



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

The Black Box of Governmental Learning

**How can Governments Learn to Improve
Public Service Delivery?**

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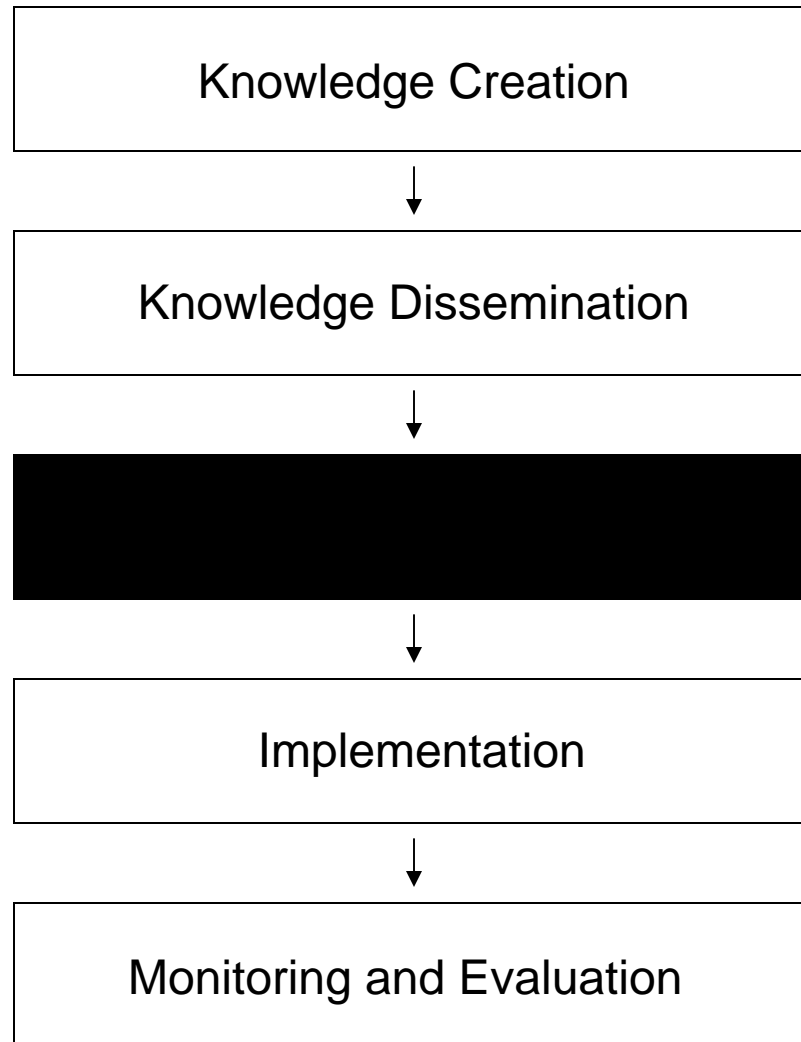
Outline

1. Introduction
2. Why Governments may *not* Learn
3. Learning System and Learning Process
4. Theoretical Considerations
5. Learning Spiral Template
6. Role of Learning Institutions
7. Key Questions

