



**Strengthening Governance for Infrastructure Service  
Delivery: The Role of Public Private Sector Partnerships  
9-11 March 2009 – Manila, Philippines**

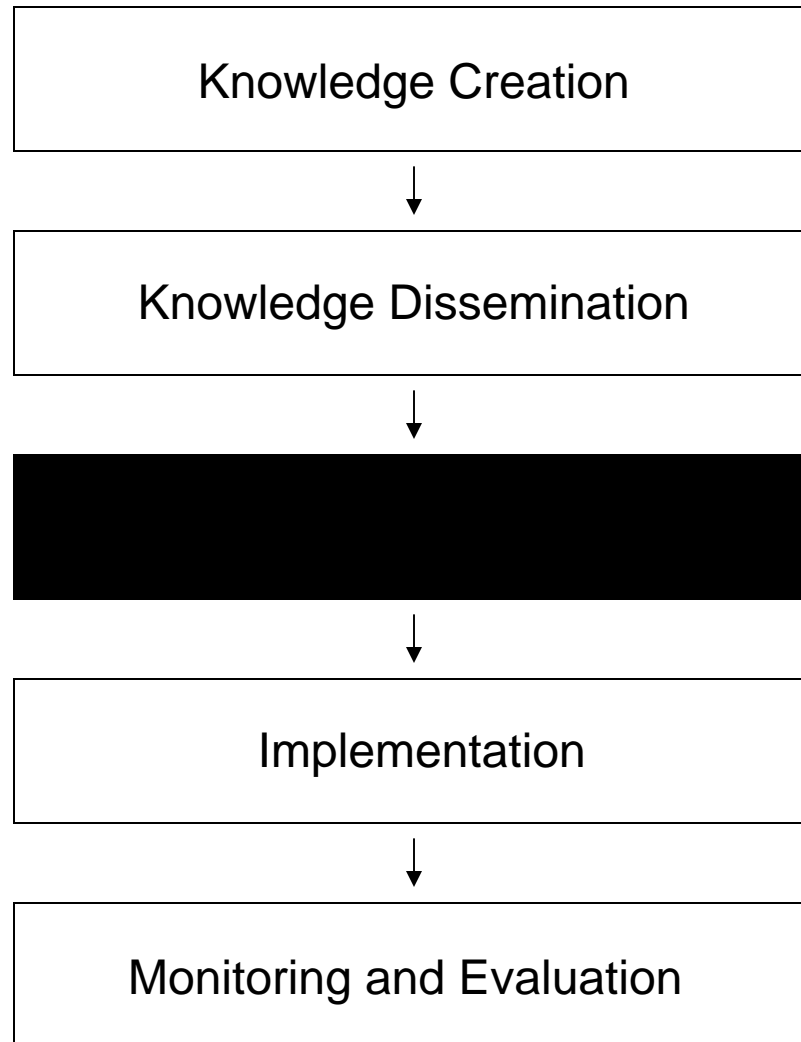
# How to Strengthen Governance for Infrastructure Service Delivery?

Application of the *Learning Spiral* in a  
Public Private Partnership Capacity Building Initiative

