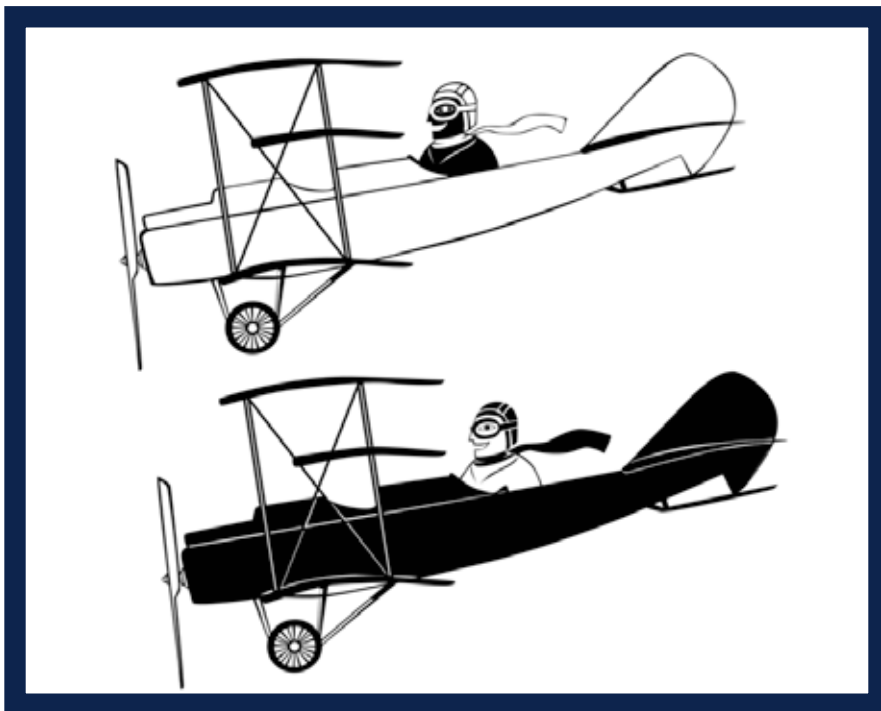


ADB

LEARNING IN Partnerships



PARTICIPANT'S WORKBOOK

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Program

OVERVIEW

BACKGROUND AND RATIONALE

ADB's long-term strategic framework, Strategy 2020,¹ outlines five drivers of change that will help it to pursue its development agenda. Two of the drivers identified are Knowledge Solutions and Partnerships. Partnerships are a core element of ADB's business model. ADB's partnerships are intended to "mobilize financial resources, leverage the power of knowledge, put ADB's unique abilities to wider and better use, meet specialized needs for highly specialized development projects, and help raise aid effectiveness throughout the region."²

The generation and application of knowledge underpins development effectiveness. ADB's developing member countries and partners recognize this and look to ADB to provide high-quality global, regional, and country-level knowledge.

ADB has formulated a set of actions designed to ensure that ADB's knowledge continues to expand, is practical and usable, and remains of the highest quality. These actions are organized under four headings:

- Sharpen the knowledge focus in ADB's operations
- Empower the communities of practice
- Strengthen external knowledge partnerships
- Enhance staff learning and skills development

This two-day learning program supports ADB's focus on the "Knowledge Solutions" driver of change in Strategy 2020 by seeking to enhance staff learning from operational experience of partnerships. The program will also support the focus on the "Partnerships" driver of change by enabling staff to strengthen external knowledge partnerships. Targeted participants for the program are Professional Staff working in ADB's Regional Departments, including the Resident and Regional Missions; the Regional and Sustainable Development Department; and the Strategy and Policy Department.

OBJECTIVES

The learning program explores how ADB staff can best leverage learning from the wide range of partnerships in which ADB engages, ranging from official development finance partnerships to knowledge partnerships.

¹ Available: www.adb.org/strategy2020/

² Ibid. Strategy 2020, Chapter 5, p. 23.

OUTCOMES FOR PARTICIPANTS

This learning program enables participants to:

- Understand the characteristics of effective learning in the partnership context
- Use a typology of different ADB partnerships and manage the challenges and opportunities for learning that each form provides
- Build a learning dimension into new partnership agreements and MoUs
- Develop existing partnership relationships to leverage knowledge generation and sharing and mutual learning
- Put into practice the ADB Guidelines for Knowledge Partnerships
- Monitor and evaluate the learning dimension of partnerships

COMPETENCIES SUPPORTED

The learning program contributes to strengthening the core competencies “Communication and Knowledge Sharing” and “Innovation and Change” by enhancing staff members’ knowledge of and technical expertise in taking a learning approach to working in partnerships in ADB.