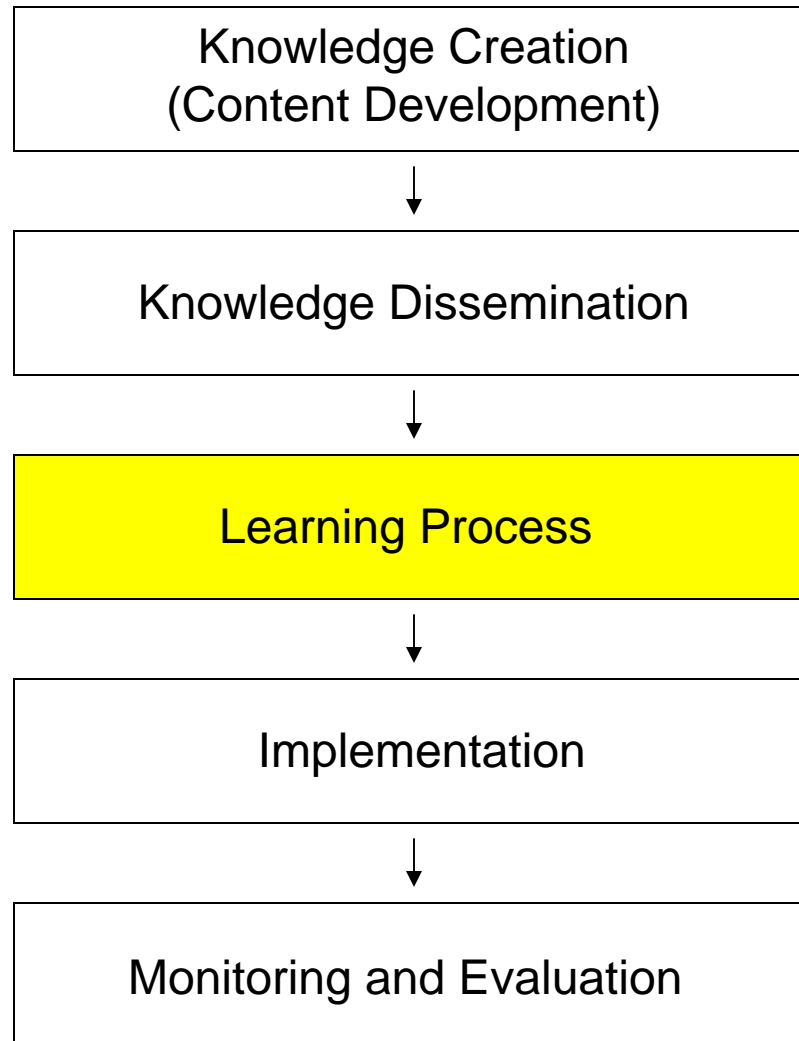
Why Governments may *not* Learn

- Faithfulness to election promises
- Confession not to know
- Unpredictability of change
- Partisanship and loyalties
- Individual factors and capacities
- Etc.

