



E-MOTIVE INFO GUIDE FOR NEW USERS

An unique learning approach

EMOTIVE



OXFAM
Novib

Transformation through peer-to-peer learning

E-motive offers a systematic peer-to-peer learning exchange programme (Global South peers to Global South peers), consisting of 6 steps.

- Builds stronger collaborations
- Is about learning in practice (face-to-face)
- Connects changemakers and solutions to influence mindsets

Reflection is an ever-present element in E-motive. Not only self-reflection triggered by the exposure to knowledge and other ways of doing things, but also by being looked at by others, by being mirrored. Above all, E-motive exchanges are a safe space for such reflection.

— Research Talent Ntombi, South Africa (2016)

All the changemakers have the potential to inspire change and all the selected solutions have a proven track record. The aim of the exchanges is to create a space of trust and openness, in which changemakers will be surprised, excited and motivated to develop a new perspective on how to approach the challenge they want to address differently.

As a user of the E-motive method, do you...

- » Need to reach a **new target group**?
- » Design or test **new concepts**?
- » Need to **influence mindsets** or challenge social norms?
- » Need to **create stronger collaborations** between relevant local actors?

Then E-motive is a method that can help you.

This guide will show you how to make the best use of E-motive. It supplies a clear explanation about the different roles and responsibilities in the 6 steps of the E-motive process, helping to be informed about the powerful E-motive exchange process.

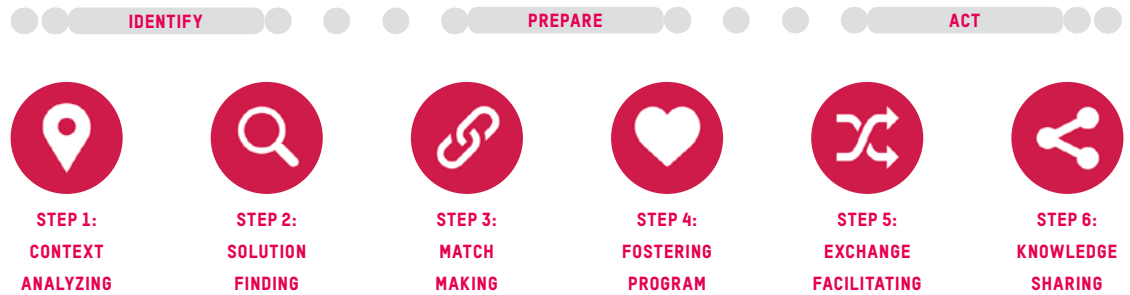
THE OUTLINE OF THE DOCUMENT IS AS FOLLOWS:

- ✓ 6-Step process
- ✓ Example of an E-motive result in bigger programs (global-south)
- ✓ Critical success factors
- ✓ Strategy for E-motive to become part of a program

Six steps process

Truly, I was not expecting that this kind of further practical collaborations would come up. Our assumption was that they would come, give us some feedback and then go back. But the collaboration actually has been proven to work quite well.
— Jolly Nur Hague, participant India-Bangladesh exchange

The systematic learning program can be summarized in six key phases:



STEP 1: CONTEXT ANALYZING – 1 MONTH (ESTIMATE)

- » We start to find an urgent social issue what is key in the bigger program. Together with the country team we dive in the context to make sure what the challenge is and what kind of change is needed.

Main Activities

The exchange program starts with a careful analysis of an urgent social challenge. Who is involved? What are the bottlenecks? What is needed? Together with the country team, identify the first key opportunities and challenges for an international learning exchange.

Output

At the end of step 1, you will have:

- Three clear learning questions around a common mission;
- Short context description around the challenge and the project.
- The right expert through a tender recruitment

These three elements will help extending to find best practices around the challenge.



STEP 2: SOLUTION FINDING – 2 MONTH (ESTIMATE)

- » We contract an expert with the right background. The country team select best practices based on the search of the expert.

Main Activities

A team of experts (from the Global South) specifically chosen through a tender due their background, experience and knowledge on the topic, should map and select solutions to the challenges. They will validate them according to their proven track record, selecting the ones in line with best practice. In consultation with the country team we will select the top.

Output

As a result of step 2, you will have:

- Mapped and confirmed potential initiatives for the exchange visit by experts
 - Published profiles of the top 7 best practices
 - Come to a joint decision on what three best practices are going to be visited
- Drafted learning document with dos and don'ts around the challenges



STEP 3: MATCH MAKING – 1 MONTH (ESTIMATE)

- » We compose a learning group with diverse actors that have the power to generate impact as role model and changemakers related to the challenge.

