

Global Scaling Up Handwashing Project

Global Learning Strategy

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September 2008

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Water and Sanitation Program

This learning strategy was created in collaboration with the entire Global Scaling Up Handwashing team. It evolved through a series of team and individual conversations, was validated at a global team meeting and further edited through inputs by DC and country based team members. The team members involved include: Doris Alfaro, Yolande Coombes, Jacqueline Devine, Ousseynou Diop, Rocio Florez, Lene Jensen, Seydou Koita, Jack Molyneaux, Carlos Augusto Claux Mora, Abdul Badru, Minh Thi Hien Nguyen, Nga Kim Nguyen, Nat Paynter, Eduardo Perez, Hnin Hnin Pyne, and Alex Orsola Vidal.

Global Scaling Up Handwashing is a Water and Sanitation Program (WSP) project focused on learning how to apply innovative promotional approaches to behavior change to generate widespread and sustained improvements in handwashing with soap at scale among women of reproductive age (ages 15–49) and primary school-aged children (ages 5–9). The project is being implemented by local and national governments with technical support from WSP. For more information, please visit www.wsp.org/scalinguphandwashing.

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 Handwashing 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.

WSP is a multi-donor partnership created in 1978 and administered by the World Bank to support poor people in obtaining affordable, safe, and sustainable access to water and sanitation services. WSP's donors include Australia, Austria, Canada, Denmark, Finland, France, the Bill & Melinda Gates Foundation, Ireland, Luxembourg, Netherlands, Norway, Sweden, Switzerland, United Kingdom, United States, and the World Bank.

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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 for generating, sharing, capturing, and disseminating knowledge about what works in scaling up and sustaining handwashing programs. We are undertaking this learning process to enable policy-makers to make evidence-based decisions and to enable the implementation of large-scale programs. Key outcomes of the learning will be knowledge products that can be used both for advocacy and for putting into action cost-effective approaches and tools to ease replication. The learning in this project will benefit not only current stakeholders but also future stakeholders interested in and committed to promoting effective handwashing behavior-change programs.

This strategy applies to the entire global team of the Global Scaling Up Handwashing Project, that is, teams based in Peru, Senegal, Tanzania, and Vietnam, as well as 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 Processes; and Organizational Aspects of Learning. The 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 Handwashing Project will test new approaches to effectively promoting handwashing behavior change at scale.
 - A learning strategy has been developed to ensure that thoughtful and analytical learning and effective knowledge dissemination and global advocacy all take place.
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Project Goals and Objectives

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

Handwashing with soap at critical times (such as after contact with feces and before handling food) has been shown to reduce the incidence of diarrhea substantially. It maximizes the health benefits of investments in water supply and sanitation infrastructure and, as a stand-alone public health intervention, reduces health risks even when families do not have access to basic sanitation and water-supply service. Despite these benefits, rates of handwashing with soap at critical times are very low throughout the developing world.

The project's goals are to reduce the risk of diarrhea and therefore increase household productivity by stimulating and sustaining the behavior of handwashing (HW) with soap at critical times in 5.4 million people in four diverse countries, Vietnam, Peru, Tanzania, and Senegal. This will mean averaging over one million people per country.

The project will test whether this HW behavior can be generated among the poor and vulnerable using innovative promotional approaches. In addition, it will undertake a structured learning and dissemination process to develop the evidence, practical knowledge, and tools needed to effectively replicate and scale-up future handwashing programs.

WSP's vision of success is that at the end of project we will have demonstrated that HW with soap, at scale, is one of the most successful and cost-effective interventions to improve and protect the health of poor rural and urban families, especially children under age five. Moreover, we envision the effort to develop the evidence, practical knowledge, and tools for effective replication and scaling-up of future HW programs, potentially reaching more than 250 million people in more than 20 countries by 2020.

