Improving your Programmatic Learning Journey

A Resource Guide for HDP Nexus Practitioners

Module 5. The Challenges of Learning and Uptake in Complex Environments

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Module Summar

Module 5 brings together the information reviewed in the literature and heard through the case study experiences to move a step beyond the programmatic. No project or programme occurs in a political vacuum; therefore policies have an impact not only on implementation but on the learning that may emerge from implementation. This module briefly presents three topics to begin to touch on these issues. First, some reflections on the political environments in which HDP Nexus work is done are provided. This is followed by a policy decision that can have substantial impact on programmatic work – the role of intermediary organisations working between a donor and the target community/beneficiary. The module concludes with the question that has shaped all phases of development of this resource guide – what factors facilitate or hinder uptake?

5.1 Reality: Considering the Ecosystem in Which Learning/Uptake Occurs

Key Points

- Toolkits and recommendations that fail to appreciate the reality of a complex working environment can provide ideas, but can also be viewed as “pie in the sky” when considered against daily operating realities
- Reflective reports such as *Inconvenient Realities* (2023) create opportunities for more reflection and deliberation on the links between programming, policymaking and political dynamics (both domestic and international)
- A lesson can really only be considered as having been learned if uptake led to a change in the way things are done

Programmatic learning takes place in a complex and dynamic global ecosystem. Theories can propose broad frameworks for thinking, and interesting specific and even micro targeted examples of practice can provide the view from the field. However, all of this churns against the backdrop of policies and politics, and often in an environment of conflict or violent conflict. It is not a coincidence that many of these questions are being asked not only at a time in which the world is more than three decades away from the tectonic shifts that accompanied the end of the Cold War global power balance, but that it is also happening when the global system and its constituent parts may be in a phase of re-alignment, potentially moving away from imperfect norms established to regulate and provide some certainty through the liberal international order, and instead towards renewed geopolitical spheres of influence calculation and transactionalism.

The 2023 report, *Inconvenient Realities*: an evaluation of Dutch contributions to stability, security and the rule of law in fragile and conflict affected contexts provides just one example of a framework of thinking about the current limitations and realities facing those working in the HDP nexus, and identifying opportunities for improvement. While specifically focusing on Dutch foreign policy and development cooperation, its findings and quandaries are applicable more broadly as well. Amongst other findings and conclusions, it highlights the limitations that exist between the malleability of society in fragile and conflict-affected settings and observes a considerable gap between policy ambitions and the potential for influence – particularly in an environment with many different geopolitical actors present. It also notes that Dutch programming was largely driven by priorities set far away from the studied intervention spaces (Afghanistan, Mali, and South Sudan), rather than by locally developed needs and priorities, and that local ownership was limited in practice; a reflection very likely applicable to other governments, donors and agencies as well. Internal political and institutional barriers hindered the Ministry from working in an integrated fashion and effectively adapting its programmes and policies to changing contexts.

The report includes recommendations for substantive policy (reassess objectives and strategies, ensure a pragmatic approach) and organisational changes (context specificity and localisation, improved coherence, improved MFA capacity for organisational learning and adaptive management). Such a shift would require deeper programmatic learning (second-order or double loop – see section on Systems Thinking), but would also go beyond it – to the structures by which these programmes are planned and administered. At a more practical and programmatic level, there are recommendations in support of more downward accountability, more direct support for local ownership and more investment in local knowledge.

In general, and in the context of the debates on programmatic learning of which this resource is a part, there is a real opportunity for continuing discussions. KPSRoL held a discussion[7] about these realities with stakeholders in various geographic regions and working in different sectors. Some of these big picture quandaries have been explored through both academic literature and first person practitioner reflections from either politicians and diplomats, or individuals working at the more practical level with a front row seat to what was happening and often serving as a sort of whistleblower. Understanding the recent and more distant past can help to contribute to fruitful learning discussions when reflecting on the present and planning for the future.

Figure 23: What Does Uptake Look Like?

What Does Uptake Look Like?

It is common to see in the literature and among project implementers terms such as *lessons, lessons learned, lessons to be learned*, or other variations. While sometimes this word choice reflects an intentional effort to refer to not only learning (lessons) but also uptake, it is also common for these phrases to be used without such precision.

