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Learning

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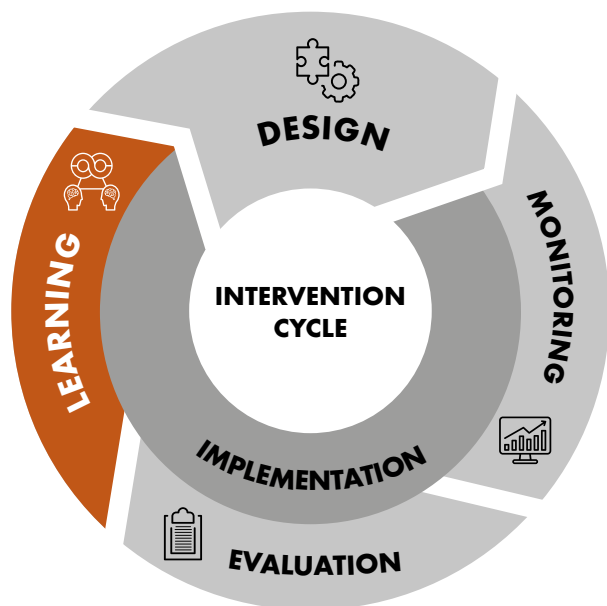
Learning is the process of using the information, knowledge, and experience resulting from an intervention — particularly from monitoring and evaluation activities— to identify successes, challenges, lessons, and other insights. Learning seeks to improve both ongoing and future interventions. It can be informal and ad hoc, or it can be formal and structured.

This chapter will help you:

- Understand the importance of learning for environmental peacebuilding.
- Be familiar with key learning approaches for environmental peacebuilding, including:
 - Developing a learning plan as part of the M&E plan as early in the intervention process as possible
 - Focusing learning on the environment-conflict-peace nexus
 - Ensuring that the learning process is inclusive
 - Adopting learning approaches that lead to action
 - Sharing learning with the broader community
 - Encouraging funders to prioritize learning
- Be able to understand and navigate learning challenges.

5.1. Introduction

Learning is the process of using the information, knowledge, and experience resulting from an intervention—particularly from monitoring and evaluation activities—to identify successes, challenges, lessons, and other insights.¹ The objective of learning is usually action-oriented; in other words, the purpose of learning is to make improvements to the current intervention, future interventions, or the field more broadly. Learning can be informal and ad hoc, or it can be formal and structured. When done intentionally, learning is often structured around specific questions.



1. This definition draws upon and is inspired by Simister 2020; Guijt 2010; Watts et al., 2007; and Stein 1997.
2. For more on a systems approach to environmental peacebuilding M&E, see the section “Systems & Complexity” in Chapter 2 (Design).

The primary objectives of M&E tend to be accountability and learning. While there can be tensions between accountability and learning, this is not necessarily the case (Guijt 2010).

M&E for learning both incorporates systems thinking and is central to systems approaches.²

It seeks to understand an intervention’s design and implementation in context, and thereby helps to understand how internal and external factors contribute to specific outcomes. M&E for learning is especially valuable for interventions at the intersection of environment, conflict, and peace, as these interventions often operate in dynamic and complex operating environments. In such circumstances, it can be difficult to understand the entire system at the outset. M&E for learning builds understanding of the system. Moreover, it helps interventions adjust to dynamic and complex operating environments.

Designing an M&E plan that emphasizes learning supports adaptive management. For example, following a large uptick in rhino poaching in Zimbabwe in 2018, an environmental organization seeking to combat these illicit activities greatly improved its effectiveness after they used monitoring data and findings from a mid-term evaluation to reconstruct its implementation plan midway through the intervention.³ Initially, staff created a set of indicators based on the assumption that all poaching incidents would be reported to local authorities. However, the mid-term evaluation indicated that this

3. Learning from Environmental Peacebuilding Monitoring and Evaluation (M&E): An Interactive, Problem-Solving Workshop, January 28, 2022.

assumption was incorrect. They consulted the local community and other stakeholders to identify a new approach. These consultations not only resulted in a new set of indicators but also reshaped the staff's understanding of the community's relationship with rhinos and poaching. The staff opted to revise their theory of change to focus on changing community perceptions of their natural resources and to further involve the community in natural resource management. By 2021, the poaching rate had fallen by 95 percent.

