

Turning Lessons into Legacy 3

Equitable Learning in Partnerships

Please include your name and organization in your Zoom username



**Samen
Werkt.**

Turning lessons into legacy series

1

Learning from programmes

2

Learning in organisations

3

Learning in partnerships

Session goal

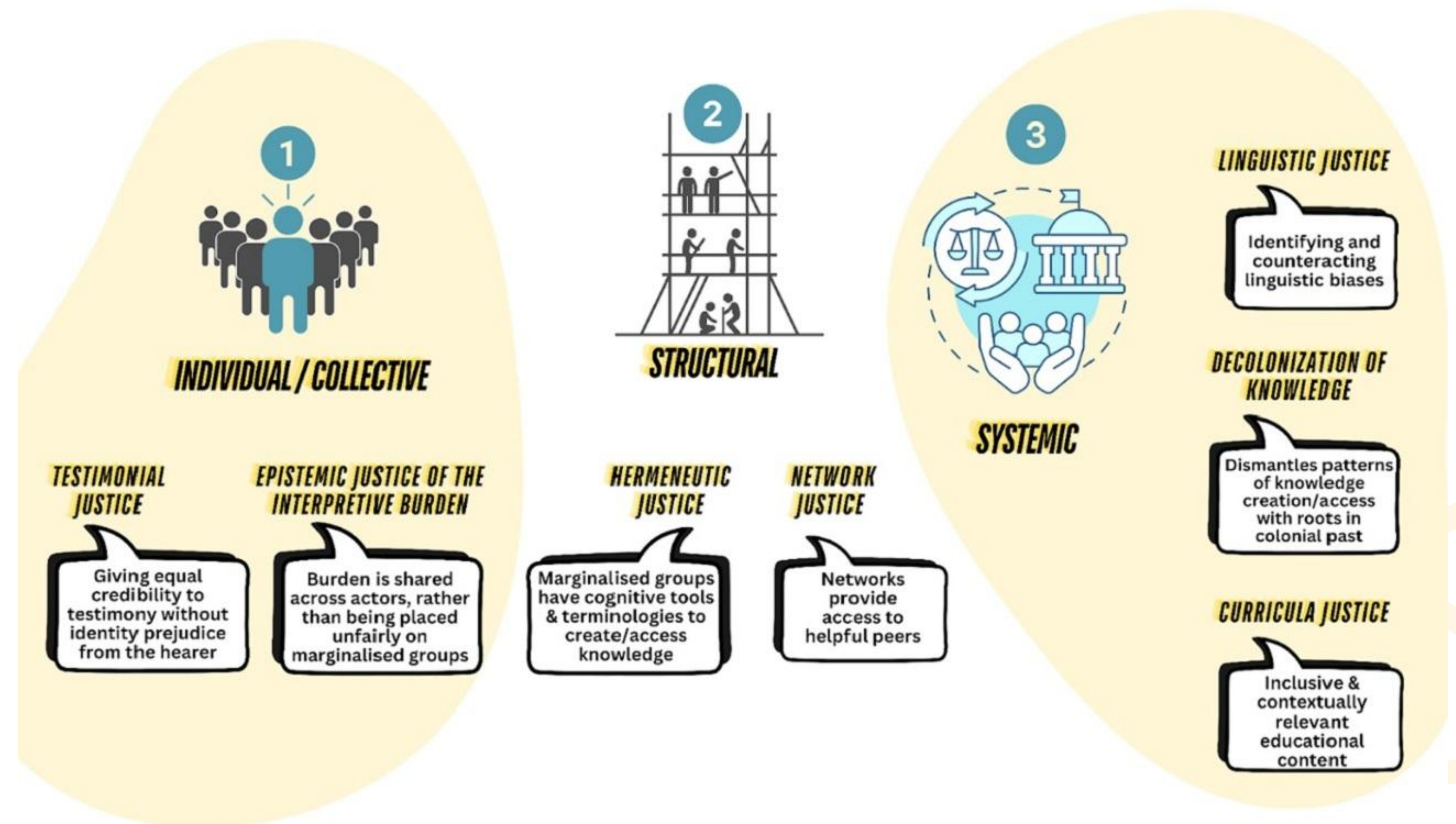
- Participants
 - ➔ Understand the importance of addressing power imbalances in learning
 - ➔ Learn about practical strategies to ensure that all actors meaningfully participate in and benefit from learning.

