

Global Scaling Up Sanitation Project

Global Learning Strategy

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This learning strategy was developed in collaboration with the Global Scaling Up Sanitation Project team. It evolved through a series of team and individual conversations, was validated at a global team meeting and further edited through inputs by Washington DC and country-based team members. The team members involved include, Jason Cardosi, Yolande Coombes, Jacqueline Devine, Ousseynou Diop, Ratna Josodipoero, Ari Kamasan, Craig Kullmann, Ajith Kumar, Jack Molyneaux, Nila Mukherjee, Nat Paytner, Eduardo Perez, Upneet Singh, Alex Orsola Vidal, and Djoko Wartono.

Global Scaling Up Sanitation is a Water and Sanitation Program (WSP) project focused on learning how to combine the promising approaches of Community-Led Total Sanitation and Sanitation Marketing to generate sanitation demand and strengthen the supply of sanitation products and services at scale, leading to improved health for people in rural areas. The project is being implemented by local and national governments with technical support from WSP. For more information, please visit www.wsp.org/scalingupsanitation.

This Working Paper is one in a series of knowledge products designed to showcase project findings, assessments, and lessons learned in the Global Scaling Up Sanitation Project. This paper is conceived as a work in progress to encourage the exchange of ideas about development issues. For more information please email Christiane Frischmuth at wsp@worldbank.org or visit our website at www.wsp.org.

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I. Purpose and Road Map

KEY POINT

- A learning strategy develops a structured process for generating, sharing, capturing, and disseminating knowledge.
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The purpose of this learning strategy is to develop a structured process of generating, sharing, capturing, and disseminating knowledge about what works in scaling up and sustaining sanitation programs. We are undertaking this learning process in order to enable evidence-based decisions by policy-makers and implementation of large-scale programs. The learning in this project will benefit not only current stakeholders but also future stakeholders interested in and committed to promoting and implementing effective large-scale sanitation programs.

This strategy applies to the entire global team of the Global Scaling Up Sanitation Project, that is, teams based in Indonesia, India, Tanzania, and Washington, DC. It encompasses global learning goals that provide a framework for working and learning together. Only as a team of learners can this project be successful.

The remainder of this strategy paper is divided into five sections: Project Background; Learning Goals and Principles; Learning Culture, Tools, and Platforms; Learning Process; Organizational Aspects of Learning.

This strategy will form the basis for Action Plans to be developed for each country program and the DC Technical Team. Key outputs of the learning are knowledge products that can be used for advocacy as well as for creating operationally effective approaches and tools to facilitate sustainability and replication.

We are undertaking this learning process in order to enable evidence-based decisions by policy-makers and implementation of large-scale programs.

II. Project Background

KEY POINTS

- The Global Scaling Up Sanitation Project will test new approaches to generate sanitation demand at scale and increase the supply of sanitation products and services.
 - A learning strategy has been developed to ensure that thoughtful and analytical learning and effective knowledge dissemination and global advocacy all take place.
-

Project Goals and Objectives

In December 2006, the Water and Sanitation Program (WSP) started implementation of a four-year project, the Global Scaling Up Sanitation Project, also referred to as Total Sanitation and Sanitation Marketing (TSSM), with funding from the Bill & Melinda Gates Foundation. In 2009, the project received a one-year, no-cost extension.

TSSM will test new approaches to generate sanitation demand at scale and increase the supply of sanitation products and services that will result in increased access to hygienic sanitation and improved health for poor households and communities in rural villages, small towns, and informal urban settlements in order to meet the Millennium Development Goals (MDGs) sanitation targets for 2015. It is reasonable to estimate that at least 50 percent of the 2.1 billion people in rural areas that do not have access to basic sanitation could eventually be served by the Community Led Total Sanitation (CLTS) and Sanitation Marketing approaches.

The long-term vision of this effort is to meet the basic sanitation needs of the rural poor who do not currently have access to safe and hygienic sanitation. That aim will be accomplished by developing the practical knowledge for designing sanitation and hygiene programs that are effective at improving health and are sustainable at large scale for rural villages, small towns, and informal urban settlements.

Project activities will test state of the art approaches at scale and have four main objectives (See Box 1).

BOX 1: PROJECT OBJECTIVES

1. Support programs to scale up demand creation for sanitation at the household and community level
2. Support programs to improve and increase the supply of sanitation- and hygiene-related products and services that are appropriate and affordable to the poorest in the communities
3. Create enabling environments for sustaining and replicating large scale sanitation programs
4. Carry out a structured process to develop the practical knowledge and tools to replicate and scale up these programs at a reasonable cost and within the financial and institutional constraints of new countries with different cultures.

As reflected in the project objectives (Box 1), learning is critical to the project's success. This learning strategy has been developed to ensure that thoughtful and analytical learning and effective knowledge dissemination and global advocacy takes place. A structured, disciplined process of generating, sharing, capturing, and disseminating the learning is key in order to further develop evidence, practical knowledge, and tools for effective replication and scaling up of sustainable TSSM. Key elements of the learning strategy include:

- **Thoughtful and Analytical Learning:** This is a global project that will be carried out in three diverse countries and four regions. These countries vary in size, cultures, geography, habits, level of urbanization, level of education, and reach of the formal media. Each of these countries will use the approaches of CLTS and Sanitation Marketing, but these approaches will be adapted based on differences in cultures, conditions, economics, etc. The activities carried out in each country will significantly advance the learning process of how to integrate CLTS and Sanitation Marketing approaches, and determine what are cost-effective sustainable approaches in a variety of settings.
- **Effective Knowledge Dissemination and Global Advocacy:** Insights that are gained and documented will be disseminated through various channels, networks, and communities. Dissemination will contribute to the replication and scaling up of sanitation programs in other countries, refining of methodologies, and informed decision-making by key decision-makers. Developing partnerships with international and national organizations and networks is crucial to achieving not only thoughtful learning but also influencing and contributing to the success of similar efforts in other countries.