At the organizational level, M&E for learning can help to improve organization-wide efficiency, strategic planning, resource allocation, and integration across environmental and peacebuilding dimensions. Practitioners and their organizations can benefit from approaching the learning process as an opportunity to create a positive feedback loop. For example, the Green Climate Fund's (GCF) Programming Manual presents a 10-stage project lifecycle, illustrated as a wheel (see Figure 5.1).



Abbreviations:

- **AE** = accredited entity,
- **NDA** = national designated authority
- **ITAP** = Independent Technical Advisory Panel

Figure 5.1: GCF Project/Programme Activity Cycle
Source: Adapted from GCF 2020, p. xxiii.

In the GCF programming cycle, Stage 10, “Evaluation, Learning, and Project Closure,” feeds directly into Stage 1, “Country and Entity Work Programmes.” This represents how the knowledge learned from each project directly informs the organization’s strategic planning, impacting how it allocates funds and designs future interventions. In keeping with this process, the GCF undertakes large-scale performance reviews every few years, posting an evaluation and the Secretariat’s responses to the evaluation report to show how past experiences will shape the organization’s future actions.⁴

M&E for learning also builds the evidence base for the environmental peacebuilding field.

As environmental peacebuilding is still a nascent field, there is limited information about what works and under what circumstances. While the primary focus of M&E, including M&E for learning, will generally be on the interventions, (including its relevance to funders and to other stakeholders), and at the organizational level, M&E for learning is also relevant to the ongoing development of knowledge of, in, and for the broader field. Where feasible and appropriate, practitioners can help build the evidence base in environmental peacebuilding by reflecting on and sharing the results of their work, especially regarding unintended consequences. This can mean designing a M&E plan that interrogates the intervention’s underlying theory/ies of change, verifies the validity of different styles of intervention, and increases participation of a variety of stakeholders—and then shares that learning more broadly.

As these examples demonstrate, M&E for learning can produce benefits for interventions, organizations, and the environmental peacebuilding discipline as a whole.

4. For an example, see Green Climate Fund Independent Evaluation Unit 2019.



5.2. Learning Approaches

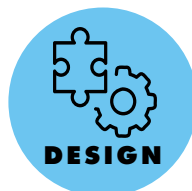
Good practice for learning in environmental peacebuilding includes: (1) developing a learning plan as part of the M&E plan as early in the intervention process as possible; (2) focusing learning on the environment-conflict-peace nexus; (3) ensuring that learning approaches are inclusive, participatory, and conflict-sensitive; (4) adopting learning approaches that ensure learning is converted into action; (5) sharing learning with the broader community of practitioners and decision makers to the extent possible; and (6) encouraging funders to both reward interventions that incorporate a strong focus on learning and operationalize learning results.

Whether and to what extent a practitioner is able to pursue these various learning approaches depends in part on the practitioner, in part on their organization (which may have institutionalized certain learning approaches,⁵ or conversely may make certain approaches challenging), in part on the context, and in part on the funder (which may prioritize or deprioritize learning).

A. Include Learning in the M&E Plan

One of the best ways to promote learning is to design the intervention—and the M&E plan—to include learning from the outset. Incorporating learning

5. These may include, for example, limiting resources for learning, not rewarding learning, and disincentivizing people from taking the time to do it.



considerations into the design of an intervention's M&E plan or framework can be informed by the following questions:

- Who are the relevant stakeholders for my intervention?
 - What are the learning objectives of those stakeholders?
 - What information would be most helpful in meeting those learning objectives?
- What are the biggest questions, hypotheses, or assumptions around the intervention's theory (or theories) of change?
 - What information is needed to help answer those questions or examine those assumptions?
 - Are there methods in the implementation process that should be tested or confirmed? What information is necessary to confirm that those methods are appropriate, effective, and efficient?
 - Are there outcomes in your theory of change that seem particularly open to question? What information is necessary

to explore those outcomes, whether they were achieved, and how?