Main Activities

The involved country team produce a motivated response on which best practices they want to visit and with whom. Based on these best practices they assess which stakeholders and peers are needed. In their proposal they will outline why these selected actors can be a powerful group to take part in the learning exchange and make sure that the learning will be implemented afterwards.

Output

As a result of the activities in step 3, you will have:

- Selected the members of the exchange group
- Collected learning goals of each member of the group
- A strong proposal with a plan how to implement the learnings after the exchange



STEP 4: PREPARE PROGRAM – 2 MONTH (ESTIMATE)

- » We prepare a tailor-made learning program for an exchange visit to the the organizations with selected best practices

Main Activities

The E-motive facilitator will determinate a fruitful learning program with the chosen best practices. The program will be face-to-face in practice. The program will be diverse enough to enable all different actors to act as leaders, beneficiaries and local stakeholders and authorities. The facilitator will encourage the leaders of the best practices to share reality stories instead of show-case stories. We are not donors looking for accountability, but we want to learn the lessons from practice.

Output

As a result of the activities in step 4, you will have:

- A fruitful exchange program in the field with diverse stories and lessons learned
- Settled all coordination and payments



STEP 5: EXCHANGE FACILITATION – 3 MONTH (ESTIMATE)

- » We facilitate the exchange. Afterwards there will be a period of testing, transforming and implementing.

Main Activities

The learning group visits via an exchange program with the selected best practices. They learn how the different best practices work within local context of the organizations. At the end of the exchange the group will make an action plan outlining how to translate the learning and transform into their own context. In the coming 3 months all participants are active and cooperating in the implementation of the learnings. They all share their learnings and plans with their networks to create a bigger movement of change.

Output

As a result of the activities in step 5, you will have:

- Fruitful inspiring exchanges with movies, stories, blogs and toolkits
- A Joint Action plan on how to transform and implement learnings in the teams' own context
- Tested and prototyped the learnings and mobilization of a bigger movement
- Stronger and a new collaboration between the different stakeholders in 1 region who were participants in the exchange



STEP 6: RETURN VISIT AND KNOWLEDGE SHARING — 3 MONTH (ESTIMATE)

» We encourage adapters to scale improved solutions.

Main Activities

The experts of the best practices are now making the return visit to the countries of implementation. They will give support and advice on the dilemmas in the implementation. There will be strong peer-to-peer support and growing partnerships in an open non-power related atmosphere. We will share the results and impact in local, national and global meetings. We will connect to new adapters to spread out and scale the new implemented models.

Output

As a result of the activities in step 6, you have:

- Stronger partnerships and new network amongst the different peer organizations
- Transformed and translated new models for the common challenge
- New adapters for scaling these new models

Example of an E-motive result in bigger programs (global-south)

Below you'll find a current example of the E-motive steps in an Oxfam 5-year program "Empower Youth for Work". This example took place in Indonesia in 2018.

Preparation. The project team of EYW Indonesia started participating in an E-motive trajectory in January 2018. Their main goal was to create alternative and attractive jobs for their young people in the districts of South Sulawesi. Based on earlier analyses, Community Based Tourism (CBT) could potentially provide rural jobs in South Sulawesi.

There is an opportunity in the market for eco-tourism given the lack of community-based hostels in rural areas. Additionally, there is a growing market for tourism. The main challenge is to make eco-tourism youth led and community based, and to ensure sustainability and benefits for the entire community. Moreover, there is a potential for spa facilities including, wellness, skin treatments, massages and organically and locally produced cosmetics.



The Indonesian team selected the Philippines as the country that they could learn from. The Philippines has a comparable coastal context and is at the same time different enough to be innovative to create

inspiring moments. We selected a team of experts from Impact Investment Exchange in the Philippines to provide a list of 7 validated best practices. Of this list of best practices, 4 very different CBT best practices were selected by the Indonesian team to visit in our upcoming learning exchange.

Composition of the learning group. Regarding the strength of the learning group, we selected 2 staff members and 3 representatives from the EYW implementing partners. Moreover, 3 CBT government officials from South Sulawesi participated to strengthen the subsequent collaboration and guarantee more sustainability. Additionally, an external Indonesian CBT expert participated to ensure that the group will be able to transform the learnings into their Sulawesi context. Finally, the exchange was facilitated by an E-motive expert.

