



Economic  
Policy  
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Institute

Twende Mbele, CABRI & EPRI

Present

# The Role of Peer-learning Networks During Crisis

29 April 2021

Webinar

14:00 EAT

13:00 SAST

11:00 GMT



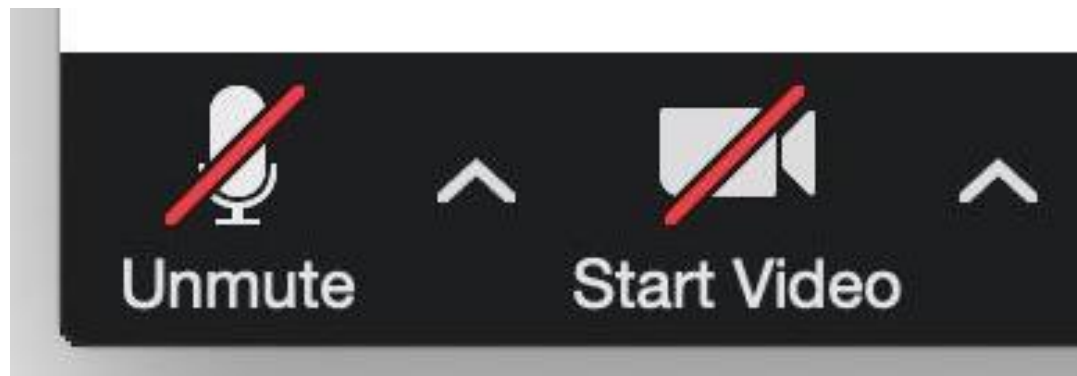
[www.twendembele.org](http://www.twendembele.org)



@TwendeMnE

# House Rules

- ▶ Keep yourselves muted at all times.
- ▶ Keep your videos off at all times.
- ▶ Questions are welcomed, either type them to chat box below, or put your hand up and you will be asked unmute yourself to pose a question using audio.
- ▶ The webinar will be recorded and posted on the website



