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- ✓ Catalyze innovative thinking and generate better solutions for global environmental challenges?
- ✓ Connect to new information, expertise, and opportunities locally, regionally, and globally?
- ✓ Facilitate uptake of lessons, experiences, and good practice emerging from investments?
- ✓ Consult with stakeholders, exchange ideas, and foster broad ownership around joint efforts?
- ✓ Inspire collaboration between individuals, teams, institutions, cities, countries, and regions?
- ✓ Accelerate decision-making and transformational change to safeguard the global environment?
- ✓ Overcome bottlenecks and enhance project impacts?
- ✓ Customize, replicate, and scale up sustainable development and global environmental solutions?

### **ACKNOWLEDGMENTS**

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The overall effort was initiated and directed by Yasemin Biro Kirtman, the GEF Secretariat's Knowledge Management Coordinator. The core task team was led by Shobha Kumar of the World Bank Group, and included Christina Bogyo and Robert Schreiber of the GEF Secretariat, and external consultants Yianna Vovides, and Richard Crabbe. The guidebook has also benefited from the expertise of Greg Johannesen as creative director for graphic design and Sheldon Lippman as copy editor.

It is important to note that this effort builds on the original guidebook, the Art of Knowledge Exchange: A Results-Focused Planning Guide for Development Practitioners, which was produced by the World Bank Group under the leadership of Shobha Kumar working with a team of professionals comprising Aaron Leonard, Ryan Watkins, Yianna Vovides and Brigitte Kerby.

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For more information on the GEF: http://www.thegef.org

### **ABOUT THIS GUIDE**

Welcome to the Art of Knowledge Exchange: A Results-Focused Planning Guide for the GEF Partnership.

This guidebook, based on the original Art of Knowledge Exchange: A Results-Focused Planning Guide for Development Practitioners, has been customized for Global Environment Facility (GEF) partners and other practitioners working on global environmental issues. The guide offers a practical step-by-step blueprint with illustrative examples on how to design, implement, and measure progress with regards to knowledge exchange initiatives embedded in projects. While the guide contains useful information that is of value to all sustainable development and environment practitioners at local, national, regional, and global levels, it primarily focuses on those who specifically wish to broker knowledge exchange between seekers and providers of knowledge and expertise related to the global environment.

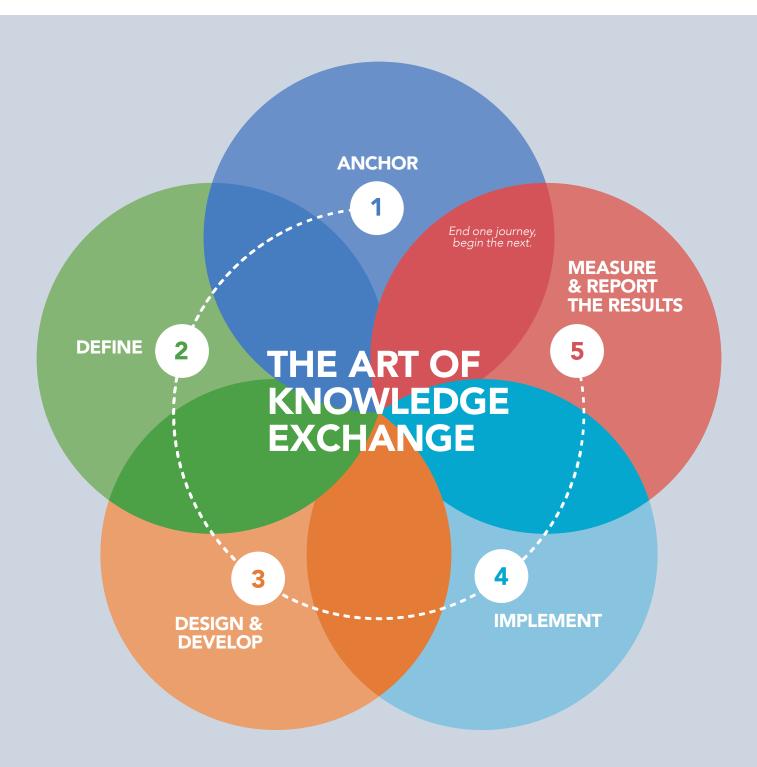
The guide also provides practical tools to help you — the knowledge broker — play a more effective role in facilitating knowledge exchange and learning when designing and implementing a GEF project or program. This approach will help you to:

- » consider knowledge exchange within a GEF project as well as within broader programmatic goals;
- » ensure your initiative is inclusive, stakeholder owned, and demand driven:
- » determine the key challenges to reaching an effective solution;
- » reflect on the change processes needed to address these challenges;
- » identify individuals or groups who can play effective roles in bringing about needed change;
- » choose the right mix of knowledge exchange instruments and activities to help your participants learn, grow, and act;
- » implement in an adaptive, collaborative, and learning-focused manner;
- » design and produce knowledge products to document and share learning with wider audiences; and
- » measure and report the results of a knowledge exchange initiative.

This Results-Focused Planning Guide for the GEF Partnership includes and refers to case studies and other examples of successful knowledge exchange in GEF projects and also highlights the lessons learned from implementing these initiatives for enhanced impact. It also reflects the experience of dozens of GEF partners, knowledge and learning professionals, government officials, and other international and sustainable development practitioners who have successfully integrated knowledge exchange as a part of a larger change process.

As an added means to broaden its utilization, the guide features the free augmented reality mobile app **Blippar** that enables GEF partners and others to access the guide online from anywhere in the world using their smart phones.





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### WHAT CAN KNOWLEDGE EXCHANGE HELP YOU ACHIEVE?

Knowledge exchange—or peer-to-peer learning—can be a powerful way to share, replicate, and scale up what works when addressing global environmental challenges. Practitioners of environmental and sustainable development are seeing the beneficial returns of learning from the experience of others who have gone through, or are going through, similar challenges of finding working solutions. They want to be connected and have ready access to practical knowledge and proven results.

When done right, knowledge exchange can build the capacity, confidence, and conviction of individuals and groups to act. This guidebook highlights a sample of GEF-funded initiatives with effective knowledge exchange and learning outcomes, including the following:

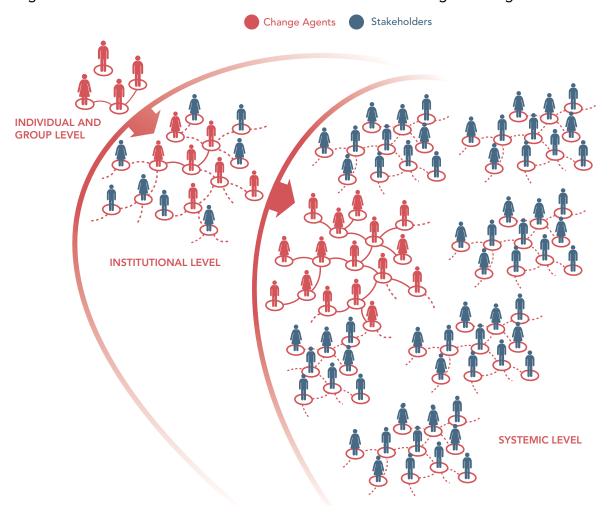
- » Peruvian Government officials learn from Ecuadoran experts how to operate a water fund. They also learn about the role played by the government, private sector, and the water utility in successful implementation.
- » Rural communities in Burkina Faso, Mali, and Niger learn from each other on how to improve their livelihoods by adapting, diversifying, and conserving parkland agroforest to arrest degradation of natural resources due to desertification.
- » Senior environment ministry officials, scientists, and community beneficiaries in Bolivia, Ecuador, and Peru deepen trust and relationships over the span of six regional workshops addressing climate change scenarios and impact in key sectors—agriculture, highmountain ecosystems, and water.

The direct results from knowledge exchange can also influence results at the institutional and even systemic levels as shown in Figure 1. Participants of successful knowledge exchanges are empowered and motivated to make things happen. They seek to change the environment in which they operate, affect policies and norms that influence the way people behave, and strengthen the institutions where they work, as exemplified by the following:

- » Motivated by the Ecuadoran visit, key stakeholders in Peru focused on how best Peru could replicate Ecuador's success. Information generated from stakeholder dialogues fed into a draft law presented to the Peruvian Parliament.
- » Inspired by the successful effort of rural communities in Mali, Niger, and Burkina Faso to counter the effect of desertification, the governments put in place a plan to ensure that knowledge, recommendations, and innovation generated by the efforts of these three countries were made available not only to the project stakeholders but also to international research and development communities. The projects have been documenting and disseminating knowledge in the form of technical and training material, journal articles, guide books, videos, and extension materials.
- » Enhanced collaboration among key stakeholders strengthened the capacity of national meteorological institutions to identify protocols for information sharing and contributed to knowledge transfer among scientists on glacier dynamics. It also resulted in increased regional integration at the scientific, decision-making, and beneficiary levels.



Figure 1. The Direct Results and Influence Achieved from Knowledge Exchange



"The expert visit took place only after the relevant actors had an increased understanding and consensus on the value of financing conservation activities. This meant two rounds of buying/cancelling tickets and arranging then postponing meetings. However, the cost of all that was worth it; the participation of decision makers contributed to getting the regulations changed." ~ Germán Sturzenegger, Water and Sanitation Senior Specialist, Water and Sanitation Division, Inter-American Development Bank.

"Social marketing is not typically part of my work as an Aqua Culturist. Through the workshop, I realized that I have somehow been doing campaigns work through my engagement with coastal communities, but just need to better understand and apply the art and science behind influencing behavior change. Some local government staff may see it as additional work, but for me, it is an opportunity to grow and take my advocacy to a higher level." ~ Daisy Teves, Senior Aqua culturist and Campaign Team Leader, Bais City, The Philippines





# STRENGTHENING THE CONSERVATION, PROTECTION AND MANAGEMENT OF MARINE BIODIVERSITY AREAS: CASE STUDY OF THE PHILIPPINES KNOWLEDGE EXCHANGE IN TAÑON STRAIT PROTECTED SEASCAPE (TSPS)

Knowledge Broker: Rosa Antes, Project Manager for SMARTSeas PH in Tañon Strait.

In this knowledge exchange, Tañon Strait, Philippines

GAINED NEW KNOWLEDGE ENHANCED SKILLS IMPROVED CONSENSUS



Case Example

The Philippines ranks third in the world in marine biodiversity, hosting more than 460 reef-building coral species representing nearly half of all known coral species. In 2006 and 2009, the Philippines Government designated 123 marine-priority conservation areas as "key biodiversity areas". However, many of these areas, some unprotected or partially protected, face major challenges, including (a) inadequate species, ecosystems, and spatial coverage representation; (b) insufficient and unpredictable funding levels for long-term management; and (c) weakenabling policy framework for marine biodiversity conservation.

The Philippines Department of Environment and Natural Resources (DENR), supported by United Nations Development Programme (UNDP) and GEF, launched a five-year initiative in 2015, Strengthening the Marine Protected Area to Conserve Marine Key Biodiversity Areas in the Philippines (SMARTSeas PH). This initiative focuses on establishing a coordinated approach to conservation efforts in five sites: Verde Island Passage, Lanuza Bay, Davao Gulf, Tañon Strait, and Southern Palawan.

Tañon Strait Protected Seascape is unique in its management complexity as it is under the jurisdiction of the national government, 2 regions, 3 provinces, 42 coastal cities and towns, and 298 villages. The Tañon Strait Protected Area Office was established in 2015 to manage this complex system.

Implementation of the initiative is headed by the DENR Biodiversity Management Bureau in partnership with the National Fisheries Research and Development Institute for the West Sulu Sea Area, Conservation International-Philippines, Haribon Foundation, and the World Wildlife Fund-Philippines. RARE-Philippines, an organization with long-standing presence in the local communities, is the partner organization responsible in implementing SMARTSeas PH in Tañon Strait. In the planning stages of the initiative, knowledge exchanges took the form of multi-stakeholder dialogues that helped in prioritizing various needs and requests, aligning those needs and expectations, and developing a coherent structure to determine what the initiative should achieve.