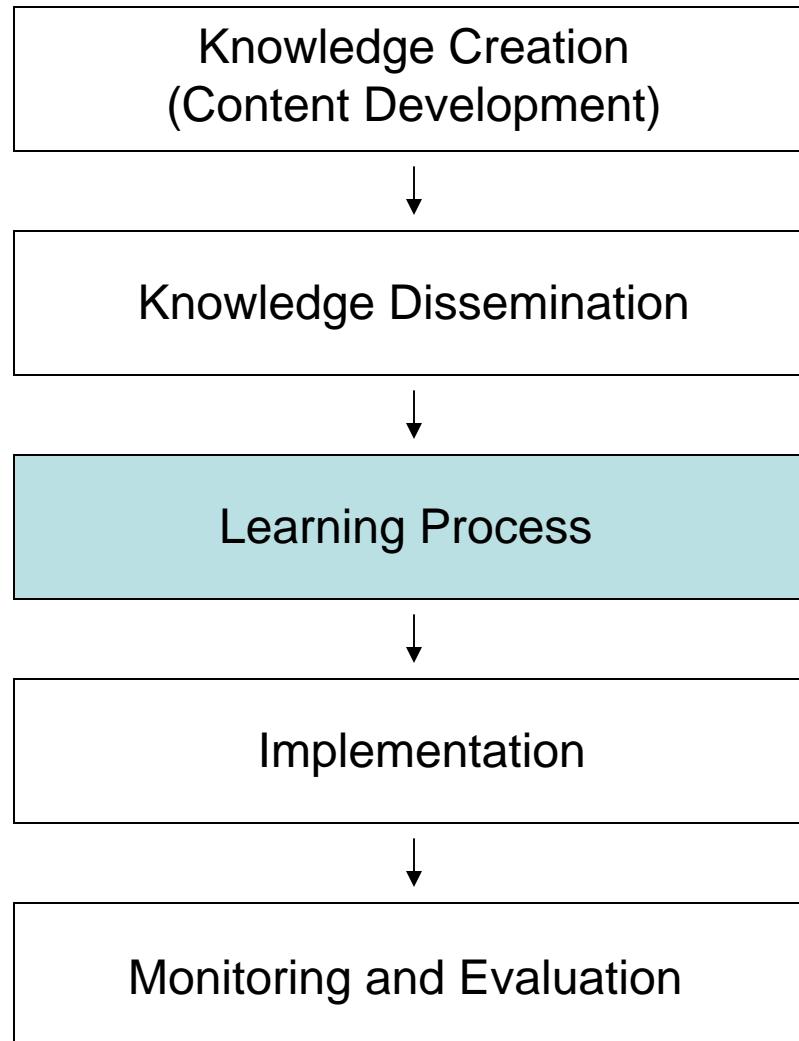
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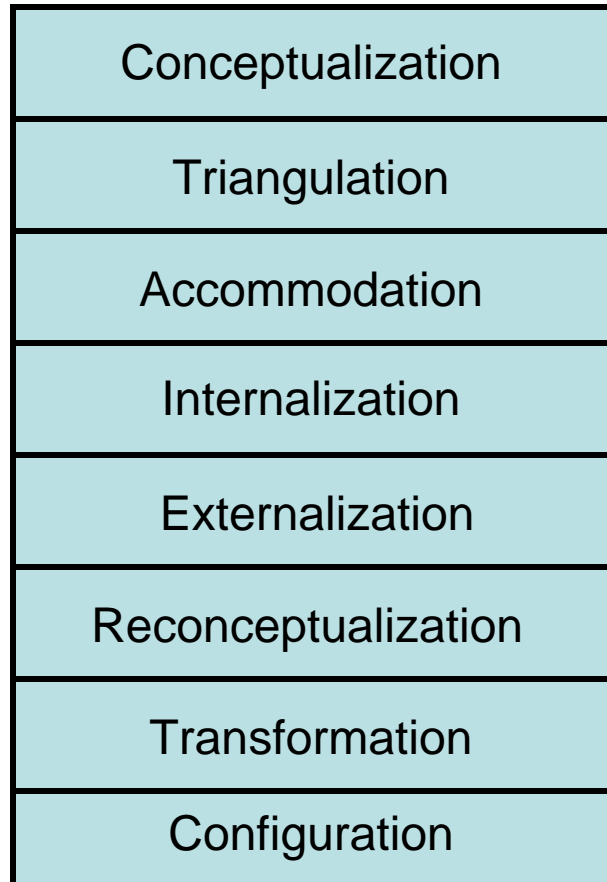
# Knowledge and Learning System



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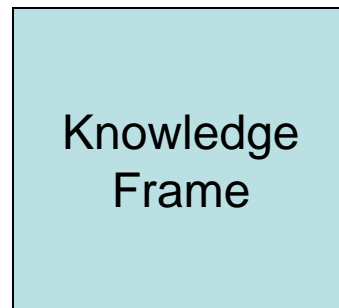