While the focus of this collaborative study has been on the civic space and civilian sector – and on elements that fall within the HDP Nexus – the research team also sought to learn from a source that some may find unlikely: the military. Some limited and targeted discussions were held with professionals working in or with experience in lessons learned in the military context. While some aspects of military engagement are very specific and unique, and may not be

[7] For example, a KPSRoL Discussion on the Inconvenient Realities report (October 2023).

applicable to non-military endeavours, experience with logistics, operations and even interventions (such as civil-military (CIMIC) engagement) can provide useful food for thought. The fact that, for example, NATO has a Joint Alliance Lessons Learned Center, as well as a public and user-focused website resource shows an appreciation of the need to learn, analyse and adapt, but also what is possible when funding and dedicated resources are available.

One specific practice relates to terminology. In the NATO Lessons Learned Handbook, some key terms are explained, ensuring both deliberate shared understanding of concepts, but at the same time reinforcing a process related specifically to uptake. Three concepts are outlined:

- ***Lesson observed:*** "An Observation is a short description of an issue which may be improved or a potential Best Practice." (p. 19) This may be observed and submitted by someone on the ground with direct experience in what is being done or seen.
- ***Lesson identified:*** "A Lesson Identified is an observation with analysis, where the root cause has been established and a recommended Remedial Action and a Tasking Authority have been identified." (p. 19) This step is conducted by individuals higher up and aware of the various lessons observed; they have the overall awareness needed to identify roles sand competencies, and in turn to determine how the issue may be addressed and remedied.
- ***Lesson learned:*** "A Lesson Learned is an improved capability or increased performance, confirmed by validation when necessary, resulting from the implementation of one or more Remedial Actions for a Lesson Identified." (p. 21) This is a final step that is possible after the steps have been taken to change procedures or protocol, formalizing and institutionalizing uptake.

This intentional and specific hierarchy of lessons can be useful in helping to describe the process of analysing and validating observations, and then taking concrete steps to integrate what has been learned into processes in a matter that will ensure uptake. It also suggests that a lesson is only truly "learned" when something has been done with it, and it has led to changes in practice, processes or policies.

Reflection Questions

- *Think about your own organisation or community of practice. What do you think of this distinction between lessons observed, identified, and learned? How might using such an approach impact on the way you have approached learning in the past? What are some strengths and weaknesses of this approach?*
- *Can you think of a time when a lesson was observed in your organisation, analysed, and was ultimately integrated into new procedures demonstrating adoption and uptake?*
- *Does your organisation engage more in single or double loop learning? If you rely on one more than the other, is this an intentional choice?*
- *Which organisational practices prevent deeper, double loop learning? (For example, job rotations of internationals can prevent deeper understanding of a particular context,*

Further Reading

- "Is Democracy Assistance Sustainable? What 25 Years of Programs Has Taught Us." (Buril, 2022) looks back based on research with practitioners about which results faded and which ones were felt to this day, in addition to what factors they attributed the longevity of results.
- The analysis of "Foreign Aid and its Unintended Consequences." (Koch, 2023) is based on complexity and examines the most common unintended consequences of aid based on concrete case studies.
- *The Crisis Caravan*: *What's Wrong with Humanitarian Aid?* (Polman, 2011) examines the industry that has grown up around humanitarian aid and how aid operations and the humanitarian world have become a feature of military strategy.
- *We Meant Well*: *How I Helped Lose the Battle for the Hearts and Minds of the Iraqi People.* (Van Buren, 2012).
- *Journal of Democracy* – in general a useful resource that both shares experiences of practitioners and policymakers, and provides a longitudinal look at more than three decades of research and reflection

5.2 Learning and the Role of Intermediaries

Key Points

- A number of donors are increasingly relying on intermediary international NGOs, large local CSOs or for profit businesses to implement projects in the field. While this is often done to streamline and minimize administration and work at the head office, this adds another layer of bureaucracy and engagement that requires attention to ensure that accountability and opportunities for learning are not lost.
- There can be different kinds of intermediaries. Some that are considered here are CSOs/ INGOs that serve as an intermediary actors between donors and smaller CSOs on the ground, including participatory grantmakers, and Partnership Brokers.

The role of INGOs or national NGOs as intermediaries of various kinds is a surprisingly under-studied theme in the HDP Nexus space. However, there have been some signs that the nature of the roles of intermediaries is being increasingly appreciated, pondered and studied. By their very nature intermediaries of any kind insert an additional role, personality and dynamics into an existing relationship or initiative. As relationships are key in effective programmatic learning, ensuring constructive engagement with donors and with any intermediaries between donors and implementors is critically important.