Programme

- Welcome
- Presentation: Gladys Kemboi - Epistemic Justice Framework
- Presentation: ALNAP – Research on Locally Led Evaluation
- Presentation: AMwA – Feminist Learning approaches
- Plenary conversation
- Closing

Presentation: KM4Dev - Epistemic Justice Framework

- By Gladys Kemboi



Decolonization of Knowledge & Epistemic Justice Framework in Development: Why is it Important?



Presenter: Gladys Kemboi, Knowledge Cafe' Leader at KM4Dev

Date: June 25th from 14:00-15:30 (CEST)



May

Jun.

Jul.

Sept.

Oct.

Nov.

Dec.

Jan.



REGISTRANTS 1064

COUNTRIES 79

10 Sessions / 24 h

Celebration Event

July 2/3

REGISTRANTS 224

PARTICIPANTS 112

KC.10 Nov. 19

REGISTRANTS 114

PARTICIPANTS 264

PARTICIPANTS 75

Stable Truths

Development

KC.9 Oct. 22

Knowledge, the gateway
to space (ESA)

REGISTRANTS 283

PARTICIPANTS 150

KC.12 Jan. 27

Value creation for

REGISTRANTS 182

PARTICIPANTS 95

KC.11 Dec. 17

KM Changes in 2020
ESA, IMA, IFAD,
UNICEF, World Bank,

Sp.C.2 Dec. 11

Formas creativas para fomentar el
intercambio de experiencias – el uso
de la fotografía y el video

Sp.C.1 Oct. 23

Colaboracion en linea

REGISTRANTS 80

PARTICIPANTS 34

REGISTRANTS 45

PARTICIPANTS 2

REGISTRANTS 53

PARTICIPANTS 35

REGISTRANTS 53

PARTICIPANTS 27

KC.2 May 21

On-line collaboration
(Dgroups)

KC.4 June 04

Organizational
Learning and its link
to KM

REGISTRANTS 69

PARTICIPANTS 43

KC.6 June 18

Promoting KM for
Organizational Learning
(IMA)

KC.5 June 11

KM Strategies in
Organizations

REGISTRANTS 60

KC.7 June 25

Decolonization
of Knowledge

REGISTRANTS 84

PARTICIPANTS 52

KC.3 May 28

Multi-stakeholder
partnerships

REGISTRANTS 48

PARTICIPANTS 29

KC.1 May 14

KM during
Covid-19

REGISTRANTS 50

PARTICIPANTS 25



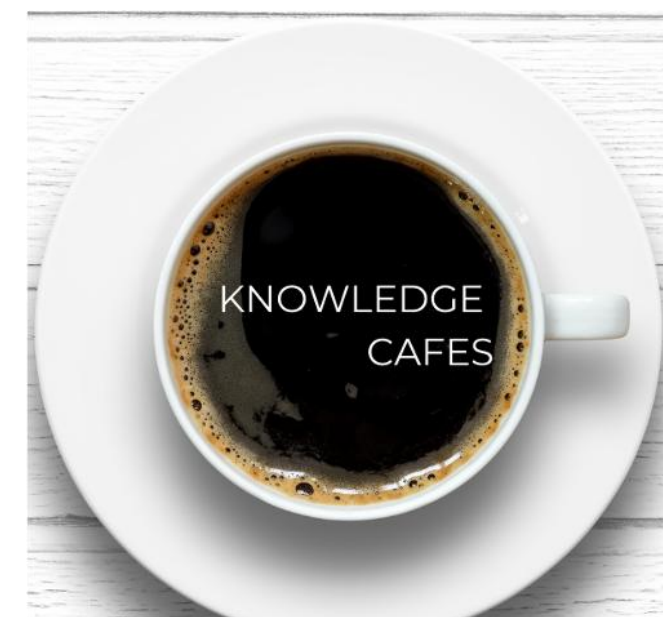
An overview of Knowledge Cafes ONLINE TO CELEBRATE, SHARE & LEARN!

