative surveillance learning program**
With Project ECHO (University of New Mexico) and the WHO Academy, we are developing a learning program to change the way countries do public health surveillance.
- **Risk profiling – Phase Two**
With the WHO's Western Pacific Regional Office, we are revising workshop approaches and facilitation materials to improve multisectoral participation in national hazard risk profiling.
- **Facilitator development pathway**
We are creating a program to develop facilitators of learning in the age of AI, grounded in practice and progression, incorporating the *Learning Learning to Transform Training* workshop with a certification pathway.

Across all our work, our intention is consistent: *to design learning that continues beyond us.*

Learning along the ridgeline

The ridgeline is not a place of arrival. It is a place of movement, where each step reveals more of the terrain. We continue to walk it with our partners, learning as we go.

If you are working in contexts where learning must extend beyond the moment, we welcome the conversation.

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