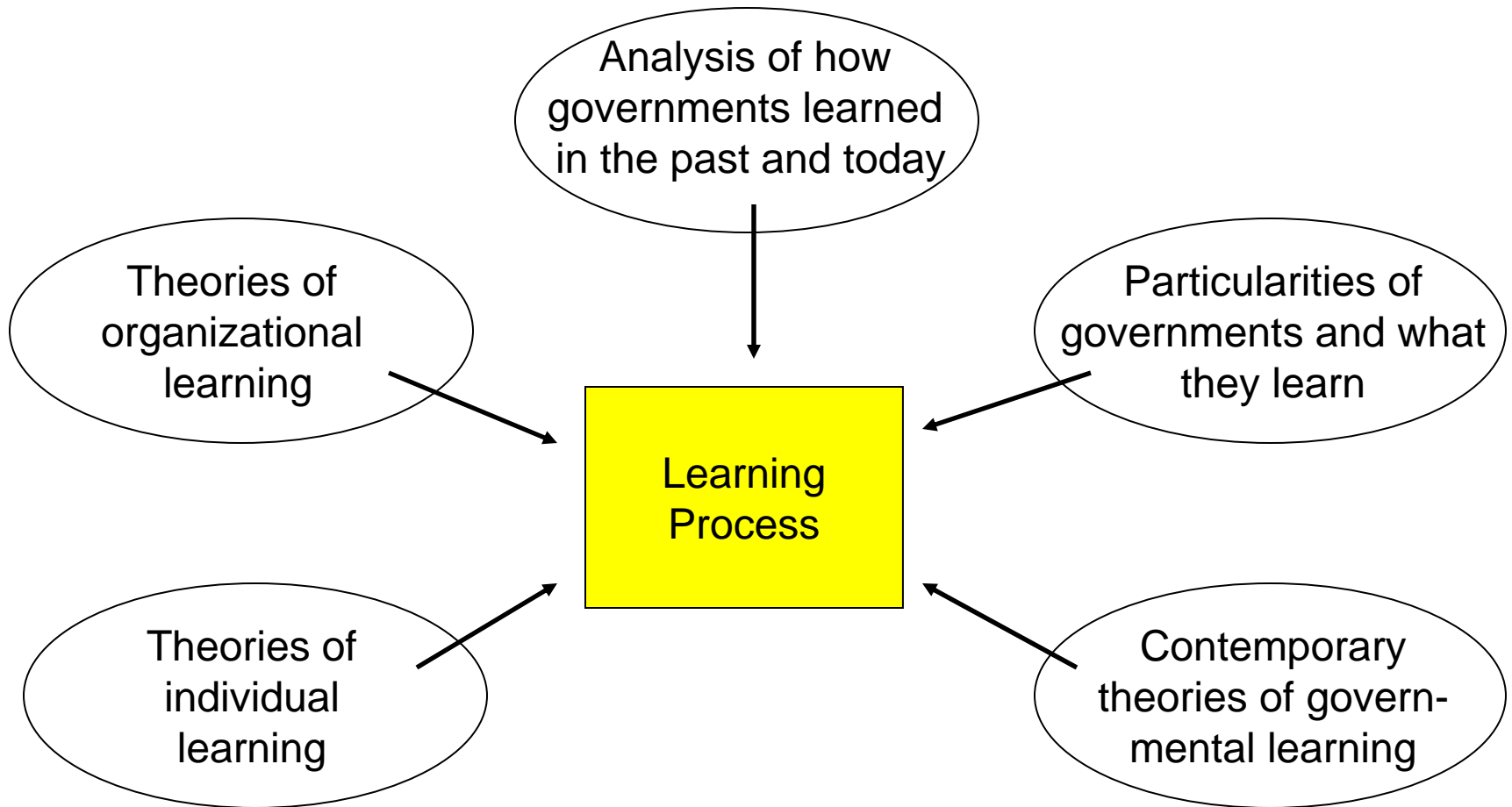
Knowledge and Learning System



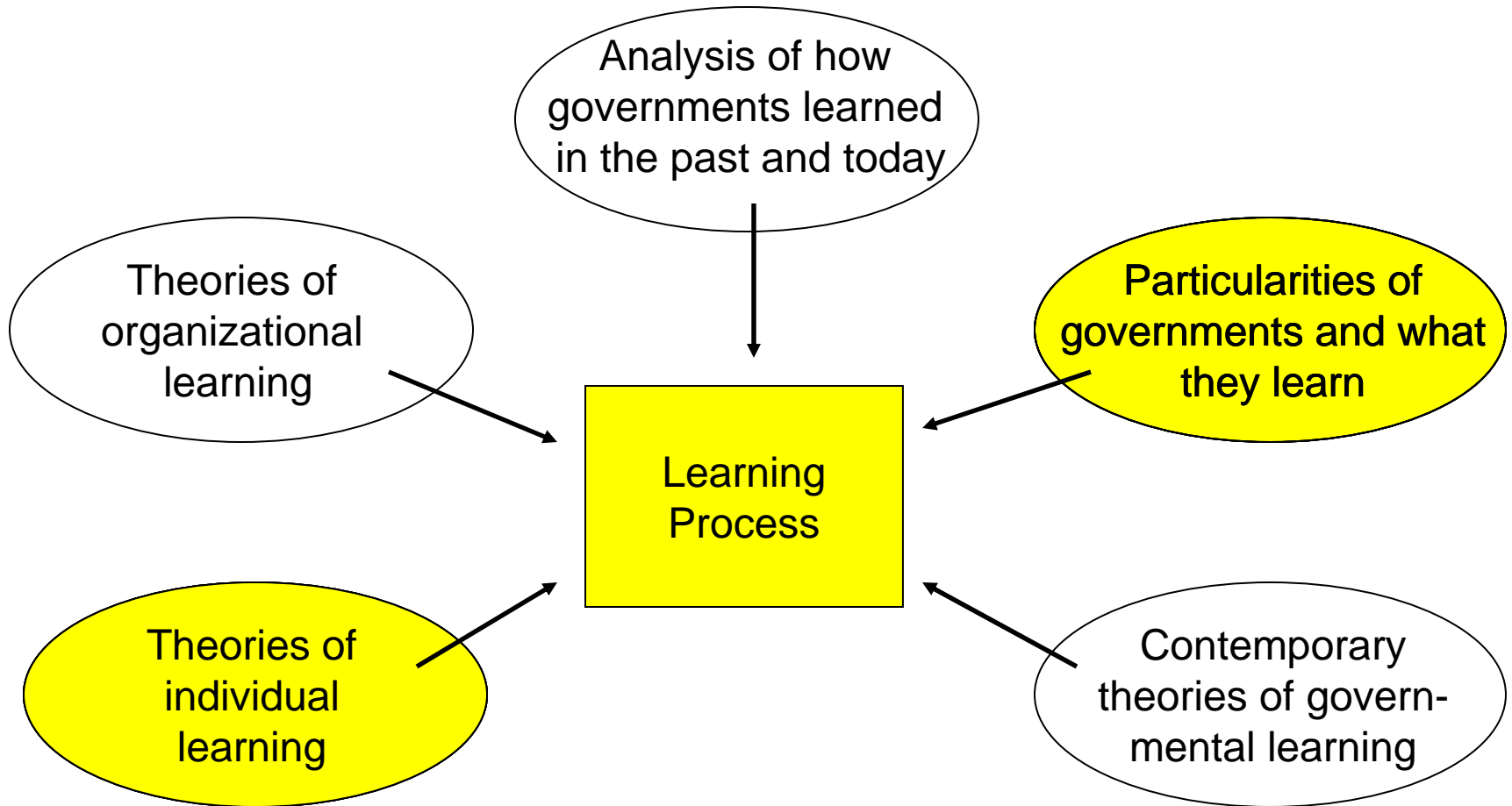
Knowledge and Learning System



Theoretical Considerations



Theoretical Considerations



Individual Learning Theories

	Internal Stimulus	External Stimulus
Informal, Unstructured Learning	<p>A</p> <p>Humanist Approach (Maslow, Rogers) Learning through intrinsic motivation <i>“curiosity”</i></p>	<p>B</p> <p>Social Approach (Mead, Dewey) Learning through Interaction <i>“imitation”</i></p>
Formalized, Structured Learning	<p>C</p> <p>Cognitive Approach (Lewin, Piaget) Learning through discrepancies <i>“differences”</i></p>	<p>D</p> <p>Behavioral Approach (Pavlov, Skinner) Learning through appropriate incentives <i>“enhancer”</i></p>

Particularities on Individual Level

Complexity of Perspectives

Public

- Politicians from different levels of government (executive)
- Members of parliament from different levels of government (legislative)
- Judges from national and sub national courts (judicative)
- Representatives of political parties
- Civil service from different levels of government
- State owned entities

Private

- Business Leaders
- Investors, Lenders
- Business Associations and Consortiums
- Lobby Organizations

Third Sector

- Civil society (NGO's, Media, Think Tanks, etc)
- Mediation bodies
- Scholars of different disciplines
- Networks, bloggers, face book communities

Particularities on Institutional Level

Unique features of Governments

- Multi organizational
- Infiniteness of existence
- Power monopoly
- Rules of law
- Etc.

