

# IRC

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## All systems go!

# Facilitating local strengthening of WASH systems: Whose understanding counts?

Paper for the WASH systems symposium

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Systems approaches have achieved prominence of late as a means to address complexity in WASH services delivery – situations characterised by conflicting interests between actors and by knowledge gaps and uncertainties – particularly at local levels. In Ethiopia, the establishment of stakeholder platforms (Learning Alliances) by IRC and Tetra Tech to advance a systems approach at rural district and small-town levels provides scope for learning on realising change in the WASH sectors. This paper reflects on experiences in combining the systems approach with the learning alliance methodology, promoting these with local WASH stakeholders, and working within a multi-layered project and programme context. Learning Alliances have the potential to engage diverse local stakeholders, through working and learning together, and to develop the collective adaptive capacity needed to strengthen local WASH systems. The paper sets out the processes followed to establish WASH Learning Alliances, examines some of the associated risks and constraints, and identifies options for making improvements.

## The Sustainable WASH Systems (SWS) Learning Partnership

### Project background and rationale

The conceptualisation of the Water, Sanitation and Hygiene (WASH) sector(s) as a complex socio-technical system has gained wide recognition. In any location it comprises multiple stakeholders, diverse factors (e.g. technologies, markets, cultural and social norms), and a flux of associated interactions, which together give rise to its complexity. The characteristics of complex systems typically include non-linearity and inherent uncertainty. These are closely related and mean that understanding the system's interactions is not readily conducive to cause and effect analyses. This partly explains why conventional interventions based on logical frameworks and technical fixes have failed to deliver sustainable outcomes. IRC has adopted a systems approach as its philosophy of action – a way of working that recognises the complexity and fundamentally inter-linked nature of the real world. This paper, written by IRC Ethiopia and Tetra Tech colleagues, describes the application of this philosophy to the challenges of sustaining rural water supply and small-town sanitation services in specific locations in Ethiopia.

Given a focus on building infrastructure, breakdowns in rural water schemes are not being addressed, while in urban areas, community or public toilets are not getting cleaned or emptied. WASH service systems are failing.

### Institutional background

In a joint project – part of a wider programme of cooperation known as the Sustainable WASH Systems (SWS) Learning Partnership funded by the United States Agency for International Development (USAID) and led by the University of Colorado Boulder – IRC and Tetra Tech, supported by LINC, are working to find new solutions to these seemingly intractable sustainability challenges. SWS is focusing on developing, demonstrating, learning about, and sharing evidence on systems change approaches to improving the sustainability of WASH services – including future USAID WASH programmes. This paper summarises work being undertaken in two rural woredas (districts) and two small-towns in Ethiopia, part of one of four sub-projects (concepts) under the wider SWS effort.

### Country context

Ethiopia is the continent's second largest country with an estimated population of over 108 million. The vast majority of people (~80%) still live in the rural areas but there is rapid urbanisation. Although it remains one of the poorest countries in the world, positioned at 173 out of 189 countries (UNDP, 2018), Ethiopia has sustained high economic growth for more than a decade which has helped reduce poverty in both urban and rural areas. The country's per capita income nonetheless remains substantially lower than the regional average and among the 10 lowest worldwide.

### Situation for rural water supply sub-sector

According to the Joint Monitoring Programme (JMP) analysis, in rural areas, 4% have safely managed water services, 30% have a basic service and 56% a limited service. The main challenges in rural water supply (Butterworth et al., forthcoming) are:

- extending access to the unserved in a context of increasing population;
- sustaining services from existing schemes; and
- raising service levels with respect to water quality and other parameters.

Despite rapid construction of improved community water supplies, increased rural-urban migration, and rapid population growth mean that the number of people using unimproved sources has changed little. There are substantial regional variations too, with lowest rural water

supply coverage in pastoralist and emerging regions (Afar and Somali). The burden of water collection falls mainly on women and children.

**Situation for urban sanitation sub-sector**

Access to improved sanitation is only 7% at national level, being 18% and 5% in urban and rural areas respectively (JMP, 2017). The main challenges faced in the urban sanitation sub-sector include:

- insufficient financing to meet the demands of a growing population;
- high prevalence of unimproved sanitation facilities;
- little direction on appropriate technology options from national level; and,
- under-development of faecal sludge management services.

National policy in sanitation and hygiene has primarily involved investments in promoting behaviour change. There are no subsidy programmes for low-income households and households finance their own sanitation facilities. Beyond small parts of Addis Ababa and other cities, households and businesses rely on on-site facilities. Many households rely on some type of emptying service – formal or informal – but few towns have efficient faecal sludge management services.