# Moderator & Speakers

## Fiona Clark

Social Development Adviser  
FCDO



## Neil Cole

Executive Secretary  
CABRI



## Timothy Lubanga

Commissioner for M&E  
OPM, Uganda



## Michael Samson

Research Director  
EPRI



# Role of peer-learning networks during crisis

29 April 2021

# Timeline



# Regional engagements

Average country engagements, per region, between 2018 and 2020



22.9%  
West  
Africa



-4.5%  
Central  
Africa



-83.3%  
North  
Africa



28.7%  
East  
Africa



24%  
Southern  
Africa

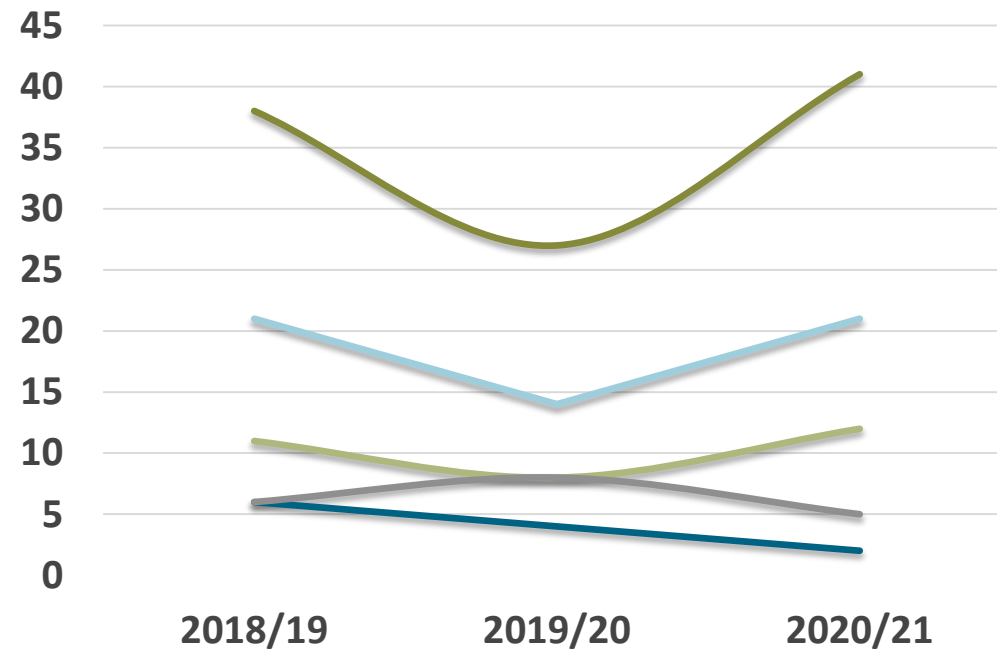


Peer learning and exchange event  
13–14 April 2021

COVID-19 vaccine financing,  
procurement and  
distribution in Africa

CABRI  
CONNECT • SHARE • REFORM

Participants: Noel Cobi, Fik Peters, Danieli Serebro (CABRI), Shobha Hegde



# Peer exchange instruments



## Policy Dialogue topics:

- Extractives
- Agriculture
- WASH
- Health
- Climate Change
- COVID-19

CABRI was well suited to respond to the budgetary and financing issues that arose from COVID-19 and lockdowns.

# MANAGING BUDGETARY PRESSURES

OUAGADOUGOU  
BURKINA FASO  
7-9 March  
2017  
CABRI  
Conference

## PANEL DISCUSSION EXTRAORDINARY BUDGET PRESSURES: Understanding the context.



"Consume What you Produce"  
Thomas Garbura



"HEADS OF STATE AT CENTRE OF SUSTAINING IMMEDIATE ACTION"



Mamadou Issa Baba



Marco Langino

"TRANSPARENCY IS KEY! GOOD ANALYSIS IS A POWERFUL TOOL IN DEALING WITH PRESSURES, POLITICAL OR OTHER."

## IN THE EYE OF THE STORM: THE COST OF NATURAL & MAN-MADE DISASTERS

**CASE STUDIES:**

- EBOLA in LIBERIA
- FOODS MADAGASCAR
- CYCLONES

INTERNATIONAL AID COUNTERBALANCED DOMESTIC REVENUE DROP

## UNPREDICTABLE PRIORITIES: MANAGING LARGE, UNFORSEEN BUDGETARY DEMANDS

**FEES MUST FALL!**

- 1. Most countries opt for multi-faceted responses.
- 2. 1 BILLION DOLLARS NEEDED
- 3. SOUTH AFRICA STUDENT MOBILISATION '2015
- 4. BURKINA FASO
- 5. WAGE BILL

Options can only be held accountable if the trade-offs of the choices are communicated to those who hold them accountable.

## KEY Messages

1. Budgets are about pressures: there will always be pressures.
2. Pressures coincide and together can push the budget into crisis.
3. Some pressures on their own can act as a TIPPING POINT For crisis.
4. Crises expose your institutional weaknesses but create the opportunity and political space to address those weaknesses.

## NEWS

1. Technocrats have a duty to communicate the trade-offs, so that political decision makers are forced to confront the pressures, make informed choices and be held accountable for the decisions they make.
2. For chronic pressures moving beyond year-to-year crisis management to long-term strategies protect budget institutions and build fiscal space.
3. The MoF cannot act alone. Identifying and collaborating with key players provide the FULL PICTURE of the problem, exposes all available options and brings players together to implement a unified approach.

Graphic Harvest 2017

## DAY 2

## MANAGING the IMPACT of MACROECONOMIC SHOCKS

**AFRICA**

- CHAD: OIL DISCOVERY, BORDER CONFLICT, ARMED CONFLICT
- LESOTHO'S EXPERIENCE: SHARP DECLINE IN REVENUE
- SACU: SOUTHERN AFRICAN CUSTOMS UNION (2004 / 10 IMPACT, IMPACT FELT 2011/12)
- NIGERIA: FALLING OIL PRICE
- AFRICA: DEMAND, INVESTMENT, GDP

## HIDDEN PRIORITIES: MANAGING UNEXPECTED PRESSURES FROM OFF-BUDGET SOURCES

**CASE STUDY**

THE CASE OF WANAWANA WATER CORP

WHAT ARE OUR OPTIONS?