"The local community wanted to maximize fishing harvests and needed to understand the impact this would have on sustainable resource management. They needed to understand the tradeoffs and how to better manage resources." ~ Mr. Doley Tshering, Regional Technical Advisor, UNDP

With priorities clarified to support regional and local conservation efforts for each of the five sites, continuing multi-stakeholder dialogues and consultations took place, primarily focused on helping to support the creation of a constituency of informed and empowered fishers, Marine Protected Area (MPA) managers, decision-makers, and influencers. As the only site declared under the National Integrated Protected Area







System in the Philippines, Tañon Strait Protected Seascape, the largest MPA in the country, was well underway in pursuing further knowledge exchange activity.

Tañon Strait is unique in its management complexity as it is under the jurisdiction of the national government and encompassing two regions, three provinces, 42 coastal cities and towns, and 298 villages. The Protected Area Office of Tañon Strait Protected Seascape was established in 2015 to manage this complex system. RARE-Philippines, an organization with long-standing presence in the local communities, is the partner organization responsible in implementing the Project in Tañon Strait.

A two-week exchange was organized in September 2016. This "boot camp" workshop was part of Fish Forever Flex, an alternative mode of delivery program to raise awareness on how to contribute to better governance and effective management of Tañon Strait among fishers, MPA managers and enforcers, communities, and local and national government officials. The workshop was also designed to increase participant knowledge and understanding on how to implement each local government campaign for sustainable protected areas and fisheries management. Seventeen local government units were involved in this exchange, working in their own teams and across teams to share new ideas and learn from the experiences of their peers.

Another exchange followed in November 2016 that focused on furthering the work of the 17 local government units on their own campaigns, advocacy, and monitoring and evaluation efforts. Several campaigns are now underway, showing great potential for raising awareness within local communities. The partners in SMARTSeas PH have recognized a key factor to the success so far of the initiative: ensure follow-through at the local level by identifying the most effective local government unit representatives and organization leaders who can lead and implement the campaigns and advocacy work.

"Tañon Strait is very unique among all sites because protecting the whole area is under the mandate of the national government, but it is necessary to ensure that close working relationship with local government units along Tañon. The challenge lies in harmoniously working together and sharing the resources to manage sustainably the largest protected area in the country. This is where the project comes in. We bring together the actions of all stakeholders." ~ Dr. Vincent V. Hilomen, SMARTSeas PH Project Manager











# STRENGTHENING THE RECOGNITION OF INDIGENOUS LAND RIGHTS IN HONDURAS

Knowledge Broker: Enrique Pantoja, Senior Land Administration Specialist, The World Bank

In this knowledge exchange, Honduras

GAINED NEW KNOWLEDGE ENHANCED SKILLS IMPROVED CONSENSUS INITIATED NEW AND IMPROVED ACTIONS

La Mosquitia is located in Honduras on the Caribbean coast. It is a natural and cultural haven and home to a large indigenous community—the Miskito. In 2004, the Honduran Government approved a new property law that recognized the collective property of indigenous people. But implementation was tense and complex. A deep-seated and long-standing mistrust between the Miskito and the Honduran Government resulted in government authorities bypassing the Miskito community's claims to their land titles.

"We want to receive recognition for our land rights. This is a fundamental right that must be applied." ~ Norvin Goff Salinas, MASTA President



Case Example

To address these issues, the Miskito community, the Honduran Government and members of the World Bank identified Nicaragua and Colombia as prime examples of success. Both countries had achieved substantial progress in recognizing indigenous peoples' land rights and shared a common history with Honduras.

The World Bank funded a knowledge exchange among the three nations with the aim of building consensus and introducing new policies and programs to improve governance.

A planning workshop introduced participants from all three countries to each other; and long-distance, multi-stakeholder dialogues/consultations helped prepare them to take part in upcoming study tours to Nicaragua and Colombia. Hondurans then visited Nicaragua to learn the process of demarcation and titling of indigenous territories. In Colombia, Hondurans also took part in a conference following the study tour, which gave them an overview of relevant legal and policy frameworks as well as Colombia's implementation challenges. Next came three policy dialogues, and then the exchange ended with a closing workshop with key Honduran stakeholders to establish clear procedures for land titling in Honduras.

"One of the goals of this exchange was to understand what had been accomplished in other countries. What has been done in other countries can be done here in Honduras." ~ Mr. Salinas

Following the knowledge exchange, Honduran participants improved their knowledge of legal frameworks, stakeholder roles, consultation procedures, and governance for communal lands. With this new knowledge, stakeholders drafted action plans that reflect improved consensus and a strategy document on demarcation and titling of Miskito communal lands. Most importantly, the Miskito peoples' indigenous territory was demarcated and titled.

"The South-South Exchange allowed the government to have a better understanding of what was possible. We demonstrated throughout the process that nothing is impossible." ~ Mr. Salinas







### **IN STEP 1 YOU WILL:**

- 1.1 Identify the global environmental goal and tie it to the knowledge exchange initiative,
- 1.2 Define the institutional challenges to reaching the global environmental goal,
- 1.3 Determine the change objective with your counterparts.





## ANCHOR THE KNOWLEDGE EXCHANGE

Knowledge exchange initiatives can be used as part of a change process to powerful effect. At its best, an exchange generates relevant knowledge and timely insights for designing, developing, and implementing innovative initiatives to safeguard global environment. But for the knowledge exchange to work well, it should be anchored in the local, national, and regional context and driven by the global environmental priorities.

Before committing to an exchange initiative, work with your clients and project counterparts to:

- » Agree on the global environmental goal that the knowledge exchange will support and how it links to the objective of your program or project at local, national and regional levels,
- » Identify the major challenges limiting achievement of this goal,
- » Consider what will change as a result of the knowledge exchange initiative.



Anchor the Knowledge Exchange

### STEP 1.1 IDENTIFY THE GLOBAL ENVIRONMENTAL GOAL

What beneficial results do the stakeholders, including key beneficiaries, seek to achieve?

The global environmental goal focuses on a major objective your stakeholders hope to achieve. It derives from a long-term regional, national or local strategy. The knowledge exchange initiative should bring your stakeholders closer to realizing this goal by targeting the institutional constraints preventing its achievement.

An effective global environmental goal is locally owned, generates global environmental benefits, and provides clear economic and social value to stakeholders. In most cases, the knowledge exchange initiative will be part of a program that targets a specific global environmental goal. It is important to recognize that a knowledge exchange initiative alone will not achieve the global environmental goal but will contribute to it.



### Philippines Exchange — Global Environmental Goal

The global environmental goal in the Philippines was to strengthen the conservation, protection, and management of key marine biodiversity areas.



### Honduras, Nicaragua, and Colombia Exchange — Sustainable Development Goal

The sustainable development goal in Honduras was to promote the sustainable development of indigenous communities while respecting their social and cultural vision.

### **STEP 1.2 DEFINE THE INSTITUTIONAL CHALLENGE(S)**

What challenges are blocking the achievement of the global environmental goal?

Reaching a global environmental goal often requires reform in one of three, sometimes overlapping, institutional areas: environment for change, policy instruments, or organizational arrangements. Challenges in these institutional areas may include:

- » Weak environment for change characterized by weak stakeholder/client ownership, lack of consensus on an approach or failure to conceptualize or consider a better approach;
- » Inefficient policy instruments characterized by weak administrative rules, laws, regulations, standard operating procedures, and other formal incentives that guide action toward an global environmental goal;
- » Ineffective organizational and institutional arrangements characterized by inadequate systems, financing, staffing, incentives, citizen feedback mechanisms, and other resources for achieving a global environmental goal.

Use a knowledge exchange to help address challenges in these three areas. Work with your clients and other stakeholders to identify the most important impediments. What needs to change?



The following questions can guide your assessment of institutional challenges.

### Assessing the Environment for Change

- » Do all stakeholders agree on the challenge? On a possible solution?
- » Is there evidence that a solution exists? Has the solution been tried elsewhere in the country or in other countries?
- » Are relevant leaders committed to the goal?
- » Are leaders informed and inspired to pursue a new course of action?
- » Is there a mechanism for stakeholders to voice their opinions about the challenge or goal? Do leaders act on opinions shared?
- » Is relevant information shared regularly with stakeholders? Is that information easily accessible?
- » Are people holding government officials and institutions accountable in this area?

### Assessing Policy Instruments

- » Can existing policies adequately address the challenge? Are new policies needed?
- » Is there an established regulatory agency (e.g., Parliament, Ministry) or a mechanism that can support efforts and formally guide the new approach?
- » Is the current process for defining and achieving the global environmental goal transparent?
- » Is the process of formulating policies participatory?
- » Do people and institutions comply with existing policies?
- » Is there sufficient technical and administrative capacity to implement the policy?
- » Do new policies adequately consider the risks (e.g., unintended negative effects)?
- » Can the policy instrument accommodate revisions if needed?
- » Do new policies and regulations minimize opportunities for corruption?

### Assessing Organizational Arrangements

- » Can existing institutions realize the global environmental goal? Do new institutions need to be developed?
- » Do existing institutions have to be reformed?
- » Does the institution have:
  - > Mandate, vision, and/or mission to implement the new approach?
  - > Viable business plan with clear objectives?
  - > Defined set of activities accompanied by a budget, timeline, and assigned personnel?
  - > Robust monitoring and evaluation system?
  - > Funds to sustain its operating costs?
  - Adequate financial systems in place?
  - Sound leadership?
  - Governing board or system to oversee management?
  - > Adequate staffing with technical and administrative skills to meet business needs?



Anchor the Knowledge Exchange

- » And does the institution:
  - > Report regularly on progress?
  - > Issue annual income and expenditure reports?
  - > Find ways to regularly improve its processes?
  - Adapt to changing circumstances?



### Philippines Exchange — The exchange focused on two interrelated challenges in Tañon Strait, the largest marine biodiversity protected area in the Philippines:

- » Weak environment for change: Lack of an integrated approach and weak coordination and communication among key stakeholders—such as the Protected Area Management Board, a multi-sectoral and decision-making body for each protected area; and the local government units—makes it difficult to settle territorial disagreements and work harmoniously to effectively manage and protect Tañon Strait.
- » Ineffective organizational arrangements: Insufficient funds and technical capacity of the Protected Area Office hinders the ability to lead and oversee the management of the Tañon Strait and to implement a coordinated social marketing strategy.



### Honduras, Nicaragua, and Colombia Exchange — This exchange tackled two challenges

- » Weak environment for change: Mistrust among stakeholders hindered effective dialogue and consensus building.
- » Inefficient policy instruments: Lack of coherence in land tenure and titling policies including contradictions in the legislation weakened the enforcement of indigenous land rights.

### **STEP 1.3 DETERMINE THE CHANGE OBJECTIVE(S)**

What results will help overcome the institutional challenges?

A change objective is the change your clients and stakeholders believe will best address the institutional challenge(s) they've identified. Work with your counterparts and stakeholders to answer the questions "How will we know when we have achieved the desired change?" and "What will be different?" Their answers will shape the change objective and ensure that the knowledge exchange targets measurable results. When translating an institutional challenge into a change objective, use action verbs to describe the desired results.



Make sure the change objective is

- » Relevant to your clients and other stakeholders,
- » Timely, in that stakeholders are ready to make changes,
- » Consistent with other changes or activities they are implementing,
- » A good match with their social norms and values.



### Philippines Exchange — Change Objective in Light of Institutional Challenges

### Institutional Challenge Weak environment for change. Lack of integrated development approach and weak coordination and communication among key stakeholders such as the Protected Area Management Board and the local government units to settle territorial disagreements and work harmoniously to effectively manage and protect Tañon Strait.

Formalize partnerships among the 17 local government units, and other stakeholders in Tañon Strait to management and protection of



strengthen collaboration for effective Tañon Strait.

