



Annotated Bibliography on IRC Learning Alliances

CONTENTS

Methodology and Note from the Creator	2
Annotated Bibliography	3
A	3
B	5
C	10
D	10
H	14
I	14
K	15
L	17
M	19
N	24
R	25
S	26
V	32
Relevant IRC Blog Posts/News Items	37
Table of Learning Alliances	38
WASH Learning Alliance Platforms, By Country	45
Burkina Faso	45
Ethiopia	45
Ghana	45
Honduras	45
India	45
Nepal	45
Mozambique	45
Uganda	46
Additional Resources	47

Methodology and Note from the creator

As an organisation, IRC has produced many outputs on the topic of learning alliances. This annotated bibliography is an attempt at compiling the journal articles, policy briefs, books that touch on or focus on the subject. Ideally, this resource facilitates the discovery of these papers and contributes to their future application.

METHODOLOGY

Using Moriarty (2005) as chronological starting point, most of the findings were published during or following the release of this background paper. Virtually all of the cited references were found using a combination of Google and Google Scholar searches in addition to IRC's own Resources search. Among the terms used were "learning alliance," "action research", "multi-stakeholder learning" combined with "IRC WASH". Additional information on the projects and programmes included the terms: "Multiple Use Services or MUS", "EMPOWERS", "RiPPLE" "Triple-S", etc. respectively.

Most of the references mention the word "learning alliances" and for those that do not, at least one of the above terms are included instead. The scope of this research focuses on items authored by IRC or IRC staff, although those resources which may be useful for additional background knowledge have been added to the "Additional Resources" section.



Furthermore, this document primarily serves to compile the abstracts and references to IRC's work on learning alliance, but additional sections have been added to complement the bibliography:

- "Table of Learning Alliances" represents a list of all of IRC's initiatives, projects, programmes, partnership, etc. that would be considered learning alliances or possess a learning alliance component.
- "WASH Learning Alliance Platforms, By Country" is broader list of all learning alliance platforms that exist within in the sector. Neither of these sections are comprehensive list, amendments and/or updates to the list will therefore lend to their future utility.

GOOGLE DRIVE FOLDERS

Google Drive folders are been created with all of the references cited in the main "Annotated Bibliography" section, found [here](#). In addition to section on relevant IRC Blogs and News Items, screen shots of those articles can be found [here](#). A few of the documents in the "Additional Resources" have also been collected, which can be found [here](#).

DOCUMENT KEY

-  Key resource
- + Resources that have comprehensive reference lists that may have promising leads for further research
-  Information that needs to be confirmed or completed

Annotated Bibliography

A

Achiro, B., da Silva Wells, C, Mommen, B., Smet, J., Turyareeba, P. 2008. Learning alliances for better practice and policy: the Uganda experience

Uganda is a frontrunner in WASH sector reforms in East Africa, but faces problems around household and school Sanitation and Hygiene. Previously, there was no learning mechanism on hygiene and sanitation at district level and limited trickling down of knowledge from the international and national level towards communities. Coordination between sector players has also been weak. To address this situation, SNV, IRC International Water and Sanitation Centre and NETWAS Uganda have partnered to facilitate a “Learning Alliance” at district level, by which sector stakeholders share experiences agree on actions to improve sector efficiency and performance. This paper focuses on the methodology, experiences and lessons learnt through establishing pilot learning platforms at district level in four districts.

KEYWORDS: multi-stakeholder learning, action research, LeaPPS, district and sub district level, sanitation, local governance

GEOGRAPHICAL FOCUS: Uganda

PUBLICATION TYPE: Conference Paper, 8p

Achiro, B., Lieshout, R., Bey, V. 2010. How district based multi-stakeholder learning in LeaPPS made a difference. Available at: <https://www.ircwash.org/resources/how-district-based-multi-stakeholder-learning-leapps-made-difference>

Between 2007 and 2011, IRC, SNV and NETWAS Uganda have facilitated learning processes at district and sub county levels towards improvements in sanitation and hygiene in households and primary schools. LeaPPs has also engaged in action research to test low-cost sanitation technologies and community approaches. This summary document presents the main results of LeaPPS from 2007 to 2011.

These include:

- Prioritising of sanitation and hygiene by budget holders and district coordination committees.
- Increased knowledge sharing and coordination.
- Strengthened capacities and knowledge for effective sanitation and hygiene improvements.
- Improved hygiene and sanitation transformation.

KEYWORDS: multi-stakeholder learning, district based learning

GEOGRAPHICAL FOCUS: Uganda

PUBLICATION TYPE: Briefing Note, 3p

Anon., 2016. Knowledge management and sector learning KMSL Ghana plan 2017-2021, Accra: UNICEF Ghana, IRC. Available at:

https://www.ircwash.org/sites/default/files/ghana_kmsl_country_plan_september.pdf

The knowledge management and sector learning plan Ghana builds on the current practices of knowledge sharing. The WASH sector in Ghana has a strong tradition of sharing experiences, but lacks a model for influencing policy and practice, based on the learnings. The relevance of the knowledge management and sector learning plan is that it seeks to provide follow-up to the current knowledge sharing practices by the different WASH stakeholders by coordinating and disseminating information for uptake and decision making.

KEYWORDS: Knowledge management and sector learning (KMSL), national level learning alliance platform meetings, district learning, scaling up,

GEOGRAPHICAL FOCUS: Ghana

PUBLICATION TYPE: Progress Report, 20p

Ara, S. 2008 WASPA – ASIA : knowledge sharing workshop on wastewater reuse and ecological sanitation, 6 March 2008, Dhaka. Available at: <https://www.ircwash.org/resources/waspa-%E2%80%93-asia-knowledge-sharing-workshop-wastewater-reuse-and-ecological-sanitation-6-march>

“Urban wastewater, which is readily accessible, is a promising resource, but there are many concerns about the environmental and health impacts of using such waters. The participants at the workshop, which included representatives of various government agencies, development partners, academia and local and international NGOs, were welcomed by Mr. S. M. A. Rashid, Executive Director NGO Forum. He explained the importance of sharing knowledge, best practices and lessons around wastewater issues, and that this is a key responsibility of the project team and others working in the field. Only by sharing such knowledge and experience can the benefits of research be effectively realized. He therefore

urged to the participants to look forward to finding out possible ways and means to minimize the knowledge and management gaps.”

Workshop objectives included:

- To discuss issues around wastewater management including the WHO guidelines for safe use of excreta, greywater and wastewater in agriculture
- To provide knowledge on barriers to reduce risks to health
- To consider how these ideas can be brought into the Participatory Action Plans (PAPs) for Rajshahi, if relevant.

KEYWORDS: Wastewater Agriculture and Sanitation for Poverty Alleviation (WASPA Asia), urban wastewater, irrigation, action research, participatory action plans (PAPs)

GEOGRAPHICAL FOCUS: Bangladesh, South Asia

PUBLICATION TYPE: Conference Report, 20p

B

Bey, V., Magara, P. and Abisa, J., 2014. *Assessment of the performance of the service delivery model for point sources in Uganda*. Kampala: IRC Uganda.

In 2012 Triple-S assessed the performance of Water Source Committees (WSCs) as a Service Delivery Model (SDM) for rural point water sources based on the norms and standards set in national policies and guidelines. The study showed that most water users access sub-standard water services; many WSCs do not perform adequately and structural weaknesses at district and sub-county levels limit the influence of local government’s activities on the performance of WSCs.

KEYWORDS: Water Source Committees (WSCs), Service Delivery Model (SDM), national policy, rural water, Triple-S

GEOGRAPHICAL FOCUS: Uganda

PUBLICATION TYPE: Policy Brief, 4p

Butterworth, J., Ducrot, R., Faysse, N. & Janakarajan, S. (Editors). 2007. *Peri-Urban Water Conflicts: Supporting dialogue and negotiation*. Delft, the Netherlands, IRC International Water and Sanitation Centre (Technical Paper Series; no 50). 128p. <https://www.ircwash.org/resources/peri-urban-water-conflicts-supporting-dialogue-and-negotiation>

Book on the dialogues and negotiations in peri-urban cities in the South to address water conflicts. It looks at examples taken from three cities: Chennai, India Cochabamba, Bolivia and São Paulo, Brazil, to illustrate how action research brought different stakeholders together to help find better solutions to infrastructure development problems in peri-urban areas. It also shows how research can provide information, tools, and approaches to facilitate these processes. Multi-stakeholder processes are seen as being “at the forefront in finding solutions to the [WASH-sector] issues.”

KEYWORDS: capacity building, multi-stakeholder dialogue, multi-stakeholder platforms, conflict resolution,

GEOGRAPHICAL FOCUS: Chennai, India Cochabamba, Bolivia and São Paulo, Brazil

PUBLICATION TYPE: Book, 128p

Butterworth, J. McIntyre, P. and Da Silva Wells, C. (eds.), 2011. SWITCH in the city: putting urban water management to the test. [online] The Hague: IRC International Water and Sanitation Centre. Available at: https://www.ircwash.org/sites/default/files/Butterworth-2011-SWITCH_8.pdf

Book which synthesises the main finding from the SWITCH project involving multiple consortium partners and city stakeholders in 12 cities. The SWITCH project (the Sustainable Water Management Improves Tomorrow's Cities Health) was a five-year experiment aimed at catalyzing innovation in the area of sustainable urban water management by carrying out action-oriented research and encouraging learning alliances to help set the research agenda. Learning alliances are defined as “platforms that bring together stakeholders from a range of institutions—municipalities, service providers, universities, and in some cases NGOs and user groups—to think, act, and learn together, using action research to test their ideas”.

KEYWORDS: integrated urban water management (IUWM), SWITCH, learning alliances, action-research, decentralisation, stakeholder engagement model

GEOGRAPHICAL FOCUS: global; 12 cities: Zaragoza, Spain; Lodz, Poland; Hamburg, Germany; Accra, Ghana; Cali, Colombia; Tel Aviv, Israel; Belo Horizonte, Brazil; Alexandria, Egypt; Bogotá, Colombia; Lima, Peru; Beijing, China

PUBLICATION TYPE: Book, 213p

+ Butterworth, J. & Morris, M. 2007. Developing processes for delivering demand-led research in urban water management. SWITCH working paper [online] Available at http://www.switchurbanwater.eu/outputs/pdfs/W6-2_GEN_RPT_D6.2.10a_Consolidation_report_on_learning_alliances.pdf

Individuals and projects are under pressure to do much more than what was traditionally understood as 'good science'. They are required not only to understand the priorities of potential users, but also to take account of the prevailing institutional context, to undertake research in partnership with implementers and other key stakeholders and to communicate results and emerging innovations effectively

This paper discusses an approach – the learning alliance approach – that has been developed to address these and related problems and is currently being piloted in a major international research initiative on integrated urban water management known as SWITCH. Integrated urban water management by its nature requires such approaches to forge new partnerships between authorities, traditional implementing agencies and civil society. For example, in the case of the theme of this book, changing the perception of urban water habitats from their role as just a part of the sewage system to being a potentially important component of the city environment that provides multiple services including the mitigation of floods, improved water quality, recreational spaces and a better microclimate to improve residents' health, requires changes in attitude, policy and practice across a range of stakeholders. The paper is targeted at readers who are involved in processes to try to scale-up such innovation in urban water management or achieve impact at the city scale.

