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Effectiveness of the learning alliance platforms in Negelle Arsi, and Shashamane Woredas, Ethiopia

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Abbreviations

BBBC	Bole Baptist Biblical Church
CSOs	Civil Society Organisations
CWA	Consolidated WASH Account
DGIS	The Netherlands: Directorate-General for International Cooperation
SDG	Sustainable Development Goals
ToR	Terms of Reference
WASH	Water, Sanitation and Hygiene
WI	Wetlands International
WASHCOs	Water, Sanitation and Hygiene Committees

Introduction

The WASH SDG programme is a 5-year (2018-2022) initiative being implemented in Shashamane and Negelle Arsi woredas. The programme is financed by the Dutch Ministry of Foreign Affairs' Directorate General for International Cooperation (DGIS) and implemented by Amref, Wetlands International (WI), Bole Baptist Biblical Church (BBBC), Akvo, and IRC WASH. The programme aims to increase access and sustainability of WASH services. Through the WASH SDG programme, IRC WASH supports two woredas, Negelle Arsi and Shashamane, in system strengthening activities that include the development of woreda WASH master plans, facilitation of learning alliance platforms, expenditure tracking, advocacy, and knowledge management.

"A learning alliance is a series of interconnected multi-stakeholder platforms at different institutional levels (national, district, community, etc.), aiming to speed up the process of identification, development and scaling up of innovations"[1] .

The two woredas' WASH learning alliances bring together relevant WASH stakeholders from government WASH sector offices at woreda and zone level, development partners, user communities and other organisations/individuals that contribute directly or indirectly to the achievement of the SDG 6 targets. The stakeholders agree to establish learning alliance platforms to strengthen integration, collaboration and coordination among WASH actors, to share best practices and information and to support the implementation of the woreda WASH SDG master plan that aims to achieve the SDG 6 targets.

This paper discusses the results of the research conducted to assess the effectiveness of the Negelle Arsi and Shashamane learning alliances since their establishment in 2020.

Objective of the assessment

The main objective of the assessment is to assess the effectiveness of the learning alliances in achieving their objective and draw recommendations for similar platforms. The research tried to assess the effectiveness of the learning alliances with respect to:

- Set-up of the learning alliances
- Frequency of meetings (number and frequency of meetings)
- Frequency of participation of members in meetings, and engagement of proper stakeholders
- Content of meetings (how important were the agendas) and action points (follow-up and completion)
- Effectiveness of the platforms (changes because of the platforms)
- Information sharing activities including the Telegram group and its benefits
- Sustainability of the learning alliances (continuation of learning alliances after project phase-out)

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[1] Smits, Stef; Moriarty, Patrick and Sijbesma, Christine (eds) (2007). Learning alliances: Scaling up innovations in water, sanitation and hygiene. Delft, The Netherlands, IRC International Water and Sanitation Centre. (Technical paper series; no. 47). 174 p. (https://www.ircwash.org/sites/default/files/Smits-2007-Learning.pdf)

Methodology

The assessment included a document review and key informant interviews. The document review included a review of the Terms of Reference (ToR) of the learning alliances, the attendance lists of the learning alliance meetings, and learning alliance meeting reports.

The attendance lists were analysed based on organisations involved, and frequency of participation of individuals. In addition, the analysis of Telegram groups included number of members, date created, number of messages posted, who was sharing what, number of files shared and their relevance, and number of learning alliance reports shared in the Telegram group.

Key informant interviews (KII) were conducted with member organisations (one KII per organisation) of the learning alliances at woreda and zone level and selected development partners.

Observations and findings

Establishment of the learning alliances

The establishment of the learning alliances was preceded by a stakeholder mapping workshop with the participation of woreda and zone WASH sector offices, IRC WASH and some WASH SDG consortium members. The invitation letter for the launch meeting was sent out by the Woreda Finance and Economic Development office which is the chair of the Woreda WASH steering committee. At the launch meeting, the learning alliances elected the steering and technical committee, discussed and agreed on the need to have a ToR and provided input for the development of the ToR. IRC WASH provided technical support for the development of the learning alliance ToR. The ToR sets the vision, objective and roles and responsibilities of the members and the platforms.

The learning alliance members are woreda and zone level government WASH actors, development partners working on WASH, service providers (WASHCOs and utilities), woreda administration, and community representatives.

Vision and objective of the learning alliances

The vision of the learning alliances as set out in the ToR is to support the provision of water supply to the community with 70% basic and 30% safely managed service levels and 100% basic sanitation and hygiene services in households and institutions to create healthy communities through the improvement of WASH services and by reducing WASH related diseases by 60-80% by 2030. The main objectives of the learning alliances are:

- Facilitate information, experience and knowledge sharing among stakeholders
- Create accountability and enhance commitment of actors working in the WASH sector
- Create awareness of different WASH challenges
- Provide a space for stakeholders to discuss WASH sector challenges and provide solutions
- Create conducive conditions for long-term coordination among WASH sector stakeholders in the woreda

Set-up of the learning alliances

The learning alliances are composed of different WASH stakeholders with the aim of achieving SDG 6 in the woredas. A list of member stakeholders in the learning alliances can be found in Annex 3.

The potential learning alliance members identified for Negelle Arsi and Shashamane amounted to 26 and 22 respectively from different institutions i.e., government offices, CSOs working in the woredas, service providers, private sector and community representatives.