Program

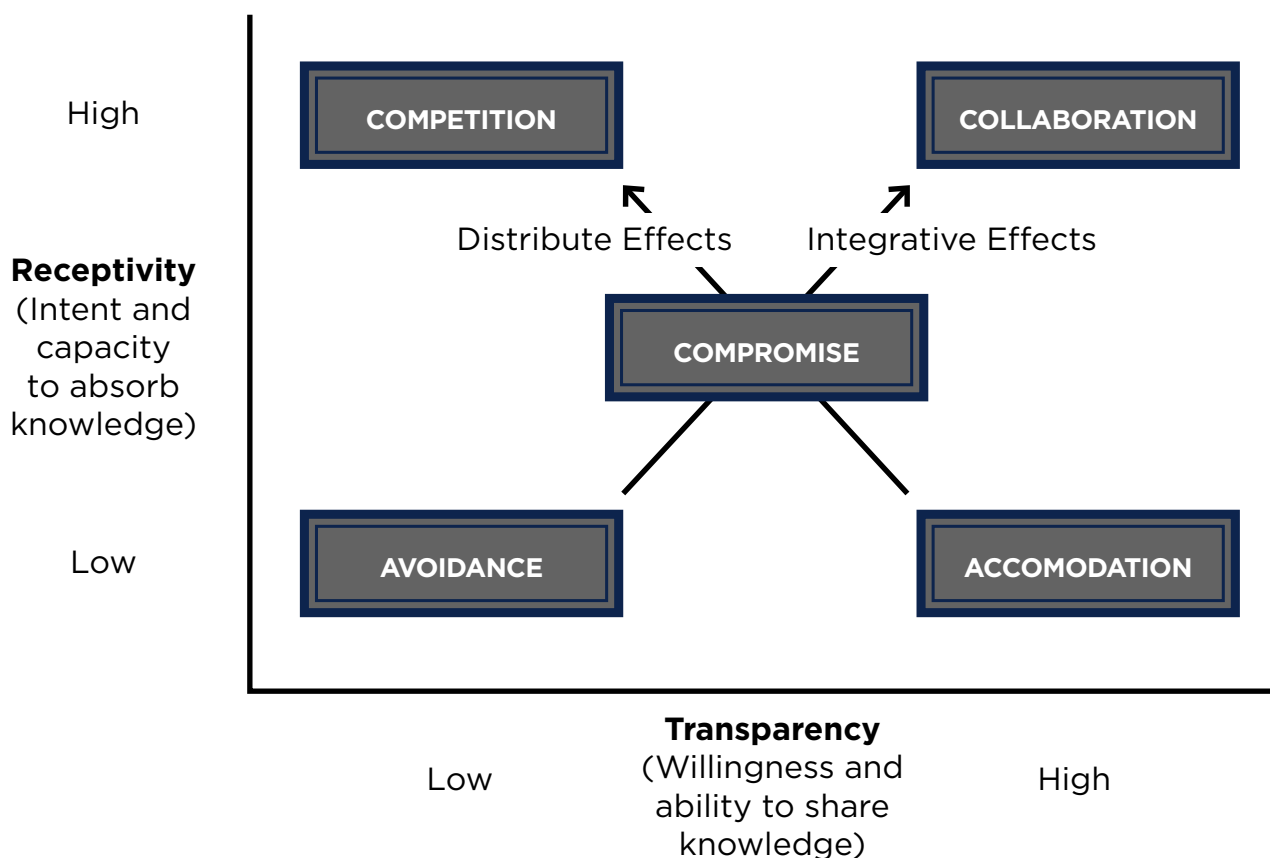
////// SCHEDULE

DAY 1	
09:00 - 09:30	Welcome and introductions
09:30 - 09:45	Review of course objectives, program, and expectations
09:45 - 10:30	Partnerships in ADB
10:30 - 10:50	Break
10:50 - 12:00	Success factors for effective partnerships
12:00 - 13:00	Lunch
13:00 - 14:40	Effective learning in partnerships
14:40 - 15:00	Break
15:00 - 16:30	Assessing learning in partnerships
16:30 - 17:00	Reflection on Day One Feedback to facilitator / Individual learning logs Preparation for Day Two
DAY 2	
09:00 - 09:25	Review and Preview
09:25 - 10:30	Leveraging learning in existing partnerships
10:30 - 10:50	Break
10:50 - 12:00	Knowledge partnerships
12:00 - 13:00	Lunch
13:00 - 14:30	Designing and managing knowledge partnerships
14:30 - 14:50	Break
14:50 - 15:50	Monitoring and evaluating learning in partnerships
15:50 - 16:30	Course summary and Personal Action Planning
16:30 - 17:00	Wrap up and Course Evaluation Individual and group reflection on the course Course evaluation

Learning Strategies

IN PARTNERSHIPS

Figure 1: Five Organization Learning Strategies as Defined by an Organization's Approach to Receptivity and Transparency



Each organization's strategy for learning in a partnership can be identified according to their level of receptivity and transparency.

There are five broad learning strategies that an organization can

use: Avoidance, Accommodation, Compromise, Competition and Collaboration.

Collaboration requires high levels of both receptivity and transparency. Accommodation happens when an organization is willing to share but unable to absorb knowledge. Competition reflects an organization's enthusiasm to learn from others but unwillingness to share with them. If an organization is unwilling to learn or share, its strategy is likely to be avoidance. Finally if the organization is moderately willing to share and to learn, it's strategy is one of compromise. Point out that an organization's learning strategy may change over time.

Models of negotiation between parties suggest that the parties choose either distributive bargaining (an approach which is based on the view that one party can gain only at the other party's expense; it is therefore fundamentally competitive) or Integrative bargaining (based on the view that if both parties are open with each other and work together then they can find a solution which will reconcile their respective interests). The learning strategies model recognizes that in any partnership negotiation, the approaches (integrative and distributive) are not mutually exclusive. One party may be working on integrative principles whilst the other works on distributive principles.

The learning strategy adopted by an organization may either be deliberately chosen or may sub-consciously emerge from the complex combination of organizational characteristics that determine its levels of receptivity and transparency. In other words, organizations do not always consciously choose a learning strategy, the strategy may reflect other choices they make.

Figure 2: Interorganizational Learning Outcomes Pay-off Matrix

		Organization B's Learning Strategy				
		Avoidance	Accommodation	Compromise	Competition	Collaboration
Organization A's Learning Strategy	Avoidance	Grey	Grey	Grey	Grey	Grey
	Accommodation	Grey	Grey	Light Blue	Dark Blue	Dark Blue
	Compromise	Grey	Yellow	Light Green	Light Blue	Light Green
	Competition	Grey	Orange	Yellow	Grey	Orange
	Collaboration	Grey	Orange	Light Green	Dark Blue	Dark Green

Dark green represents high transfer of existing knowledge and creation of new knowledge for both A and B