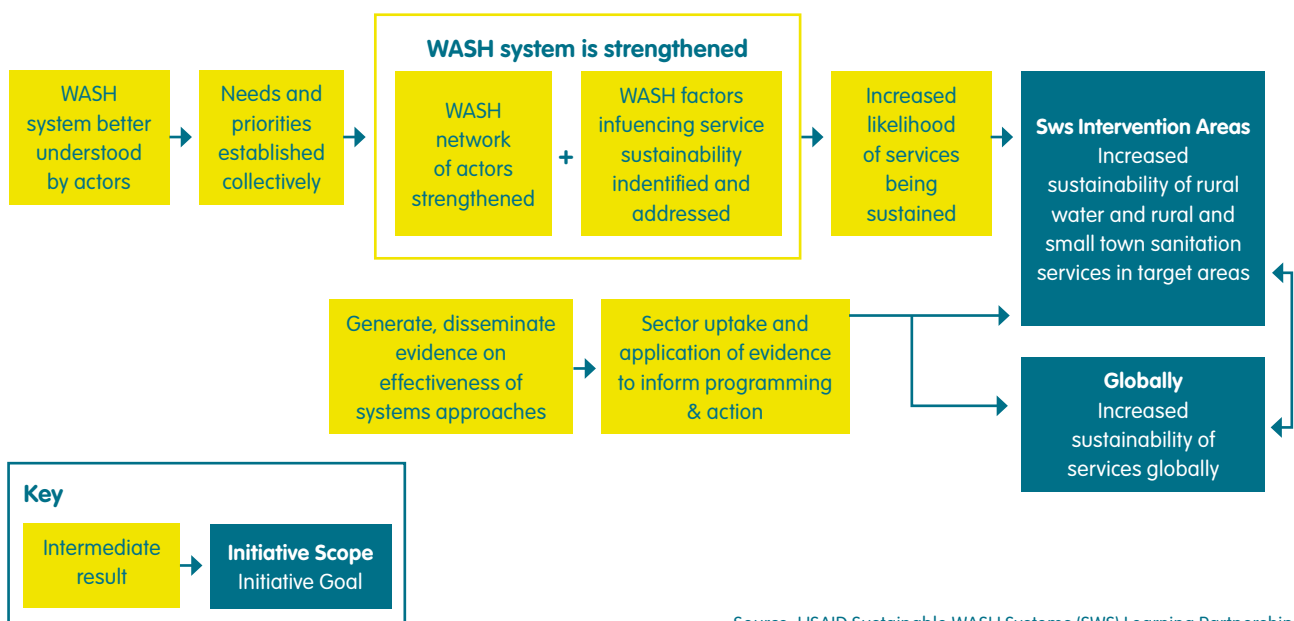
**SWS theory of change**

The goal of the SWS activity in Ethiopia is to effect increased sustainability of rural water supply and urban sanitation services in targeted locations through a systems approach. As part of the wider programme the understanding developed in delivering this goal is expected to contribute to realisation of the programme goal, which is to achieve increased sustainability of WASH services globally. The project’s theory of change sets out the path – a series of intermediate results and associated activities – by which the SWS learning partnership expects to accomplish its goals. Represented graphically in Figure 1, in words it can be expressed as:

“If actors better understand the local systems for delivering sustained WASH services and are supported to undertake interventions that aim to improve the way in which actors coordinate or address WASH factors that influence service sustainability, then these systems will be strengthened. This in turn will lead to increases in the sustainability of WASH services at the national and sub-national level.”

Strengthening WASH systems is achieved by promoting local innovation – collaborative investigation, the accompanying learning and development of collective adaptive capacity – which is expected to strengthen working relationships within and between local stakeholder groups (i.e. the system’s actors, possibly its factors, and the interactions), and in turn will increase the sustainability of WASH service delivery.

**FIGURE 1. THEORY OF CHANGE (CONCEPT 1)**



Source: USAID Sustainable WASH Systems (SWS) Learning Partnership

Local WASH stakeholders are not a homogeneous group and will have unaligned if not competing interests. A Learning Alliances approach was thus adopted to facilitate their organisation, help them reach agreement, and thereby enable collective working and the associated generation of ideas and options for systems improvement. The Learning Alliance approach is one of many such methodologies that have been tried and tested (e.g. multi-stakeholder processes, innovation platforms, collective action) in this context.

## Facilitating Learning Alliances

IRC has a long and rich experience of using the Learning Alliance approach as applied to the WASH sector and also urban water management, including its development and use at different levels in many countries (Darteh, et al., forthcoming). Based on a shared goal or vision the Learning Alliance approach promotes locally owned change processes, based around cooperation in innovation and learning. Facilitation of the establishment of the alliances, promoting investigative processes, and maintaining the initial momentum, are typically provided by a support organisation or group of organisations, referred to as a “change hub”. The functions of the hub may be undertaken by international organisations or partnerships, either supporting or to be superseded by national hubs with nested hubs at district and municipality levels. The nested hubs provide for coordination at their respective levels and the linkage with other levels. Of prime importance is that the hub organisation or partnership is perceived to be independent of major vested interests (IRC, 2017).

