E-Motive South-South learning

An evaluation study of learning exchanges with Bangladesh and Pakistan in the Oxfam project Empower Youth for Work

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EMotive 1

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Summary

This report gives an overview of one year of research on E-Motive exchanges within the Empower Youth for Work Project (EYW) of Oxfam; a 5-year project funded by the IKEA Foundation. Within the EYW-project the learning approach of E-Motive is being used to bring in new knowledge and inspiration for issues the project addresses. The main aim of the EYW-project is to create jobs and opportunities for entrepreneurs that are suitable for young people who are living in the rural areas of Pakistan, Bangladesh, Indonesia and Ethiopia.

Our research was conducted from December 2016 until December 2017 and focused on the case studies of Oxfam Bangladesh and Oxfam Pakistan. Here, E-Motive was used to gather best practices on rural hub making. The two main research questions that undergird our study are: 'How and what is being learned in E-Motive exchanges?' and 'What is needed to organise learning exchanges on a global level in which solutions are being shared and successfully implemented in new contexts?'. Through interviews, surveys, data analysis and fieldwork in Bangladesh we have gathered information from which we draw conclusions on the learning process happens, what is being learned and which factors appear to be minimum guidelines.

In general we can conclude that the E-Motive learning exchange programme for Oxfam Bangladesh and Oxfam Pakistan have resulted in fruitful outcomes that are beneficial to the Empower Youth for Work project. The participants in the exchanges have all gained new experiences, new knowledge and new insights that they are able to implement to a certain extent into their daily work practices. Whether there has been already some effects of 'triple-loop learning' is difficult to evaluate. The timeframe of the research in relation to that of the exchanges has simply been too short. Nevertheless we have observed some so-called 'aha-moments', that indicate participants have gained new perspectives and as a result look at their own context differently now. There seems to be sufficient guidance from the Oxfam staff to support local implementation, and good intentions to monitor the project in the long term on the level of sustainability. Though the first results are rather preliminary, there is reason to be optimistic that the project will achieve changes for youngsters in the rural communities of Bangladesh and Pakistan. On a more critical note, time appears to be a difficult thing to manage and therefore the biggest enemy. In particular when embedded in a bigger project with different timeframes and deadlines, it is necessary to safeguard time in a flexible manner. Also, bringing individual learning to the organisational level is a challenge. In relation to this, one exchange appears not to be enough to capitalise on all the learnings and their implementations. Furthermore, more attention could be paid to the guidance on the

implementation phase and making long term plans to ensure the sustainability of the project.

The 6-step methodology
Concerning the 6-step methodology we can conclude that Step 1: Context Analysing lays the foundation for the exchange and therefore requires sufficient time and energy. When looking for best practices during Step 2: Solutions Finding it is important to focus on multiple aspects of the identified 'challenge' as there is not one solution or best practice that covers it all. For Step 3: Match Making it is strategic to select participants with various backgrounds and professions to form a diverse learning group. Through different perspectives every participant can bring something else to the learning, from strategic levels to practical implementation. Concerning Step 4: Foster Programming, and experiencing things on the ground should be at the core of the programme. During Step 5: Exchange Facilitating it is again experiencing things in the field by learning from peers that appears to be the most effective way of learning. Additionally, the return visit is a crucial component that adds accountability to both the participants and the initiatives visited. This also helps in the implementation of the learnings, which in itself requires sufficient guidance. Finally, Step 6: Knowledge Harvesting has added value, in particular if it is done during the whole process through documentation and events.

South-South learning
E-Motive's facilitation of South-South learning in the Empower Youth for Work project is considered innovative in the development sector. An important conclusion here is that in South-South learning a similar cultural-geographical context is preferred. This allows for mutual benefit on the long term among South-South partners due to similarities in cultural context and a geographic proximity. As a consequence, it appears that collaborations are more easily established due to a recognisable context and sometimes even a common language. However, when working with rural people, language and communication can be more challenging if those involved have lower levels of education. A different set of incentives, in comparison to previous E-Motive exchanges, appears to drive individuals and organisations to participate in a South-South exchange. There is a strong emphasis on working on common problems and acquiring new skills and knowledge to tackle similar challenges. Finally, in South-South learning there are less traditional power relations, since there is no colonial legacy between Southern partners. In this respect, we have observed that Oxfam Novib gives ownership and responsibility to the Oxfam country teams and the learning groups, thereby mitigating top-down structures.

Minimum conditions and critical factors

To understand what is needed to organise learning exchanges on a global level in which solutions are being shared and successfully implemented in new contexts we carried out a comparative analysis. This entailed comparing previous E-Motive research with our current findings against the background of an academic literature review. We have identified two main elements that are crucial. The first is creating a '**learning culture**' which contains:

- A challenge;
- Space to be innovative and not merely copying existing models;
- Resources to create new ideas;
- Diverse perspectives and backgrounds in the learning group;
- Supervision that encourages the participants;
- Sufficient organisational guidance and support during the implementation.

The second is to stimulate **peer learning** through:
- Similar contextual challenge;
- Clear objectives and learning goals;
- A balanced learning programme during the visit;
- Committed participants that are compatible with each other;
- A clear methodology;
- Sufficient time to share learnings (10-15 days visit and 3-4 days return visit);
- Learning about the learning through collective reflection sessions;
- Sharing of knowledges.

In addition, we identified **5 critical factors** that appear to be crucial for E-Motive:
1) Similarities in terms of cultural-geographical context;
2) Seeing in practice;
3) Incentives and commitment of people - a mission;
4) Mutual learning for mutual benefit;
5) A long term plan for sustainability.

Recommendations
- Combine different types of knowledge;
- Reflect on top-down approach versus grassroots approach;
- Have an agile approach and do not remain too much in strict frameworks;
- Reflect on the position of Northern partner with E-Motive within South-South learning.

1. Introduction

This report gives an overview of the one-year research that has been conducted by Utrecht University on the learning methodology of E-Motive within the project Empower Youth for Work, between December 2016 and December 2017. This report includes an analysis of two case studies (Bangladesh and Pakistan) from which broader conclusions are drawn about E-Motive. The main purpose of this report is to share the lessons we learned after one year of study and provide recommendations for further E-Motive exchanges within Empower Youth for Work and future projects.

1.1 E-Motive within the Empower Youth for Work program

E-Motive is an international exchange programme with a learning methodology of Oxfam Novib. It was launched in 2006 as a 'reversed development' programme, and over the course of 10 years evolved into a systematic peer-to-peer learning exchange programme that aims to transcend North-South divisions. The E-Motive methodology consists of 6 steps that cover the process from identifying the context until harvesting knowledge after the exchanges (see for more information on the 6 steps methodology appendix I). E-Motive is being used in the Empower Youth for Work project to organise South-South learning exchanges with best-practices.

Empower Youth for Work (EYW) is a 5-year project of Oxfam Novib, funded by the IKEA foundation. The project was launched on 1st November 2016 and will finish on 31st March 2020. Within the EYW-project the learning approach of E-Motive is being used to bring in new knowledge and inspiration for issues the project addresses. The main aim of the EYW-project is to create jobs and opportunities for entrepreneurs that are suitable for young people who are living in the rural areas of Pakistan, Bangladesh, Indonesia and Ethiopia. These regions are affected by climate change, which makes traditional agricultural life more difficult. Therefore, the EYW-project aims to contribute to the creation of economic futures for young people living in rural areas.

The EYW-project identified a number of so-called 'challenges' that are most urgent, according to the Oxfam staff. The E-Motive methodology is being used for the challenge to set up rural Hubs for young people in remote districts. What is considered difficult yet innovative about this challenge is that Hubs normally are located in urban settings. A Hub located in a remote, rural area is therefore rather new within this context. In order to support the Oxfam teams in Pakistan, Bangladesh, Indonesia and Ethiopia to set up rural Hubs, E-Motive aims to gather new knowledge and select best practices on hub-making. In an international learning exchange the selected best practices are visited in the field by a learning group formed by the Oxfam teams. After the exchange E-Motive helps the learning group to test and implement their learnings into their own local

context. After a certain number of months, representatives of the visited initiatives pay a return visit to the learning group to further help with the implementation. During the whole project E-Motive harvests learning results through documentation and organises events to distribute their learnings on rural Hubs.

At the start of the EYW-project E-Motive organises learning exchanges to source best solutions for Oxfam Pakistan and Oxfam Bangladesh. In the second half, E-Motive will work with Oxfam Ethiopia and Oxfam Indonesia to search best practices and organise an international learning exchange.

1.2 The research study

Utrecht University facilitated the validation and research of the first round of E-Motive exchanges within Empower Youth for Work. This entailed the monitoring of the exchanges of Oxfam Bangladesh and Oxfam Pakistan in a critical, reflexive and productive manner. The role we envisioned was to bring in a scientific and multidisciplinary approach that can yield academic insights of an international standard to benefit the E-Motive methodology as well as the EYW-project as a whole. In 2016, Maartje Willemijn Smits and Eugene van Erven, together with two other researchers (Akin Hubbard and Domitilla Olivieri) from Utrecht University, conducted research on the digital platform 'Going Global' of E-Motive. During this project we researched 3 pilots as case studies and formulated a research design to research future E-Motive exchanges. The current research study is based on this research design supplemented with insights from the latest research on E-Motive conducted by Bob van der Winden et al. (2016).

The objective of the research was to:
1. Validate E-Motive South-South exchanges in the larger context of the programme;
2. Identify the minimum guidelines and conditions for setting up fruitful global learning exchanges.

The research question that was formulated for objective 1:
How and what kind of learning takes place in the E-Motive exchanges?

This entails understanding how and what kind of learning takes place in the E-Motive exchanges. To answer this question, the main focus was on two elements that characterise the E-Motive exchanges in the EYW project, which were different from previous one, namely: 1) It is the first time the 6-step methodology was applied so systematically, 2) It is the first South-South E-Motive exchange. In Chapter 4, entitled 'Results broader framework', we will answer this first research question by splitting it up in two subquestions: "*How does the learning happen?" and "What is being learned?".*

The research question that was formulated for objective 2:

What is needed to organise learning exchanges on a global level in which solutions are being shared and successfully implemented in new contexts?

To answer this question, the main focus was on the different elements that appear to be crucial in E-Motive exchanges in the EYW-project, and which already occurred in previous E-Motive exchanges. By making a comparative analysis between all the previous research on E-Motive exchanges, a literature review and the collected evidence of this research, we were able to identify those critical factors that are the minimal conditions for a successful E-Motive exchange. In Chapter 4 ('Results broader framework') we will answer this question by providing a list of such critical factors.

Throughout the project, Maartje Willemijn Smits performed the research, and was supervised by Prof. Dr. Eugene van Erven from Utrecht University. They have worked together on the previous research project 'E-Motive Going Global'. Additionally, a 'knowledge support group' was formed, consisting of two previous E-Motive researchers (Bob van der Winden, MpA and Rosien Herweijer, McS) and three academic experts on education and intercultural learning (Dr. Yvette Baggen, Prof. Dr. Liesbeth Kester and ir. Dine Brinkman), to advice, support and sharpen the research questions.

1.3 The position of the researcher

We consider it crucial to understand that our position as researchers and our perspectives on the project are not neutral and objective. Scientific research is carried out by human subjects, hence we are always prone to some degree of bias. It is important to first and foremost carefully take into account our location and position within the validation process. In the context of this project we are two researchers, white and Western, associated to Utrecht University in the Netherlands, and due to budget reason we had to research the project from a distance. Our 'outsider perspective' can afford us a great amount of insights into how knowledge production takes place within the project. However, due to budgetary constraints our fieldwork was limited to four days in Bangladesh and hence it was not possible to conduct extensive fieldwork on the ground and establish a face to face close relationship with the participants involved. This is a limitation for the research, as it was more difficult to observe some aspects of the 6-step methodology. Our research requires to establish an open, equal and transparent relation with the project team and the participants of the E-Motive exchange. The fact that we were not constantly present on the ground makes this extra challenging and demanded more efforts and methods to achieve such trust. For this we requested support, in

particular from the project team based in the Netherlands. This limitation is important to keep in mind when contextualising our research and this final report.

1.4 Structure of this report

This report has six chapters. Following this introduction, Chapter 2 elaborates on the particular studies that have been conducted for Bangladesh and Pakistan, and explains the methodology that has been applied for this research. Chapter 3 presents the research results on the specific case studies of Bangladesh and Pakistan. The reason for discussing the case studies separately is that they varied in terms of planning and outcomes, which provides different insights. These differences and similarities will be discussed in a comparative analysis in the same chapter. In Chapter 4 a broader analysis of the 6-step methodology and the South-South learning aspect is discussed. The conclusions of all the studies are collected in Chapter 5, and Chapter 6 provides a list of recommendations for the E-Motive program, which can be useful both for Empower Youth for Work and future exchanges.

2. Methodology

This chapter gives an overview of the studies that have been conducted for Bangladesh and Pakistan, and explains the methodology that has been applied for this research.

2.1 The studies

We have studied two exchanges, namely those of Oxfam Bangladesh and Oxfam Pakistan. Due to the timeframe of the research and unforeseen postponing of exchanges, we have not been able to research the exact same phases for both case studies. Oxfam Bangladesh was further in their process at the finalisation of our research, which consequently leads to more data and insights than the case study of Oxfam Pakistan.

Exchange Oxfam Bangladesh	
What has been researched	Oxfam Bangladesh went on exchange to visit three initiatives in India from 16th until 26th of July, 2017. From 2nd until 4th of November the representatives of the three Indian initiatives visited the learning group of Oxfam Bangladesh in a return visit. We were therefore able to follow the process of Oxfam Bangladesh from step 1 (context analysing) until step 6 (knowledge harvesting).

