Increasing Program Reach Through Learning Networks

EGAT KM Fair

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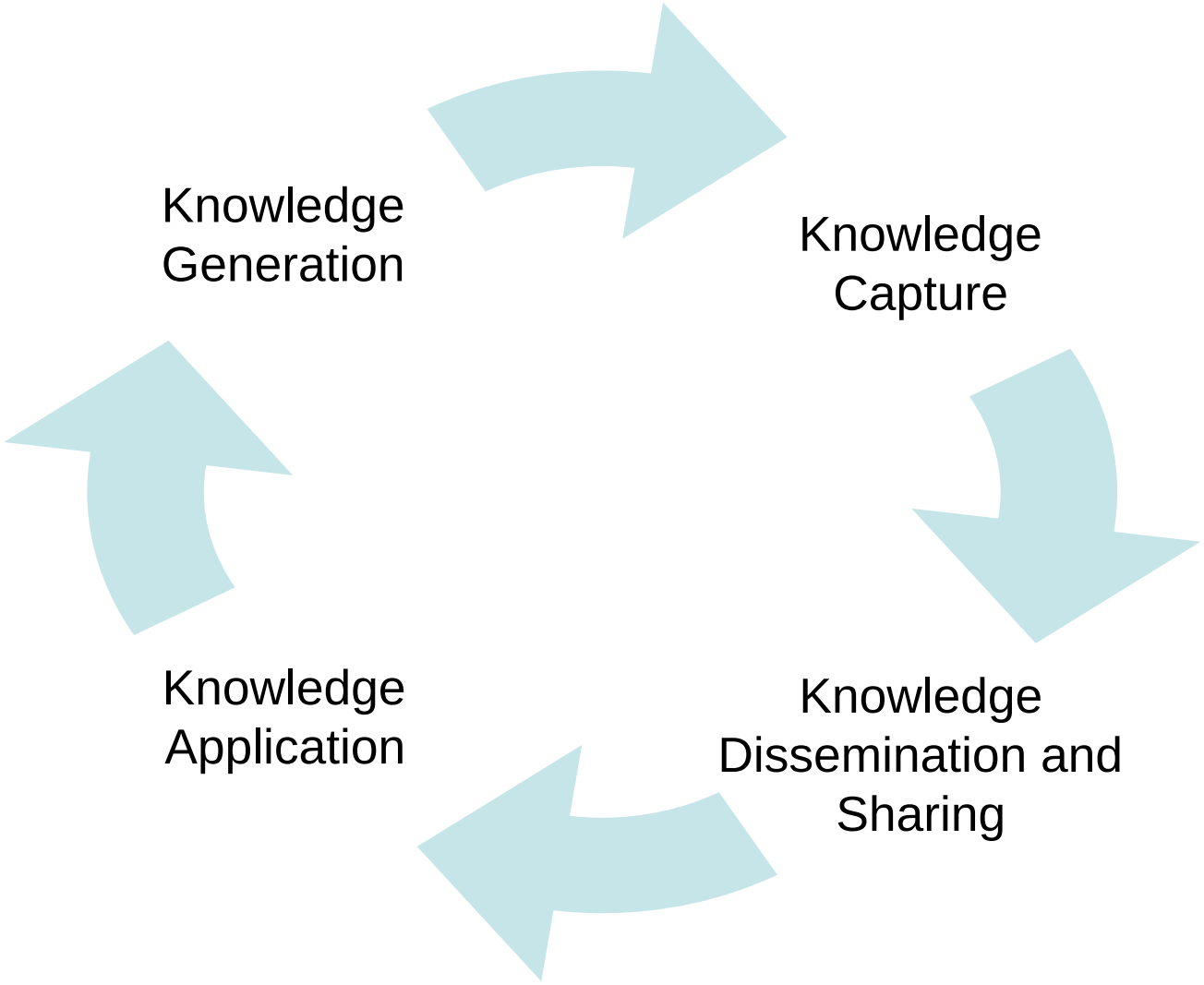
MD office's scaled approach to knowledge

