Learning for change @ the Regional Level’

KM Workshop on Regional level multi-stakeholder engagement

-Bolga-

25-08-15
Objectives

- Introduce and share information on the start-up of the Hilton Project (SLGC4WASH)
- Create a common understanding on Knowledge Management and Sector Learning
- Share information on the LA approach
- Discuss the process & method for strengthening the LA
- Agree on next steps for sustaining the initiative
<table>
<thead>
<tr>
<th>When</th>
<th>Topics</th>
<th>Who</th>
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<tbody>
<tr>
<td>09:00</td>
<td>Arrival and registration of participants</td>
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<td>09:10</td>
<td>Prayer</td>
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<td>09:15</td>
<td>Introduction/ Welcome statement</td>
<td>Fati/Chair</td>
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<td>09:30</td>
<td>Update on Hilton / objectives and programme outline</td>
<td>Emma, CWSA</td>
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<td>09:35 – 10:15</td>
<td>Sector learning</td>
<td>Abu Wumbei</td>
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<td>10:15 – 10:30</td>
<td>Coffee break</td>
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<tr>
<td>10:30 - 11:00</td>
<td>The Learning Alliance Approach / Set up of RLLAP - how to get started?</td>
<td>Abu/All</td>
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<td>11.00-13:45</td>
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<td>13:45- 14:00</td>
<td>Wrap-up and conclusions</td>
<td>Director/Chair/All</td>
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<td>Closing remarks</td>
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<td>Prayer/ Group photograph</td>
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<td>Lunch/</td>
<td>All</td>
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<td>Departure</td>
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Introduction
RLLAP Session

SLGC4WASH partnership on Sector Learning for Upper West Region - Bolga

Abu Wumbei

25 August 2015
Who we are?

IRC is an international think-and-do tank that is driven by a passion for creating lasting change in the WASH sector around the world.
We don't install pumps. We don’t build toilets. We support the development of comprehensive services that last.
We work with governments, service providers and international organisations to deliver systems and services that are built to last.
IRC’s focus

- **We focus on the** sustainability of water sanitation and hygiene services.
- **We challenge** the emphasis on funding and outputs (taps and toilets)
- **We use** knowledge to catalyse systemic change
- **We believe** in making water and sanitation a given not a gift
Where we work

6 focus countries: Burkina Faso, Ethiopia, Ghana, Honduras, India and Uganda
Sector Learning & The LA Approach

few concepts
WASH Sector Learning

THE LEARNING ALLIANCE (LA) APPROACH

Towards improved performance and sustainability

Abu Wumbei, NC–RCN/SCL - IRC
August 25, 2015
Learning Concepts

Data
A record of a state of a variable - raw data
Eg. A music note

Information
Meaningful combination of data; Data organised with a purpose, a message
Eg. A musical composition

Knowledge
Literally... sum total of what people/organisations know
Eg. A Performance

Knowledge: - is Information in use

Knowledge Management - refers to the processes for growing and leveraging (creating, sustaining, sharing, and renewing) organizational know-how value in order to generate social or economic wealth or to improve performance.

sector learning
- provides a framework to create, transfer and mobilise knowledge throughout the sector for better service delivery
Clarification of terms

Agree on how we use the terms Sector Learning and Knowledge Management:

**Sector Learning**: refers to learning processes by and between all stakeholders of the WASH sector

**Knowledge Management**: refers to managing the use (internal and external) of information by WASH sector institutions
From learning to improved sector performance
<table>
<thead>
<tr>
<th>Year</th>
<th>Improved</th>
<th>Shared</th>
<th>Unimproved</th>
<th>Open defecation</th>
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<tr>
<td>1990</td>
<td>6%</td>
<td>29%</td>
<td>43%</td>
<td>22%</td>
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<td>2008</td>
<td>13%</td>
<td>54%</td>
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<td>2010</td>
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<td>58%</td>
<td>9%</td>
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<td>2011</td>
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<td>45.9</td>
<td>16.1%</td>
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<td>2012</td>
<td>14%</td>
<td>59%</td>
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<td>19%</td>
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<td>May 2015</td>
<td>15%</td>
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<td>Dec. 2015</td>
<td>54%</td>
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Status

GWCL = 82 Water Systems
- Average daily output -570,000m³
- Average daily demand-1,050,000m³

CWSA = Coverage over 60%
  » Non- functionality 27%
  » Others service level, etc.
Global sanitation outlook

spécial signaux

Des toilettes ? Pas partout !

En vingt ans, l'accès à des sanitaires propres s'est amélioré mais reste critique pour près d'un 2,5 milliards de personnes n'ont pas accès à des toilettes propres.
GLAAS report's most urgent findings?

• the scariest findings in the report:
  – "...most sector decisions are not evidence-based due to the widespread lack of capacity for monitoring, inconsistent or fragmented gathering of data and limited use of information management systems and analysis. . . " and
  – "...less than half of countries track progress in extending sanitation and drinking-water services to the poor."
• With limited capacity for ongoing monitoring and evaluation, the sector runs the risk of continuing to repeat mistakes and make decisions based on inadequate evidence.
learning questions

• Do we learn in a structured or systematic manner from mistakes in the past?

• Does existing experiences and lessons feedback and result in better capacities (improved approaches, changed attitudes, etc.)?

• Are innovative and successful solutions to local problems being brought to scale?