One kind of intermediary role that was mentioned in the course of this study is that of a CSO or INGO that is engaged by a donor to be the implementor or consolidator of initiatives in a certain space. This role may include serving as the primary actor on a substantial programme of activities, the ability to issue grants to smaller CSOs, and acting as a convenor of events to discuss certain topics, network or provide space to bring together the donor representatives and "downstream" CSOs.

Examples of "Programme Consolidator" Intermediaries

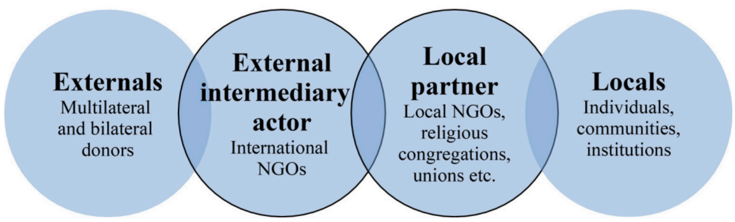
- In the Western Balkans, the government of Norway has selected three large CSOs located in Bosnia and Herzegovina, Albania and North Macedonia to serve as a consortium for their SMART Balkans Project, which in terms makes grants to other CSOs in the region.
- Also in the Western Balkans, USAID's Office of Transition Initiative implemented a programme of activities called the Bosnia Herzegovina Resilience Initiative (BHRI) that was implemented by the local office of the International Organisation for Migration (IOM). Through this cooperative agreement, IOM as an intermediary worked with partners and CSOs downstream, including in small communities.

The continued reliance on intermediary organisation requires an intentional effort to ensure that these relationships are structured to maximize communications among all stakeholders, but also to ensure bi-directional accountability. While this intermediary approach has received renewed attention given the desire to support local-level NGOs and informal groups reflecting the desire to strengthen local ownership, the impact of such middle players requires careful consideration, in general in terms of their roles but also in terms of learning.

Figure 24: Intermediary Functions

Constructive functions that can be fulfilled by INGOs in situations where local institutions and actors are not able to address conflict on their own

Three key challenges of particular relevance for INGOs engaging in local peacebuilding:



1. The question of representation may be difficult to solve: who should be represented, prioritized, and given voice (internationals may favour moderates who may not be the most significant for peace, priorities of select local groups may not be consistent with liberal values and international norms).
2. The issue of local ownership over priorities and finances (distinguishing between locally led, locally owned, and locally delivered initiatives)
3. Timeframes and timing (peacebuilding takes time, but longer time horizons may not be consistent with project or program time cycles)

Main insights on INGO strategies and functions

1. Partnership selection is a critical, but time-consuming and highly demanding task
2. Sustained external engagement can be made possible by separating the shorter-term financial relationship from the longer-term partner relationship with local peacebuilders
3. Two main functions of external INGO support to local peacebuilding:
   - Playing the role of risk managers or risk absorbers financially and politically
   - Accompaniment which can enable and sustain local action over time by strengthening local organisations and capacities for peace

Source: (Lilja and Höglund, 2018)

One interesting approach for intermediaries is the participatory grant-making approach. Peace Direct explained how it plays this role and seeks to build the grant process around the needs of applicants; not the other way around. Voice Global has also built innovative grantmaking processes into its learning processes (see below). Other various creative methods for participatory grant-making and effective donor/intermediary contracts exist, but more structured study of these issues is needed to begin to develop a good practice base.

Figure 25: Voice Global – Learning through Innovative Grantmaking

Learning through Innovative Grantmaking

While Voice Global was not able to participate as a full case study, conversations with individuals involved in the organisation were useful and revealed good practices, in particular on its innovative approach to grantmaking, and one organisation's approach to such an intermediary role. Voice Global uses a linking and learning approach not only to connect with grantee partners, but also to invite them to bring project participants and rightsholders to their meeting spaces, with the aim of equally balancing decisions and power.

Voice Global defines itself as an "innovative grant facility to support rightsholders and groups facing marginalization or discrimination in their efforts to exert influence in accessing productive and social services and political participation." As a consortium between Oxfam and Hivos, with support from the Dutch MFA, they engage in Cambodia, Indonesia, Kenya, Laos, Mali, Niger, Nigeria, Philippines and Tanzania.

The organisation focuses on contexts where civic space is at risk of closing, and where power is shifting negatively against civil society actors. It has operated in various countries in Africa and Asia, previously as an initiative part of the Dutch Ministry of Foreign Affairs policy framework of "Dialogue and Dissent" (2016-2020). Voice Global promotes diversity in inclusion in different contexts through the provision of innovative grants geared towards the amplification and connection of unheard voices, which are all deepened and amplified through a linking and learning approach.