Exchange Oxfam Pakistan	
What has been researched	Oxfam Pakistan went on exchange to visit four initiatives in Nepal from 6th until 16th of October. Initially the exchange visit was scheduled for August, but due to natural disaster causes in Nepal the visit had to be postponed to a later date. The return visit is scheduled for mid January. We were therefore able to follow the process of Oxfam Bangladesh from step 1 (context analysis) until the implementation phase of step 5 (exchange facilitation).

2.2 Methods of data collection

For this research we proposed a methodology that derives from the research design we developed in 2016 for E-Motive, supplemented with insights from the latest research conducted by Bob van der Winden et al. (2016). It is further informed by multiple fields of

study, namely: new media studies, cultural studies, gender studies, post-colonial studies, digital humanities, international development, education, anthropology and social sciences. The terms and theories used in these fields vary. This diversity and complexity provides a great advantage as it allows the methodology to benefit from both qualitative and quantitative methods. Given our expertise, at the concrete level of methodology, we have emphasised qualitative methods, complemented with quantitative research.

Since the exchanges took place in Bangladesh and Pakistan, whilst our research location is in the Netherlands, our main method was digital communication tools (i.e. Skype or other audiovisual digital communication software). Additionally, Maartje Willemijn Smits took a field trip to Bangladesh in November to conduct fieldwork during the return visit of the Indian partners. Considering that there was no possibility to intensively monitor the participants on the ground, we substituted this by having third parties collecting data present during the exchanges. This entailed among others that the participants of each learning group were asked to gather information through digital recordings and filled in two surveys; one before and one after the exchange. Our two main research methods have been 'process tracing' and 'comparative analysis'.

Process tracing
Process tracing is a qualitative method to systematically examine evidence that is being selected and analysed in the light of research questions and hypotheses (Collier 2011). It is a single case research method that can be used to make within-case inferences about how causal mechanisms work. It is "the cause-effect link that connects independent variable and outcome is unwrapped and divided into smaller steps; then the investigator looks for observable evidence of each step." (Van Evera 1997:64). In principle you ask: How does "X" produce a series of conditions that come together in some way (or do not) to produce "Y".

This method is particularly interesting for the E-Motive exchanges in the EYW-project, because it allows to study the exchanges as a single case-study, and yet make validated claims about the causal mechanisms underlying them. The question thus becomes: How does the 6-step methodology of E-Motive produce a series of conditions that come together in some way (or not) to result in different levels of learning?

How does the 6-step methodology works?
In order to analyse how the 6-step methodology works in the South-South context we have to understand the dynamic, interactive influence of causes upon outcomes. In particular, we have to analyse how causal forces in each step are transmitted through the other steps and so form an interlocked causal mechanism that contributes to produce an outcome.

In practice this meant that we studied each step of the 6-step methodology individually, in which we analysed multiple data points that were collected through a variety of methods. By selecting so called 'critical incidents' we gathered important moments within the 6-step process that appeared to be determining for the progress of the learning exchange. We set up a preliminary set of questions for each step (see appendix II). The basic three questions derive from the theoretical understanding that, in order to trace the development of a series of conditions, we need to know which subjects were involved, what the assumptions were beforehand, and what exactly happened. This allows us to understand the variables and outcomes of each step individually:

- Who was involved?
- What were the assumptions?
- What happened?

Based on our analysis of previous E-Motive research and a literature review, we delineated a set of factors that appear to be crucial for each step. We paid particular attention to these factors during our observations: learning goals, ownership, group diversity, time, conditions, communication.

Which levels of learning result from this?
The levels of learning correspond with the theory of so-called 'Loops of Learning'. This concept derives largely from the works of Chris Argyris and Donald Schön (1974). Concerned with different dynamics and intensities of learning this theory speaks of single-loop, double-loop and triple-loop learning. Each loop defines a particular scope of learning that has taken place. Based upon the model Bob van der Winden et al. (2016) provided for E-Motive, we formulated for each step a question that corresponds with the loop of learning (see appendix II).

For process tracing we took 4 steps:
1. We determined the conceptual framework. What is known from previous E-Motive research?
2. We set up process tracing per step. Which questions do we need to ask and what factors are important?
3. We researched the 6 steps by using a mixed method approach, depending on the target group of research.
4. We performed an analysis of all the gathered data and processed it to formulate conclusions and recommendations.

The selected methods to gather data during the process tracing included:

- Semi-structured interviews with project team and participants (21 in total);
- Participant observation of communication between partners, through online monitoring and 'liver' during the field trip in Bangladesh (5 days in total);
- 4 surveys before and after the exchanges;
- Discourse analysis of the produced data by project team and participants;
- Comparative analysis.

Comparative Analysis

Using comparative analysis we studied the current research results of the E-Motive exchanges within the EYW project in relation to previous E-Motive exchanges and research, and supplemented with a third perspective constructed from our literature review. By doing a comparative analysis we were able to draw broader conclusions about the E-Motive programme. It puts the research results from the Oxfam Bangladesh and Oxfam Pakistan case-studies in a broader context of the larger E-Motive programme. The outcome of the comparative analysis is an overview of the critical factors and conditions that are needed to organise an effective E-Motive learning exchange.

The selected methods to gather data include:
- Desk study of current and previous research results;
- Literature review;
- Feedback session with Oxfam staff and previous E-Motive researchers.

In this chapter we report in detail our findings of the two case studies in this research: Bangladesh and Pakistan. For both case studies we perform a SWOT-analysis (strengths, weaknesses, opportunities, threats). The trajectory of the two E-Motive learning exchanges have been different and therefore resulted in different outcomes and focal points. Therefore, we also provide a comparative analysis of Bangladesh and Pakistan in which we explained in detail how they differ.

3.1 Bangladesh

Oxfam Bangladesh was, together with Oxfam Pakistan, the first to organise an E-Motive learning exchange within the Empower Youth for Work project. Though Oxfam Bangladesh is working in multiple rural regions in Bangladesh, they are testing the E-Motive learning exchange in the region of Khulna together with their local NGO-partner CODEC. The Oxfam Bangladesh country team chose three initiatives in India - Barefoot College, READ India and Honey Bee Network - for their exchange. They formed a learning group consisting of 10 members: 2 Oxfam Bangladesh staff members, 2 CODEC staff members, 1 female business woman, 1 district chairman, 1 female youth, 1 male youth, 1 E-Motive staff member, and 1 organisational facilitator. They visited the three Indian initiatives over the course of ten days, from 16th until 26th of July, 2017. For the return visit, one representative from READ India and one representative from Honey Bee Network came to visit the learning group of Oxfam Bangladesh in Khulna for a total of three days. It was in the original plan that also one representative of Barefoot College would come for the return visit, but this trip got cancelled.

To study the E-Motive learning exchange of Oxfam Bangladesh, we were able to follow the process of Oxfam Bangladesh from step 1 (context analysing) until step 6 (knowledge harvesting). We have gathered data through interviews with the Oxfam country team, all members of the learning group and the two representatives of READ India and Honey Bee Network (9 in total). We have also sent out two surveys that have been filled in by the learning group. Finally, Maartje Willemijn Smits conducted five days of field research in the Khulna region of Bangladesh during the return visit. Throughout the research the questions on how and what is being learned during this E-Motive learning exchange have been central, particularly how the 6-step methodology is functioning, and how the South-South element plays a role.

Based on our research we can conclude that this learning exchange appears to have been very fruitful for the members of the learning group. The overall satisfaction about the

results is high among all participants. They have learned new concepts and practices in India, that are regarded useful for their own context. To the limited extent that it has been possible to observe this, it seems that the learning group has been able to start the implementation of certain learnings since their visit in July. Below we will explain our observations.

Strengths
Learning useful new concepts and seeing in practice
All participants state they have learned new concepts that they perceive as being 'innovative' through visiting the three initiatives in India. Concepts such as 'group entrepreneurship', 'women in technical professions', 'knowledge dissemination on important topics' and 'importance of traditional knowledges' provided them with insights and strategies on how to tackle issues within their own context. Furthermore, by not only hearing about concepts through presentations in head offices, but actually seeing them in practice at the implementation sites, the learning group understood better how these concepts can work in rural communities.

"I didn't have that much of an idea what I was going to learn, but when I was there I learned a lot. At Barefoot College they work with illiterate women who are doing different kind of activities. That was an eye opener for me. In our country, we do not create opportunities for older (semi-) illiterate people. We do not include them. That this is actually possible, was a big learning for me. About entrepreneurship, in Honey Bee Network I learned the model of group entrepreneurship. Single families are connected through their businesses. That was a big learning for me." Lasmi Halder (business woman)

"I really liked that idea [of working with disabled people, MS]. I liked the way how they do things, and it was helpful to see examples. But it is about the way how they are engaging the people of the community. They are turning people from the community to productive works, so they can develop the community. I like that concept." Suman Golder (male youth)

"It is important to learn about the practical methods, so you can understand what is actually happening there. I would have never thought that without education illiterate older women can be technicians. I never think this is possible, but they are doing it. Without education, how will they be a dentist? I never think it. But they are a doctor. It is possible. We have seen it." Manaranjan Mandal (district chairman)

Diversity of the Indian initiatives

By visiting three different initiatives during one visit, the learning group was able to see a wider range of strategies for the topics they are addressing for the E-Motive learning exchange, than if they would only have visited one initiative. All initiatives are dealing with similar issues, but had different approaches. This resulted in a combination of strategies: innovative, traditional, practical, academic. The diverse characteristics of the initiatives had a positive effect, because it gave the learning group a variety of perspectives and insights and thereby catered to the different roles and levels of the participants in the learning group. It ensured 'there was something in it' for everyone, from the Oxfam country office level and the local NGO level to rural youngster level.

> *"Going to different initiatives meant we could learn things differently. The different initiatives and what I learned there helped me to do things in an intricate way."*
> *Suman Golder*

> *"There are different ways of engaging the community, in particular women. Barefoot College is doing it in a different way. More practical and technical, and providing trainings. Honey Bee Network is doing it in a different way. They are identifying innovations and gathering them in a platform, so they are doing it differently. From every initiative there is something to incorporate in my learning."*
> *Lasmi Halder*

> *"It was a very good combination, because they were very different. They all had innovative ideas, connected to communities and entrepreneurship, but all with different strategies." Lokman Hossain (project leader CODEC)*

Diversity of the learning group

The learning group was diverse in its composition, as there were two youths, one female entrepreneur, one local government representative, two staff members of the partner organisation and two staff members of Oxfam Bangladesh. This diversity is perceived as positive. Especially the presence of the two youth members was identified as crucial for the implementation of the learnings after the visit and especially benefitted the larger community back home. Not only are they the direct beneficiaries of the EYW-project, they are also members of the community and will therefore have more influence. The same can be said of the government representative. His presence during the learning exchange meant that on a local political level he can use his power to accelerate the

implementation of the learnings. Despite the different levels of professionalism, all participants stated that there was a great sense of equality.

> *"We were in a team, so there were some language and cultural difficulties, but the combination was good. We felt support from other team members." Suman Golder*

> *"We took the approaches. The youth are doing things, and we are just incorporating things how to make it sustainable or how to engage the community. We all took different learnings on different levels." Toma Rani Saha (junior project leader Oxfam Bangladesh)*

The return visit

The return visit appears to be a crucial component in the learning exchanges, and is something in which E-Motive differs from other learning programmes. From the perspective of the learning group, as well as the position of the visited initiatives, the return visit adds a certain level of commitment in implementing learnings and delivering support. Both parties are aware that they will meet again, and therefore feel obliged to take action (the learning group) or provide useful guidance (the visited initiatives). It gives 'extra things and extra flesh', as one of the participants phrases it, to the experience and helps to incorporate the E-Motive learnings better into their projects. From the perspective of the visited initiatives, the return visit provides an opportunity to establish a firmer professional relationship with potential future collaborators. On a critical note, however, though the representatives appear to be personally motivated, there might be also the (implicit) expectation to distribute their organisational model in Bangladesh.

> *"It is very important to us that the return visit is after 2 or 3 months because our thinking level is limited. But when Anamika and Nahid share their idea, we improve our thinking and rethinking. This return visit is very important to us, because we don't think how to implement the ideas and how to connect our youth." Jarin Tasnin*

> *"The return visit is really helpful for the implementation. Immediately I made a list of what should be feasible for Bangladesh. I planned everything. During the field visit I observed what is available here, so I could understand what they can start with." Nahid Barbhuiya*

"I really think it is very important that process we maintain in E-Motive, especially the return visit, on the accountability part. It gave us more focus. It is not just an exposure visit where you go and spend some vacation and come back and do nothing." Jolly Nur Hague (project leaderOxfam Bangladesh)

Mutual benefit for longer term relationship

What is recognised by both the learning group and the Indian initiatives is the benefit for both parties of the learning exchange, in particular in the long term. Not only does the learning group state they have learned from what they have seen during their visit in India, also the representatives of Honey Bee Network and READ India express they learned a lot from participating in this exchange programme. The return visit appears to balance out the mutual benefit, as it allows the learning group to show their own context and innovations in their area. As a result, initial plans are formulated for further collaborations between Bangladesh and India. In this sense, the potential for long term mutual benefit is recognised by all parties.