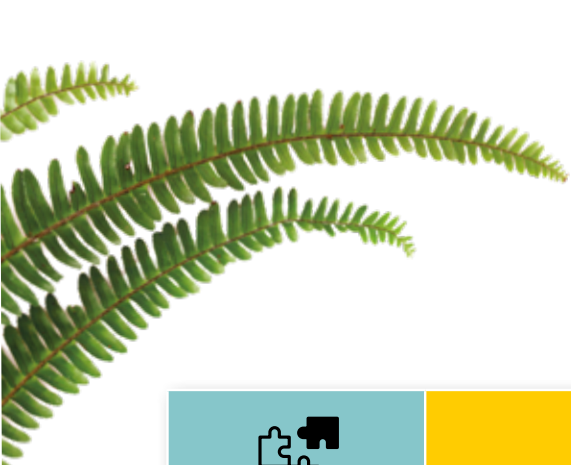
- Are there any gender-related differences in the benefits and impacts of the intervention? You should also think about other groups, such as certain ethnic, political, religious, or marginalized groups.
- What learning processes, tools, or approaches would be most appropriate to the intervention, context, and stakeholders involved?
 - How can the intervention be designed to enable learning throughout, and not just at the end?
 - How can stakeholders be involved? At what intervals should stakeholders review the monitoring information to generate learnings? What would that look like?
 - How can the information needed for learning be gathered in a way that is inclusive and conflict-sensitive?
 - How and with whom should be shared the collected information and findings about learning, tending particular consideration to the potential that disclosure might either endanger someone or aggravate conflicts?
- How can the use of the learning results be broadened and deepened?
 - Will the learning be useful to your organization? Does your organization have learning processes that I can support through this initiative's M&E?
 - How might you and your organization act upon the learning results?
 - How might others learn from your experiences? How can the learning from this intervention contribute to the broader environmental peacebuilding field?

See the [Learning Worksheet](#) at the end of this chapter for more guidance on developing a learning plan.

Learning can be integrated into the intervention cycle in a variety of ways.

More accessible options might include informal, internal meetings (such as having a team meeting to discuss findings and recommendations from an evaluation and determine next steps) or consultative sessions with partners and community stakeholders to review monitoring and evaluation findings and develop recommendations. More comprehensive and intentional approaches can include pre-determined check-in points, the development of reports or presentations, or hosting public events such as webinars to communicate lessons learned. Table 5.1 lists some of the more common options for integrating learning practices and tools.





 ACTIVITY	 DESCRIPTION
AFTER-ACTION REVIEWS	After-action reviews allow a team or stakeholders to get together after a key activity and think through what worked, what did not work, why, and what could be done differently in the future in an informal and cost-effective setting.
BROWN BAGS	During brown bags, an individual, group, or panel is invited to share learnings with others in an informal environment. Often, there is a presentation followed by discussion. This is an especially useful format for institutional and peer learning.
CHALK TALKS	During this silent activity, the facilitator writes down and shares specific learning questions with a group in circles or otherwise bounded spaces on a piece of paper, chalkboard, or white board. People are then invited to silently write responses to those questions. Others can build on their responses. The key is to stay quiet!
DATA PARTIES	Often used with monitoring data, data parties bring people together to collectively reflect on the available data and generate insights, learnings, and recommendations for change or action. They may involve “data placemats”, or other similar tools, to visualize the information collected for participants. Any tools used should be customized to the local context, considering language and culture.
FISHBOWL DISCUSSIONS	In a fishbowl discussion, participants are separated into an “inner” group and an “outer” circle. The “inner” group will have a discussion while those in the “outer” circle listen and take notes. This approach to learning helps ensure everyone has a chance to share their experiences and insights and have them heard.
KNOWLEDGE CAFÉS	A way to bring a group of people together to have an open conversation on a specific topic that surfaces collective knowledge and allows for the sharing of ideas and insights. The goal is to gain a deeper understanding of the subject and the issues involved.
SHARE FAIRS	Share fairs bring people together to engage in a conversation about their work. The more participants, the better. However, remember to engage them in a conflict-sensitive and gender-sensitive manner. Local knowledge, implementation experiences, and learnings are shared and then synthesized ⁶ .

Table 5.1: Examples of Learning Approaches
Source: ELL.

6. For an example of a Share Fair, see Ohkubo et al., 2017.



B. Focus Learning on the Environment-Conflict-Peace Nexus

As environmental peacebuilding is a young field, its theories of change are still being developed and refined, and the evidence base is still being built regarding what works and under what circumstances. By comparison, there is more evidence regarding how to design and implement effective environmental interventions, whether those relate to pollution control, habitat creation, or community-based natural resource management. Similarly, there is a comparatively longer track record regarding peacebuilding (although peacebuilding efforts often remain challenging to get right in each particular context) than there is for environmental peacebuilding. The greatest gaps in knowledge—and the greatest need for learning—are at the environment-conflict-peace nexus.