- Emphasizes collaborative learning and industry-wide impact
- Supports collaborative learning in all aspects of achieving scaleable microenterprise innovation:
  - Identification, research and development
    - Dissemination
      - Adaptation and application
        - Refinement
- Contrasts with one-way approach that splits K generation from dissemination from application
- Employs a broad definition of "knowledge management": addresses the entire knowledge cycle

The Knowledge Cycle



Learning Network model

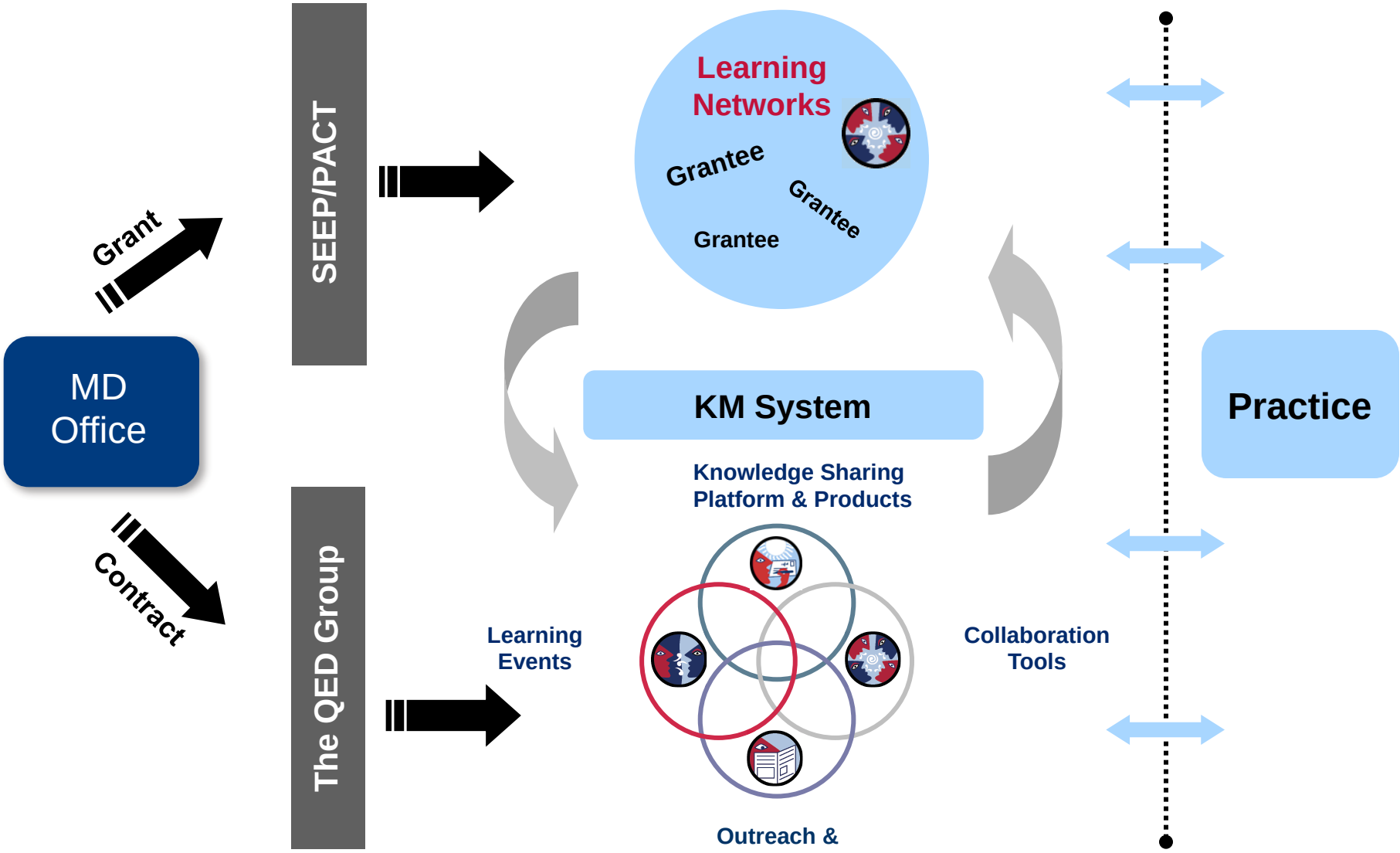
- First developed by EGAT/PR/MD and SEEP Network
  Jimmy Harris, Jennifer Hansel & others