"For us the incentive is that if someone does something new, it is a case for us as well. At times you are also the beneficiary." Anamika Dey (Honey Bee Network)

"Nahid and Anamika gave a lot of suggestions and many approaches, but also learned something new as well." Toma Rani Saha

"Truly I was not expecting this kind of thing [Anamika and Nahid suggesting further practical collaborations, MS] might come up. Our assumption was that they would come, give us some feedback and then they would go back. But it actually has been proven quite good." Jolly Nur Hague

Weaknesses

Unclear learning goals

For some participants of the learning group, especially the youth members, it was not entirely clear what they were going to do in India. Due to lack of time no detailed (individual) learning goals had been established. The learning group did not collectively gather prior to the visit to discuss expectations and personal learning goals. E-Motive identified so called 'topics for solutions' in accordance with the Oxfam country staff. Our presumption is that these topics were not discussed with the learning group, nor were they focused or brought to the personal level. Furthermore, there were no specified learning goals formulated that connected the topics for solutions with the Indian

initiatives. The preparation for the trip was limited to an introduction of the programme on the first day of the visit, when the group was already in India.

> *"We were not engaged in any activities yet. I had sometimes the feeling that if I was in a job, the personal feeling would have been better. " Suman Golder*

> *"The youth had no idea. They asked constantly what E-Motive is, and what we are going to do. Facing these challenges we didn't have the answer." Toma Rani Saha*

Guidance on the implementation of the learnings in a sustainable manner

The biggest hurdle seems to be how to implement the learnings from the Indian initiatives in a way that they become sustainable and self-financing in Bangladesh. The youth members started a number of projects, but they remained dependent on voluntary work or external funding. This is partially identified by the local partner CODEC, but they need additional support from Oxfam Bangladesh on a strategic level. Yet, because the E-Motive learning exchange is only one element within the EYW-project and tested in only one region, it bears the risk that there is not enough time for sufficient support from the country team. Furthermore, also for Oxfam Bangladesh it is the first time they are involved in such a programme; hence they need additional support from Oxfam Novib/E-Motive. Guidance in the implementation process on all levels appears to be a weakness in the overall project.

> *"When we are struggling, think about the partners and the youth. They fall completely in the dark. They do not know what to see, and what to look at, and what to take." Toma Rani Saha*

> *"These visits are very important to us, because we don't know how to nurse our youth and people. How we can sustain our plans." Jarin Tasnin*

> *Opportunities*

Language and cultural differences

Our study reveals that there is no consensus among the participants of the learning group on what the best environment is to learn. What became apparent is that the direct beneficiaries such as the youth are expressing a desire to see radically different cultural contexts, while people that are in strategic and organisational roles such as the staff members are opting for similar cultural contexts. The same applies to language. Some participants consider it not a barrier, while others think it makes people shy and less able to share knowledge. Important here is that we observe a difference in those that are

talking about their *own* experiences and those that are speaking *for others*, and what would be best for them. In the decision making process of Oxfam Bangladesh, similarity in culture appears to be an important factor when choosing initiatives for the learning exchange. They decided to visit the three initiatives in India based on the idea that the potential similarities in challenges that people face would benefit the learning exchange. A certain level of recognition would help the actual implementation of the learnings, according to the Oxfam country team. The direct beneficiaries - the youth members of the learning group - express different perspectives. We observe the following opinions:

> *"Going to an African country would not have been very different. From what I know, people there are speaking English. We understand English, so it will not be very difficult."* Lokman Hossain

> *"It would have been better to learn from examples further away. If the context is very different, we would have learned more."* Suman Golder

> *"I liked the visit in India, but it would have been better if I had the chance to visit other countries, and implement the learnings and how it works."* Dulali Bakchi (female youngster)

> *"I have never been in Africa, so I don't know what their position is. I don't know if we are able to learn anything in the context of our country. If we have any chance to go there, if we see anything new which can be applicable in my country, then maybe. But I don't really think so, because the context is important."* Manaranjan Mandal

> *"To visit a similar context can be limiting as well. Probably at times it is justified, but at times it limits us also. It is helpful, but if I have to choose I go for contrast. If I don't have contrast, I cannot compare. Similar is ok, but if I have to choose between different partners, I will choose people who are doing different things, and probably they are opposite of what our philosophy is, so I can learn the other side of it."* Anamika Dey

> *"To learn form the similar culture is better than having something that is very different from me."* Lasmi Halder

"For us, we thought India would be best, because it is a neighbouring country. The social context is kind of similar and the interventions were quite innovative. That is why we eventually selected these three solutions." Jolly Nur Hague

"It is much better to share with people in a similar context." Jarin Tasnin

"They are from rural areas, and they actually never came out of their locality, so this was their first exposure visit. For them that was a bit difficult." Toma Rani Saha

"Culture and language is a barrier, but it is also a good opportunity. But these people are rural people and they can be very shy. They can't really express themselves. It is better to speak their own language." Nahid Barbhuiya

Implementing in one region with direct beneficiaries
Because all the participants, apart from the Oxfam country staff, live in the region of Khulna, there appears to be a sense of cohesion as a learning group. This can be beneficial to keep 'the spirit high' after the visit and support each other in the implementation of the learnings. CODEC keeps a strong connection with the youth and the female business woman. In fact, they appear to give a great deal of ownership and responsibility to the youth as direct beneficiaries. The youth participants have taken a role as leader of their group with the support of CODEC. It is recognised that initiatives proposed by youths to local communities are more easily accepted than if they would be instigated by the staff of CODEC. Therefore, having direct beneficiaries in the learning group that are also coming from the same region, appears to allow for a successful grassroots level of organisation.

"When I share our ideas, what we have learned, it is not fruitful. But when the youth shares it, it is very helpful. it will be accepted by the community." Jarin Tasnin (technical officer CODEC)

"The way of the project team and Lokman's leadership is amazing. He knows the youth. He has involved the youth in every step from decision-making to programme selection." Nahid Barbhuiya (Manager Community Partnerships READ Centre India)

Threats
Limitations of time

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Time appears to be the biggest issue within the entire process of the learning exchanges. Due to the fact that E-Motive is embedded within the larger EYW project there are certain deadlines and timeframes to which the learning exchanges had to be adjusted. Although this resulted in scheduling visits a little later than initially intended, it nevertheless was experienced by the Oxfam country staff as rushed. This meant that there was high time pressure on several occasions. For example:

Determining learning goals

"It was on haste. We started this process in March, we went in July and then the return visit was in November. It was so fast. Before we went to the E-Motive visit, we didn't know what we were going to learn. We did dig into the concepts, but before going we didn't know what we wanted to bring back." Jolly Nur Hague

Preparing the learning group for the visit

"We had so less time, we couldn't engage them beforehand that intensively. We couldn't just go there for two days, sit with them and discuss the options. Which ones they feel more comfortable with. We didn't have that time. Time is a very important thing in these kind of initiatives." Jolly Nur Hague

The visit in India

"If we could have more time so we can learn the examples more intensively, that would have been better. In Honey Bee Network we were there only two days and discussed with some rural entrepreneurs. If we had the chance to visit their projects and see more of the context of their rural life, that would have been easier to understand their projects." Lokman Hossain

"It would be better if the length of the visit would be much longer. We were there 10 days, but 16 days is better. In Barefoot College we had 3 days. We observed everything, but 4 days extended would be better. You have more time to observe and to realise it." Manaranjan Mandal

"If next time they come, please make it one or two days longer, because two days is very short. Visiting the center means travelling, and that takes time." Nahid Barbhuiya

Processing the experiences into the daily work

"To incorporate the visit experiences in our regular work, it takes time. Even the partners. It's quite practical they have a lot of things to do. To invest particular time

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in each individual participant, takes more time and dedication. That was a struggle we really felt." Jolly Nur Hague

The return visit

"When they were here and looked into our context, we shared knowledge. If they were here for longer time, we could have shared more experiences and they could have provided more suggestions. That would have been better." Dulali Bakchi

"It would have been better if they were here for a longer time." Suman Golder

"It was a little short. We didn't utilise our evenings and nights very well. A little bit more interactions and a bit more part time would have been better." Anamika Dey

"Three days is not enough to learn." Jarin Tasnin

Skills and capacity of people

In order for the learning exchange to have successful long term results motivated and competent participants are essential. If you choose people that are not fully committed or do not have the right set of skills to translate the learnings into concrete projects, the learning exchange will be less successful or it will take longer to achieve results. It is therefore necessary to select the right members for the learning group and provide sufficient support for the implementation phase. Some participants raised doubts whether everyone in their group had the right capacity to be able to do so. In particular it is pointed out that youths are difficult to mobilise and remain engaged, due to their (in)experiences and changing interests.

"What is difficult is that we are focusing on the youth. At this age they are thinking many things. They try to evolve jobs and businesses. We are trying to motivate the youth. First you need to have the mindset where you want to go. What is your goal? You have to fix that, and then stay on your mind." Lokman Hossain

"When we implement some things and activities within our field, there are some barriers. Some people don't appreciate these kind of initiatives at the very beginning. So to motivate people, for example the parents of the children in the school, is very difficult. It is difficult to convince some people we are doing something good for the community." Suman Golder

"I found that maybe next time, when we select the participants, we have to choose more strictly. The young people need more direction. They need more guidance on how to do things." Jolly Nur Hague

"Sometimes I felt whether even the partner staffs have the capacity to think a long term vision or not. Skills are important. They do have the idea, but they don't know how to do it step by step and make it a concrete plan. So from partner end, I felt there is a skill gap that we need to consider." Jolly Nur Hague

Lack of long term sustainable strategies
To capitalise fully on the learnings of the E-Motive visit a long term strategic plan is necessary. Currently there has been only one visit to India and one return visit. All participants are pointing to the need for more exchanges, and the necessity to make these learnings sustainable. If you do not make a strategic plan there is the risk the project will not be sustainable and eventually end without concrete longterm results. In addition, a strategic plan also benefits the relation with the visited initiatives as it makes concrete the expectations and incentives.

"One thing is important, and that is that it should be long term. If you stop the process after two or three years, it will not be sustained. Support for a certain period of time, mentoring, is important in this process." Lokman Hossain

"If we stop here, this programme will not sustain. One year or two years are not enough time to sustain a plan. A minimum of five/six years nursing them, is necessary so they can carry the community. Time is very important. It is very hard to change our thinking." Jarin Tasnin

"If we have another chance for a visit at the same initiative or another, it would be better so we can go deeper into the learning." Suman Golder

"The way forward was not clear. Based on the way forward we can tell you better. For that we need this information to make the strategy very clear. Now everything depends on that. The next step. Planning should be concrete. What should be the outcome of the five years and the relation?" Nahid Barbhuiya

"I'm not so interested in going on another exchange, but if there is another person in the union that can go, that would be good. Then they can learn something and benefit as well." Manaranjan Mandal

3.2 Pakistan

Oxfam Pakistan was, together with Oxfam Bangladesh, the first to organise an E-Motive learning exchange within the Empower Youth for Work project. Oxfam Pakistan is working together with BARGAD in Punjab, and CYAAD in Sindh. The Oxfam Pakistan country team chose four initiatives in Nepal - READ Centre, Daayitwa - Women Rural Enterprise Accelerator Program, Rockstart, and Himalayan Climate Initiative - for their exchange. They formed a learning group consisting of 9 members: 2 Oxfam Pakistan staff members, 1 female business woman, 2 local partners, 1 minister provincial disaster management, 1 TiE Young Entrepreneur staff member, 1 E-Motive staff member, and 1 innovation manager. They visited the three initiatives over the course of 10 days, from 6th until 16th of October, 2017. The return visit is scheduled for February.

To study the E-Motive learning exchange of Oxfam Pakistan, we were able to follow the process of Oxfam Pakistan from step 1 (context analysing) until the Nepal visit in step 5 (context analysing). We have gathered data through interviews with the Oxfam country team, video diaries during the visit in Nepal and two surveys that have been filled in by the learning group. Present throughout the research have been the questions: how and what is being learned during this E-Motive learning exchange, how the 6-step methodology is functioning, and how the south-south element plays a role.

Based on our research we can conclude that this learning exchange up until the visit in Nepal appears to have been fruitful. The satisfaction among the members of the learning group, in particular of the Oxfam Pakistan country team members, is high. The visit in Nepal has given them insights and they have learned new concepts and practices that are regarded useful for their own context. It was not possible to include the implementation phase within this research, therefore we are not able to give any conclusions on that.

Strengths
Practical and pragmatic models

The four initiatives in Nepal all have different models and methodologies, yet what appears to bind them is a certain level of practicality and pragmatism that is appreciated by the learning group. This makes the replication and implementation in Pakistan feasible. It allows for clear strategies and instructions to put the learnings into practice.

> *"At the beginning it sounded quite difficult to set up a rural hub. It sounded quite complex. But after watching various rural hubs here in Nepal and how they work, I think it should not be a very difficult job. Instead of having these really complex*

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enterprises working for the sustainability of the rural hubs, we can have the small initiatives as we see here in Nepal." Moshin Kazmi (Program Manager TiE Islamabad)

"The Daayitwa program, the WREAP programme, had a clear steps and was very pragmatic in mind. They were very practical. They gave them deadlines. If you do this, you get the money. If you don't do this, you drop out. It was very pragmatic." Bushra Ahmad (project officer Oxfam Pakistan)

"My main take away from our trip was that all the interventions where there is trainings involved, the beneficiaries are paying something. That increases their level of ownership. Up until now we had been giving trainings in my business for free. The first thing I'm going to do when I come back is to start charging a little bit of money for the trainings that we provide them. So that they take their training more seriously and are fully invested and focused in them." Mehvish Arifeen (business woman)

Composition of the learning group

The satisfaction in terms of the composition of the learning group is high among all participants. Apart from one respondent in the survey who suggests to include a community member, everyone else did not miss any representative in the composition of the learning group. The combination of Oxfam level, local NGO level, a female entrepreneur, a government representative, and experts in business development is appreciated. The participants of the learning group come from different areas in Pakistan, the age varies from 24 to 51, and the gender balance is 60% male and 40% female. This diversity is in the survey evaluated by all participants as good to OK. The learning group was more critical about the diversity prior to the visit (57% good, 42% OK) than after (80% good, and 20% OK), which implies that the composition turned out to function better than expected.