# Application of the *Learning Spiral* in MP3IC



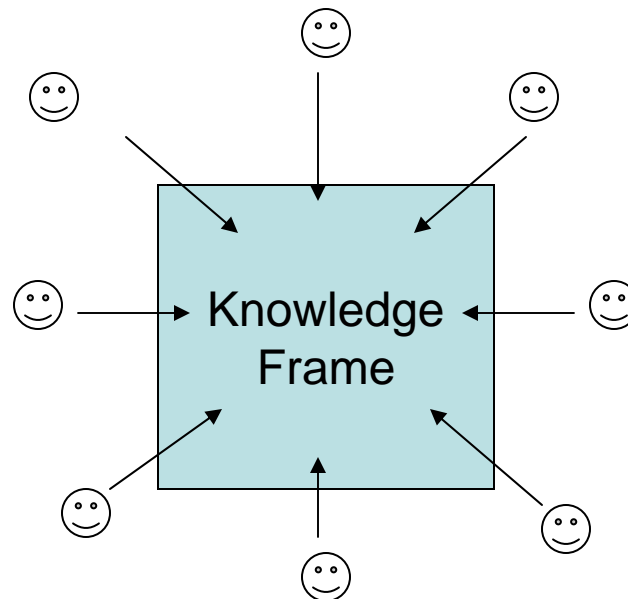
# Application: Conceptualization

- ➔ Set up learning event organization - MP3IC team and core partners
- ➔ Selection, collection and sequencing of state-of-the-art knowledge - 55 CLC's
- ➔ Definition of target audience - private, public and civil society (?)
- ➔ Review knowledge in regard to target audience –focus groups, expert panels
- ➔ Setting learning objectives – content learning (generic) versus learning to apply (contextual)
- ➔ Timelines – the learning spiral as an iterative process
- ➔ ?



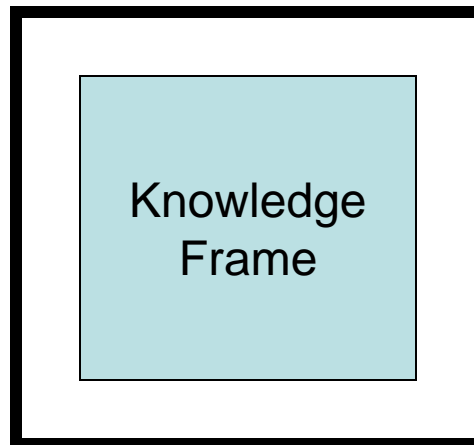
# Application: Triangulation

- ➔ Search of relevant perspectives in regard to chosen knowledge
- ➔ Select individuals who represent different perspectives – narrative story telling through primary stakeholders, leaders, content partners, etc.
- ➔ Production of a whole range of modules and sub-modules (non hierarchical...) with different content focus, depth and translated in different languages (making learning actor curious by offering choices...)
- ➔ Illustration of module content in case studies to which learning actors can relate too
- ➔ ?



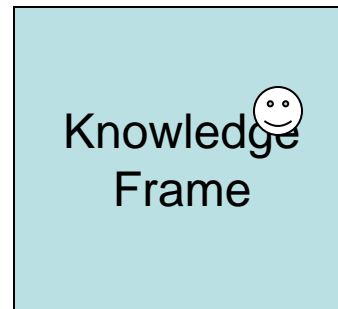
# Application: Accommodation

- ➔ Dissemination of information's about learning process, learning objectives, communication and privacy rules (verbal and writing) to learning actors
- ➔ Make knowledge material accessible for target audience - i.e. print material, video tapes, audio clips, self-running media presentations, knowledge portal
- ➔ Providing program security and IT-support – help desk
- ➔ Organizing personal encounters of learning actors in early stage of learning process - face to face conference, video conference, etc.
- ➔ Aesthetical considerations of a global/regional program design
- ➔ ?



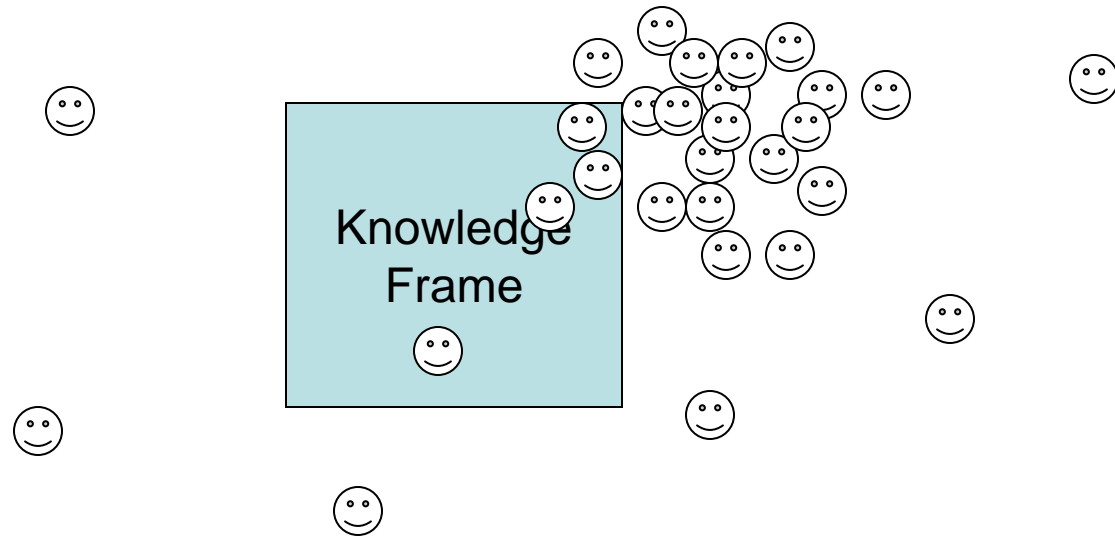
# Application: Internalization

- ➔ Self-reflection/validation of individual experiences in the light of presented knowledge - i.e. by online questionnaire and/or individual case studies which support respective contradict presented knowledge material
- ➔ ?