- Can be used with grantees and contractors

- Award a grant/contract to partner
  - to implement a project (chosen for potential to generate replicable, scaleable innovations)
  - and to participate in a Learning Network

- Requires coordination among several partners

Learning Networks & KM System



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Some examples…

- Strategic Alliances Practitioner Learning Program (PLP)

  through the SEEP Network (facilitator: Lillian Diaz Villeda)
- Consumer Finance for Alternative Energy PLP

  through the SEEP Network
- Financial Services Implementation Grant Program (IGP) in Reaching Hard-to-Serve Populations

  through the SEEP Network
- Building Effective Learning Organizations Grants Under Contract through PACT
- Global Value Chain Learning Network

  through ACDI/VOCA and QED

Launch phase

Launch workshop: in person

- Learn about each other's projects (including field visit)
- Identify industry-level learning gaps, with the aid of resource people/subject matter experts
- Define a group learning agenda designed to capture project learning that's relevant to industry-level learning gaps
- Schedule virtual learning activities

Participants develop learning agenda

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and set project milestones

Figure 1: Learning Framework*

Four Project Milestones

* For a complete version of our learning framework, contact Lillian Villeda, PLP Learning Facilitator (lillian@online.com.kh).

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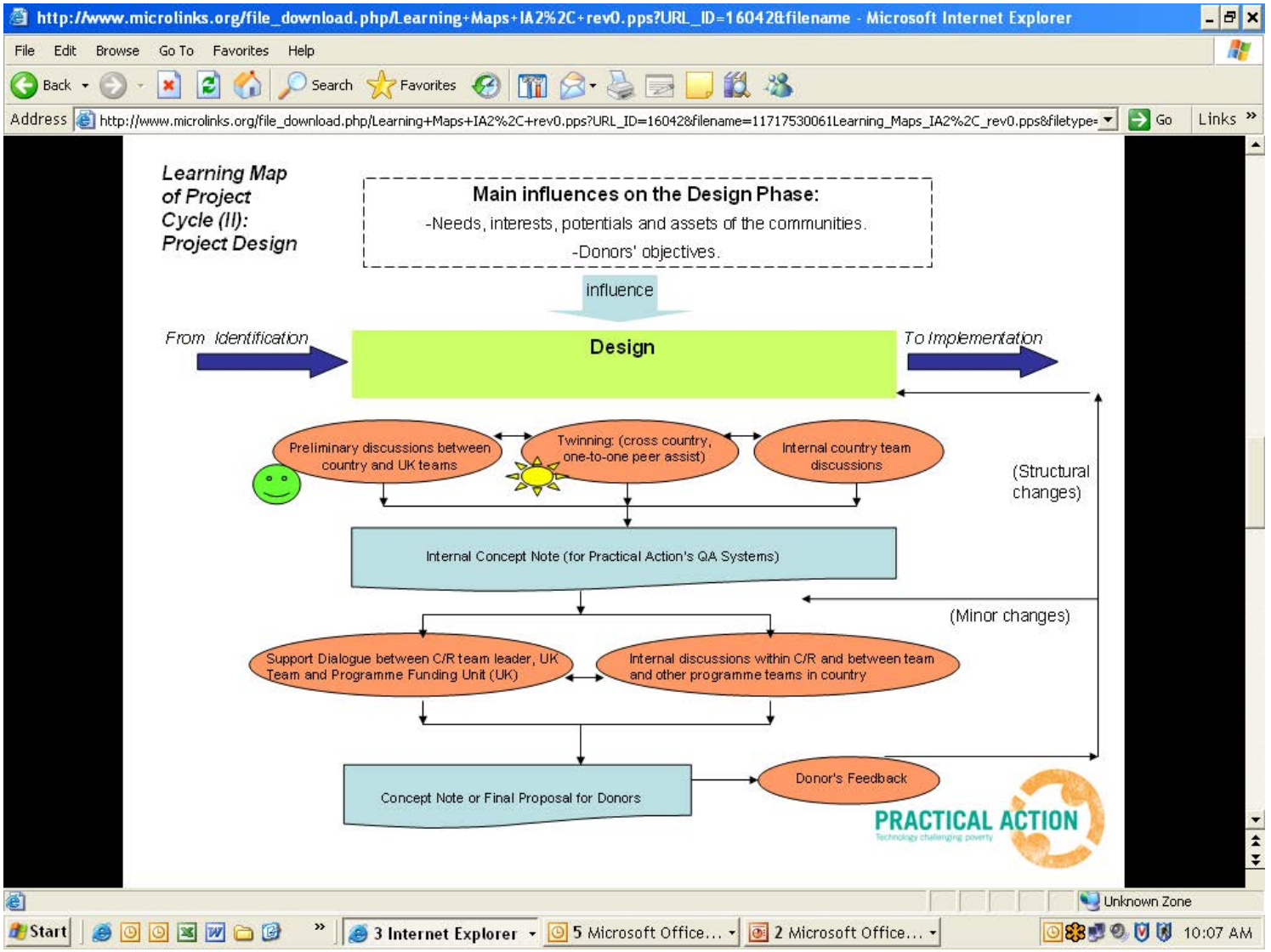
as well as learning milestones