KEYWORDS: Sustainable Water management Improves Tomorrow's Cities Health (SWITCH), learning alliance approach, demand-led, innovation system, urban water management

GEOGRAPHICAL FOCUS: global; 12 cities: Zaragoza, Spain; Lodz, Poland; Hamburg, Germany; Accra, Ghana; Cali, Colombia; Tel Aviv, Israel; Belo Horizonte, Brazil; Alexandria, Egypt; Bogotá, Colombia; Lima, Peru; Beijing, China

PUBLICATION TYPE:

 +Butterworth J., Sutherland, A. Manning, N., Darteh, B. Dziegielewska-Geitz, M., Eckart J., Batchelor, C., Moriarty, P., Schouten, T., Da Silva, C., Verhagen, J. & Bury, P.J. 2008. Building more effective partnerships for innovation in urban water management. Paper presented at International Conference on Water and Urban Development Paradigms: Towards an integration of engineering, design and management approaches, 15 - 19 September 2008, Katholieke Universiteit Leuven, Belgium. Available at http://switchurbanwater.lboro.ac.uk/outputs/pdfs/WP6-2_PAP_Building_more_effective_partnerships_for_innovation.pdf

This paper discusses experiences within the Sustainable Water Improves Tomorrow's Cities' Health (SWITCH) consortium - a research partnership focused on long-term improvements in urban water management in developed and developing countries - to apply innovative research methodologies that may lead to more effective urban water science and wider and more integrated use of research findings. It introduces learning alliances as an attempt to build multi-stakeholder partnerships for demand-led research and the scaling-up of research impacts, and several related tools used to date to underpin an action research process: visioning and scenario-based planning with stakeholders, scoring ladders to monitor outcomes, process documentation to record change and matrix management to guide a diverse consortium. Examples drawn from the SWITCH project illustrate successes and failures from which the project aims to learn and improve its own effectiveness.

KEYWORDS: cities, demand-led research, innovation systems, learning alliances, SWITCH, urban water management, multi-stakeholder partnerships, action research

GEOGRAPHICAL FOCUS: -, examples from Hamburg, Germany; Lodz, Poland

PUBLICATION TYPE: -, 13p

Butterworth, J. Terefe, B., Bubamo, D, et al. 2009. Improving WASH information for better service delivery in Ethiopia. Available at:

<https://assets.publishing.service.gov.uk/media/57a08b5740f0b652dd00c1e/working-paper-13.pdf>

Key decisions in policy-making, planning, budgeting, reporting, and evaluation in water, sanitation and hygiene (WaSH) are all reliant on information about access and the quality of service delivery. Accurate data on WASH services within woredas (the equivalent of districts in Ethiopia) are vital for making effective new investments and maintaining existing infrastructure. Decision-making after all can only be as good as the underlying information. It is widely recognised that current WASH information is not adequate, and there are serious efforts at national and regional (for example in SNNPR) level to improve sector information systems. To support these efforts to improve the use of woreda inventory and information management systems, RiPPLE undertook a scoping study to assess the status of the many current initiatives and to understand and start to share an analysis of the key issues. Recommendations are made for improving WASH data management, putting data to use, and coordinating and sharing best practice. The study is intended to inform follow up research and learning activities.

KEYWORDS: RiPPLE, Learning and Practice Alliance (LPA), decentralisation, MDGs, long-term action research studies (LARS)

GEOGRAPHICAL FOCUS: Ethiopia

PUBLICATION TYPE: Working Paper, 49p

Butterworth, J., Visscher, J.T., Steenbergen, F.V., and Van Koppen, B. 2011. Multiple use water services in Ethiopia scoping study. International Water Management Institute (IWMI)/IRC International Water and Sanitation Centre Report for Rockefeller Foundation, IWMI/IRC, The Hague.

The focus on this paper is on multiple-use (MUS) water services in Ethiopia. “Interest in MUS is on the rise given the growing awareness that food insecurity and water insecurity are the related. However, MUS intervention and modalities have generally not been scaled up widely in the country. This seems largely due to the same barriers that MUS faces elsewhere: the conventional institutional structure of water policies, water services implementation programs, and professional disciplines into fragmented, parallel operating vertical sectors of single water uses such as rural water supply and agriculture.” “Two new formalised and more decentralised financing and service delivery mechanisms in the rural water supply sector create exciting new opportunities for scaling up MUS and related technologies: Community Managed Projects (CMP) and self-supply.

These mechanisms offer considerable potential for scaling up MUS because they both decentralise aspects of decision-making to people in communities or households.” “arguably... there is an opportunity for a learning network on MUS focusing on policy and practice in Ethiopia to learn from and leverage the activities of various partners. This would be timely given that there are several new MUS initiatives in the country and rising interest. Coordination and learning is generally weak within the Ethiopian water sector (especially between sectors like water, health, education and agriculture) and between levels (national, regional, woreda). A well run and well documented capacity building and learning platform or network on MUS could create synergies and maximize impacts.”

KEYWORDS: multiple use water services (MUS), rural water supply, domestic water supply, community managed projects (CMP), self-supply, agriculture, water scarcity, decentralisation

GEOGRAPHICAL FOCUS: Ethiopia

PUBLICATION TYPE: Scoping study, 6op

Boulenouar, J. (2015). Capacity support to local government. IRC: The Hague, The Netherlands. Available at: <https://www.ircwash.org/resources/capacity-support-local-government>

Presents the argument that many local government in developing countries are overburdened by water services responsibilities. Unless national governments invest in training and ongoing support low capacity and service delivery failure will perpetuate. Key contributing factors to capacity gaps are identified such as technical, institutional and human resource challenges and examples of capacity support arrangements that exist in different countries to support service authorities are shared.

KEYWORDS: capacity support, decentralisation, capacity support programmes,
GEOGRAPHICAL FOCUS: Uganda, Ghana, South Africa
PUBLICATION TYPE: Briefing note, 8p


C

Chaka, T., Yirgu, L., Abebe, Z., & Butterworth, J. 2011. Ethiopia: Lessons for Rural Water Supply; Assessing Progress towards Sustainable Service Delivery, IRC International Water and Sanitation Centre, The Hague. Available at: <https://www.ircwash.org/resources/ethiopia-lessons-rural-water-supply-assessing-progress-towards-sustainable-service>

This study, commissioned by Triple-S, seeks to shed light on the progress in achieving scaled-up sustainable rural service delivery. It examines a number of service delivery models currently being implemented in Ethiopia, by identifying their strengths, challenges and limitations. The study also identifies key conclusions for achieving more sustainable service delivery in Ethiopia. It is one of 13 country studies done as part of a broader international study.

KEYWORDS: Triple-S, service delivery model (SDM), service delivery approach (SDA), decentralisation, rural water supply, domestic water, harmonisation
GEOGRAPHICAL FOCUS: Ethiopia
PUBLICATION TYPE: Case study, 44p

D

 + da Silva Wells, C., Le Borgne, E., Dickinson, N., & Jong, D. de , 2011. Documenting change : an introduction to process documentation. (Occasional paper series / IRC 47). The Hague, The Netherlands: IRC. Available at: <https://www.ircwash.org/resources/documenting-change-introduction-process-documentation>


Documenting change is a vitally important activity for learning from and improving upon the work carried out in development initiatives. While collecting information and analysing key activities and outcomes of a project do provide initial insights, documenting how a change process unfolds (and not just their outcomes) can provide strong (and new) insights for practice and learning. This is achieved by highlighting factors that lead to an initiative's outcomes. In this Occasional Paper, IRC consolidates lessons learned across a range of IRC projects and describes the resultant and emerging understanding of how process documentation can promote learning and action through joint reflection and analysis.

This Occasional Paper also offers tools for collecting and presenting observations that stimulate reflection, learning and sharing. The lessons, concepts and tools presented in this paper are relevant for project designers, managers and field staff members involved in conducting monitoring and communications tasks. This paper may also be of interest for donors as it provides an example of enhanced forms of documentation that enables more effective monitoring, evaluation and sharing of lessons.

KEYWORDS: documentation, communication, learning, monitoring,

GEOGRAPHICAL FOCUS: -

PUBLICATION TYPE: Working Paper, 41p

 + da Silva Wells, C. & Verhoeven, J., 2013. Resource centre networks : contributing to a learning and adaptive WASH sector, the Hague: IRC. Available at: <https://www.ircwash.org/resources/resource-centre-networks-contributing-learning-and-adaptive-wash-sector>

WASH resource centre networks are groups of WASH organisations that act as knowledge brokers and learning facilitators. They improve the flow of information and knowledge in the sector by providing information products and services, organising, facilitating and documenting learning and networking activities that involve a broad range of sector actors. This paper presents lessons learnt on improving learning in the WASH sector through resource centre networks in Burkina Faso, Ghana, Honduras, Nepal and Uganda.

KEYWORDS: sector learning, resource centre networks, learning and adaptive management, theory of change, action research, national learning platforms, thematic working groups

GEOGRAPHICAL FOCUS: Burkina Faso, Ghana, Honduras, Nepal, Uganda

PUBLICATION TYPE: Briefing note, 19p

da Silva Wells, C., Van Lieshout, R., & Uytewaal, E. (2012). WASH sector learning: continuous improvement for services that last. IRC, The Hague: the Netherlands. Available at: <https://www.ircwash.org/resources/wash-sector-learning-continuous-improvement-services-last>

Answers the questions: how can the sector improve WASH sector outcome, scale up successful innovations and use region's experience to help planners and workers elsewhere. It proposes that "knowledge is created, but the information is fragmented" and join learning and consequent innovation can help improve WASH outcomes. It defines sector learning, the fundamentals of building a learning sector, sector learning approaches and common learning platforms across international, national, and district levels, and learning methodology, and the need to increase investment for sector learning.

KEYWORDS: Multi-stakeholder learning platforms (MSLPs), Uganda Triple-S

GEOGRAPHICAL FOCUS: Uganda

PUBLICATION TYPE: Factsheet, 6p

da Silva Wells, C., & Magara, P. 2013. From project-based to institutionalised multi-stakeholder learning in the water sanitation and hygiene sector: Experience from Uganda. *Knowledge Management for Development Journal*, 9(3), 167-173.

Six years into the Triple-S initiative in Uganda, this interview transcript shines a light on the action-learning and knowledge sharing processes created to facilitate multi-stakeholder learning for improved WASH. Carmen da Silva Wells (IRC) leads a discussion with Magara (IRC/Triple-S) on the successes as well as the challenges involved with the transition from project learning to multi-stakeholder learning and the effort to increase the institutional embedding of learning into routine local planning and management of WASH activities in Uganda.

KEYWORDS: Triple-S, Multi-stakeholder learning/approach, Action-learning, knowledge sharing, Multi-stakeholder learning platforms (MSLP).

GEOGRAPHICAL FOCUS: Uganda

PUBLICATION TYPE: Interview, 7p


da Silva Wells, C., Lala, S., Baby, K., Verhagen, J., 2013. Maximizing the benefits of learning and knowledge management to tackle the sanitation challenge in India. Available at: https://www.ircwash.org/sites/default/files/potential_of_knowledge_management_to_tackle_the_sanitation_challenge_in_india_o.pdf

Examines the status, role and scope of knowledge management and networking in accelerating sanitation achievements in India and advocates for prioritizing knowledge management (KM) and learning, and outcome - focus for sustainable sanitation results. As the countries in the region have rich and varied experience in sanitation service delivery, the paper also proposes a South Asia knowledge management network for learning and sharing across countries in the region. It argues for improving knowledge sharing and learning opportunities and suggests various practical approaches that could contribute to KM and learning for improvement in the sector. A step-by-step methodology would not be appropriate, given the range of contexts and specific knowledge needs. Flexible, but connected learning methods are needed, but there is no blueprint. A South Asia knowledge Management Network for learning and sharing across countries in the region is a further potential knowledge management resource that can be explored.

