PSAM RLP LEARNING PILOT

KEY INSIGHTS
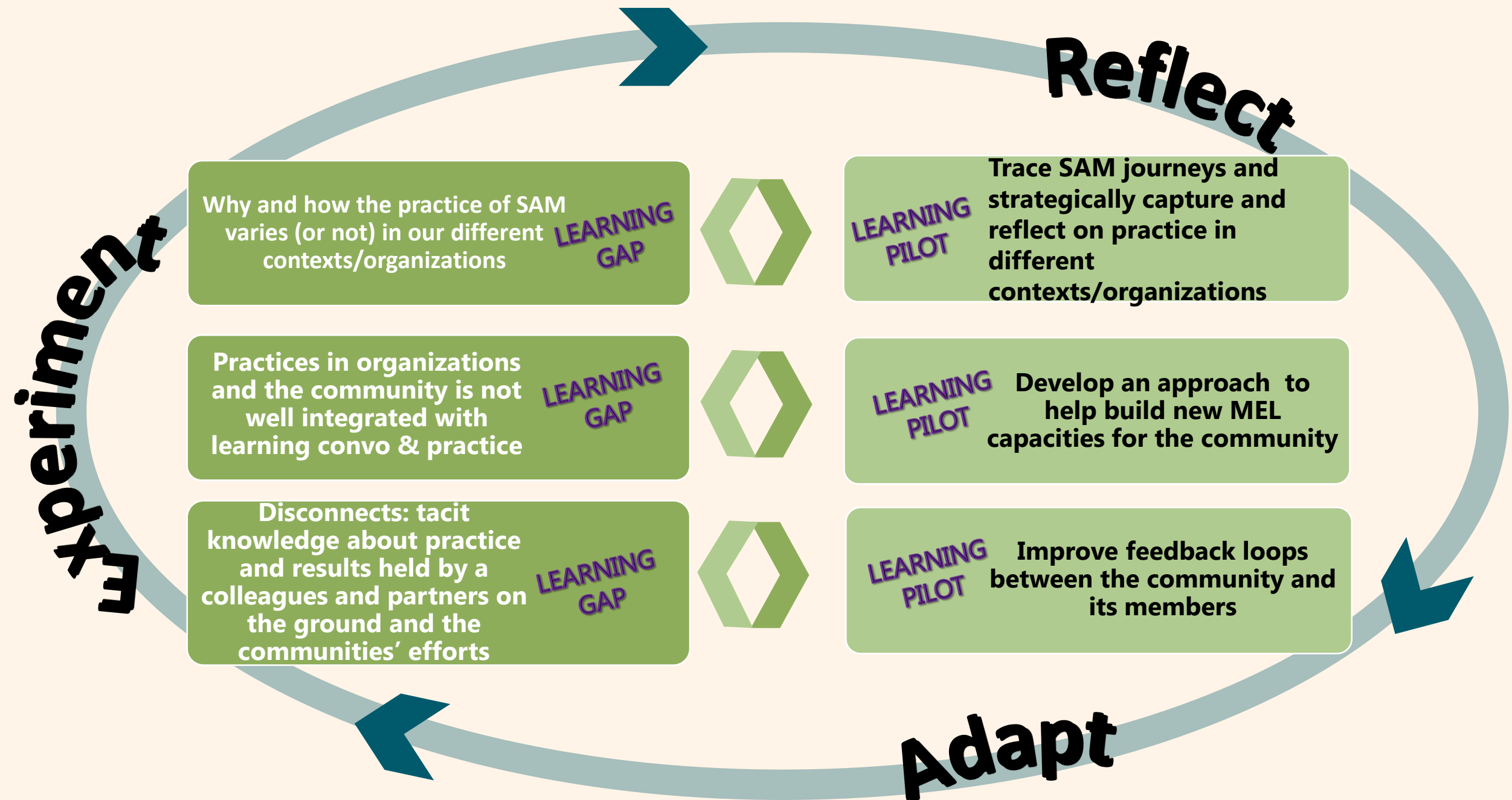03/18