IRC and Tetra Tech identified a number of strategic steps for setting up Learning Alliances to be systematically undertaken by the change hub:

1. Initial introductory activities with stakeholders and data collection;
2. Negotiation of agreements (terms & conditions) with relevant authorities;
3. Confidence-building activities / quick wins;
4. Establishment of requirements for, and appointment of facilitator; training and coaching;
5. Participatory baseline assessments (with emphasis on stakeholder ownership of data);
6. Analysis and synthesis of baseline assessments (locally relevant products developed);
7. Visioning and planning – identification of strategic areas for intervention;
8. Formalisation of learning alliances – Terms of Reference and membership.

Once established the methodology identifies three main ongoing functions to be undertaken by the Learning Alliance memberships, for which the change hub provides facilitation:

- Regular meetings at the Learning Alliance level (i.e. district, municipality or national)
- Directed investigative work undertaken in ‘action research’ mode
- Monitoring, reflective practices and process documentation

These activities have been facilitated by IRC and Tetra Tech staff working with key local stakeholders including local government, and other core stakeholders in a steering committee. Two dedicated week-long capacity-building workshops for the facilitators were held in September 2017 and April 2018, with further capacity-building and support arranged subsequently.

## Local contexts

The selection of the locations for the activity was based on local interests in WASH sustainability challenges and wider interests to collaborate with USAID implementation projects. Two woredas were selected for rural water supply, Mile in Afar region and South Ari in the Southern Nations, Nationalities and Peoples Region (SNNPR). Two towns were selected for urban sanitation, Woliso in Oromiya region, and Debre Birhan in Amhara region.

South Ari is a large district covering an estimated 4,350 km<sup>2</sup>, which includes a mix of highland, midland and lowland terrain, surrounding but not including the zonal capital, Jinka. In 2017 its population was 279,574, or about 64 persons per km<sup>2</sup>. There are 50 kebeles (sub-woreda administrative centres), 46 rural and four urban, including the woreda’s capital at Gazer. The woreda is served by a total of 245 schemes with (at least) 334 communal point sources (hand pumps, protected-on-spot springs and public standpipes connected to springs or deep well-based schemes) and 334 household connections (Adank, Hailegiorgis and Butterworth, 2018). The service delivery models in South Ari are community-managed schemes, which effectively serve about 35% of the population, and in Gazer town a utility-managed piped scheme which serves about 2% of the town population. Functionality of community-managed schemes is only 24%.

Mile lies along the main Addis Ababa–Djibouti highway about 50 km south of Semera, the administrative centre of the Afar Region. The woreda covers an area of about 5,345 km<sup>2</sup> with a mainly rural (78%) population estimated at 117,960 in 2017, or about 22 people per km<sup>2</sup>. The majority of

the population are nomadic or semi-nomadic pastoralists, whose movements are determined by their livestock's need for fresh pasture or water. The woreda includes two urban kebeles (administrative divisions or wards) and two rural ones. There are 29 water schemes with a total of 31 sources: 16-point sources (hand pumps) and 15 deep and/or shallow wells with distribution networks, with a total of 26 public taps and 1,440 household connections (Adank, Hailegiorgis and Butterworth, 2018). The two main service delivery models in Mile are community-managed schemes, mainly found in the rural areas, and utility-managed piped schemes in the towns of Mile and Andale.

Woliso is the zonal capital of the South West Shewa Zone in the region of Oromia, located on the Addis Ababa-Jimma road approximately 110 km southwest of Addis Ababa. Its population, given as 61,140 in the 2007 census, is thought now to be closer to 100,000. There are seven officially recognised kebeles located along the town's main road. The management of faecal sludge in Woliso is very poor. In 2017 there were no treatment facilities and no disposal site. A majority of residents have access to private, but not necessarily improved latrines, while a significant minority (~17%) are using communal and public toilets or resorting to open defecation.

Debre Birhan is in the North Shewa Zone, Amhara Region, and approximately 120 km northeast of Addis Ababa. The city has a population of 113,693. While it has a well-performing water supply and sewerage enterprise, which provides emptying services and manages a faecal sludge dumping site, only 40% of the service is for domestic emptying. As many as half of the residents in some areas rely on communal latrines. The combination of relatively advanced levels of sanitation services in the town with pockets of poorly served residents in some areas suggested it could be a suitable setting for project activities.