During initial years of implementation, the learning strategy and action plan will focus on embedding learning practices in the global team. In subsequent years, the focus will shift to developing and sharing knowledge with stakeholders and ensuring replication. This shift will require dissemination strategies that integrate learning into other program designs, raising questions for others to test, and building capacity of other stakeholders beyond those with whom the current interactions take place.

This strategy is continuously evolving, particularly the learning goals. Since the development of the learning strategy, tools, templates and processes have constantly been updated and as since we learn about learning and receive feedback from partners. Additional support staff has been hired to capture learning and guide the learning processes in the countries, and to capture and disseminate globally. In the country teams, innovative ways for capturing and reflecting have been experimented with and shared both within the teams and with their clients—reinforcing sustainability and replication.

This learning strategy has been developed to ensure that thoughtful and analytical learning and effective knowledge dissemination and global advocacy takes place.

During initial years of implementation, the learning strategy and action plan will focus on embedding learning practices in the global team.

III. Learning Goals and Principles

KEY POINT

- Specific learning goals are designed as a set of questions to be answered over the course of the project.

Goals

Global learning goals establish the basis of the learning strategy and are outlined in the form of questions (See Box 2). In addition, the global team developed sub-questions and goals at a global team meeting in July 2008 (See Appendix A). At the country level, interventions are designed to test and learn about these questions as well as country context specific questions. What is learned at the country level will be consolidated by the DC Technical Team and translated into a cohesive and coherent story that can be disseminated and applied globally.

Principles

A set of global learning principles has been developed to guide choices as learning tools, platforms, and processes are developed (See Box 3).

BOX 2: GLOBAL LEARNING GOALS

1. What are the health and welfare impacts of large-scale sanitation programs on the poor?
2. What are the best practice approaches and designs for creating demand and strengthening supply leading to sustainable, effective large-scale sanitation programs?
3. What programmatic and institutional conditions comprise the enabling environment needed to scale up and sustain large-scale sanitation programs?

BOX 3: GLOBAL LEARNING PRINCIPLES

Learning should:

- Guide implementers (practitioners) in “how to do” skills with a focus on tool kits, scenarios, and case studies
- Move the practice forward, hence, the learning must be shared with practitioners and fellow learners in the field and provide innovative, tested approaches
- Provide just-in-time insights on implementation, challenges, and lessons learned to be available to the person needing the information within a short timeframe
- Be evidence based which means that all learning must show a link to data (ground truth)
- Be field tested or applied where any hypothesis will be verified by implementing the agreed on action steps with the identified stakeholders, especially before developing a knowledge product
- Reflect findings from Impact Evaluation and the monitoring system
- Build on learning from other sectors
- Embedded in the way people work, with the focus on learning-by-doing and on becoming an integral part of the work plan
- Strike a good balance of doing, reflecting, and sharing, and
- Address geographic and temporal differences in that learning conversations must be scheduled to balance time zones and access to Internet and phone.

IV. Learning Culture, Tools, and Platforms

KEY POINTS

- Developing a learning culture within the project team and partners is key to the success of the project.
 - Establishing this culture is a function of tools such as Emergent Learning Maps and After Action Reviews, alongside technical tools such as a Web based communications and sharing tools.
-

Creating a Culture of Learning

In order to achieve the learning goals, we must create a learning culture within and across teams.

Learning takes place through iterative cycles of doing, reflecting, and making meaning, hypothesizing of what to do differently and planning for the next round of doing—testing of the hypotheses. Learning therefore happens before, during and after doing. The process of making assumptions and hypotheses has to be made explicit during the reflection process so that testing and probing can occur. Effective learning is forward looking, so that the application of lessons learned and insights gained is already specified and the intent is clear. This learning process is referred to as action-learning and emergent learning. In addition, this process not only shortens the time between learning and application, making the learning appropriate and timely, but also reduces feelings of fear about sharing what did not work or competition of who is succeeding most. Rather, learning is employed in the service of improving future opportunities and of helping the team improve as a whole.

Effective learning is forward looking, so that the application of lessons learned and insights gained is already specified and the intent is clear.

The most effective learning, revealing, and sharing of knowledge takes place in a Community of Practice (CoP). The TSSM team is a CoP within a larger CoP represented by the WSP Sanitation and Hygiene Global Practice Team (GPT). It also comprises smaller CoPs such as country teams. Beside the global CoP and country CoPs, various CoPs may exist around learning goals and stakeholder groups. Some CoPs might be time-bound and some might exist throughout the life of the project.

The most effective learning, revealing, and sharing of knowledge takes place in a Community of Practice (CoP).

A learning culture must be built on trusting relationships, a continuous practice of facilitated conversations, sharing of learning, and a chance to engage in action-learning. Mentoring and being open to any question are also part of learning. It is critical for members of the CoP to perceive learning as a key identity and a focus of the entire team, and to understand that no one team member and no one sub-team can succeed on their own. In addition, it is important for all team members to recognize that learning takes place in successful and unsuccessful interventions. Cases of failures may offer many lessons.

A tool for building a learning culture is the team charter. The team charter specifies the tenets of team learning. It reflects the values and norms the team agrees to and reinforces the team and holds it accountable as a community of practice. (See Box 4).

Learning takes place in successful and unsuccessful interventions. Cases of failures may offer many lessons.

As undertaken in DC and during a global team meeting in July 2008, this chartering process will take place within each country team and will become the foundation for country Action Plans.

Experience shows that a virtual team cannot function effectively over time without coming together in person at key moments.