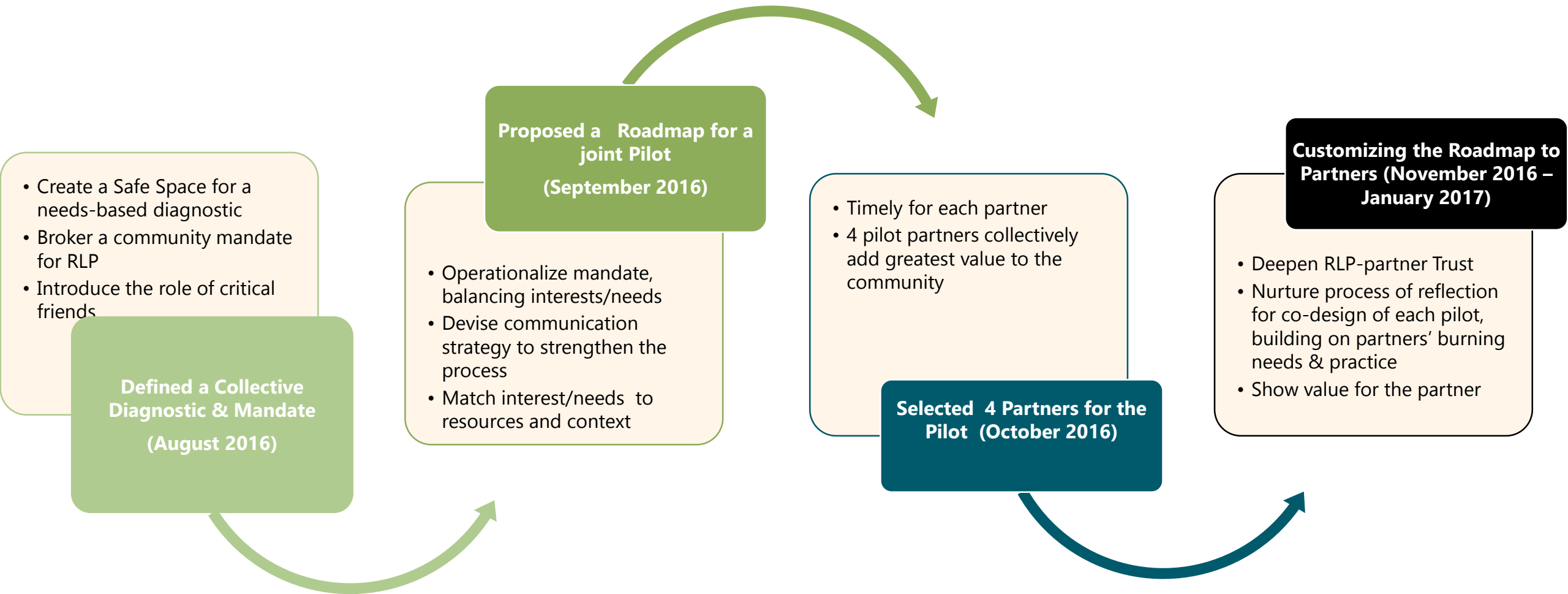
Florencia Guerzovich, Yeukai Mukorombindo, Elsie Eyakuze