Focusing learning on the environment-conflict-peace nexus necessarily means designing the M&E system to capture the linkages. Often, it also means strategically engaging across disciplines.

Environmental professionals need insights and information about how conflict and fragility can affect their environmental programming,

and how their initiatives can affect conflict and peace dynamics (GEF IEO 2020). Environmental professionals often have limited training or experience in conflict-sensitive design and implementation or in peacemaking or peacebuilding. Moreover, their environmental priorities may not reflect the social, economic, or political priorities held by many of the other stakeholders. Accordingly, there can be blind spots in which grievances can rapidly escalate into violence. It is, therefore, a priority for environmental professionals to learn both how their interventions affect and are affected by a conflict context.

Similarly, **peacebuilding professionals need insights and information about how environmental interventions can support efforts to prevent, resolve, and recover from conflict.** These approaches are still being innovated, and the evidence is still largely anecdotal and context-specific (Ide et al. 2021). Moreover, peacebuilders rarely have expertise in natural resources, climate change, or other environmental issues. As such, transdisciplinary learning should also target peacebuilding professionals.

C. Ensure that the Learning Process is Inclusive, Participatory, and Conflict-Sensitive



Learning is most effective when it includes diverse stakeholders and is participatory.

This is true generally; it is especially true for environmental peacebuilding for three reasons. First, the political economy around environmental issues, conflict, and peace often means that different people have divergent values and views. Interventions may engage some groups more than others. The effects of an intervention on the broader context—including both those who were engaged and those who were not, and the dynamics between those groups—can be difficult to accurately ascertain if evaluations involve only stakeholders that had been engaged in the intervention. Second, environmental peacebuilding is inherently a multidisciplinary, multisectoral endeavor, and different disciplines in different sectors are likely to have diverse views. Finally, the newness of the emerging field of environmental peacebuilding means that there are often unintended consequences of interventions (both beneficial and harmful), and the inclusion of diverse stakeholders is more likely to ensure that these unintended consequences are captured; it also broadens the range of people who learn.

This can mean:

- Including practitioners with diverse backgrounds in an intervention's learning processes so that the nuances and synergies of environmental peacebuilding activities, outputs, and outcomes can be more fully explored, captured, and reflected upon.

- Involving diverse stakeholders outside of the intervention team in the learning work. By including various stakeholders in the process of interpreting, reflecting on, and learning from M&E data, it is more likely that a multitude of perspectives will be captured and that the resulting learnings will reflect a more accurate, valid, and comprehensive picture of what has happened. It is also more likely that the intervention team can build or maintain good relationships with other stakeholders. Remember: learning (like all M&E processes) can support your intervention's objectives.
- Not relying too heavily on external evaluators who may not fully grasp the local environment and conflict dynamics. These evaluators may miss important context-specific factors that affect an intervention. While it is traditional to rely on external evaluators, especially for mid-term or final evaluations, it is important that evaluations of environmental peacebuilding interventions involve strong collaboration with stakeholders.



While inclusion and participation are important for the above-mentioned reasons, **learning must also be conflict-sensitive in order to avoid doing harm and to maximize the benefits of learning.** Like M&E, learning must be conflict-sensitive to support the objectives of the environmental peacebuilding intervention and to limit unintended negative effects from a learning process. This can mean:

- **Being specific about which stakeholders should receive what M&E information and in what format.** Be careful to ensure stakeholder safety by anonymizing or aggregating M&E information, particularly information that could be used by spoilers or against marginalized groups.
- **Thinking through how learning processes can support your environmental peace-building objectives or exacerbate conflict.** Depending on who is invited to participate in learning and in what format, you can either increase trust in the intervention and between stakeholders or stoke tensions and suspicion.

D. Adopt Learning Approaches that Lead to Action

An important aspect of learning is the process of using the lessons learned. The process of learning should not stop once insights are generated. Rather, it is essential that learning results be converted into action. This is particularly important where learning reveals something about the organizational or institutional setup, culture, or practices in addition to the actual intervention. For example:

- Intervention staff, their partners, and other stakeholders can develop explicit and straightforward steps, action plans, or guidance to apply learning results to future interventions. These documents should provide sufficient operational detail (who should do what, in what timeframe, and with which resources) for accountability and so that people unfamiliar with the source of the learning can do what is needed. This is another process that benefits from participation; with more stakeholders involved, the recommended actions are

more likely to fit the context and needs as well as help achieve the desired objectives. There is also greater accountability if the actions are transparently shared.