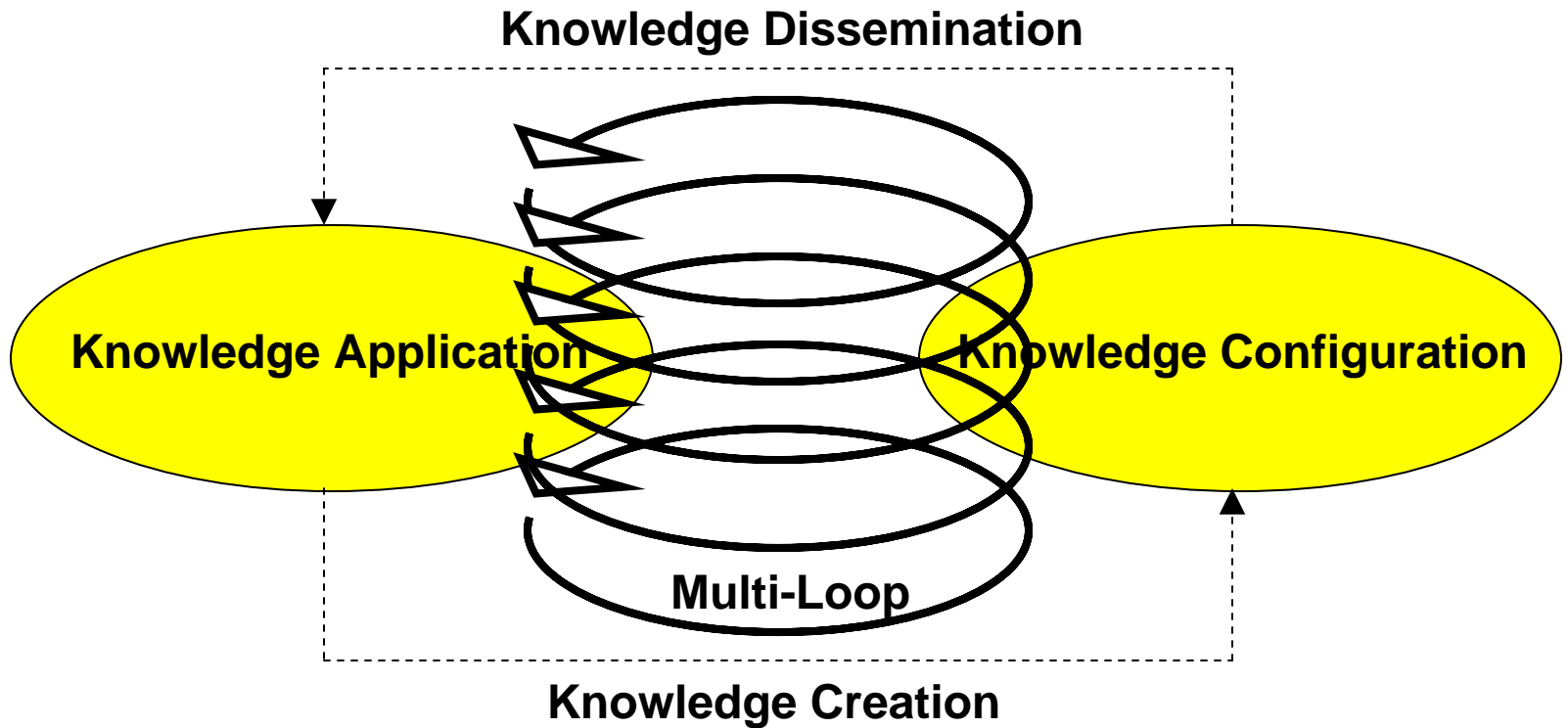
Knowledge in Public Governance

Definition Public Governance

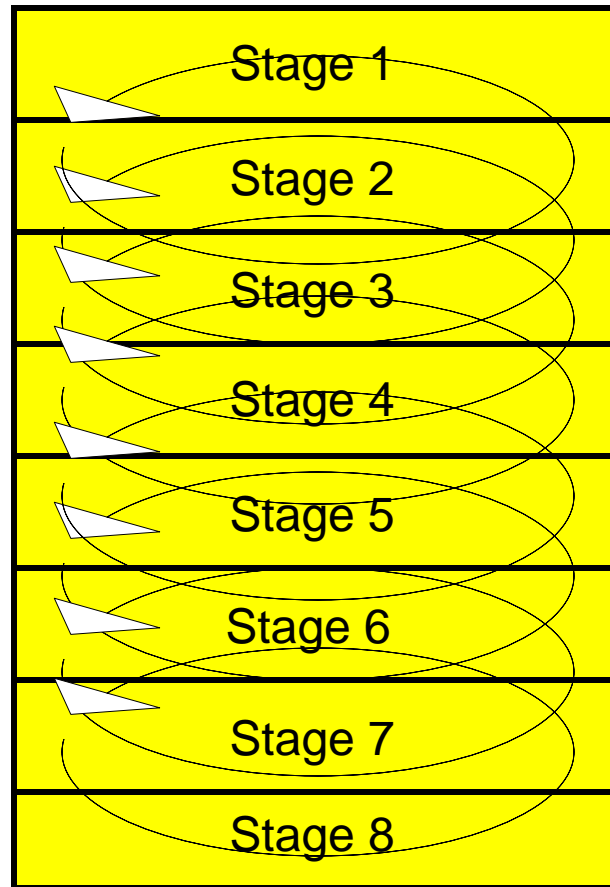
Matching public services and public goods (respective services in infrastructure) with citizens' preferences in accordance with the principles of democratic governance and respect for international law

Complexity (Perspectives)	Quantity (Volume)	Range (Context)	Turnover (Change)
High/Many	High/ Elusive	Contextual/ Situational	Fast/Ongoing