CONTENT OUTLINE

BULAWAYO DIAGNOSTIC & APPROACH

Reflect

Experiment

Adapt

Why and how the practice of SAM varies (or not) in our different contexts/organizations **LEARNING GAP**

LEARNING PILOT Trace SAM journeys and strategically capture and reflect on practice in different contexts/organizations

Practices in organizations and the community is not well integrated with learning convo & practice **LEARNING GAP**

LEARNING PILOT Develop an approach to help build new MEL capacities for the community

Disconnects: tacit knowledge about practice and results held by a colleagues and partners on the ground and the communities' efforts **LEARNING GAP**

LEARNING PILOT Improve feedback loops between the community and its members

QUICK RECAP OF THE PILOT'S ROADMAP

Defined a Collective Diagnostic & Mandate (August 2016)

- Create a Safe Space for a needs-based diagnostic
- Broker a community mandate for RLP
- Introduce the role of critical friends

Proposed a Roadmap for a joint Pilot (September 2016)

- Operationalize mandate, balancing interests/needs
- Devise communication strategy to strengthen the process
- Match interest/needs to resources and context

Selected 4 Partners for the Pilot (October 2016)

- Timely for each partner
- 4 pilot partners collectively add greatest value to the community

Customizing the Roadmap to Partners (November 2016 – January 2017)

- Deepen RLP-partner Trust
- Nurture process of reflection for co-design of each pilot, building on partners' burning needs & practice
- Show value for the partner
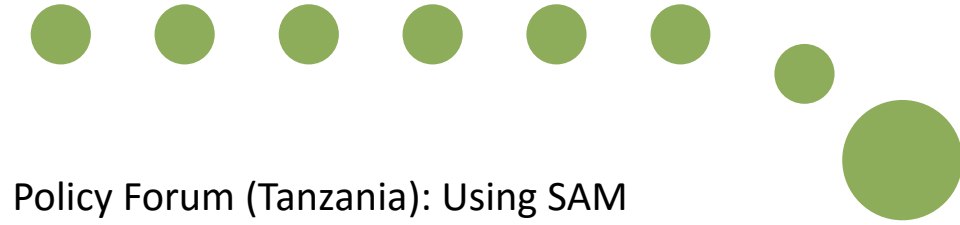
BUILD-IN SUSTAINABILITY OF THE PROCESS: Invest in MEL Capacities (RLP and with Partners) & Sustaining Stakeholders' Buy-in

Coproducing data, analysis, comms & capacities with critical friends (February-July 2017)

SAPST (Zimbabwe): Introducing SAM as a strategy of a non-SocAcc organizations' approaches

Policy Forum (Tanzania): Using SAM practice to inform theories of change & MEL framework
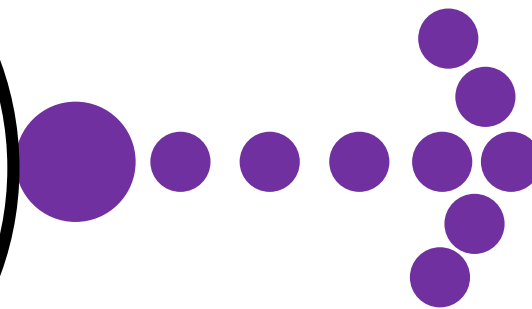
Zambia Governance Foundation: introducing SAM in challenging sub-national context