Building Effective Learning Organizations (BELO) learning network timeline
Jan 31: 2nd Project Report due
Feb 5: Tele Conference # 1 + New Learning Assignment
March 7: 2nd Learning Activity Report due
March: Individual Debriefings + Summary of Learning Trends
March 30: Tele Conference # 2 + New Learning Assignment
Apr 30: 3rd Project Report due
May 31: 3rd Learning Activity Report due
June: Individual Debriefings + Summary of Learning Trends
June 28: Tele Conference # 3 + New Learning Assignment
Jul 31: Last Project Report due
Aug 31: Last Learning Activity Report due
Sep: Individual Debriefings + Summary of Learning Trends
Sep 27: Tele Conference # 4

Implementation phase + virtual learning activities

- Project implementation
- Learning diaries, learning maps, other activities
- Group phone calls
- Peer Assist phone calls
- Virtual TA from resource people

Practical Action's Learning Map for the BELO Learning Network



Interim knowledge sharing begins

Rural Finance for Value Chains Quarterly

October 2005 • Vol 1 • No 1

A quarterly publication from the PLP network in Strategic Alliances for Financial Services and Market Linkages in Rural Areas

PLP in Strategic Alliances for Financial Services and Market Linkages Launches

Turin, Italy – On May 9-13, 2005, The SEEP Network launched its Practitioner Learning Program (PLP) in Turin, Italy. This initial "start-up" PLP round focuses on different methods to help farmers and micro and small enterprises in rural areas gain access to finance for value chain upgrading. Strategic alliances within key value chains between rural financial institutions, market development facilitators, service providers, and value chain actors may be one promising way to make this happen.

Twenty-two celebrities (our PLP partners) from around the globe gathered to share their project ideas, deepen their understanding of key technical topics, identify ways this learning network could learn from each other, and develop learning products that will benefit the broader field.

On hand were a number of special guests. Bob Fries (ACDI/VOCA), Leonard Mutesasira (MicroSave CSP), Henry Panlibuton (AFE), and Lillian Villeda (this PLP's Learning Facilitator) shared their experiences in market research and product development, value chain assessment, rural finance and value chain finance, and formation of strategic alliances. Geoff Chalmers (USAID) and Stacey Young (USAID) also participated in the