Diversity of the Nepali initiatives

All four Nepali initiatives are dealing with similar issues, but have different approaches. This resulted in a combination of methods, varying from traditional to innovative. The diversity of the initiatives had a positive effect, because it gave the learning group a variety of perspectives and insights and thereby catered to the different roles and levels of the participants in the learning group. Each participant had specific learning goals, and through the different initiatives they all learned things that befitted their goals. Finally, by

seeing different models the learning group had the opportunity to take suitable parts and combine them to form the ideal model that suits their local context.

"I think all of the initiatives were very different and very pragmatic in their own way. From that perspective each initiative had a positive call for me. I learned something different from each initiative." Bushra Ahmad

"There are multiple learnings from multiple models. I'm not saying that we got the ideal model and now we are implementing it as a whole. It is a combination of different things. We are taking bits and pieces, always keeping in mind the contextual realities and how much we can implement." Bushra Ahmad

Innovation manager during the visit

An additional member that was included in the learning group to Nepal was the innovation manager of Oxfam Novib, Boris Alberda. The presence of a person from outside the Pakistani and Nepali context, but an expert in the field of entrepreneurship and innovation, was perceived as very beneficial for the learning group during the visit. It helped the group to translate their learning experiences. He helped create a space to think outside of the box and simultaneously made it realistic and feasible for the Pakistan context. Additionally, it gives the learning group a feeling of support, knowing that there is an expert that joined them on their visit who could help them implement their learnings. One factor that should however be critically considered is that in this case there was the risk of bias since Boris Alberda is working for Oxfam Novib and therefore has no external, neutral position within the project. Therefore, to include an expert on the topic has a positive effect, provided that this person's potential biases and external perspectives are taken into account.

"Regarding the role of Boris, he actually gave us a thinking outside of the box. I myst say that we are too much focused on our work plans, activities, partner management, and stuff like that. We don't have much time for innovation. Boris supported us very good at this point. He can actually make our ambitious ideas a little bit realistic. This make us feel we have support when we start implementing when we are back." Shahzad Shakeel

Reflection sessions

Every day the learning group held reflection sessions in which they gathered their most important learnings of that day and discussed how to contextualise them in Pakistan. These reflection sessions are considered very valuable, at least by the country team. They

not only help the participants to think through their experiences directly, but also make sure nothing gets lost over time. All the new ideas are gathered and already put in the perspective of the project. This helps the participants to make their impressions more concrete and focused. Finally, talking collectively as a group about the learnings provides the opportunity to supplement each others' learnings. What one person may have missed missed, was seen by another participant.

> *"If we would have taken 5 days after the visit to reflect, the essence would have been lost. Doing it on a daily basis made sure we didn't lose anything. It was very helpful from that perspective. It is a very good idea to sit together. If my learnings are different from yours, we not only learn from the models, but also from each one of us. Something I could have missed, someone else got." Bushra Ahmad*

Clear learning goals

Prior to the visit in Nepal the learning group was prepared thoroughly with not only a briefing of the programme, but also focused individual learning goals. In this manner, each participant had a clear understanding of what they were going to do in Nepal and what their individual purpose for the visit was. Therefore, the learning group was focused with thematised perspectives, which meant the group supplemented each others' learnings. It also resulted in a feeling of responsibility among the participants to take care of those learnings and implement them afterwards.

> *"Before we went on the visit we divided our areas. Of course we can learn everything, but we were all taking different responsibilities in observing learnings." Shahzad Shakeel*

> *"Before the visit it was very clear what each individual had to learn about. Therefore each individual felt very responsible to take care of those learnings, come back and implement them." Bushra Ahmad*

> *Weaknesses*

Time pressure during the visit

The number of days that were available for the visit in Nepal was insufficient in relation to the programme. The visit, minus the arrival and departure day, lasted in total eight days in which four different initiatives had to be visited of which some took entire days of travel to reach. This put pressure on the programme and resulted in insufficient time to thoroughly explore certain initiatives. Consequently, the entire trip felt too rushed and participants were not able to capture the full essence of certain models and initiatives. It is important

to note here that the learning group considers the amount of time insufficient but not that the programme was too full. This means that adding a few days to the visit would have solved the time pressure.

> *"Keeping in mind the amount of days, it was very good. However in some cases we were rushing, going from one place to the next. It would have been better if there was more time. In the last days people were tired. We had much fun in learning, but we were so tired."* Bushra Ahmad

> *"I believe overall the exchange was quite good and we were given plenty of examples to taste and learn from. However, we can add a day or two."* anonymous via survey

> *"Add rest days during the exchange program. Rest is all excellent."* anonymous via survey

Lack of rural youth in learning group

Although the country team made the conscious decision not to add youth members of the local communities to the learning group, we anyway consider it a weakness for the project. Empower Youth for Work is a project for rural youth that strives to engage local youth and communities actively in their project. This is something that the country team of Pakistan even emphasised during the first phase of the process. Instead of adding rural youth, Shahzad and Bushra, themselves being relatively young, considered themselves the youth members of the learning group. However, they are not direct beneficiaries and are not living in the rural areas. They actually have responsible strategic and organisational roles within the project at Oxfam level. Therefore they cannot represent the rural youth that form the target group and direct beneficiaries of this project. The lack of youth in the learning group may result in a weaker direct connection with the rural communities.

> *Opportunities*

Cultural differences and similarities

Our analysis shows that for the learning group of Pakistan the best environment to learn is considered a similar cultural context where people are facing a similar set of challenges. This similar context is found geographically close. When choosing solutions, the country team initially chose Egypt; however, due to political instability and additional security issues this visit was cancelled. In the search for an alternative, Uganda was the next option in terms of offering inspiring learning opportunities. Yet, the cultural difference, in

particular the position of women in society, was considered not compatible both by the country team and by the E-Motive staff. Eventually the country team chose initiatives in Nepal for their exchange. What is interesting is that there appears to be a contradiction concerning the cultural similarities among the learning group. On the one hand the Nepali culture seems to be close to that of Pakistan. On the other hand there are also certain elements that are radically different and surprised the learning group. Hence, the cultural differences and similarities among countries that are geographically close appear to be recognisable yet also allow for surprising discoveries.

> *"For me, I think the first impression, if I can talk about the cultural similarities, is that I found it quite similar. The cultural dynamics and roles are quite similar to Pakistan." Bushra Ahmad*

But in the same interview she also states:

> *"The first thing I noticed is that the women in Nepal are very progressive. I could see them in roles and performing duties that is not possible in Pakistan. In Nepal it was quite refreshing to see them as the front piece, rather than the men. That was my first impression. The women are quite progressive and open to their rights in comparison to Pakistan." Bushra Ahmad*

> *"The most surprising thing in both models is to engage women and the freedom of women. The culture we have absorbed in Nepal is very surprising. A lot of things we have seen here, we have similar opportunities in Pakistan. I'm expecting I can implement similar things." Ghulam Murtuza (Local services manager)*

> *"If it exists in Nepal, I'm 100% sure it exists in Pakistan." Mehvish Arifeen*

Implementing in multiple regions simultaneously
It is to be seen how this will work out in practice, but the fact that Oxfam Pakistan will be implementing the learnings in multiple regions simultaneously can turn out beneficial in the long run. It might allow for the learnings to be shared among the different regions, thereby improving the implementation as the regions can learn from each other's implementation processes. If managed and supported sufficiently,implementing in multiple regions at the same time can allow for a multiplication effect of the learnings. Yet, since in the case of Oxfam Pakistan each region had only one participant in the learning group, it is to be seen to what extent this person is capable of implementing the learnings of the exchange in their own region. It is crucial that this person can bring his or

her learnings to the level of the organisation. If not, implementing in multiple regions simultaneously bears the risk that the learnings from the E-Motive exchanges will eventually get lost.

Having test pilots with the learnings

The country team foresees challenges for the implementation of the learnings. In order to mitigate these challenges they are testing them in pilots. Although Oxfam Pakistan is currently starting up the implementation phase and therefore it is difficult to predict how this will develop, it can be considered an interesting strategy that takes off some pressure in the project. By testing the learnings in small pilots it allows the possibility for failure, learning from mistakes and then starting again. From this learning process they can take the best workable methods and scale up when the project is ready for it.

> *"We need to focus on what we need and not do more than our capacity. The models and the learning we have gained from this exchange needs to be tested. I think it will not be that simple. That is why we are implementing our learnings as pilots, so that if it is a failure, we will start again." Bushra Ahmad*

> *Threats*

Safety issues

Safety issues can be considered here in the broadest sense of the word, and cannot all be prevented or ignored. Oxfam Pakistan was discouraged to go to Egypt, because of the political ly unstable situation. The trip to Nepal was postponed due to unsafe regions caused by heavy rain, landslides and other climate issues. These safety issues were professionally dealt with by Oxfam staff to ensure the safety of the learning group. However, health safety was not taken into account, which in hindsight would have been good. There is always the possibility for participants to get sick or injured during the visit. A screening prior to the visit can to a certain extent prevent unexpected issues. Nevertheless, the incident during the trip in Nepal, when one participant had to be taken to the hospital, was taken care of by Oxfam staff in a manner that made the learning group feel safe and secure. Afterwards an appreciation for the professional and pragmatic thinking of the E-Motive staff and Oxfam country team staff was expressed by the learning group.

Keeping people engaged

The learning group of Pakistan is not located in one location. Instead, there are multiple regions in which the participants are implementing their learnings with their local colleagues, partners and communities. This bears the risk that the learning group will not

sustain as a socially coherent group, as people separate and return to their own realities. It can be more difficult to keep the focus on the implementation of the learnings if there is no support from fellow participants of the learning group. Furthermore, the Oxfam country team points to the concern of keeping the youth engaged in the project. Especially considering no youth was part of the learning group that went on the visit to Nepal, it bears the risk that the rural youth and its communities will not stay committed to the EYW-project.

> *"One of the challenges is that we work with youth. It is very difficult to keep people engaged and interested in the solutions. They need to find interest in their own solutions. When you give something to them, it is very difficult to keep people engaged and committed on that." Shahzad Shakeel*

Top-down structure that is not giving ownership and responsibility to direct beneficiaries

Not having direct beneficiaries in the learning group bears the risk that the project eventually remains in a top-down mode in which decisions and solutions are being imposed on people. In the case of Pakistan it is questionable to what extent the rural communities, in particular the rural youth of the two regions, were included in the process of selected 'topics for solutions' and the learning goals. This might result in rural communities not feeling ownership or responsibility for the project. Hence it can become difficult to make the project sustainable. An additional difficulty is that for both regions only one staff member of the local partner organisation joined the exchange. To transfer the learnings to their colleagues and local communities relies fully on them. The same goes for the business woman and the entrepreneur expert of TiE. To ensure ownership and responsibility on a grassroots level thus depends on a few individuals operating separately from one another.

3.3 Comparative analysis Bangladesh and Pakistan

Oxfam Bangladesh and Oxfam Pakistan simultaneously started the learning exchange programme. Throughout the process they made different choices, which resulted in different outcomes for the exchange programme. For example, they chose different initiatives in different countries and different members to become part of the learning groups. Due to the time frame of the research we cannot make a comparative analysis of the long term results of the E-Motive exchanges. That is to say, at the end of our research the implementation phase for Pakistan still had to start, and Bangladesh has been implementing their learnings for only three months up until the return visit. However, the effects of the differences in set up between the two countries can only be studied over a

longer period. It is advisable to make a comparative analysis after one year of the E-Motive exchanges to get a good understanding of what worked out in which way differently. The following observations are therefore preliminary.

Implementing in one region vs. multiple regions

Oxfam Bangladesh has chosen to test and implement the learnings from the E-Motive exchange in one region, namely Khulna. Oxfam Pakistan, in comparison, is implementing the learnings in the two regions of Punjab and Sindh. As a consequence, the participants of the learning group of Pakistan did not know each other and will not work in the field together on a daily basis to implement the learnings. In Bangladesh the participants of the learning group, apart from the Oxfam country team, are all living in the district of Khulna and knew each other before the exchange. What has been observed until now is that consequently the level of collaboration is high. After returning, there has been the opportunity to regularly meet together to make collective plans and projects. The experience of the E-Motive exchange is shared with each other and the rest of the community. Expected is that this leads to a strong implementation of the learnings on a rural, local level. In the context of Pakistan there is only participant of each region to implement the learnings, which means all the responsibility is on this person. The success of the implementation therefore relies more heavily on the capacity and skills of this single person. While working in multiple regions can lead to a larger scale implementation, it bears the risk that it will be done less thoroughly (and more top-down) on a rural community level.

The learning group

A big difference between the learning groups of Oxfam Pakistan and Oxfam Bangladesh is the professional background of the participants, which results in different operational levels. It also differently affects the experience in the learning exchange. The participants of Oxfam Pakistan have university backgrounds, travelled abroad before, come from urban areas and have sufficient professional experience in NGO's or enterprises. Potentially this resulted in an exchange that was more focused on learning new models and concepts, while the cultural aspects were of less importance. Oxfam Bangladesh chose for a combination of very local rural participants; a local business woman, a local government representative, two youths and someone from the local partner organisation. Some of them have studied at university, but they have never travelled abroad. They are all members of the rural community of Khulna. This meant that the learning exchange was a life-changing experience for participants of the learning group, with more importance given to the cultural aspects of the country.

As a result it appears that the learning group of Pakistan works more on a strategic level, having the skills to make long term implementation plans and the power position to make changes. At the same time, they might have less understanding of the rural context of the regions where they are implementing their learnings. The learning group of Bangladesh, instead, is directly from the rural community, which makes the participants function as role models for their peers. However, due to a lack of professional experience they need more guidance on a professional and strategic level to make the implementation of their learnings more effective and sustainable.