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

BOX 1: PROJECT OBJECTIVES

1. To design and support the implementation of innovative large-scale sustainable HW programs in four diverse countries (Vietnam, Peru, Tanzania, and Senegal),
2. To document and learn about the impact and sustainability of innovative large-scale HW programs,
3. To learn about the most effective and sustainable approaches to triggering, scaling up, and sustaining HW behaviors, and
4. To promote and enable the adoption of effective HW programs in other countries and position HW as a global public health priority through the translation of results and lessons learned into effective advocacy and applied knowledge and communication products.

A learning strategy has been developed to ensure that thoughtful and analytical learning and effective knowledge dissemination and global advocacy all take place.

Steps for Achieving Success

The project aims to complement, expand, and improve existing hygiene behavior-change and HW approaches and enhance them with innovative approaches. The key to success in this effort is to use and scale up innovative methods—including commercial marketing to deliver HW messages, broad and inclusive partnerships, and a strong focus on sustainability and monitoring and evaluation.

The key steps for achieving success include:

- Using communication and commercial/social marketing techniques that have been proven effective at large scale
- Creating and building broad partnerships among stakeholders with common goals
- Focusing on sustainability
- Rigorous monitoring and impact evaluation
- Thoughtful and analytical learning, and
- Effective knowledge dissemination and global advocacy.

As reflected in the project objectives (Box 1), learning is critical to the project's success. A learning strategy has been developed to ensure that thoughtful and analytical learning and effective knowledge dissemination and global advocacy all take place.

Key elements of the learning strategy include:

- **Thoughtful and Analytical Learning:** This project is global in nature, being carried out in four diverse countries. These countries vary in size, economy, institutional environment, culture, geography, HW habits, level of urbanization, level of education, and reach of the formal media. In each of the countries, the project follows the same basic principles (such as use

of innovative promotional approaches) but at the same time adapts itself to the findings from consumer research that capture the differences in cultures and in political, economic, and social conditions. The four country programs have a differing mix of messages, media, and partners. This rich variety in the application of the same basic principles will contribute greatly to the learning achieved in the project.

- **Effective Knowledge Dissemination and Global Advocacy:** A key to the project's success in generating, sharing, and effectively disseminating knowledge is WSP's close collaboration with the global Private-Public Partnership for Handwashing (PPPHW). The project will generate and share learning together with this partnership, and in turn will be continually strengthened by the knowledge created by the partnership, which is based on learning from HW projects in many other countries.

To date, PPPHW, along with its members, has served as a productive "think tank" for cutting-edge knowledge in HW, as an effective disseminator of that knowledge through its newsletter and its capacity-building efforts, and as a successful promoter of large-scale HW programs in many countries. At both the global and the country level, the partnership is broad and inclusive. Its members include the key multilateral and bilateral agencies involved in HW, as well as governments, academic institutions, civil society, international private-sector soap companies, and private research and technical assistance agencies involved in behavior change. WSP's management of the Partnership's Secretariat facilitates the collaboration and learning between this project and PPPHW.

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

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

This strategy is continuously evolving, particularly the learning goals. Since the development of the learning strategy, tools, templates and processes have been updated and revised as 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 learning 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.

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

The global learning goals (See Appendix A), which establish the basis of the learning strategy, are outlined in the form of questions. At the country level, interventions are designed to test and learn about these questions, as well as questions specific to country context. Country-level learnings will be consolidated by the DC Technical Team and translated into a cohesive and coherent story to 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 2).

BOX 2: GLOBAL LEARNING PRINCIPLES

Learning should:

- Guide implementers (practitioners) in “how to do”—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 learnt that are made available to the person needing the information within a short time-frame
- Be evidence-based, which means that all learning must show a link with data (ground truth)
- Be field-tested or applied; that is, any hypothesis should be verified by implementing the agreed-on action steps with the identified stakeholders, especially before developing a knowledge product
- Reflect findings from the impact evaluation and the monitoring system
- Build on learning from other sectors
- Be embedded in the way people do 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; 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 what to do differently and planning for the next round of doing—doing which is the 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 either as action-learning or as 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 over sharing what did not work and competitiveness over who is succeeding most. Rather, learning is employed in the service of improving future opportunities and of helping the team improve as a whole.