BOX 4: TEAM CHARTER

The Global Scaling Up Sanitation Project team agrees to:

- Commit to positively reinforce those who share information
- See each other as a member of a learning team
- Take time to help colleagues learn
- Commit to sharing information and tools and to positively reinforce those who share
- Encourage open and continuous dialogue with the goal of being productive
- Promote trust, respect, and friendship
- Commit to personal learning to remain cutting edge (such as looking outside, our disciplines in search of ideas, concepts, and approaches)
- Feel free to challenge assumptions
- Learn from other, similar initiatives both with our stakeholders and in other fields.

Relationship-Building

As a globally distributed CoP that primarily learns together virtually rather than in person, regular relationship- and trust-building is paramount. Experience shows that a virtual team cannot function effectively over time without coming together in person at key moments. The annual global team meetings serve this purpose. New relationships can be built, existing relationships reinforced, agreements of sharing and mentoring made, team norms and joint purpose—team identity—strengthened and collaboration practiced. The design of the meetings will use the learning processes and tools of the global team and is based on the principles of self-management and local/global ownership.

Other relationship-building activities include the following:

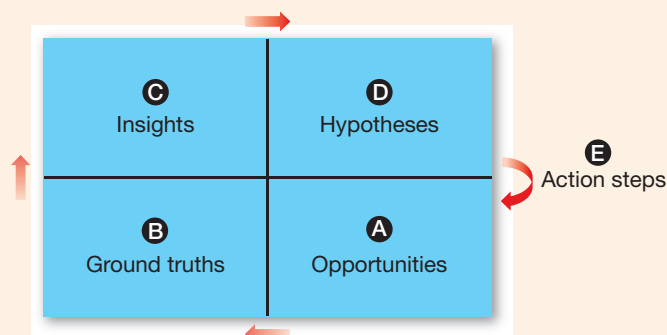
- Joint learning at conferences
- Technical Assistance provided among countries (peer consultation) and DC and countries
- Acknowledgement of support and sharing of information, and
- Site visits and face-to-face peer consultation.

Learning Tools

TSSM will employ Emergent Learning Maps and After Action Reviews to assist project learning. Emergent Learning Maps will be most relevant for when reflection takes place in longer cycles, such as bi-annually or annually. After Action Reviews are useful at very short intervals for continuous improvement.

Emergent Learning Maps

The DC Technical Team is responsible for tracking learning and evidence for specific learning questions and goals. They use the Emergent Learning Map process (See Box 5) to track and check hypotheses and suggest activities on a global level and for country teams.

BOX 5: EMERGENT LEARNING MAP PROCESS**Key:**

- A** Focus on one or more concrete events that will take place in the near future related to a framing question (*Opportunities*)
- B** Look back at similar, past events (*Ground Truths*)
- C** Reflect on insights gained from past events such as results and reasons for results (*Insights*)
- D** Formulate hypotheses (a shared theory of success) about what can be done to ensure that upcoming events are successful (*Hypotheses*)
- E** Match hypotheses with upcoming events to create robust and testable actions (*Action Steps*).

Source: © 2007, Signet Research & Consulting, LLC

Emergent Learning Maps (EL Maps) are tools for generating, capturing and tracking learning. EL Maps will be used to organize learning and determine global and national patterns. They have been described as a “blank canvas” on which learning can take place. In TSSM, EL Maps will be based on the learning goals and adjusted over time. Framing questions will take the form of, “What will it take. . . ?” or “How will we. . . ?” to focus the activity.

Emergent Learning Maps are tools for generating, capturing and tracking learning.

An EL Map is built around two axes. The horizontal axis is a timeline. Everything to the left of center refers to the past and everything to the right of center refers to the future. Equal weight is given to past and future, which helps groups avoid getting stuck in painful “post-mortem” analyses of the past. The vertical axis makes a distinction between the world of experience and our thinking about it. Everything below center refers to facts and concrete events and everything above center refers to thinking about these events. This helps groups develop their skills in balancing inquiry and advocacy.

As the team continuously circles through an EL Map, today’s hypotheses become tomorrow’s ground truths. Once a lesson has been learned, EL Maps offer a good transitional device for sharing emerging knowledge. A template has been developed to capture lessons from EL Maps (See Appendix B)

After Action Reviews (AAR) are useful to examine repeated events and processes

After Action Reviews

After Action Reviews (AAR) are useful to examine repeated events and processes such as workshops, meetings, training, media events, or learning processes themselves. The AAR is the basis for regular team reviews of ongoing activities and insights into process improvement such as knowledge sharing processes and meeting management.

AARs ask the following questions:

- What was supposed to happen? What actually happened? Why the difference?
- What worked? What did not work? Why?
- What would we do differently next time?

A sample template to capture learnings from an AAR is found in Appendix C.

Learning Platforms for Sharing and Collaboration

While we will continue to rely on traditional modes of communication and collaboration such as emails, telephone/audio-video conferences, and face-to-face workshops and meetings, the TSSM team will also use virtual modes such as Wiki and other platforms. Given the learning principles and time and geographical challenges, only a virtual platform will guarantee that knowledge sharing and capturing take place.

The project team will have a primary *internal virtual platform* to which external members will only have selective access, for example to a specific concept paper that is being written collaboratively. This will ensure that members feel free to share draft knowledge products, questions, and initial thoughts, to reveal challenges and what does not work, and to collaborate with each other. The use of *external platforms* will ensure dissemination of knowledge products and accessing expertise. This platform will be used by country teams and individuals invited from the community-at-large, such as members of the WSP Sanitation and Hygiene GPT and the World Bank Sanitation and Hygiene Thematic Group (TG).

The purpose of internal virtual platforms, such as SharePoint and Wiki, are to facilitate the following:

- Building a depository of knowledge
- Ongoing collection of learning that is tracked, summarized, and fed back for further conversation and testing
- On-line conversations about new insights, challenges, and possible solutions
- Tracking and link to ongoing development of knowledge products
- Sharing of learning about each country with regard to the key learning questions
- Emergent learning maps for key questions (learning goals)
- Information about team members
- Questions and Answers (turn-around time of 24 to 28 hours)
- Post learning (cutting edge knowledge from books, attending events, etc).