Their work method and learning are closely connected, and grounded in a peer-to-peer learning processes that insist on bringing marginalized voices "into the room" of grant-making processes. They use engaging, participant-focussed methods that break away from traditional ways of working (a focus on people´s titles, the tedious use of PowerPoints, etc.), to better reflect the voice of the people being engaged, but also to avoid reinforcing power imbalances or unidirectional engagement.

They note a keen awareness of the challenges facing them and their work. Understanding genuine ways to really connect with people and engage effectively in the learning process is a constant concern at the global level that requires dedicated attention to and respect for cultural sensitivity. They also recognize the need to constantly translate the way people learn and understand ideas on the ground, through their own cultural meanings and forms of knowledge; and to understand how global and western spaces process and interpret information.

They note a need for more focus on peer-to-peer learning when it comes to knowledge generation and programmatic learning, and while it is difficult and can be time-consuming, to enable more open spaces where people are encouraged to speak out.

Partnership Brokers offer another model of intermediary. These brokers play roles as facilitators, process managers or navigators in order to:

- Help partners to stay in line with the strategic intent and goals of the partnership.
- Design, manage and lead the partnering process and collaborative journey, including fit-for-purpose governance.
- Model, coach and uphold principled partner relationships, communications and behaviours including attending to power dynamics and nurturing collaborative leadership and horizontal accountability.
- Navigate complexity, uncertainty, diversity, power dynamics and hold difficult conversations in ways that are fair, open and create confidence.
- Acknowledge, explore and challenge unhelpful, unethical and uncollaborative assumptions, behaviours and systems.
- Find the courage to reach beyond their comfort zone of "business as usual"

[Source: The Role of Partnership Brokers in Achieving Breakthrough Collaborative Results.]

Partnership brokers can play a valuable role in providing outsider support in an affirming way, and of bringing new perspective and opportunities to the table among practitioners who may lack the time to follow the latest donor trends.

Figure 26: Brokering Partnership Dos and Don'ts

Brokering partnerships – Summary of Tips from Partners for Impact	
Dos	**Don’ts**
DO – Be crystal clear about what impact you aim to achieve, together with your partner(s). Knowing what you aim to achieve will help you select the right partners, agree on common goals, and find a common path to achieve these goals.	DON’T use partnership discussions and processes to help you determine your own mandate and impact goals. If you don‘t know what your impact goals are and how you can contribute to getting there, your partners are unlikely to want to be caught in the middle of your confusion.
DO – Work with a stakeholder map. Without a stakeholder map, you‘ll quickly lose sight of what the status quo is, and where you need to get to. A stakeholder map is the first step to prioritising partnerships and resources. DO – Build trust with your partner(s). Trust will ensure you have meaningful conversations and collaboration, and help you weather difficult challenges. Lack of or broken trust is the best way to end a meaningful partnership. DO – Be transparent about the type of partnership you have. Being transparent about how you partner is important for credibility, both with your partners and externally. DO – Be realistic about challenges you face and may face, including caused by your own lack of internal incentives and capacity. Working in partnerships takes time and requires resources, including staff capacity and skills. Make sure you can internally deliver on what you promise externally.	DON’T waste everyone’s time and resources if you don’t know why you should partner, or believe you can better go it all alone. Partnerships should be based on mutual respect, and a belief that all parties contribute with their value add. Don‘t engage in tokenism. DON’T manipulate, bluff, or overpromise what you will be able to deliver. Partnerships do not serve a function of helping you fake it until you make it. Or if it‘s all for faking it, you may want to re-evaluate why you are working in international development. DON’T engage in partnerships and list partners in all your materials just because others do. You‘ll lose credibility once anyone looks past the smokescreen. DON’T expect your staff to deliver on additional partnership goals if these do not align with their work plans, capacity, skills, and organisational career incentives. Claiming that external collaboration is important but making it impossible for staff to deliver is setting yourself up for failure.