Concern Universal (Mozambique):
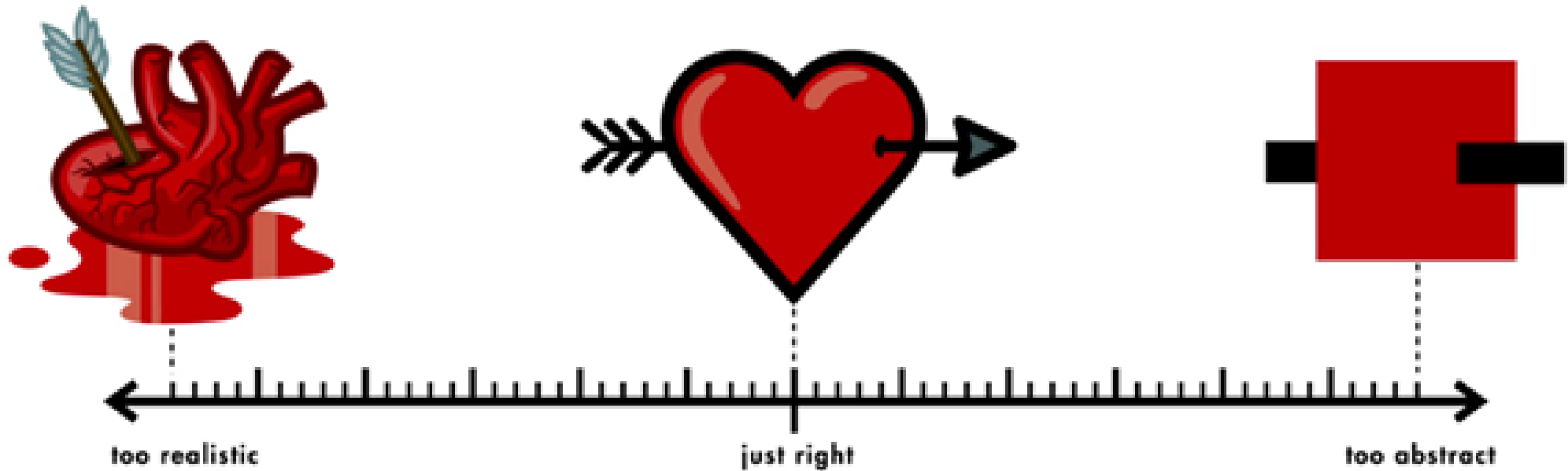
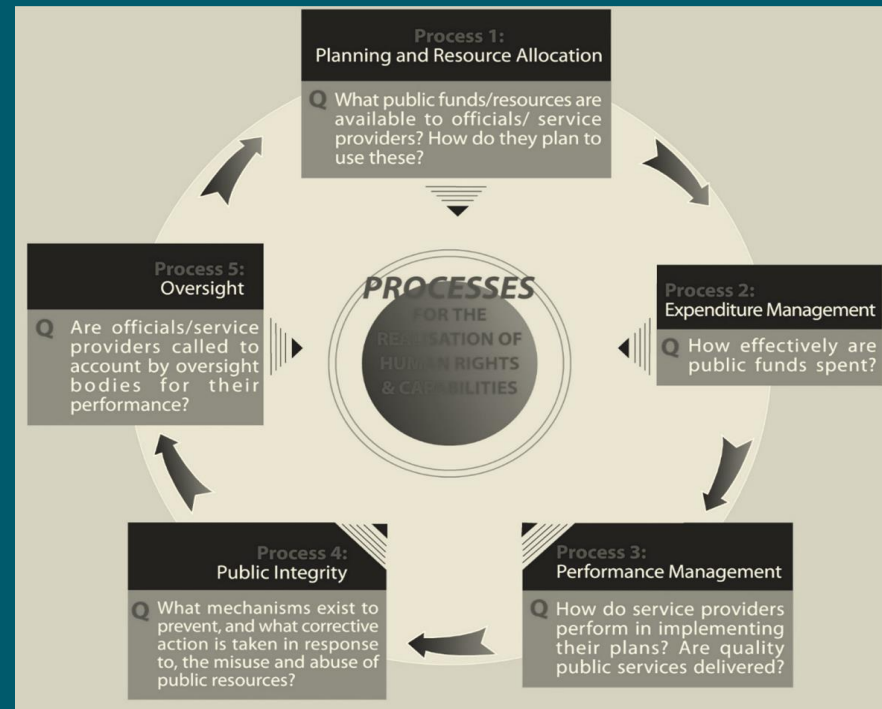SAM in different subnational contexts