KM4DEV is 20 years old! What better time to connect and have conversations
about what is important to us, and strengthen our community

#KM4DEV20years | <http://km4dev20years.org>



KC-WG : ToRs



Why Decolonization of Knowledge?

- ‘...dismantling inequities that exist in the knowledge system in which the colonial legacy excludes local knowledge and Indigenous knowledge holders from multiple knowledge systems. These include geographical and social categories: the Global South; First Nations, Indigenous, ‘racialized’ and local communities; Eastern Europe; women; and youth.” (Boyce et al., 2023).
- Colonial legacies still exist within the local communities.
- Excluding Indigenous knowledge holders and elders from their knowledge contributions.

KM4Dev Decolonization of Knowledge Framework

- On 9 May 2023, launch the Sixth Generation of KM4SD: Decolonization of Knowledge at the Dr Martin Luther King Jr Memorial Library in Washington, DC.
- “We have a dream” was the unifying slogan for a more equitable knowledge.
- The sixth generation includes epistemic justice, anti-racism, Indigenous and local knowledge (ILK), diversity in knowledge management strategies, new knowledge partnerships, and new knowledge practices.
- We developed this based on the knowledge cafés and events that we organized on uncomfortable truths.
- It addresses the inequalities where colonial legacies and structures continue to marginalize knowledge from different communities.



KM4Dev Diversity



REGISTRANTS 283
PARTICIPANTS 150

KC.12 Jan. 27

Value creation for
communities and networks

REGISTRANTS 208
PARTICIPANTS 79

KC.13 Feb. 18

Bringing Peer Assistt
online: let's do it!

REGISTRANTS 118
PARTICIPANTS 52

KC.14 Mar. 24

Knowledge retention as
systems thinking

REGISTRANTS 128
PARTICIPANTS 67

KC.15 Apr. 22

Decolonizatiion of knowledge: an
action plan for KM4DEV!

REGISTRANTS 104
PARTICIPANTS 42

KC.16 May 20

Decolonizatiion of knowledge: an
action plan for KM4DEV! Asia
Australia and Middle East focus

REGISTRANTS 230
PARTICIPANTS 91

KC.17 Jun. 10

Discover the WBG CoP Toolkit, a
practical toolkit to help you build impactful
Communities of Practice

Africa: 69, 43%
North America: 36, 23%
Europe: 33, 21%
Asia: 11, 7%
Central America: 4, 3%
Middle East: 3, 2%
South America: 2, 1%
Australia: 1, 1%

information
local knowledge
knowledge management
know-do
knowledge broker
experiential knowledge
knowledge brokering
communicating
co-creation
gaps

June 2025: 6000

Membership

Why Epistemic Justice?

- ‘...unfair treatment in knowledge-related and communicative practices in which the voices, experiences and problems of marginalized individuals, communities and societies are not being taken seriously’ (Cummings et al., 2023).
- Melanson (2020) notes that epistemic injustice in archival systems includes the exclusion of marginalized individuals’ testimonies from historical records and the lack of conceptual frameworks to recognize and express epistemic injustices faced by the marginalized groups.

Epistemic Justice Framework



INDIVIDUAL / COLLECTIVE

TESTIMONIAL JUSTICE

Giving equal credibility to testimony without identity prejudice from the hearer

EPISTEMIC JUSTICE OF THE INTERPRETIVE BURDEN

Burden is shared across actors, rather than being placed unfairly on marginalised groups



STRUCTURAL

HERMENEUTIC JUSTICE

Marginalised groups have cognitive tools & terminologies to create/access knowledge