KEYWORDS: knowledge management, sanitation, networks, sustainability, inclusiveness, capacity building, sanitation service delivery, IWRM, decentralisation, community based organisation

GEOGRAPHICAL FOCUS: India

PUBLICATION TYPE: Briefing Note, 19p

 + da Silva Wells, C., Van Lieshout, R., & Uytewaal, E. 2013. Monitoring for learning and developing capacities in the WASH sector. *Water Policy*, 15(S2), 206-225.

The WASH status quo is not enough to tackle the mounting societal and environmental threats posed to the water sector. Improving links between sector-wide monitoring, learning and capacity development is proposed as being of pivotal importance to coping with the complexity of problems faced. Specifically by: 1. Increasing local government and donor interest in monitoring and evaluation, valuing sustainable development and sector performance reviews over infrastructure built and 2. Using participatory monitoring methods and multi-stakeholder processes to increase transparency and accountability via dialogue facilitation, learning and joint action.

KEYWORDS : Adaptive management, capacity, sector learning, monitoring, evaluation, national sector review, qualitative information system, participatory monitoring methods, multi-stakeholder processes, multi-stakeholder collaboration'

GEOGRAPHICAL FOCUS: global, with examples from Uganda, Ghana, Kenya, Nepal, Ethiopia

PUBLICATION TYPE: Journal article, 20p

DFID. 2007. Research-inspired Policy and Practice Learning in Ethiopia and the Nile Region (RiPPLE). Ethiopia, DFID, UK, 1 pp. Available at: <https://www.gov.uk/dfid-research-outputs/ripple-information-sheet-learning-and-practice-alliances>

Learning and Practice Alliance, or LPA, platforms are defined as bringing together a range of stakeholders to exchange knowledge and generate innovation. RiPPLE uses interconnected LPAs are four levels: woreda, regional, national and Nile Basin-wide. RiPPLE's LPAs will involve stakeholders from government, civil society, academia, and the private sector, with different roles in water sanitation and hygiene management, from different sectors such as water supply, and health and agriculture.

KEYWORDS: RiPPLE, Learning and Practice Alliance LPA

GEOGRAPHICAL FOCUS: Ethiopia

PUBLICATION TYPE: Factsheet, 1p

H

Howe, C.A. Butterworth, J., Smout, I.K. Duffy, A.M. & Vairavamoorthy, K. 2011. Sustainable Water Management in the City of the Future: Findings from the SWITCH Project 2006-2011. UNESCO- IHE, The Netherlands. Available at: http://www.switchurbanwater.eu/outputs/pdfs/SWITCH_-_Final_Report.pdf


Final report (90 p.) summarising the main findings from the action-research study, Sustainable Water Management Improves Tomorrow's Cities' Health, or SWITCH meant for water managers, urban planners and engineers. The project sets out with nine key objectives to accelerate innovation and adoption of new science in urban settings, specifically: in water supply wastewater and stormwater. Learning alliances are identified as one of the key four features of the SWITCH approach and the report includes an entire chapter on 'Forming Alliances' and "Monitoring and Learning"—discussing how to engage with stakeholders and form a Learning Alliance, to improve communications amongst water sector institutions, increase transparency in decision-making processes and presents the lessons learned from the SWITCH cities.

KEYWORDS: water supply, wastewater, stormwater, cities, urban water management, transparency, multi-stakeholder platforms

GEOGRAPHICAL FOCUS: global; 12 cities: Zaragoza, Spain; Lodz, Poland; Hamburg, Germany; Accra, Ghana; Cali, Colombia; Tel Aviv, Israel; Belo Horizonte, Brazil; Alexandria, Egypt; Bogotá, Colombia; Lima, Peru; Beijing, China

PUBLICATION TYPE: Report, 94p

I

 IRC, Centre Régional pour l'Eau Potable et l'Assainissement à faible coût (CREPA) (2011). *Learning Alliances in WASHTech*. (WASHTech Deliverable 6.1/D4). The Hague:WASHTech; IRC International Water and Sanitation Centre. Available at: <https://www.ircwash.org/resources/learning-alliances-washtech-report-produced-irc-international-water-and-sanitation-centre>

This progress report provides a framework to support reflection and documentation of the learning alliance process in the three focus countries of the WASHTech project: Burkina Faso, Ghana and Uganda. This framework consists of five elements that cover key elements of any learning alliance process: essence, arborescence (or rooting), presence, resilience and evidence of the alliance.

The learning alliances in Burkina Faso, Ghana and Uganda build on existing platforms, groups and learning events at national and decentralised levels. In 2011, alliance activities such as scoping studies and meetings were initiated. In Learning Alliances in WASHTech alliance facilitators in each country identify opportunities and challenges faced in 2011. Opportunities include several national and international platforms and events which provide space to share WASHTech outputs and engage stakeholders (end 2011 and 2012) and linkages between the host organisations and other sector players. Challenges include the development of (linkages with) active decentralised platforms, getting the right people involved and keeping them on board in a learning process. Linkages with other learning initiatives such as [CLARA](#) and with researchers outside WASHTech are important issues in the further embedding of the Technology Applicability Framework (TAF).

KEYWORDS: WASHTech, National level learning platform NLLAP, multi-stakeholder approach, national policy processes, facilitated platforms

GEOGRAPHICAL FOCUS: Burkina Faso, Ghana, Uganda

PUBLICATION TYPE: Progress Report, 24p

IRC & UNICEF. 2015. UNICEF – IRC partnership ‘Knowledge Management and Sector Learning in West and Central African Countries’, The Hague, The Netherlands: IRC. Available at:

https://www.ircwash.org/sites/default/files/irc-unicef_km_sl_wcar.pdf


Defines sector learning and knowledge management, maps existing sector learning capacity, and briefly talks about the UNICEF-IRC partnership (2015-17) to support 11 West and Central African countries in knowledge management and sector learning ambitions.

KEYWORDS: knowledge management, sector learning, learning capacity

GEOGRAPHICAL FOCUS: West and Central Africa

PUBLICATION TYPE: Information Brief, 2p

K

 Kahangire, P. (2013). ‘Study to Improve Efficiency and Effectiveness of Learning and Reflection Processes in and between the Different Coordination Platforms in the Uganda WASH Sector’.

Consultancy report submitted to Triple-S project. Available at:

https://www.ircwash.org/sites/default/files/learning_in_the_uganda_wash_sector.pdf

The purpose of this mostly qualitative study was to establish the efficiency and effectiveness of existing coordination platforms by selecting those at the national level with knowledge/involvement of/in the

learning and reflection processes of the Ugandan WASH sector. Sections include: overview of the existing learning and reflection processes, existing coordination platforms, along with their limitations and opportunities for improvement.

KEYWORDS: coordination platforms, participative process, national level, sub-national levels, joint sector review, learning and reflection, Triple-S, Uganda Water and Sanitation NGO Network (UWASNET)

GEOGRAPHICAL FOCUS: Uganda

PUBLICATION TYPE: Report, 38p

Kang, M. and Campbell, M. 2013. Seeking systemic change in Malawi's WASH sector. The Hague: IRC. Available at: <https://www.irccwash.org/resources/seeking-systematic-change-malawis-wash-sector>

Heavy reliance on investment in infrastructure “creates disincentives for local districts..to develop solution independent of donor funding”. The paper proposes an alternative approach, one that is service-oriented based on a better understanding of the district. Although much of the capacity they need exists, the paper argues that there is a lack of incentives for innovation and performance and bringing a district-level perspective to national-level policy forums and strengthening sector learning and critical thinking may be part of the solution. “The document clarifies the sustainability problem in Malawi and outlines the three changes in the sector thinking that Engineers Without Borders Canada believes are required for a systemic response to systemic problems...By taking the steps in this document EWB believes that the sector can create a more efficient and effective response to realising sustainability at scale”. As part of the “Working Alternative” section, the paper discusses ways to embed learning capacity into the sector as part of EWB’s Theory of Change.

KEYWORDS: sustainability, innovation, sustainable services, service-oriented thinking, district innovation, capacity building, sector behavior, sector learning

GEOGRAPHICAL FOCUS: Malawi

PUBLICATION TYPE: Triple-S Think Piece, 19p

Klaver, D.C., Jacobs, J., Tefera, W., Getaw, H., Dereje Getu D., February 2015, RiPPLE end line report; MFS II country evaluations, Civil Society component, Centre for Development Innovation, Wageningen UR (University & Research centre) and International Food Policy Research Institute (IFPRI). Report CDI-15-028. Wageningen. Available at: <https://www.partos.nl/documents/ET-CSS-RiPPLE.pdf>

“This report describes the findings of the end line assessment of the Research Inspired Policy and Practice Learning in Ethiopia and the Nile Region (RiPPLE) that is a partner of the WASH alliance. This

report assesses RiPPLE's efforts towards strengthening Civil Society in Ethiopia and it used the CIVICUS analytical framework. It is a follow-up of a baseline study conducted in 2012. Key questions that are being answered comprise changes in the five CIVICUS dimensions to which RiPPLE contributed; the nature of its contribution; the relevance of the contribution made and an identification of factors that explain RiPPLE's role in civil society strengthening.”

KEYWORDS: civil society, CIVICUS, theory based evaluation, process-tracing, learning and practice alliance (LPA)

GEOGRAPHICAL FOCUS: Ethiopia

PUBLICATION TYPE: End line Report, 22p

L

Lockwood, H. 2004. *Scaling up community management of rural water supply*. IRC International water and sanitation centre. Available at: <https://www.ircwash.org/resources/scaling-community-management-rural-water-supply-o>

As part of the move from supply-driven government-led models to a more demand-driven, community-led approach, this paper makes a strong case for community management to be the predominant model for reaching the MDGs. The main aim of this paper is to:

- Introduce the topic of scaling up community management approaches and provide a guide on its current status
- Serve as an advocacy tool for those individual and organisation interested in promoting the scaling up of community management of rural water supply
- Provide details of the institutions and individuals currently working on the topic

KEYWORDS: community managed systems, decentralisation, scaling up, rural water supply (RWS), non-urban, community management model, advocacy, action research, stakeholder cooperation,

GEOGRAPHICAL FOCUS: -

PUBLICATION TYPE: Thematic Overview Paper (TOP), 91p


Lieshout, R., Uytewaal, E., Naylor, K. and Jawara, D., 2016. *Using knowledge for improving water, sanitation and hygiene services in West and Central Africa*. (Synthesis paper). The Hague. IRC, UNICEF. Available at: https://www.ircwash.org/sites/default/files/using_knowledge_for_improving_wash_services_in_west_and_central_africa.pdf

Although most people acknowledge the importance of learning for improving performance in the WASH (water, sanitation and hygiene) sector, in practice key information and knowledge are too often not (or only partly) used for the planning and implementation of interventions. The UNICEF-IRC partnership for Knowledge Management and Sector Learning (KMSL) aimed to raise awareness of the importance of learning in 11 West and Central African (WCAR) countries and the region and to explore possibilities for how these learning processes can be better supported. The main purpose of this paper is to underline the importance of learning for better performance in the WASH sector and to contribute to the discussion on how this can be achieved. Learning is in this paper used in the broad sense of creating, sharing and acquiring knowledge through experience. The basis of the findings is the interviews carried out by the UNICEF country offices with more than 100 professionals from government, civil society and academia in nine different countries. In addition, a survey was held among 30 professionals from regional platforms, networks and organizations, involved in learning activities in WASH in the WCAR and African region.