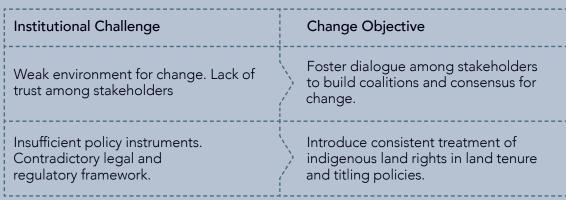


hinders the ability to lead and oversee the management of the Tañon Strait and to implement a coordinated social marketing strategy.

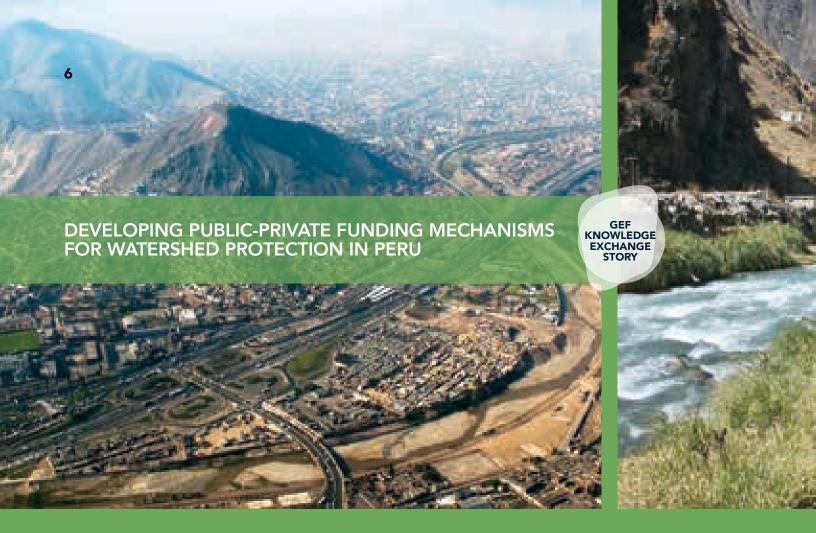
Strengthen the capacity of PAO staff to:

- » coordinate implementation of the management plan;
- » monitor efforts of local government units and other stakeholder in Tañon Strait:
- » implement a strategy for effectively conducting social marketing campaigns related to protection of Tañon Strait.

### Honduras, Nicaragua, and Colombia Exchange — Change Objective in Light of Institutional Challenge







### ✓ The Challenge

The metropolitan area of Lima, Peru, is the second largest city in the world to have developed in a desert. Scarcity of water is one of the main environmental factors that have accompanied the growth of the city that is now home to about one-third of Peru's total population. It is therefore important to conserve and protect the river basins that supply Lima with water.

In 2014, when Peru sought to raise resources to invest in conservation projects to protect the urban watershed in the Lima metropolis, it became clear that a participatory approach was needed to promote policy changes in the targeted cities, Lima and Callao. In addition, watershed governance involved different actors such as users living upstream and private companies, municipalities, environmental authorities, and water utilities located downstream. Coordinating

these disparate actors to ensure a participatory approach had been one of the main challenges in managing the water resources.

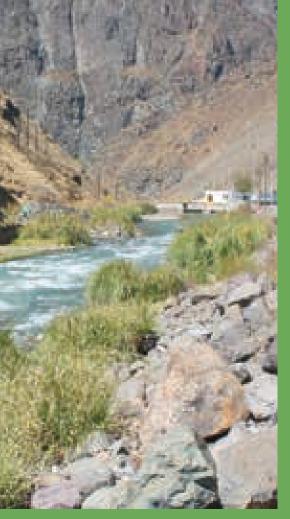
### ✓ The Solution – Who Did What?

Peru sought to learn from Ecuador's Quito Water Fund (FONAG), the first water fund created in Latin America. In Quito, a percentage of the water tariff is invested in watershed conservation projects through FONAG, into which all key actors contribute. The FONAG has been able to leverage more than US\$12 million in financing for its operations. Peru authorities wanted to implement a similar regulatory scheme in Lima and to encourage private sector investment in the sector as well.

The Latin American Water Funds Partnership, which includes GEF, sponsored FONAG's Financial Director and a hydrologist to visit Lima and share their experience with senior officials and multiple stakeholders in Peru's water and environment sectors. About 20 officials from Peru learned from the visiting experts how to operate a water fund, particularly the roles played by the government, private sector, and the water utility, as well as the monitoring required for success. Motivated by the visit from the Ecuadoran experts, multi-stakeholder dialogues within Peru continued on how best Peru could replicate Ecuador's success. Information from these interactions fed into a draft law presented to Parliament.

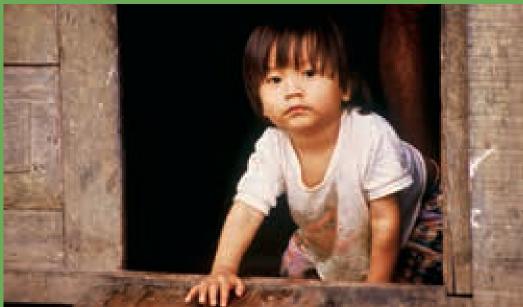
### ✓ Results

Senior officials from Peru's water and environment sectors learned from Ecuadoran counterparts and improved their understanding and skills regarding water governance, conservation activities, and regulatory schemes for green infrastructure. The multi-stakeholder









dialogues broadened inter-agency collaboration within Peru and deepened the support of pivotal decision-makers and civil society, including users. The exchange resulted in the following actions:

- » In 2015, Peru passed the Compensation Mechanisms for Ecosystem Services Law, and new regulations governing water utilities were approved in 2016. These changes allowed the private sector to invest in water funds
- » Peru's Lima Water Fund has become fully operational and is mapping and developing a portfolio of green infrastructure. Water utilities are now required to earmark one percent of their revenue to invest in natural infrastructure and, in the case of Lima, 3.5 percent for disaster mitigation and climate change adaptation.

» The Lima Water Fund has collaborated with the Latin American Water Funds Partnership to develop a toolkit to improve the skills of actors working in water governance. This toolkit will share good practice approaches, lessons learned, and technical studies required.

### ✓ Lessons Learned

It is important that the relevant people/change agents participate in this type of knowledge exchange. The Ecuadoran expert visit to Peru was twice postponed to ensure that the relevant people—decision-makers and other key stakeholders—could attend and learn from the visiting experts. "This meant two rounds of buying/canceling tickets and arranging then postponing meetings. However, the cost of all that was worth it; the participation of decision-makers contributed to getting the

regulations changed," said Germán Sturzenegger of the Inter-American Development Bank's Water and Sanitation Division.

### ✓ Instruments

Expert visit and Multi-stakeholder dialogue and consultations

### ✓ Knowledge Brokers

Germán Sturzenegger, Water and Sanitation Senior Specialist, Inter-American Development Bank (IDB); and Fernando Veiga, The Nature Conservancy (TNC).

### **Project Details**

- » Amount of GEF Financing: US\$5.0 million
- » Duration of Project Implementation: 2010 – 2017
- » Implementing Agency: Inter-American Development Bank (IDB)









## DEFINE THE KNOWLEDGE EXCHANGE

### IN STEP 1 YOU ANCHORED YOUR KNOWLEDGE EXCHANGE INITIATIVE BY:



- ✓ Linking it clearly to the global environmental goal,
- Defining the challenges to meet the global environmental goal,
- ✓ Determining the change objectives with your counterparts.

### **IN STEP 2 YOU WILL:**

- 2.1 Identify the groups of people who are needed to achieve the change,
- 2.2 Determine the intermediate outcomes that participants will seek from the exchange,
- 2.3 Identify groups and individuals with relevant and transferable knowledge and experience to share.



### STEP 2.1 IDENTIFY THE IDEAL PARTICIPANT PROFILES

Which individuals or groups are most likely to make this change happen?

Why are they best placed to do so?

The success of a knowledge exchange initiative depends on having the right people involved. First, think about those who have a stake in the issue. Then, consider those who can and will initiate the actions needed to achieve the change objective. This is a stakeholder analysis in its simplest form. These change agents can belong to different stakeholder groups (academia, civil society, government, municipalities or utilities, private sector) and be at the executive, managerial, or professional/technical level, or a combination. What they have in common is the ability to lead, influence, convene, or act on the institutional challenge. Sometimes individuals are not yet aware of the vital role they can play. In these cases, you may need to inspire them to become change agents.



### **IDENTIFYING PARTICIPANT PROFILES**

To begin, talk to your clients about potential individuals and groups of people who are needed to achieve the change objective, and ask the following questions:

### Who will lead?

✓ Who will champion the cause and give momentum and enthusiasm
to the knowledge exchange?

### Who will influence?

✓ Who are opinion leaders on the topic and have a broad professional network across the various stakeholders?

### Who will convene?

✓ Who has the capacity to bring people together to discuss the topic?

### Who will act?

✓ Who is in a position to apply what they learn?





Table 1. Profiles of Potential Change Agents

Stakeholder Groups	takeholder Groups Potential Change Agents		
	Executive Level	Managerial Level	Technical/ Professional Level
Government Agency National Regional/ Provincial	Ministers Vice ministers Agency heads Directors	Managers Program leaders	Technical specialists Team leaders Program staff
Governing Body/ Parliament/ Congress	Elected officials/ Parliamentarians	Senior aides Senior committee staff	Analysts Office staff
Civil Society Groups/ NGOs	CEO/President Directors Board members	Managers Program leaders	Technical specialists Team leaders Program staff
Private Sector Businesses Associations	CEO/President Vice presidents/ Directors Board members	Managers Program leaders	Team leaders Staff
Media	Chief editor News director	Section editors Producers	Journalists
Academia	President Directors Board members	Program leaders Department heads	Professors Students



The following example highlights the role of change agents and the direct result of a knowledge exchange initiative.

### **ROLE OF CHANGE AGENT**



After participating in two workshops focusing on coordination, management, and development of advocacy and campaigns (Pride Campaigns under Fish Forever Flex) for conservation of marine biodiversity areas in the Philippines, the representatives of local governments were keen to initiate similar campaigns in their own municipalities and communities. "Having the right people involved, people who were in a position to lead and convene local communities and implement what they learned was vital to address the marine biodiversity challenges facing the country," said Eunice Ariate-de Vera (MPA Financing Officer). "With the right people involved, we are starting to see concrete results from these two workshops," added de Vera.

The representatives from the Municipality of Bantayan, Cebu, launched their Pride Campaign in December 2016 on Sustainable Fisheries Management. The campaign encourages fishers to attend fisheries meetings, comply with the Philippines fisheries code, and respect marine sanctuaries rules. The workshop participants also launched a Facebook page, which they use to share detailed information on their efforts. Sixteen more local government unit representatives are expected to launch their campaign in 2017 focusing on their own fishery issues.

Access the Badian Pride Campaign Facebook page at - https://www.facebook.com/Badian-Pride-Campaign-for-Sustainable-Fisheries-1682518928727740/.

Story contributed by Rizza J. Sacra / Communications, Campaigns, Advocacy for the SMARTSeas PH Project

Selecting participants is a juggling act. The list of knowledge exchange participants will change again and again as your planning progresses. This is a natural part of the process, so don't get discouraged. Tailoring the exchange to the capacity needs of the participants is what is most important. At the same time, be careful not to lose sight of the change objective.









### Philippines Exchange — Participant Profiles

Representatives from the following key public agencies and non-governmental organizations are involved in strengthening the implementation of the National Integrated Protected Areas System (NIPAS) Act and in promoting conservation measures and biodiversity in Tañon Strait:

- » Project Management Unit of the SMARTSeas PH Project;
- » Department of Environment and Natural Resources Region VII and Negros Island Region Offices;
- » Bureau of Fisheries and Aquatic Resources Region VII and Negros Island Region Offices;
- » RARE-Philippines;
- » Tañon Strait Protected Seascape, including the Protected Area Management Board and Protected Area Office; and
- » 17 local government units along Tañon Strait.