The Knowledge Cycle



Learning Spiral Process/Template



Stage 1: Conceptualization

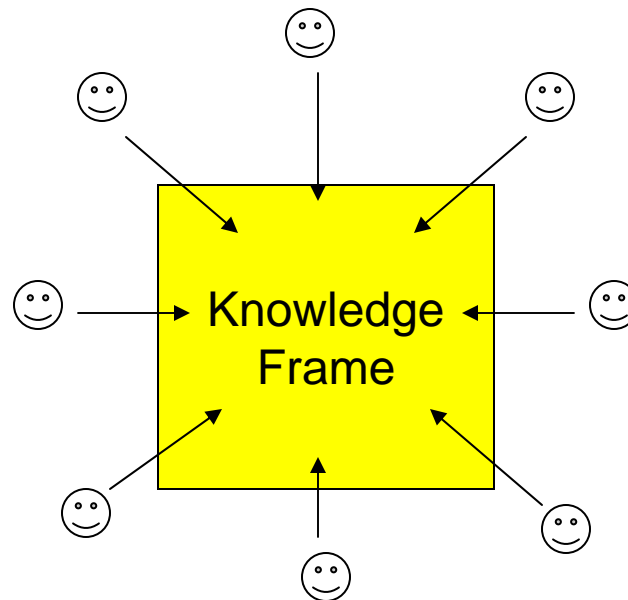
- Set up organizing team (Learning Institution)
- Selection, collection, and customization of state-of-the-art knowledge
- Accessibility of knowledge for learning actors
- Defining target audience



Knowledge
Frame

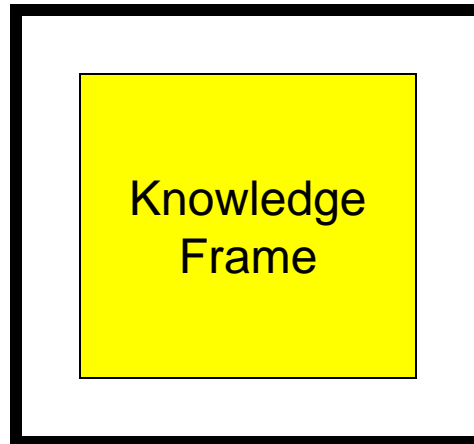
Stage 2: Triangulation

- ☑ Comprehensive selection of content perspectives
- ☑ Selection of primary stakeholders/leaders who represent perspectives



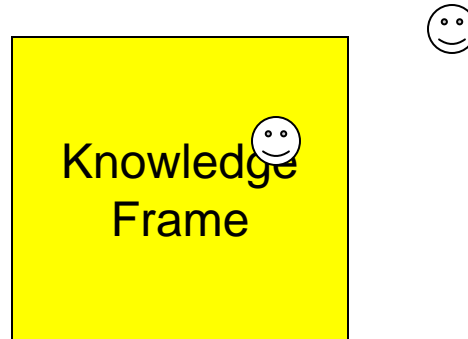
Stage 3: Accommodation

- Rules of confidentiality
- Communication rules
- Real time information flow
- Hierarchy of motivation



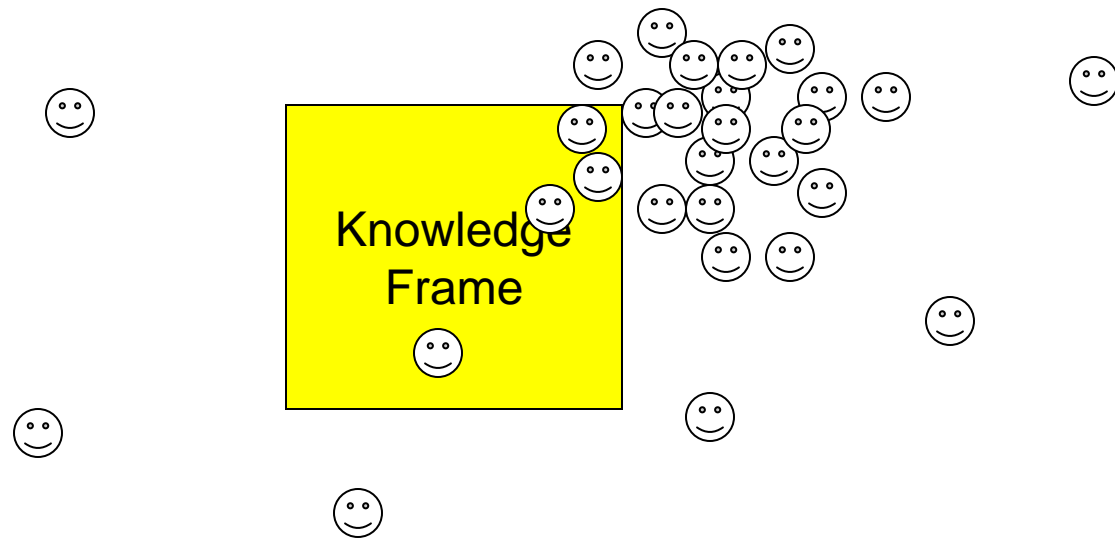
Stage 4: Internalization

- ☑ Self-reflection, validation of individual political reality in light of state-of-the-art knowledge