## Establishment

The setting up of the Learning Alliances, which began early in 2017 but was staggered between locations, adhered to the steps established by IRC and Tetra Tech (see learning alliance approach section). Introductions and consolidation of relationships with WASH stakeholders – those actively providing or contributing to, or affected by, the provision of WASH services – were greatly helped in Afar region and SNNPR, by the strategic partnership forged with the USAID Lowland WASH Activity, who already had implementing NGO partners on the ground (i.e. International Rescue Committee, CARE). Identified

stakeholders came from public institutions, academic institutions, NGOs and private sector organisations, at town or district, zone, and regional levels. A critical initial step involved the signing of agreements or memoranda of understanding with local governments offices, identifying what the SWS activity would do. Early engagement with local government, the most powerful and arguably most critical stakeholder in WASH services delivery, is essential, but may constrain the development of a wider stakeholder-driven intervention until such time as the alliance membership asserts collective ownership.

## Baseline assessments and intervention opportunities

A number of baseline assessment studies were undertaken with local stakeholders. Synthesising the results from the analyses and drawing on further exercises with the stakeholders, location-specific initiatives were identified for strengthening local WASH systems that were felt would improve the respective services and their sustainability, and which the project felt able to support. These were discussed further with respective key officials and more widely at launch Learning Alliance meetings. See Table 1 for timeline of activities.

The studies undertaken as part of the baseline assessments for the rural water supply systems in South Ari and Mile, comprised asset inventory, service delivery assessment, life-cycle cost analysis (LCCA), sustainability check, organisational network analyses (ONA – led by LINC) and iterative factor mapping and learning (IFML – led by UCB). The findings of the individual studies were synthesised using the IRC building blocks analysis tool<sup>1</sup>, which provide a qualitative description of the WASH system plus a 'traffic light' score (red, amber, green) for each of the building blocks. The analyses confirmed coverage (i.e. access to improved water schemes) in South Ari and Mile was only 50% and 8% respectively of that required by national standards Growth and Transformation Plan II (GTP II). Taking functionality of schemes into account coverage drops to 25% in South Ari and 7% in Mille. Opportunities identified in both South Ari and Mile related to developing capacities and piloting improved mechanisms for operations and maintenance. The proposed action research would focus on asset management including aspects relating to institutional arrangements for maintenance, financing for maintenance, and use of monitoring data to guide asset management. Coordination, another critical weakness would be inherently addressed through the formation of Learning Alliances (Adank, Hailegiorgis and Butterworth, 2018).

The baseline studies used to assess the urban sanitation systems in Woliso and Debre Birhan included household sanitation survey, shit flow mapping, a city service delivery assessment (CSDA), sustainability check, organisational network analysis (ONA) and iterative factor mapping and learning (IFML) (Henry and Annis, 2018). In Debre Birhan, where fewer tools were used, Tetra Tech deployed the Sanitation Cityscape Approach (SCA) to design and frame the baseline and analysis (Scott and Henry, 2018). Feedback from the studies was shared with local stakeholders at the first convened Learning Alliance events, when they were also asked to identify potential interventions for improving service sustainability. Priorities identified with stakeholders in Woliso and Debre Birhan that aligned with the project's objectives included improving systems involved in the management of shared sanitation services (i.e. communal and public latrines) and facilitating accommodation on faecal sludge management (e.g. identifying disposal sites). In Debre Birhan the project will facilitate learning and strengthen the capacity of local stakeholders to sustain sanitation infrastructure interventions under the World Bank's Second Urban Water Supply and Sanitation Project.

### **Consolidation of the Learning Alliances**

Establishment of the Learning Alliances – engaging stakeholders, negotiating agreements, baseline assessments, identifying needs and priorities, agreeing support for potential intervention, formalising terms of reference and membership – requires significant orchestration and drive from the project side, together with responsiveness from key local stakeholders. Consolidation of the alliances was built around the holding of regular meetings with the membership, promoting investigative work by sub-groups, delivering requested training inputs, and arranging learning visits, all of which needs to be undertaken in a more facilitative way so as not to discourage local ownership. Three of the Learning Alliances have now held four meetings, which have taken place at three to four months intervals. Focus activities for the meetings have included feedback from the baseline studies, revising local targets for meeting national WASH standards (i.e. GTP II), agreeing terms of reference, drafting annual plans, introduction and review of concept notes for proposed 'action research' explorations, together with sharing the respective activities of members. Still at a relatively early stage the content of meetings has largely been driven by the project in conjunction with key local decision-makers. The style of these events has largely followed accepted practice, which tends to be technically themed and based around presentations, although the project is now encouraging more innovative and interactive

formats. Training initiatives, usually of sub-groups (e.g. Training of Trainers), have proven popular and useful, as too have learning visits by sub-groups to other locations to view recognised good WASH practice (see Table 1). A key component of the Learning Alliance methodology is that of reflection, not only of results but also of process – what worked well and why, what didn't work so well and why, and what might be done differently? Embedding such practice, and improving process documentation, is still work in progress.