### Honduras, Nicaragua, and Colombia Exchange — Participant Profiles

- » Representatives of key public agencies in the land titling and land regulatory framework, which would be responsible for implementation.
- » Representatives of public agencies involved in the recognition and protection of indigenous rights. Participants from these agencies are crucial in maintaining consistency in the national policy towards indigenous people.
- » Representatives of the Miskito community, who would have the opportunity to learn about other models, network internationally with other indigenous federations, participate directly in the drafting of policy affecting their rights, and build a working relationship with their government counterparts.

### STEP 2.2 DETERMINE INTERMEDIATE OUTCOMES

What specific, measurable changes do participants seek?

What does success look like?

Will these changes help participants make progress toward the change objective?

At this point, your knowledge exchange initiative should be anchored in the global environmental goal and a change objective linked to project goals or to your results framework. While it is possible to reach some change objectives just using knowledge exchange, it is not very common. Since knowledge exchange is almost always a part of a larger effort, it is more likely to catalyze progress toward the change objective than to achieve the objective on its own. This progress is measured by the achievement of intermediate outcomes.



Intermediate outcomes are what we most commonly expect to see, measure, and report after a knowledge exchange initiative. They reflect what participants want to learn, how and with whom they want to work, and how they want to act.

Knowledge exchange can result in five (sometimes overlapping) intermediate outcomes (results). The first four outcomes can also individually or cumulatively lead to the fifth outcome of "new and improved actions":

- New knowledge. A person is more likely to act because of a change in awareness, attitude, or understanding.
- Enhanced skill. A person is more capable of acting because of a new or developed proficiency.
- Improved consensus. A group with a common interest or agenda is more likely or able to act because of new knowledge, changed attitudes, shared understanding, and improved collaboration.
- **Enhanced connectivity.** A group is more likely or able to act because of new or improved relationships, greater affinity, improved trust, and reduced isolation.
- New and improved actions. A person or group initiates or modifies its activity because of what was learned, practiced, realized, and/or as a result of shared understanding and improved relationships.

Think of intermediate outcomes as stepping stones leading to the change objective. When local government unit representatives from Tañon Strait participated in the social marketing workshop, for example, they enhanced their skills on how to implement campaigns in their own communities. They had already gained the prerequisite new knowledge from a previous workshop that was conducted as part of the overall initiative. When the participants went back to their own communities, they used their new skills to implement their own campaigns. Work with your counterparts to determine what gaps to tackle first and how knowledge exchange can address them.

When defining the intermediate outcomes, think first about what personal or group dynamics are preventing progress toward the change objective. Perhaps participants are not sure about how to address a challenge, or maybe they disagree on the way forward. Another possibility is that your counterparts seek ways to take an already successful situation to the next level.

Along with defining the intermediate outcomes, you will need to figure out how to measure their achievement. That is, you will need to identify indicators that show participants have learned or changed in the desired way. Table 2 will help you think through possible intermediate outcomes and indicators.



### Table 2: Sample Intermediate Outcomes and Indicators

Table 2 illustrates the following process for developing results indicators for knowledge exchange:

- 1. Consider whether the change you and your participants seek is at the group or individual level.
- 2. Think about the ideal changes participants seek from the exchange—what they want to learn and how they want to grow. These are the intermediate outcomes.
- 3. Look at the types of progress that can be made toward the outcome. Types of progress are further illustrated using example indicators.
- 4. Develop indicators based on the type of progress the exchange seeks to generate. These can then be used as evidence to demonstrate the achievement of results.

Intermediate Outcome	Type of Progress	Example Indicators of Success
New Knowledge  A person is more likely to act because of a change in awareness, attitude,	Raised awareness	At the end of the initial workshop, all campaign teams will be aware of basic principles and processes in project management, facilitation, and effective communication for the creation of their own team's social marketing campaign plan.
or understanding.	Improved motivation/attitude	By the end of the exchange, all participants from national meteorological institutions identify at least one protocol for ongoing information sharing among scientists on glacier dynamics.
	Greater confidence	By the end of the exchange, all 70 technical officers of environment ministries self-report increased confidence in their ability to analyze dioxins.
	Increased understanding	At the end of the exchange, at least 90% of Honduran participants improve their knowledge of legal frameworks, stakeholder roles, consultation procedures, and governance for communal lands.
	Acquisition of knowledge	At least 90% of participants can, at the end of the exchange, identify eight key characteristics of sustainable water resource projects in their region.
Enhanced Skills  A person is more capable of acting because of a new or developed proficiency.	Application of knowledge	By the end of the exchange, key stakeholders draft action plans that reflect improved consensus and a strategy document on demarcation and titling of Miskito communal lands.



Intermediate Outcome	Type of Progress	Example Indicators of Success
Improved Consensus  A group with a common interest or agenda	Improved communication	The percentage of team members sharing and articulating their views during meetings will increase from 20% to 80% within three months of the exchange.
is more likely or able to act because of new knowledge, changed attitudes, shared understanding, and improved collaboration.	Stronger coordination	By the end of the exchange, there will be agreement on the roles and responsibilities of key project delivery team members drawn from the various ministries and agencies.
improved conaporation.	Increased cohesion	After the exchange, all participants are unified in the need to broaden inter-agency collaborations within Peru and to deepen the support of pivotal decision-makers and civil society.
	Stronger agreement	Within one month of the exchange, the partners will have agreed upon a blueprint for a national land administration program that covers both rural and urban water resources and outlines key roles of federal and regional levels.
	Increased commitment to agenda/group	Following the exchange, absenteeism from group meetings will decrease from 50% to less than 10%.
Enhanced Connectivity  A group is more likely or able to act because	Increased membership	One year after the exchange there is 50% growth in the number of government institutions that report receiving help or advice through the network on water security.
of new or improved relationships, greater affinity, improved trust, and reduced isolation.	Increased network density	Double the number of partners to support an expanded awareness campaign on climate change impacts and adaptation options within six months of the exchange.
	Increased sense of belonging	The numbers of members who invite others to join the group will double (from 20 to 40) within one month of the exchange.
	Improved trust	The percentage of network members that self- report trusting advice from other members will increase from 30% to 50% in the next annual member survey.
	Faster communication	Within six months, questions posted to the online forum will be answered satisfactorily in an average of three days (down from eight).
	Fewer isolated members	In the next quarterly member survey, at least 75% of members will report having contacted at least one other member (e.g., by phone, email, or meeting).



Intermediate Outcome	Type of Progress	Example Indicators of Success
New and Improved Actions  A person or group initiates or modifies	ns zed	Within six months after the exchange, the Lima Water Fund in collaboration with the Latin American Water Funds Partnership will have a plan to develop a toolkit to improve the skills of actors working in water governance.
their or its activity/actions because of what was learned, practiced, realized and/or as a result of improved collaboration and relationships.		After the exchange, which focused on mapping and understanding the stock structure of Indian mackerel in the Bay of Bengal, project leads engage in strategic action planning for the next phase of the project – joint management of fish stocks.
		Within one year following the exchange, the Philippines, Thailand, and Vietnam integrate BAT/ BEP provisions into their existing regulations and introduce dioxin standards.
	Maintenance of change	Within three months of the exchange, the ministry will produce an operational manual for implementation of the new policy and form a community of practice for water regulators.

Adapted from The Capacity Development Results Framework: A Strategic and Results-Oriented Approach to Learning for Capacity Development, World Bank Institute, Washington DC. (See http://siteresources.worldbank.org/CSO/Resources/228716-1369241545034/The\_Capacity\_Development\_Results\_Framework.pdf.)



Knowledge exchange design and implementation is where you as a broker have the most control. After that, it is up to the participants to act on what they learned.

Aligning intermediate outcomes with change objectives prioritized by participants will increase the likelihood that something will happen once everyone goes home.

Use your understanding of the change process to help shape realistic expectations about the direct results from an exchange and what areas it may influence. Donors, providers, and participants in a knowledge exchange may often expect more than can really be achieved. Managing expectations (especially unspoken ones) is important since they guide how success is perceived and defined.



The intermediate outcomes will vary depending on the challenges your clients and participants are addressing, how they want to address them, and who is involved. Maintain regular dialogue with participants as you design the exchange. Ask, "How will this empower you to lead, convene, influence, or act?" Ask them to weigh in on decisions and make sure every engagement contributes to the intended change.



Developing the right indicators is integral to your results framework. Indicators define how progress and success are measured. Create them in close consultation with your stakeholders, especially those who will collect and use the data during and after the exchange (Table 3).

The following questions may help you create useful indicators that are specific, measurable, attainable, relevant, and time-bound (otherwise known as SMART indicators).\*

### Specific:

- » Is it clear what is being measured exactly?
- » Does the indicator capture the essence of the intermediate outcome?

### Measurable:

- » Is it a measure that will be defined the same way over time and across stakeholders?
- » Can data from the measure be verified to confirm its accuracy?

### Attainable:

- » Are the results realistic considering the scope of the exchange?
- » Are data available at reasonable cost and effort?
- » Is baseline data available for comparison?

### Relevant:

- » Is the measurement relevant (i.e., concrete, understandable, meaningful) to the stakeholders?
- » Do stakeholders agree on exactly what should be measured?
- » Will measuring the indicator be useful for making better decisions?

### Time-bound:

» When will the results be achieved (during implementation, right after completing the exchange, six months or one year after the exchange)?

<sup>\*</sup> Doran, G. T. (1981). There's a S.M.A.R.T. way to write management's goals and objectives. Management Review, Volume 70, Issue 11(AMA FORUM), pp. 35–36.



Table 3. Poor and SMART Results Indicators

Examples of poor indicators	Why the poor examples are inadequate	Examples of SMART indicators
Ministry of Environment staff will engage with protected area management programs after the study tour.	Engage is not specific enough to measure progress, and measuring engagement among all ministry staff is not realistic.	The Director of Nature Conservation attends three of the four quarterly meetings of the local protected areas coalition in the year following the study tour.
Workshop participants will learn to use macro-economic forecasting tools for water resource management.	The number of staff learning to use macro-economic forecasting tools is not relevant to stakeholders who are mostly interested in how the tools are actually applied.	Within six months of the work- shop, 80% of all medium- term budget plans for water resource management will be developed using macro- economic forecasting tools.
Field visit participants gained a clear understanding of the value of <i>in situ</i> conservation.	Understanding is vague and difficult to measure. The indicator is not time-bound.	After the field visit, all participants will identify at least three value propositions of in situ conservation within their country context.



### Philippines Exchange — Intermediate Outcomes

- » New knowledge: The local government units and Protected Area Office in Tañon Strait will (a) gain better understanding about planning an integrated approach for improved biodiversity management, (b) have greater confidence in their ability to draft and apply an integrated management plan, and (c) have increased understanding about implementing a management plan.
- » Improved consensus: The Protected Area Office, local government units, and other stakeholders in Tañon Strait will reach agreement on a blueprint for implementing an integrated approach for effective management of protected areas, including the reactivation of the Protected Area Management Board.
- » Enhanced skills: The local government units and Protected Area Office will develop the required skills to plan and implement the social marketing strategy for a community education and public awareness campaign that will cover the whole Tañon Strait Protected Seascape.





Define the Knowledge Exchange



# Honduras, Nicaragua, and Colombia Exchange — Intermediate Outcomes

- » New Knowledge: Baseline and follow-up surveys with Honduran stakeholders will reveal improved knowledge of legal frameworks, stakeholder roles, consultation procedures, and governance of communal lands.
- » Enhanced Skills: Representatives of key public agencies responsible for implementing land titling and land regulation will develop proficiency in the process of demarcation and titling of indigenous territories.
- » Improved Consensus: There is greater agreement and trust between the indigenous Miskito people and the Honduran Government (the deep seated distrust is dismantled) leading to drafting of the action plan to address contentious land issues.
- » New and Improved Actions: Honduran Government establishes clear procedures for demarcation and titling of Miskito communal lands.