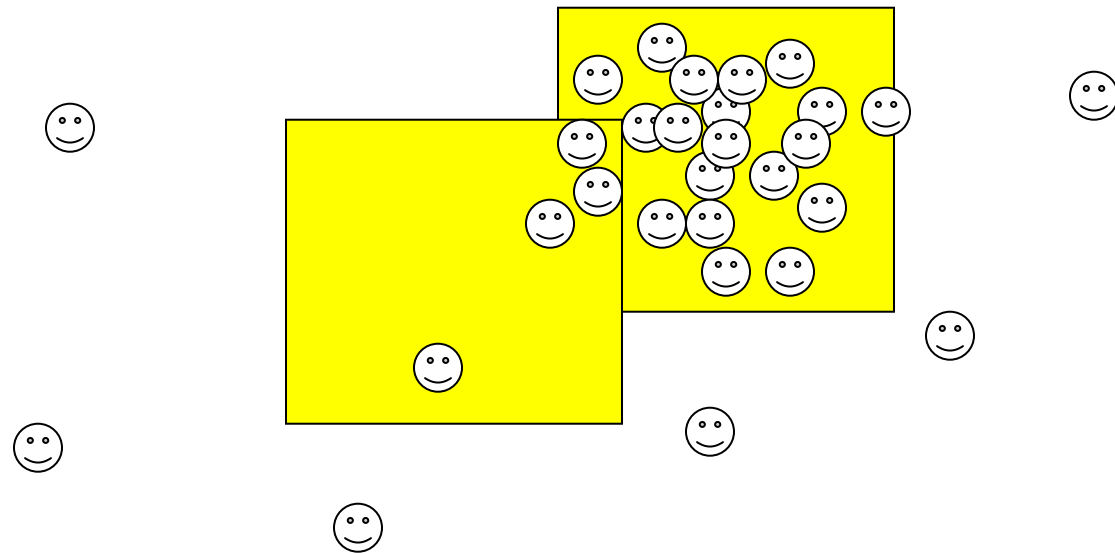
Stage 5: Externalization

- ✓ Group reflection, validation of collective political reality
- ✓ Learning from each other/peer group learning



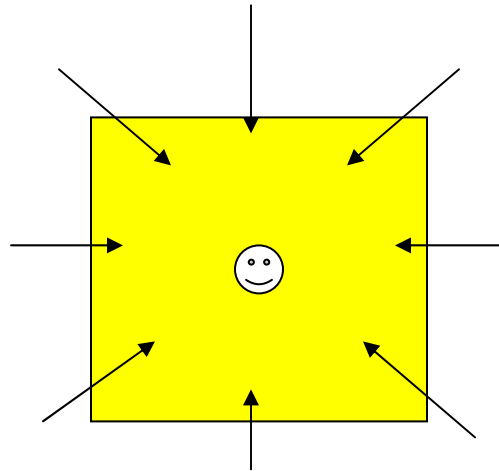
Stage 6: Reconceptualization

- ☑ Reframing the state-of-the-art knowledge



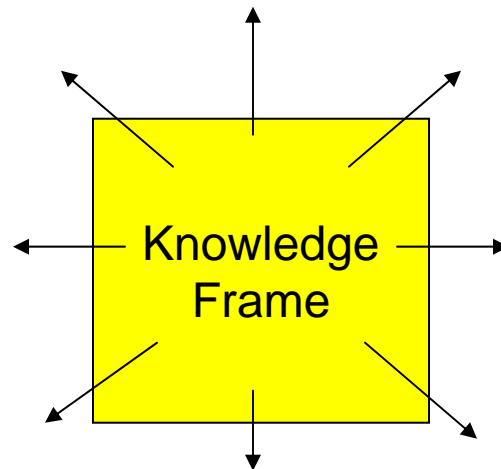
Stage 7: Transformation

- ✓ Deduct reframed state-of-the-art knowledge into individual political reality
- ✓ Planning implementation