### **Discussion – Whose understanding counts?**

The premise of the project is that better understanding of their respective WASH systems can enable local stakeholders through facilitated collaborative investigation – jointly working and learning together – to increase their cooperation and collective capacity, and thereby strengthen the system. As actors they are key components of the WASH system, as too are their interactions (i.e. their collaborative relationships and collective capacity). As the feedback loop in the theory of change diagram suggests, the changes sought are ongoing, interactive and cyclical, rather than one-off and linear.

### **Learning about learning, and understanding understanding**

Teachers and trainers typically use theory and practice to convey understanding to students, but to make sense of what they are hearing and doing, individual students need to actively engage in the practice, and reflect on what they have heard, seen and done. This explanation draws on Kolb's (1984) experiential learning cycle – the creation of knowledge through the transformation of experience – which involves the learner in reconciling how we grasp reality (i.e. through concrete experience or through abstract conceptualisation) with how we transform what we have grasped (i.e. through reflective observation or through active experimentation). Understanding developed by the individual is not of itself useful in addressing problems involving multiple stakeholders who will have their own perspective, nor in addressing situations considered to be complex. Soft systems methodology (SSM), which is an organised way of tackling perceived problematic social situations, is underpinned by recognition that people's understanding of 'reality' – their worldview – will be different, and that in a problematic situation there will be people acting purposefully, with intention rather than randomly (Checkland and Poulter, 2006).

The Learning Alliance approach like SSM, recognises the value of and utilises an experiential learning cycle (i.e. through action research), together with seeking to overcome the constraints stemming from multiple understandings. It does this by facilitating coordination and collaboration within and between stakeholder groups, which give rise to the co-generation of ideas and development of collective adaptive capacity. It builds on the concept of learning being fundamentally a social concept, which Wenger (1998), who first proposed the concept of 'communities of practice', suggests reflects our own deeply social nature as human beings capable of knowing. Collective understanding can only then be manifest through collective action and performance, as opposed to what individuals know in their heads.

### **Experts, project practitioners and local WASH stakeholders**

With these ideas in mind we reflect here on the extent to which the project took account of the understanding of different stakeholder groups and the challenges this posed. An existing project typology recognises external experts and researchers, the IRC and TetraTech practitioners implementing the project, and the local WASH stakeholders – who are far from homogeneous. We examine in turn the profile of understanding associated with major processes in the project: the theory of change; baseline assessments; learning alliance events and action research; and monitoring and learning activities (see Table 1 for details).

The systems approach, concepts of sustainability and theory of change were initially developed by or derived from external experts, who subsequently shared them with the practitioners who in turn introduced them to local stakeholders. Existing understanding of systems outside of the expert group was, and amongst local stakeholders remains, very limited. These ideas moreover clashed with prevailing WASH priorities which centred around infrastructure construction. Challenging the perspectives and understanding of local stakeholders, including senior officials, has been a key activity for implementation staff. Early generation of products of immediate use to local decision-makers (e.g. South Ari woreda asset inventory) is helpful, but not necessarily sufficient to bring all local stakeholders on board. At the start of the project's third year it is probable that most people's understanding of systems remains limited, but that appreciation for a switch of focus from hardware (e.g. infrastructure) to software (e.g. asset inventories, monitoring) is growing. Many different tools were used in the various baseline

assessments, some of which were familiar to in-country practitioners, while others were not. IRC's strategic steps for establishing Learning Alliances stress that baseline assessments should be participatory 'with emphasis on stakeholder ownership of data', but participation – like collective understanding – is not determined by the name but rather by the performance. Key informant interviews are by their nature extractive, as are feedback/validation workshops. This is not to suggest that such tools should not be used, but rather if baseline assessments are to be expert-led and extractive, then such activities need differentiating (i.e. in time, space and possibly personnel) from parallel activities that seek to convene Learning Alliances. Failure to make this distinction risks overwhelming both the practitioners, caught between facilitating the experts and convening the Learning Alliances, and local stakeholders who will be well aware that the experts' understanding and interpretation will be widely deemed uppermost. With minor adjustments to the assessment methodologies, more challenging adjustments to the researchers' mindsets, and good facilitation, most baseline assessments could be participatory.

Having initiated the Learning Alliances a key function of the implementation practitioners (i.e. as representatives of the change hub) is facilitation: of the alliances' regular meetings or workshops, and – less readily – of the collaboration investigations or 'action research' undertaken by alliance sub-groups. Initially, and not out of keeping with the baseline studies and training inputs, the format for alliance meetings was predominantly presentational (i.e. rather than participatory), with experts and alliance members presenting and discussing on the specified agenda. Similarly, the first proposed action research activities built on the options mutually generated with local stakeholders that met with the project's systems strengthening approach and sustainability focus. While these clearly fit in with, for example IRC's understanding and agenda, and those of the local decision-makers with whom they were generated, they are unlikely to represent all the interests and concerns of the wider group of local stakeholders.