#### STEP 2.3 IDENTIFY THE MOST APPROPRIATE KNOWLEDGE PROVIDERS

Which individuals or groups have the most relevant and transferable knowledge, development experience, or a potential solution?

Do they have the resources and capacity to share it?

A knowledge provider has a proven solution or experience to share. Individuals, groups, or institutions hailing from the private, public, or civil sectors can all be knowledge providers. They can come from the same country or region as the knowledge seeker or from somewhere completely different. In some instances, the roles of provider and seeker are not particularly distinct, with both sides co-generating or providing and receiving knowledge on a common topic.

As the broker, you are often tasked with finding the knowledge providers. When selecting them, consider whether they have:

- » Demonstrated success in effectively addressing similar global environmental and development challenges;
- » Relevant experience in providing this knowledge to people from other places, cultures, and learning backgrounds;
- » Familiarity with the cultural and historical contexts of participant groups;
- » Resources to plan and implement the knowledge exchange in the proposed time-frame;
- » Readiness to deliver, shown by confirmed commitment and understanding of responsibilities;
- » Prior relationship with the knowledge-receiving institutions, groups, or individuals;
- » Understanding of potential logistical complications and risks such as language issues or travel challenges.



Define the Knowledge Exchange

As you did when selecting potential knowledge-receiving participants, try to find a good mix of knowledge providers who can share different perspectives on the issue. You want to expose participants to many points of view to allow them to see how something has worked, challenges that have been overcome, and pitfalls to avoid. The more complex a problem, the harder it can be to find a suitable knowledge provider. Listen to the knowledge-receiving participants, know when their needs have evolved and adjust your plan accordingly. You may not — in fact, you probably won't — get it right the first time. Don't get discouraged. You and the knowledge-receiving participants will explore a range of possibilities before finding a truly fitting match.

# Philippines Exchange — Knowledge Providers

RARE-Philippines and the SMARTSeas Project Unit in collaboration with the Protected Area Office facilitated a series of exchanges focusing on technical aspects such as social marketing strategies and on ongoing dialogues to promote peer-to-peer learning among the 17 local government units.



# Honduras, Nicaragua, and Colombia Exchange — Knowledge Providers

- » The Miskito communities, the Honduran Government, and the World Bank identified Nicaragua and Colombia as ideal knowledge providers because both countries had achieved substantial progress in the recognition of indigenous peoples' land and territorial rights and shared a common cultural and linguistic history with Honduras.
- » Nicaragua was one of the countries in Latin America with the most advanced legal framework for recognizing indigenous land and territorial rights, and Colombia had given unprecedented recognition to the land rights of indigenous peoples with about 30 percent of the country's territories being titled on behalf of indigenous and Afro-descendent communities.



A knowledge exchange benefits immensely from a strong, well-networked broker to facilitate dialogue and build trust. The quality of an exchange is often higher when the broker knows both demand and supply sides well.



When considering knowledge providers for study tours, try to avoid high tourist-value destinations. You can reduce the perception that the study tour is provided as a recreational activity.



Define the Knowledge Exchange

# **Knowledge Management Platforms**

The GEF Small Grants Programme (SGP), implemented by UNDP, supports community action to safeguard the global environment. An initiative in the 2015-2018 SGP Strategy, Global Reach for Citizen Practice-Based Knowledge, positions SGP as a knowledge broker and facilitator for knowledge dissemination and uptake of new technologies and approaches. The initiative includes two knowledge platforms aimed at enhancing knowledge exchange at the global level as well as the exchange and transfer of capacity on new innovations between communities and other partners:

- » Digital Library of Community Innovations for the Global Environment features methods and technologies developed and tested by SGP and other partners and civil society organizations. The library showcases a collection of case studies and how-to guidelines of innovations and prioritizes the documentation and dissemination of practices that have the potential for replication. The library aims to facilitate technology uptake and help the inter-country transfer of technical expertise from a community to be shared with other distant communities, civil society organizations, policymakers, and development practitioners. For more information on connecting communities, go to http://data.communitiesconnect.net.
- » South-South Community Innovation Exchange Platform promotes knowledge exchange between SGP-supported countries. Since all SGP grant-making and associated knowledge exchange happens at the national level, the platform encourages South-South exchanges among communities to mobilize and take advantage of development solutions and technical expertise with the ultimate outcome of replication of shared good practice approaches.

In the last years, SGP supported over 60 South-South exchanges. In Dominican Republic, for example in February 2016, SGP supported replication of micro-hydro systems at the community level with SGP Haiti, leading to creation of the first community-level micro-hydro system in Haiti. Similarly, SGP supported a South-South exchange among farmers of Fiji, the Solomon Islands, and Cuba with the support of UNDP, the Secretariat of the Pacific Community of the European Union, the School of Urban and Suburban Agriculture, the Institute of Fundamental Research in Tropical Agriculture, and the Ministry of Agriculture Cuba. The exchange showcased proven, low-cost ecological farming practices in Cuba that could be easily adapted and transferred as solutions to the pressing food security and environmental concerns that are shared by many small Pacific island states. As a result, demonstration farms are being established in Fiji and the Solomon Islands. This project won the first prize in the South-South Cooperation for Sustainable Development Award (S3 Award) of UNDP in 2016.

Source: https://sgp.undp.org/









# √ The Challenge

Evidence shows that existing tropical Andean glaciers in Bolivia, Ecuador, and Peru are retreating at an accelerated rate; and, should this continue, all glaciers below 5,000 meters above sea level will be drastically reduced or lost by 2030 or 2040. This retreat has resulted in alterations to the regional water cycle, adversely affecting water supply for human consumption, agriculture, and hydro-electric generation. Intense rainfall and glacial melt will likely increase soil erosion and sedimentation rates and cause severe floods, glacial lake outbursts, or landslides. These challenges pose a major obstacle to development in high-mountain areas. While the three countries were taking steps to address these climate change issues, they did not share much information with each other. Climate change adaptation communities of practice were well established, for example, but few opportunities existed to exchange information between countries.

# ✓ The Solution – Who Did What?

Conscious of these challenges, GEF funded the Adaptation to the Impact of Rapid Glacier Retreat in the Tropical Andes Project covering the three countries. The project aimed to integrate considerations related to the retreat of glaciers into regional and local planning processes and into local adaptation projects. From 2008 to 2014, the project also designed and implemented specific pilot adaptation activities to learn about the costs, results, and benefits of adaptation in order to design larger-scale interventions.

As a key component of this regional project, relevant institutions of participating countries met regularly to share experiences and knowledge. The project provided collaboration opportunities and dialogue through sharing database protocols, unifying their baseline information, and co-authoring publications. Six regional workshops helped to strengthen the capacity

of senior officials from the environment ministries, scientists, and community beneficiaries in the three countries. Participants at the workshops also deepened relationships as they discussed climate change scenarios and estimated impacts in key sectors—high-mountain ecosystems, agriculture and water—based on information generated by the pilot projects.

In Bolivia, Ecuador, and Peru, highland glacier monitoring stations were established. The objective was to provide information for (a) guiding the preparation of policy instruments and (b) supporting decision-making by the respective environment ministries and other stakeholder institutions. This information was also shared among the countries.

#### ✓ Results

The project strengthened the capacity of national meteorological institutions to identify protocols for information sharing and contributed



before, and there is increased scientific, decision-making, and agencies now have staff capable of replicating the project's activities

The knowledge gained from the plans, integrated watershed climate change considerations.

# Lessons Learned

helped to generate more attention and interest in climate change officials and practitioners from regions—visited Ecuador to gain

For issues of international concern, the cost of translating documents need to translate key publications

#### ✓ Instruments

Multi-stakeholder dialogue and consultations

Documentation and dissemination tools

# ✓ Knowledge Broker

World Bank

# **Project Details**

- » Amount of GEF Financing:
- May 2008 March 2014
- World Bank









# DESIGN & DEVELOP THE KNOWLEDGE EXCHANGE

# IN STEP 2 YOU DEFINED THE KNOWLEDGE EXCHANGE BY:



- ✓ Identifying the types of people needed to achieve the change objective.
- ✓ Considering the desired intermediate outcomes.
- ✓ Identifying ideal knowledge providers.

# **IN STEP 3 YOU WILL:**

- 3.1 Select the participants,
- 3.2 Verify the change objective and desired outcomes,
- 3.3 Organize the design and delivery team,
- 3.4 Assemble the initiative.



Together, you and the knowledge exchange participants will design the knowledge exchange journey to achieve the intermediate outcomes. Envisioning and mapping the journey is an iterative process that extends well into implementation. You must balance upfront planning with adaptive learning that allows you to react to emerging lessons from implementation.

Your task is to closely link the design and selection of knowledge exchange vehicles/ instruments with the intermediate outcomes sought by the participants. Also keep in mind that the learning needs and interests of the stakeholders may shift during implementation, especially when addressing a complex challenge where the capacities to tackle the problems are often distributed across actors and no one actor is in full control of progress towards an objective. For example, interactions during multi-stakeholder dialogues, study tours, or conferences may give rise to new ideas, generate different perspectives on complex reform problems and solutions, or require learning on topics unforeseen during the design phase. Therefore, complex challenges tend to require multiple interventions, testing, and iteration.

#### STEP 3.1 SELECT THE PARTICIPANTS

Which individuals are best placed to benefit from the knowledge exchange and act on what is learned?

In Step 2, you considered the mix of participants needed for a successful knowledge exchange initiative. Now it's time to choose specifically who will join you in the knowledge exchange from the recipient side. In this phase, work with your counterparts and any participants already identified. Seek the champions—those who are open to reform and can drive the desired change. And don't forget influencers, those in a position to secure stakeholder support.



Once you have the perfect list, don't become too invested — it will likely change. As plans firm up, some participants won't be available, some will drop out, and others will want to join. The important thing is knowing who your exchange must include for it to be productive and orchestrating their participation, even if this means delays.



# Participant Checklist

- ✓ Use the global environmental goal and change objective as a guide when selecting each participant.
- ✓ Work with your counterparts to identify participants who are leaders, influencers, conveners or key actors, or who have the potential to take on these roles within their institution or government.
- ✓ Ask your counterparts for a brief explanation why each participant should be included and what he or she will contribute. You can use these explanations later to ensure that any substitute participants can still make the desired contributions.

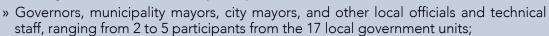


Participants were selected based on the roles and responsibilities they had and would have at city, state, and national level in facilitating achievement of the global environmental goal.



# Philippines Exchange — Selected Participants

Participants were selected based on their ability to implement the lessons learned in their own local government unit. These participants included:







# Honduras, Nicaragua, and Colombia Exchange — Selected Participants

Participants from Honduras included Miskito organizations and communities in the Department (region) of Gracias a Dios as well as government agencies involved with policy concerning indigenous people's land and territorial rights:

- » Ten indigenous leaders from various Miskito municipalities such as Suhi Rio Coco, Morcorn, Tanzin, Puerto Lempira, Yahurabila, Kaukira, Brus Laguna, and Belen;
- » Eight representatives from the Property Institute, including the President and Executive Secretary of the Executive Counsel, the Director General of Cadastre and Geography, the Director General of Property Tax Adjustment, the National Coordinator, the Cadastre and Regularization Coordinator, the Institutional Strengthening Coordinator, and the Social Community Developer;
- » Two representatives of the National Agrarian Institute, including the legal counsel and technical advisor for the ethnic division; the Coordinator of the Inalienable Forest Heritage Catalogue of Honduras; and
- » Director of the Department of Social Development in the Ministry of Indigenous and Afro-Hondurans (SEDINAFROH).



To facilitate better knowledge retention, let participants know they will be expected to complete pre- and post-knowledge exchange activities.





#### STEP 3.2 VERIFY THE OBJECTIVE AND OUTCOMES

What do the participants want to learn?

How do they hope to grow?

What do they need in order to act, convene, influence, or lead?