Dark blue represents high transfer of existing knowledge from A to B

Orange represents high transfer of existing knowledge from B to A

Light blue represents low transfer of existing knowledge from A to B

Yellow represents low transfer of existing knowledge from B to A

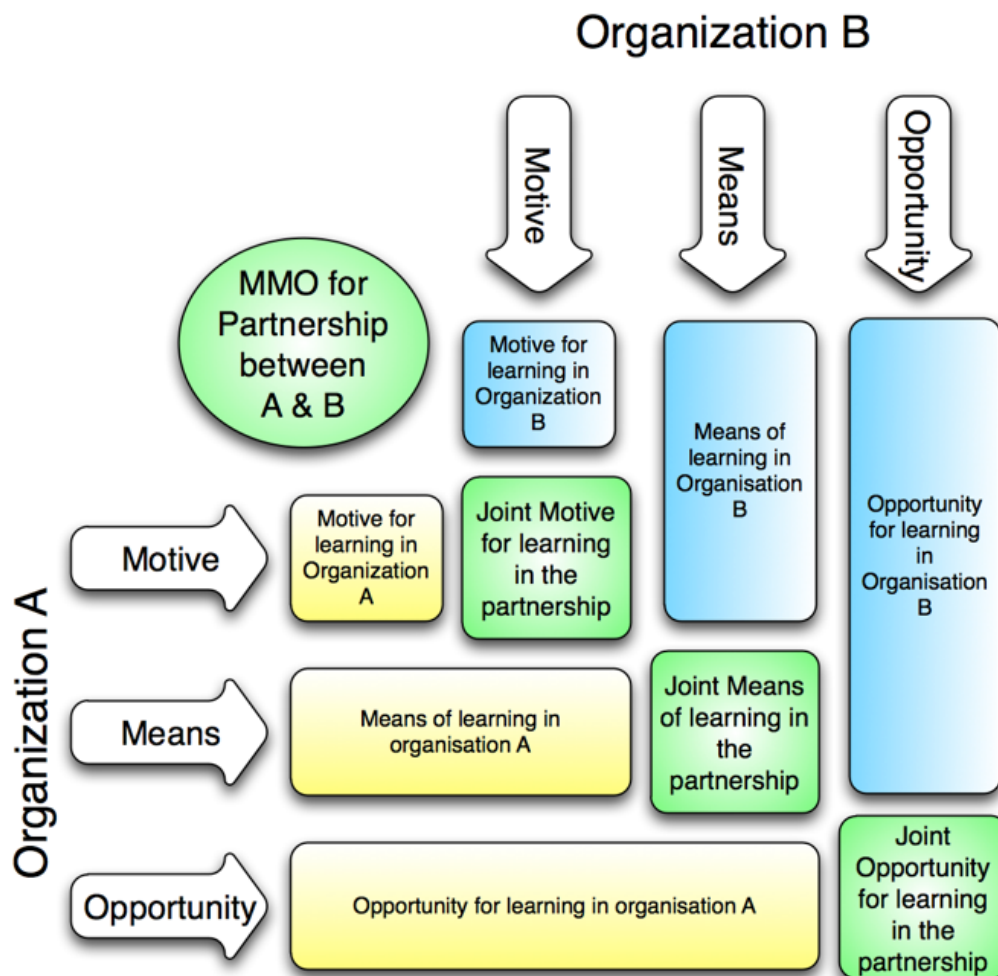
Grey represents no transfer or creation of knowledge

Interorganizational learning is a joint outcome of interacting organizations' choices and abilities to be more or less receptive and transparent. This is demonstrated in the Outcomes of Interorganizational Learning PowerPoint. The matrix demonstrates what happens in terms of learning when two organizations adopt each of the five learning strategies described earlier. Obviously, the most fertile and productive outcome (dark green boxes) is when both organizations pursue a collaborative strategy. In this instance there is likely to be two-way knowledge sharing and the creation of new knowledge.

When one organization takes a collaborative approach and the other simply a compromise approach, new knowledge may be generated. The same is true if both take a compromise approach.

However, if organization A is competitive and organization B either collaborative or accommodating, A will extract learning from B whilst not necessarily offering anything in return (orange boxes). The reverse is also true (dark blue boxes). If A accommodates and B compromises, or if A compromises whilst B is competitive then B benefits by extracting learning from A but to a more limited degree (light blue boxes). The opposite is also true (yellow boxes) when A competes and B compromises and when A compromises and B accommodates.

Figure 3: How Motive, Means and Opportunity for Learning in Partner Organizations Relate to Joint Motive, Means and Opportunity for Learning in a Partnership.



For an organization to learn, its staff needs the motive, means, and opportunity to do so. For organizations in a partnership to learn from each other, each needs the motive, means and opportunity to learn internally. They also need the motive, means and opportunity to learn from each other. Shared learning in a partnership is unlikely if each partner gives insufficient attention to its own internal learning.

ADB-‘Northland Development Agency’

PARTNERSHIP CASE STUDY

INTRODUCTION TO CASE STUDY

This case study is based on a real-life partnership between ADB and another institution (the name of the other institution and the dates have been changed to maintain anonymity). The case study uses the results of an independent review carried out to examine the partnership relationship between the two organizations. Although the review examined all aspects of the partnership, this case study focuses on the knowledge sharing and learning dimension, providing other information only for the purpose of context setting.

Section 1 of this case study introduces the two institutional partners: the Asian Development Bank and the Northland Development Agency (NDA) and the nature of their partnership. Section 2 summarizes the key findings of the independent review of the partnership, the ten recommendations made and the management response to those ten recommendations. In Section 3 you are invited to explain the underlying reasons for one of the key findings of the review, namely the limited success of the knowledge-sharing dimension of the partnership. You are also asked to respond to the recommendations made.

Text in italics is quoted directly from the report of the independent review (though dates have been changed to preserve anonymity).

1. BACKGROUND TO THE PARTNERSHIP

1.1 The Asian Development Bank (ADB)

ADB is a multilateral international development finance institution whose mission is to help its developing member countries reduce poverty and improve the quality of life of people in Asia. Headquartered in Manila and established in 1966, ADB is owned and financed by its 67 members, of which 48 are from the region and 19 are from other parts of the globe. Under ADB’s Strategy 2020, a long-term strategic framework adopted in 2008, ADB follows three complementary strategic agendas: inclusive growth, environmentally sustainable growth and regional integration.

ADB provides various forms of assistance to governments and private enterprises based on the priorities of its developing member countries. ADB's primary instruments are policy dialogue, loans, grants, guarantees, equity investments, and technical assistance. In 2010, ADB's total assistance amounted to \$17.51 billion. Loans worth \$11.46 billion were approved for 118 projects. Grants of \$981.7 million financed 40 grant projects. Five guarantees for \$982.3 million and \$243 million for eight equity investments were also approved. Technical assistance, which is used to prepare and implement projects and support advisory and regional activities, amounted to \$175.5 million for 243 projects. In addition, \$3.67 billion in direct value-added loan, grant, and technical assistance cofinancing for 156 projects was generated.

1.2 The Northland Development Agency (NDA)

Within the country of Northland's official development aid system, NDA is the primary organization for bilateral Northland untied aid. NDA has almost 1500 staff. Funding is provided on an untied basis in the form of grants, loans (soft to market-based terms), guarantees or equity participation.

In the late 1980s, Sub-Sahara Africa was NDA's main beneficiary, receiving 40% of its funding commitments. The Mediterranean Basin countries, including North Africa, received 25% of commitments and Asian countries received 25%. While NDA strategy in Asia initially focused on Millennium Development Goals (MDG)-related areas, such as rural development, human development and water resource management. NDA is now expanding to emerging countries in Asia with the aim of supporting "green and inclusive growth" and the protection of Global Public Goods. It should be noted that in 2009 about 70% of total commitments in Asia were still made through sovereign loans, with only 12% in the form of non-sovereign subsidized loans and the remainder being split between market-rate loans and grants, the latter showing a decreasing trend.