The list of learning alliance members has been revised; some members are included in the original list depending on the discussion agendas, and some have been removed because of lack of participation. Some of the KII reflected that participation in learning alliance meetings is highly dependent on the agenda of the meeting which makes membership flexible and adjustable when needed.

The learning alliances have a steering committee, a technical committee, and facilitators. The learning alliance steering committee is chaired by the Woreda Finance and Economic Development offices.

There was a woreda WASH team steering committee and a technical team for the implementation of the Consolidated WASH Account (CWA) programme prior to the learning alliance. The steering committee was chaired by the Woreda Finance and Economic Development office and the technical team was chaired by the Woreda Water and Energy office. However, coordination of the technical team was weak and difficult. As a result, meetings were not regular, and members were not active compared to the learning alliance technical team chaired by the Woreda Finance and Economic Development office.

Bringing in the Woreda Finance and Economic Development office as chair of the technical team has resulted in a stronger leadership since the Woreda Finance and Economic Development office actively interacts with all the other offices. In addition, it helped in sharing the responsibility of WASH service provision beyond the water and Energy, health and education offices. Woreda Water and Energy office is the secretariat of the steering and technical committees of the learning alliance together with IRC WASH. A list of steering committee members and their role is found in Table 1.

We have observed from the ToR that Meki Catholic and Habitat are steering committee members for Negelle Arsi, but they have not participated in any of the steering committee meetings. In addition, the woreda administration was not part of the learning alliance for Negelle Arsi at the beginning but later included based on a discussion in the learning alliance meeting. The following activities are part of the roles and responsibilities of the steering committee:

- Draft meeting agenda
- Propose the date and venue of meeting
- Support documentation, knowledge sharing and learning
- Build relationships among WASH stakeholders in the woreda
- Follow up and support on action points

Table 1: Steering Committee Members of Negelle Arsi and Shashamane learning alliances

Negelle Arsi	Shashamane	Role
Finance and Economic Development office	Finance and Economic Development office	Chairperson
Water and Energy office	Water and Energy office	Secretary
Health Office	Health Office	Member
Education Office	Education Office	Member
IRC WASH	IRC WASH	Support Secretary
Meki Catholic	Woreda administration	Member
Habitat	Amref	Member
Amref		Member

The technical committees of the learning alliances consist of experts from the four WASH sector offices and additional members. A list of the technical committee members and their role is found in Table 2. Similar to the steering committee, the technical committee is chaired by the Finance and Economic Development Office. The following activities are part of the roles and responsibilities of the technical committee:

Table 2: Technical Committee Members Negelle Arsi and Shashamane learning alliances

Negelle Arsi	Shashamane	Role
Finance and Economic Development Office	Finance and Economic Development Office	Chairperson
Water and Energy Office	Water and Energy Office	Secretary
Health Office	Health Office	Member
Education Office	Education Office	Member
Guna Dole Water supply	Amref	Member

The learning alliance is expected to meet quarterly and as agreed by the steering committee for one to two days depending on the agenda and availability of resources. So far, the learning alliances have met nine times, which is in line with the expected number of meetings. The steering and technical committee are expected to meet at least once a month. However, we have seen that the steering committee doesn't meet as regularly as they should and mostly meet to set agenda, date, and venue for the learning alliance meetings. But the technical committee of Shashamane met more than the technical committee of the Negelle Arsi learning alliance.

The location of the learning alliance meetings was Hawassa. In the ToR, the justification for the learning alliance meeting outside of the woreda is unavailability of a venue that can accommodate a large number of participants during COVID-19 and to increase commitment and focus of the leadership which otherwise might be interrupted during meetings.

The learning alliance facilitation is the responsibility of the Woreda Finance and Economic Development and Woreda Water and Energy offices once the project phases out. Up to now, IRC WASH has been supporting by covering costs (transport and accommodation for participants and venue and entertainment) and preparing meeting reports.

Frequency of meetings and participation

The learning alliances were established in August 2020. Since their establishment, the learning alliances have conducted nine meetings each, which is in line with the expected number of meetings. The following parameters were used to analyse participation of members in learning alliance meetings:

- Number of participants
- Participants per organisation and per organisation category
- Participant name
- Participant position

The average number of participants is 20 for the Negelle Arsi and 25 for the Shashamane learning alliance. Table 3 shows the number of participants in each learning alliance meeting.

Table 3: Number of participants

	Negelle Arsi	Shashamane
Aug 2020	11	12
Oct 2020	18	27
Dec 2020	27	33
Mar 2021	19	34
July 2021	19	21
Oct 2021	23	20
Jan 2022	20	25
Mar 2022	26	28
July 2022	15	24
Total	178	224
Average	20	25

Looking at the participation of organisations, we found the organisations in Annex 3 have participated in one or more learning alliance meetings. We also looked at the four WASH sector offices (Woreda Finance and Economic Development Office, Woreda Water and Energy Office, Woreda Health Office, and Woreda Education Office) and their participation in the nine learning alliance meetings. Figure 1 and Figure 2 show the percentage of participation of the offices.