Direct beneficiaries in the learning group
Rural youth are the target group of the EYW-project. They are considered as the direct beneficiaries. Oxfam Bangladesh included two rural youth members in their learning group, while Oxfam Pakistan did not. It is to be seen what the long term effect is of this difference. What can be observed for now is that the inclusion of the two youths has had a positive effect on the implementation of the learnings in Bangladesh. Young people in the community are more likely to accept and collaborate on projects that are instigated by their own rural youth. It provides the opportunities for working on a grassroots level. However, there are doubts raised by Oxfam staff on their capacity for long term impact. In comparison, the lack of rural youth in the learning group might results in a less direct connection with rural communities. It can imply a top-down structure that is not able to give the same amount of ownership and responsibility to the direct beneficiaries of the EYW project in Pakistan. On a critical note, it is necessary to reflect on the ethical aspect of including rural youth in the learning group. Especially from the perspective of Oxfam staff there is a responsibility for including youth members in such an experience, that can change their lives forever. Expectations should be very carefully dealt with and made realistic. What the actual additional value is to include youth in the learning groups should be assessed with care prior to the exchanges.

Cultural context that is geographically close
Both Oxfam Bangladesh and Oxfam Pakistan were presented with a list of initiatives from different parts of the world. Yet, both eventually decided upon visiting countries with a similar cultural context that is geographically close. Bangladesh went to India and Pakistan went to Nepal. Both Oxfam country teams reasoned that a recognisable cultural context would help the learning group to learn and make feasible implementation plans. Additionally, the literal proximity allowed for an easier possibility for collaboration, as travel is cheaper. Also, during the evaluation survey after the exchange visit, the aspect of culture was listed as beneficial for learning and implementation. However, this perspective

was mostly emphasised by Oxfam staff, and not necessarily by the direct beneficiaries, such as seen in the example of Bangladesh.

Type of learning

Based on our survey (see appendix III) there are some differences in what the learning groups were expecting to learn, and what they actually learned during the visit. What is most interesting is that the learning group of Oxfam Pakistan was expecting to learn a lot about the culture of the country, while afterwards this aspect did not score as high. Instead, life and social skills were not mentioned before the exchange, while this aspect got a score of 3,7 out of 6 after the exchange. Also 'new work skills' received a higher score after the visit. Instead, all participants of the learning group of Bangladesh expected to learn new work skills, while this scored significantly lower after the visit. Also 'the culture of the country' scored a little less afterwards. All the other aspects, in particular 'to reflect upon common problems' scored almost double after the exchange.

Motivation and reflection

Another aspect we analysed through our survey is why people participate and how they reflect upon the exchange afterwards. Also here we noticed some interesting differences between before and after. For the learning group of Bangladesh the 'inspiration' and 'expand my network' scored zero before the visit, but both scored a 3 out of 8 after the visit. Also to 'gain new experiences' received a much higher score after the visit. Instead, 'develop my career' scored 3 out of 8 before the visit, and was not listed by anyone after the visit. For the learning group of Pakistan both 'learn new things' and 'develop new skills' doubled in score after the visit. The only two aspects that scored higher before the visit are 'inspiration' and 'develop my career', with the latter not scoring at all after the visit.

Difficulties of the learning visit

Finally, our survey identified differences in terms of difficulties of the learning visit which can most likely be attributed to the differences in cultural background. For the learning group of Bangladesh 'language communication' scored a little less after the visit. This is interesting, as most participants of this learning group did not speak English and therefore had to rely on a translator. Interestingly enough, the learning group of Pakistan identified 'language communication' after the visit as the most important difficulty, while all of them speak English. Also the 'difference in level of education' was identified as a difficulty by the group from Pakistan, while for the learning group from Bangladesh this scores rather low. 'Time pressure' was a difficulty for both learning groups, though Pakistan scores higher. This has most likely to do with the fact that the visit for them was 8

days, instead of the 10 that was scheduled for Bangladesh. For both learning groups the 'cultural differences' turned out to be less problematic, while the 'differences in knowledge' score for both higher after the visit.

4.   Answering the research questions

In this chapter we explain our findings that transcends the level of the case studies. We provide an analysis with regards to the two objectives that underlie this research. Finally, we give our critical observations on the broader framework.

The E-Motive programme and its changing focus towards South-South learning fits within the trend of the past decades in the field of development cooperation. Due to booming economies of countries likes China, Brazil and India South-South cooperation is growing substantially. At the same time, the global economic crisis, that was pushed by the financial crisis in 2008, resulted in Northern donors having to reshape their volume and focus due to budgetary pressure. Consequently, Northern donors began to rethink their role in international cooperation and searched for new configurations, partnerships and points of entry in the Global South (Abdenur & Fonseca 2013). This new role and identity is reflected in the new language Northern donors began to use, employing words such as 'mediator', 'facilitator', 'broker' or 'catalyst'. As will become clear, also E-Motive is struggling to find its position as 'learning facilitator' that can 'bridge' and stimulate 'co-creation'. Jan Nederveen Pieterse (2011) considers this phenomenon of Northern NGO's and donors repositioning themselves within development cooperations as a global rebalancing after 200 years of North-South dominance. Yet, there are also critical (academic) voices that point to the inherent asymmetrical power relations that these new structures reinforce (Lister 2000). Eventually it is unavoidable that 'who pays the piper calls the tune'. Through sponsoring South-South learning and knowledge production, Northern NGOs and donors have a dual objective of understanding the changing context and supply subsidies for policy formulation, while also influencing the type and manner of the knowledge that is being produced. The struggle of the Northern aid organisations appears to be to redefine their position with minimum loss of influence and relevance within the field of development cooperation in a context of scarce resources and shifting roles (Adbenur & Fonseca 2013:1485). Against this background, below we will give our analysis of the extent to which E-Motive functions as such a 'foothold', how it tackles the challenges, and how this results in learning and sharing knowledge.

4.1 Objective 1

The first objective of this research was to validate the E-Motive South-South exchange in the larger context of the programme. This entails understanding how and what kind of learning takes place in the E-Motive exchanges. To answer this question, the main focus was on two elements that characterise the E-Motive exchanges in the EYW project and that differ from previous E-Motive exchanges. That is, it is the first time the 6-step

methodology is applied so systematically and with such rigor. Secondly, this is the first genuine South-South exchange. Basing ourselves on the E-Motive exchanges of Bangladesh and Pakistan as case studies, below we explain our findings in detail.

We have split our answer to the question "How and what kind of learning takes place in the E-Motive exchanges?", up in two parts. First, there is the question 'how does the learning take place?' Second, there is the question 'what is being learned?'.

How does the learning take place?
We can observe roughly three different phases in the E-Motive exchange. First there is the preparation phase before going on the exchange (step 1 until 4). Then there is the visit to another country (step 5). Finally, there is the implementation phase in which the return visit takes place after three months (step 5 and step 6).

In the preparation phase the country teams, the team of experts and the E-Motive team have spent a significant amount of time on determining what they phrased as 'topics for solutions' and finding suitable initiatives for the exchange. These first steps in the process appear to be crucial for the learning process. It creates the opportunity to reflect upon the initial strategies and problems that the project is addressing. In this way it lays the foundation for the rest of the exchange. By 'not reinventing the wheel', as interviewees phrased it, but instead looking at which initiatives could potentially be interesting, the team was able to clarify the problems they want to address, and sharpen and improve their strategies. For example, when the team of expert started searching for best practices it became apparent that setting up rural hubs would not be fruitful if there is no community engagement component. Hence, it was decided to include this element as a 'topic for solutions' in the search for suitable initiatives.

> *"One thing that was really interesting about this approach is that there is this very intentional recognition that there are thing that are already happening on the ground. Let's not just map and see what they are doing, but actually before we even get to it, let's embed some deep learning from our own experiences."* *Nimesh Ghimire (hired expert for Step 2 Solutions Finding)*

> *"It is very relaxing and neat to have time and space to think and to study and to learn how you can do things differently or better, and how you help someone doing that." Rizwaan Khambata (hired expert for Step 2 Solutions Finding)*

Additionally, the establishment of clear learning goals was an important aspect in this preparation phase prior to the visit. that could have been given more attention. Based on

our interviews it became apparent that not all participants in the exchange were fully aware of what the learning goals were. Especially the direct beneficiaries - the local community members - were given insufficient information concerning what they were supposed to learn during the visit. For example, due to time constraints the country team of Bangladesh was not able to brief the learning group properly, let alone sit with them to discuss their learning goals for the visit. This resulted in the members of the learning group not fully understanding what they were going to do during the visit. In hindsight, according to some interviewees, more focus and individual learning goals would have helped to gain structured learnings from the visit. Also from the perspective of the visited initiatives it would have been helpful if there were not only the 'topics for solutions', but also a structured strategic plan that they could anticipate on during the visit and in preparation for their return visit. With a strategic plan we refer to a plan that exceeds direct implementation and lays out a sustainable idea for the upcoming years.

During the visit there are a number of factors that determined the learning process. A fruitful method to learn, based on our analysis, is a visit of about ten to fifteen days, visiting two to three initiatives, and spending two to four days per project. The exact lengths vary, based on who you ask. On the organisational level (E-Motive team, team of experts and Oxfam country teams) there is the tendency to opt for the shorter timeframe, while on local level (partner organisation and direct beneficiaries) people prefer the exchange to be longer. Ten to twelve participants with diverse backgrounds that can take up different roles is considered to be a sufficient size and combination for the learning group. It is strategic to have a mixture of local people (eco-system) and strategic/ organisational people such as staff fromNGOs or government. In addition, it is helpful to have one E-Motive staff member and one expert on the topic. Concerning the type of initiatives, it appears to be most helpful if projects vary in their strategies, yet all address similar issues. In this way the learning groups can see multiple perspectives and approaches to problems that are contextually similar to theirs. Important during the exchange is that the initiatives are not only presented as a showcase, but also bring the learning group in contact with the direct beneficiaries and local communities. This implies visiting rural areas and local projects in addition to a presentation of the model in the head office. During these visits the learning group needs to be able to communicate directly with actors in the field and see in practice what they are doing. This is where the actual peer learning takes place in its most direct 'seeing in practice' form. By being exposed in the field the learning group is not only hearing certain concepts, but can also actually see how they function in reality. This 'seeing in practice' is identified by all interviewees as a crucial component for the learning process. Furthermore, it is seeing in reality people that are in a similar social and cultural context, facing similar problems - in other words, peers - - that leave a deep impression on the visitors and allow for profound

learning. In addition, what is considered beneficial during the visit is the facilitation of the learning through reflection. This entails guided sessions with an expert on the topic who guides participants in reflecting upon their experiences during their visit: what they find valuable, what lessons they are learning and what knowledge they can take back home. These reflection sessions were built in during the visits, yet could be worked out more strategically and consistently within the E-Motive methodology.

After the visit the learning group needs to utilise their learnings by implementing them in their daily practices and projects. The learning groups have done this by firstly sharing their knowledge with the people in their local communities. This entailed a number of gatherings on the country office level, the partner level, the youth level, and on governmental level, in which the participants of the learning group shared with others what they have seen and learned during their visit. Next, strategic plans were written in which ideas were presented and strategies were designed. An important element here is a visit of the Oxfam country teams to the area where the E-Motive learnings are being implemented, to see whether the designed plans are feasible and to identify gaps. Furthermore, to strengthen the learning process sufficient guidance, in particular of the youngsters, is necessary.

After three months, the representatives of the visited initiatives come for the return visit. In the case of Bangladesh this was a three-day visit in which they were given a presentation of the first results, visited initiated projects, and additionally visited other initiatives that could be potentially interesting. During this return visit the representatives provide their insights and suggestions. This return visit is considered very valuable for the learning process. It ensures not only a level of accountability that motivates the learning group to implement their learnings, but also helps the learning group to take the next steps in their process. It gives their plans 'more flesh' as one of the interviewees phrased it, and helps them with new inspiration and direction.

Summary:
- Having a preparation phase in which you sharpen your strategies;
- Determining clear learning goals on multiple levels (organisational, individual);
- Having a visit of 10-15 days, visiting 2-3 initiatives, each project for 2-4 days;
- 10-12 members in the learning group with diverse backgrounds: 50% ecosystem, 50% strategic (i.e. government, market expert), 1 organisational facilitator, 1 expert on the topic, preferably with knowledge from cultural context of the exchange;
- Seeing in practice;
- Learning from peers;
- Using reflection sessions to facilitate the learning process;
- Formulating strategic plans for implementation;

- Providing guidance and support;
- Having a return visit in which suggestions and advice is given.

What is being learned?

This is perhaps the most interesting question of all, yet also difficult to answer. First of all, what is being learned varies per person. When this question was asked in interviews everyone gave very different answers. It also depends on the phase of the project when you ask this question what type of answers you will get. What can be concluded overall is that everyone in the project learned something.