KEYWORDS: knowledge management and sector learning (KMSL), in-country learning, partnerships

GEOGRAPHICAL FOCUS: West Africa and Central Africa

PUBLICATION TYPE: Synthesis Paper, 12p

 + Lockwood, H. and Smits, S. 2011. Supporting rural water supply: moving towards a service delivery approach. London, UK, Practical Action and The Hague, The Netherlands, IRC International Water and Sanitation Centre. Available at: <https://www.ircwash.org/resources/supporting-rural-water-supply-moving-towards-service-delivery-approach>

“This study takes a critical look at why we have been unable to provide a sustainable water service to rural people for so long. It seeks to identify some of the most important factors that appear to contribute to, or constrain, the delivery of such services. [By] drawing upon a series of case studies from 13 countries which were carried out as part of a global learning initiative to contribute to improved water services – Sustainable Services at Scale, or Triple-S. The countries were selected to represent a range of socio-economic contexts and aid dependency, as well as relative development of the water sector, from those with ongoing reform and decentralisation efforts to more ‘mature’ sectors where such processes have been established for some time.” Nine building blocks towards more sustainable service delivery are outlined, among them learning and sharing of experience, which is described as “an important element of any mature sector; this should not rely on ad hoc support, but become an integral part of sector capacity and be properly funded both at national and decentralised levels”.

KEYWORDS: rural water supply (RWS), community participation, community-based management, scaling-up, decentralisation, service delivery approach and service delivery models.

GEOGRAPHICAL FOCUS: 13 countries: Mozambique, Ethiopia, Uganda, Burkina Faso, Benin, Ghana, India, Ghana, India, Honduras, Sri Lanka, Thailand, Colombia, South Africa, USA
PUBLICATION TYPE: Book, 187p

M

Magara, P., 2014. Strengthening the learning and adaptive capacity of the rural water sub sector. Kampala: IRC Uganda. Available at: https://www.ircwash.org/sites/default/files/2014_10_ts-uganda-pb_learning_assessment.pdf

Main findings are that 1. learning forums increase collaboration and trust among stakeholders and have contributed to scaling up innovations and good operational practices 2. Deep reflection and analysis of driving forces behind successes or failures are often missed, making it difficult to come up with concrete policy actions, and 3. Facilitation skills are weak particularly at district and regional levels and mechanisms to ensure cross-platform learning are missing (ex. District-level to national levels and vice-versa). Recommendations to improve learning in the WASH sector are provided including the need for the Ministry of Water and Environment to build the capacities of Technical Support Units to facilitate regional level learning and to act as a national Knowledge Management Hub.

KEYWORDS: action learning, Triple-S, Knowledge Management Hub, regional learning, learning forums, capacity building, multi-stakeholder learning

GEOGRAPHICAL FOCUS: Uganda

PUBLICATION TYPE: Policy Brief, 4p


McIntyre, P. 2009. Learning Alliance in Mozambique. [Blog] IRC. Available at: <https://www.ircwash.org/news/learning-alliance-mozambique>

Blog post examining the WASH learning alliances that already exist in Mozambique and the beneficial role WASHCost can play in the future. Due to the presence of the Water and Sanitation Group (GAS), which is coordinated and chaired by the National Directorate of Water (DNA), WASHCost had no need to establish such a stakeholder platform in Mozambique. The group acts as the technical forum to aid the government in the effort to meet its WASH targets. It is described as a “useful learning platform,” but WASHCost Mozambique is expected to benefit in the budget planning, learning process—providing advice on the appropriate technology for example—and increasing collaboration across various stakeholders.

KEYWORDS: WASHCost, NGOs, stakeholder forum, collaboration, National Rural Water Supply and Sanitation Programme,

GEOGRAPHICAL FOCUS: Mozambique; Africa

PUBLICATION TYPE: Blog


 McIntyre, P. and Duti, V., 2017. Strengthening Local Government Capacity to Deliver Water Services. Documenting the process of transformation. Accra: IRC. Available at: https://www.ircwash.org/sites/default/files/strengthening_local_government_capacity_to_deliver_water_services.pdf

With the aim to coordinate efforts to maximise resources and improve systems for service delivery in districts and build on work done between the Community Water and Sanitation Agency (CWSA), IRC and District Assemblies between 2015 and the end of 2017 the Triple-S project expanded efforts to plan and deliver sustainable services in 13 largely rural districts in five regions of Ghana. This publication records some of the perceptions of key players in the effort to strengthen local government capacity to deliver water services in rural Ghana. It looks in particular at how partnerships have been built and how they are working, how the district assemblies are transforming their planning process, how the learning platforms at regional and district levels are finding new ways to tackle long-standing problems, and at the impact at community level. Chapter 4 focuses on learning alliances and it discusses their challenges successes, how they were formed, what makes them work, and the lessons learned since they were first created 10 years ago.

KEYWORDS: District level learning alliance platform (DLLAP), national level learning alliance platform (NLLAP), Regional level learning alliance platform (RLLAP)

GEOGRAPHICAL FOCUS: Ghana

PUBLICATION TYPE: Book, 33p

 Mirembe, L., Nabunnya Mulumba, J., Magara, P., Abisa, J., Watsisi, M., Otim, R., Musoke, W., Casella, D. 2014. Learning, adapting, embedding: experiences and lessons from the Triple-S Initiative in Uganda. Kampala: IRC Uganda. Available at: <https://www.ircwash.org/resources/learning-adapting-embedding-experiences-and-lessons-triple-s-initiative-uganda>

With the conclusion of the Triple-S Initiative in Uganda in 2014, this book is a collection of stories that reflect on some of the experiences of the individuals involved in the inception and implementation of the Triple-S Initiative in Uganda. The stories present personal accounts with the initiative, highlight some of the major personal and institutional achievement unlocked, propose ways to improve and scale-up efforts, and outline the obstacles that continue to impede progress. Learning is highlighted as being at

the core of the initiative and more broadly a adaptive sector—vital to the provision of sustainable water services.

KEYWORDS: sector learning, institutional capacity, multi-stakeholder platform, action research, collaborative effort, action learning, monitoring , harmonisation

GEOGRAPHICAL FOCUS: Uganda

PUBLICATION TYPE: Book, 64p

Moriarty, P. Batchelor, C., Laban, P. & Fahmy, H. 2010. Developing a practical approach to 'light IWRM' in the Middle East. *Water Alternatives* 3(1): 122-136. Available at: <http://www.water-alternatives.org/index.php/alldoc/articles/vol3/v3issue1/73-a3-1-7/file>

Paper outlining the development of an approach for 'light' integrated water resources management (IWRM)—IWRM that is opportunistic, adaptive and incremental in nature and clearly focused on sustainable service delivery. The approach, developed specifically for use at the intermediate and local levels, is based on facilitated stakeholder dialogue for concerted action and supported by a strategic planning framework. This paper describes and discusses the justification for the approach and the main elements and experiences gained during its application in the EMPOWERS project. Although facilitating dialogue, increasing information sharing and encouraging the formulation of shared visions are seen to improve overall decision-making, the failure to properly decentralise finance remains a major inhibitor.

Conceptually, the EMPOWERS approach rests on two pillars. The first of these is Stakeholder Dialogue and Concerted Action (SDCA), that is, a process in which stakeholders at all levels engage in facilitated dialogue to take agreed action. The second pillar is a framework, in the form of a programme cycle (figure 1), to guide and structure the process of stakeholder dialogue along a number of steps.

KEYWORDS: Light IWRM, local water governance, adaptive management, stakeholder dialogue, collective action, RIDA, scenario building EMPOWERS,

GEOGRAPHICAL FOCUS: Egypt, Jordan, Palestine; MENA, Middle East

PUBLICATION TYPE: Journal article, 15p

Moriarty, P. Batchelor, C., Abd-Alhadi F., Laban, P. & Fahmy, H. 2007. The EMPOWERS approach to water governance: guideline, methods and tools. *Inter-Islamic Network on Water Resources Development and Management (INWRDAM)*. <https://www.ircwash.org/resources/empowers-approach-water-governance-guidelines-methods-and-tools>

This book contains guidelines, methods and tools for use in processes of planning and dialogue within and between local and intermediate levels. It describes a practical and logical framework of activities based on the involvement of those who use and manage water. The guidelines advocate a process of collaboration through dialogue, to bring about a change in the way water sector professionals and water users work with each other. The first three chapters of the guidelines act as an explanation of the overall approach. Chapter 4 contains a detailed description of the individual phases and sub-phases of the management cycle for the intermediate and local levels. Chapter 5 contains a comprehensive set of methods and tools for working with the approach.

KEYWORDS: EMPOWERS, water governance, capacity development, management cycle, stakeholder dialogue and concerted action (SDCA)

GEOGRAPHICAL FOCUS: Egypt, Jordan, Palestine; MENA, Middle East

PUBLICATION TYPE: Book, 153p

+ Moriarty, P., Butterworth, J. & van Koppen, B. (eds.) et al., 2004. Beyond domestic: Case studies on poverty and productive uses of water at the household level. Technical Paper Series 41. Delft, Netherlands: IRC. Available at: <http://www.chs.ubc.ca/archives/files/BeyondDomestic-WaterHousehold.pdf>

These edited papers were originally presented at the international symposium on Water, poverty, and productive uses of water at the household level in Johannesburg, South Africa, from 21 to 23 January 2003. Taken together, the ten papers illustrate the great diversity in the ways that people and communities make use of water available to them. They demonstrate too how providing for small-scale productive use of water in addition to basic domestic needs can make a big impression on poverty reduction, while at the same time enhancing the sustainability of improved water supplies. The examples range from the remarkable success of the rope pump in Nicaragua – clearly related to the income boost it brings to users from small-scale irrigation and livestock watering – to productive use of reclaimed wastewater for irrigation in Africa and Asia.

Through this edited collection of the symposium papers, this book provides the evidence supporting the statement's bold calls for radical changes in the way we go about planning, providing and managing water supplies in response to the urgent need to make water work better in tackling poverty in the developing world.

KEYWORDS: MUS multiple use, household, rural water supply, irrigation, wastewater, household level

GEOGRAPHICAL FOCUS: Colombia, Nicaragua, South Africa, Morocco, Bolivia, Zimbabwe, India,

PUBLICATION TYPE: Technical Paper, 243p

■ Moriarty, P., Fonseca, C., Smits, S., & Schouten, T. 2005. Background paper for the symposium: Learning alliances for scaling up innovative approaches in the water and sanitation sector. Available at: <https://www.ircwash.org/sites/default/files/Moriarty-2005-Learning.pdf>

This paper has been prepared as background to the upcoming Symposium on Learning Alliances, held in the Netherlands from 6-10 June, 2005. As such its aim is to set out in as succinct a manner as possible the key concepts underlying this approach and to outline the current state of thinking about how to move forward.

Learning Alliances are proposed as a more effective alternative to conventional approaches for scaling up innovations in the water and sanitation sector. While a relatively new concept they draw heavily on a number of already well known approaches including, particularly, action research and social learning. They are currently being used in a number of IRC projects, looking at issues as diverse as multiple-use water services, local level integrated water resource management and the provision of basic urban services. All of these projects are at an early stage of development but they have nevertheless provided a number of useful lessons and highlighted several questions for the future

KEYWORDS: stakeholder platforms, scaling up, action research, capacity building, multi-stakeholder platforms, social learning, resource centres

GEOGRAPHICAL FOCUS: -

PUBLICATION TYPE: Background Paper, 52p

■ Morris, M. 2006. An introduction to learning alliances. Learning Alliance Briefing Note 1, available at http://www.switchurbanwater.eu/outputs/pdfs/WP6-2_BRN_1_Intro_to_LAs.pdf

The idea of Learning Alliances has emerged in response to the widespread failure of much conventional research to have significant impact. It is also in response to recognition that new products and processes are brought into use, not just by the activities of researchers, but through the activities of a number of widely different actors and organizations.