In the Negelle Arsi learning alliance, all WASH sector offices have a good participation rate, and they are represented in all nine learning alliance meetings. On average 20%, 14%, 11% and 16% of the participants are from Woreda Water and Energy Office, Woreda Health Office, Woreda Finance and Economic Development Office, and Woreda Education Office respectively. Meaning, 67% of the participants are from these four offices. The remaining 33% of participants come from other stakeholder organisations.
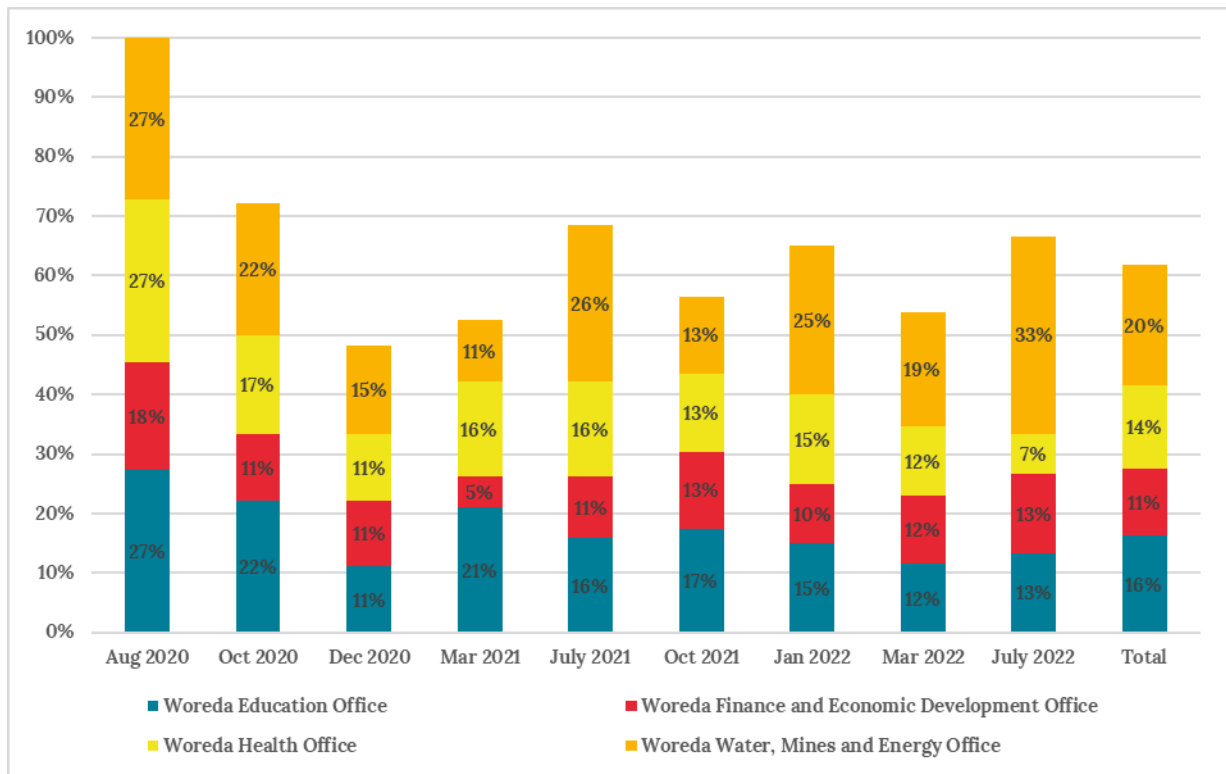
Figure 1: Negelle Arsi, WASH sector offices

In the Shashamane learning alliance, all WASH sector offices have a good participation rate, and they are represented in all nine learning alliance meetings. On average 15%, 10%, 9% and 12% of the participants are from Woreda Water and Energy Office, Woreda Health Office, Woreda Finance and Economic Development Office, and Woreda Education Office respectively. Meaning, 46% of the participants are from these four offices. The remaining 54% of participants come from other stakeholder organisations.
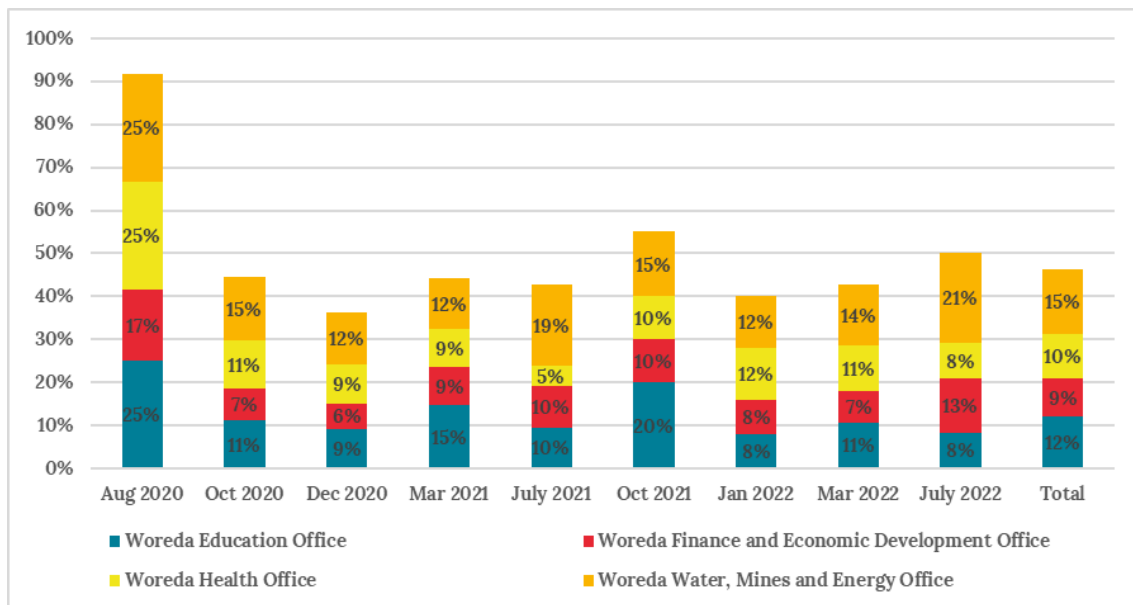