NETWORK JUSTICE

Networks provide access to helpful peers



SYSTEMIC

LINGUISTIC JUSTICE

Identifying and counteracting linguistic biases

DECOLONIZATION OF KNOWLEDGE

Dismantles patterns of knowledge creation/access with roots in colonial past

CURRICULA JUSTICE

Inclusive & contextually relevant educational content

KM4Dev Action Plan on Decolonization of Knowledge and Epistemic Justice



More inclusive by
Involving Young People

Mapping, documenting

Mentorship Program
KM4Dev Declaration
Creating Knowledge Agendas

KM4Dev blog
Storytelling
Testimonies

KM4Dev Journal

KM4Dev Research

Member Action Plan on Decolonization of knowledge and Epistemic Justice



Member(s) Action Plan in Progress

- Mapping, documenting, and engaging elders and community champions in digitization, preservation, and governing Indigenous Knowledge (IK);
- Partnership with local radio stations to disseminate local and Indigenous knowledge in development; and
- Fostering knowledge exchange across villages.



Question



What is the relevance of the 'decolonization of knowledge' in your own context?



How to join KM4Dev

- To be a KM4Dev member, sign up via:
 1. Dgroups (<https://dgroups.io/g/km4dev>)
 2. Website:<https://km4dev.org/>
- KM4Dev Research-<https://dgroups.io/g/km4dev-research>
- KM4Dev Knowledge Sharing:
<https://sites.google.com/km4dev.org/kstoolkit>
- KM4Dev LinkedIn-<https://www.linkedin.com/groups/128044/>
- Facebook: <https://www.facebook.com/groups/km4dev>
- KM4Dev YouTube-
https://www.youtube.com/channel/UCN_2XDTTImV0FwBjsBdlleg
- Twitter Account: <https://twitter.com/km4dev>





Presentation: ALNAP – Research on Locally Led Evaluation

- By Mae Albiento and Hana Abul Husn





TURNING LESSONS INTO LEGACY 3: EQUITABLE LEARNING IN PARTNERSHIPS

What role can evaluations play in promoting equitable learning in partnerships?

Hana Abul Husn, Independent Consultant
Mae Albiento, Research Officer, ALNAP

25 JUNE 2025

OVERVIEW

ALNAP's paper: 'Advancing locally led evaluations: Practical insights for humanitarian contexts'

AGENDA:

- Evaluation in the context of partnerships
- A framework for understanding LLE
- What's your next step?



ANONYMOUS



1

Evaluation in the context of partnerships

Evaluation in the context of partnerships

- Power and stigma
- Framed by evolving context (environment, culture, stakeholders, and wider aid sector)
- Opportunity to tilt the balance towards more equitable practices



‘When we say that we are having equal partnerships, for me the test is very simple. The test is the end of your research. Just think about the whole research exercise that whether there was any part where there was difference of opinion between the international partner and the local partners ... and if in any case the local partners’ views prevailed.’