1.3 Timeline of Partnership

The partnership between ADB and NDA followed the timeline below:

1994	Collaborative activities between ADB and NDA begin.
2002	Memorandum of Understanding on Establishing Operational Arrangements signed between ADB and NDA
2005	Evaluation of the ADB-NDA Partnership
2005	First high level retreat for the ADB-NDA Partnership
2006	Second high level retreat for the ADB-NDA Partnership
2008	Third high level retreat for the ADB-NDA Partnership

- 2008 Terms of Reference prepared for the Strategic Review of the ADB-NDA Partnership
- 2008 Independent review of ADB-NDA Partnership
- 2009 Report of the Strategic Review of the ADB-NDA Partnership presented
- 2009 Fourth high level retreat of the ADB-NDA Partnership. Partnership Framework Agreement signed between ADB and NDA for the period 2010-2016
- 2010 ADB-NDA fifth high level retreat discusses the follow-up on the independent evaluation of the ADB-NDA partnership.

1.4 Partnership Memorandum of Understanding (MoU)

In 2002, the ADB and NDA signed a Memorandum of Understanding on Establishing Operational Arrangements. The document was very brief (two pages) and listed the areas for operational arrangements as follows:

- “Each party will make every effort to strengthen between the institutions co-operation, in particular in matters relating to:*
- a) Identification of projects that qualify for financing both by ADB and NDA*
 - b) Joint appraisal and financing of projects recognized as feasible within the guidelines of both institutions.*
 - c) Follow-up and review of jointly financed projects and sector interventions.*
 - d) Exchange of visits between ADB and NDA to discuss matters of common interest*
 - e) Regular exchange of information, documents, and publications being produced by the institutions (subject to their respective confidentiality procedures).*
 - f) Training of public and private sector professional staff from relevant DMCs.*
 - g) Exchange of professional staff between the institutions whenever appropriate.”*

2. INDEPENDENT REVIEW OF THE ADB-NDA PARTNERSHIP

In 2008 an independent review of the NDA-ADB partnership was commissioned by NDA. The following excerpt from the terms of reference describes the objectives of the Review.

2.1 Review Terms of Reference - Objectives

Objective 1. *Take stock of the ADB-NDA partnership, by updating the evaluation carried out in 2005 by assessing the outcomes of their cooperation. The consultant will extend the study to the three following areas:*

- *Institutional cooperation (MoUs, retreats, high-level meetings, secondment, other joint activities). The consultant will assess how the institutional dialogue evolved during the recent period, which kind of institutional arrangements have been set up, how they worked and to what extent they impacted the operational activities;*
- *Co-financing activities (volume, sectors, countries and regions, project processing and monitoring performance, financial (lending and non-lending) products, aid management efficiency, results management). In addition to an overall ADB-AFD cofinancing portfolio performance, the consultant will conduct a detailed review on a sample of 6 co-financing arrangements representing around 20% of the portfolio of public sector projects: this review focused on the public sector projects will (i) compare ADB and AFD respective processing and implementation processes, (ii) assess the project management performance and results, (iii) sum up the lessons learned (strengths and weaknesses, pending issues, etc.) from these cofinancing arrangements;*
- ***Knowledge-based activities, including research and project evaluation. The consultant will inventory the joint activities in this area. Beyond this cooperation, the consultant will examine whether and how NDA and ADB use or take advantage of knowledge products coming from the partner institution.***
[Emphasis added for this case study]

Objective 2. *From the assessment above, analyse the ways to strengthen ADB-NDA partnership and address global issues (aid effectiveness, strategic priorities, areas of mutual interest, partnership monitoring process...).*

Objective 3. *Outline the cooperation challenges and prospects by:*

- *Summing up the strengths and the limitations of ADB-NDA partnership, as reflected by the partnership assessment, and recommending ways of improving the current cooperation;*
- *Identifying the global and strategic challenges that ADB and NDA should address by intensifying their partnership for their mutual interest, and outlining the opportunities in this respect.*

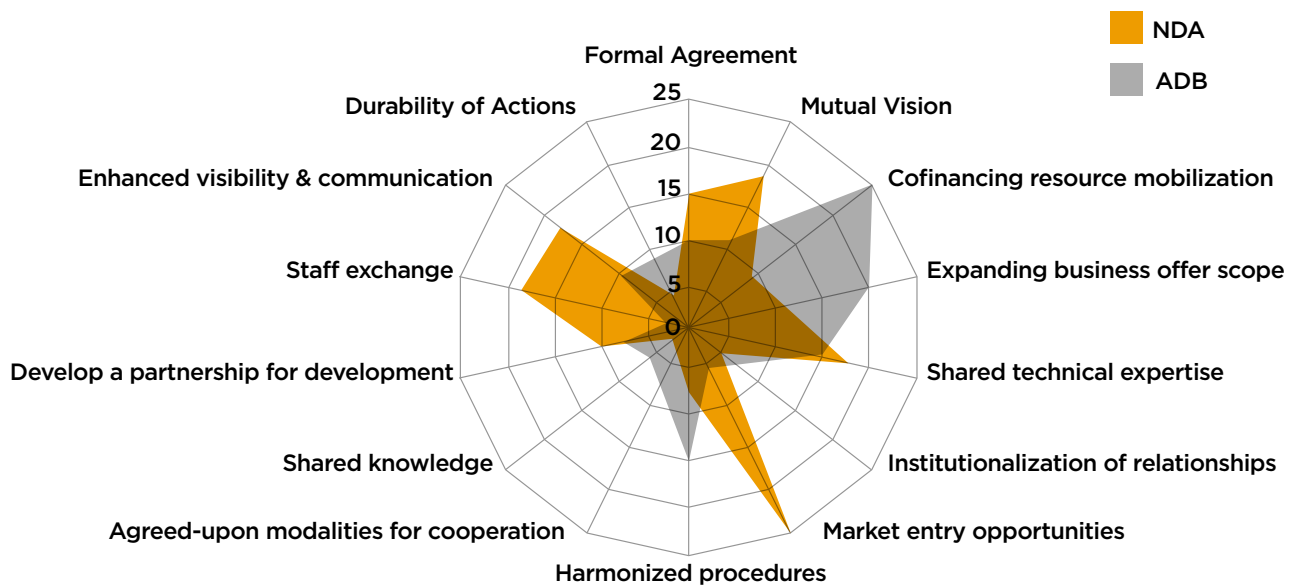
2.2 Main Findings of the 2008 Review

Overall, the review concluded, the partnership between ADB and NDA had been relatively successful in the area of co-financing projects but was in need of greater conceptual clarity as the partners were found to have different interpretations of the purposes of the partnership and, therefore, different degrees of commitment to the various elements of the partnership.