Figure 2: Shashamane, WASH sector offices

When looking at consistency of member participation, we saw some interesting results. One-time participation in learning alliances is 48% and 47% in Negelle Arsi and Shashamane respectively. Similarly, the average percentage of participants that participated in more than four learning alliance meetings is 27% and 28% in Negelle Arsi and Shashamane respectively. We consider this percentage to be good because there are different factors that affect participation including turnover and other government priorities.
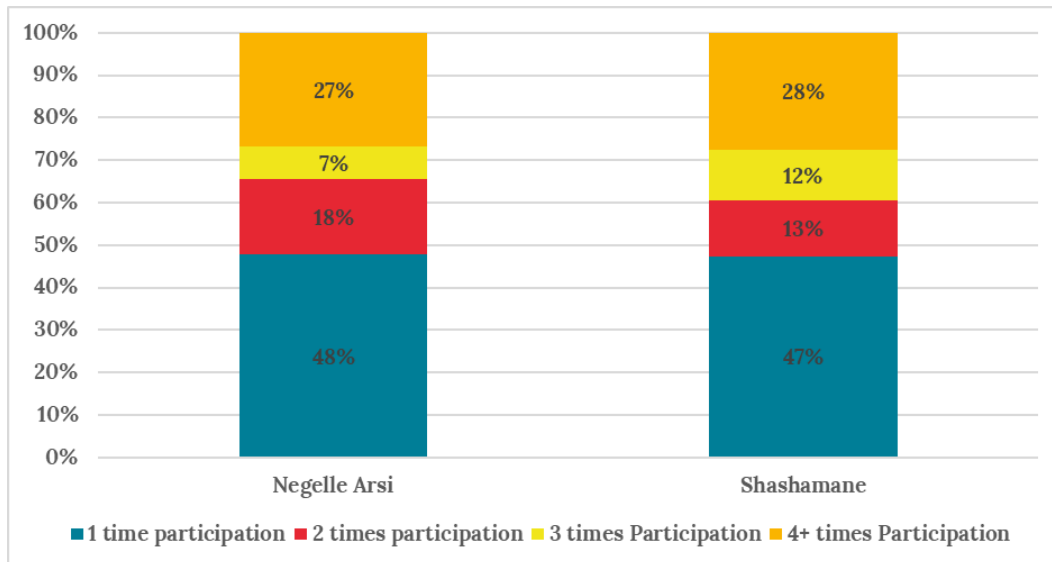
Figure 3: Participation based on participant name

However, when looking at participation of WASH sector offices, one-time participation is lower, and the average percentage of more than four times participation is higher than the overall average. Onetime participation is 41% and 36%, while more than four times participation is 36% and 42% in Negelle Arsi and Shashamane respectively.
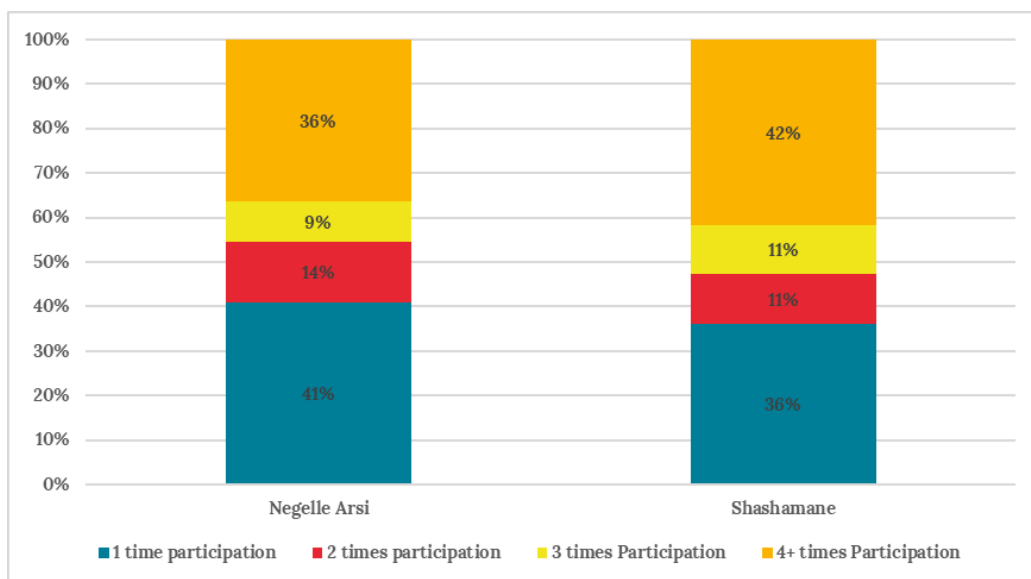

Figure 4: Participation based on participant name of WASH sector offices

The participation of influential persons (administration, office heads and deputy heads) in the learning alliance meetings is not as expected. Although their participation is critical as they have the decision-making power and are in the best position to scale up of activities.