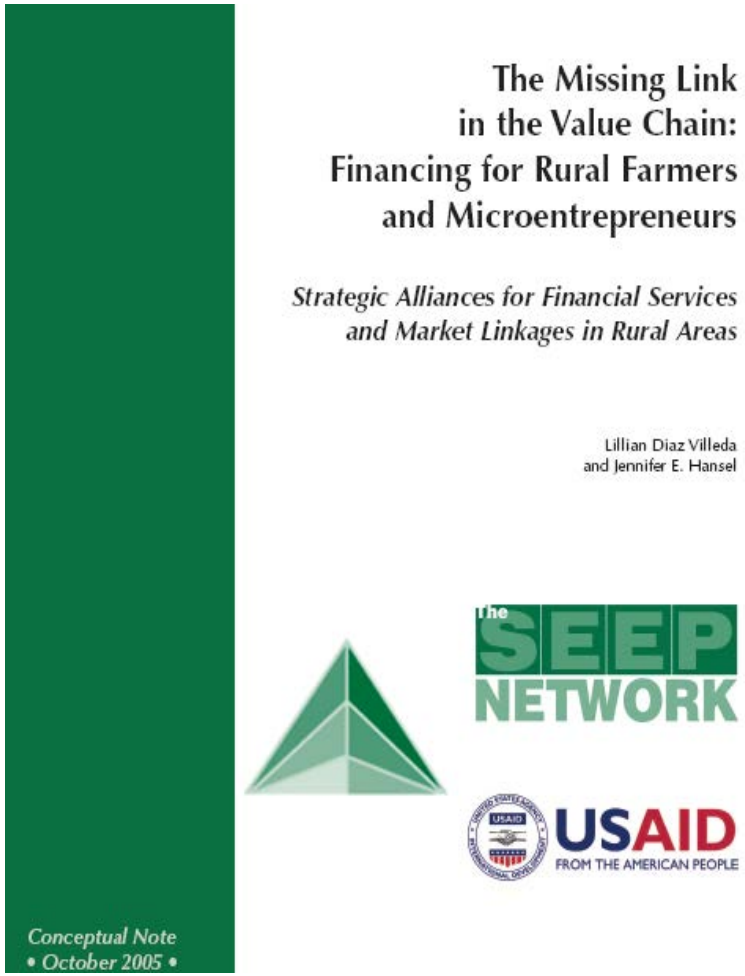
Participants are "linked."

The Learning Café: Testing a Knowledge Sharing Tool

Turin, Italy – Essential to forming a learning network is identifying common areas of interest and self-instructional questions that will drive the collective learning by the participants of the PLP network.

The Café Knowledge Sharing tool was used to help shape a learning agenda by gathering all participants together to discuss their commonalities in a café-style setting, literally over coffee. At the *Learning Café,* participants moved among three tables, holding in-depth

Interim knowledge sharing



Mid-term workshop

- Update each other on progress in implementation
- Identify project obstacles, conduct peer assists
- Capture what's being learned about the various topics included in the learning agenda
- Map the learning and plan learning products, assign tasks

After the midterm workshop

- Continued implementation of project
- Development of learning products
- Continued knowledge sharing

  (e.g., virtual presentation at SEEP Network annual conference)

Final workshop + knowledge sharing

- Compile what's been done on the learning products, split into teams, continue work on the learning products
- Plan for finalization of learning products (implementers, facilitators, resource people)
- Plan for dissemination and K sharing (implementers, KM contractor)

Conference presentation, publication

International Conference on Rural Finance Research:
Moving Results into Policies and Practice

Practitioner-Led Action Research

Making Risk-Sharing Models Work With Farmers, Agribusinesses, and Financial Institutions

31 January 2007

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The SEEP NETWORK

Note from the Field on microLINKS

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Seminar presentation

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Wiki

Audiocast

Digital Interview: Carmen Velasco - Microsoft Internet Explorer
File Edit View Favorites Tools Help
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Address http://www.microlinks.org/multimedia/carmenvelasco/player.html
Go Links
Digital Interview: Carmen Velasco (00:09 / 24:09)
ATTACHMENTS
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Digital Interview Player
To jump through session, click on chapter names below or click the time bar at bottom.
Outline Search
1. Carmen Velasco: Building Livelihoods for
2. Pro Mujer Bolivia:
3. Question: Your objective, in a way, was to
4. The only thing the women wanted was tra
5. What we did in Bolivia was so successful t
6. Question: How did they find you?
7. In Nicaragua it was clearly through USAID
8. Because Pro Mujer was a training program
9. As of today we are in five countries, and ir
10. Question: In Bolivia, the model evolved
11. The first thing we did in Nicaragua was t
12. Question: Well that's in part because the
13. Exactly. And I think it is a value added; i
14. Question: It is always fascinating to see a
15. We are a network, we should have a core
16. The core includes the training, the meth
17. Tony: If you're on the edge you can't thir
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microLINKS Digital Interview Series:
Perspectives and lessons from microenterprise practitioners
Note: Audio Presentation – requires computer speakers or headphones
Carmen Velasco
Co-Founder of Pro Mujer and
Executive Director of Pro Mujer Bolivia
Interviewed by:
Tony Pryor
Knowledge Management Advisor,
AMAP/KMC
Carmen Velasco: Building Livelihoods for Latin American Women
Carmen Velasco discusses her experiences as the co-founder of Pro Mujer, a women's development organization that establishes sustainable microfinance institutions in Latin America. Ms. Velasco speaks about founding Pro Mujer with Lynne Patterson in 1990, expanding the network into five countries, and how financial and non-financial services offered by Pro Mujer are improving the lives of thousands of families.
articulate POWERED PRESENTATION
SLIDE 1 OF 24
PLAYING
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Local intranet
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Critical components for success