The following findings – that relate specifically to knowledge sharing and knowledge management - were noted in the review report:

“There has been limited success in implementing some areas of the partnership, in particular in knowledge management, research and analytical work. However, we could not identify traces of joint systematic knowledge management actions taken. Apart from the Retreats and the evaluation work performed in 2005, NDA and ADB staff rarely identified and shared good practices or lessons learned; formally documented ideas, information or experiences that could be useful to others; or actively shared their knowledge, except on specific co-financed projects. We also noted that a more appropriate monitoring and accountability system was needed to ensure that the reporting of performance will be done on a regular basis. With regard to research, we noted that, apart from good intentions, the partners have implemented no particular actions.”

The following diagram summarizes the assessment of the two organizations concerning 14 dimensions of the partnership. The orange scores are those of NDA, the transparent grey scores are those of ADB.



2.2.1 THE PARTNERS HAVE THE INTENTION TO SHARE KNOWLEDGE BASED MANAGEMENT ACTIONS, BUT THE AGENDA FOR THIS DOES NOT YET EXIST

We could not identify traces of joint systematic knowledge management actions in the NDA-ADB partnership. Apart from the Retreats and an evaluation work performed in 2005, NDA and ADB staff rarely identified and shared good practices or lessons learned. Nor did they formally document ideas, information or experience that could be useful to others or actively share their knowledge, except on specific co-financed projects. While there is some knowledge sharing between the two institutions, it is largely ad hoc in nature. We noted an absence of any knowledge management tool at the level of country operations.

An initiative that we found commendable at ADB is the “Knowledge Solutions” showcase: a paper-based series of short documents providing guidelines on a variety of topics in order to provide support to ADB staff and partners. This consists in sharing experiences, guidelines and lessons learned. In particular, we noted the publication entitled “Creating and Running Partnerships”, which highlights key drivers of success and guidelines for managers.

2.2.2 JOINT RESEARCH PROJECTS OFFER THE POTENTIAL FOR ENHANCED COLLABORATION BUT OPPORTUNITIES HAVE NOT YET BEEN EXPLOITED

On the research side, we noted from the executive summaries of past Retreats that research has been considered important. Both NDA and ADB having strong departments in this area. For instance, at the Retreat of 2008, ADB and NDA agreed to initiate cooperation in knowledge management and research with the aim of developing joint activities, climate change being a theme of common interest. ADB research centered in the following departments and offices: 1) Economics and Research Department; 2) Regional and Sustainable Development Department; Office of Regional Economic Integration; and the ADB Institute in Tokyo. Research MoUs between ADB and other institutions have also been signed (Inter-American Development Bank [IADB], World Bank, Organisation for Economic Co-operation and Development [OECD], International Monetary Fund [IMF], etc.). At NDA, the Research and Evaluation Department is composed of the following units: Economic and Social Research; Macroeconomic Analysis and Country Risk; Evaluation and Knowledge Capitalization; and Support to Knowledge Management.

For ADB, research is seen to be a public good, one that also has networking advantages. Therefore, it is most beneficial when acquired from the greatest number of sources and disseminated to the widest possible audience. Most of the research capabilities of ADB are located in-house. For instance, the Economics and Research Department has a fulltime staff of around 30 professionals, most at the Doctor of Philosophy (PhD) level, and around 30 support staff. But NDA also outsources research to specialized centers and universities. A meeting with the ADB Economics and Research Department revealed the following research priorities: inclusive growth; diagnosing critical constraints to growth; economics of climate change and low-carbon growth; commodities, energy and global economic monitoring; impact assessments; achieving more balanced growth; pursuing fiscal and debt sustainability; and poverty monitoring. Knowledge-based work within the partnership could be explored in these areas.... We recommend that NDA and ADB engage in more substantial knowledge and research activities in the future.

2.2.3 PAST EVALUATION ANALYSIS HAS NOT BEEN FULLY INTEGRATED INTO THE DECISION-MAKING PROCESS

Monitoring and evaluation (M&E) functions are essential elements of the financial management cycle of any partnership. In particular, the purpose of the evaluation is to provide the various stakeholders with an independent and accountable assessment of past and current cooperation with each partner. The evaluation is the necessary tool to monitor progress toward key goals and to better understand the constraints hampering progress and, if needed, to make specific recommendations for corrective measures to be implemented.

Due to limited management resources and budgets dedicated to M&E, the evaluation function has evolved somewhat erratically within the NDA-ADB partnership. We found traces of only one evaluation, commissioned by NDA in 2006, and covering the period 1996-2005. Not surprisingly, the linkages between findings and recommendations from the 2005 evaluation have not been systematically visible in practice during the last few years. Although a few recommendations proposed in 2005 have received attention (i.e. high-level meetings and retreats), the majority of these have not been implemented (information-sharing at both HQ and country levels, joint planning documents, knowledge management, joint evaluations).

As a result, the partnership has not been able to capitalize on M&E findings and analyses. When asked about M&E, many interviewees pointed to the scarce resources dedicated to this field, the non-availability of trained personnel that could inform the M&E process and the limited number of co-financing arrangements carried out in previous years. The data-gathering and analysis activities regarding delivery and cost-effectiveness of M&E for the partnership was thus considered by many to be too costly and not necessary as a regular activity.

Now that the partnership is attaining a critical mass, with an expansion being considered, we recommend establishing an evaluation system to ensure the effective functioning of M&E. Before doing so, it is important for the partners to identify the objectives of introducing such a system. The evaluation departments of both NDA and ADB have the resources and the expertise to develop and render operational an effective M&E system.

2.2.4 AHEAD OF THE CURVE: BUILDING SCENARIO-PLANNING CAPACITY TO CREATE A DIALOGUE BETWEEN RISKS AND OPPORTUNITIES IN SPECIFIC AREAS

During interviews at NDA and ADB, a clear need was expressed to reinforce the strategic planning and analysis function, particularly in the fields of energy and environment. In these fields, which will face many challenges in coming years, forward thinking is necessary.