HIGH COST DAM REPAIR

## KEY Messages

1. Immediate actions like: rebalancing your debt portfolio, cutting non-essential spending and mopping up idle cash balances open fiscal space.
2. Diversifying the revenue base & strengthening revenue collection are long-term strategies to build fiscal resilience.

## REFLECTION on COMMON RESPONSES TO BUDGET PRESSURES

THE MILITARY IS ASKING FOR A BUDGET INCREASE

BUDGET OFFICE

"PRESSURES ARISE EVERYWHERE" BUT IN ANY SYSTEM INDIVIDUAL BUDGET OFFICERS CAN BE MADE MORE EQUIPPED TO HANDLE PRESSURES

THE INTELLIGENCE GATHERER

THE SOLUTION BROKER

THE REFEREE

SAVINGS

Identifying & analysing the sources of fiscal risk is an essential part of budget preparation. These risks need to be monitored & assessed to be monitored, consciously and disclosed.

## RESPONSE READY: HOW CAN FINANCE MINISTRIES PREPARE BETTER FOR IN-YEAR PRESSURES?

**TOP 5 BUDGETARY PRESSURES in Africa**

- POLITICAL PRESSURES
- PUBLIC SECTOR WAGES
- DEBT
- REVENUE SHORTAGE
- NATURAL SOURCE CONSTRAINTS
- DISASTERS

BUDGETING is a POLITICAL PROCESS

ACKNOWLEDGE PRESSURE FIRST

Find a WAY to IDENTIFY PRESSURE

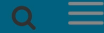
GOVERNMENT is ALL ABOUT RISKS

Barbara Faso 2017

Graphic Harvest .co.za

## Response to COVID-19

COVID-19 related Hosted by CABRI online		COVID-19 related Co-hosted with partners online	
Managing budgetary pressures from COVID-19 in Africa	252	COVID-19 impact on public debt management in Africa (ODI)	58
COVID-19 and strategic purchasing and efficient mobilisation of resources in healthcare	161	Financing nutrition during and beyond COVID-19: implications for an African budget manager (SUN, AUDA-NEPAD)	227
Debt and COVID-19 financing pressures	155		
Financial management information systems: balancing flexibility and accountability during a crisis	113		
COVID vaccine financing, procurement and distribution			



The **Collaborative Africa Budget Reform Initiative (CABRI)** works with African finance and budget ministries in developing and implementing reforms that lead to more functional public financial management systems.

 **Angola**

COVID-19 Situation Report

Tests p/million	—	
Confirmed cases	25942	<a href="#">Source</a>
Confirmed deaths	587	<a href="#">Source</a>
COVID-19: expected financing requirement	—	
Official COVID-19 links	<a href="http://www.minsa.gov.ao/">http://www.minsa.gov.ao/</a> <a href="http://www.governo.gov.ao/">http://www.governo.gov.ao/</a>	

- ▶ Health financing: a proxy of pandemic preparedness
- ▶ Finding space beyond the fiscal framework
- ▶ PFM adjustments, healthcare financing & accountability
- ▶ Vaccine financing, procurement and distribution
- ▶ Mitigating the economic impact on business and society
- ▶ Primary sources

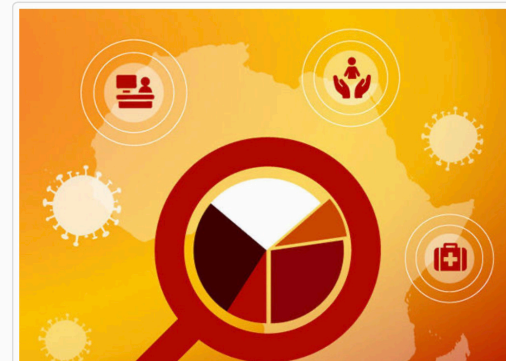
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 > Peer learning and exchange: COVID-19 vaccine financing, purchasing and distribution in Africa

Peer learning and exchange: COVID-19 vaccine financing, purchasing and distribution in Africa



COVID-19



Thank you

# The Role of Peer Learning Networks during Crisis

*The Twende Mbele Experience*

By Timothy Lubanga  
Commissioner Monitoring and Evaluation,  
Office of the Prime Minister UGANDA