The purpose of external virtual platforms are:

- Sharing products of a higher quality
- Increasing visibility of the team and various topics
- Engaging other practitioners in finding solutions, and
- Networking.

V. Learning Processes

KEY POINTS

- The learning process is a cycle with four distinct steps; (1) generate, (2) share, (3) capture, and (4) disseminate learning.
- The learning process will take place in each of the country offices and Washington DC.

Learning Cycle

The Learning Cycle captures the process through which the TSSM team will 1) generate, 2) share, 3) capture, and 4) disseminate learning (See Box 6). While a continuous, disciplined practice of learning must be embedded into the way the global team works, the Learning Cycle must be adapted to fit the resources of time and skill available in each country.

In addition to processes, behaviors required for the learning process will only become established practices—a way of doing business—in a team when:

- Learning and sharing take place in the service of a team and for an agreed-upon goal
- The message is reinforced that there are no repercussions for failing
- Supporting colleagues in learning, reflecting, and sharing is as important as the individual country implementation and success, and
- Reflecting and learning are as important as doing.

Generating Knowledge

The global processes for generating knowledge include the following three areas (See Box 7):

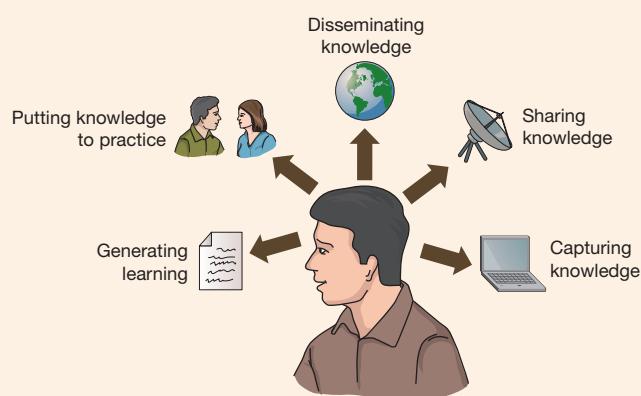
Review of learning goals. Global team members responsible for designated learning goals will come together (virtually, face-to-face, or audio conference) every three to six months to apply Emergent Learning Map and capture learning. These sessions may include outside experts.

Review of learning across the three countries. Every three months the DC team (and country team members if they desire) will reflect on the following questions:

- What is emerging from the learning reviews in all countries with respect to the learning goals we identified?
- Is the same learning taking place? If yes, can we generalize? Do we have enough evidence? If yes—publish, if no, what do we need to do to generate more evidence?
- If different learning takes place, why, what is different in the context? What do we want to probe more and where? What is our hypothesis? How do we want to generate more evidence for our hypotheses?

Review of learning process. Global team members will meet once every three months to reflect on and adjust the following areas: knowledge product development, Emergent Learning Map process, knowledge collection, and knowledge sharing.

BOX 6: LEARNING CYCLE



Source: David Gray, The World Bank

The key to making this work is that there is joint responsibility for sharing and responding to requests for learning.

BOX 7: SUMMARY OF GLOBAL PROCESSES TO GENERATE KNOWLEDGE

Any process can be initiated by any team member at any time in addition to the processes and times suggested.

Actions	Participants	Frequency	Platforms
Review learning goals	DC Technical Team, Country Teams, External experts	Every three to six months or annually (depending on the learning goal)	Audio-conference, face-to-face meetings, workshops, Wiki/Sharepoint-supported online discussions
Review learning across the three countries	DC Technical Team, Country Teams, if desired.	Quarterly	Face-to-face team meeting
Review learning process	DC Technical Team, Country Teams	Quarterly	Email, Wiki or other virtual platform

Sharing Knowledge

Knowledge sharing includes (i) conversations during which insights and evidence are exchanged and the results of testing of hypotheses are reported, (ii) conversations during which new questions arise and new learning emerges, and (iii) conversations during which concrete tips for implementation are exchanged. Knowledge sharing also includes sharing of tools and designs of interventions.

The goal is that as conversations happen, over a distance or in person, the learning is recorded and accessible to the entire community. Various modes of accomplishing this include email, important phone calls that are transcribed, conversations that are summarized and shared in writing and online platforms.

The key to making this work is that there is joint responsibility for sharing and responding to requests for learning. A facilitator can assist to keep conversations going, remind team members of accountability, and track the use and postings of online platforms (See Box 8).

Developing Knowledge Products

The project will deliver a series of print, electronic, and direct capacity-building knowledge and communication products. All main products will be repurposed to reach all target audiences. Both DC and country teams will have knowledge product lists that will be continuously updated and be context and audience specific. In the case of DC, the focus will be on maintaining a knowledge product list

BOX 8: SUMMARY OF ACTIVITIES TO SHARE KNOWLEDGE

Any process can be initiated by any team member at any time in addition to the processes and times suggested.

Actions	How Often	By Whom	Platforms
Post knowledge products to be commented on/developed on the Wiki or other virtual platforms	As needed (minimum once a week)	DC Technical Team, Country Teams, External (including Sanitation GPT)	Wiki or virtual platform
Develop knowledge products jointly/globally and adapt to country context	As needed (minimum once a week)	DC Technical Team, Country Teams, External experts (including Sanitation GPT)	Wiki or virtual platform
Ask questions, ask for tips and support, share insights	As needed	Country Team Task Manager, DC Technical Team, External expert	Email, Wiki, phone calls
Share information that comes from attending conferences, events, reading, etc. to keep the project teams cutting edge	As needed (minimum, request to add information every two months)	DC Technical Team	Email, Wiki, or virtual platform
Connect people with knowledge to people seeking knowledge	As needed	DC Technical Team, Country Teams, External experts	Email, Face-to-face meetings
Review of learning and community building	Annually	DC Technical Team and Country Teams	Face-to-face meeting (i.e. global meeting)

that will be continuously updated, developing global knowledge products, and ensuring the quality of knowledge products to be shared with a global audience.