The most effective learning, revealing, and sharing of knowledge takes place in a team or Community of Practice (CoP). The Global Scaling Up Handwashing Project team is a CoP within a larger one represented by the Global PPPHW and the HW Global Practice Team (GPT). It also comprises smaller communities of practice such as country teams. Beside the global CoP, and the country CoPs, various communities of practice might also exist around learning goals and stakeholder groups. Some communities of practice might be time-bound, and some might exist throughout the life of the project.

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. Both mentoring and being open to any question are essential parts of learning. The practitioners are the ones who also reflect and share. It is critical for members of the community of practice 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 its own. In addition, it is important for all team members to recognize that learning takes place in both successful and unsuccessful interventions. Cases of failure offer many lessons.

A tool for building a learning culture is the team charter (See Box 3). The team charter specifies the tenets of team learning. It reflects the values and

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BOX 3: TEAM CHARTER

The Global Scaling Up Handwashing 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 (Knowledge Products) and to positively reinforce those who share it
- Encourage open and continuous dialog 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.

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

norms the team agrees to and reinforces the team and holds it accountable as a CoP.

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

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 can be reinforced, agreements of sharing and mentoring can be made, team norms and joint purpose (that is, team identity) can be strengthened, and collaboration can be practiced. The meetings will be designed to make use of the global team's learning processes and tools will be 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 between 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

The project 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.

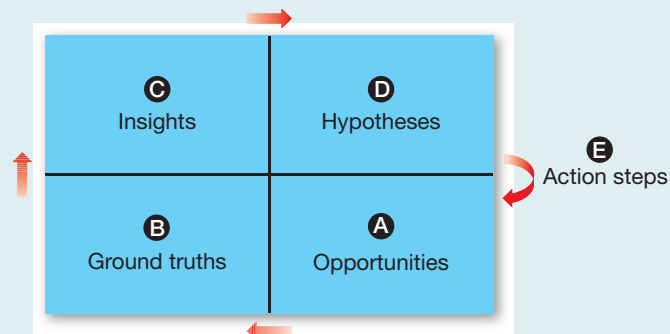
Emergent Learning Maps

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 4) to track and check hypotheses and suggest activities on a global level and for country teams.

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

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 HWWS, 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.

BOX 4: EMERGENT LEARNING MAP PROCESS



Key:

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

Source: © 2007, Signet Research & Consulting, LLC

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

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.

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

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 Global HW project 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.

The purpose of internal virtual platforms, such as Share-Point 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, events, etc.).

This platform can be used by the project teams and by individuals from the community at large, who have been provided access.

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.

External platforms can be Blogs (a virtual journal), and websites (collaborative, storage and dissemination tools), such as the WSP and PPPHW websites.

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 HW team will 1) generate, 2) share, 3) capture, and 4) disseminate learning (See Box 5). 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.

The Learning Cycle

The learning process will take into account, reveal, and capture both explicit and tacit knowledge. Tacit knowledge is revealed during story-telling, interviewing, dialogue, and

continuous probing and inquiry. Story-telling is particularly effective in that it captures the emotions, context, and thought process and makes the learning particularly memorable. Stories are retold long after a PowerPoint presentation or article has been forgotten. Usually, the practitioner is not aware of the knowledge s/he has. Explicit knowledge can be more readily captured and disseminated, as the practitioner is aware of having the knowledge. Therefore, the emphasis is on recording the knowledge and ensuring the quality and the fit for the audience.

Generating Learning

The global processes for generating knowledge include the following three areas (See Box 6):

Review of Learning Goals

The global team members from DC and the four countries who are responsible for the particular learning goal will come together (virtually, face to face, or by audio conference) every three to six months to apply an EL Map and capture the learning.