In order to identify the different kinds of learning, the so-called 'loops of learning' are useful. These concepts derive largely from the works of Chris Argyris and Donald Schön (1974). Concerning different dynamics of learning they speak in terms of single-loop and double-loop. Their framework has been inspiring for other scholars who later developed it further and included a third loop. This triple-loop learning is not included in the work of Argyris and Schön, but appeared for the first time in the publication *Becoming a Learning Organisation* (Swieringa and Wiersma, 1992). This proposed third level was inspired by Bateson's (1973) framework of levels of learning, in specific 'Learning III'. There is a limited consensus on the definition of triple-loop learning, other than that scholars place it relative to single- and double-loop learning. Broadly speaking, within this learning framework the single-loop learning refers to the idea that there is a certain set of chosen goals and values that are operationalised. When something goes wrong, the techniques are adjusted to make the strategy to achieve the goals more efficient. Single-loop learning is therefore about making small fixes and adjustments, and merely removing the symptoms that hinder an activity. You are thus 'following the rules' and questioning "Are we doing things right?". Double-loop learning, in contrast, questions the chosen goals and values, and thereby leads to an alteration in strategy and framework. Double-loop learning leads to a deeper understanding of your assumptions, as you are also correcting and changing the underlying causes behind what is going wrong. This requires self-awareness, reflexivity and the ability to take responsibility for mistakes and root-causes. Therefore, you are 'changing the rules' and questioning "Are we doing the rights things?". In triple-loop learning the overall picture and how problems and solutions are linked together is challenged. It is not merely about thinking that rules should be changed, but also about reflecting upon how you think about rules. This learning often requires an interaction with the outside. You are 'learning about the learning' and questioning "How do we decide what is right?". The latter, learning about the learning, relates to a changing of mindsets and creating new perspectives. It is precisely this that E-Motive aims at achieving through their learning exchanges. To this end, it is useful to analyse the E-Motive exchanges against the background of triple-loop learning.

In analysing what participants learned during the E-Motive program, we can differentiate:

What	By whom	Level	Examples
Cultural aspects of the country	Everyone	Individual	Food, women in the drivers seat, local government not being respected
Practical examples	Everyone, but mostly direct beneficiaries	Organisational	Solar mama's (Barefoot College), green campaign against plastic bags (Rockstart),
Concepts	Direct beneficiaries + local partners	Individual + organisational	Group entrepreneurship, community ownership, integrated service center
Models	Local partners + Oxfam staff	Organisational	WREAP model (Daayitwa program), R&D model (Rockstart), innovation scouting model (Honey Bee Network)
Strategies	Local partners + Oxfam staff	Organisational	Start with small existing initiatives (Rockstart), demystify technical professions (Barefoot College), ensure community ownership (READ)
Different ways of thinking	Everyone	Individual	Rural people have valuable knowledge, women can be entrepreneurs, communities don't need local government

Triple loop learning

To evaluate whether or not the triple-loop learning has taken place in these E-Motive exchange is very difficult. To learn about your learning requires time and contemplation, which the timeframe of this research did not allow for to be analysed in these exchanges. In other words, it is too early to make solid statements about whether there has been triple-loop learning or not. During our interviews and analysis we have tried to recognise the so-called 'aha-moment'; when people reflect in such a way that it indicates a fundamental change in their thinking. They look at their own reality with new glasses and through a new perspective.

There have been some incidents in which participants phrased such moments. An example is the district chairman of Khulna who was stunned by the idea that rural communities in India do not seem to need the local government to accomplish things. It made him reflect on his own position. After the exchange he stated to his own community that they do not necessarily have to rely on him for everything. He aimed at giving them the message that they have the skills and power to initiate things by themselves as well. This indicates a different way of thinking - local communities do not always need local government - that can lead to deeper questions on how the local government is functioning and whether that could perhaps be done differently. Another example is the

economic presence of women in Nepal that made the learning group of Pakistan heavily reflect on the position of women within their own country. To see that women can be autonomous, independent subjects in society made participants reflect upon their own situation in Pakistan and question how they can do things differently. Other examples of changes in thinking are 'women can also be entrepreneurs', 'you do not need academic education to become an engineer' and 'rural people have innovatie ideas and valuable knowledge'.

Concerning other types of learning, from our analysis we can conclude that everyone in their own ways learned things about the cultural aspects of the country they visited and acquired different ways of thinking. Based on people's background and experience this was more or less radically different from what they are familiar with. The people that are closest to being the direct beneficiaries learn mostly about practical examples and concepts. For them it is important to have concrete ideas and examples that they can imagine being implemented in their own locality. It is more a question of 'what can we do?'. The people that are closest to being in organisational roles on national level learn mostly about models and strategies. For them it is important to learn ways and approaches to facilitate the other participants of the project in the best way. This is more a question of 'what do we need to do it?'. The people that are in between the direct beneficiaries and the national level learn mostly about concepts, models and strategies. They are concerned with implementing useful models, but since no model can be fully replicated, they need to also understand the concepts and strategies behind it in order to contextualise the models their implementing. For them it is a question of 'how will we do it?'.

4.2 Objective 2

The second objective of this research was to identify the minimum guidelines and conditions for setting up fruitful global learning exchanges. This entails understanding what is needed to organise learning exchanges on a global level in which solutions are being shared and successfully implemented in new contexts. To answer this question, the main focus was on the different elements that appear to be crucial in E-Motive exchanges in the EYW-project, and that kept recurring in previous E-Motive exchanges. After identifying general factors on learning cultures and peer-to-peer learning in academic literature, we looked at the specifics of the E-Motive programme. By making a comparative analysis between all the previous research on E-Motive exchanges and the collected evidence in this particular EYW research, we were able to identify those critical factors that we consider minimal conditions for a successful E-Motive exchange. Below we explain in detail which factors we have identified.

Previous E-Motive research

In a desk study we have analysed the previous research on E-Motive exchanges. This includes two studies conducted by BW Support (2010, 2016), a large study by Kaleidos (2016), a study by NCDO (2015) and the ROM evaluation (2015). The general critical factors we distracted from previous E-Motive research are:

- Learning goals;
- Ownership;
- Group diversity;
- Time;
- Conditions;
- Communication.

Literature review

In our literature review we have found little to no research on learning exchange programmes such as E-Motive in the development sector. We have therefore, in the limited time that was available, aimed at gathering information that could be of importance to E-Motive. Herein we have focused for example on 'organisational learning', 'intercultural learning', and 'peer learning'. None of the academic sources we consulted referred to something comparable to the actual setup of a programme such as E-Motive. The closest we found was research based on high school students going on exchanges within a study setting, or learning internally as an organisation. Nevertheless, we have filtered out two main aspect that appear to be applicable for E-Motive: the concept of a 'learning culture' and 'peer learning'.

In order to tackle the conditions for an E-Motive exchange, there is first the question of what a fruitful learning culture requires. How do you create an environment in which participants can learn? What is needed for that? According to Teresa Amabile (1998) there are certain categories that appear to be important to create an environment in which learning is made possible. Her research is focused in particular on organisations, which is therefore interesting for Oxfam. She identifies the following:

- Providing a challenge;
- Freedom to innovate;
- Providing resources to create new ideas;
- Providing diversity of perspectives and backgrounds within groups;
- Providing supervisor encouragement;
- Providing organisational support.

E-Motive aims at bringing together people from similar contexts to learn from each other. In this respect, theories on peer learning are relevant. Peer learning involves gaining new

knowledge and skills through actively helping and supporting equals or matching companions (Topping 2005, p. 631). What is of particular importance in peer learning is that it involves people who are from similar social groups, but who are not professional teachers. This is a qualitatively different interaction from that between a teacher and a learner, where the transaction of knowledge and skills is almost always solely unidirectional (from teacher to learner). Peer learning occurs with people whose capabilities are nearer to those of who they are helping, so that both members have a similar challenge in their joint activities. This makes heavy demands on communication skills of all participants involved. Therefore, listening, explaining, questioning and summarising are valuable skills to have in a peer learning setting. When facilitated in the right manner, "there is no better apprenticeship for being a helper than being helped" (p. 643). As seen in the case study of Bangladesh, in particular during the return visit, peer learning creates a sense of loyalty and accountability to each other. Researcher Keith Topping (2001) identified a list of aspects that need to be considered when planning for peer learning that are of relevance for E-Motive:

- Context - problems specific to the local context
- Objectives - what you hope to achieve
- Curriculum area - a learning programme
- Participants - who the helpers and helped are, how you match them
- Helping technique - the methods you are using
- Contact - frequency and duration
- Materials - recourses that are required
- Training - for the staff
- Process monitoring - quality assurance of the process
- Assessment - of the product and process
- Evaluation - find out what worked
- Feedback - to all participants to improve future efforts

Current research study
Based on our current research we have identified five critical factors that appear to be crucial for the E-Motive programme.

1) Similarities in terms of cultural-geographical context
Our study revealed that, in comparison to previous E-Motive North-South exchanges in which incentives were phrased as 'learning from what is different', in South-South exchanges the key for learning in a first round of exchange is similarity. This similarity is phrased in terms of context, which includes: culture and location. These two factors are intertwined. What the case studies of Bangladesh and Pakistan demonstrate is that this

similar context is considered most suitable in locations that are geographically close, as there the culture is likely to be more similar in terms of religion, language, traditions, conservativeness, gender relations, etc. Bangladesh travelled to India and Pakistan travelled to Nepal. Especially when having participants from rural areas in your learning group for whom the exchange most likely will be their first experience abroad, a literal and imaginative proximity is considered the safest environment to learn. A conservative muslim society in a rural African context o, a country in the Middle-East or a country in South-East Asia is radically different. Cultural-geographical context in the broadest and yet most specific sense thus plays a key role in E-Motive South-South exchanges.

2) Seeing in practice

What appears to be crucial in E-Motive exchange is to see the solutions of the initiatives in real-life practice. According to the participants, other learning exchange programmes in the development sector or visits to other organisations in a similar setting tend to remain on the level of an exposure visit. This usually involves a visit to the head office of an NGO for a couple of hours and a brief explanation of their model. It is a so-called 'showcase'. Instead, what makes the E-Motive exchanges different is the fact that in addition to this showcase, there is also the element of seeing the work of the initiative in practice with the local actors. With a 2- to 3-day visit at an initiative, E-Motive provides ample opportunity to visit the locations where the initiatives work, to meet the people that they work with and for, and have the chance to discuss and ask questions about their models with local agents. This experiencing in practice is a critical factor to provide the learning group with concrete examples and inspiration that they can learn from and implement when they return.

> *"The first point of learning is that we don't want a presentation, but we want to visit something pragmatic. To get the learnings from there and implement them directly." Bushra Ahmad*

3) Incentives and commitment of people - a mission

The individual motivations on why people participate in E-Motive exchanges may vary, but they usually share a common set of general ideals. Some in the learning group called it a 'mission'. Herein certain ideas prevail such as 'learning from others', 'sharing knowledge', 'helping each other', and 'being able to do something for my community'. Yet, there is also a strategic component that underlies people's motivation to participate. In particular the visited initiatives consider joining an E-Motive exchange as a way to improve their chances for longterm partnerships that will also be to their benefit. The name and reputation of Oxfam is helpful in this, as it represents credibility and (although

that might not correspond with the reality) a financially wealthy partner. The ideological level of wanting to learn and the strategic level of sustaining new longterm partnerships with mutual benefit are both inherent to E-Motive exchanges. Therefore it is necessary to work out a clear incentive structure that caters to both.

> *"Only as Honey Bee Network I would not be able to justify my presence here. In class we also always say, first we have to think what we can offer. And then you think how we can be helped. If we are not willing to offer then we should not ask for help." Anamika Dey*

> *"It is my passion and our organisation's passion. Knowledge dissemination is our prime. We are always looking for like-minded people. We always want to find good partnerships to promote our knowledge. Therefore we are looking for long term programmes and partnerships." Nahid Barbhuiya*

4) Mutual learning for mutual benefit

In order for E-Motive exchanges to be successful - to the extent that it is defined in a project what that means - there needs to be mutual learning. This is not something that happens automatically and during a first exchange. It is a process that also cannot be forced too much - especially not by E-Motive staff- as it takes time to develop itself according to the pace of a project. Furthermore, it is crucial to understand that mutual learning does not entail learning from each other simultaneously. There are a two factors that can lay the right foundation for mutual learning. First, there has to be a common set of incentives for all partners. They must all want to learn from each other and be willing to accept that this cannot always happen for both of them at the same time. Second, difference and power relations should be approached as an opportunity for mutuality. Differences in knowledges, contexts, experiences and practices need to be respected and actually form the basis of a dialogue between partners (Johnson et al., 2006). The realities of inequalities and power relations that are embedded in the structure of the partnership should not be circumvented but acknowledged. The point is to find a common ground in which differences are valued equally.

5) A long term plan for sustainability

As much as the 'mission' relates to incentives, it also connects with having a long term plan for sustainability of the project. This includes a strategic plan for the broader project in which E-Motive is being used, and for after the project finished. A clear set of learning goals on the organisational and individual level are therefore needed. It makes the learning exchange focused and allows people to keep track of the things they learn and

need in order to develop their projects. What is important for developing such a strategic plan and learning goals is having a detailed understanding of one's own context and the issues that are being addressed. Therefore, the first two steps in the E-Motive methodology are crucial as they lay the foundation for the rest of the programme. It is in this phase of the process that the focus is determined, which then allows for developing a feasible strategic plan, choosing the best initiatives to visit, and gathering the right set of learnings to implement the ideas of the strategic plan. Moreover, the strategic plan and learning goals are not only of benefit for the learning group, but also make the expectations and request towards the visited initiatives more clear. If they know clearly what the learning group has planned and wants to learn, they can cater in a more focused way to the needs of the project and to their own.

Additional Critical Observations

Throughout our research we made some observations that do not directly fit within the objectives that undergird this research. We nevertheless consider them important to include them in this report, as they may contain elements worthy of critical attention and discussion.