Among the topics discussed are why we need city learning alliances, how do we start to develop a city learning platform, who are the key stakeholder types, what are the kind of issues and activities that the learning alliance will need to consider, where do we find the funding for the alliance, what support can we expect and what will the learning alliances look like after 6 months and after 5 years.

KEYWORDS: learning alliance, SWITCH, urban water management, cities, learning platform

GEOGRAPHICAL FOCUS: cities

PUBLICATION TYPE: Briefing Note, 4p

N

NETWAS Uganda, 2008. LeaPPS, an innovative and promising approach to improving sector performance, IRC. Available at:
https://www.ircwash.org/sites/default/files/leapps_o8o8_contribution_joint_sector_report_o8-final.pdf.

Explains the Learning for Policy in Sanitation & Hygiene, or LeaPPs, joint initiative to contribute to the district and sub-district performance. Briefly outlines the promising results of LeaPPS after four sessions in each district.

KEYWORDS: sector performance, LeaPPS, multi-stakeholder learning, learning platforms

GEOGRAPHICAL FOCUS: Uganda

PUBLICATION TYPE: Miscellaneous, 1p

NETWAS Uganda. 2010. Learning for Practice and Policy on Household and School Sanitation & Hygiene. Available at:
https://www.ircwash.org/sites/default/files/leapps_learningalliance_article_change_alliance.pdf.

Learning alliances are applied in different initiatives to bring together stakeholders, one such initiative is LeaPPS (Learning for Practice and Policy on Household and School Sanitation & Hygiene) in Uganda. The overall aim of LeaPPS is to generate more cost-efficient and effective sanitation and hygiene programmes, sustainable facilities and hygiene behaviours. Changes are needed in order to realise this overall aim. The learning alliance provides a platform and a framework for sharing experiences, analysing progress and challenges. In this way, change is supported.

KEYWORDS: LeaPPS, multi-stakeholder processes, capacity building, action research,

GEOGRAPHICAL FOCUS: Uganda

PUBLICATION TYPE: Miscellaneous

NETWAS Uganda. 2010. The process of the Improved WASH Governance in West Nile through Local Dialogue project, Uganda : how we structured and organized multi-stakeholder learning and action

research to support the Water, Sanitation and Hygiene (WASH) sector to account and perf, The Hague, The Netherlands: IRC. Available at: <https://www.ircwash.org/sites/default/files/IRC-2010-Process.pdf>.

This document presents the process of the project, which was facilitated by IRC, NETWAS and CEFORD, and built on the interest of local individuals and organisations in learning for improved governance in the WASH sector. The purpose of this paper is to provide a reference document for replication of the West Nile Project and adaptation of the approach in other contexts. This presentation therefore combines a description of steps, principles and methods with key lessons on facilitation.

KEYWORDS: multi-stakeholder learning, West Nile Project, decentralisation, Millennium Development Goals (MDGs), dialogue, learning platforms, knowledge management, LeaPPS

GEOGRAPHICAL FOCUS: Uganda

PUBLICATION TYPE : Progress Report, 16p

 Nkum, J. 2014. Research on learning alliance approach: final report. IRC, Accra, Ghana Available at https://www.ircwash.org/sites/default/files/20140509_gp_learning_alliance_approach.pdf

The Triple-S project's central purpose is described to "enhance the learning and adaptive capacity of the key actors in the rural water sub-sector". This comprehensive study of Ghana's existing WASH sector Learning Alliances includes (1) an identification of existing learning spaces that act as Learning Alliance platforms, (2) a discussion of what kinds of learning take place in these platforms and what should be improved, (3) an analysis of the factors that drive or inhibit stakeholder participation in these platforms.

raises the issues of ownership and financial sustainability of the platforms. The document concludes with five institutional arrangements that are recommended to improve learning and knowledge in the sector.

KEYWORDS: Triple-S, adaptive capacity, rural water sub-sector, theory of change, strategic partnerships, learning platforms, sector learning, District Learning Alliance Platforms

GEOGRAPHICAL FOCUS: Ghana, Africa

PUBLICATION TYPE: Report

R

RCN Ghana. 2011. Without post-construction M and E, sustainable WASH services will be an illusion" - Van Ess, (In: WASH reflections : a monthly review of the National Level Learning Alliance Platform 20)

Accra, Ghana: IRC and RCN Ghana. Available at: <https://www.ircwash.org/sites/default/files/2011-rcn-ghana-without-post-construction-me-sustainable-wash-services-will-be-an-illusion.pdf>

The 21 edition of National Level Learning Alliance Platform took place on Thursday 27 October 2011 and facilitated by Mr. Patrick Apoya. The topic for discussion was, “The application of water and sanitation project implementation cycle & impact on long-term sustainability in Ghana”. During this meeting, Mr R. K.D. Van Ess presented his review of the project cycle, undertaken within the framework of the Triple-S project. This was followed by reactions from a panel consisting of representatives from different stratum of the Ghana WASH sector. Further discussion was stimulated by Dr. Patrick Moriarty, Country Director of IRC Ghana, who asked the question, “How do we move from the project implementation phase to the provision of long term sustainable services?” and by Dr. Esther Ofei, who focused on the question, “How do we better position RCC's and DA's to support communities in delivering water services?”

KEYWORDS: National Level Learning Alliance Platform (NLLAP), operation and maintenance, service delivery cycle, monitoring, district monitoring and evaluation system (DiMES), service delivery

GEOGRAPHICAL FOCUS: Ghana

PUBLICATION TYPE: Miscellaneous, 2p

S

Sanz, M. & Osorio, L. 2011. Starting at the top: preventing pollution from tanneries and cleaning up the Rio Bogotá. Available at: <https://www.ircwash.org/resources/starting-top-preventing-pollution-tanneries-and-cleaning-rio-bogot%C3%A1>

The dispute between the authorities and the tanners in the upper reaches of the Bogotá River was at first seen to be about unacceptable pollution of the river. On closer inspection it was clear that it was also about land rights and to some extent, the social exclusion of a community from the decision making processes. Efforts to prevent the tanners from polluting the river had been largely coercive and had failed to engage effectively with their interests. Intermediaries acting "on behalf" of the tanners had not always acted in their best interests. The only solutions on offer were about treatment plants.

Although there was no learning alliance involved in this process, the parallels can be seen. It was a learning process with multiple stakeholders addressing a real life problem. The process involved visioning, trust building and a process of redefining problems before seeking solutions. It also required facilitation. The first three steps took a period of some three months during which time Sanz worked separately with the different actors in small groups, to better understand the problem, and particularly with the tanners.

KEYWORDS: systematic approach for social inclusion (SASI), SWITCH, learning alliance approach, integrated water resource management (IWRM), wastewater, pollution, urban water management

GEOGRAPHICAL FOCUS: Bogota, Colombia

PUBLICATION TYPE: Miscellaneous, 18p

Schouten, T., Mizyed, B., Al-Zoubi, R., Abu-Elseoud, M. & Abd-Alhadi, F., 2007. The inside story: process documentation experiences from EMPOWERS. Amman: Inter-Islamic Network on Water Resources Development and Management. Available at: <http://web.cedare.org/wp-content/uploads/2005/05/The-Inside-Story-EMPOWERS-Project.pdf>

EMPOWERS was a four-year (2003 to 2007) regional project at governorate, district and village level in Egypt, Jordan and Palestine to improve long-term access and rights to water for underprivileged populations in local communities, within a context of improved local water governance. This publication is not a manual but it does provide guidance for those who think that tracking the obstacles and opportunities for change is important. It does not pretend to present the only definition of process documentation or a one and only way of doing it. Our most important aim was to try to reveal some of the hidden social and cultural patterns that EMPOWERS would encounter on its way: the patterns that hindered or helped concerted action, the participation of marginalised groups, and empowerment and shared decision making, which were the key objectives of EMPOWERS.

Our thinking was that, by documenting and sharing these factors, public debate about key obstacles and opportunities to change water governance could be stimulated. Process documentation is a valuable tool in action research, learning alliances and multi-stakeholder platforms which are all methodologies that recognise the impact of cultural traditions and power constellations on development. Process documentation is a tool that helps project staff and stakeholders to track meaningful events in their project, to discern more accurately what is happening, how it is happening and why it is happening.

KEYWORDS: EMPOWERS, multi-stakeholder platforms, learning alliances, marginalised groups, documentation, concerted action, participation, action research

GEOGRAPHICAL FOCUS: Jordan, Palestine, Egypt

PUBLICATION TYPE: Miscellaneous, 36p

Smits, S., Renwick, M., Renault, D., Butterworth J., van Koppen, B. 2008. International symposium multi-use services. From practice to policy: background paper for the symposium on multiple-use services. IRC: Delft, The Netherlands. <https://www.ircwash.org/resources/international-symposium-multiple-use-services-practice-policy>

The concept of multiple-use services (MUS) has emerged over the last five to ten years as an alternative approach to providing water services. It stems from the recognition of multiple use of water as a local practice, a fact often not considered in water services provision which has tended to focus on providing water for single uses e.g. for domestic water or irrigation only. Yet, people often use existing single-use systems to meet their multiple water needs. The MUS approach proposes to move from the mere recognition of multiple-use to water services provision, which takes people's multiple water needs as a starting point and tries to meet those in an integrated manner (Van Koppen et al., 2006).

This paper provides the main proceedings of the symposium, particularly focusing on the conclusions from the discussions held at the event. It complements the other outputs: the background paper and the set of papers that were presented at the event have been published on the MUS Group's website (www.musgroup.net). In addition, a policy brief will be developed, containing policy recommendations to be used for advocacy.

KEYWORDS: Multi-use services (MUS), integrated approach, scaling up, livelihood, research, conceptual framework

GEOGRAPHICAL FOCUS: -

PUBLICATION TYPE: Miscellaneous, 2op

Smits, S. 2008. *From practice to policy: background paper for the symposium on multiple-use services. Addis Ababa, Ethiopia, 4-6 November 2008.* Available at: <http://www.fao.org/3/a-aq441e.pdf>

Multiple-use services (MUS) have emerged as an alternative approach to providing water services, aiming to meet people's multiple water needs in an integrated manner. The international symposium "from practice to policy" aims to bring together experiences from research and practice and help move towards understanding the policy implications. In this background paper for the symposium, we aim to provide a synopsis of current work in two parts: the first part looks at key concepts and definitions on multiple-use of water and the second reviews existing work on multiple-use services, especially that carried out over the past 5 years since the earlier 2003 Johannesburg symposium.

We conclude that a lot of progress has been made in the conceptual understanding of the MUS approach, as well as in terms of insights into how people use water for multiple purposes and the benefits derived. Although progress has also been made in understanding how the multiple-use approach can be applied in practice, questions persist. These include issues of performance and sustainability indicators for multiple-use services, and questions about how to best replicate and scale-up the approach and accompanying institutional changes required. These questions can only be

answered through an action-research approach in which multiple use services are developed and institutional arrangements are addressed, and these changes studied, documented and lessons learned. Most importantly we recommend that further work should not focus on whether multiple-use services are a relevant alternative to existing service delivery models, but rather on developing further insights how multiple use services can be developed in an effective and sustainable manner.

KEYWORDS: Multi-use services (MUS), action research, sustainability, service delivery model,

GEOGRAPHICAL FOCUS: -

PUBLICATION TYPE: Background Paper, 20p

[Smits, S., van Koppen, B., Moriarty, P., Butterworth, J. 2010. Multiple-use services as an alternative to rural water supply services: a characterisation of the approach. *Water Alternatives* 3\(1\): 102-121](#)

Multiple-use services (MUS) have recently gained increased attention as an alternative form of providing rural water services in an integrated manner. This stems from the growing recognition that users anyway tend to use water systems for multiple purposes.