The role of intermediaries has been increasingly recognised as complex, with the potential to further strengthen power imbalances and the dysfunctions of international aid systems. At the same time, intermediaries are frequently viewed as necessary, particularly for large bilateral donors with limited capacity to manage more numerous, smaller grants and reporting and accountability requirements. Interlocutors noted frustration of having to compete in project calls against players such as UNDP or other UN agencies. While donors may appreciate the additional administrative and operational support such a large intermediary may be able to offer, it can relegate local CSOs to a lower status with less power, access to smaller and more short-term funding and the resulting limitations on capacity. In addition it was also pointed out that this can create a situation in which such an organisation /agency is both a donor and a recipient. In some regions where there has been international engagement for some time (for example, the Western Balkans), local CSOs have emerged to play this larger role. While this can be useful in terms of supporting local voices, it can also again lead to effects such as further consolidation of funding and capacity in capitals/large cities. And again, if such an organisation may be an intermediary but also an applicant for further project calls, some respondents note that this can create a seemingly insurmountable power imbalance.

This is related to programmatic learning because it inserts additional layers in to the "doing" process, can create more space between the target communities and beneficiaries and the decisionmakers, and can cloud both upward and downward accountability. Each layer can have different priorities and questions that they wish addressed through learning. In addition, each layer can make different assumptions and are prone to see needed changes in other actors and layers, rather than reflecting on their own contributions to the continued status quo.

Reflection Questions

- *Have you seen the role of intermediaries change in your operating environment? How has this impacted the work in your sector? What are advantages and disadvantages?*
- *If you are in an organisation that plays an intermediary role, how do you seek to ensure effective upward and downward accountability? If you are both implementing grants downward and applying for additional project funding upwards, how do you avoid potential conflicts of interest?*

Further Reading

- "The Nine Roles that Intermediaries Can Play in International Cooperation." (Peace Direct, 2023): This brief proposes the various roles that intermediaries can play: interpreter, knowledge broker, trainer/coach, convenor, connector, advocate, watchdog, critical, and sidekick.
- "The Role of the External in Local Peacebuilding: Enabling Action – Managing Risk." (Lilja and Höglund, 2018): This article looks specifically at the roles of intermediaries in peace processes, outlining some issues that must be considered to ensure an effective approach that does no harm.
- Transforming Partnerships in International Cooperation (Peace Direct, 2023): Based on consultations with 200 participants from 70 countries, it offers comprehensive recommendations to transform every aspect of partnerships between entities in the Global South and North. It highlights how we can all build more equitable and decolonised partnerships through trust-building, open communication, flexible funding and the prioritisation of local ownership. Focuses on step-by-step guides to better partnerships for civil society, bilateral donors, INGOs and intermediaries across the sector. (Also available in French, Spanish and Arabic)

5.3 Factors that Facilitate or Inhibit Learning, Reflection, and Uptake

Key Points

- Learning, reflection and uptake should be viewed as no more and no less important than any other work that needs to be done in a day
- Time and resources won't guarantee learning and uptake; but if there is no time and resources and learning is seen as a "luxury," it will be more difficult to do in a meaningful and sustained way
- A supportive organisational/group culture, management and operating environment are critical to enable and support learning
- The most meaningful learning happens in the context of a relationship – an observation not well enough acknowledged in how many learning processes are presently structured
- IT can be a part of structured information management and learning if information is trusted, up-to-date, honestly curated, reflective of HQ and field experience ,and multi-lingual; however the current and potential risks related to mis/disinformation, AI and security threats mean that these tools can only be added alongside human resources, and should not be seen as a replacement

The most commonly noted hindrance is the simple issue of the number of hours in a day, or days in a week. Many respondents and participants note a frustrated or wistful wish for more time to meaningfully engage in a learning/ reflection/uptake cycle. Those who have the opportunity to participate in 90-minute structured discussions, or half-or full-day "learning days", or (less frequently) multi-day stock-taking and sense-taking note that these experiences are what really enable information and experience exchange and deliberation about how to potentially have greater impact. However they can be the exception; at best a scheduled and structured time for learning, and at worst a time expenditure considered to be a "luxury" that might be ignored or easily skipped when other tasks deemed to be more pressing arise. Even when an individual is able to participate in an event, a professional development seminar or thematic conference, they can struggle to then fully integrate or share what they learned and experienced; a typical "re-entry" problem that can minimize dissemination and impact.

Practices from the case studies

Kvinna till Kvinna organizes a mix of learning relevant events, including thematic and topical 90-minute discussions, learning days, and even focused discussions on efforts that did not work. Their commitment to feminist approaches to engagement (Abbot, 2019) – based on principles of inclusion, taking time to build trust and attention to power (im)balances, among others - aims to avoid strict prescription, but to create opportunities and an environment in which opportunities are offered, and taken up by colleagues and partners sharing the same goals.