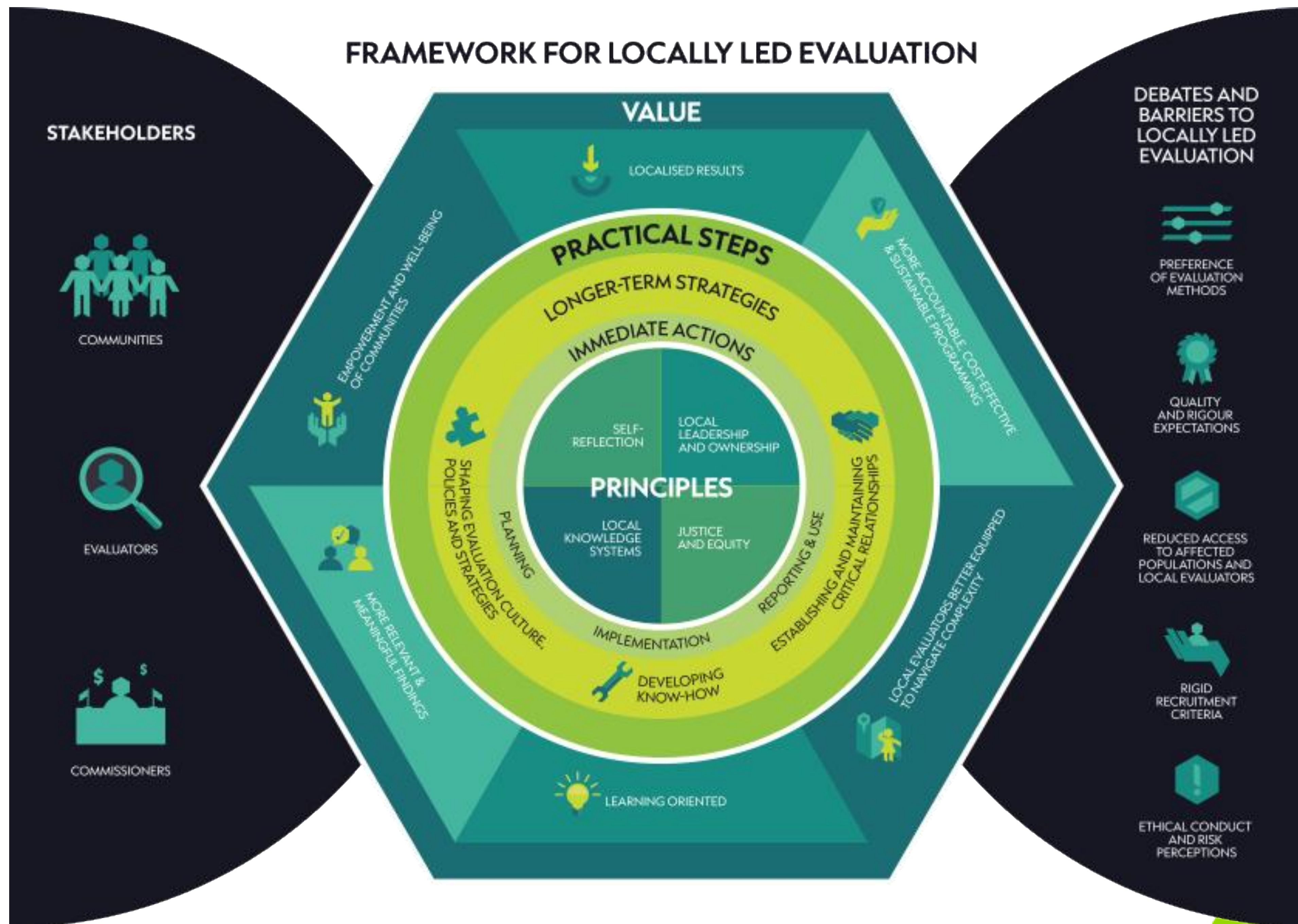
- Zaki Ullah, GLOW Consultants, Pakistan

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2

A framework for understanding locally led evaluation

FRAMEWORK FOR LOCALLY LED EVALUATION





‘Start building institutional awareness and understanding about the value of localising M&E approaches with organisations you work with as a first step towards cultural change of institutions to accepting and adopting these localised approaches.’

- Kathryn Dinn, Independent Consultant, Australia



PRACTICAL STEPS: LONG TERM STRATEGIES



Shaping evaluation culture, policies and strategies

- ✓ Make a strategic commitment to LLE
- ✓ Adapt evaluation policies and practice
- ✓ Provide funding



Developing know-how

- ✓ Apply appropriate evaluation design
- ✓ Using appropriate language and communication styles
- ✓ Mutual learning and capacity strengthening



Establishing and maintaining critical relationships

- ✓ With community/ local actors
- ✓ Strategic collaborations within the evaluation ecosystem



“Embracing an approach free from preconceived notions about aid and philanthropy is essential for building equitable partnerships. This means being open to learning from local communities and allowing them to lead the way. It’s crucial to move away from conventional practices where international intermediaries dominate program design, timelines, and solutions. Instead, creating space for local partners to lead fosters more effective and relevant outcomes.”