- Where specific learning results are particularly impactful (for example, because they pose risks to the organization or people), the results may inform the development or revision of policies, procedures, or safeguards.
- Where learning reveals gaps in capacity or practice, operationalizing the **learning may entail measures to build staff capacity and awareness through training, hiring, or other means.**

In some cases, however, insights from the learning process may not result in immediate, specific actions; instead, **learning might contribute to long-term conversations that shape views toward projects, programs, and policies, or even the organization's mission and objectives.**

One model that can help illustrate this continuous learning process is triple-loop learning, which entails three different kinds of "loops" for utilizing M&E results (see Figure 5.3; Tamarack Institute n.d.). These are:



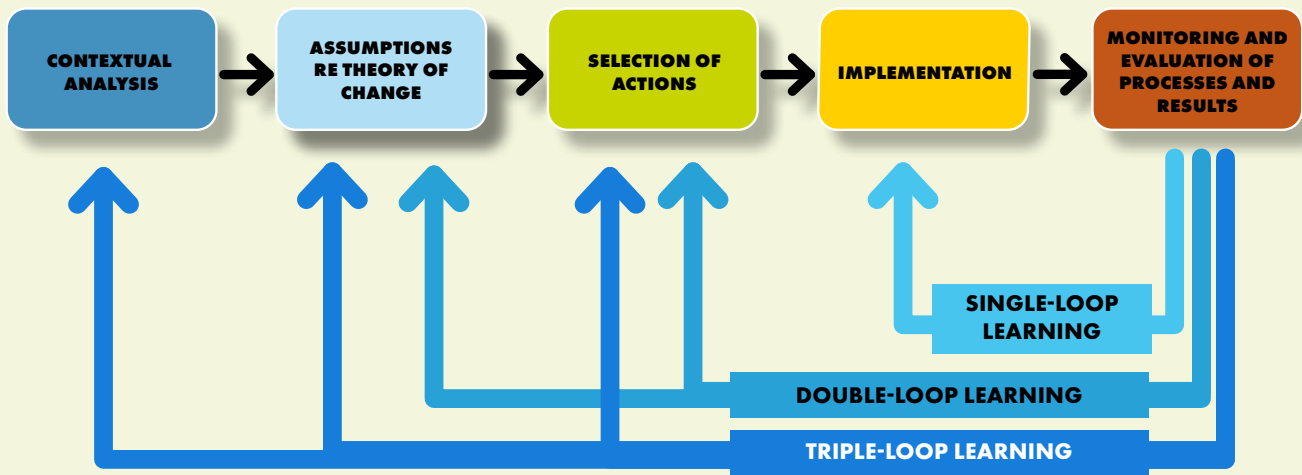


Figure 5.2. Learning Feedback Loops

Source: ELL, drawing upon Tamarack Institute n.d.

Note: This figure does not show the more complex dynamics often present in learning processes.

1. Single-loop learning, which uses the insights gleaned from M&E to revise an intervention's implementation, such as to address an issue or problem with implementation. This entails asking, "Are we doing things right?"
2. Double-loop learning, which builds on single-loop learning and also entails revisiting or reframing an intervention's theory of change, related assumptions, or the design of its actions based on what is learned from M&E. When implementing double-loop learning, the question is: "Are we doing the right things?" Practitioners may develop new understandings of the causal relationships important to the intervention.
3. Triple-loop learning, which involves using M&E insights to reassess or reanalyze the context in which the intervention operates. It asks the question, "How do we decide what is right?" Because analysis of the intervention's operating context significantly shapes its theory of change and selection of actions, triple-loop learning has the greatest potential to transform the future direction and implementation of the intervention. Practicing triple-loop learning demonstrates the greatest commitment to change, critical reflection, and openness. However, it may also require more resources to perform.



E. Share Learning with the Broader Community

For the learning gathered from M&E to make an impact on the broader field of practice of environmental peacebuilding, **M&E findings and the associated learning must be made widely available to practitioners, academics, and other stakeholders.**

Whenever possible, practitioners should seek to share their learnings with partners, funders, communities, academics, and other practitioners, whether that is in the form of written reports, webinars, conference presentations, or informal discussions.