The implementation members have noticeably got better at designing and planning; sharing with members of the alliance steering committee; and facilitating the regular meetings, although momentum still resides with IRC and Tetra Tech, and the agendas remain weighted in favour of presentations. There is also a challenge with respect to the lack of continuity of members representing specific organisations, and that the sector distribution of the allocated budget at woreda level seems to favour other



sectors (e.g. health, education) over water or sanitation. The composition of the alliances, now in their second year, has remained largely unchanged, with the possibility that there may be missing stakeholder groups, and certainly there are relatively few female representatives. A tool has been devised and tested, which facilitates the alliance membership in identifying 'missing stakeholders'. Prompted by the tool, the Debre Birhan Learning Alliance chose to extend its membership to previously excluded groups, including representatives of women's and faith organisations. Training inputs and learning visits have worked particularly well, although the former have largely been focused on technical rather than process matters. Monitoring, documentation and reflective practices within the Learning Alliances remain challenging as, to some extent, do process documentation and reflective practices among the practitioners. The overarching goal that the project is contributing to, that of increased sustainability of services globally, requires that the project learns about the processes that best effect system strengthening and are most likely to sustain WASH services – learning about learning. This necessitates an additional set of monitoring mechanisms.

### Key learning points

- Facilitation is key to establishing thriving Learning Alliances. The task of facilitation needs locating in a team that is constantly working together, and should not be allocated to a single individual. Capacity-building of the team's facilitation skills should start at the earliest opportunity and involve active exposure to other facilitators at work.
- Baseline studies and other activities undertaken by external experts, particularly when they require support from the in-country practitioners, can prove distracting and/or overwhelm efforts to establish the Learning Alliances. Some baseline studies can be redesigned to be fully participatory, but the facilitation team charged with convening the learning alliances, need to be able and competent to mediate when necessary.
- Learning visits are particularly successful. In addition to visiting other sites exhibiting good technical practice, consider visits to other deliberative multi-stakeholder projects, or training courses in systems and/or Learning Alliances approaches for key local stakeholders.
- Early identification and engagement of missing stakeholder groups, and of excluded social identities (e.g. women, youth, ethnic minorities) is imperative if the alliance is to avoid simply reinforcing existing power and decision-making structures.
- Learning Alliance events need designing and planning

in advance, initially by the facilitation team working with the alliance steering group, to ensure more inclusive participatory processes that promote a sense of ownership. Alliance members will variously need access to technical advice but technical advisers should not be expected to call the shots.

- Reflective practices need emphasising, both amongst alliance members and within the facilitation team.
- Process documentation, as much as reporting of activities, is critical. From the project onset, ideally use a platform that can act as a repository for the project team but equally importantly can provide the canvas on which they can view and engage with all process exchanges.
- The assumptions underpinning the steps in the theory of change need revisiting at intervals. If earlier assumptions no longer hold, then the project team needs to reflect on whether they need to make changes to the process and planning.

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### Keywords

WASH, complexity, systems strengthening, learning alliances, learning, collective understanding, facilitation

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**Table 1. Main events associated with establishment & consolidation of Learning Alliances**