Action: the exchange took place In May, this group travelled to the Philippines and visited each of the 4 best practices for 2 days to really capture all the different angles. Each of the 4 best practices has a totally different approach, such as corporate sector led, NGO led or led by local government.

Implementation and knowledge sharing. After returning to Indonesia, the models and ideas were discussed with the young people, government and partners involved. As a result, they set up a planning and pilot description to start 3 new CBT pilots. Therefore, the EYW staff contracted the CBT expert as a technical consultant to guide this implementation process. Furthermore, the governments signed an MoU describing the investments in these new CBT pilots. Meanwhile in the Netherlands the E-motive expert has been attracting the attention of Dutch CBT tour operators to follow these pilots and set up a test group for the pilots. In this way we try to get better access to the Dutch / European tourist.

In conclusion: by using the E-motive methodology we succeeded in creating new attractive jobs for young people as an alternative to the agriculture jobs. Instead of reinventing the wheel we used the lessons from 4 different CBT approaches abroad. The Indonesian learning group succeeded in transforming this into 3 new CBT pilots in South Sulawesi. The CBT government officials signed an MoU for long term investment. The Indonesian CBT expert and his team is guiding this process to ensure more fruitful and sustainable pilots. Connections with Dutch tour operators are stimulating young people in Sulawesi to act and provide qualified CBT services right from the very beginning.

As the outcome of using E-motive in bigger programs (e.g. in Empower Youth for Work), the following four result areas have been found:

- » **Building in-country collaborations with (local) government and other relevant actors**, such as role models or local leaders within the community.
- » **Testing and implementation of new, unexpected models within the program** – based on inspiration from the exchanges.
- » **Influencing communities and opening mindsets**, e.g. by using or creating role models within that community.
- » **Sustainable and continued collaboration between different peers.**

Critical success factors

The research conducted by the University of Utrecht also highlights the critical factors for successes of an E-motive learning trajectory.

What are critical factors for success?

- » **A long-term plan**, with funding and resources available for the implementation phase after exchange. This works best when E-motive is part of a bigger program;
- » Presenting incentives and the **commitment of people involved**: involved participants should feel ownership over the chosen topic;
- » Establish **clear learning goals** with and for each participant of the learning group: organize a group gathering prior to the visit to discuss expectations and personal learning goals;
- » **Similarities** between the two country teams in terms of **cultural-geographical context**
- » **Learning from reflecting** on existing experiences;
- » Choosing the **right timing**: look at the phase of a project to see if E-motive as an innovative methodology fit.
- » Choosing **best practices that are different** from what the exchange group knows, and are different from each other: give unexpected points of view and generate surprising and powerful insights

- » Create a space for learning **without power relationships**;
- » **Common dream** and/or challenge: this will give the group a mission and focus.

Strategy for E-motive to become part of a program

For effective E-motive learning exchanges, it is very important to be part of a bigger project. The actual exchange itself is not enough to create impact; we need to make sure that the learning is applied after the exchange, by making E-motive exchanges part of an existing program.

How can you integrate E-motive in bigger programs during the development stage

- **Give brief focused presentations** to key persons in program development about the concrete results and impact of E-motive (e.g.: program leads, project leaders of bigger programs, MEAL persons and program developers).
- **Be part of the progress in program development** and be in touch with program developers. Dive into the content and design a concrete idea of how E-motive could be helpful in changing a certain mindset, bringing in new models and accessing new, harder to reach target groups.
- **Costs.** It's particularly important to set out a clear budget and a brief work plan. As indication, an E-motive facilitator was in a Global Learning Expert position for an average of 40 days. The total trajectory of a learning exchange (including the external experts and the return visit) would cost €26,000. The whole learning trajectory, including a toolkit for implementation, would cost €30,000.

STEP	ACTIVITY	MANPOWER FACILITATOR	MANPOWER COUNTRY TEAM	ESTIMATION OF THE COSTS
1	Contextualize topic	6 days	2 days	
2	Expert searches for best practices	10 days	3 days	€ 5.000 for expert
3	Compose learning group		2 days	
4	Prepare exchange program	10 days		
5	Exchange <ul style="list-style-type: none"> • 10 tickets • Per diems • Facilitation costs 	10 days	10 days	€ 23.000
6	Return visit <ul style="list-style-type: none"> • 2 tickets • Facilitation costs 	2 days	8 days	€ 5.000

COLOPHON

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