While learning may be easier and more straightforward when the results of an intervention are generally positive—with insights and lessons learned shared through policy papers, academic publications, events, and promotional materials—sharing learning is more challenging when an intervention may be perceived as failing or problematic. Failures are often perceived not as an opportunity to learn, but as a reputational risk to individuals, organizations, and their funders. Depending on the severity and nature of the failure, there can be strong disincentives to sharing failures—and thus a powerful impediment to learning, particularly outside of the intervention’s

own staff. So-called “fail festivals” provide forums through which people can share difficult or awkward experiences with minimal risk to their reputation or their institution’s reputation (Chambers, Massarella, & Fletcher 2022; Zeppenfeld 2020).

F. Encourage Funders to Prioritize Learning

To further encourage reflection and learning by environmental peacebuilding practitioners, **funders should put more emphasis on learning processes as a condition of funding.** This might include requiring fund recipients to fill out self-assessment questionnaires on intervention activities and outcomes, learning-focused reporting narratives, or a Learning Plan as a contingency of funding. Funders can also provide incentives to learn and work with fund recipients to explore “failures” and develop adaptive actions. Indeed, environmental peacebuilding practitioners should consider working with their funders from the beginning of an intervention to design a learning agenda that meets the needs of the funder, the practitioners, and other stakeholders. This might include tailoring or revising reporting requirements for a greater focus on learning. For two examples, see Box 5.1.

Box 5.1: Institutional Approaches to Working with Funders to Promote Learning

In the conservation context, EUROPARC created an evaluation process based on a self-assessment by the German national park administration, the results of which are interpreted through a strengths, weaknesses, opportunities, and threats (SWOT) analysis. Through this analysis, and with the help of an external expert, the administration then establishes action steps based on the lessons learned. In the German national park administration, this process is repeated every 10 years (Leverington et al. 2010).

In the peacebuilding context, the USIP requires grantees to submit quarterly reports. In addition to the customary questions regarding progress on the project's objectives, USIP also asks grantees to:

- Please share any significant unexpected results for your project during this reporting period. Were these unexpected results positive or negative? Please use this section to explain and elaborate.
- Please describe the most significant challenges your organization encountered during this reporting period. This may include challenges within the external operating environment. These can be internal to your organization, such as staff transition, or external, such as challenges with external stakeholders or advocacy setbacks due to a political shift. Please use this section to explain and elaborate on how these challenges impacted your project.
- Please provide an update on the project's monitoring and evaluation strategy as outlined in your approved application. Describe any progress being made on your indicators. This may include the collection of baseline data and additional data collection efforts. [In addition to tracking the M&E strategy, this question enables learning to shape the M&E strategy.]



5.3. Challenges

While learning is an essential component of intervention implementation and M&E, there are several challenges to integrating learning into the intervention cycle. One of the primary challenges has been a **focus on upward accountability** to the detriment of learning. Historically, M&E practices have centered on collecting data and reporting results to show accountability to funders. This approach has traditionally focused on tracking indicators or metrics that highlight an intervention's ability to undertake pre-determined activities, to meet fixed goals or objectives, and to account for how resources have been used. This has resulted in significant pressure on practitioners to capture only their intended or pre-determined successes (and often only outputs), without adequately reflecting on areas in need of improvement or systematically examining challenges or failures. In fact, discussion of failures may be actively discouraged as it could entail institutional risk for the funder.

A focus on donor reporting often **disincentivizes practitioners from reflecting** upon their assumptions and processes, interrogating and adapting their theories of change, or building an accessible and transparent evidence base for stakeholders and the field as a whole. Instead, practitioners might only invest time and resources to collect the necessary data for reporting on intended outputs and outcomes. Moreover, they can be reluctant to update the theory of change based on new information collected, and they may not pursue opportunities to engage communities, colleagues, and other stakeholders in