**~ Michael Vincent Mercado,
Center for Disaster Preparedness Foundation, Philippines**



PRACTICAL STEPS: IMMEDIATE ACTIONS

PLANNING

- Developing the evaluation ToR and plan
- Designing the evaluation

IMPLEMENTATION

- Data collection and analysis

REPORTING & USE

- Report writing and outputs
- Dissemination




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3

An invitation to self-reflect on
evaluation in the context of equitable
partnerships

OUR JOINT CALL TO ACTION:

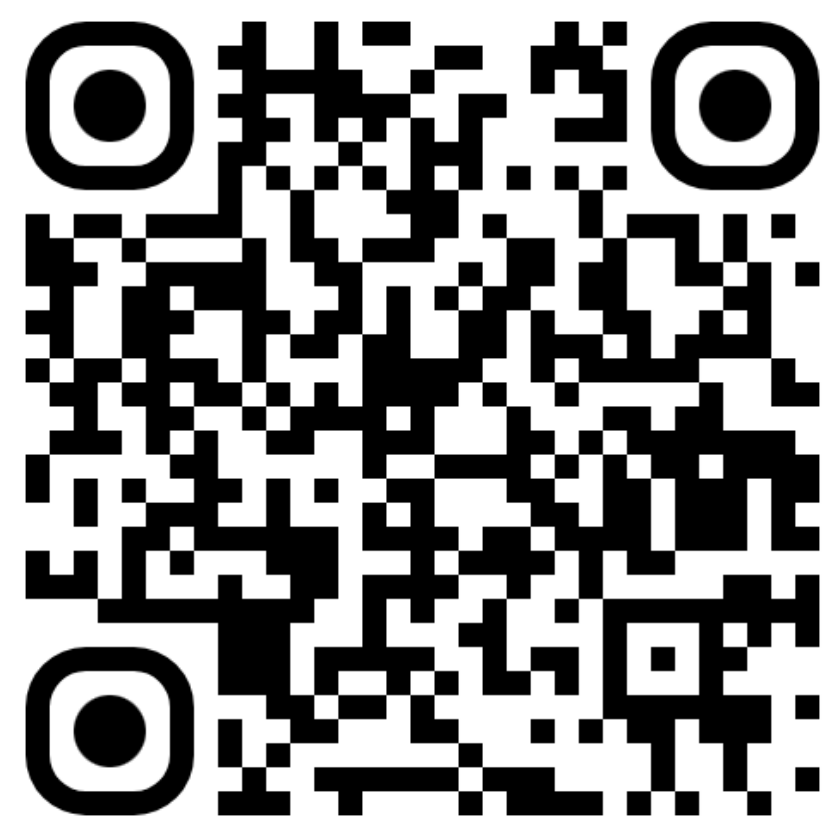
Self-reflect on what you're already doing well in service of locally led and where you may find possibilities to improve or do more

-  Are there examples and opportunities where strategic commitment, policies or organisational culture can positively influence your approach to evaluations?
-  How do your local partners understand insights from the community, record knowledge, or draw on communities' existing understanding and application of monitoring and evaluation?
-  Can you dedicate more time and effort to spending time with communities to understand their evaluation priorities? How can you get to know key evaluation stakeholders in the places you work?

HOW TO ENGAGE

Join our M&E LinkedIn Group

<https://www.linkedin.com/groups/12876700/>



Find M+E resources

<https://alnap.org/help-library/monitoring-and-evaluation-me/>



Other ways to engage with ALNAP:

- Suggest topics, be a speaker, co-facilitate, and/or help organize our next **M+Eet up event**
- Start or take part in discussions & share resources on "The M+Eeting Place" (our LinkedIn group)
- Share your views through written **commentary** to publish on ALNAP's website
- Other ideas? Let's talk: comms@alnap.org

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Q&A

Presentation: AMwA – Feminist Learning approaches

By Sarah Nannyondo Okello and
Nyakoto Bitamisi Henrietta



Reflection Question:

- ❑ Think of a time you truly learned something powerful, not from a report, but from experience. What made that learning possible, what made it a learning for you?
- ❑ 5 mins (Share in the chat)

EQUITABLE LEARNING APPROACHES

Practical insights in feminist learning approaches

The Duo

Sarah Nannyondo Okello
Head of Programmes



Nyakato Bitamisi Henrietta
MEAL Coordinator



About Akina Mama wa Afrika:

- . A Pan-African feminist organization founded in 1985 in United Kingdom and later relocated to Kampala, Uganda. Marks 40 years.
- . Akina Mama wa Afrika (AMwA) means *solidarity among African women*. Hence Collective action is our birthright.
- . AMwA envisions a dignified and equitable feminist society for African women, and girls in their diversity.
- . AMwA works along 3 thematic areas: Economic Justice and Climate Action,
- . Sexual and Reproductive Health and Rights and Women's Political Leadership.