ECCP coordinates information within their expansive network through a newsletter that is "pushed" to network members. The aim is to consolidate information regularly in a non-demanding manner. Users report appreciating the information, being able to skim it at their leisure, and following up on issues and links as relevant. The interaction not only provides information, but as a form of communication helps to facilitate network bonds and solidarity both elements key to learning and uptake.

Another commonly noted factor is whether or not there is a supportive organisational/group culture, and/or a significant key individual who creates the space and atmosphere for the learning, reflection, uptake cycle. Knowing that there is an explicit organisational and managerial commitment to this cycle feeds into staff and supervisors reinforcing this commitment with their own teams. While there are various opinions on incentivising learning within the human resources perspective (i.e., incorporating involvement in learning in performance reviews or linking learning goals to pay or promotion – rather than just expecting staff to be interested in learning), a supportive managerial culture is key. Further, this also entails a culture that does not punish honest discussions about failure or an approach or idea that didn't work as intended (while still maintaining a commitment to do no harm).

Discussions on the factors that facilitate learning, reflection and uptake, and on barriers to this cycle, elicited clear trends and reflected a "presence/absence duality" among possible characteristics, as summarised below.

Figure 27: Factors that Help or Hinder Learning and Uptake

	Factors that Facilitate Learning and Uptake (+)	**Barriers to Learning and Uptake (-)**
Time and resources	▶ Dedicated time and resources to reflect on programmatic engagement and how to make them better, including with field staff and partners in the targeted areas/communities	▶ A lack of time due to limited resources; often due to reliance on project funding without the potential for such discretionary reflection time ▶ Travel funds only for HQ staff or managers, not colleagues and partners located afar
	▶ The flexibility inherent in core-funding, and trust that the teams will find the best way to get the job done; adaptive, responsive and flexible programming models	▶ Strict project design and inflexible Output and Activity-level reporting
Culture and operating environment	▶ Respect for a diversity of knowledge and use of principles of co-creation among all participants, from donor to intermediary (if applicable) to implementors	▶ An "expert" prejudice or mentality among outsiders ▶ Top-down approach to project design ▶ Conflation of "consultation" and "co-creation"
	▶ An explicit commitment to a learning, reflection, and uptake cycle by the structure, reinforced by staff and supervisors ▶ Investment in learning	▶ Donors, managers/ supervisors or others who don't see prioritise or appreciate learning, or who see it as a "luxury" ▶ Organizational/group culture; significant key individual who plays outsize role without nurturing talent

	▶ A culture/operating environment that encourages and creates space for honest discussions about failure or an approach or idea that didn't work as intended without creating fear of retribution (though maintaining a commitment to not doing harm)	▶ An excessively rigid or hierarchical organisational culture or operating environment that actively or passively deters or hides discussions about what did not work, perhaps even incentivizing avoidance of such discussions through internal promotion criteria/ processes ▶ An organizational culture or operating environment that punishes people for opening up about what did not work or go as intended
	▶ Long-term relationships with partners that enable a process of trust, communications and adaptation	▶ Short-term, transactional relationships with service providers or implementors that do not nurture true partnership
Information/IT	▶ A culture/operating environment that builds a record of examples about innovation, adaptation and challenges to learn from and complement	▶ An environment in which information is not shared or actively withheld; in which information is seen as currency for an individual's ambition rather than an organisation-wide resource
	▶ A hybrid approach to learning that integrates online platforms (Zoom, etc.), but appreciates they are a complement to – not a replacement of – in-person contacts, networks and relationship-building	▶ An approach to information sharing and management that substantially or fully replaces in-person gatherings with online fora
	▶ Easy to use, trusted, well-curated, multi-lingual and up-to-date information systems stocked with experienced from multiple levels of engagement over an extended period of time	▶ Web sites or IT resources that are inflexible, poorly curated, infrequently updated and monolingual, and/ or which presume connectivity and bandwidth conditions that are unrealistic

Reflection Questions

- **For implementors:** *Which of these factors sounds familiar to you? Are there certain elements that were once in the "-" column but have changed to the "+" column? How did this change occur?*
- **For donors:** *Which elements in the "-" column are most possible to be changed into the "+" column? What would it take to enable such a shift?*
- **For all readers:** *Have you had discussions about the way IT solutions could have a positive impact on your learning and uptake, and in turn your work? Did these conversations reveal any risks or downsides?*