Now that you have identified all or some of the participants, revisit the initial work you did when starting to plan the knowledge exchange. As a group, verify that your knowledge exchange initiative is aligned with the global environmental goal, institutional challenge, and the change objective, and that everyone is on the same page in this regard. If not, work with your counterparts and participants to clarify those aspects for them before tackling the next step. This could be done through existing sector meetings such as a water sector coordination meeting, joint sector review, or a specific event that you may have to organize.

Remember that intermediate outcomes are the specific changes participants seek to realize as a direct result of the knowledge exchange initiative. These outcomes might be enhanced knowledge of a topic or a new coalition of peers to help influence change in their organization. At this time, you will need to review these as well with your participants to ensure that they are attainable and measurable.



# Philippines Exchange — Verify Objective and Intermediate Outcomes

The change objectives and intermediate outcomes were still valid. The exchange was designed to help create an inspired and empowered fishing constituency, skilled managers and enforcers of marine protected areas, informed and proactive decision-makers, and influential supporters of regional and local efforts toward a more sustainable Tañon Strait.



# Honduras, Nicaragua, and Colombia Exchange — Verify Objective and Intermediate Outcomes

The participants, the Miskito communities and the Honduran Government, confirmed that the objectives and intermediate outcomes were valid and were committed to see the exchange through.



# When determining and/or refining intermediate outcomes, consider:

- ✓ Holding an action planning session (either in person or virtually) to produce a draft list. You could include all or just a representative sample of the participants.
- ✓ Setting up a virtual discussion and posting the proposed intermediate outcomes, drafted by you and your clients, for input from all participants. You can also facilitate an online conversation to encourage participants to refine/define the outcomes or propose new ones.



# STEP 3.3 ORGANIZE THE DESIGN AND DELIVERY TEAM

In your role as a knowledge broker, how can you organize for a successful knowledge exchange?

Who should be in your core design and implementation team?

While technical skills needed may vary by project, most knowledge exchange initiatives include a few common roles. A team member may play more than one role in the knowledge exchange. Table 4 highlights the roles and typical responsibilities of the design and delivery team.

Table 4: Design and Delivery Team Roles

#	Role	Typical Responsibilities	Related Process Steps		
1.	Instructional Designer	<ul> <li>Alignment and results orientation</li> <li>Participant identification and preparation</li> <li>Knowledge provider preparation</li> <li>Participatory planning approaches</li> <li>Instrument and activity selection and design</li> </ul>			
2.	(Local) Delivery Partner(s)	<ul> <li>Logistics and administrative support</li> <li>Identification of key contacts</li> <li>Preparation of knowledge providers</li> <li>Facilitation</li> <li>Translation</li> <li>Results capture</li> </ul>	<ul><li>Define</li><li>Design</li><li>Implement</li><li>Report</li></ul>		
3.	Professional Facilitator	<ul> <li>Knowledge of the participants, their goals, roles, and challenges</li> <li>Participant guidance</li> <li>Discussion facilitation and leadership</li> <li>Conflict management and resolution</li> <li>Prep session and activity debrief leadership</li> <li>Identification of emerging needs</li> <li>Exchange adaptation, with team lead</li> </ul>	• Implement		
4.	Project Leader	<ul> <li>Knowledge exchange design, planning, and implementation</li> <li>Participant and knowledge provider selection</li> <li>Delivery team creation and management</li> <li>Results monitoring and reporting</li> <li>Participant engagement, inspiring them to act on what they learn!</li> </ul>	• All five steps		
5.	Communications Coordinator	<ul> <li>Plans for communicating among the delivery team and with participants before, during, and after the exchange</li> <li>Strategies for communicating with partners, stakeholders, and media before, during, and after the exchange</li> <li>Reporting on results for varied audiences</li> </ul>	• All five steps		





As a knowledge broker, avoid delegating centralized roles for yourself. This frees you up to monitor the engagement and react as needed, ensuring a meaningful exchange for your participants. For example, during implementation, consider hiring a facilitator and outsource event planning to local partners.

Once you have your core team onboard, you will define targets, set priorities, and create an implementation plan focused on participant priorities.



# Philippines Exchange — The Design and Delivery Team

- » Supervision and technical assistance: Project Lead and Project Manager from the SMARTSeas Project Management Unit,
- » Facilitators and experts: RARE-Philippines,
- » Logistical support: Tañon Strait Protected Area Office.



# Honduras, Nicaragua, and Colombia Exchange — The Design and Delivery Team

The design and delivery team included (i) an anthropologist, specialized in the Miskito culture, who was hired to document (systematize) the whole exchange. He prepared background notes, facilitated brainstorming meetings during the preparation stages, and participated in the two visits (Colombia and Nicaragua) to provide advice on the dialogue with Miskito participants; (ii) an expert facilitator, specialized in the design and management of knowledge exchanges, who organized the sessions and applied different methodologies taking into account the cultural aspect of the exchange; and (iii) representatives of the main Miskito organization MASTA.

#### STEP 3.4 ASSEMBLE THE KNOWLEDGE EXCHANGE

What blend of instruments, activities, and delivery modes will help achieve the desired intermediate outcomes?

Every knowledge exchange initiative is a blend of instruments, activities, and delivery modes. Planning for and selecting an appropriate mix — keeping in mind your operating constraints and opportunities — will help participants realize the desired intermediate outcomes. When assembling your initiative, follow the steps in Figure 2.



Figure 2. Assembling the Knowledge Exchange Initiative

#### CONSIDER OPERATING CONSTRAINTS & OPPORTUNITIES











SELECT THE KNOWLEDGE EXCHANGE INSTRUMENT(S)























#### SELECT AND SEQUENCE THE KNOWLEDGE EXCHANGE ACTIVITIES





























































**DESIGN THE ACTIVITIES** 



and/or





# Step 3.4A CONSIDER THE OPERATING CONSTRAINTS AND OPPORTUNITIES

What are some of the key factors influencing the potential and limits of a knowledge exchange?

The potential and the limits of a knowledge exchange initiative are most often determined by the budget, people (participants, providers, and brokers), time, technology and guidance tools, and context. In each case, however, you can often turn constraints into opportunities.



#### **Budget**

The costs for knowledge exchange can vary dramatically depending upon its scope (number of participating countries, institutions, and activities), duration, and choice of instruments. A series of virtual dialogues can cost a few hundred dollars whereas an elaborate study tour involving participants from many countries can easily cost several thousands.

# Opportunities to Consider:

- » Look for cost-efficient ways to achieve the same results. Bring people together virtually instead of flying them across the world. Use of technology such as webinars, video-conferencing, and WhatsApp groups have dramatically changed how we can connect.
- » Build knowledge exchange into larger operations. You may include it in the capacity building component of a new loan or program for results.
- » Seek funding from multiple sources and other funding partners to ensure sustained and in-depth exchanges. Consider sharing the costs between different institutions or development partners who are all supporting a common goal.
- » Ask knowledge providers or participant institutions to provide in-kind support. For example, the Bolivian government provided hosting services and facilities to support a community of practice it was involved in.
- » For Web-based work, use available technologies (many of which are free for use) instead of building costly customized solutions.



#### People

People can include anyone involved in the exchange — knowledge-receiving participants, knowledge providers, brokers, implementation partners, team members, and others. Common constraints revolve around availability, willingness to participate, number of participants, preparedness, staffing, familiarity with the subject matter or a technology, role in the organization, and travel.

# Opportunities to Consider

#### **Participants**

- » Focus on champions and influencers of the reform effort.
- » Meet with the potential candidates to help ensure have the right mix of people. Try to mitigate against last-minute substitutions.
- » Ask partners and sector/country experts to help identify appropriately knowledge able people.



- » Convene participants on their terms. For example, ministers tend to prefer to meet in person or in a private video-conference.
- » Make preparation a requirement of participation. This helps to ensure that you have the right level of commitment.
- » Think ahead about how to remove participants who are not performing. Sharing explicit criteria for participation in advance of the exchange will help to minimize such a situation.
- » Be sensitive to cultural and social norms around rank, hierarchy, and gender in mind when selecting participants.

#### **Providers**

- » Work with recommended providers or those with whom you are familiar.
- » Work with the knowledge providers to help document and package the learning material ahead of the exchange. Oftentimes, institutional knowledge and practical experiences are not well-documented and readily available.
- » Encourage providers to share learning materials prior to exchange to ensure readiness and quality.
- » Ask knowledge providers to share their challenges and failures as well as their successes to provide a realistic view of real world issues.
- » As a broker, look to building long-term relationships with knowledge providers and between the knowledge receiving and providing countries.
- » Think about ways to reward knowledge providers through public recognition such as awards, certificates, and press releases and interviews with media outlets.

# **Brokers**

- » Explain to your partners the importance of the knowledge exchange and how it can influence change.
- » Seek support from local delivery partners.
- » Help the participants manage the change process that might arise as a consequence of the knowledge exchange.





Engage early on with the knowledge providers and prepare them for their role.



#### Time

People always underestimate the time it takes to plan and complete a knowledge exchange. The knowledge exchange Toolbox in the last tab of this guide lists typical time durations of the instruments and activities from past exchanges; it is impossible to give a precise time-frame for any one exchange. There are just too many variables, including the level of complexity and the nature of the outcomes sought. Raising awareness, for example, is often easier to achieve than building consensus.

# Opportunities to Consider

- » Divide tasks (design, logistics, facilitation) among team members and local partners.
- » Consider whether the exchange is part of a longer-term initiative or if it needs to meet immediate learning needs. You might be able to delay or cut some parts of your exchange.
- » Use available technologies to minimize back-and-forth in things like logistics, planning, meetings, and preparation of materials, monitoring, and reporting. See the Quick Look at Social Media in Figure 3.



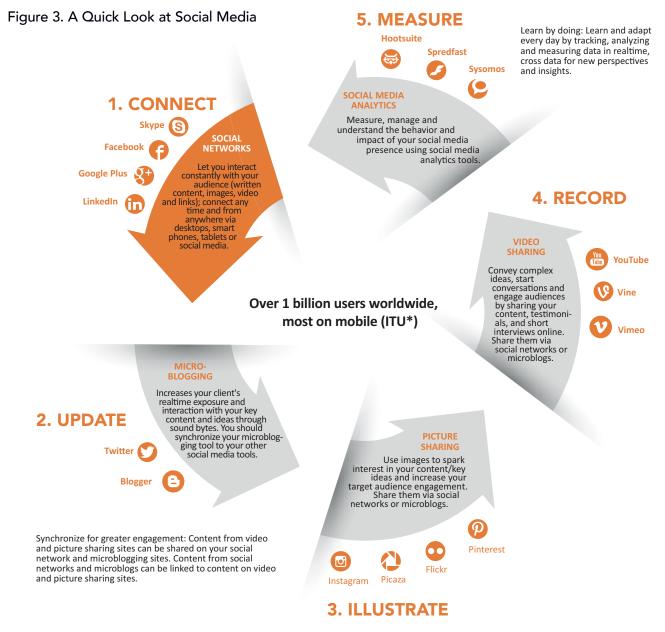
#### Technology and Planning Resources

Technology and guidance tools hold enormous potential for knowledge exchange. However, not everyone has the same level of access, familiarity, or ability to use them.

# Opportunities to Consider

- » Use the exchange to increase participant ability with a technology that facilitates the knowledge exchange.
- » Meet participants at their technological comfort level. Start with technologies and communication methods that they most often use and can easily access.
- » Develop contingency plans in case technology fails.
- » Facilitate the use of well-tested knowledge exchange guidance tools, planning resources, templates, and roadmaps such as those available on the World Bank's Knowledge Sharing Web-page: <a href="https://www.worldbank.org/knowledgesharing">www.worldbank.org/knowledgesharing</a>.
- » Use social media, as appropriate.