- Promising projects – technical agenda leads
- Funding for both implementation and knowledge sharing
- (With grantees) – support from their senior managers for participation in the learning network
- Quality facilitation of the network
- Achievable learning agenda synched with project activities
- Sound strategy for sharing the learning more broadly with the whole industry

Challenges we've encountered

- Facilitation, facilitation, facilitation
- Getting implementers to focus on knowledge capture and industry-level knowledge needs
- Coordinating multiple players
- Choosing the right knowledge-sharing vehicles
- Measuring and attributing *impact* (vs. results)

Results: project design is improved

American Refugee Committee conducted a value chain analysis in November 2005 in Sierra Leone. Above, a picture taken at their value chain workshop. To learn more, see "Featured Columnist: Ask ARC"

learning is shared widely

Featured Columnist: Ask ARC

Individual interviews with buyers and suppliers, Sierra Leone.

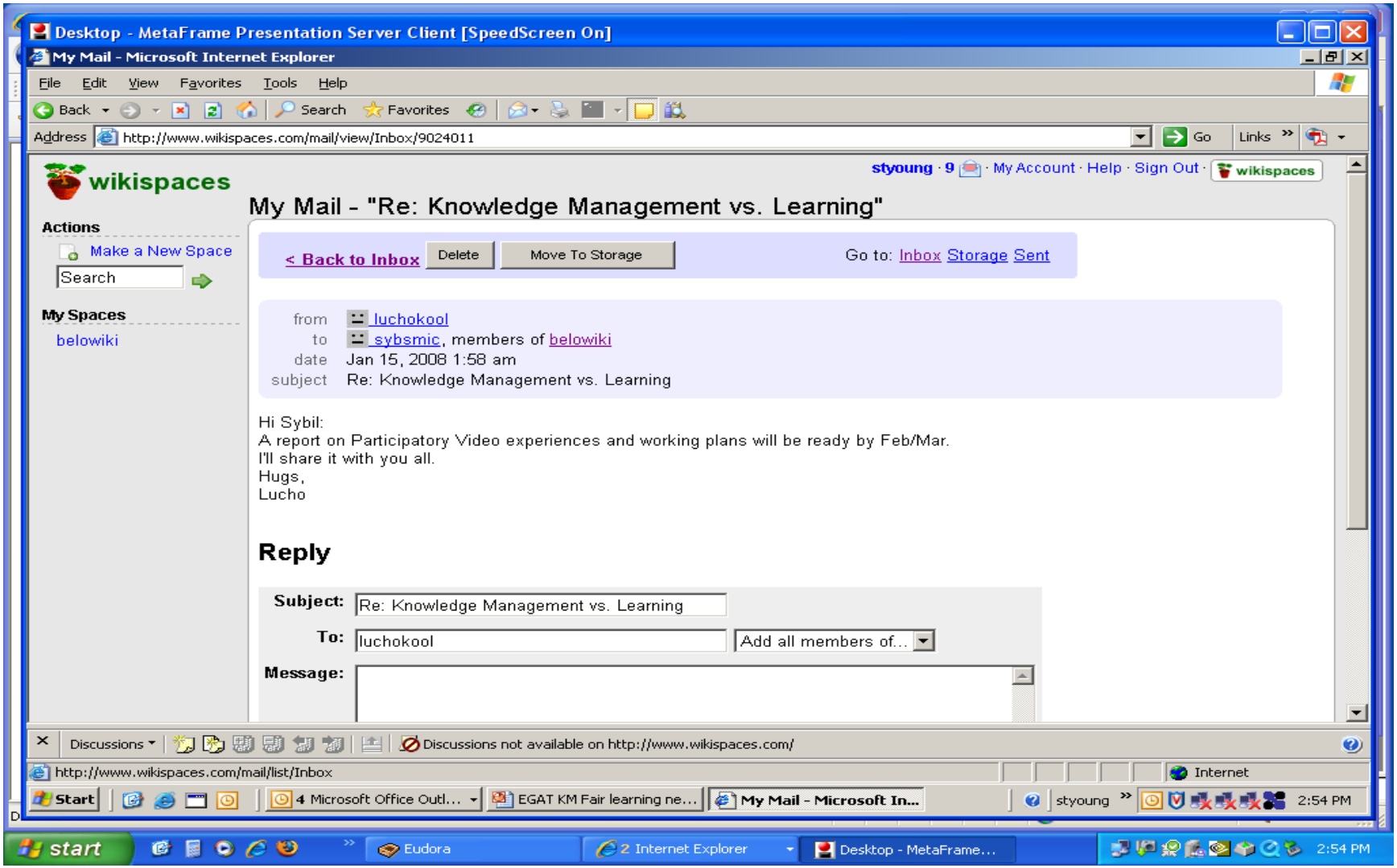
Q: Tell us about your Value Chain Analysis.
We initially conducted a baseline study and supply chain market studies in the districts of Kailahun, Kono and Koindadugu. The individual market studies looked at supply chains and market outlets at the rural level for bananas, cocoa, cassava and groundnuts. We prepared subsector/value chain maps. Then, we reviewed the maps, synthesized information on the production yields, revenue potential, and identified the constraints faced in each subsector. Three main criteria to choose the subsector were identified using the Participatory Rapid Appraisal (PRA) technique of ranking. We felt that the value chain selected should 1) reach large numbers of MSEs from vul-