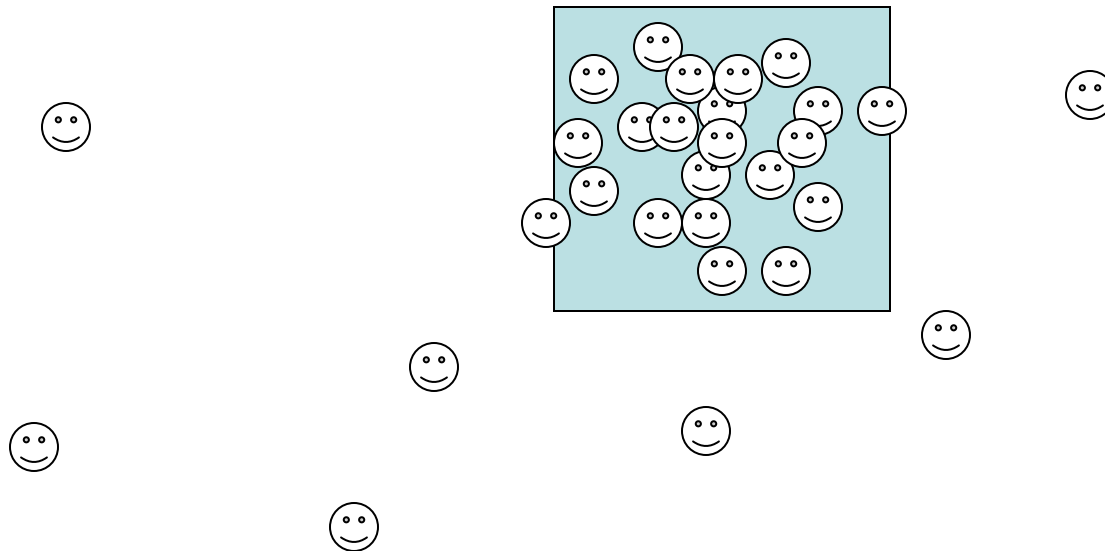
# Application: Externalization

- ➔ Group reflection about individual self-reflections - face to face conference, video conferences, online dialogue exchange, blogs, face book communities, etc.
- ➔ Development of communities of practice, peer to peer learning, networking (i.e. Global Development Learning Network GDLN) – setup opportunities to learn from each other through open space events, role play, simulation exercises, etc.
- ➔ ?



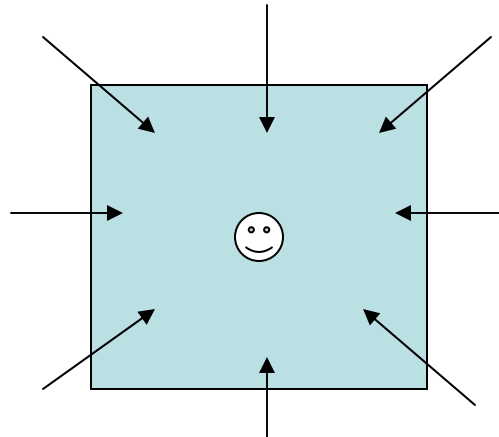
# Application: Reconceptualization

- ➔ Search for new trends and knowledge pattern – MP3IC team and core partners
- ➔ Reframe the state-of-the-art knowledge – reformulate knowledge material
- ➔ ?



# Application: Transformation

- ➔ Translation of newly acquired knowledge into individual context – online questionnaire, simulation and scenario exercises
- ➔ Planning of implementation of new knowledge into individual political reality
- ➔ Rapid Results Approach - action plan, readiness score card (self assessment)
- ➔ Sharing individual experiences in regard to new insights and behavioral changes (face to face conference, video conference, blog, etc.)
- ➔ Setting up regional (core partners) and central (MPRIC team) help desks for implementation planning – real-time guidance
- ➔ ?



# Application: Configuration

- ➔ Configuration of new state-of-the-art knowledge to be used for next spin of the learning spiral
- ➔ Active dissemination of renewed knowledge material to learning actors and other individuals interested in the subject - multivolume publication, knowledge portal, video dialogue series, audio clips, etc.
- ➔ ?

