EMERGENT LEARNING MAPS

Tools for

strategic learning

and

collective harvesting of knowledge

The "ground truths"

- In a changing world, there are **no permanent "right answers"**

- Current "best thinking" is better captured through **hypotheses**

- Knowledge is created **while working**

- "Lessons learned" are difficult to agree on, and even more difficult to share effectively.

- Knowledge left on the table at the end of the process is a wasted resource.
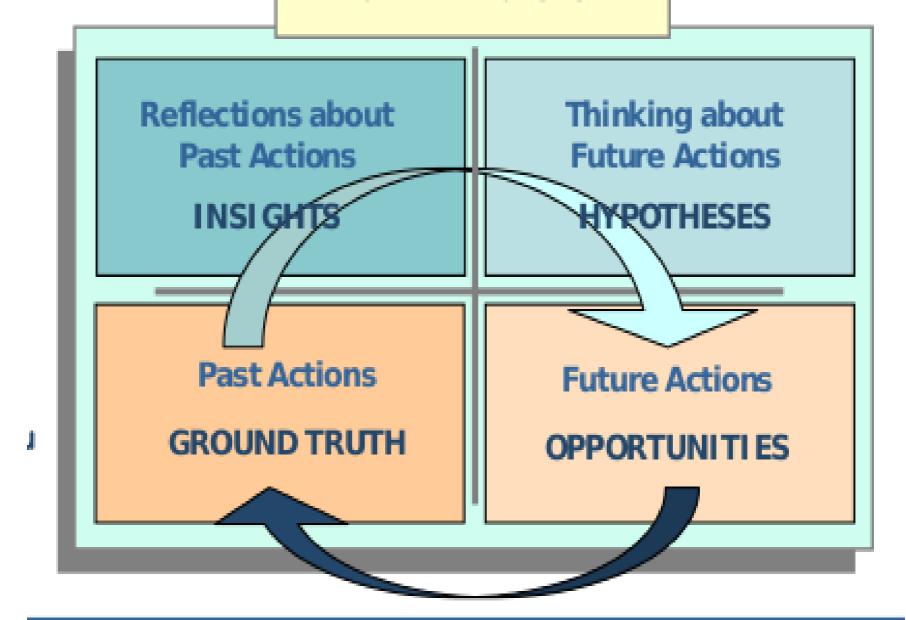
Emergent learning

- Common structure and language for articulating *learning question*, sharing *insights*, framing and testing *hypotheses*.

- Makes *patterns* visible across groups, contexts, functions and geographies.

- Facilitates *collective harvesting* of lessons learned, as they emerge.

- Anchors a continuous *action-reflection* process.

FRAMING QUESTION:
What will it take to...?

Reflections about Past Actions **INSIGHTS**	**Thinking about Future Actions** **HYPOTHESES**
Past Actions **GROUND TRUTH**	**Future Actions** **OPPORTUNITIES**

Emergent learning maps

- A blank canvas – multiple uses.

- Visual structure differentiates *"past experience"* from *"future experience"*, and "*experience*" from "*thinking about experience*".

- Allows organisations in a network to *think globally, act locally.*

- Experience, insights and hypothesis are shared and collective - but *actions can be independently decided*.

- Allows more confident attribution of *collective impacts.*

A framework for sharing lessons

- The **situation/challenge** we faced was (*describe what led to the decision to learn together*).

- Therefore, the **framing question** we asked was...

- What we have **learnt** so far is (*describe key insights from successes and failures*).

- Based on this, our **current hypothesis** on what it will take to succeed is .....

- Opportunities to **apply and test** this hypothesis are (*describe situations to which the hypotheses might apply*).

- Our own plans to further **test and refine** this hypothesis are (describe actions agreed to by the group).

Objective of this workshop

To develop an

Emergent Learning Map

for the ISST project

The framing question

- Lode-star for the learning process.

- Should be positive, action-focused and forward-looking (not retrospective, analytical, negative).

- "What will it take to....." or "What do we need to do to....."

"...sometimes the biggest "a-ha moment" in a learning process is the discovery that we have not been asking the right question!"

Asking the right question....

"What will it take to create the desired change?"

is better than

"How can we get others to agree to our model?"

and

"What will it take to create the desired change in a sustainable way"

is even better.

Ground truths

- List the key defining features at present with respect to the learning question.

- Collective past experience of the group needs to be shared and collated to get a complete 3-D picture of reality.

Insights

- Reflections on "ground truths".

- What have we already learnt about what works and what doesn't work?

- How has the ground situation changed over time – is there a pattern?

- Who are the key people/institutions who are acting as gatekeepers?

- What/where is our power to make change happen? How has it changed over time?

- Who can be our allies?

Hypotheses

If we do (---------), then (-------) is most like to change in (----) way.

This change is most likely to be stable over the long term if we do (---------).

Opportunities

What opportunities does the ISST project give us
to

test our hypotheses?

Documentation dissemination increases visibility. Increased visibility gives entry to mainstream spaces, increases influence

Feminist evaluation