Except for the main four WASH sector offices, the contribution from other learning alliance members is minimal. In Negelle Arsi, the participation of the woreda administration is limited. From our analysis, we can see that the administration participated in only one meeting out of the nine, which comes down to a participation of around 11%. In Shashamane, the woreda administration has participated in five of the nine learning alliance meetings, coming down to a participation of around 55%.

As can be seen in Figure 5 and Figure 6, the participation of experts is very high in both learning alliances. On average the percentage of expert participants is 69% and 59% in Negelle Arsi and Shashamane respectively.
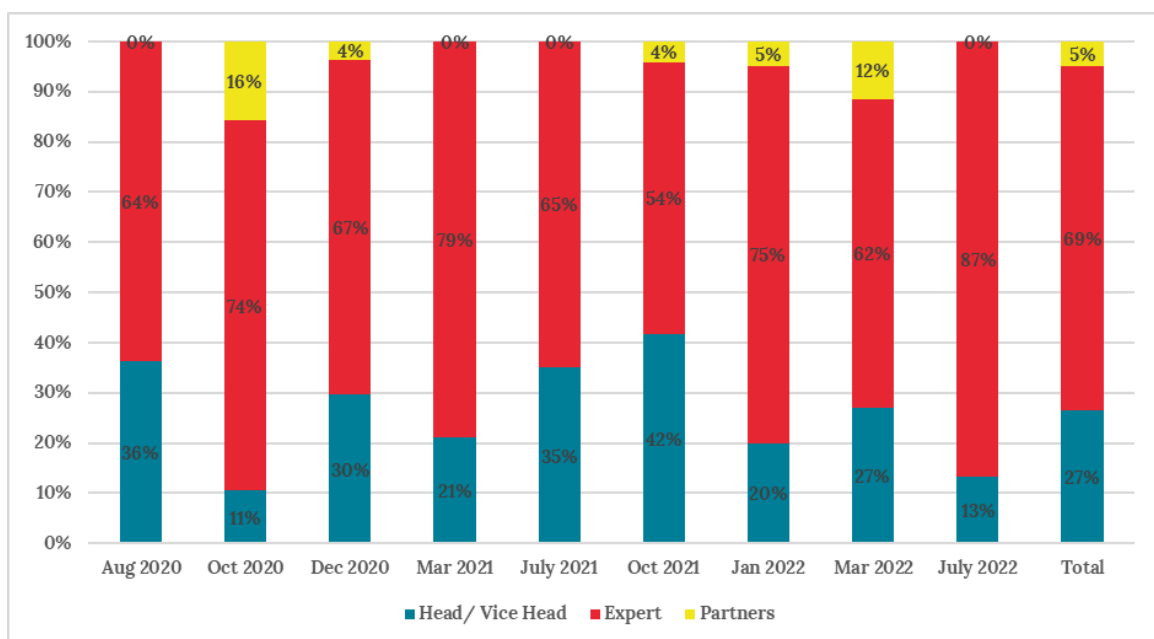

Figure 5: Participant position, Negelle Arsi

The participation of heads and deputy heads is consistent in Shashamane with 23 to 38% participation, 32% on average. However, the participation of heads and deputy heads in Negelle Arsi varies significantly ranging from 11 to 42%, 27% on average. This is dependent on the agenda of the meetings, and availability of the heads or deputy heads on the day of the learning alliance meetings. In addition, the high turnover has affected participation in both woreda learning alliances. Except for the four main woreda WASH sector offices, the contribution of other learning alliance members is very minimal in organising and facilitating the learning alliance meetings, presenting learnings, participating in discussions about WASH challenges and solutions, and undertaking action after each learning alliance meeting.
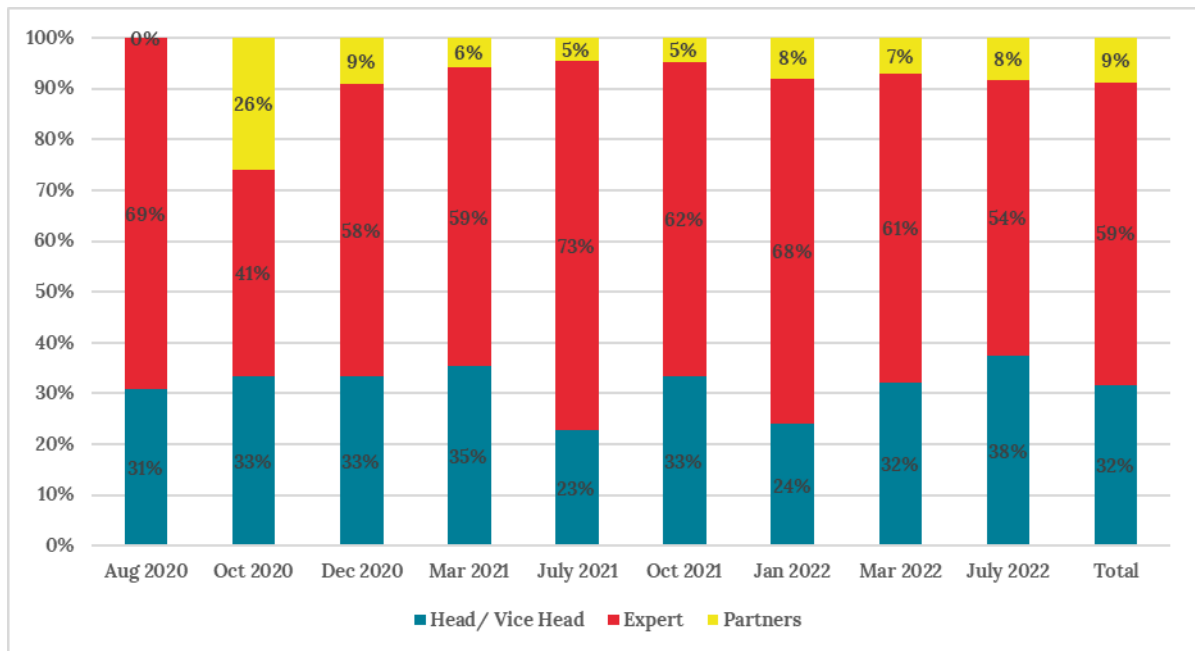
Figure 6: Participant position, Shashamane