To accomplish this, scenario planning should be prioritized to consider a wide range of possibilities, trends and uncertainties (i.e. in climate change, migration, renewable energy). This would partially compensate for the usual errors in decision-making – overconfidence about the medium-term future and tunnel vision. In specific areas, the partnership should utilize scenario planning to simplify the avalanche of data and focus on a limited number of alternative activities. This would also allow the partners to think systematically about complexity, uncertainty and interdependence in turbulent times. One senior staff member asserted that “achieving believability and action in climate change requires a depth of insight and understanding that is rare today within the organization. It is important for all of us to develop an internally consistent view of what the future might turn out to be in Asia on climate change – not a forecast, but possible future outcomes.”

In conclusion, we recommend that the partners develop a common approach to specific game-changing events in Asia that could occur over the medium and long term. When upheavals occur, the rules of the game that were previously in place may no longer apply. This is why there is a need to anticipate major shifts. In practical terms, the partners could decide to embark on a joint scenario-planning exercise, for example in the area of climate change, energy or urban development. Taking such a long view will constitute a more proactive and anticipatory approach to address deep-seated problems, to anticipate challenges and opportunities at the level of the partnership and to consider the long-term effects and potential unintended consequences of actions that might well occur in the near, medium and longer terms.

2.3 Main Recommendations of the Review

The following recommendations were made in the Review by the independent evaluation team. Recommendation 6 focuses on knowledge management (and, hence, is included in full). Summaries of the other recommendations are included to provide an overview of the evaluators' overall assessment of the partnership.

2.3.1 RECOMMENDATION 1: RE-DEFINING THE MISSION AND SCOPE OF THE PARTNERSHIP

Before embarking upon major new areas of collaboration, NDA and ADB should undertake an internal consultation to seek agreement on a strategic vision for the future that would position the partnership at the centre of specific priorities, and which would provide credible information on the basis of upstream analytical approaches.

2.3.2 RECOMMENDATION 2: STREAMLINING THE BUSINESS PORTFOLIOS IN A MEDIUM-TERM STRATEGY

We recommend that the partners streamline their cofinancing strategy over the medium term to avoid having a spread of projects across too many sectors and sub-sectors.

2.3.3 RECOMMENDATION 3: MAPPING POTENTIAL PROJECTS IN SELECTED AREAS OVER THE NEXT THREE YEARS

We recommend developing a comprehensive mapping of potential areas of joint intervention according to a taxonomy to be agreed on but oriented towards the practical identification of projects that could be undertaken over the next three years.

2.3.4 RECOMMENDATION 4: ENSURING APPLICATION OF PROCESSES TO BETTER ALIGN PROCEDURES AT ALL LEVELS OF THE PARTNERSHIP

We recommend that the partners begin considering how to better align procedures and develop awareness of new ADB processes and instruments in order to seek synergies and more efficient implementation.

2.3.5 RECOMMENDATION 5: STRENGTHENING ACCOUNTABILITY AND MONITORING OF CO-FINANCING AND OTHER JOINT ACTIONS

It is important to have a systematic tool for reporting on cofinancing arrangements as well as any other joint initiatives. Cofinancing strategies should be evidence-based, results oriented, cost-effective and built on transparent relationships between providers of assistance and beneficiary countries. To achieve this outcome, an MIS tool is required.

2.3.6 RECOMMENDATION 6: CREATING A CONCRETE KNOWLEDGE MANAGEMENT AGENDA, INCLUDING STRATEGIC SCENARIO PLANNING, EVALUATION AND SPECIFIC RESEARCH

“We could not identify joint systematic knowledge management and research actions within the NDA-ADB partnership. Apart from the Retreats and evaluation work performed in 2005, NDA and ADB staff rarely identified and shared good practices or lessons learned. It is important to expand areas of collaboration beyond cofinancing (which has been the major tool to implement joint activities) and to put in place knowledge-management and to research joint initiatives that will add value to the partnership.

”With respect to the preceding paragraph, we recommend addressing the issue of knowledge management, research and evaluation in a more systematic manner with the objective to identify a very limited number of joint projects that would allow a sustainable partnership to be developed in these areas. It is important to promote joint research (operational, thematic or sectoral) and the development of knowledge products. During our interviews, a few topics were mentioned by both NDA and ADB staff: climate adaptation and resilience (with little research expertise at NDA presently); migration; growth strategies; clean energy; and impact evaluation.

“Evaluation should become a regular feature of the partnership to collect performance information to highlight lessons learned and best practices in selected areas. It can also be used as critical evidence to develop program areas of mutual interest. We also recommend performing a joint evaluation of selected co-financed projects. Evaluation offices of both NDA and ADB could conduct these evaluations. For the future evaluation of the partnership, we also recommend a fully shared exercise, from the drafting of the terms of reference to the financing of the evaluation itself.

“Finally, we recommend developing a scenario-planning agenda with the objective of developing a limited set of structured scenarios on specific topics (climate change, energy, urban development). In doing so, the partners could acquire common knowledge in the selected areas, highlight driving forces behind the issues under study, develop systemic analysis of critical variables at play and draw on specific NDA and ADB expertise to compile a unique set of data and analysis to reflect on the way forward for the partnership in Asia.”

2.3.7 RECOMMENDATION 7: INCREASING THE OVERALL VISIBILITY OF THE PARTNERSHIP

We recommend developing a more systematic communication campaign at both HQs and on the ground to increase the visibility of the partnership.

2.3.8 RECOMMENDATION 8: RE-INVENTING THE RETREAT CONCEPT

We recommend reconsidering the Retreat concept and to make it oriented In sum, we recommend using the Retreat to address concerns related to the performance of the partnership.

2.3.9 RECOMMENDATION 9: OPTIMIZING THE STAFF EXCHANGES BETWEEN THE TWO ORGANIZATIONS

We recommend the following: 1) consider re-allocating the NDA secondee to a new sector within NDA, perhaps non sovereign operations or the environment. In doing so, NDA would seek to bring strong sectoral expertise to the ADB in order to develop a specific business line of co-financed projects; 2) a staff exchange from ADB to NDA has to be secured to ensure good coordination between the organizations.

2.3.10 RECOMMENDATION 10: RE-INSTITUTIONALIZING THE PARTNERSHIP TO ENSURE LONG-TERM DURABILITY

The renewal of the MoU for the period 2009-2014 represents a major milestone. Both organizations feel the need to deepen the partnership. In particular, the new Partnership Framework Agreement represents an opportunity to explore new areas of convergence, notably private sector and non-sovereign financing; to expand beyond the ‘traditional’ geographical areas of collaboration; to expand areas of collaboration beyond co-financing (which has been the major tool to implement joint activities).