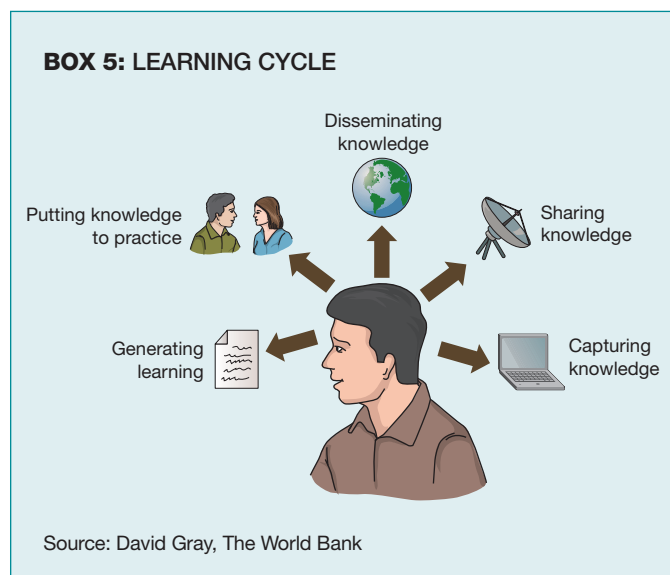
Review of Learning Across the Four Countries

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? and 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

The global team members from DC and the four countries will meet once every three months to reflect on and adjust the following areas: knowledge product development, EL Map process, knowledge collection and sharing through



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

BOX 6: SUMMARY OF GLOBAL PROCESSES TO GENERATE KNOWLEDGE
 In addition to the outlined processes and times, any team member can, at any time, initiate any process.

Actions	Participants	Frequency	Platforms
Review of learning goals	DC Technical Team; Country Teams; External experts	Once 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 of learning across the four countries	DC Technical Team; Country Team; members, if desired	Quarterly	Face-to-face team meeting
Review of learning process	DC Technical Team; Country Teams	Quarterly	Email, Wiki or other virtual platform

Wiki, knowledge collection and sharing between the Global Scaling Up Sanitation Project (TSSM) and HWWS teams, knowledge sharing through interpersonal interactions, and technical assistance.

Sharing Knowledge

Knowledge sharing includes (1) conversations during which insights and evidence are exchanged and the results of testing of hypotheses are reported back, (2) conversations during which new questions arise and new learning emerges, and (3) 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 the conversations happen, whether virtually 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, and conversations that are summarized and shared in writing and virtual platforms.

The key to making this work is that there is joint responsibility for sharing and responding to requests for learning; the facilitator keeps the conversation going, reminds team members of their accountability, and tracks the use and postings of the virtual platforms (See Box 7).

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

BOX 7: SUMMARY OF ACTIVITIES TO SHARE KNOWLEDGE

In addition to the outlined processes and times, any team member can, at any time, initiate any process.

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

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 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 countries suggest knowledge products and identify needs for further research, 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.

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 (See Box 8).

Disseminating Knowledge

Each knowledge product that needs dissemination will follow a plan that considers appropriate channels for reaching the target audience selected during the development of the knowledge product. Before disseminating to an external audience, all knowledge products will go through a quality assurance. In disseminating knowledge products, the global team will also rely on external experts (namely, members of the PPPHW, GPT, as well as knowledge and learning managers in other organizations). 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 be a good resource for sharing knowledge.

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

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

BOX 8: 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 Country Team	Quarterly	Audio-conference, virtual platforms, Email, face-to-face meetings

VI. Organizational Aspects of 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 the wider community of practice (that is, with the PPPHW). 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 9).

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 9).

BOX 9: 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

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.

