





# WHO FAMILY PLANNING ACCELERATOR PROJECT

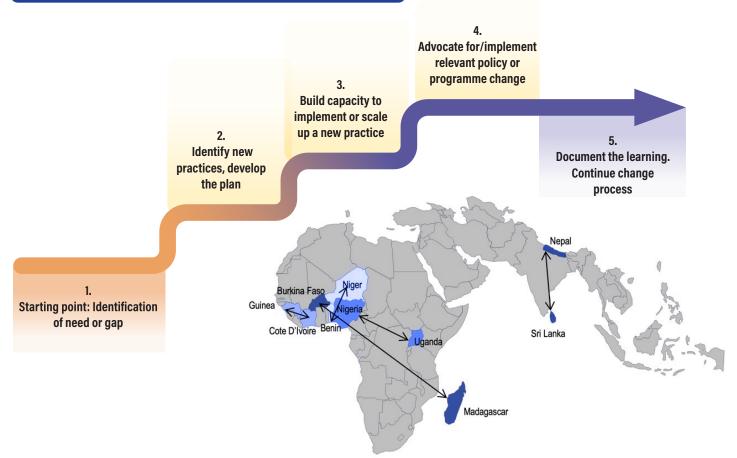
# SOUTH-SOUTH LEARNING EXCHANGE

The WHO FP Accelerator project (2019-2022) supports partners and Ministries of Health (MoH) to accelerate quality and rights-based Family planning (FP) services within the broader frameworks of Sustainable Development Goals (SDGs), Universal health coverage (UHC) and the WHO 13th Global Programme of Work (GPW13). The project contributes specifically to the attainment of SDG 3.1, 3.7 and 5.6 and to the GPW 13 goal of 1 billion more people. The project is being implemented in 14 countries.

One of the approaches used in the project is to facilitate "peer to peer" learning of implementing and scaling up evidence-based practices for uptake of postpartum and post-abortion FP, expanding the range and choice of contraceptives available and delivery channels, adolescents' access to contraceptive care and improvements in quality of care.

**Purpose:** enhance the To implementation and scale-up of evidence-based practices sharing new knowledge, skills, or approaches between programme managers and policymakers from geographically distinct locations with similar contexts. expected outputs are (i) identification of new practices/service delivery skills, (ii) advocacy for a relevant policy or programme change to introduce a new practice, or (iii) capacity building to implement or scale a new practice.

# **Essential Steps for conducting a learning exchange**





#### Define the need for and purpose of the learning exchange

Based on the Country implementation plans, WHO, Ministry of Health (MoH) and implementing partners (country team) review the implementation gaps in FP programming interventions. Based on this review they specify objectives of the learning exchange, identify resources (human and financial) to support the learning exchange, location from where to draw knowledge and the in-country partner who will support the exchange.

STEP 2



## Plan the South-South learning exchange

Together the country team and knowledge providing team identify the components of the learning exchange. This includes (a) type of exchange – (study tour, reciprocal exchange, virtual or expert tour), (b) learning exchange participants and leadership, (c) facilitator – who will work between the two teams in planning, implementing and evaluating the exchange (d) agenda, timeline, logistics and a monitoring and evaluation plan. A local partner will facilitate the exchange.



### STEP 3

#### Conduct the learning exchange

With support from WHO and an implementing partner, the exchange is conducted to present the evidence to support the practice, share the tools used to implement it, and describe successes, challenges and solutions. Country teams spend a significant amount of time learning, clarifying and outlining what they will do in their programmes. The teams develop an action plan with concrete next steps that are achievable within a specified time. The facilitator supports the team throughout the process.

STEP 4



## Support implementation of the action plan

After the learning exchange, the country team implements the learnings based on the prepared action plans. The facilitator supports the implementation, intervenes to address challenges, if any and monitors the progress. It is useful to hold a debrief and report back meeting with the wider stakeholder group in the country when the ideas are still fresh in mind. The knowledge providing team may support the implementation of the action plan.



#### STEP 5

#### Follow-up after the learning exchange

Each team develops and shares a report on the learning exchange. The report should delineate the process, experience and key lessons learned from the exchange to support an iterative process of learning. Participants may hold a state-level dissemination meeting at the end of 6/12 months and further evaluation on the outcomes of the exchange after 24 months. The facilitator will objectively monitor and document the entire process and provide recommendations for further iterations and finalization of the SOPs. The knowledge providing team or the implementing partners may continue supportive supervision for local problem solving and backstopping the learning process.

#### **Lessons Learnt**

Lesson learnt	Description	Guide to South-South learning exchange
Preparation is paramount	Learning objectives should be specific and arrived at after consultation with key stakeholders and technical working group in the country.	GUIDE TO SOUTH-SOUTH LEARNING EXCHANGES
Strive for country ownership	National governments and Stakeholders leading the process from the beginning is crucial for implementing the learnings.	
In-built monitoring system	It is crucial to monitor the progress of SSLE and share the learnings with stakeholders	
Reciprocal learning is an effective way	It is effective to conduct reciprocal SSLE as it keeps both countries motivated.	
Flexibility, adaptability, patience	Although a step-wise process is recommended, it should be flexible and adaptable to the country's needs.	
WHO is well-placed to support and anchor SSLE	WHO's convening power, global reach, country presence, technical expertise and impartiality can facilitate and strengthen collaboration between the countries.	

# **Publications**

Kabra R. Danasuriya M., Moonesinghe L. et al. Improving access to quality family planning services in Nepal and Sri Lanka: insights from a South-South learning exchange. BMJ Global Health. 2002; 7:e008691. United Nations Office for South-South Cooperation. Family planning Accelerator project. Good practices in South-South and Triangular cooperation for Sustainable development (vol.4). August 2022.

Kabra R., Pradhan P., Hyder Md KA, et. al. <u>Gaps and evidences on programming postpartum family planning services in Nepal</u> [version 1, peer review: awaiting peer review]. Gates Open Research 2022, 6:84