Featured Columnists are:
Sarah Ward, previously worked for ARC and is now with IRC.
Mary Morgan, independent consultant who worked with ARC to conduct a value chain analysis with a financial services lens.
Ben Noballo, works with ARC and is a participant in this PLP .

well. Both the project and the farmers identified this as a relationship that could be improved.

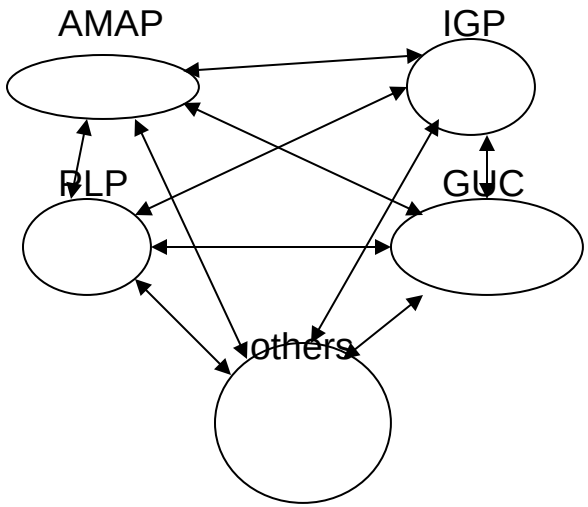
Q: How did conducting a value chain analysis (VCA) with a financial services lens benefit your project? What are your next steps?
It allowed us to better focus our resources and efforts. This was particularly important as value chains in Sierra Leone were severely weakened by the 10 years of civil conflict and none have sufficiently recovered. To be effective, we saw that we would have to use the different interventions in harmony to support one chain at many levels. The addition of the financial services lens assured

participants become long-term colleagues



Next phase

- Application: how do we ensure shared K = applied K?
- Attribution: how do we capture impacts of K sharing?
- Integration: via KM system, link learning networks with other MD office mechanisms and knowledge generation investments



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