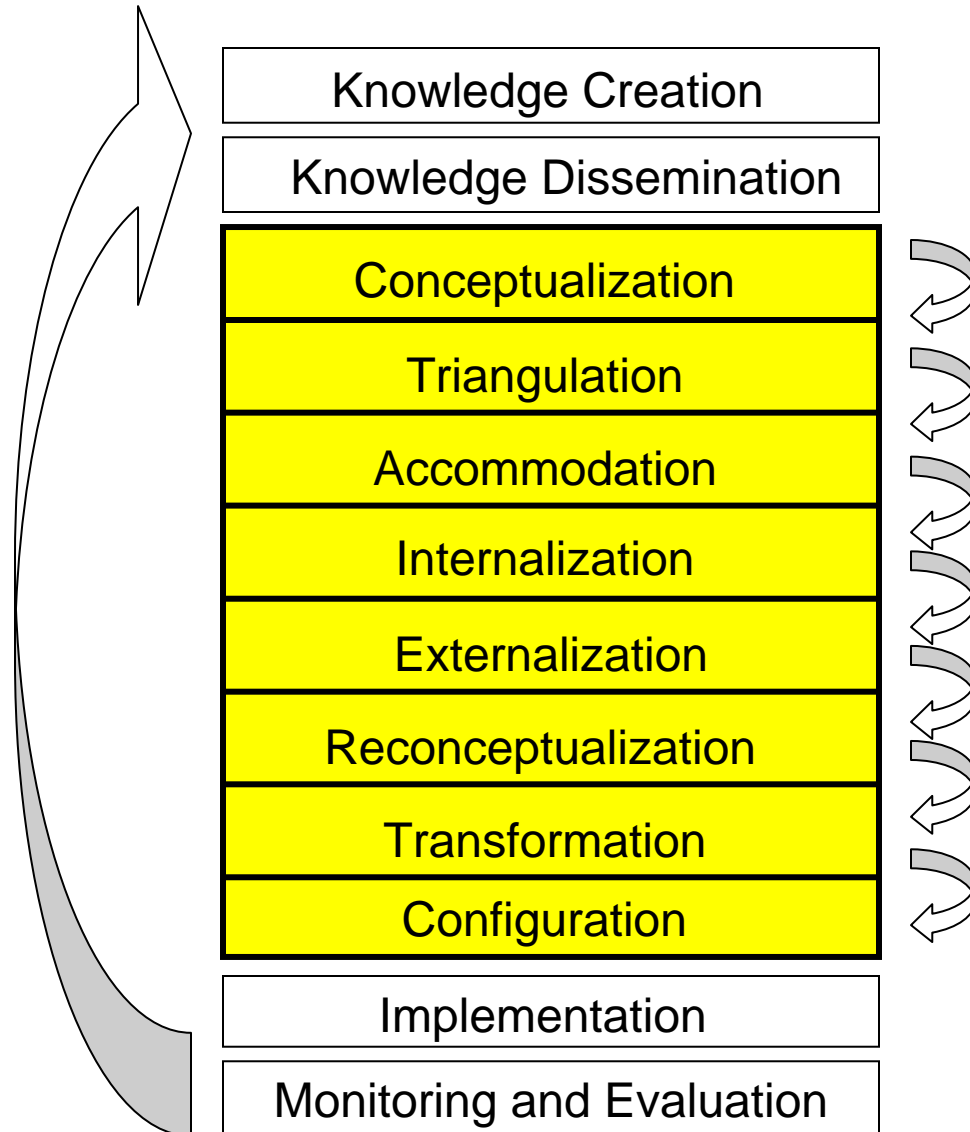


Stage 8: Configuration

- ✓ Configuration of new state-of-the-art knowledge to be used for next spin of the learning spiral



Learning Spiral Template



Role of Learning Institutions

Type of Learning Institution	Knowledge Delivery Organization	Knowledge Broker Organization
Staff Role	Professional/Expert	Networker/Facilitator
Type of Knowledge	Explicit Knowledge	Explicit and Tacit Knowledge
Reach of Knowledge	Universal	Situational
Type of Communication	Directive/Teaching	Interactive/Developing
Didactics/Pedagogies	Linear	Contextual
Goal of Learning	Change of State of Knowledge (Factual)	Change of Behavior (Meaning/Understanding)

Key Questions for Learning Institutions

1. Is the state-of-the-art knowledge unambiguously defined and accessible?
2. What are the knowledge perspectives and who are the stakeholders?
3. Is the learning space safe?
4. Does the event design allow for self-reflection?
5. Does the event design allow for group reflection?
6. Does the event design allow to reconceptualize the state-of-the-art knowledge?
7. Does the event design allow to transform knowledge in an individual context?
8. Is the new state-of-the-art knowledge configured to be used for an other spin.. ?