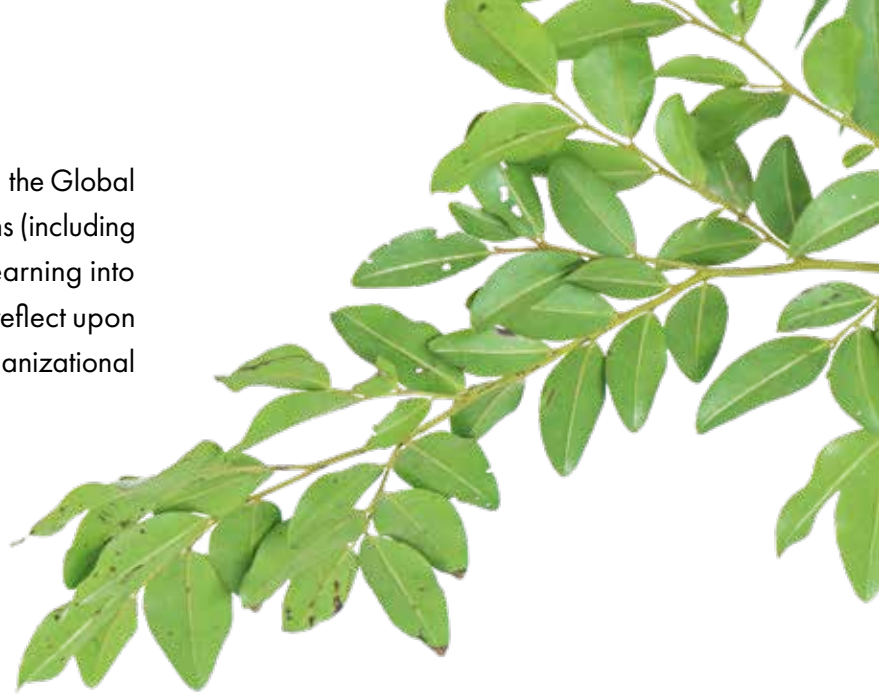
an examination of that information if timelines are tight or the funder is uninterested.

A learning-focused M&E approach can encourage staff and partners to collect information beyond intended outputs and outcomes, emphasizing reflection on the theory of change, and engaging in participatory, inclusive, and conflict-sensitive discussion of results.

Even when practitioners are interested in taking a learning-focused approach to M&E, they may struggle to do so because of an **organizational lack of resources for M&E**. Creating processes for incorporating learning at the intervention or organizational level can require a significant upfront investment in staffing and time. It also assumes that an organization is open to honest conversations and critical reflection.

Some organizations working at the intersection of environment, conflict, and peace have seen the value of investing in learning from their experiences.

The Stockholm International Water Institute (SIWI), the Global Environment Facility (GEF), and other organizations (including the World Bank) have taken steps to integrate learning into their M&E processes, creating fixed intervals to reflect upon M&E information and adapt interventions and organizational practices accordingly. For example:



The GEF's Independent Evaluation Office (IEO) has conducted a range of thematic evaluations, including on programming in fragile and conflict-affected situations (GEF IEO 2020). In conducting these evaluations, the IEO has reached out to staff, partners, beneficiaries, and experts to identify good practices and share lessons learned from M&E. It has also facilitated the exchange of learning between GEF agencies. The GEF Secretariat is charged with implementing the learning results (and particularly the evaluations' recommendations that have been approved by the GEF Council). To encourage the GEF Secretariat to take the learning/recommendations seriously, the GEF Council reviews the extent to which the Secretariat has implemented the specific recommendations from the various evaluations.



SIWI has encouraged both its staff and other practitioners to implement learning results at the project level. For example, its "Source-to-Sea" guide highlights that an intervention's indicators should feed "directly into iterative learning cycles through adaptive management" and that "the evaluation of the monitored indicators can provide valuable information for expanding the understanding" of the project's focus (Mathews et al. 2019). At the organizational level, SIWI analyzes potential changes and lessons learned in each of its Quarterly Assessments of projects and programs.⁷ These practices are fundamental to creating a culture of adaptive management.⁸

7. Interview with SIWI staff, June 2021.

8. For more on adaptive management, see Chapter 2.



Worksheet: Learning

Objectives:

This worksheet will help you:




- Design a learning plan that includes stakeholders, objectives, activities, and a process for using learnings.
- Ensure that learning processes inform decision making at multiple scales.
- Support adaptive management and the improvement of interventions.
- Explore any unintended results or outcomes stemming from an intervention.
- Build the environmental peacebuilding evidence base.