# Outline

## Twende network experience and lessons

- ▶ - Government context
- ▶ - Communication and problem solving
- ▶ - Compliance vs learning
- ▶ - Flexibility in priorities

# The Government Context

- ▶ Twende Mbele is a peer learning partnership of African governments & regional organisations interested to use monitoring & evaluation (M&E) to strengthen government performance and accountability
- ▶ Collaboration through M&E Govt Departments of Benin, Ghana, Kenya, Niger, South Africa and Uganda with CLEAR and AfDB
  - ▶ Supported by the FCDO of UK (DFID), the Hewlet Foundation and Partner Countries
- ▶ Sharing experience, collaboration on developing and implementing M&E systems that improve government performance and impact on citizens.
- ▶ *O/Ps: Creating demand within Governments for M & E, Sharing M&E experiences & knowledge, Learning and capacity development, Collaborative development, Country ownership & collaborative governance.*

# The Government Context

- ▶ Twende Mbele faces shocks regularly from changes in Government arises from elections and other reforms
  - ▶ *Risks include restructuring of Departments, changes of Ministers and champions, movement of staff thereby affecting institutional memory and ownership*
  - ▶ *The importance of both formal and informal channels for communication and learning are highlighted during this time – especially within certain bureaucratic cultures*
- ▶ The Covid-19 pandemic
  - ▶ *In the case of TM, the pandemic found the network already deploying virtual engagements quite a bit punctuated by face to face engagements arranged to take advantage of international meetings: It was therefore quick to adopt*
  - ▶ *Undertook a review and implemented important across-network activities like introduction of rapid evaluations and the work on CSO and gender mainstreaming on evaluations*
  - ▶ *However there were challenges and change*

# Communication and problem solving

- In Country, the pandemic interrupted the normal bureaucratic processes
  - Mechanisms for consensus building and new emergency coordination structures had to be created with mandates to take quick decisions (compromising evidence at times)
- At the network level:
  - A number of targeted programme objectives were met with difficulty (slow response to questionnaires, emails, etc)
  - Virtual meetings and consultations took place, of course affected by the challenges of using the various communication media
  - Limited engagement with new and collaborating countries
  - Challenges with arranging activities like training that require long hours of physical engagements

# Compliance Vs Learning

## Compliance

**Reduced compliance due to change in priorities**

**Reduction in data quality and gaps**

**Coordination was a big challenge**

**Less scope for reflection and learning during national emergency responses**

## Learning

**Difficulty in follow-up on use of evidence**

**Generated more demand for evidence going forward**

**Increased desire to harmonise with CSOs and VOPES**

# Flexibility in Priorities

- i) Harnessing the value of formal and informal personal relationships of network members**
  - ▶ Enhancing learning and trust building
  - ▶ Experience a lot of unintended benefits as a result of the relationships between all levels of staff across networks
  
- ii) TM demonstrated strong ability to sustain leadership within the partner countries and across the network despite the shocks-**
  
- iii) Take advantage of the renewed desire for more involvement of Civil Society organisations around promoting more accountable Government**
  - ▶ Expanding peer – peer learning beyond the formal and govt structures

# Flexibility in Priorities

- ▶ The new methods of work proving more engaging and increased participation, communication challenges notwithstanding
- ▶ Documenting and sharing different experiences in dealing with crises and shocks
- ▶ Supporting the advocacy work around the value of evidence institutions, structures and systems in the priority setting of partner states
- ▶ Making a case for increased resource mobiliation

Asanteni Sana

Thank You

- ▶ Questions
- ▶ Comments

# Economic Policy Research Institute



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## Peer Learning during Crisis

Dr. Michael Samson  
Director of Research, EPRI  
[msamson@epri.org.za](mailto:msamson@epri.org.za)

29 April 2021

# Overview

1. • EPRI's peer learning experience
2. • Peer facilitation and in-country mentoring
3. • Lessons from Sida's International Training Programme
4. • E-learning global course
5. • Online learning options