The development of knowledge products can be done collaboratively with or without the assistance of consultants (researchers, writers) and media experts (i.e., for videos, stories, press kits). While it countries, suggest knowledge products, and identify needs for further research. is everyone's responsibility to participate and contribute, it is the primary responsibility of the DC team to continuously harvest the learning from all.

Potential knowledge products include:

- *Flagship Reports*: Flagship reports are expected to 1) present original research or major product, 2) move the field forward on sanitation programming as well as understanding of the impact of sanitation, and 3) be highly analytical. These products

are written in a technical language and will go through rigorous quality review and editing prior to publication. Flagship reports will be high-quality publications. They will be available in print and electronic format. Primary target audiences for these products include WSS and health sector professionals World Bank task team leaders, and sanitation programmers. Primary target audiences for repurposed products include high-level policy and decision makers and high-level staff in bilateral and multilateral donor agencies.

- *Academic Publications*: Publications in peer reviewed health and WSS sector journals (e.g., The Lancet) are a key knowledge product, which will lend credibility to the project and its results/findings. The articles will be developed from the original research carried out by the project and submitted for publication in highly visible and credible sector publications. They

are expected to 1) present original research, 2) move the field forward on sanitation programming as well as effectiveness, and 3) be of high analytical quality. Articles in peer reviewed sector journals will form an important component of the project's advocacy strategy by lending credibility and visibility to the research results as well as the approach per se. The project team will have less control over the publication process and timing of this specific product line. Primary target audiences include academics/expert community, WSS and health sector professionals, and World Bank Task Team Leaders. Primary target audiences for repurposed products include high-level policy and decision makers, and high-level staff in bilateral and multilateral donor agencies.

- *Field Notes:* This product features evidence-based best practices, lessons learned, and case studies in scaling up sanitation springing from the project. Field notes tell the story of the project and its findings in an easily accessible and appealing manner. They are written in a non-technical language and include a large number of visual elements: photographs, tables, graphs, charts, figures, etc. They will be available in print and electronic format. Primary target audiences include WSS and health sector professionals, World Bank task team leaders, national counterparts, and sanitation programmers.
- *Working Papers:* Working papers are longer (30–60 page) publications that showcase work in progress, project findings, and lessons learned to date in specific topic and/or geographic areas (e.g., enabling environment assessments). In the majority of cases, working papers will be (a) consultant reports that have been reworked (re-written and copy-edited as needed) to be brought up to a publishable level, or (b) syntheses the findings of multiple consultant reports. Primary target audiences include WSS and health sector professionals and sanitation programmers. Primary target audiences for repurposed products include high-level policy and decision makers, high-level staff in bilateral and multilateral donor agencies, and World Bank task team leaders.
- *Guidance Documents:* Guidance documents will provide implementers of sanitation programs with resources to guide and strengthen their efforts in all

stages of a sanitation program cycle (planning, design, implementation, monitoring, and evaluation). All guides and tools will have been tested by the project as part of their development. They should be written in a clear language with minimal use of technical jargon. Guidance documents will typically be published electronically, but may in some cases be printed. Primary target audiences for these products include sanitation programmers and their national counterparts. WSS and health sector professionals and World Bank task team leaders, who are interested in engaging in sanitation, comprise a secondary target audience.

- *Project Web site:* The WSP Web site (www.wsp.org) will include a section to communicate news about the Global Scaling Up Sanitation Project and disseminate project outputs. This section will follow the look and feel of the WSP website. It should be designed to allow for timely updates about project activities with minimal staff time requirements.
- *Direct Capacity Building and Promotional Activities:* New programming and lessons learned can be disseminated through direct capacity building and promotional activities such as workshops. Materials for the workshops can be repurposed into digital learning modules which can be archived and shared. Learning modules might consist of a recorded workshop session, PowerPoint presentations, and recommended readings and resources.

Quality Assurance Process

A process will be put in place to ensure that the knowledge products are accurate and of high quality. All products in the knowledge product pipeline will undergo review prior to publication and dissemination. Quality assurance steps should include:

- Development of a concept note
- Concept note peer review and revisions
- Concept note approval by Task Team Leader and Technical Specialist
- Drafting of product
- Internal and external peer review and revisions
- Editing
- Desk top publishing, and
- Dissemination.

Capturing Knowledge

Capturing knowledge means turning the emerging insights and evidence-based learning into products that are available to a wider audience and appropriate for specific target audiences. Knowledge products will be identified through stakeholder reviews and needs expressed during interactions with stakeholders. Learning sessions using Emergent Learning Maps and participation in conferences, as well as virtual communities of practice, will also identify new products, which can be adapted from existing products or are newly developed.

Both DC and country teams will have knowledge product lists that will be continuously updated and be context- and audience-specific. In the case of DC, the focus will be on maintaining a knowledge product list that will be continuously updated, developing global knowledge products, and ensuring quality of knowledge products to be shared with a global audience. The development of the knowledge products can be done collaboratively with or without the assistance of consultants (researchers, writers) and media experts (such as for videos, stories, and press kits).

The project team will have a virtual platform where emerging learning, ongoing conversations, and knowledge products under development will be housed. While it is everyone's responsibility to participate and contribute, it is the primary responsibility of the DC team to continuously harvest the learning from all countries, suggest knowledge products, and identify needs for further research. Box 9 summarizes the global processes for capturing knowledge.