Learning Alliances	Rural Water Supply Services		Small-Town/Urban Sanitation Services	
	South Ari & S. Omo Zone (SNNPR)	Mike (Afar Region)	Woliso (Oromia)	Debre Birhan (Amhara)
Baseline Assessments	<ul style="list-style-type: none"> <li>Asset Inventory, IRC &amp; Lowland WASH, Mar-Jun 2017</li> <li>Life Cycle Cost Analysis, IRC &amp; Lowland WASH, Mar-Jun 2017</li> <li>Organizational Network Analysis-LINC Aug-2017</li> <li>Sustainability check and service level assessment, IRC, Aug 2017</li> </ul>	<ul style="list-style-type: none"> <li>Asset Inventory, IRC &amp; Lowland WASH, Mar-Jun 2017</li> <li>Life Cycle Cost Analysis, IRC &amp; Lowland WASH, Mar-Jun 2017</li> <li>Organizational Network Analysis-LINC Aug-2017</li> <li>Sustainability check and service level assessment, IRC, Aug 2017</li> </ul>	<p>The following tools were used at the initial assessments on September 2018</p> <ul style="list-style-type: none"> <li>Shit Flow Diagram</li> <li>City Service Delivery Assessment</li> <li>Sustainability Checks</li> <li>Iterative Factor Mapping and Learning</li> <li>Organizational Network Analysis</li> </ul>	<p>The following tools were used at the initial assessments on April 2018</p> <ul style="list-style-type: none"> <li>Baseline assessment and analysis,</li> <li>Organizational Network Analysis</li> <li>Sanitation Cityscape Approach</li> </ul>
Project Launch Events	<p>SWS Learning Project Launch Workshop Jinka 15-11-2017 facilitated by IRC</p> <ul style="list-style-type: none"> <li>Introduction to SWS Project</li> <li>Presentation of baseline survey results: Asset Inventory; Sustainability Check; Service Level; Life Cycle Cost Analysis; Organizational network analysis (ONA-LINC)</li> <li>Factor Analysis Undertaken (IRC/UCB)</li> </ul>	<p>SWS Learning Project Launch Workshop Jinka 19-12-2017 facilitated by IRC</p> <ul style="list-style-type: none"> <li>Introduction to SWS Project</li> <li>Presentation of baseline survey results: Asset Inventory; Sustainability Check; Service Level; Life Cycle Cost Analysis; Organizational network analysis (ONA-LINC)</li> <li>Factor Analysis Undertaken (IRC/UCB)</li> </ul>	<p>SWS Learning Project Launch Workshop at Woliso 9-10 Nov 2017 facilitated by TT</p> <ul style="list-style-type: none"> <li>Presentation of findings of the urban sanitation tools</li> <li>Group report out on findings</li> <li>Introduction to IFML</li> <li>Group work – Impact Matrix Exercise</li> <li>Presentation of key ONA findings</li> <li>Final discussions and next steps</li> </ul>	<p>SWS Learning Project Launch Workshop at Debre Birhan 29 May 2018 facilitated by TT</p> <ul style="list-style-type: none"> <li>Baseline survey findings</li> <li>Service Delivery Environment</li> <li>Enabling Environment and Recommendation</li> <li>Presentation on ONA</li> <li>General discussion on the establishment of learning alliance</li> </ul>
Learning Visits	<p>Learning visit to Uganda for regional government &amp; MoWIE staff on innovation on RWS maintenance 19–25 Nov 2017</p>	<p>Learning visit to Uganda for regional government &amp; MoWIE staff on innovation on RWS maintenance 19–25 Nov 2017</p>	<p>Woliso learning visit organized from 3-5 Oct 2018 to see best experiences from Addis Ababa Water Supply &amp; sewerage Authority, AMREF's and PSI's faecal sludge management, public and communal latrine management.</p>	<p>Debre Birhan learning organized for Feb 2019 to see best experiences from Addis Ababa Water Supply &amp; sewerage Authority, AMREF's and PSI's faecal sludge management, public and communal latrine management.</p>