In addition, 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 Global PPPHW

The global PPPHW is a central learning community within the area of handwashing. The DC team and country teams will work to ground truth hypotheses and share lessons learned with PPPHW members. Platforms for sharing and discussing lessons learned with PPPHW members include external access to select Wiki discussions, quarterly teleconferences with PPPHW members, annual meetings, and the University of Handwashing. In addition, DC technical staff will share and discuss lessons learned with the PPPHW's three technical working groups (Handwashing Behavior Change, Handwashing in Schools, and Monitoring and Evaluation). The Communication GPT should be invited to join the Handwashing GPT and vice versa to ensure that knowledge products are developed and disseminated through the PPPHW. Articles and stories can be published in WSP's electronic newsletter, *ACCESS*, and an "open line" phone conversation with the HW coordinator will be accessible once per month to the global team.

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, 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:

- Dissemination strategies for knowledge products,
- Invitations to Emergent Learning Map sessions,
- Invitations to collaborate on the development of a knowledge product,
- Invitations to events, such as workshops and brown-bag lunches (DC can organize brown-bag lunches during which country team members may join or make presentations; country teams can organize Brown Bag Lunches (BBLs) during which DC may join or make presentations),
- Personal networking,
- Close links with the regional learning coordinators in the World Bank,
- Study tours, and
- Incorporation of knowledge products into regional media and newsletters.

Recognition of Learners

Recognition, as well as 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 Overall Performance Evaluation (OPE) process. "Learning" can be designed to be a part of the task team leader's and task manager's results agreement in order to create a performance incentive. Providing awards in recognition of learning and building trust among team members is another possibility. The process for determining the awards needs to be one in which the team community of practice 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 by 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 external community of practice the international or national recognition, which goes beyond the entire project team, is often motivating and can benefit the team members in their professional careers (for example by participating in the University of Handwashing, sponsored by PPPHW).

These two principles for recognizing one another as learners were agreed upon by the global team:

- Recognition can be peer to peer or vertical and recognizes all members (including support staff).
- Standard criteria for a good learner can be found in the Team Charter.

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

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

Appendix A: Global Learning Goals

1. What is the impact of large-scale HW with soap programs on the poor?

- What are the health impacts of achieving scaled-up handwashing behavior change?
- What are the economic benefits of handwashing behavior change?
- What are the educational and social benefits of handwashing behavior change?
- What are the child development effects of handwashing behavior change?
- Is handwashing more cost effective with regards to impact on child health as compared to other documented health interventions?

2. What is needed to bring about and sustain HW with soap behavior change?

- How do we define and measure HW?
- What are the primary determinants of HW behavior change (for example, opportunity, ability, motivation)?
- What are the primary factors that may contribute to sustaining HW behavior (that is, to making it a habit)?
- What is the availability of the various enabling technologies for HW (such as tippy taps and water supply) and how important are they in facilitating sustained behavior change? What is their potential and what has limited their massive uptake and use?
- How can a program effectively work with children as agents of HW behavior change in their schools, families, and communities? (*this learning goal is exclusively addressed in Peru and Vietnam*)

3. How do we design at-scale handwashing programs?

- What is the cost-effective mix of interventions implemented under the project to increase HW with soap at scale?
- What are the primary factors to consider when determining an effective mix of interventions/channels?

4. What enabling environment (programmatic and institutional conditions) is needed to scale up and sustain large-scale HW with soap programs?

The following list of questions is illustrative of the nine enabling environment dimensions, which will have to be validated and prioritized at the country level:

- *Policy, strategy, and direction:* What does it take to develop a national policy and strategy on HW?
- *Partnership:* How do we build broad-based, effective partnerships for HW?
- *Institutional arrangement:* What are effective strategies and practices in integrating HW into other programs (for example into health, water and sanitation programs)?
- *Implementation capacity:* What does it take to build ownership and capacity at the local level (such as with local authorities and NGOs) to coordinate and implement HW programs?
- *Cost-effective implementation:* How can systems be set up to track costs associated with project activities and outputs?
- *Financing:* What will it take to finance a scaled-up, sustainable HW program?
- *Monitoring and evaluation:* What does it take to put in place a well-defined M&E system and to use the M&E data for policy and program decisions?
- *Program methodology:* How do we gain widespread acceptance and adoption of the project's behavior change approach/methodology among government and NGO actors?

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?