Disseminating Knowledge

All knowledge products should to be viewed as global products. This means that products developed in DC will also be disseminated in each country and that products developed in countries are disseminated in other countries, DC, and worldwide. Some of the global products will have to be adapted to fit the cultural context and language of each country.

The global team may also rely on external experts, as well as knowledge and learning managers in other organizations, to disseminate knowledge products. For example, within the World Bank, regional learning coordinators are critical for disseminating knowledge products and arranging learning conversations. Within countries, country managers or directors can assist with dissemination.

Each knowledge product that needs dissemination will follow a plan that considers all appropriate channels for reaching the target audience identified during product development.

Potential audiences include:

- *Water Supply and Sanitation (WSS) and health sector professionals (possibly education)*: This audience group consists of WSS and health sector professionals at international and local levels. This group shares the objective to reduce child mortality and morbidity owing to diarrheal disease and is potentially interested in scientific evidence, tools, impacts, and approaches that can help them achieve this objective. Communication outputs should make it easy to

BOX 9: GLOBAL PROCESSES FOR CAPTURING KNOWLEDGE

Any process can be initiated by any team member at any time in addition to the processes and times suggested.

Actions	By Whom	How Often	Platforms
Review of knowledge products: What is under development? What is being disseminated? Any adaptations across countries possible? What has been disseminated and impacts?	DC Technical Team; Country Teams	Quarterly	Audio-conference, virtual platforms, Email, face-to-face meetings
Identification of new knowledge products	DC Technical Team	Quarterly	Audio-conference, virtual platforms, Email, face-to-face meetings

envision how a sanitation program might be implemented in their sector.

- *World Bank and other WSP sector specialists—including the WB Sanitation and Hygiene Thematic Group.* A sub-segment of the above target audience, this group gets particular mention due to the special access the project and its staff has to World Bank sector specialists and Task Team Leaders due to the physical location of the project in the World Bank and established working relations. The segment would comprise task team leaders in the WSS, health, education, and environment sectors. This audience segment would be relatively easily reached through personal meetings and events in the World Bank. They would be interested in highly credible information (scientifically) and tools that will make it easier for them to include large-scale sanitation into their project work.
- *WSP Sanitation and Hygiene GPT members and other WSP country staff involved in sanitation activities.* Sanitation related efforts—including many CLTS and Sanitation marketing activities are currently being carried out in many countries in addition to the three Global Scaling Up Sanitation countries.
- *High-level staff in bilateral and multilateral donor agencies:* High-level staff in bilateral and multi-lateral agencies should be targeted to generate political support and funding for large-scale sanitation programs.
- *High-level decision and policymakers:* High-level decision and policymakers in developing and donor nations have the power to place large scale sanitation programs at the top of the political agenda, paving the way for long-term funding and sustainability. This audience segment would be interested in highly

credible and rapidly digestible information on the impact and cost-effectiveness of large-scale sanitation programs.

- *Academic/expert community:* Recognition of the validity and value of project findings within the academic/expert community will lend overall credibility to project findings.
- *Media:* Mass media outlets can play a significant role in dissemination and advocacy efforts.

During the latter part of the project duration, the focus of learning will shift to replication by others. Knowledge dissemination will then increasingly have elements of interpersonal sharing of knowledge, mentoring and coaching and integration of others into project activities, such as study trips, joint learning workshops, input into strategy workshops of other projects etc.

Presentations to be delivered in institutions and at international WSS and health sector conferences will disseminate key findings and lessons learned from the TSSM Project to a forum of decision makers and programmers within the sector. Presentations will often be repurposed from other core knowledge products, including working papers and academic publications. Special events that will be organized and/or targeted include:

- Stockholm World Water Week (annual)
- Donor conferences
- Istanbul World Water Forum (March 2009)
- International Year of Sanitation Conferences
- Brown Bag Lunches (BBLs)
- WSP Hygiene and Sanitation/Handwashing Global Practice Team events.

VI. Organizational Aspects for Learning

KEY POINTS

- Due to the global nature of the project, role clarity is highly important
 - Linkages to Washington DC, between the country offices, and to other organizations must be maintained.
 - Recognition, along with continuous mentoring and facilitation, is a key aspect
-

Roles and Responsibilities

In a globally dispersed team, it is easy to lose track of the wider team and focus on country-specific learning or on the relationship with DC instead of sharing across countries and with wider CoPs. Role clarity is one of the most important aspects of a well functioning team. As learning activities increase, so will the amount of time spent on these activities. Therefore, knowing the roles and responsibilities in detail will not only prevent confusion and conflict but also ensure that additional resources can be brought on board if the required time exceeds a particular person's capacity.

DC Technical Team

The role of the DC Technical Team will be as stewards of the overall learning process. This includes:

- Identifying and developing global knowledge products,
- Harvesting the learning that is taking place,
- Providing and maintaining a tool for global knowledge sharing,
- Supporting the development of country-specific knowledge products, such as peer reviewing and identification of peer reviewers (including tools and guides relevant to countries),
- Providing translations for country products,
- Ensuring quality control,
- Developing global dissemination strategy and feedback systems,
- Providing translations for country products, and
- Capturing learning in a central location, accessible to all.

To ensure dissemination of knowledge products and recognition of learners, the DC Technical Team will network with other organizations and connect country teams to outside resources. They will also provide/broker ongoing technical support and technical assistance to the country teams.

The DC Technical Team will be assessing learning processes, facilitating global conversations and cross-country learning, bringing in relevant external knowledge, and determining and providing capacity-building to country teams. In particular, active participation, encouragement, and support using a virtual platform will be key to the success of using such a platform by the entire global team. This includes ensuring that recognition of learners takes place, as was agreed upon by the global team.

Each DC-based technical team member has the responsibility to develop the global knowledge products within the learning goal they are accountable for, which includes managing tasks, tracking the quality assurance process, determining whether the knowledge product should be developed internally through collaboration (Wiki) or outsourced, and developing and implementing the dissemination plan.