The first aspect that we wish to discuss is that of the financial structure and its consequential power relations. The donor for the Empower Youth for Work is the IKEA Foundation. This entails that the financial resources for this project are again, or still, flowing from the Global North to the Global South. It is an element that is necessary to point out, since it ties into a long tradition of 'the West and rest', and questionable power structures. What is interesting in a South-South learning process is that there is a lack of colonial legacies. This gives a certain sense of ownership of Southern partners. At the same time, there is the saying 'who pays the piper calls the tune'. In the case of Empower Youth for Work that is the IKEA foundation, a Global North partner. Consequently, although the colonial legacies may not visibly operate between Southern partners, there is a tension in the triangular relation involving a donor from the Global North. In fact, without the Global North NGO and donor there is no South-South learning in the first place. This keeps traditional power relations in place. They may be more diffuse, but are not less problematic. South-South learning in Empower Youth for Work fosters ownership, while allowing Oxfam Novib and IKEA Foundation to influence the programme agenda with less resistance from the localities in Bangladesh and Pakistan. E-Motive fits into the trend of Northern donors and NGOs maintaining their relevance and influence, despite scarcer resources and shifting roles.

This is something that partners on both sides of the divide should consider critically and very seriously indeed. Throughout the process it became apparent that the name of Oxfam Novib - and thus not only Oxfam Bangladesh/Pakistan - plays an important role in

organisations wishing to participate in the programme. It determines if an initiative wants to enter the conversation and how it sits at the table. Overall, Oxfam Novib is perceived to stand for a certain idea of credibility, power, and resources. This can be perceived both positively (they can help us further) as well as threatening (they are more powerful than us). A clear incentive structure is necessary to avoid initiatives counting on automatically being adopted within Oxfam Novib or closing their doors out of fear that a powerful NGO such as Oxfam Novib is going to take away their core business. It would be highly problematic to ignore that these power relations and cultural narratives are playing a role within E-Motive exchanges on a South-South level. To illustrate, two quotes of Nahid Barbhuiya, representative of Read India who was visited by Oxfam Bangladesh:

> *"We realised that people from Oxfam Netherlands and Ashoka were coming. We felt really proud that we are doing good work, and that that is why people are coming. Even in the weekend we opened our office and welcomed them. The name is an important factor, Oxfam. Credibility and trust. It is very important for a global organization."* Nahid Barbhuiya

> *"For me, it is my feeling that if any representative from Oxfam Netherlands comes, it will be valuable. Not every study, but at least one or two times, so you can spend time with us and you have physically seen the progress. It helps for your report and the programme. Because the programme is ultimately the outcome."* Nahid Barbhuiya

The changing environment in which NGOs are operating raises uncomfortable questions concerning their roles in developing countries. On the question what role E-Motive can have it is useful to look at the responses within our research. What became apparent is that partners in the Global South consider the role of E-Motive as that of a learning expert. What it means to be a learning expert is debatable. We can distinguish two types: one is organisational and the other is facilitating the learning experience. In particular the latter is perceived by third parties as the particular expertise of E-Motive. When and how much a learning expert should be present during visits is again debatable, yet there appears to be a clear expectation of E-Motive knowing best how to have a fruitful learning experience during an exchange.

> *"Anamika and Nahid have two different contexts. If an E-Motive learning expert is there, s/he would have the chance to provide some suggestions on how to take the examples from India and what they are already doing in Bangladesh. An E-Motive learning expert can match things and put some suggestions in on where*

the gaps are and needs improvement. They have the experience in these kind of learnings and sharing." Lokman Hossain

"It is better to have a learning expert. E-Motive has more knowledge about exchange learning programmes. It is better to guide or facilitate. It can work as a catalyst for both parties. You can facilitate so we understand better." Nahid Barbhuiya

"I don't think a learning expert is necessary all the time. If an E-Motive learning expert provides support for maintenance of the process, to document the learnings and challenges, and the opportunities for collaborations that can be helpful. Guidance is important." Toma Rani Saha

"We should not stick to one expert. Definitely an E-Motive expert has their own expertise. If they can come on visits, they can add something more, but it is not that because they are not there noting happens. It is not written in stone that an E-Motive expert must come. Or that an expert must come." Jolly Nur Hague

The role of facilitating learning experiences and being perceived as an expert in learning exchanges fits within the broader trends in Northern NGO's and donors. The language used reflects their struggle to redefine their relationship with Southern partners with words such as 'broker', 'facilitator', 'mediator' or 'catalyst' (Abdenur & Fonseca 2013, p. 1479). One thing that E-Motive needs to consider is that the traditional role of Northern NGOs may decline and therefore they might have to choose to sell their development services in the marketplace. From what we have observed there are already plans to offer E-Motive in different 'packages' with different prices to future donors. This may reduce their dependency on aid, yet also risks losing some of their distinctiveness as a value-driven organisation (Lewis 1998). In other words, to position themselves as a learning exchange facilitator with services that can be bought as a package on the market requires having a critical evaluation of the development objectives. Furthermore, if E-Motive establishes itself as such a facilitator this requires positioning themselves within the triangular relation South-South-North. This is a relation of power, though complex and not unidirectional. A productive way to engage with such a relation is to address the set of norms, values and practices embodied in the partnership, and recognise the differences in power. In order to realise mutual benefit among all partners, the partnership needs to be"based on ideas of dialogue, reciprocity, trust and sharing different values, knowledges and practices" (Johnson et al., 2006, p.73).

Of course, this only applies if E-Motive remains a methodology that continues to be managed by Oxfam Novib, a Global North NGO. However, when E-Motive becomes available for everyone in the world to use, without the interference of a Northern partner, the dynamics change. It is to be seen how such a situation will be play out, in particular in relation to donors.

5.   Conclusions

In this chapter we present our final conclusions based on the analyses of the case studies Bangladesh and Pakistan in Chapter 3, and the answers to the research questions in Chapter 4. Finally, we also address the unavoidable limitations of this study.

In general, we can conclude that the E-Motive learning exchange programme for Oxfam Bangladesh and Oxfam Pakistan has resulted in fruitful outcomes that are beneficial to the Empower Youth for Work project. The participants in the exchanges have all gained new experiences, new knowledge and new insights that they are able to implement to a certain extent into their daily work practices. There seems to be sufficient guidance from the Oxfam staff to support local implementation, and monitor the project in the long term on the level of sustainability. Though the first results are rather preliminary, there is some justified optimism that the project will achieve changes for youngsters in the rural communities of Bangladesh and Pakistan.

Although it is too early to observe solid results with regards to triple-loop learning, it appears there are some initial signs that point to a potential for new ways of thinking. There have been so-called 'aha-moments' that made participants look at their own reality in a new way and provided a new perspective on their own context. In general, from our analysis we can conclude that everyone in their own ways learned things about the cultural aspects of the country they visited and acquired different ways of thinking. The South-South approach that E-Motive adapted for Empower Youth for Work is exemplary of current trends in the development sector in which Northern NGO's and donors are redefining their roles as facilitators of South-South co-creation. Within this framework E-Motive positions itself as an expert in South-South learning exchange programmes. This appears to be still very innovative in the field and is identified in our study as different from what is currently available in the field of development work. By 'not reinventing the wheel' and approaching knowledge as something that is already available in different places all over the world E-Motive represents a new approach within the development sector. Instead of exposure visits in developed countries, the learning exchanges of E-Motive create the opportunity to learn by seeing in practice between people that are facing similar issues in social, cultural and geographically comparable contexts. It is a form of peer-learning that results in a learning that is beneficial for all parties involved and may potentially establish longterm partnerships. In this manner, knowledge and opportunities can be capitalised to their full potential.

About the 6-step methodology

- **Step 1 Context Analysing**

  A good analysis of the context lays the foundation of the exchange. It should be given sufficient time as it allows for a sharper focus of the learning questions. This first step bears the risk that all the problems identified in a bigger project are being put on E-Motive; hence a careful selection of the content and number of 'topics for solutions' is necessary.

- **Step 2 Solutions Finding**

  There is not one solution. Instead including multiple initiatives in one visit that are working on similar issues but from different perspectives and with different methods, allows for making a combination of partial methods that best fit the context of implementation.

- **Step 3 Match Making**

  A diversely composed learning group is strategic for learning on different levels (practical, organisational, strategic) and ultimately for the implementation process. To have different perspectives within the learning group enriches the experience for everyone. What one person misses, someone else in the group may pick up.

- **Step 4 Foster Programming**

  Sharpening learning goals helps to focus the learning group during the visit. A good preparation session prior to the visit in which roles are assigned and learning goals personalised ensures that as many learnings as possible are gathered and that the participants feel well prepared.

- **Step 5 Exchange Facilitating**

  Seeing in practice and learning from peers is crucial for the learning exchange. It is what allows people to learn the most and in the most direct manner. By experiencing in practice, the learning group sees how models concretely work and has the opportunity to talk with the direct beneficiaries - their peers. This helps to strategise the learnings for the implementation back home. In addition to the programme, a certain level of informal moments between the learning group and the hosts is beneficial.

- **The return visit is a crucial component of the E-Motive programme** that fuels the potential for mutual benefit. Not only does it distinguish E-Motive from other programmes - where the norm is to only have an exposure visit - it also adds a level of accountability and responsibility on all participants to follow up on the exchange. This results in the learning group actively making strategic plans to implement their learnings

in existing and new projects. For the host organsisation it entails taking measures for potential collaborations. Because of the return visit, all participants appear to be more committed to share knowledge and expertise, knowing that there is the potential for a longer term collaboration.

- **The implementation phase requires sufficient guidances from the Oxfam level.** To translate the learnings from an individual level to an organisational level and implement them in projects is a challenge for the learning group. There is the risk that the participants start projects that have good intentions, but are not sustainable on the long run. Sufficient guidance by the Oxfam staff is helpful to detect flaws and improve long term strategic planning.

- **Step 6 Knowledge Harvesting**
  Harvesting knowledge throughout the whole process is an added value to the programme. By not only harvesting knowledge during step 6 at the end of the programme, but instead also document lessons learned throughout the process in the preceding steps generates a constant reflection upon learning goals which is beneficial for the ultimate effective implementation of the learnings. It results in a richer body of knowledge and a continuous improvement of the implementation.

   About South-South learning
- **The perspective of South-South learning is considered innovative**. All participants interviewed for this research state that the programme of E-Motive such as it functions within the EYW-project is something they have not encountered before within the development sector.

- **A similar cultural-geographical context is preferred** for at least a first round of exchanges. To have a common ground of understanding transcends the learning exchange to a deeper level of learning with concrete feasible models and strategies that can be adapted. Exchanging knowledge and experiences drawn from comparable contexts in the South are considered more relevant than drawn from the North.

- **Mutual benefit is possible in the long term**, as partners are more equal to each other in terms of the challenges they address and the resources they have available. This is recognised both by the learning group, and one of the important reasons to participate in the learning exchange by the visited initiatives.

- **Collaborations are more easily established**, because of similarities in cultural context and language. Furthermore, the geographical proximity makes it more feasible to arrange further visits and collaborations.

- **There are fewer traditional power issues** on a South-South level, as there is no colonial legacy. This appears to increase a sense of ownership among the Southern

partners within the project. Oxfam Novib functions more as a facilitator and seems to not heavily influence the agenda or the content of the programme. The topics for solutions, the chosen initiatives and certain organisational tasks are completely in the hands of the Southern partners.

- **A different set of incentives** drives individuals and organisations to participate in the E-Motive programme. There appears to be a certain level of urgency to work on the challenges and for the beneficiaries of the project that has been less present in North-South exchanges. This is noticed by the Oxfam Novib staff, and can be identified within the learning group when asked about their motivation. 'Being able to do something for my community' gets a rather high score in the survey.
- **Language and communication can be more challenging** if you work with people from a rural setting. Not only might participants of the learning group not be able to speak other languages, they can also feel less secure in communication. This requires a careful dealing with support in communication and creating a safe environment for learning.

About minimum conditions and guidelines

Create a learning culture in which there is:
- A challenge;
- Space to be innovative and not merely copying existing models;
- Resources to create new ideas;
- Diverse perspectives and backgrounds in the learning group;
- Supervision that encourages the participants;
- Sufficient organisational guidance and support during the implementation.

Stimulate peer learning through:
- Similar contextual challenge;
- Clear objectives and learning goals;
- A balanced learning programme during the visit;
- Committed participants that are compatible with each other;
- A clear methodology;
- Sufficient time to share learnings (10-15 days visit and 3-4 days return visit);
- Learning about the learning through collective reflection sessions;
- Sharing of knowledges.

Pay particular attention to:
- Similarities in terms of cultural-geographical context;
- Seeing in practice;
- Incentives and commitment of people - a mission;

- Power relations that are not negative for mutual benefit;
- A long term plan for sustainability through ownership of direct beneficiaries.

Broader conclusions

- **Time is the biggest enemy within the project.** Especially when being embedded in a bigger project with different timelines and deadlines, there is the risk that there is too much time pressure on the programme and the staff. At the same time the learning exchange requires a certain flexibility with regards to timelines, since there can always be unexpected disruptions that cause delays in the process.
- **E-Motive is difficult to grasp for participants,** and though the 6-step methodology is perceived as logical, it is not immediately understood by all. Especially when embedded in a larger project, third-parties struggle with understanding what E-Motive is, what is does and how it works. The information distribution has not always been effective during the process. The lack of an information package in which participants get informed about their role, the expectations and the responsibilities created confusion.
- **The Oxfam Novib staff gives ownership and responsibility to the learning group**, which results in a high level of engagement in the project. The participants interviewed for our research all speak positively of the relation with Oxfam Novib. It is one in which they feel respected, listened to, and having agency. There is an acknowledgement of the power relations on the side of Bangladesh and Pakistan, but this is not experienced in a negative way.
- **One exchange is not enough** to get all the necessary learnings a group needs to work on the challenges they are facing. Every participant during the research stated they consider it important to have follow up exchanges. The main reason for a second exchange is to go deeper into particular models and thereby being able to improve their own projects. There is no consensus on how this can be done best. Some opt for the same organisations where they already have been during the first visit, while others are suggesting to go to a completely different country that is more different from their own cultural context.
- **The challenge is to bring individual learning to the level of organisational learning**. This requires skilful and strong participants that can integrate their personal experiences of the learning exchange in the organisations that they are working for. This not only requires effort, but also skills from the participants to bring across their learnings and lift them to the next level. It is to be seen in the coming period how well the learning group is able to do this.