Community's reflection for defining next steps

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THE ABSTRACT-O-METER

too realistic

just right

too abstract

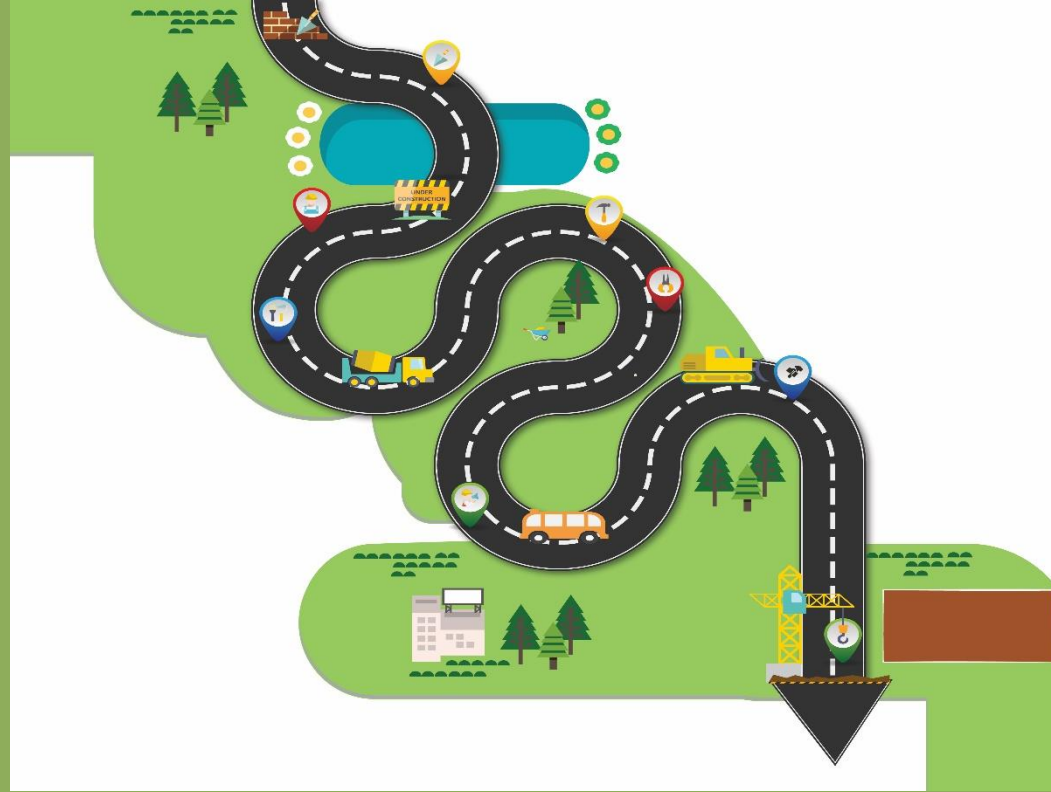# RLP ASSUMPTIONS ABOUT SAM

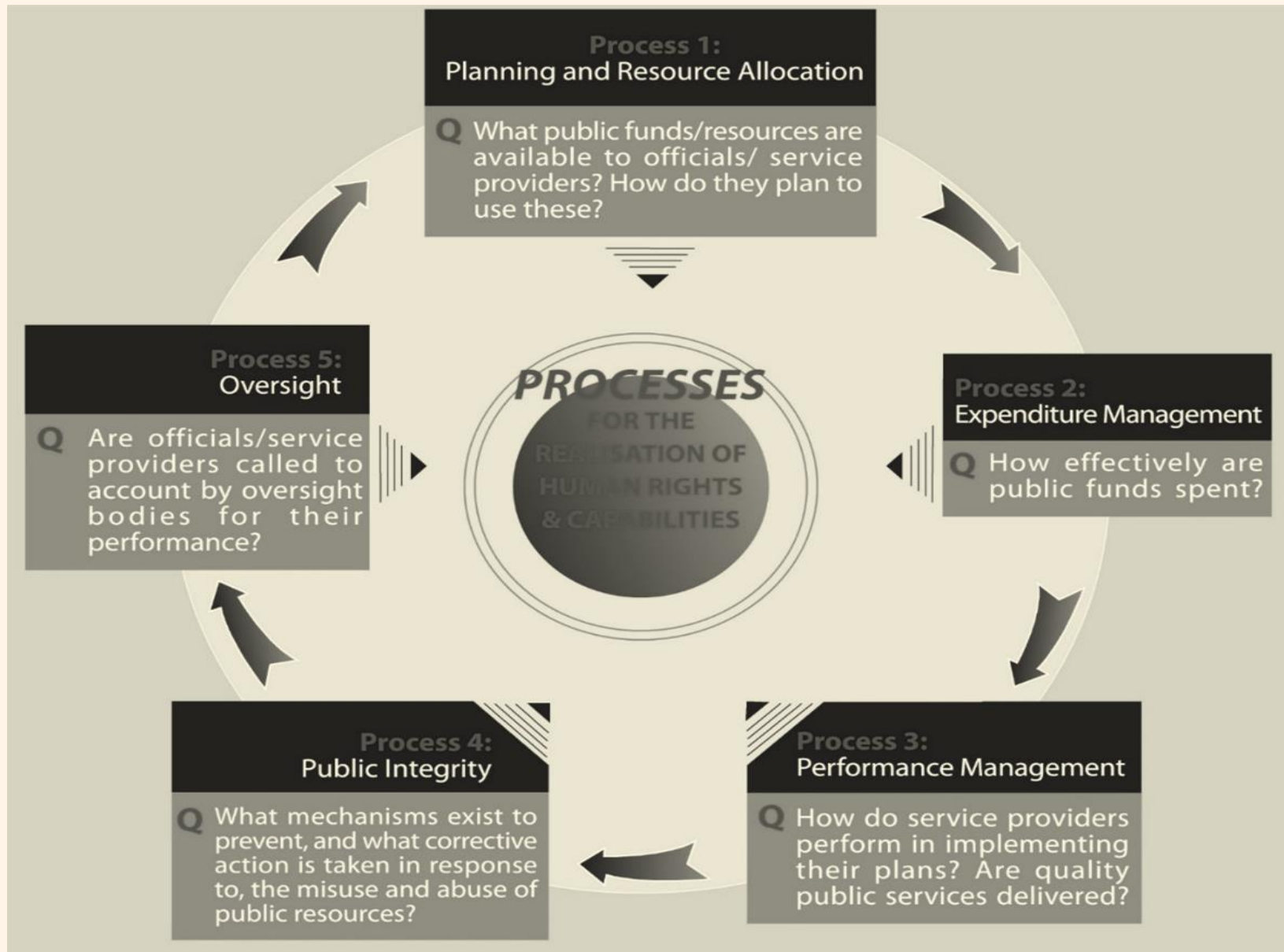Public Resource Management is a System to which SAM can be Applied.

DISENTANGLING THE SPAGHETTI OF SAM

+ Understanding of the PRM system (Fundamentals' technical core)
Identifying the problems motivating the use of SAM
Navigating Salient Systemic Interactions
Applying concrete capacities
Nurturing capacity development processes

SAM FUNDAMETALS PLUS JOURNEYS

Process 1: Planning and Resource Allocation

Q What public funds/resources are available to officials/ service providers? How do they plan to use these?

Process 5: Oversight

Q Are officials/service providers called to account by oversight bodies for their performance?

PROCESSES FOR THE REALISATION OF HUMAN RIGHTS & CAPABILITIES

Process 2: Expenditure Management

Q How effectively are public funds spent?

Process 4: Public Integrity

Q What mechanisms exist to prevent, and what corrective action is taken in response to, the misuse and abuse of public resources?

Process 3: Performance Management

Q How do service providers perform in implementing their plans? Are quality public services delivered?