Designing a Learning Plan

In addition to institutional processes for learning, which apply across multiple interventions, you may develop a learning plan tailored to your intervention. A learning plan maps out your objectives, stakeholders, and process for learning. You should draft a learning plan prior to the start of an intervention to ensure you are gathering the information you need from the start; however, the learning plan can be updated as the context changes. Use the headings below as a template and consider the associated questions as you draft your plan.

Learning Stakeholders

List the relevant stakeholders and their needs vis-à-vis learning processes and outputs. The table below provides a template. You may want to review the personas exercise in the Design Chapter as you complete this section.

 STAKEHOLDER	 LEARNING NEEDS & INTERESTS	 SPECIAL CONSIDERATIONS

Learning Questions

Include your learning questions here. These capture your learning objectives and expectations. Make sure they are specific enough to really guide learning activities and that there are not so many as to overwhelm the resources you have (time, people, money, etc.). Consider the following:

- What information would be most helpful for the current or future interventions?
- What parts of your theory of change need more evidence? Are there approaches or outcomes you are testing? In particular, how are you capturing the interaction or relationship between environmental and peace aspects of your intervention?
- What are your learning needs at the intervention and institutional levels?
- What are the specific learning needs of the stakeholders you have identified? How do they differ?
- What is there to learn about your assumptions or the context in which your intervention took place? What did you learn that was unexpected (what were the unintended effects of the intervention)?

Learning Roles & Responsibilities

Document how the learning process will be managed and by whom. This might be an individual point person or a committee/advisory group that includes local stakeholders. It should reflect your learning objectives, questions, and activities. You may want to document their specific tasks or responsibilities.

Learning Activities

Document specific learning processes and activities here. Consider the following:

- What do you need to do to answer your learning questions and achieve your learning objectives? For example, how frequently should you review your monitoring data? What will you do with the results of a planned evaluation?
 - Revisit the Design, Monitoring, and Evaluation chapters to ensure that your learning needs are built into your broader plans.
- How will learning be captured? This may be an online wiki or discussion board where people can informally share, or notes taken during informal reflection sessions. Make sure there is a place and process for documenting learnings so that they are not forgotten.
- What different needs might the various stakeholders have vis-à-vis learning processes? For example, how can you incorporate those stakeholders into the learning process in a culturally appropriate and conflict sensitive way?
- How will you ensure that unintended effects or outcomes are explored?

Learning activities can be internal and informal, such as having a team meeting to discuss findings and recommendations from an evaluation. They can also be broader, involving consultative sessions with partners and community stakeholders to review monitoring data. For those who are interested in facilitating learning-focused meetings, USAID (2019) has a useful guide. Table 5.1, above, includes a list of other examples of learning and reflection activities that you may wish to pursue, including After Action Reviews, Brown Bags, Chalk Talks, Data Parties, Fishbowl Discussions, Knowledge Cafes, and Share Fairs.





While these ideas can help you get started, another step you can take is asking stakeholders how they might learn best. What approaches resonate most with those groups? What other ideas do they have?

Learning Outputs

List your learning outputs. You can use the table below as a template. When thinking through which learning outputs to prioritize, consider the following:

- What different needs might the various stakeholders (including your own organization) have vis-à-vis learning outputs? Will you need to create learning outputs in different languages or formats?
- What mediums are best to convey learnings to different stakeholders/audiences?
- When considering the transparency of learning outputs, what risks might there be? How can you ensure your learning outputs are conflict-sensitive and gender-sensitive?



 LEARNING OUTPUT	 DESCRIPTION OF CONTENT	 TIMING/ FREQUENCY	 STAKEHOLDERS

Learning Use

Make sure your learning plan clearly states how the learning results will be used. Consider the following:

- Reflect on how can the learning results support the objectives of your current and future interventions? [This is important, as there is often institutional inertia, and a key to incorporating learning results is being able to show the value of change, whether it is in benefits or risk management.]
- If the intervention is still ongoing, how can you incorporate the learning results into the ongoing intervention?
- Should you develop a written action plan that incorporates the learning results and details the steps to take, who is responsible, and by what date?
- How will learning results be incorporated into the design and implementation of future interventions?
- Who will receive the learning results, and by what means? Will they be shared with the environmental peacebuilding community at large (to help build the evidence base)?
- How can you ensure your learning outputs are shared in a conflict-sensitive way?
- Is there an ongoing or existing institutional learning process that you can feed into?



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