To re-emphasize, we recommend that both NDA and ADB agree upon the modalities for better cooperation.

2.4 Management Response to Independent Review

During their fourth high level retreat, the two institutions discussed the findings and recommendations of the independent Review. Recommendations 1, 5, 6, 7, 8, 9, and 10 were accepted fully. Recommendations 2, 3, and 4 were accepted though in some cases the issues raised had already been addressed.

3. CASE STUDY QUESTIONS

1. Conduct your own assessment of the partnership using the following table based on the Qualities Checklist for Effective Learning in Partnerships and score each of the factors out of 5 (where 5 is fully met and 0 is not met).

Qualities	Score	Notes
1. The partnership has a solid base of joint commitment and understanding		
2. Each partner has clearly identified its intended benefits from the partnership		
3. There is trust between the partners.		
4. Each partner values the other partner’s knowledge		
5. Knowledge sharing and mutual learning is an explicit goal of the partnership (i.e. there is a shared learning agenda).		

Qualities	Score	Notes
6. There is a clear and appropriately detailed plan for achieving the goals of the partnership.		
7. Sufficient and appropriate resources are committed from the partners for achieving the goals of the partnerships.		
8. The partnership has an appropriate level of formality.		
9. The partnership has good leadership.		
10. There is alignment between the organizational cultures of the partners.		
11. The partnership has clear and effective lines of accountability.		
12. Both partners have an in-depth understanding of models and tools for learning and knowledge sharing.		
13. Accurate and appropriate indicators are used to evaluate and improve the success and progress of the partnership.		
14. Partners regularly communicate in a productive and mutually supportive way.		
15. Tools and mechanisms are being used in practice to surface, share, and generate new knowledge (e.g. joint After Action Reviews, meetings, workshops, seminars, retreats, etc.)		
16. Learning and knowledge sharing are integrated in the partnership management cycle.		

2. What Learning Strategy do you think each organization was using? What reasons can you suggest for each organization's choice of strategy?
3. Plot the relationship between the two organizations using the *Outcomes of Interorganizational Learning – Pay-Off Matrix*. What learning outcome is predicted from this relationship? How closely does the actual outcome compare with the predicted outcome of this combination?

In the light of your growing understanding of good learning and knowledge sharing practices in partnerships:

4. What could each organization do to increase its transparency and receptivity?
5. What practical action could be taken by the organizations to respond to the recommendations in section 2.3.6 above? Specifically, what could be done to (a) strengthen formal and informal knowledge connections between the two institutions?; and (b) encourage a learning-focused approach to evaluation between the two institutions?
6. A new Partnership Framework Agreement is about to be prepared. Identify three key issues to agree in the Agreement to strengthen knowledge sharing and learning between ADB and NDA in the future?

ADB-NDA Case Study

WORKSHEET

QUESTION 1

Conduct your own assessment of the partnership using the Qualities Checklist for Effective Learning in Partnerships and score each of the factors out of 5 (where 5 is fully met and 0 is not met).

Qualities	Score	Notes
1. The partnership has a solid base of joint commitment and understanding		
2. Each partner has clearly identified its intended benefits from the partnership		
3. There is trust between the partners.		
4. Each partner values the other partner's knowledge		
5. Knowledge sharing and mutual learning is an explicit goal of the partnership (i.e. there is a shared learning agenda).		
6. There is a clear and appropriately detailed plan for achieving the goals of the partnership.		
7. Sufficient and appropriate resources are committed from the partners for achieving the goals of the partnerships.		
8. The partnership has an appropriate level of formality.		
9. The partnership has good leadership.		
10. There is alignment between the organizational cultures of the partners.		
11. The partnership has clear and effective lines of accountability.		

Qualities	Score	Notes
12. Both partners have an in-depth understanding of models and tools for learning and knowledge sharing.		
13. Accurate and appropriate indicators are used to evaluate and improve the success and progress of the partnership.		
14. Partners regularly communicate in a productive and mutually supportive way.		
15. Tools and mechanisms are being used in practice to surface, share, and generate new knowledge (e.g. joint After Action Reviews, meetings, workshops, seminars, retreats, etc.)		
16. Learning and knowledge sharing are integrated in the partnership management cycle.		

QUESTION 2

What Learning Strategy do you think each organization was using? What reasons can you suggest for each organization’s choice of strategy?

QUESTION 3

Plot the relationship between the two organizations using the Outcomes of Interorganizational Learning – Pay-Off Matrix. How does the actual outcome compare with the predicted outcome of this relationship?

QUESTION 4

What could each organization do to increase its transparency and receptivity?

QUESTION 5

What practical action could be taken by the institutions to respond to the recommendations in section 2.3.6? Specifically, what could be done to (a) strengthen formal and informal knowledge connections between the two institutions?; and (b) encourage a learning-focused approach to evaluation between the two institutions?

QUESTION 6

A new Partnership Framework Agreement is about to be prepared. What could be included in the Agreement to strengthen knowledge sharing and learning between ADB and NDA in the future?

Designing Knowledge Partnerships

WORKSHEET

Please view the animation **Learning in Strategic Alliances** and then answer the following questions:

1. Chanthu pointed out that a partnership agreement would need to be drawn up. What could be included in the Agreement to increase the likelihood of mutual learning and knowledge sharing between the partners?
2. To enhance learning effectiveness in strategic alliances, it was suggested that partners must:
 - A. Assess and value the knowledge each party contributes.
 - B. Agree how the parties will access each other's knowledge and expertise.
 - C. Evaluate the more difficult to identify tacit knowledge and work out ways to make this more visible and transferrable.
 - D. Establish a diverse range of knowledge connections between the partners, for example field visits, joint workshops, and sharing documentation.

Suggest at least two benefits of each of the four strategies and comment on how they could be done in practice.

Learning in Strategic Alliances.

Scene 1:

VOICE OVER: Global Knowledge Solutions partner with different stakeholders to promote knowledge management and learning.

VOICE OVER: In Cambodia, Global Knowledge Solutions is forming a strategic alliance with national NGOs to promote knowledge management and learning as part of a sustainable livelihoods program.

VOICE OVER: A strategic alliance is a voluntary arrangement between two or more parties to pool resources to achieve a common goal whilst retaining their independence.

VOICE OVER: Chanthu is the Project Officer of the Global Knowledge Solutions sustainable livelihoods program in Cambodia. He informs Olive, the Chief Learning Officer, of his plans to develop a strategic alliance with NGOs.