Learning Alliances	Rural Water Supply Services		Small-Town/Urban Sanitation Services	
Events	South Ari & S. Omo Zone (SNNPR)	Mike (Afar Region)	Woliso (Oromia)	Debre Birhan (Amhara)
2nd Learning Alliance Meeting	<p>S. Ari Woreda &amp; S. Omo Zone learning alliance meeting 28 Feb 2018</p> <ul style="list-style-type: none"> <li>• Implications of Baseline Studies</li> <li>• Agreeing learning alliance visions (i.e. woreda &amp; zone)</li> <li>• Presentation &amp; discussion of Asset Mgt</li> <li>• Introduction/ Agreeing learning alliance ToR</li> </ul>	<p>Mille learning alliance meeting 03-04-2018</p> <ul style="list-style-type: none"> <li>• Implications of Baseline Studies</li> <li>• Agreeing learning alliance visions</li> <li>• Presentation &amp; discussion of Asset Mgt</li> <li>• Introduction/ Agreeing learning alliance ToR</li> </ul>	<p>Woliso 2nd learning alliance meeting</p> <ul style="list-style-type: none"> <li>• Introduction of the objectives, core focus areas and status of the SWS project</li> <li>• Presentation on year-one plan of action from two of learning alliance coordinating members (Health Office and Municipality)</li> <li>• Discussion of priority learning areas</li> <li>• Agreement on final draft of annual plan</li> <li>• Discussion on the learning alliance ToR</li> </ul>	<p>Debre Birhan 2nd learning alliance meeting 04 Sep 2018</p> <ul style="list-style-type: none"> <li>• Recap/presentation of final version of baseline report</li> <li>• Presentation of learning alliance Vision and ToR</li> <li>• Group discussion on development of vision and learning alliance ToR</li> <li>• Presentation/ discussion of annual plan</li> <li>• Wrap up/feedback and way forward</li> </ul>
3rd Learning Alliance Meeting	<p>S. Ari Woreda &amp; S Omo Zone 3rd learning alliance meeting 25-26 Jul 2018, Gazer</p> <ul style="list-style-type: none"> <li>• Update &amp; recap of 2nd learning alliance Workshop</li> <li>• Presentation/ discussion of learning alliance ToR</li> <li>• Woreda project update/ performance</li> <li>• Legalization of WUAs &amp; Federations</li> <li>• Presentation &amp; discussion of RWS O&amp;M concept note</li> <li>• Work plans: Woreda &amp; Kebele capacity building; strengthening of Federations, WUAs &amp; Caretakers</li> <li>• Exploration of Zonal WASH interventions</li> </ul>	<p>Mille 3rd learning alliance meeting on 09 Aug 2018</p> <ul style="list-style-type: none"> <li>• Project update/ recap from 2nd learning alliance meet</li> <li>• Presentation/ discussion of learning alliance ToR</li> <li>• Woreda project update/ performance</li> <li>• Piloting RWS maintenance through SMEs engagement (AfDB financed) - MoWIE</li> <li>• Presentation/ discussion of RWS O&amp;M CN</li> <li>• Discussion on the work plan for <ul style="list-style-type: none"> <li>- capacity building for SMEs</li> <li>- capacity building for WASHCOs</li> <li>- woreda Capacity building</li> </ul> </li> </ul>	<p>Woliso 3rd learning alliance meeting on 20 Jul 2018</p> <ul style="list-style-type: none"> <li>• Recap from 2nd learning alliance meeting</li> <li>• Presentation/disc of learning alliance ToR &amp; Vision</li> <li>• Presentation on status of dumping site</li> <li>• Presentation/ discussion of CN for public/communal latrine management model</li> <li>• Discussion (Who, were, when...) on <ul style="list-style-type: none"> <li>- visit on public/ communal latrine management model</li> <li>- training on city sanitation master planning</li> </ul> </li> </ul>	<p>Debre Birhan 3rd meeting on 06 Dec 2018</p> <ul style="list-style-type: none"> <li>• Recap of earlier learning alliance meeting &amp; introduction to SWS project</li> <li>• Group discussion on members' WASH activities, interests in learning alliance &amp; ideas to strengthen learning alliance network</li> <li>• Exercise to explore 'missing' stakeholders</li> <li>• Review of learning alliance ToR &amp; annual plan</li> <li>• Review of learning alliance composition, agree &amp; action extending membership to others</li> </ul>
Training	<ul style="list-style-type: none"> <li>• O&amp;M training for S. Ari WUAs 14-16 Aug 2018</li> </ul>	<ul style="list-style-type: none"> <li>• Mille ToT on water schemes O&amp;M from 27-28 Nov 2018</li> <li>• WASHCO training on scheme management from 10-28 Dec 2018</li> </ul>	<ul style="list-style-type: none"> <li>• Training planned for 30-31 Jan 2019 on advanced participation methods</li> </ul>	<ul style="list-style-type: none"> <li>• Training planned for 30-31 Jan 2019 on advanced participation methods</li> <li>• ToT on public &amp; communal latrine mgt model planned for 1-2 Feb 2019</li> <li>• Public/communal latrine committee training on the guideline on 8 Feb 2019</li> </ul>

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Events	South Ari & S. Omo Zone (SNNPR)	Mike (Afar Region)	Woliso (Oromia)	Debre Birhan (Amhara)
Learning Vists	<ul style="list-style-type: none"> <li>• Learning Visit on RWS O&amp;M to Tigray 27–29 Aug 2018</li> </ul>	<ul style="list-style-type: none"> <li>• Learning Visit on RWS O&amp;M to Tigray 27–29 Aug 2018</li> </ul>		
4th Learning Alliance Meeting	<p>S. Ari Woreda 4th learning alliance meeting 7 Nov 2018</p> <ul style="list-style-type: none"> <li>• Update &amp; recap of 3rd learning alliance Workshop</li> <li>• Presentation/discussion challenges of Woreda WASH activities</li> <li>• Presentation/disc O&amp;M training for WUAs</li> <li>• Pres/disc on Tigray O&amp;M learning visit</li> </ul>	<p>Mille 3rd learning alliance meeting on 29 Nov. 2018</p> <ul style="list-style-type: none"> <li>• Recap from 3rd learning alliance meeting</li> <li>• Pres/disc on Tigray O&amp;M learning visit</li> <li>• Woreda update</li> <li>• Pres/disc by MoWIE on Enterprise Dev.</li> <li>• Pres/disc RWS O&amp;M WASHCOs training</li> <li>• Update from Mile woreda on Monitoring</li> </ul>	<p>Woliso 4th learning alliance meeting 2 Nov 2019</p> <ul style="list-style-type: none"> <li>• Recap from 3rd learning alliance meeting</li> <li>• Group disc about systems learning</li> <li>• Group pres/disc on systems learning</li> <li>• Pres/disc on learning by public latrine sub-groups</li> <li>• Pres/disc on learning by communal latrine sub-groups</li> <li>• Pres/disc on learnings by dumping site sub-groups</li> <li>• Pres/discussion on public and communal latrine inventory report</li> </ul>	



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