#### THE PROS

- + Facilitates the development and sustainability of professional networks across countries, sectors and economic levels
- + Available almost in every country of the planet
- + Most often free to use
- + Most stable, safe virtual environments
- + Desktop, mobile, tablet, SMS accessible
- + User friendly, short learning curve
- + Democratizes knowledge creation, collaboration, and dissemination
- + Widely recognized as a key element in professional practice
- + Provides easy access to success stories and lessons learned
- + Facilitates access to knowledge, those that produce it and those who wish to use it

#### THE CONS

- Corporate structures may allow limited use of social networks
- May require negotiation with stakeholders
- Differences in digital literacy levels may impact viability /usability
- Access and cost of internet services may vary between and within countries
- Technological infrastructure may limit how social media is used
- Some corporate cultures do not accept/embrace social media or have appropriate digital strategies
- In some contexts use may be discouraged as content is held by third parties





# **Operating Environment**

Common contextual constraints include political transition, civil or armed conflict or unrest, cultural and social norms, and language. It helps to be aware of the political economy of knowledge exchange when dealing with recipients and providers.

# Opportunities to Consider

#### Political Context

- » Take advantage of elections and political transitions, which can bring in new thinking and eagerness for reform. Clients and local partners can help identify change agents. Seize the moment!
- » In conflict-affected areas, identify knowledge providers who have overcome similar challenges and can offer strong leadership and guidance.

#### Social and Cultural Context

- » Leverage team members and partners who are aware of cultural norms around rank, hierarchy, and gender to ensure the broadest, most rewarding experience for all participants.
- » Use local facilitators in culturally and politically challenging environments, especially when participants will work in interactive groups.

#### Language

- » In multi-language exchanges, ask knowledge providers to simplify messages and reduce jargon.
- » Use interpreters (simultaneous, consecutive and whisper) to ensure everyone understands each other and to encourage greater engagement.
- » Seek knowledge providers who speak the same languages as participants.
- » If you need to reach participants with limited literacy, select activities that focus on conversation and demonstration, and invest in learning materials with rich audio-visual components.
- » To the extent possible, produce key knowledge products in the local language.



Try not to interpret through multiple language levels (for example, from Lao to English, then English to Bahasa Indonesia). Also avoid forming mixed-language groups, if possible. Language interpretation slows the pace of an exchange considerably, can limit knowledge transfer, and results in additional logistics.



# Philippines Exchange — Operating Environment

# Following are key factors in this operating environment:



» Budget: US\$70,000 from the GEF funded SMARTSeas PH project (Additional funds were provided by RARE-Philippines and other donors, including Bloomberg).

» Participants: Three representatives from each the 17 local government



- iii
- » Providers: RARE-Philippines.
- » Brokers: RARE-Philippines.



» **Timeframe:** 12 months from planning (multi-stakeholder dialogues) to completion (two workshops in Tañon Strait).



» **Technology and Resources:** Email communication was the most-used technology in the planning and preparation stages of the exchanges. Internet access was not always fast enough to support web-conferencing, thus face-to-face meetings were more reliable. The venue for the workshops supported the use of technology, including computers, projectors, and more.



» Operating Environment: Tañon Strait was declared a protected seascape in 1998; however, this has not curtailed illegal and destructive fishing operations, which reduce the benefits for the small fishing community. With the launch of the SMARTSeas PH project and greater commitment from the national government to protect key biodiversity areas, LGU officials and key (fishing) community members were ready to engage in protecting Tañon Strait. The exchanges were planned to take advantage of the momentum for change.





# Honduras, Nicaragua, and Colombia Exchange — Operating Environment

The financing for this knowledge exchange came from multiple sources:

- » Funds from a larger Bank operation with a budget of US\$35,000,000.
- » Funds from a Multi Donor Trust Fund for the South-South experience exchange between practitioners US\$144,100.



#### **Participants**

- » Government agencies involved with land and territorial rights for indigenous people, and
- » Representatives of the Miskito communities.

#### **Providers**

» Nicaragua and Colombia mirrored participants from Honduras.

#### **Brokers**

» The World Bank acted as a broker for the exchange.



# Two years

The planning process started early to allow enough time to mobilize indigenous people and arrange for them to travel from their remote communities to other countries.



A series of video-conferences were organized throughout the process to plan for the various workshops and study tours. A video case study was prepared to harvest and share the experience from the exchange.



# There were a series of contextual constraints and opportunities to consider:

- » Political context: There was a change in government between the first and second phase of the project and trust had to be rebuilt between the Miskito communities and the new government.
- » Social and cultural context: Planners paid particular attention to the social and cultural context. They...
  - hired an anthropologist with expertise in the social organization, history, and culture of the Miskito people to ensure respect for their customs and traditions;
  - > invited a local religious leader or respected community authority to open the main event with traditional prayers;
  - incorporated cultural events into the program (singing, dancing, or other cultural exchange);
  - > provided interpreters in the local language; and
  - worked closely with regional and local authorities to ensure their full support and facilitation of the event.



# The Knowledge Management System of the GEF Small Grants Programme

The GEF Small Grants Programme (SGP) provides grants to nongovernmental and community-based organizations in developing countries to enable them to tackle global environmental challenges while addressing local sustainable development needs. The SGP is a GEF corporate program implemented by UNDP. Over the years, SGP has supported innovative community solutions that have produced a wealth of knowledge at project, national, and global levels.

To effectively play the role of knowledge broker and facilitator of new technologies and approaches, SGP developed a Knowledge Management System. This system hosts the tools used for knowledge exchange to inform and influence policy, scale up good practices, and promote a culture of learning and innovation.

Knowledge sharing happens in a multitude of ways. Key knowledge-sharing practices include national knowledge fairs where SGP-supported innovative practices are shared and communities can connect with a wide cross-section of practitioners. There are also stakeholder workshops where SGP grantees in each country can receive training in proposal writing; project design, management and implementation; monitoring and evaluation; knowledge management; governance and leadership; resource mobilization; and networking. Demonstration (or training) centers have also been an effective way to share knowledge on sustainable practices and spur replication.

The illustration below shows the different levels and means by which knowledge is being shared within the SGP Knowledge Management System:

Source: https://sgp.undp.org/

# SGP Knowledge Management System



#### Global level

- ✓ Global network of national steering committees
- ✓ Link to global issues
- ✓ Global website
- ✓ Global knowledge-related case studies, factsheets, articles
- ✓ Awards
- ✓ International events
- ✓ Strategic guidance and positioning





#### Country level

- Plan for knowledge management in country program strategies
- ✓ Grantee networks
- ✓ Peer-to-peer exchanges
- ✓ Knowledge fairs
- ✓ Capacity development grants
- ✓ Knowledge network of national steering committees
- ✓ Site visits
- ✓ Link to government
- ✓ Link to academia
- ✓ Link to research centers









#### Project level

- ✓ Knowledge management included in proposals and budgets
- ✓ Assess capacity and provide training in grant proposals
- ✓ Budget and use knowledge management in each project
- Peer-to-peer knowledge exchanges
- ✓ Demonstration centers
- ✓ Training workshops
- ✓ Video- and photo-documented stories



# Step 3.4B SELECT THE BLEND AND SEQUENCE OF KNOWLEDGE EXCHANGE INSTRUMENT(S)

Which instrument(s) will help participants achieve the intermediate outcomes?

Instruments are the vehicles for knowledge exchange. They move the participants closer to realizing their change objectives. These instruments (Table 5) can be used alone or in combination. Each instrument has its own strengths and limitations (Table 6), with some more suitable for particular types of intermediate outcomes than others. Some instruments such as conferences require shorter term and more intense individual engagement (with other participants and content) while others such as communities of practice require a longer term and a less intense degree of individual engagement (Table 7). The strength of the instruments is fueled by the knowledge exchange activities (Table 8), which form the building blocks of instruments. The knowledge exchange Toolbox (last tab of the guide) provides detailed descriptions of each instrument, when and how to use it, and case examples.

## Instrument roles can vary:

- » One instrument can help achieve multiple intermediate outcomes. Study tours expose participants to new ways of doing things and offer opportunities to share tacit knowledge, which may help clients recognize new opportunities, build networks, and build consensus three distinct potential intermediate outcomes. You may design with this in mind. And be mindful that you could discover some unexpected outcomes as well.
- » The same instrument used in a different project or program phase can yield different outcomes. An expert visit can help raise awareness and build consensus at the project identification stage; in the project implementation phase, it can help overcome bottlenecks and build skills through coaching and hands-on support.
- » A combination (blend) of instruments can be very effective. This is especially evident when there are entrenched development issues or complex challenges such as those requiring political buy-in or the transfer of substantial technical know-how. You might start a knowledge exchange initiative, for example, with a conference to raise awareness of new development options, then form a community of practice to enhance networking and trust, and follow up with a study tour and expert visits to gain technical know-how in preparation for action.



The choice and blend of activities should always target the intermediate outcomes the group would like to achieve.



# Table 5: Knowledge Exchange Instruments



# COMMUNITY OF PRACTICE (COP)

A group of people that interacts regularly on a common topic to learn from one another.



#### COMPETITION/ CHALLENGE

finding and supporting new ideas and
accelerating innovations, usually culminating in a showcase
event to recognize
the competitors and
winner(s).



#### CONFERENCE

A formal event in which a large number of participants come together to share knowledge and their experiences on a specific



#### **EXPERT VISIT**

Sending a practitioner or technical specialist from a knowledge provider country/region/organization to a knowledge seeker country/region/organization to assess current circumstances and/or provide guidance on a specific challenge.



#### **KNOWLEDGE FAIR**

A face-to-face knowledge sharing event designed to showcase participants' experiences, achievements, and innovations and market new programs to donors and potential partners.



#### **KNOWLEDGE JAM**

versation between knowers and doers (change agents) to surface hidden knowhow around targeted topics and channel insights into action or a concrete deliverable.



#### MULTI-STAKEHOLDER DIALOGUE AND CONSULTATION

A facilitated series of conversations among stakeholders/ peers to gain multiple perspectives and deeper understanding, reach consensus, or encourage action.



#### **STUDY TOUR**

visit of series of visits by an individual or group to one or more countries or within a country or sites with a specific learning goal and to experience firsthand how something was or is being implemented



#### **TWINNING**

The pairing of one institution with a similar, but usually more mature institution for a mutually beneficial partnership.



#### WORKSHOP

focused on having participants solve problems by working together on a common issue, be it a problem or a task.



Keep in mind that the choice and blend of instruments will also be influenced by

- » Nature of the challenge (straightforward or complex),
- » Participant profile,
- » Group size,

- » Time,
- » Logistical constraints,
- » Resource availability.

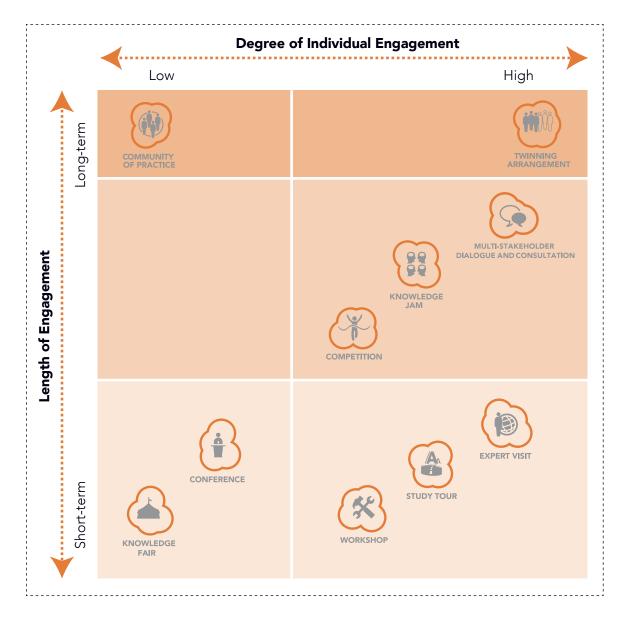
Table 6: Strength of Knowledge Exchange Instruments for Intermediate Outcomes

Intermediate Outcomes	Stronger	Weaker	
New Knowledge	study tour, knowledge fair, conference, community of practice, competition/ challenge, expert visit, workshop	multi-stakeholder dialogue and consultation, knowledge jam, twinning	
Enhanced Skills	workshop, expert visit, twinning, study tour, knowledge jam, just-in-time support	knowledge fair, conference, multi-stakeholder dialogue and consultation, community of practice, competition/ challenge	
Improved Consensus	multi-stakeholder dialogue and consultation, study tour, expert visit workshop	community of practice, competition/challenge, conference, knowledge fair, knowledge jam, twinning	
Enhanced Connectivity	community of practice, conference, knowledge fair/marketplace, multi- stakeholder dialogue/ consultation, study tour, workshop, twinning	competition/challenge, expert visit, knowledge jam	
New and Improved Actions	expert visit, workshop, study tour, knowledge jam, competition/ challenge, multi- stakeholder dialogue and consultation, twinning	conference, knowledge fair, community of practice	



Table 7. Instruments Clustered by Duration and Degree of Individual Engagement

You can use this table as a guide to design your exchange based on participant profiles, group size, time and logistical constraints.