This paper aims to characterise this practice on the basis of case evidence collected in eight countries in Africa, Asia and Latin America. The cases show that people almost universally use water for both domestic and productive activities at and around the homestead. Although seldom the main source of people's income or food production, these activities are of considerable importance for people's livelihoods. The extent to which people use water for multiple purposes is closely related to the level of access to water expressed in the form of a water ladder in this paper.

The case studies presented demonstrate how access is created by different types and combinations of well-known technologies. Additional financial and management measures are required to ensure sustainability of services. Despite the practical feasibility of the MUS approach, it is not yet widely applied by service providers and sector agencies due to observed barriers in institutional uptake. A better characterisation of MUS, alongside a learning-driven stakeholder process was able to overcome some of these barriers and improve the consideration of multiple uses of water in policy and practice.

KEYWORDS: Multiple-Use services, technology, institutional change

GEOGRAPHICAL FOCUS: Bolivia, Colombia, Ethiopia, India, Nepal, South Africa, Thailand, Zimbabwe

PUBLICATION TYPE: Journal article, 20p


Smits, S., Bueno Bernal, V., & Celma., J. 2011. Zaragoza: Taking pride in integrated water management in the city. <https://www.ircwash.org/resources/zaragoza-taking-pride-integrated-water-management-city>

The city of Zaragoza takes great pride in the way it has managed its water. It has achieved impressive results in reducing water losses, increased investments in wastewater treatment, and above all, obtained high degrees of participation in aspects of water management from citizens, organised civil society and local government departments. All of this culminated in the 2008 Expo held in Zaragoza with the theme “water and sustainable development”. This paper provides a background to how these results have come about, and what role the SWITCH action-research project has played.

KEYWORDS: water management, SWITCH, action research, learning alliance, cities, urban water

GEOGRAPHICAL FOCUS: Zaragoza, Spain

PUBLICATION TYPE: Miscellaneous, 35p

 Smits, S., Moriarty, P. & Sijbesma, C. 2007. Learning alliances, scaling up innovations in water, sanitation and hygiene. (Technical paper series; no. 47). Delft: IRC International Water and Sanitation Centre. Available <https://www.ircwash.org/resources/learning-alliances-scaling-innovations-water-sanitation-and-hygiene>

This book brings together theory and practice to examine the challenges of widespread innovative change in a real-world setting. Learning alliances is a relatively new concept in development, particularly in the water sector. This state of the art report provides: a conceptual introduction to learning alliances; case studies of current practice in Latin America, South Africa and the Middle East; a critical reflection about lessons learnt, in regard to both practice and outcomes; and an analysis of remaining questions and uncertainties.

The book is in the first place geared towards water sector professionals with an interest in strengthening the developmental impacts of research and innovation, the scaling up of innovative implementation practices, and new approaches for capacity development. It will also have a wider appeal for anyone with an interest in the practical application of learning methods, innovation and change. Massive efforts are put into developing innovative approaches that will rapidly increase access to sustainable water and sanitation services and deliver improved hygiene practices. These innovations often lead to local success, but most remain isolated. One of the main reasons is that innovations do not become institutionalised and sector institutions lack sufficient capacity to adapt promising innovations to changing circumstances and to support their longer-term development. Learning alliances have

emerged at least partly in response to this blockage, to create a platform for joint learning and innovation. They provide a structure to link users of water and sanitation services, district or provincial level organisations with responsibility for service provision and support, and national policy makers. They aim to strengthen institutional capacity at all these levels to develop, support and scale up innovation.

KEYWORDS: learning alliances, scaling up, innovations, social learning theory, multi-stakeholder innovation systems, multistakeholder learning, EMPOWER, TRANSCOL, collaboration

GEOGRAPHICAL FOCUS: - ; articles focus on Colombia, Egypt, Jordan, Palestine, South Africa.

PUBLICATION TYPE: Book, Technical Paper series, 172p

Snel, M., Jayaweera, P. 2007. Women, well-being, work and sanitation (4Ws). Available at <https://www.ircwash.org/sites/default/files/Snel-2006-Women.pdf>

Conference paper outlining aim, processes, and findings of the Women, well-being, work, waste and sanitation (4Ws) project set in six peri-urban coastal communities in South Asia. Using participatory methods to promote the adoption of improved sanitation and hygiene, with the main objectives being to measure (1) cost-effectiveness of innovative and replicable approaches to excreta and solid waste management in low income peri-urban settlements (2) to measurably improve sanitation conditions and practices; (3) to scale up the tested approaches; (4) to strengthen interdisciplinary cooperation and implementation skills of the participating research and civil society organisations.

KEYWORDS: peri-urban, action research, sanitation, hygiene, interdisciplinary participation, civil society organisations, innovation, planning, pilot projects.

GEOGRAPHICAL FOCUS: India, Bangladesh, Sri Lanka; South Asia

PUBLICATION TYPE: Conference Paper

+ Sutherland, A., da Silva Wells, C., Darteh, B. & Butterworth. 2012. Researchers as actors in urban water governance? Perspectives on learning alliances as an innovative mechanism for change. *International Journal of Water*, Vol. 6 (3/4), p311-329. <https://www.ircwash.org/sites/default/files/Sutherland-2012-Researchers.pdf>

Learning alliances (LA) are an innovative researcher-initiated intervention in urban water management. Their design implies that researchers actively engage with urban water management and governance issues. Researchers' views and their role in LA are considered alongside views from 'city stakeholders'. Findings from a series of interviews and observations conducted during the course of the Switch project are analysed using key elements of an effective engagement process derived from literature on cross-

sectoral partnerships and strategic alliances. The narrative moves through the design and conceptualisation of the LA approach at the start of the project to the formation and operation of city LAs, in the context of decision-making relating to urban water management. The interviews indicated not only acceptance of the LA concept in the context of the need for technical innovation, but also that many actors see the potential for LA to engage with water governance issues. The contribution concludes with a summary of the challenges and lessons from the Switch experience of implementing the LA concept for more integrated urban water management.

KEYWORDS: urban water management, city stakeholders, technical innovation, SWITCH, action research, water management, multi-stakeholder processes

GEOGRAPHICAL FOCUS: -

PUBLICATION TYPE: Journal article, 19p

V


 + van Koppen, B van; Moriarty, P.; Boelee, Eline. 2006. Multiple-use water services to advance the millennium development goals. Colombo, Sri Lanka: International Water Management Institute (IWMI) v, 44p. (IWMI Research Report 98) [doi: 10.3910/2009.098]
http://www.iwmi.cgiar.org/Publications/IWMI_Research_Reports/PDF/pub098/RR98.pdf

Research based on the findings of the first phase of the action-research project on “Models for implementing multiple-use water supply systems for enhanced land and water productivity, rural livelihoods and gender equity”. A typology is developed to overcome the shortcomings of conventional single-use planning and design, empirical evidence is analysed to identify generic merits and drawbacks of needs-based and participatory water-services provision and a framework is provided based on ten principles grouped in “Learning Wheels” at the community, intermediate and national levels. Among them is adaptive and learning-based management, coordination between sectors and actors, participatory planning, and enabling policies and legislation—all of which is guided by action-research. Action. In each of the project sites, the action-research is organized around “learning alliances,” which involve a wide range of key stakeholders, including administrative and technical government departments, NGOs, farmer movements and other Community-Based Organizations, rural development banks, international donors, as well as international and national research and knowledge development organizations.

KEYWORDS: multiple-use water services (MUS), Millenium Development Goals, MDGs), action research, water supply, water services, participatory management, integrated water resources management, decentralization, user charges, appropriate technology

GEOGRAPHICAL FOCUS: -

PUBLICATION TYPE: Research Report, 44p


 + van Koppen, B. van; Smits, S.; Moriarty, P.; Penning de Vries, F.; Mikhail, M.; Boelee, E. 2009. Climbing the Water Ladder : Multiple-use water services for poverty reduction. The Hague, The Netherlands, IRC International Water and Sanitation Centre and International Water Management Institute. (TP series; no. 52). 213 p
http://www.iwmi.cgiar.org/Publications/Other/PDF/TP52_Climbing_2009.pdf

Multiple-use water services (MUS) has emerged as an approach to water services better suited to meeting people's multiple needs in peri-urban and rural areas of low- and middle-income countries. The action research project 'Models for implementing multiple-use water supply systems for enhanced land and water productivity, rural livelihoods and gender equity' was conducted from 2004 to 2009, aiming to overcome sectoral boundaries and to identify, test, study, and scale up opportunities for MUS. In each [of the eight] countr[ies in the study], learning alliances were forged as instruments to conduct action research, learn together from experiences and scale up promising innovations. Through learning alliances, the MUS partnership was extended to 150 institutions that had experimented with, or were interested in, MUS innovation.

KEYWORDS: water services, irrigation, domestic, participatory management, multiple-use water services (MUS), agriculture, action research, domestic water, Millennium Development Goal (MDGs), homestead-scale community-scale MUS

GEOGRAPHICAL FOCUS: Colombia, Bolivia, Ethiopia, Zimbabwe, South Africa, Nepal, India, Thailand

PUBLICATION TYPE: Technical Paper, 213p

 + van Koppen, B., Smits, S. Moriarty, P., Penning de Vries F., Mikhail M., Boelee. 2009. The Multiple-Use water Services (MUS) project. CPWF Project Report. Colombo, Sri Lanka: Challenge Program on Water and Food.
https://cgspace.cgiar.org/bitstream/handle/10568/3902/PN28_IWMI_Project%20Report_Jul09_final.pdf?sequence=1

Multiple-use water services (MUS) has emerged as an approach better suited to meeting people's multiple water service needs in peri-urban and rural areas of low- and middle income countries. Agriculture-based livelihoods depend on water in many ways. The action research project 'Models for implementing multiple-use water supply systems for enhanced land and water productivity, rural livelihoods and gender equity' was conducted from 2004 to 2009 in 8 countries, aiming to overcome

sectoral boundaries and to identify, test, study, and scale up opportunities for MUS. In each country, learning alliances were established as instruments to conduct action research, learn together from experiences and scale up promising innovations. Through learning alliances, the MUS partnership was extended to 150 organizations that had experimented with, or were interested in, MUS innovation.

KEYWORDS: livelihoods, multiple-use water services (MUS), peri-urban rural areas, knowledge centres, action research, scaling up

GEOGRAPHICAL FOCUS: Colombia, Ethiopia, South Africa, Thailand, India, ZImbabwe,

PUBLICATION TYPE: Project Report, 65p

van Soest, A., Carriger, S., Casella, D., & da Silva Wells, C. 2015. Sector Learning and Adaptive Management. https://www.ircwash.org/sites/default/files/084-201502triple-s_bn10defweb.pdf

IRC briefing note dedicated to sector learning. Sector learning is defined as “processes and mechanism in place at a sector level to ensure that actors are capable of jointly reflecting on current service delivery and identifying problem, developing solutions, and spreading successes.” In addition to providing further details on the concept, the paper has a portion dedicated to learning alliances for innovation and change, outlining the LA approach in Ghana including some examples of LAs present in India and Uganda. The document concludes with a set of recommendations and steps to elevated sector learning to the next level.