# EPRI experiences and lesson

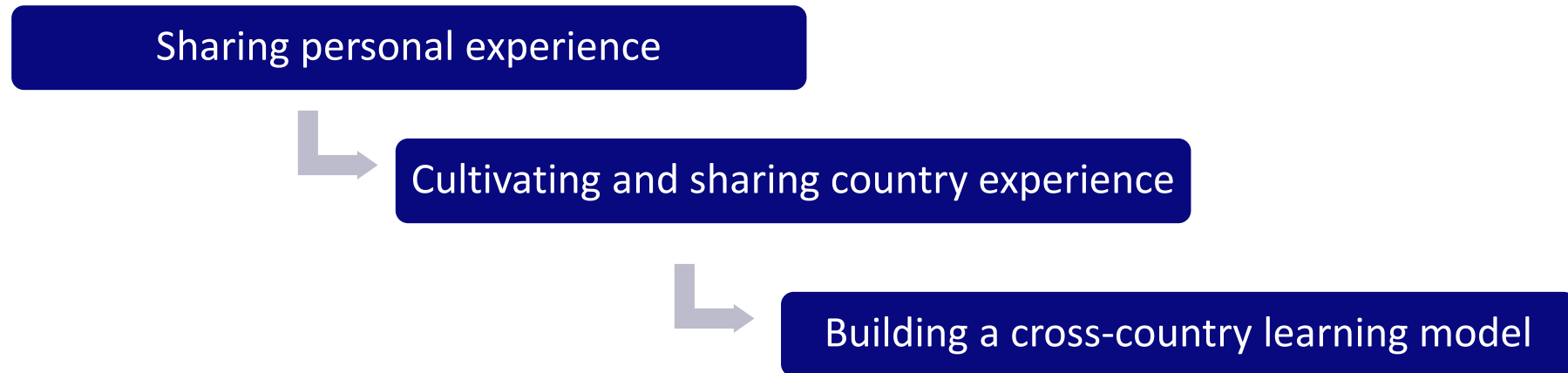
- **EPRI background**
  - Decades of in-person capacity building
  - Role of peer learning
  - Minimal e-Learning mechanisms
- **Role of COVID-19 as a massive uncertainty shock**
  - Accelerating demand for timely and relevant knowledge
  - Fewer “experts” than ever
- **Immediate shift to e-Learning model leveraging the evolving peer expertise**

# International Training Programme (ITP) in Social Protection

- **Funded by the Swedish International Development Cooperation Agency (Sida) and implemented in 10 countries.**
- **Over five years, we work with government and civil society to implement strategic change programmes in each country**
- **These aim to tackle poverty, vulnerability, inequality (gender, social and economic) and social exclusion in each country**
- **Peer learning is at the heart of the process to create an active learning for social protection and change management**
  - Organise collective knowledge and channel it through appropriate pedagogical process
  - Helps in developing solutions for complex problems by learning about solutions in similar contexts.

# Role of peer facilitator

- Expand in-country presence with peer facilitators
- Build node-to-node capacity
- Develop a cross-country knowledge framework



# International Training Programme (ITP) in Social Protection

- **A strong focus on multi-sectoral and multi-stakeholder approaches enhances our peer learning approach.**
- **We aim to build capacities for practical change management through active solution-focused learning (learning-by-doing), supporting the building and sharing of knowledge.**
- **Main challenges arising from the pandemic were:**
  - Limitations in informal exchange between participants and experts
    - **Have smaller groups during workshops and organise individual team meeting with experts between workshops**
  - Ad hoc requests from supervisors during remote training
  - Engagement challenges due to high levels of concentration required during intensive training sessions
    - **Spread out training over three weeks for increased flexibility**