Content of meetings

The agenda for the learning alliance meetings is set by the technical committee with the support of IRC WASH. Of the agenda items set to be discussed (on average 4 agenda items per meeting) 97% are discussed while 3% was not discussed mostly because of time constraints. The most common learning alliance meeting agenda items were:

- Action points from the previous meeting (17% Negelle Arsi, 16% Shashamane)
- Annual and quarterly action plans of the learning alliance (11% Negelle Arsi, 8% Shashamane)
- Resource mobilisation and implementation strategy (8% Negelle Arsi, 8% Shashamane)
- Stakeholders and membership (8% Negelle Arsi, 8% Shashamane)
- WASH performance report (8% Negelle Arsi, 11% Shashamane)
- WASH SDG master plan (6% Negelle Arsi, 11% Shashamane)

The agenda is set by the technical team and IRC WASH a few weeks before the learning alliance meeting occurs. From what we gathered in the key informant interviews, agendas for the learning alliance meetings are very important and directly relate to the roles and responsibilities of some member organisations to encourage them to participate actively in the discussion.

From the key informant interviews we have found that the participants take on agreed action points with clear roles and responsibilities and take on the responsibility to present progress at the upcoming meeting. Even though this served as an accountability mechanism for the agreed action points, follow-up on the agreed action points has been found to be weak so far. On average four action points are taken up after each meeting. We have observed most of the action points are for the Water and Energy Office. The most common learning alliance action points are related to:

- Annual and quarterly action plans of the learning alliance (9% Negelle Arsi, 9% Shashamane)

- Conduct steering and technical committee meetings (7% Negelle Arsi, 7% Shashamane)
- Learning Alliance meeting report (14% Negelle Arsi, 20% Shashamane)
- Mobilise local resources (7% Negelle Arsi, 9% Shashamane)
- WASH SDG master plan (7% Negelle Arsi, 9% Shashamane)

Even though an action point is taken to conduct steering and technical committee meetings and for the committee to follow up on action points, some action points are not completed. Based on the learning alliance report analysis, the completion rate of action points is 63% for Negelle Arsi and 73% for Shashamane. Based on the ToR, the technical committee has to meet in between the meetings but usually meets in preparation for the next learning alliance meeting at the initiative of IRC WASH. The Shashamne learning alliance technical committee meets more frequently than the one of Negelle Arsi. We have also learned that the learning alliance has served as a monitoring (check and balance) mechanism for woreda WASH sector offices.

Contributions of the learning alliances

Coordination and problem solving between sector offices

The platform created a good opportunity for coordination between woreda sector offices, to learn from their experience and solve problems together. Before the learning alliance, there was weak coordination between WASH sector offices at woreda level; this has improved significantly after the establishment of the learning alliances, the four WASH sectors offices have strengthened their coordination. Some of the coordination and problem-solving activities mentioned by key informants are:

- Working towards a common goal: the learning alliance has helped members to start working towards a common goal rather than focusing on their specific office roles and responsibilities.
- Better budget allocation for WASH activities: WASH activities, especially the water component, have become a priority during budget allocation.
- Better engagement of health and education offices: the Woreda Finance and Economic Development offices encouraged health centres and schools to allocate budget for WASH activities. The learning alliance helped the education office to work closely with the Woreda Health office; this ensures better implementation of institutional WASH activities.
- Communication: WASH sector office staff know each other and easily communicate and share information.
- Better coordination with development partners: development partners (Amref) have access to stakeholders and discuss any issues during and after learning alliance meetings.
- Woreda WASH SDG master plan: the woreda developed a WASH SDG plan with sector offices. This has helped the woreda to understand where they are, where they want to go, and the resources needed to achieve their vision. After the development of the master plan, the learning alliance has also supported the development of a resource mobilisation strategy.
- Integrated reporting: unlike previous working modalities, the woreda WASH sector offices prepare an integrated WASH report and present this quarterly to the learning alliance.
- Participation of users: the participation of WASHCOs in the learning alliances is a good opportunity for the community to bring forward the challenges and issues they are facing on the ground.

Awareness and priority to WASH

The learning alliance has helped members to understand their roles and responsibilities for better WASH service delivery in the woreda. Previously, the Woreda Finance and Economic Development office had limited understanding and didn't give the necessary priority to WASH. The learning alliance and its activities including the development of the woreda WASH SDG master plan have significantly changed the thinking and created a better understanding of the gaps and challenges in the WASH sector.