KEYWORDS: sector learning, collective processes

GEOGRAPHICAL FOCUS: - ; examples of Uganda, Ghana

PUBLICATION TYPE: Briefing Note, 8p


Verhagen, J. 2007. Stakeholder analysis. SWITCH Learning Alliance Briefing Note No. 2. http://www.switchurbanwater.eu/outputs/pdfs/WP6-2_BRN_2_Stakeholder_analysis.pdf

The objective of this briefing note is to provide adequately detailed guidelines for learning alliance facilitators and their colleagues to carry out a stakeholder analysis . The purpose of that analysis is to identify the key stakeholders or actors for the SWITCH project (i.e. those with a stake in urban water management) and especially those that may be interested and invited to join a city learning alliance platform. The analysis will include participatory analysis in meetings and workshops with single or multi-stakeholder groups. Although likely to be focused on the city level, vertical linkages will need to be carefully considered (e.g. to the national, catchment or local level). Users of this note are expected to adapt it for use in their own city.

KEYWORDS: SWITCH, learning alliance, multi-stakeholder groups,

GEOGRAPHICAL FOCUS:

PUBLICATION TYPE: Briefing Note, 10p

 + Verhagen, J., Butterworth, J. & Morris, M. 2008. Learning alliances for integrated and sustainable innovations in urban water management. *Learning alliances for integrated and sustainable innovations in urban water management. Waterlines*, 27(2), 116-124. Available at <http://www.jstor.org/stable/24685041>

In a rapidly changing and ever more complex world, ‘wicked problems’, which traditional, narrowly focused research struggles to grapple with, are becoming more and more common, including in the water sector. Here, numerous good practices derived through traditional research have shown a remarkable resistance towards scaling up. This paper discusses the Learning Alliance approach and its application to try to overcome the twin challenges of solving complex problems and scaling-up innovations in urban water management. Learning alliances are interlinked multi-stakeholder platforms formed at appropriate levels. Critically, the purpose of a learning alliance is to do things differently, rather than to do different things, in order to have more impact on policy and practice. The paper summarizes initial experiences and lessons learned in applying this approach in three urban water management projects.

KEYWORDS: change management, learning alliances, multi-stakeholder platforms, urban water management, knowledge sharing

GEOGRAPHICAL FOCUS: global; 12 cities: Zaragoza, Spain; Lodz, Poland; Hamburg, Germany; Accra, Ghana; Cali, Colombia; Tel Aviv, Israel; Belo Horizonte, Brazil; Alexandria, Egypt; Bogotá, Colombia; Lima, Peru; Beijing, China

PUBLICATION TYPE: Working paper, 9p

Visscher, J. 2006. *Facilitating community water supply treatment: from transferring filtration technology to multi-stakeholder learning* <http://edepot.wur.nl/121780>

This publication is about what it takes to ensure that when people open their tap they can safely drink the water. In smaller communities in the developing world this is a very complex issue. The quality of surface water sources may show considerable variations; trained staff is not always available; advisory support is usually lacking; chemical supplies are not reliable. In fact, the odds against success are even greater because people interfere with the systems and they may well not see water quality as a priority.

This publication tells you about Slow Sand Filtration (SSF) and Multi-Stage Filtration (MSF) an enhanced technology with potential for much wider application, which was the basis for the subsequent TRANSCOL project. It tell you how these technologies were developed and shared and what was learned in the process. It discusses technology transfer and learning in the light of different theories. It reflects a great deal of experience that was developed with communities and agencies, with universities and with interdisciplinary teams. Author also demonstrates that different nested platforms are needed to cater for the interactions among different levels of decision making that exist in the sector and compares the experience with emerging ideas about learning alliances (Moriarty et al. , 2005).

KEYWORDS: water supply, multi-stage filtration, slow sand filtration, stakeholder participation, learning, learning alliance, actor network theory, technology transfer, Technology Transfer Programme in Water Supply Treatment (TRANSCOL)

GEOGRAPHICAL FOCUS: Colombia

PUBLICATION TYPE: Technical Paper, 256p

[Visscher, J. \(ed.\) 1997. Technology Transfer in the Water Supply and Sanitation Sector: a Learning Experience from Colombia. CINARA – IRC Technical Paper Series 32, the Hague, The Netherlands](#)

This book argues that to enhance sustainability of interventions in the water and sanitation sector, a change is needed from technology transfer to technology sharing, through a joint learning approach. It provides the example of the TRANSCOL (Technology Transfer Programme in Water Supply Treatment in Colombia), in which CINARA (*Instituto de Investigación y Desarrollo en Agua Potable, Saneamiento Básico y Conservación del Recurso Hídrico*) worked on scaling up a specific innovation (multi-stage filtration) within Colombia IRC International Water and Sanitation Centre June 2005 30 and to neighbouring Andean countries. It gives both a theoretical review of approaches to technology transfer and sharing as well as the practical experiences of the programme.

GEOGRAPHICAL FOCUS: Colombia

PUBLICATION TYPE: Technical Paper

Relevant IRC Blog Posts/News Items

[IRC Learning Tools and Guidance](#)

General

[Can action research and learning continue after a programme ends? \(2016\)](#)

[Learning about learning \(2016\)](#)

[Learning to do better \(2015\)](#)

[Learning to learn better: recommendations for Ghana's WASH sector \(2014\)](#)

[Learning to write and writing to learning \(2014\)](#)

[The WASH Sector School of 'Hard Knocks' - learning from experience for dealing with the future \(2014\)](#)

[Why sector learning has a vital role in WASH service delivery challenges \(2014\)](#)

[Capacity development and continuous learning \(2013\)](#)

[Learning alliances provide lessons for International Year of Water Cooperation \(2013\)](#)

[Learning and adaptive management \(2013\)](#)

[Creating a 'learning and adaptive' sector \(2012\)](#)

[Decentralized learning — what is it about? \(2012\)](#)

[Evidence of 'sector learning' \(2012\)](#)

[Learning to learn \(2012\)](#)

[Learning alliances: from innovations to transformation \(2012\)](#)

["There is no silver bullet to learning" - A learning facilitator shares views on the learning approach \(2012\)](#)

[What does 'sector learning' mean? \(2012\)](#)

[Closing the learning loop to feed national decision making \(2011\)](#)

[Process Documentation for learning and change \(2011\)](#)

[Sector learning, an introduction \(2011\)](#)

[Social learning and networking, perspectives on a seminar \(2011\)](#)

EMPOWERS/SWITCH

[Workshop on 'Process documentation for learning alliances and action research' \(2007\)](#)

[EMPOWERS participates in the IRC Learning Alliance Symposium \(2005\)](#)

Ethiopia

[Learning in Butajira: a capital of self-supply \(2015\)](#)

[Second learning phase launches of the Millennium Water Alliance Ethiopia Program \(2014\)](#)

[Examining high-decentralised water supply provision in Ethiopia \(2013\)](#)

[Ethiopia WASH Alliance \(2013\)](#)

[RiPPLE evolves to become an independent NGO \(2012\)](#)

Ghana

[Analysing sector learning and adaptive capacity: an experiment \(2015\)](#)

[Learning Alliance study report declares sector learning in Ghana vibrant \(2014\)](#)

[Why sector learning has a vital role in WASH service delivery challenges \(2014\)](#)

[Strengthening learning and adaptive capacity through learning alliances: an experiment \(2015\)](#)

[Learning necessary to address WASH sector challenges \(2013\)](#)

[WASH Sector Stakeholders Host First Regional Level Learning Alliance in Tamale \(2013\)](#)

[Promoting learning and adaptive management - the Triple-S approach \(2012\)](#)

[Strengthening WASH sector learning in northern Ghana through learning alliances \(2011\)](#)

Nepal

[Information management and learning in Nepal \(2012\)](#)

RCN

[RCNs and sector learning: with differences in the detail but all with increased recognition \(2012\)](#)

Uganda

[+The why and how of forming a learning alliance: A case of the Rwenzori WASH alliance in Uganda \(2012\)](#)

WASH Sector Learning Youtube Playlist <https://www.youtube.com/playlist?list=PL893F938E027D9EF9>

Table of Learning Alliances

Completed and ongoing IRC and partner projects in which elements of a Learning Alliance approach were present:

When	Project Name	Where	Main Activities	Elements of LA	Link to more Info
1989-1996	Technology Transfer Programme in Water Supply Treatment in Colombia (TRANSCOL)	Colombia	<ul style="list-style-type: none"> - Introduction of multi-stage filtration technology to Colombia - Training of staff in introduction and use of technology - Support to resource centre (CINARA) development - Introduction of community-supported water surveillance and control 	<ul style="list-style-type: none"> - Interdisciplinary project team hosted in CINARA - Inter-Institutional regional working groups (Government, universities, private sector) - Piloting in each region (with IRWGs) - Did not have: an explicit national government level although contacts were made at national level 	
2002 – 2006	Women, Wellbeing, Work, Waste and Sanitation (4Ws)	India, Bangladesh, Sri-Lanka	<ul style="list-style-type: none"> - Action research on the safe re-use of night-soil and reduction of unsafe hygiene practices - Introduction of gender and poverty sensitive participatory approaches in peri-urban sanitation - Creating employment for women as latrine masons and in solid-waste collection and recycling 	<ul style="list-style-type: none"> - Establishment of platforms at national, regional and local level. - Project led by consortium of researchers and NGO platforms included wider range of government and private sector stakeholders 	https://www.ircwash.org/resources/women-well-being-work-waste-and-sanitation-4ws
2003 - 2007	Euro-Mediterranean Participatory Water Resource Scenarios (EMPOWER S)	Jordan, Palestine, Egypt	<ul style="list-style-type: none"> - Stakeholder dialogue for improved local level water governance - Development of range of participatory planning tools to support improved development and management of water services and resources 	<ul style="list-style-type: none"> - Establishment of platforms at national, intermediate local level - 3 country, and one regional facilitation teams with institutional, facilitation and documentation skill - Explicit mandate to work on improved vertical and horizontal information flows between key stakeholders - Broad district level coalitions of NGOs, CBOs, and government 	http://water.sum.rec.org/e-learning/practice.php?id=33
2003 -	Basic Urban Services (BUS) – Part of	Burkina Faso, Sri Lanka	- Developed innovative processes and technologies for the provision of sustainable basic	- Somewhere between multi-stakeholder platforms	

	UNHABITAT sustainable cities programme		urban water and sanitation services to the urban poor.	- Anchoring institutes in each country act as facilitation engine for sustainability and continuity. -Facilitation of broad groups of partners within ci____ -Use of pilot sites to test innovative approaches w____	
2003 - 2006	Negotat (Facilitating negotiations over water conflicts in peri-urban areas)	Cochabamba, Bolivia; Chennai, India; São Paulo, Brazil	- Research initiative focused on developing tools to better understand competition and conflicts over water in peri-urban zones. - Testing and application of visioning, scenarios development, modelling, role playing and other planning tools to support participation and more effective negotiation in IWRM	-Methods were linked to multi-stakeholder dialogue processes to reduce the growing	https://www.ircwash.org/sites/default/files/Butterworth-2007-periurban.pdf (p18-19)
2004 -	Multiple Use Systems (MUS)	Zimbabwe, South-Africa, Ethiopia, Bolivia, Colombia, India, Nepal, Thailand	Developing tools, models and guidelines for the development of multiple-use (domestic and productive) water services in rural areas	-Project is just starting but aims to use an explicit approach to dealing with how to scale-up innovation____ the project - A framework of key steps to take in establishing alliance has been developed - Action research will be carried out in pilot comm district level MUS platforms	
2004 -	Scaling-up community management	Ethiopia	- Adopting a learning approach to developing models for external support to community managed rural water supply schemes.	- LA platforms at national, regional, and district level - An explicit policy of action research and short cycle dissemination – with 5 months learning followed by month reflection and dissemination	
2005-2008	Wastewater Agriculture and Sanitation for Poverty Alleviation (WASPA Asia)	Rajshahi, Bangladesh; Kurunegala Sri Lanka	- Action research project funded by the European Commission - IRC collaboration with IWMI Sri Lanka, Stockholm Environment Institute, Community Self-Improvement Foundation (COSI)	Organised a national level knowledge sharing workshop in Dhaka to raise awareness about waste water management and to provide options for improved management and treatment of wastewater. - Established learning alliances in Rajshahi	https://www.ircwash.org/sites/default/files/Ara-2008-WASPA.pdf