Scene 2:

OLIVE: So how will you go about forming the strategic alliance, Chanthu? I know it will be difficult since there are many NGOs working to promote sustainable livelihoods in Cambodia. How will you choose the most suitable NGOs?

CHANTHU: The process will require a lot of time and effort from us and our potential allies. We already have good working relationships with very innovative NGOs active in sustainable livelihoods. We plan to start by discussing our vision with each NGO and get a deeper understanding of their vision, mission, and strategy. We will have to assess their interest in working closely, not only with us but with one another. Although all the parties involved retain their autonomy, we will all be interdependent as far as achieving the goal of the alliance is concerned.

OLIVE: I can see that this could be sensitive. Each party will have different things to offer and it will be important for all to acknowledge the value of everyone's contribution to the alliance, irrespective of the size of their organization.

CHANTHU: That's true! For example, some of the NGOs are quite small but have very creative ways of working in communities. Their knowledge could play a crucial part in the success of the alliance. Of course, we need to be confident that each party will be capable of actively participating over the long term.

OLIVE: Recent research that I have read suggests that it is more important for strategic alliances to agree on collaborative working relationships than on formal business arrangements. Of course, it will be necessary to devise a clear agreement about collaborative working practices with the partners so that everyone is clear about their roles and responsibilities.

CHANTHU: I'm already thinking about an agreement. It should include systems to monitor progress and evaluate working relationships as well as the joint performance. We will also need some sort of governance structure to administer the alliance. What do you think, Olive?

OLIVE: I agree with you on that one, Chanthu. But, you will also need to secure leadership commitment from the NGOs. Their leaders are the key to managing the alliance and keeping it alive.

CHANTHU: You're absolutely correct Olive. Although strategic alliances promise win-win situations for all parties, we need to acknowledge that there may be problems that could jeopardize the agreement. We will all have to work hard to prevent these problems from happening, and manage them if they do.

OLIVE: It sounds like you have got all the bases covered, Chanthu! Good-luck and let me know how I can help you in any way.

CHANTHU: Thanks Olive! I need all the luck I can get!

Scene 3:

VOICE OVER: A crucially important rationale for forming strategic alliances is the intent to learn. Strategic alliances open up opportunities for partners to gain knowledge and leverage strengths.

VOICE OVER: Strategic alliances, however, evolve as partners learn. Goals, competencies, and opportunities for learning change as strategic alliances undergo the phases of awareness and partner selection, exploration, expansion, and commitment to relationship.

VOICE OVER: Essential for each phase are the systems, mechanisms, processes, and behaviors that enable learning and translate that learning into action for the mutual benefit of the partners.

VOICE OVER: To enhance learning effectiveness in strategic alliances, partners must:

- Assess and value the knowledge each party contributes.
- Agree how the parties will access each other's knowledge and expertise.
- Evaluate the more difficult to identify tacit knowledge and work out ways of make this more visible and transferrable.
- Establish a diverse range of knowledge connections between the alliance partners, for example field visits, joint workshops, and sharing documentation.
- Build on existing knowledge to facilitate learning.
- Ensure that partner and alliance managerial cultures are aligned so that learning might be integrated into the mainstream work of each party to the alliance.

VOICE OVER: Strategic alliances bring organizations together and promise opportunities for collaboration, learning, and innovation. However, success requires management of the alliance process, not just management through formal agreement. More importantly, by paying close attention to mutual learning, all parties can maximize the benefits they gain from their involvement in strategic alliances.

The End

Personal Action Plan

//////////////////// WORKSHEET

1. The key insights I have gained from attending this course are:

2. I intend to use these insights in the following ways:

3. The first action I intend to take to put my ideas into practice is:

4. Some problems I may face in trying to use what I have learned are:

5. Some ways I could overcome these problems are:

Personal Message

WORKSHEET

Even with the best of intentions, it can be easy to lose track of your action plan ideas after you return to the 'busyness' of daily work life following a course.

In order to help a little with this problem you are invited to send a 'postcard' to yourself as an 'aide memoire' via the course facilitator. Please complete the following. The message will be sent to you six weeks after the end of the course!

To: (your name) _____

From: Myself

**Email address or cell phone number
(with country code):** _____

Subject:
Memory jogger from the Learning from
Evaluation Course

Message to myself:

Program Evaluation Form

WORKSHEET



(Note: Facilitators can adapt this format or use their own.)

Program Title:	Learning in Partnerships
Date / Time:	
Venue:	

SATISFACTION EVALUATION

PROGRAM AREA	PARTICIPANT SATISFACTION (place an "X" in the appropriate box)						
	Very Satisfied	Satisfied	Neutral	Dissatisfied	Very Dissatisfied	Not Applicable	No Answer
Program Content							
Content of the program							
Relevance of content to your work							
Concepts were clearly explained							
Course Duration (Length)							
Program Objectives							
Objectives were relevant							
Objectives were stated clearly							
Objectives were achieved							

Methodology and Materials

Use and quality of presentation materials							
Use and quality of handouts/reading materials							
Opportunities for active participation							
Appropriateness of overall methods used							

Logistics and Administrative Support

Pre-program communication and confirmation							
Venue							

Facilitator:

Presentation style/delivery							
Knowledge of subject matter							
Creating a positive learning environment							
Involving participants							

Learning Evaluation

	Completely	Almost Completely	Partially	Almost Not at All	Not at All	No Answer
To what extent did the program give you the knowledge, skills and attitudes needed to achieve the anticipated results?						

Overall Satisfaction and Learning

	Excellent	Very Good	Good	Fair	Poor
Overall, how would you rate your experience of this program?					

Probability of Achieving Results

	Completely	To a Large Extent	Partially	To a Limited Extent	Not at All
How confident are you that you will use the knowledge, skills and attitudes gained in this program in your work?					

Will you recommend the program to others? Yes No

1. Which sessions did you find most useful for your professional development needs? Why?

2. Which sessions did you find least useful for your professional development needs?
Why?

3. Explain any “dissatisfied” or “very dissatisfied” ratings you gave above and tell us what we could do to improve these areas.
(Please answer this only if applicable)

4. List examples of new knowledge, skills and attitudes that you gained from the program.

5. How would you like this program to be followed up?

6. Please make any additional comments or recommendations on how this program and your learning experience could be improved:

Thank you for your feedback.

Program

RESOURCE LIST

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VIDEOS

ADB 2012 *Learning in Strategic Alliances Animation*

ADB 2012 *Creating and Running Partnerships Animation*