The participation of higher officials in the learning alliance meeting and feedback of the technical team after the learning alliance meeting have created an opportunity for them to understand the challenges and resource gaps in the WASH sector. Their understanding is very crucial for decision making, especially for budget allocation. Sector commitment increased by undertaking responsibilities on any activities related to WASH. In addition, there is a clear understanding on the importance of giving attention to soft components for the sustainability of WASH services.

Repeated discussions during the learning alliance meetings have changed the understanding of leadership which facilitated the leveraging of resources for the SDG consortium activities in the woreda. For example: allocation of matching budget of around 43% in the first phase and 33% in the second phase for the construction of water infrastructures by Amref Health Africa.

Information and experience sharing

The learning alliance served as an experience and information sharing platform for the WASH sector in the woredas. The learning alliances go beyond meetings, they are a means to share knowledge and experiences between stakeholders. The learning alliance has also created a platform for WASHCOs to share their experience.

The learning alliance serves to share project learnings by different development partners. For example, in one of the learning alliance meetings, World Vision Ethiopia shared their project activities and learnings and, in another meeting, Amref and BBBC also shared their experience and learnings.

Another effective way of information sharing, in addition to the quarterly learning alliance meetings, is the Telegram group. The Telegram groups were created during COVID-19 to facilitate the continuation of learning alliance activities. The Telegram groups were created in November 2020. The administrators of the group are representatives from the Woreda Water and Energy office and IRC WASH. All the learning alliance meeting reports can be found in the Telegram group, including the learning alliance ToR.

The Negelle Arsi learning alliance Telegram group has 33 members while the Shashamane learning alliance Telegram group has 42 members. The Woreda Water and Energy office is an active participant in the Telegram group and shares experience and learning. The Woreda Health office also shares sanitation-related information. We also found that the Zone Health department has its own Telegram group for sharing information and learning between woredas. This has affected the active participation of the Woreda Health office in the learning alliance Telegram group.

Challenges of the platform

There are several challenges the learning alliance is facing. The following challenges are mentioned by most key informants:

- *Weak follow-up action points*: Even though action points are taken after each learning alliance meeting, there is a weak follow-up by steering and technical committees. In addition, some action points are not completed. There is also no budget to undertake some of the agreed action points. The steering and technical committee are not meeting as regularly as expected which is at least once a month. This affects the agenda and action point follow-up and completion rate. It is recommended that these committees meet as regularly as possible in addition to meeting to set agenda, date, and venue for the learning alliance meetings.
- *Limited participation of office heads*: Most office heads are not coming to the learning alliance meetings because of other engagements. This affects the decision-making power of the learning alliance as some of the action points require decision taking at higher level. This has also impact on institutionalising the learning alliance in the government structure.
- *Initiating the learning alliance meetings*: The woreda and its learning alliance are dependent on IRC WASH to initiate the learning alliance meetings. The woreda is not taking the responsibility to initiate the learning alliance meetings and its activities between meetings.
- *High turnover*: High turnover, especially of office heads, affects the commitment of learning alliance members. This impacts the understanding of members who need repeated explanations about the learning alliance and its activities. It also impacts the knowledge transfer and continuity of the learning alliance.
- *Understanding of the objective of the learning alliance*: Very few members of the learning alliance have a clear understanding of the objective of the learning alliance and its activities.
- *Punctuality during learning alliance meetings*: There is weak commitment from some members to come to meeting on time.
- *Limited participation of the private sector*: This affects market-based sanitation activities in the woredas. The private sector was identified as missing from the learning alliance and were invited to participate. However, their participation is limited in both woredas.
- *Lack of budget to sustain the learning alliance*: There is no budget allocated by the woredas for the facilitation and follow-up of learning alliance meetings and its activities.
- *Lack of accountability*: There is no mechanism to hold members accountable for not following up on action points.

Conclusion

Despite the challenges mentioned above, the learning alliances conducted nine meetings as per their schedules, created a good understanding of the importance of learning alliances in strengthening the WASH actors' coordination and supported the development of integrated WASH master plans. Even if IRC WASH has been supporting and providing resources (transportation, and per diem for participants), venues for meetings and support on meeting report writing - the role of facilitation and organising the learning alliance meetings lies with the Woreda Finance and Economic Development and Woreda Water and Energy offices after the project phases out as per the agreed learning alliance ToR. These offices need to properly take over their role for the sustainability of the learning alliance. In addition, the woreda needs to develop a strategy to sustain the learning alliance and have discussions with stakeholders on its sustainability. The sustainability of the learning alliance is very helpful for the implementation of the Woreda WASH SDG master plan.