If it is collaboratively developed, the task manager of the product facilitates this through use of Wiki technology. The task manager determines who from outside the team has access and at which times.

Responsibility for a particular learning goal also includes answering the following:

- What do we know with enough evidence to move to a knowledge product for a particular stakeholder group? What more do we need to move forward?
- What do we know without enough evidence but want to share in order to solicit ideas or evidence that we might not be aware of from a particular stakeholder group?

Country Teams

The role of the country teams is to

- Learn by doing, both *from* and *with* their stakeholders,
- Develop country-specific learning products, and
- Share learning with other countries and the technical team in DC.

Some country team members might also take the lead for specific thematic areas, which might include actively facilitating conversations virtually, contributing to and developing global knowledge products, and hosting workshops, conferences and site visits. Thankfully, all country teams provide rich learning venues for annual meetings and the logistics and organization for the annual global meetings, as was exemplified in Senegal and Peru.

Country task managers will provide time and attention to capture learning by doing with stakeholders, including feedback from stakeholders. They will develop country-specific learning products, document initial learning from country programs, including previous activities in Senegal and Peru, and review global products. Country task managers will share learning (ideas, successes, failures, issues) across countries and with the DC team and implement and regularly review learning action plans. As managers, they will maintain and use the Management Information System (MIS) to ensure successful implementation.

To their country team members, they will provide feedback to their work and technical leadership and provide clear direction related to information and documentation.

Country team members will provide technical support (gathering, processing, and consolidating information) and administrative support and handle specific learning tools, such as Wiki and blogs. They will play a back-up role to the country task managers and contribute proposals/initiatives and analytical thinking.

WSP communication specialists will provide support in product development and dissemination and give advice on specific issues.

Connecting Teams

It is critical to ensure that connectivity exists among all members of the global team and also with the external community of experts and practitioners. Opportunities to connect the project team via email, audio-visual conferencing, virtual platforms, and face-to-face meetings include monthly meetings, quarterly meetings, and global annual meetings (See Box 8).

Various types of connections and activities are proposed below.

Connecting Country to Global Level

Opportunities to connect the project team via email, audio-visual conferencing, virtual platforms, and face-to-face meetings include monthly meetings, quarterly meetings, and global annual meetings (See Box 10).

In addition to one-on-one phone calls on specific topics, a monthly meeting will be available to the entire community (through use of a bridge line, same number/same time every month). The purpose of the meeting will be to focus on concerns and insights, to flag new learning, and to request support. The global team meetings will take place annually. The purpose of these meetings is to build community, learn from one another, and discuss emerging issues and challenges.

Connecting Country to Country

As a parallel process, countries will share learning with each other. The conversations and posting of products will be facilitated either by DC or through a country-based team member who is interested in a particular learning goal. Various platforms for sharing and capturing learning have been outlined above. The intent is for the learning process to be both facilitated and self-managed by the entire team.

Connecting to WSP Global Practice and Thematic Groups

The Sanitation and Hygiene Global Practice Teams and Thematic Groups have a good track record of working with each other (many WSP staff participate in both) and of sharing relevant and useful information. Many TSSM team members are members and specific efforts should be made to share lessons from TSSM as well as to learn from these two groups. This will largely be done through Brown Bag Lunches (BBLs), future Water Weeks and, electronic sharing of information. At the WDC level, the TSSM team will maintain close contact with the WB Water Anchor sanitation specialists.

Connecting External Resources to DC and Country Level

It is the responsibility of all team members to bring in external knowledge. This can be done through workshops, brown-bag lunches, or use of the virtual platform, by making personal networks available or attending conferences,

BOX 10: PROPOSED LEARNING OPPORTUNITIES

Opportunities	Participants	Agenda	Learning Process
Monthly meetings	DC and Country Teams	Updates Emerging concerns and insights Request technical assistance	Sharing knowledge
Quarterly Learning Meetings	DC and Country Teams	Review learning across the four countries; learning process; knowledge products under development and new knowledge products	Generating and capturing knowledge
Ongoing Meetings with WSP Sanitation GPT and the WB Sanitation TG	DC, GPT, TG members	To review current learnings and activities and seek opportunities for synergy	Generating and sharing knowledge
Annual Global Team Meetings	DC, Country Teams	Review of learning goals	Generating and sharing knowledge

and by sharing the results and resources from those conferences with the global team.

Connecting DC/Country Teams to World Bank/WSP

The objective of connecting DC/country teams to the Bank is to ensure that the sector is being moved forward, cross-fertilization of ideas and products is occurring, and learners are being recognized. Possible ways of connecting include:

- Invitation to TSSM learning events such as workshops, BBLs, and Emergent Learning Map sessions
- Invitation to collaborate on development of TSSM knowledge products
- Personal networking
- Planning study tours, and
- Incorporating knowledge products into regional medias and newsletters.

Recognition of Learners

Recognition, along with continuous mentoring and facilitation, is a key aspect in establishing learning behaviors within a team. Recognition can take place through formal

systems such as acknowledgement in the OPE process. “Learning” can be designed to be a part of the TTLs and Task Managers Results Agreement in order to create a performance incentive. Providing awards in recognition of learning and building trust among the team is another possibility. The process for determining the awards needs to be one where the team CoP determines the criteria and makes decisions.

Recognition can also be done informally, through feedback and publicly. Possibilities include featuring “the best knowledge sharer” on the virtual platform and making visits to conferences.

Another important factor in ensuring participation in learning and sharing is the participation of senior managers in the learning processes, such as posting comments, sharing learning from the international community, and acknowledging the work the team is doing. Senior managers can also provide links to external experts, thus promoting networking. When team members are connected with an

Recognition, along with continuous mentoring and facilitation, is a key aspect in establishing learning behaviors within a team.

external community of practice, the international or national recognition, which goes beyond the entire project team, is often motivating and can benefit the team member in their professional career.