How we define learning:

💬 Dialogue

💭 Reflection

🌍 Lived Reality

🤝 Co-creation

🔍 Curiosity

🧭 Exploration

⏸ Pausing

Feminist Learning

♻ Unlearning

🧘 Embodiment

👥 Relational

👁 Noticing

🔄 Iteration

📖 Contextual

✅ Accountability

👂 Listening



Values that guide feminist learning practice

Attentive/ Presence

Voice & Agency

Autonomy

Embracing Heterogeneity

Shared Ownership



Linear Learning

Planned alongside the strategic-plan cycle, guided by a learning agenda.

Structured, sequential, step-by-step, delivers clear direction & measurable milestones.

+ Clarity & structure; easier to track progress.

— Inflexible, resource-heavy; limits innovation, real-time adaptation, & diverse knowledges.

Emergent Learning

Arises from practice; shaped by context, partners, & the fluidity of social-justice work.

Iterative, responsive, and reflexive, embraces uncertainty & feminist curiosity.

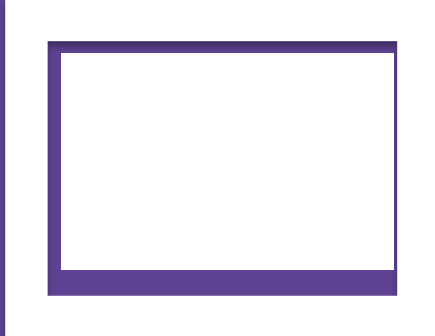
+ Flexible, innovative; honours multiple ways of knowing & adapts in real time.

— demands comfort with ambiguity & shared power.



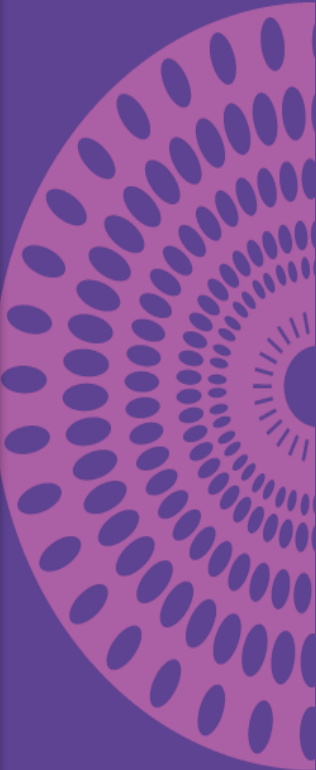
Learning at AMwA: Practise

Curiosity stage

- 
- › Linearity failed us
 - › Low responses to surveys, evaluations and feedback forms
 - › Gains across variables started fluctuating
 - › Feedback from partners, persons reached and consultants highlighted the need to reimagine approach.



Learning steps

- Allowed ourselves to listen without defense
 - Revisited our history
 - Recalibrated as a collective responsibility
 - Internal ways of knowing took center stage, experiences of implementors(staff), partners and alumni were centered
 - Convened internal learning spaces
 - Convened external actors learning spaces
- 



Zikomo!

Tenki!

Inkomu!

Ngiyabonga!

Thank you!

Mwebale!

Asante!



Plenary conversation



Mae Albiento & Hana
Abul Husn



Sarah Okello & Bitamisi
Nyakoto



Gladys Kemboi

Closing

Thank you for participating!

Please help us evaluate this learning series. Scan the QR-Code on the right and fill out the survey.



Save the date: November 6th 2025, the Partos Innovation Impulse!