Recommendations

Some recommendations from the KII and the analysis of the stakeholder participation in the learning alliance meetings are:

- The participation of the four WASH sector offices has been regular, whether they are represented by experts or officials. These organisations are, however, frequently represented by different personnel which makes one-time participation high in both woredas (48% in Negelle Arsi and 47% in Shashamane). There is a need for these organisations to assign one or two focal persons to participate in the learning alliances and share their knowledge with their respective offices. This will significantly improve knowledge transfer and keep members informed about the last learning alliance activities and what is to be done next. The focal person is expected to report back to the other colleagues to ensure continuity.
- Inviting different WASHCOs from different parts of the woreda will help in learning about issues from different parts of the community and addressing the challenges. In addition, participating in the learning alliance meetings has been found to be a source of motivation for WASHCO members. Hence it is suggested to invite all on a rotating basis.
- Member participation is based on invitations sent out by the Woreda Finance and Economic Development office. Participation of members in the discussions depends on the discussion. If the discussion point is related to the organisation he/she represents, he/she will participate in the discussion. Hence, we suggest the invitation to be agenda-based and selective for better engagement and participation, i.e., the right person and the right organisation should come to the meetings.
- Institutionalisation of the learning alliance in respective offices is important for sustainability of the learning alliances.
- Participation of higher officials and zonal offices is important for uptake and scaling up of the learning alliances.
- Capacity building on facilitation of meetings for the technical team is important as the woreda offices have to take up the responsibility of facilitation and follow-up of the learning alliance meetings and its activities after the project phases out.

Annex 1: List of key informants

Woreda Offices

- Woreda Water, and Energy Office
- Woreda Health Office
- Woreda Finance and Economic Development Office
- Woreda Education Office
- Woreda Administration
- Woreda Agriculture Office
- Environment and Climate Change Office
- Woreda Land Use Office
- Woreda Women and Children Office
- WASHCO

Zone Departments

- Zone Water, and Energy Office Department
- Zone Health Department

Regional Bureaus

- Oromia Water and Energy Resources Development Bureau

Federal level

- Ministry of Water and Energy
- National WASH Coordination Office

Development Partners and research Institutions

- Zeway Fish Research Center
- Bole Baptist Biblical Church (BBBC)
- Amref Health Africa
- IRC WASH

Annex 2: Interview questions

Thank you for your participation and contributions to the learning alliance. Your feedback is crucial for this process and will be useful for our assessment and reporting on activities of the learning alliance.

1. General Information
   a. Name of interview
   b. Organisation
   c. Title/ position
2. How did you come to be a member of the learning alliance?
   a. What are the objectives and activities of the learning alliance?
   b. How do these objective and activities of the learning alliance align with your organisational goals?
   c. Have you participated in the development of the learning alliance ToR?

3. What did you hope to gain from your participation in the learning alliance? (e.g. knowledge, access to experts and information, to share your own organisation's activities etc.)
   a. To what extent has this been realized?
   b. Are there any new insights that were useful for your work or project?
   c. Have you been inspired to take up any actions and what were the results from the actions taken?
4. Which stakeholder groups have you had the opportunity to interact with on the learning alliance; are there any stakeholders that should be a part but are not?
5. How will you rate your level of interaction with stakeholders on the learning alliance?
6. What were your own contributions to the learning alliance? How has your organisation engaged with the learning alliance?
7. Do you think the agendas in the learning alliance meetings are important?
8. How strong is the learning alliance in following the implementation of agreed action points?
9. What has changed because of your participation in the learning alliance? (Prompts on issues if needed – e.g., understanding or awareness, improvements in own work, access to stakeholders etc.)
10. How do you integrate your participation and activities on the learning alliance into your institution's work and what were the results?
11. How did these results inform your organisation's policy and approach to WASH service delivery?
12. How do you access information from the learning alliance?
13. What has worked well in the learning alliance and should be continued?
14. What did not work well that needs improvement or should be discontinued? What do you think is missing from the learning alliance?
15. What do you think are the challenges?
16. How do you see the use of the Telegram group?
17. Are you actively participating in the group? If yes, what triggered you for your active participation? If not, what is discouraging?
18. The learning alliances are currently facilitated by WASH SDG consortium, what do you think will happen when the project phases out? (Do you think a government office will take over the facilitation role?)

19. Do you think there is enough commitment with members to sustain the learning alliance?
20. Do you have any comments that can strengthen the learning alliance?

Annex 3: List of learning alliance member organisations

Government	NGOs	Private sector	Community
Shashamane learning alliance members			
1. Woreda Water, & Energy Office 2. Woreda Education Office 3. Woreda Finance and Economic Development Office 4. Woreda Finance & Economic Cooperation Office 5. Woreda Agriculture Office 6. Woreda Environment & climate Change Office 7. Woreda Land Use Office 8. Woreda Administration 9. Woreda Women & Children Office 10. Woreda Labor & Social affairs office	11. Bole Baptist Biblical Church (BBBC) 12. Amref Health Africa 13. Habitat 14. IRC WASH 15. SNV	16. Small and micro-enterprises 17. Retailers of spare parts	18. User community 19. WASHCO 20. Water Board 21. Community Leader (Hada sinke & Geda Leaders)
Negelle Arsi learning alliance members			
1. Woreda Water, & Energy Office 2. Woreda Education Office 3. Woreda Finance and Economic Office 4. Woreda Finance & Economic Cooperation Office 5. Woreda Agriculture Office, 6. Environment & climate Change Office, 7. Land Use Office 8. Woreda Administration 9. Woreda Women & Children Office 10. Woreda Labor & Social affairs office	11. BBBC, 12. Farm Africa, 13. Amref, 14. Meki Catholic, 15. Hope International, 16. ADRA, 17. Habitat, 18. IRC WASH, 19. Rift Valley Authority	20. Microenterprise 21. Retailers of spare parts	22. User community 23. WASHCO 24. Water Board 25. Community Leader (Hada sinke & Geda Leaders)