The following mechanisms for recognizing one another as learners were agreed upon by the global team:

- Exploring the new VP team award—become one of the learning teams recognized
- Leveraging good learners through study tours, international forums, and technical assistance opportunities
- Enabling and encouraging training opportunities
- Ensuring the acknowledgment of contributions (by authors, reviewers, feedback-givers, and posters of information)
- Using knowledge products
- Using Wiki
- Encouraging networking (such as by joining professional associations)
- Creating a space in meeting agendas for recognizing learning and learners within the project, within the country, within the region, and globally within the wider expert community
- Using Results Agreements (RA) or Overall Performance Evaluation (OPE) (where applicable) process
- Recognizing a Learner of the Month, and
- Post profile on website, soapbox

Appendix A: Global Learning Goals

1. What are the health and welfare impacts of large-scale sanitation programs on the poor?

- a. What are the health impacts of achieving 100% Open Defecation Free (ODF) communities and improved coverage to sanitation (measured through the Joint Monitoring Programme (JMP), some level of coverage?
- b. What are the economic benefits of improved coverage to sanitation?
- c. What are the educational and social benefits of improved coverage to sanitation?
- d. Is there a relationship between health and other impacts and the level of sanitation service?
- e. What are the marginal health impacts of handwashing with soap (HWWs) and handling of children's feces on top of TSSM?

2. What are the best practice approaches and designs for creating demand and strengthening supply leading to sustainable, effective large-scale sanitation programs?

- a. What are the most effective approaches to increasing use of safe sanitation in rural areas in terms of 1) cost, 2) time, 3) sustainability, and 4) scalability?
- b. Can TSSM be adapted across different environments, and if so how?
- c. How does environment influence TSSM approach?
- d. What are the roles of private and public sector (separate and together) in generating supply and sustaining demand at scale?
- e. What are effective components, common challenges and solutions to the establishment and growth of a sanitation market supply?
- f. How does the availability of affordable supply and service affect demand?
- g. How can private sector be encouraged to serve the poorest segments?
- h. What government policies are effective for scaling up demand and supply for sanitation?
- i. What is an effective use of external fiscal incentives to enable poor families to gain access to a level of safe sanitation?
- j. What is effective financing to enable poor families to gain access to a level of safe sanitation?
- k. To what extent do "triggered" communities have the opportunity, ability, and motivation for short and long-term maintenance of their latrines?
- l. What is the durability of behavior change achieved under TSSM? Under what circumstances are these behaviors most likely to be sustained?
- m. What are the key determinants of sanitation behavior that influence communities to become ODF, and that influence people to either move up and down the sanitation ladder or maintain their position, once improved sanitation has been attained?
- n. Do communities that achieve ODF go on to access safe latrines and improve their sanitation status (i.e., move up the sanitation ladder)?
- o. What are effective strategies for marrying CLTS approaches and sanitation marketing?
- p. What are opportunities and strengths, and constraints or limits to applying commercial sector marketing practices to sanitation and what are promising practices to overcome them?
- q. How can TSSM be used to address HWWs and safe handling and disposal of children's feces?

3. What programmatic and institutional conditions comprise the enabling environment needed to scale up and sustain large-scale sanitation programs?

- a. What does it take to measure a supportive enabling environment (EE)?
- b. How do you prioritize among the EE interventions?
- c. Policy, Strategy, and Direction: What does it take to develop a national policy and strategy, and or direction for scaling up and sustaining sanitation? Are legal instruments necessary or would a set of regulatory instruments be adequate, or perhaps a program issued under a ministerial decree or government initiative be the best?
- d. Institutional Arrangement: Are roles and responsibility clearly defined (mandate, accountability)? Does sanitation need an institutional home and if so what would be the appropriate institution? What are the effective coordination mechanisms? What are the appropriate levels of the dedicated sanitation units, and what should their functions be (national, district)? What are effective strategies and practices in integrating sanitation into other programs/sectors?
- e. Implementation Capacity: What does it take to build ownership and capacity at the local level (i.e., local authorities, NGOs) to coordinate, implement, and monitor sanitation programs? What should the functions of local sanitation units be?
- f. Cost-effective implementation: What is the best way to track costs associated with project activities, outputs, and impact?
- g. Financing: What will it take to finance scaled-up, sustainable sanitation programs?
- h. Monitoring and Evaluation (M&E): What does it take to adapt/put in place a well-defined M&E system and to use the M&E data for policy, budget, and program decisions?
- i. Program Methodology: How do we gain widespread acceptance and adoption of the project's approach/methodology among government and stakeholders? How large a staff is needed and what skills do staff people need? What are the different implementation models that districts use to carry out the social intermediation and outreach roles needed for TSSM?

Appendix B: Template for Capturing Lessons from an Emergent Learning Map

- The situation and challenge we faced was: [describe what led to the need to learn together]
- Therefore, the Framing Question we asked was:
- What we have learned so far is: [describe key insights from successes and failures]
- Based on this, our current hypothesis about what it will take to succeed is:
- Opportunities to apply and further test this hypothesis are: [describe situations to which this might apply]
- Our own plan to continue to test this hypothesis includes: [describe the team's action plan based on its own upcoming opportunities]

Appendix C: Template for Capturing Lessons from an After Action Review (AAR)

- Name of event:
- Date of event:
- One or two sentences giving the background/scope to the experience:
- Key player (individual(s) who called the AAR):
- Key story (maximum of 10 words per story that would enable future users to re-find this learning):
- Key AAR participants:
- Specific actionable recommendations (SARs):
Quotes:
- Storing/Sharing of this AAR:
- This AAR was shared with (indicate website, email list sent to, name of person sent to):
- Stored where and under which title:
- Any knowledge product you see emerging?

