Learning Hub: 3rd Learning Focal Points Meeting

Date: February 15, 2022
Agenda: Download Agenda

Key Messages:

01

The **EGP Learning Ecosystem** (previously the LEKM Ecosystem) provides structured tools, activities, and templates to enable the EGP community to **capture its own voices, experience, and influence** in order to facilitate positive changes to mining governance. It seeks to facilitate and document multi-stakeholder participation across the programme, including communities impacted by mining, women, and the youth. It also seeks to enable innovation through increased focus on expected and unexpected change and ensure a strong learning culture within the EGP (**reflect, capture, and share learning**).

02

The EGP Learning Focal Points are **champions for learning** and facilitators of the EGP Learning Ecosystem in country teams and with our country stakeholders and partners. The Learning Focal Points will also coordinate documentation of the reflective practice in the new **EGP Learning Channel on Teams**.

03

EGP Country Teams have demonstrated progress in **integrating learning and reflective practice** into programme implementation. Our pre-meeting survey showed that, while 87.5% of the Learning Focal Points reported using at least one of the Learning templates, more than half of them requested further support in using the **After Action Review (AAR)** and **Before Action Review (BAR)** templates.
Field monitoring by Participatory Environmental Monitoring (PEM) team of Bayanjargalan, Töv Province.

“After many years of conflicts, we now have an effective forum for dialogue between mining companies and communities impacted by mining”

Bayarsaikhan Namsrai, Steps Without Border NGO

Read Mongolia’s Story of Change here!

Photo: UNDP Mongolia/Jargalsaikhan Purevdorj.
What Have We Learned by Integrating the Learning Ecosystem into Country Programming?

Melisa Noelia Ciurciolo and Gachi Tapia, UNDP Argentina

- The Learning methodology helped the Argentina team to monitor and learn from programme implementation by taking into account the perspectives of various stakeholders involved. The methodology is linked to Appreciative Inquiry, emphasizing the connection between reflection, learning and practice, aiming to build an understanding of what happens and how it happens by giving voice to the multiple actors involved.

- The Learning templates were applied during Participatory Environmental Monitoring (PEM) consultations and workshops, enabling the team to have a better understanding of the complex dynamics that PEM processes entail and generate learning among peers and the community members.

- The experience of the EGP Argentina team suggests that: (i) the political and institutional context needs to be integrated into the objectives of each strategy/activity to be implemented; and (ii) the application of the Learning templates can start with activities that are considered important milestones for the project development.
• The first Story of Change prepared by the EGP Mongolia team captured learning from the establishment of the PEM Committees in the provinces of Töv and Dornogovi.

• The most useful tips on the template are: (i) Define the target audience; (ii) Try to answer basic journalistic questions: Who, What, Where, When, How and most importantly, Why; and (ii) Start with an informative headline and an introductory paragraph summarizing the details of story that immediately captures the attention of the reader.

• Some of the steps taken when using the template are: (i) Studying the template and translating it into Mongolian; (ii) Working together with the Steps without Borders NGO on the content and facts for the story following the tips from the template; and (iii) Working with a communication expert on writing the story in Mongolian following the template instructions.

• Key reflections from the experience include: (i) The Stories of Change are country-specific and audience-specific; (ii) the template can be very useful to EGP Country Teams; (iii) Further training and exercises on storytelling and writing would be highly appreciated.
• The first Story of Change prepared by the EGP Kenya team focused on the changes brought by the Kenya Mining Act of 2016, which opened the path for formalization of Artisanal and Small-Scale Mining (ASM) and the establishment of Artisanal Mining Committees (AMCs).

• Since 2020, the EGP has been contributing to the creation of AMCs in the counties of Migori, Kakamega, Taita-Taveta and Turkana. AMCs are governance institutions responsible for granting, renewal and revocation of artisanal mining permits, as well as addressing grievances in the sector.

• The story seeks to convey results in terms of increased community participation, dialogue, and trust-building; the search for quotations and photos aimed to capture the human-based angle of change. The story has been a motivation for the Country Team to consider further follow-up stories and blogs about various contributions/achievements in mining governance; blogs are seen as a good option to enable feedback and dialogue with readers.

• The Learning template helped the EGP Kenya team to establish a narrative, target the audience, and define the objectives of the story, including raising awareness and interest in mining governance among readers who are not specialized in mining issues.
“With time, miners have become increasingly aware and knowledgeable of the AMCs as well as other legal frameworks governing their operations”

Timothy S. Mukoshi, Kakamega County, Kenya

Read Kenya’s Story of Change here!
Tools and Learning Materials

- **Learning, Monitoring & Adaptive Management: Ideas for Monitoring EGP Implementation and Capturing Change**, Anna George (Swedish Environmental Protection Agency)
- **Mongolia: What Have We Learned by Using the Stories of Change Template**, Ariunbileg Radnaa (UNDP Mongolia)
- **Argentina’s Experience in Integrating Learning into Country Programming**, Melisa Noelia Ciurciolo and Gachi Tapia (UNDP Argentina)

**DOWNLOAD PRESENTATIONS**

**CASE STUDY**

- **Argentina: Adaptation of the Learning Methodology to Project Implementation – Country Report**, María del Carmen Tamargo, UNDP Argentina
Tools and Learning Materials

**VIDEO PRESENTATION**

- **Kenya: Sharing Experiences in Using the Stories of Change Template,**
  Washington Ayiemba (UNDP Kenya)

**STORIES OF CHANGE**

- **Kenya: Promoting Artisanal Mining Committees**
- **Mongolia: Promoting Community Participation in Mining Governance**
- **Argentina: Strengthening Participatory Environmental Monitoring in the Mining Sector**

**EGP LEARNING TEMPLATES**

- **Before Action Review (BAR) Template**
- **After Action Review (BAR) Template**
- **Stories of Change Template**
- **Reflection Questions Template**
In the EGP we have the ambition to support an environmentally sustainable mining governance that:

- Supports participatory approaches
- Makes multi-stakeholder voices heard
- Initiates changes from below
- Engages populations in vulnerable situations affected by mining

To achieve this, we need to integrate the views and voices of various stakeholders not only in planning but also in programme implementation & monitoring.

The EGP Learning Ecosystem works to:

- Monitor the project progress across different levels from the perspective of all stakeholders, including their reflection on planning, implementation and follow up (Systems Thinking).
- Reflect and generate ideas to constantly improve project implementation, adjusting the project direction based on learning (Adaptive Management).
- Create feedback between global and local levels by providing tools, exchanges and events that stimulate cross-level and cross-country learning (Feedback Loops).
- Capture and share learning in easily retrieved and communicated formats (Knowledge Management).
Thank you for joining the EGP Learning Hub!

Contact Information
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EGP Learning Channel on Teams
Learning Section, EGP Website