How civil society operates, in terms of civic space and capacities to engage in advocacy activities

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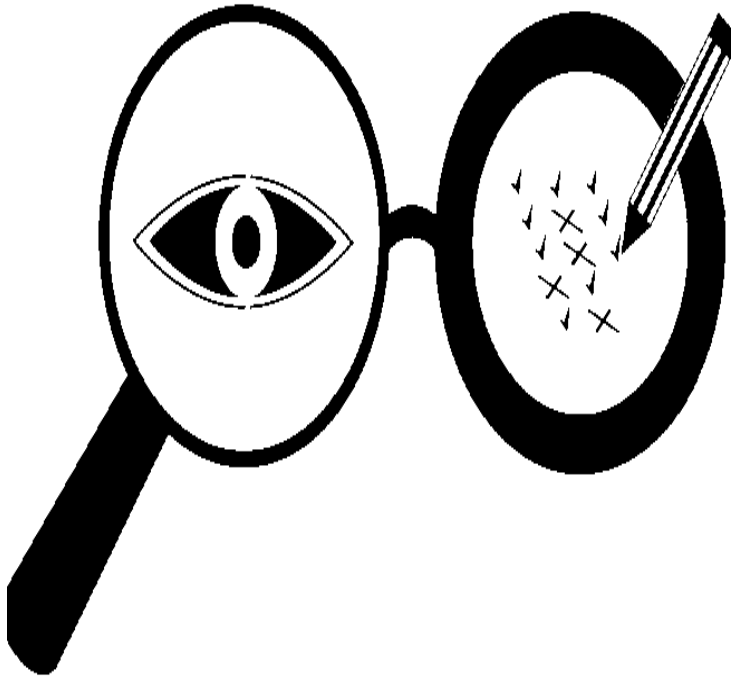
How power is exercised, includes government and other state authorities, including bureaucracies, and political parties, but in some cases religious and traditional authorities and economic powers. In some instances and depending on the topic/sector of interest, international funders also have sway.

Analytical capacities, which include technical competences and problem-driven work and results

Organizational and operational capacities that support the application of technical competences

Fundamentals Plus SAM

Civic capacity (the capacity to create and sustain smart collective action), e.g. the ability and will to problem-solve with others, relational savviness, responsiveness to context.

Adaptability, the capacity to course correct as a result of learning from past experiences, new information/data, changes in context , and others

Adapted from Guerzovich and Poli (2016)

Build understandings and capacities because experts inform behavior via imparting their technical knowledge/expertise about appropriate or desirable actions.

Contribute to action in accordance with lessons drawn from relevant, often from the past, experiences of one's own or from peers.

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Individually, learning happens as stakeholders navigate multi-stakeholder systems, become more knowledgeable about its features and, the trajectory transforms them Collectively, relationships, the mutual trust, the shared repertoire and the results are developed and continuously transformed through thinking and practice that exploits mutual learning needs, possible synergies and common goals.

HOW DO YOU PICK INGREDIENTS AND RECIPES FOR THE MEL MENU?

PRACTICE &
TACIT KNOWLEDGE

REPORTING

FOR THE FUTURE?
...
IT DEPENDS

WHAT KIND OF MEL IS USEFUL & FEASIBLE FOR THESE SPAGHETTI MAKERS

MEL look like practice

What is the basic political agreement about the nature of Fundamentals Plus practice & the primary users and priority uses of MEL?

What is operationally feasible?

What technical tools make sense in these conditions?

RLP ASSUMPTIONS ABOUT SAM

U UNDERSTANDING

Understanding of public resource management (PRM) as an integrated 5-process system from a rights-based perspective

E ENGAGEMENT

Demand side actors engage more confidently, proactively and strategically with PRM processes

M MUTUAL UNDERSTANDING

A better mutual understanding of the relationship between public resource management practice and the systemic determinants of service delivery problems

R REASONING, CAPACITY, BEHAVIOUR

Changes in the reasoning, capacity and behaviour of demand and supply side actors as they participate in the public resource management system

I IMPACT

Improved service delivery

TIME TO RETHINK

OPTIONS FOR THE MENU

Presentations, in-depth interviews, debate and tricks of the trade

Group Activities – Reflections, Case Study

SAM / MEL Bosters: Problem-Driven (Others not so tailored, focused on trends in SAM or broader field)

Networking Opportunities

Others

THANK YOU!!

OBRIGADO!!!