2006-2011	Sustainable Water Management Improves Tomorrow's Cities Health (SWITCH)	Lima, Cali, Bogota, Belo Horizonte, Accra, Alexandria, Birmingham, Zaragoza, Hamburg, Lodz, Tel Aviv, and Beijing	<ul style="list-style-type: none"> - Research partnership which aimed to jumpstart innovation in urban water management by speeding up the identification, development, and uptake of solutions. - Promoted alternatives to the conventional ways of managing urban water - Conducted action-oriented research in demand-led cities 	<ul style="list-style-type: none"> - "SWITCH approach" a major outcome of the project, included the establishment of city learning alliance platforms, which guided and supported SWITCH on the development and implementation of research and activities. - City learning alliances created training toolkits to maximize the impact of the SWITCH approach 	<p>www.switchurbanwater.eu/</p> <p>SWITCH Resources</p>
2006-2011	Research-inspired Policy and Practice Learning in Ethiopia and the Nile Region RiPPLE	Ethiopia	<ul style="list-style-type: none"> - 5 year consortium research program that aims to advance evidence based learning on water supply sanitation and hygiene sector. - Action research that focuses on three key sector themes and two components - Involves capacity building of the sector - Sets out to establish a set of research program activities that lead to strengthened sector financing approach and delivery of WSS services that maximize opportunities for pro-growth. 	<ul style="list-style-type: none"> - Aims to create research structures and processes that enable effective collaboration across all partners institutions and key stakeholders. - Build long-term approaches to capacity building that reinforce research capacity development in Ethiopia - It is a Learning and Practice Alliance 	<p>https://www.ircwash.org/blog/ripple-established-independent-organisation</p> <p>http://www.switchtraining.eu/fileadmin/template/projects/switch_training/db/event_upload_folder/33/RiPPLE_Project_Presentation.pdf</p>
2007 - 2011	Learning for Policy and Practice in Sanitation and Hygiene (LEaPPS-WASH)	Uganda	<ul style="list-style-type: none"> - Overall the aim was to generate cost-efficient and effective sanitation and hygiene programmes and sustainable facilities and behaviors. - Contribute to the sector's district and sub-district performance enhancement 	<ul style="list-style-type: none"> - Comprised of learning sessions, capacity building, action research, and documentation and advocacy, - Support multi-stakeholder learning on household and school sanitation and hygiene to include change in practice and policy towards sustainable improvements 	<p>https://docs.google.com/viewer?as=v&pid=sites&srcid=d2FzaHVnYW5kYS5uZXR8dWdhbmRhLXdhc2gtcmVzb3VyY2UtY2VudHJlfGd4OjY1MTM</p>

					2MWYwYjNmZmJhODE, https://www.ircwash.org/resources/leapps-innovative-and-promising-approach-improving-sector-performance
2008-2013	WASHCost project		-Aimed at filling the gaps of information that exist about the costs of water, sanitation, and hygiene services in urban and peri-urban areas. -Life cycle costs approach and service levels		https://www.ircwash.org/washcost?tab=info
2009-2014	Triple-S (Sustainable Services at Scale)	Ghana, Uganda	-Multi-country learning initiative to improve water supply for the rural poor - Promote change in how development assistance to the rural water supply sector is designed and implemented	- Lessons learned were shared at an international level	www.washghana.net/node/699
2011-2013	WASHTech	Burkina Faso, Ghana, Uganda	Three-year action research initiative aimed at facilitating cost-effective investments in technologies for sustainable WASH services.	-Use of action research and the development of a set of methodological tools and participatory approaches. - Initiative embeds the practice of multi-stakeholder learning, sharing and collaboration; instilling individual and collective ownership and responsibility for WASH services	https://www.ircwash.org/sites/default/files/IRC-2011-Learning.pdf
2011-2015 (2017)	USAID West Africa Water Supply, Sanitation and Hygiene program	Burkina Faso, Niger, Ghana	Mainly tasked with the aim of strengthening the sustainability and scalability of drinking water supply services, by: - Introducing low-cost WASH technologies	- Support cooperation between national and regional actors, and local development professionals from a wide range of fields	www.ircwash.org/projects/west-africa-water-supply-

	(USAID-WA-WASH)		<ul style="list-style-type: none"> -Promoting appropriate hygiene practices at the community level - Implementing sustainable services delivery models 	<ul style="list-style-type: none"> - Community buy-in component which included public education campaign and workshops, including village-level trainings - Knowledge sharing across the sub-region with partners at a national, regional, and community level. 	sanitation-and-hygiene-initiative-wa-wash?tab=info, https://www.usaid.gov/sites/default/files/documents/1865/RI_WA_WASH_508.pdf
2013 - 2015	Action Research for Learning programme	Bangladesh, Ethiopia, Ghana, Uganda	<ul style="list-style-type: none"> - Programme aimed at improving the effectiveness of existing hygiene promotion and community empowerment programmes - Focus on community empowerment interventions -Strengthen capacities of the selected partners for action research, analysis, reporting and learning. - Enhance community-based monitoring -Promote harmonisation 		https://www.ircwash.org/sites/default/files/lessonslearned_washalliance01.pdf
2015 - ongoing	WASH Agenda for Change	Uganda, Rwanda, Honduras	<ul style="list-style-type: none"> - Collaboration of organisations working at a global, national, city and district level to improve behaviors for effective, equitable and sustainable development cooperation in the WASH sector 		https://www.washagendaforchange.net/
2015-2020	Watershed empowering citizens programme	Uganda, Kenya, Bangladesh, India, Ghana, Mali			
2016-2021	Sustainable WASH systems (SWS) Learning Partnership	Cambodia, Ethiopia, Kenya, Uganda	<ul style="list-style-type: none"> - Project which aims to provide USAID and its partners with proven 'systems approaches' to understand and influence local WASH service delivery 		

WASH Learning Alliance Platforms, By Country

Burkina Faso

Resource Centre Network Burkina Faso <http://www.faseaunouvelles.wordpress.com/>

Ethiopia

[Ethiopia WASH Alliance](#)

[Forum for Learning on Water and Sanitation \(FLOWS\)](#)

Ghana

Mole Conference

Ghana Water Forum

[Ghana Beyond the Pipe Forum](#)

National Environmental Sanitation Conference, National Level

National Learning Alliance Platform - monthly meeting of WASH sector stakeholders, hosted by the Ghana WASH Resource Centre Network.

[National Resource Centre Network \(RCN\)](#) <http://www.washghana.net/>

[Tripartite Partnership Project \(TPP\)](#)

Triple-S Regional and District Learning Platforms

Honduras

Mancomunidades

Water and Sanitation Network of Honduras <http://www.rashon.org/>

India

Nepal

[Water, Sanitation and Hygiene-Resource Centre Network Nepal \(WASH-RCNN\)](#)

Mozambique

Water and Sanitation Group (GAS) - coordinated and chaired by the National Directorate of Water (DNA); acts as a technical support forum to the government for reaching WASH targets.

Uganda

Joint Sector Review (key forum for performance assessment)

Uganda WASH Resource Centre <http://www.washuganda.net/>

Additional Resources

ACTION RESEARCH

- Dick, B. 2002. Action research: action and research. Paper prepared for the seminar "Doing good action research". Southern Cross University, Australia
- Engel, P. 1995. Facilitating innovation: an action-oriented approach and participatory methodology to improve innovative social practice in agriculture. PhD-thesis. Wageningen University, Wageningen, the Netherlands

COMMUNITY MANAGEMENT

- For a number of books, manual articles and other resources on community management, refer to "The Road Ahead" sector of Lockwood, H. 2004. Scaling up community management of rural water supply. IRC International water and sanitation centre. Available here: <https://www.ircwash.org/resources/scaling-community-management-rural-water-supply-o>
- Binswanger, H.; Nguyen, Tuu-Van. 2005. A step by step guide to scale up community driven development. In African water laws: Plural legislative frameworks for rural water management in Africa. Proceedings of a workshop held in Johannesburg, South Africa. 26-28 January 2005, ed. B. van Koppen, J. A. Butterworth and I. Juma. Pretoria: International Water Management Institute.

EMPOWERS

- Abu-Elseoud, May (2007). Technical Report Process Documentation EMPOWERS Egypt. One of the EMPOWERS outputs.
- Al-Zoubi, Rania (2007). Technical Report Process Documentation EMPOWERS Jordan. One of the EMPOWERS outputs
- Mizyed, Buthaina (2007). Technical Report Process Documentation EMPOWERS Palestine. One of the EMPOWERS outputs
- Moriarty, Patrick; Batchelor, Charles; Abd-Alhadi, Firas; Laban, Peter; Fahmy, Hazem (2007). The EMPOWERS Approach to Water Governance: Guidelines, Methods and Tools. INWRDAM Amman, Jordan.
- Schouten, T. (2007). Process documentation in EMPOWERS. EMPOWERS Working Paper No. 8.

INNOVATION

- Engel, P. and Salomon, M.L. (2007) Facilitating innovation for development: A RAAKS resource box. KIT Publishers, Amsterdam.

KNOWLEDGE SYSTEMS:

- Engel, P. and Salomon M. 2002. 'Cognition, development and governance: some lessons from knowledge systems research and practice.' Wheelbarrows full of frogs; social learning in rural resource management. Koninklijke Van Gorcum; Assen, the Netherlands
 - The central theme of this book is "social learning" for rural resource management. It provides conceptual insights and practical guidelines for planning and implementing development interventions, through a joint learning approach. It contains experiences from natural resources management, institutional development, agriculture and water and sanitation.
- Röling, N. (1986) Extension Science: Increasingly Preoccupied with Knowledge Systems. *Sociologia Ruralis*, 25, 3/4 1985, 269-290.
 - This paper gives useful insight in the history of research, extension and uptake of innovations in the agricultural sector, and the lessons learnt. It shows the importance of thinking in terms of knowledge systems. Much can be learnt from analogies with the agricultural sector. However, one needs to remember that there are major differences between that sector and the water and sanitation sector, especially with respect to the role of (local) government. The paper also does not give practical indications for how to develop knowledge systems. Probably, this is one of the most accessible and least abstract papers written on knowledge systems.

Multiple Use Water Services (MUS)

- Butterworth, J.; Keijzer, M.; Smout, I. and Hagos, F. (Eds). 2008. Multiple-use water services. Proceedings of an international symposium held in Addis Ababa, Ethiopia, 4-6 Nov 2008. Addis Ababa, Ethiopia: Multiple-Use water Services (MUS) Group.
- Cinara. 2006. Monitoreo de las alianzas de aprendizaje. MUS Project Working Paper. Cali, Colombia: Cinara/Universidad del Valle.
- Cinara. 2007. Los usos múltiples del agua en zonas rurales de los departamentos de Valle del Cauca y Quindío (Colombia): Resultado de varios casos de estudio. MUS Project Working Paper. Cali, Colombia: Cinara/Universidad del Valle.

- Cousins, T.; Smits, S. and Chauke, T. 2007a. Access to water and poor peoples' livelihoods: The case of Ward 16 of Bushbuckridge Local Municipality. MUS Project Working Paper. Bushbuckridge, South Africa: Association for Water and Rural Development.
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