Limitations of this study

An important element that needs to be pointed out is that this study was limited in terms of timeframe. This played out in two ways. First, it resulted in the fact that only the E-Motive exchanges of Pakistan and Bangladesh could be studied within the Empower Youth for Work project. Even though these case studies have provided important information for the programme and can be considered representative, having a longer scope of research time would have made it possible to also cover exchanges of Ethiopia and Indonesia. This would have given a more complete picture of E-Motive within the EYW-project. Second, the two E-Motive exchanges of Bangladesh and Pakistan had to deal with changes in the timeframe due to unforeseen circumstances such as natural disasters. As a result, the actual visit and return visit were scheduled later in the year and therefore not in line anymore with the timeframe of the research. Consequently, it was not possible to research the return visit of Pakistan, and to observe step 6 (knowledge harvesting) of both exchanges. What has been observed throughout the research is that learning something new and implementing this within your own context requires a lot of time and effort. Some direct results are already visible, yet the more sustainable and constructed implementations require a longer scope of time to evaluate. For the research this would have provided valuable additional information in understanding the impact of E-Motive exchanges by analysing how the learnings of the exchanges are shaped in the months or even years after the return visit. In this respect, we would therefore like to point out that our research and our conclusions in this report should be contextualised with these severe limitations in mind.

6. Recommendations

Practical level

- **Have realistic, flexible time frames.** Facilitating learning is a matter of adjusting the process so that there is enough time, space and flexibility for those involved in the learning process. There needs to be ample time for introducing incentives and learnings. A blueprint for planning and the lack of space for external agenda can result in a lack of reflecting, let alone learning.
- **Make a careful selection of participants.** Ensure you have motivated participants that can formulate individual learning goals, and have the right set of skills, networks and experience to contribute in a meaningful way to the learning exchange and the implementation of the learnings. Make sure you understand that their incentives are in line with the idea of mutual benefit.
- **Have a clear information package.** E-Motive can be difficult to understand, hence it is helpful to have clear information for participants, experts, and initiatives. Make sure that everyone understands what is expected of them. Also ensure there is a clear organisational strategy with concrete criteria.
- **Harvest knowledge throughout the process.** Have reflection sessions, write learning documents, and gather in other forms all the knowledge that is being produced in order for it to not get lost.
- **Focus on multiple models and do not look for one solution that has it all.** It is not possible to find the perfect model that can be replicated completely. Instead find multiple models that address the same issues, but with different approaches in order to get a combination.

Strategic level

- **Combine different types of knowledges.** A combination of academic, local, practical and business knowledge allows for broader perspectives and breaks open the dominant idea of what knowledge is and how power relations operate in its production.
- **Reflect on a top-down versus grassroots approach** in relation to the direct beneficiaries. Who you include in the learning group determines to a certain extent how top-down or how grassroots the project will be. If you include direct beneficiaries, in particular if there are from the same region, it might allow for a deeper grassroots involvement. If you have only professionals and experts in the learning group it might result in a more top-down model that can be effectively implemented on a strategic level for upscaling, but may have trouble reaching the community level.
- **Have an agile approach and do not stay too much within strict frameworks.** There will always be a tension between local ownership of learning and the need of NGOs to

have some degree of quality control and standardisation. Be a flexible partner that fosters trust instead of suspicion. Allow space for independent and unexpected actions to stimulate the process of learning.

- **Discuss your position as E-Motive within South-South learning.** Think about the power structures and how to mitigate possible negative effects. If you capitalise on being the expert of learning exchanges on South-South level, engaging in this discussion is unavoidable.

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Appendix I

6-Step Methodology of E-Motive

Step 1 Context Analysing
The exchange programme starts with a careful analysis of an urgent social problem. Who is involved? What are the bottle necks? What is needed? Together with country teams they analyse the first key opportunities and challenges for an international learning exchange.

Step 2 Solutions Finding
Organisations from all over the world send in their solutions related to the challenges. A team of experts, specially chosen through a tender due to their background knowledge on the topic, validates the solutions according to their proven track record. They select the ones that are the best practices.

Step 3 Match Making
The country teams choose one solution for the learning exchange. Based on this solution they assess which peers and stakeholders are needed. The organisation of the chosen solution selects experts who will be connected to the learning group of the country team.

Step 4 Foster Programming
The peers, stakeholders and experts form an international learning group. Together they determine goals and milestones, and develop a tailor-made learning programme to share, test and blend the chosen solution in the local context.

Step 5 Exchange Facilitating
The learning group visits in an exchange the organisation to experience the chosen solution in practice. They learn how the solutions works within the local context of the organisation. After returning, the learning group tests and translates the solution into their own context. The experts of the chosen solutions will visit the learning group after a couple of months to support the implementation of the chosen solution and learnings.

Step 6 Knowledge Harvesting
As a closure of the exchange they harvest in local and global meetings the results, evaluate the impact with the support of researchers, and further expand all learnings to future adopters.

Appendix II

We formulated sub questions per step that we have applied in both case studies. These questions functioned as guidelines during the interviews.

Sub questions for process tracing

Step 1 Context Analysing

Who was involved?

What were the assumptions?

What happened?

Factors: group diversity, ownership, clarity, communication, time, language, benefits

Levels of learning: Loop 1) Is the project team drawing on existing knowledge? Loop 2) Was there a different approach to the problem itself? Loop 3) Is ignored knowledge from developers of solutions being taking into account?

Step 2 Solutions Finding

Who was involved?

What were the assumptions?

What happened?

Factors: clarity, communication, time, language, conditions

Levels of learning: 1) Is the project team making accessible registration and validation possible? 2) Is the project team validating the solutions differently? 3) Are the problem holders providing new insights to the project team?

Step 3 Match Making

Who was involved?

What were the assumptions?

What happened?

Factors: group diversity, ownership, clarity, learning goals, communication, time, language, conditions

Levels of learning: 1) Did the project team select the right needs and stakeholders? 2) Did the problem holders and the developers of the solutions identify new needs and capacity? 3) Did the problem holders and the developers of the solutions change their view on the common problem?

Step 4 Foster Programming

Who was involved?

What were the assumptions?

What happened?

Factors: group diversity, clarity, learning goals, communication, time, language, conditions

Levels of learning: 1) Was there new knowledge shared? 2) Was there a face 2 face exchange that led to deeper knowledge and new insights? 3) Were there initiatives for collaboration generated?

Step 5 Exchange Facilitating

Who was involved?

What were the assumptions?

What happened?

Factors: group diversity, ownership, clarity, learning goals, time, language, reflection, motivation, sustainability, benefits,

Levels of learning: 1) Was there a transfer of new knowledge and skills? 2) Was there a change in the approach of the problem after the exchange? 3) Did intensive collaboration with redefined objectives and new intentions take place?

Step 6 Knowledge Harvesting

Who was involved?

What were the assumptions?

What happened?

Factors: ownership, language, reflection, sustainability, network, benefits,

Levels of learning: 1) Is there an output of good practices? 2) Are there instructive experiences that challenge common practices and highlight useful processes? 3) Did non-replicable stories of transformation and/or new methods that can lead to change occur?

Appendix III

Results survey

The surveys were filled in before and after the exchange. The first survey is therefore about the expectations and the second survey evaluated the outcomes. Of the learning group of Bangladesh 8 participants filled in both surveys. From the learning group of Pakistan 7 participants filled in both surveys. In all tables the vertical axe corresponds with the number of people that filled in the answers. The horizontal axe represents the different answers through columns.
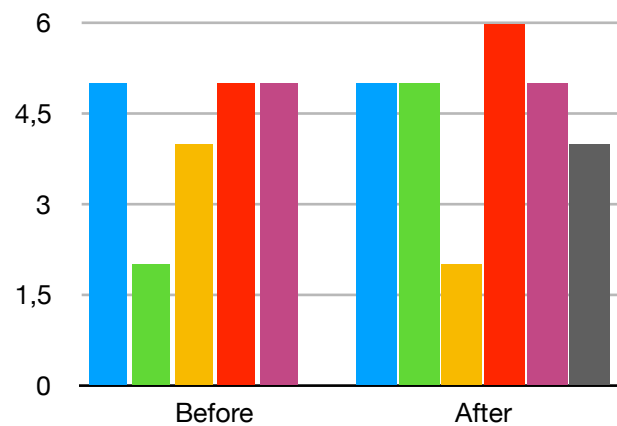
Question on the type of learning

The participants had to list maximum 3 answers out of 7 possible answers.

Bangladesh
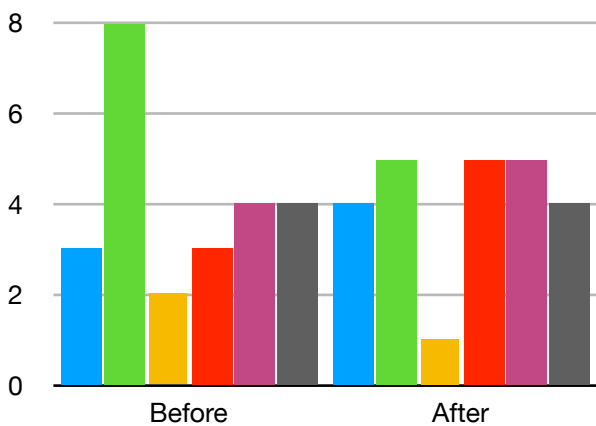
Pakistan

- ■ Practical and technological knowledge
- ■ New work skills
- ■ The culture of the country
- ■ To reflect on common problems
- ■ A new way of looking at my challenges back home
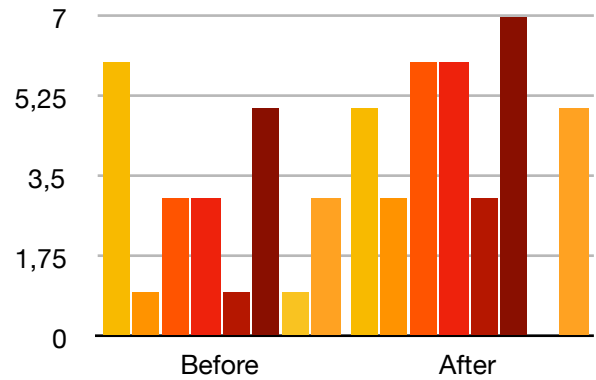- ■ Life and social skills

Motivation and reflection question

The participants had to list maximum 3 answers out of 10 possible answers.
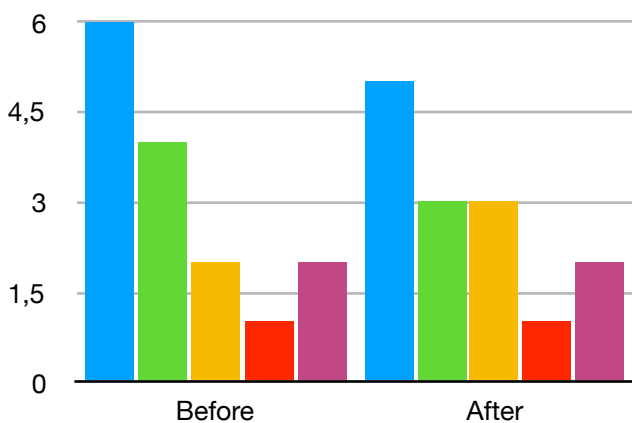
Bangladesh
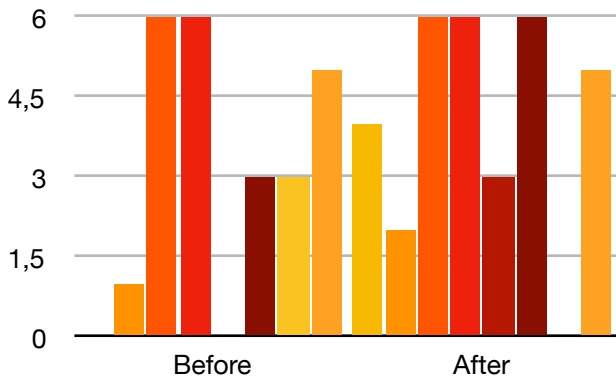
Pakistan

- Inspiration
- Meeting interesting people
- Learn new things
- Develop new skills
- Expand my network
- Gain new experiences
- Develop my career
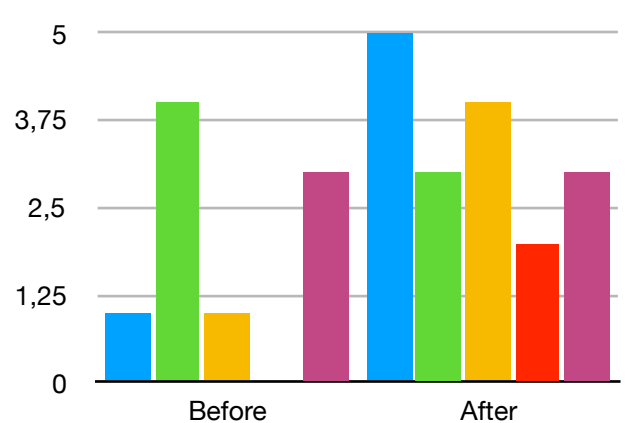- Be able to do something for my community

Difficulties of the learning exchange

The participants had 7 possible answers and could list as many as they wanted.

Bangladesh

Pakistan

- Language communication
- Cultural differences
- Differences in knowledge
- Differences in levels of eduction
- Time pressure

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