• So what do we do? Do we have to better work together? Do things better? Do things differently?
If you always do what you did, you will always get what you got!
LP3 KM Framework

- Learning and sharing
- Process documentation & learning
- Storing & accessible information
- Communicate & disseminate information/lessons learned
Learning in WASH - double-loop learning

- Implementation & Management
- Monitoring on performance
- Analysis and reflection on performance
- Identified issues: factors for success or failure
- Areas for improvement strategy and approach
- Change/innovation: solutions
- Identified issues: factors for success or failure
- Areas for improvement strategy and approach
- Change/innovation: solutions
Double loop learning

New insight

Assessment of results

Monitoring

Adaptation to new context

Adaptation of models

Reflection

Documentation

Capturing

Information and KM products and services

Creation

Transfer

Mobilise

Dissemination

Promotion of use

Action

Experience

Doing things differently: new policies, approaches, new attitudes

Doing things better: tailor-made, Information in use
‘Learning’ is analysing performance and methodologies, and using experience and knowledge to improve job/project or sector performance. Learning is best done in teams.

Legend:
Vertical arrows give sharing & learning between levels
Horizontal arrows: Sharing & Learning within a level;
Bent arrows indicate level-specific sharing & learning.
Quick Platform Mapping Exercise

- Buzz groups -
# Regional Platform Mapping

<table>
<thead>
<tr>
<th>Regular Engagement Platform in the Region/District</th>
<th>Focus of the platform</th>
<th>Frequency (how often?)</th>
<th>Target (Who participates?)</th>
<th>Organisation (Institution Responsible)</th>
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LA- What is it?

Learning Alliance refers to:

- A group of different stakeholders organised into a **platform** at various levels – global, national, regional etc. - **working together** to **learn, innovate** and **scale-up**.
NLLAP 39
KEY CONCEPTS IN LAs

1 – Different Institutional Levels

Global
Multilateral orgs.
Learning orgs
Donors
Advocacy orgs
INGOs
National Government
Line ministries
Universities
Banks
Companies
National
Office of line ministries
Local government
Local NGOs
Local Banks
Extension officers
Mechanics
Local private sector
Regional
Donor projects

2 – Multiple Stakeholders (roles)

District/Community
Men/Women
Rich/poor
Domestic
Productive
How it works in practice

National Platform

Global platform

Regional Platform

Scale up

Consolidate lessons and...

Share lessons at national level

Regional level

Scale up

Action research (Hilton)

District

Global

Facilitator
LA – What for?

- Learning and sharing
  - Frequent sharing and discussion within and between partners/stakeholders of experiences and lessons learned

- Action research
  - Identification and implementation of action within a rigorous research framework

- Dissemination
  - Structured dissemination of lessons and results

- Coordination
LA – Why the approach?

- Address the challenges of weak culture of learning, sharing and networking; and also improves local capacities.
- The application of research results: moving towards actual uptake of innovations.
- Scaling up from small-scale and a limited time horizon towards sustainable implementation at scale.
- Complexity: from dealing with one aspect of a problem (how to achieve ODF in Lambusie Karni) towards an integrated and holistic approach (how to sustain and scale-up CLTS).
LA – Facilitation: Who & how?

Host/facilitator/coordinator

- Local Government-ministries/agencies/District Assemblies
- NGOs/CBOs/Private Operators
- User groups
- teams/networks/projects
- Media
- Development Partners
- Academia
LA – Coordinator’s Role

- Mobilising member stakeholders
- Logistical arrangements
- Facilitate content development
- Decides on documentation/reporting
- Dissemination to stakeholders
- Follow-up
Resource Centre Network (RCN) Ghana

Overall objective:- improve and sustain WASH services through the facilitation of information exchange and sharing by all stakeholders.
Resource Centre Network

Steering Committee

Core Group
- IRC Ghana
- CHF Int
- KNUST
- TREND
- Secretariat
- CWSA/WD/GWCL/EHSD
- Facilitate sector learning
- CHF Int

ConIWAS
- Water Aid/GWJN
- UNICEF

Looking back (Findings-PSO, Feb2009)

• Lack of sector ownership of the KM initiative
• Weak facilitation of sector learning processes
• Weak culture of documentation and
• Weak product development, packaging & dissemination
• inadequate budgets for KM
• little impact at local level due to lack of capacity
• lack of capacity for monitoring and learning
• inadequate information/ ICT infrastructure
LP4 Products and Services

Facilitating sector learning processes

- NLLAP Series
- WASH Reflections
- E-library (www.washghana.net/library)
- Website (www.washghana.net)
- Ghana WASH News
- Sector Calendar
- Factsheets
- Advisory/info point
The diagram represents a bar graph showing the number of participants across different NLAPs (National Level Action Plans). The x-axis is labeled with NLAPs from 3rd to 12th, and the y-axis represents the number of participants ranging from 0 to 40. Different categories of participants are shown with check boxes, including:

- Other
- Private sector / consultant
- University / research institute
- NGO / civil society
- Development partner / donor
- Government Ministry, Agency or Department
- Unknowns

The graph shows variations in participant numbers across the different NLAPs.
Conclusion

• A knowledge-driven WASH sector (at the regional level) means a regional sector that knows how to learn.

• Lets support structured and systematic learning through the RLLAPs

• to enable creation, transfer and mobilisation of experiences/ lessons for improved approaches & performance
- Way forward —
plenary discussions
Way forward?
RLLAP – WA

Strengthening the LA?:
- Hosting?
- Core group
- Chair
- facilitation
- Frequency of engagement
- Who else should be part of the LA in each of the Districts?
- What is the focused theme of the LA?
- Who should be responsible for documentation (key issues from the reflections and discussions)?
- What information and knowledge products should be generated?
- Funding?
Thank you

More information visit, [www.washghana.net](http://www.washghana.net), [www ircwash org](http://www.ircwash.org)
Email: [rcn@washghana.net](mailto:rcn@washghana.net), +233 20 2110335