# E-Learning Global Course

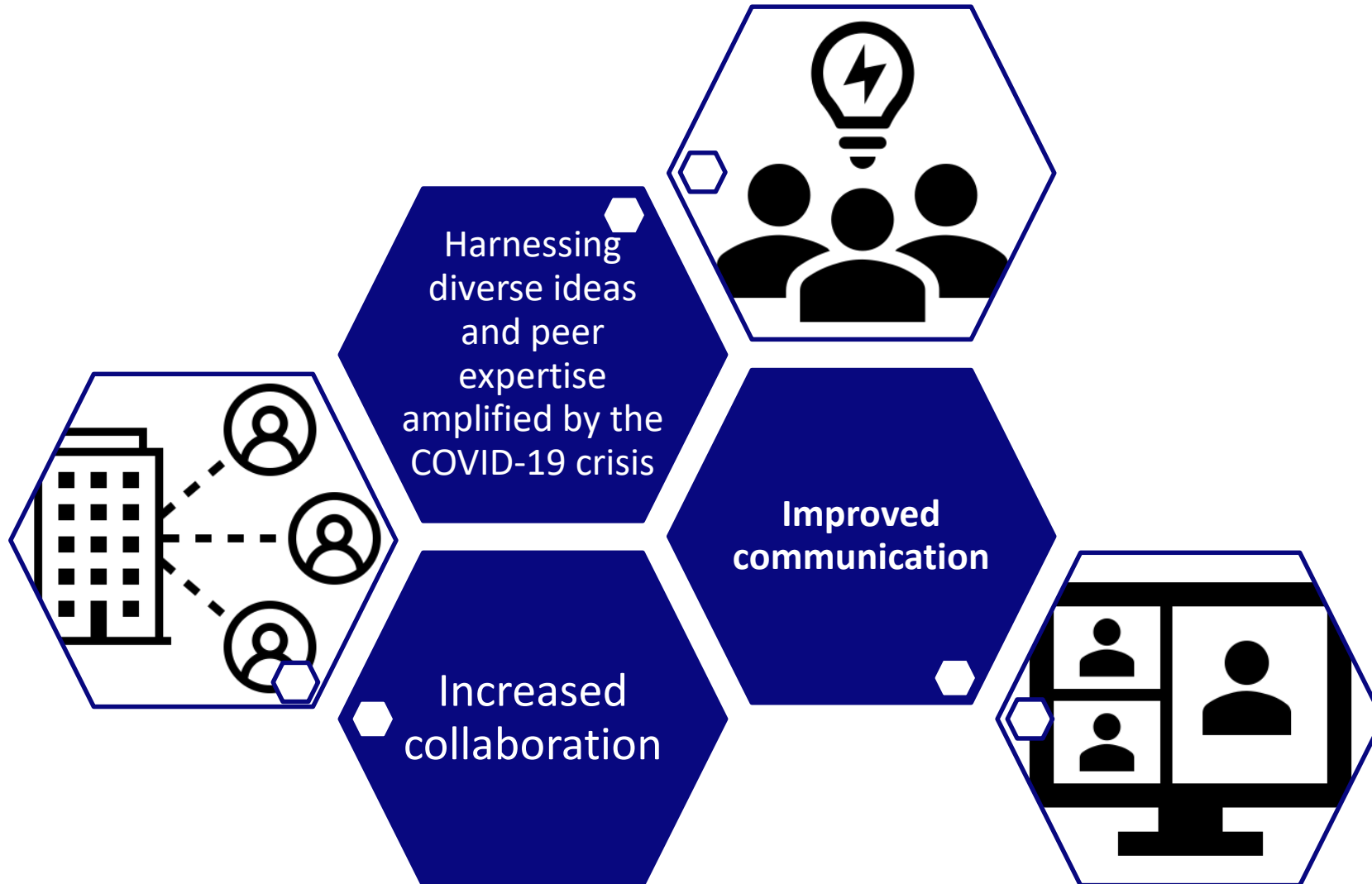
## Integration of Peer-Learning activities

- Teamwork
- Focused discussion sessions
- Enhanced cross-country learning
- Generates new knowledge and identification of gaps in their existing knowledge

## Rolling Admissions

- Interaction with different cohorts throughout the course
- More information at [www.epri.org.za](http://www.epri.org.za)

# Importance of peer learning



# Learning online

- EPRI global courses ([www.epri.org.za](http://www.epri.org.za))
- Wide range of other courses from many service providers globally
- Most of them are free or freemium
- How to optimise on-line courses for peer learning
  - Responsive to learning requirements (one-on-one engagement)
  - Importance of engaging activities (not just lecture/discussion/Q&A)
  - Scheduling for energised interaction (3 hours a day maximum)
  - The role of e-Learning portals (self-scheduled activities)
  - Taking advantage of online capacities (turn to an advantage)
- But everyone I know is ready for a return to in-person training—but perhaps with a new, improved, flexible hybrid approach—the pandemic has changed learning forever.



# Questions and Answers

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