# Philippines Exchange — Instrument Selection and Sequencing

In the initial stage of the exchange, there was a two-day, multi-stakeholder dialogue of decision-makers from the Protected Area Management Board, local government units, RARE-Philippines, and other organizations to determine the overall blueprint. This led to a series of exchanges that brought the campaign teams from each of the 17 local government units together for the first time to share knowledge, skills, and resources in the initial steps toward their local campaigns for sustainable protected area and fisheries management.

A more focused 5-day workshop followed that included representatives from each of the local government units so that they could enhance their skills in basic campaign formulation, advocacy management, and monitoring and evaluation tools. The campaigns and advocacy component of Marine Key Biodiversity Areas aim to create more awareness and buy-in toward marine biodiversity conservation. The result was an action plan that demonstrated not only what each of the local government units could accomplish on their own, but what all could implement together because of the improved communication and relationships established during the exchanges.



# Honduras, Nicaragua, and Colombia Exchange — Instrument Selection and Sequencing

The knowledge exchange started with a series of multi-stakeholder dialogues and consultations with key stakeholders in Honduras to improve consensus on actions needed to address disputed land issues. Then, to prepare for the upcoming study tours, government officials from Honduras, Miskito leaders, and experts on indigenous law from Nicaragua and Colombia participated in a planning workshop in Puerto Lempira. Twentytwo participants from Honduras participated in the study tour to the North Atlantic Autonomous Region of Nicaragua to gain new knowledge about issues surrounding the recognition of indigenous land rights and how Nicaragua had handled the process of demarcation and titling of indigenous territories. Another study tour in the North Atlantic Autonomous Region of Colombia provided Honduran participants with new knowledge about the overall picture of the legal and policy framework in Colombia and an increased understanding of the challenges in its implementation. These study tours were followed by a conference in Colombia to enhance connectivity and greater agreement and trust among key stakeholders. The exchange ended with three policy dialogues and a closing workshop with key Honduran stakeholders to establish clear procedures for land titling in Honduras.



Remember that the success of a knowledge exchange rests on achieving the targeted intermediate outcomes, not on delivering a predetermined set of activities. You may need to adjust individual activities within an instrument, or even the instrument itself, to ensure that learning goals are met.



# Step 3.4C SELECT AND SEQUENCE THE KNOWLEDGE EXCHANGE ACTIVITIES

Which activities will most help participants achieve the desired intermediate outcomes?

What's the best way to sequence them?

Activities are the building blocks of the instruments and where learning takes place. As with the instruments, each activity has its own strengths and limitations and is more or less suitable for particular types of learning. The blend and sequencing of activities is more important than the activity in and of itself. Let your choice be guided by the intermediate outcomes you seek, keeping in mind the participant profile group size, timeframe, logistical constraints, and resources.

When trying to decide which activities to select and how they should be sequenced, consider the type of communication and interaction the participants need to engage in. The activities included in this guide are organized into four categories (Table 8). Each category emphasizes different types of communication and interaction among participants:

**Presentation activities** primarily consist of a one-way flow of information and require use of creative techniques to engage and involve the audiences. These activities include demonstrations, expert panels, lightning talks, poster sessions, and storytelling.

**Discussion activities** consist of multi-directional knowledge sharing requiring group participation and are often conducted after presentation-type activities. These activities include brainstorming, buzz sessions, e-discussions, knowledge cafés, peer assists, and anecdote circles.

**Experiential activities** move beyond knowledge sharing and discussion and allow participants to experience something new, reflect on the experience, and translate the knowledge into action. These activities include action planning, field visits, fishbowls, role playing, secondments, and simulation.

Analytical activities enable participants to examine and make sense of topics or situations from a prospective and/or retrospective lens. These activities include afteraction reviews, focus groups, interviews, self-assessments, surveys, and SWOT analyses.

# Well-designed activities should allow participants to

- » Experience something new;
- » Internalize the significance of the new experience;
- » Observe, question, reflect, and contribute their experience;
- » Interact with experts and other participants and consider new ideas;
- » Develop a collective understanding based on shared experience;
- » Translate the knowledge into action plans;
- » Summarize new knowledge in written and audiovisual formats and make these available for other stakeholders.



Table 8: Knowledge Exchange Activities

#### **Presentation Activities**



#### Demonstration

An expert showing how to use a product or perform a procedure; also used to showcase a new product or process in order to market and spread innovations.



#### **Expert Panel**

A moderated set of presentations on the same topic addressed from various angles by a group of people with specialized knowledge.



# **Lightning Talks**

A series of short presentations on the same or diverse topics by different speakers lasting a few minutes each as part of a single session.



#### **Poster Session**

A presentation in a poster format, usually combining text and graphics, that engages presenters and participants in a conversation around the content of the poster.



#### Report

An oral or written presentation that summarizes and highlights topic- or theme-based key points (concepts, data, processes, lessons learned, etc.).



#### Storytelling

A purposeful use of narrative that describes a practical outcome and is meant as a trigger for individuals, communities, or organizations to consider future action.

#### **Discussion Activities**



#### Anecdote Circle

An exercise that involves the use of story themes and story-eliciting questioning to engage a group in sharing their experiences.



#### Brainstorming

The generation of ideas or solutions about a specific topic by tapping into the wisdom of peers and encouraging them to think of novel ideas.



## **Buzz Session**

A very short discussion on a narrow topic that involves simultaneous small group-work (usually in pairs) and stimulates contribution from each member of the participant group.



#### e-Discussion

A discussion that takes place on-line either synchronously or asynchronously.



#### Knowledge Café

Open, creative, facilitator-led conversations to surface collective knowledge, share ideas, and encourage collaborative dialogue in a relaxed, café-type environment.



#### Peer Assist

A facilitated event where peers with relevant experience share their knowledge and experience, usually in the form of best practices and lessons learned, with a team that has requested help on a specific problem, project, or activity.



#### Liberating Structures!

In addition to the activities in Table 8, explore the use of Liberating Structures — "simple rules that make it easy to include and unleash everyone in shaping the future" <a href="http://www.liberatingstructures.com">http://www.liberatingstructures.com</a>.



# **Experiential Activities**



# **Action Planning**

A strategic exercise that results in a personal or group roadmap or timetable describing the specific steps that need to be taken to achieve a single or multiple objectives.



#### **Book Sprint**

A facilitated process that brings together a group of people to collaboratively produce a book in three to five days.



#### Field Visit

Physically going to a location that enables participants to experience project realities directly and meet with implementation teams and beneficiaries.



# Fishbowl

A small group conversation or a dialogue process held in a setting which includes a larger group of observers/listeners.



#### **Learning Station**

A dedicated space, usually at a project site, where project components are displayed and discussed face-to-face.



#### Role Play

An interactive exercise in a contrived environment that allows participants to experience the situation from another's point of view, apply or develop skills to handle a conflict or a problem, and analyze the experience with the help of observers.



#### Secondment

The temporary assignment of a person to another department or organization.



# Simulation

A realistic, structured situation designed to engage participants in various interactions within a particular setting

# **Analytical Activities**



# After-Action Review (AAR)

A structured review process for project teams to analyze what happened, why it happened, and what can be done better or differently in the future.



#### Focus Group

A structured discussion protocol that brings together a group of people, typically unfamiliar with each other but with a common interest, to give their opinions on a particular topic or area.



#### Interview

A question-and-answer session with an individual/- expert about a specific topic, usually following a pre-determined set of questions.



#### Self-Assessment

A survey technique to gather information on how an individual rates him/herself on a specific set of competencies, behaviors, and/or attitudes.



# Survey

The gathering of data or opinions from participants using a structured set of questions.



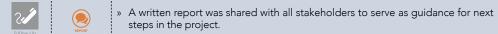
#### **SWOT** Analysis

A structured examination to identify a program or organization's internal strengths and weaknesses as well as any external/internal opportunities and threats (Strength, Weakness, Opportunity, Threat Analysis).



#### Philippines Exchange — Activity Selection and Sequencing Activity Instrument Stage » Brainstorming focused on identifying specific expectations in relation to what the agenda for the 2-day dialogues would look like. Through a series of e-Discussions, the location and dates (Cebu City, June 6-8, 2016), and agenda were agreed upon and shared among all stakeholders (LGU and NGO teams working in Tañon Strait). **MULTI-STAKEHOLDER DIALOGUE AND**

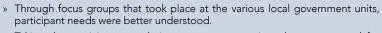
» The action planning process focused on steps in relation to the activation of the Protected Area Management Board.





**CONSULTATION** 





Description





1



- A series of expert panel presentations focused on foundational knowledge to help raise participant awareness about planning an integrated approach for improved biodiversity management.
- Role-play activities throughout the workshop enabled participants to gain greater confidence in their ability to draft and apply a management plan.
- Through the action planning process, each LGU team drafted their action plan for managing their efforts.
- » The poster session helped each LGU team deepen their knowledge and also share ideas related to their plans.
- » Through storytelling, in the form of songwriting, participants shared their perspectives and stories.





- » Exit surveys were used to gather feedback and evaluate the workshop.
- » Results from the workshop and surveys were compiled in a written report.



# Philippines Exchange — Activity Selection and Sequencing

	· · · · · · · · · · · · · · · · · · ·				
Instrument	Stage	Activity	Description		
(B)	Planning	E DISCUSSION	» e-Discussions were organized to prepare the agenda and confirm logistics in relation to the 5-day workshop on social marketing implementation.		
WORKSHOP (SOCIAL MARKETING)	Delivery	BRAINSTORMING  BRAINSTORMING  BRAINSTORMING  SWOT AMALYSIS	» This initial brainstorming encouraged participants to consider what they could do in their own local government unit to mobilize the community so that they could build widespread support for sustainable Marine Protected Areas and fisheries.		
WARRETING		SIMULATION	» Each LGU team identified opportunities in relation to implementing a social marketing campaign.		
		DEMONSTRATION	» Simulations were used to help participants profile fisheries as part of the campaign.		
		DANCE & JINGLE	» A series of demonstrations from experts were conducted to show participants how to use methods and tools for developing activities and materials for their campaign.		
		ACTION PLANNING	» Participants shared a jingle that they created in their teams and performed it in a dance for their peers.		
			» Action planning was used to create a detailed implementation plan for their social marketing campaigns.		
	2/ Follow Up	SURVEY	» Exit surveys were used to gather feedback from participants about their experience.		
		REPORT	» A written report was prepared and shared among all participants. This report included the action plans.		



# ${\bf Honduras,\,Nicaragua,\,and\,Colombia\,\,Exchange--\,Activity\,\,Selection\,\,and\,\,Sequencing}$

Instrument	Stage	Activity	Description
(55)	Planning	BRAINSTORMING	<ul> <li>Brainstorming enabled the key stakeholders who participated in the study tour to come to an agreement on scope of workshop.</li> </ul>
WORKSHOP	Delivery	PANEL OF EXPERTS  STORTFELLING  POSTER RESSION  ACTION PLANNING	<ul> <li>Expert panel with specialists from Nicaragua and Colombia to develop an indepth understanding of the issues around land-titling for indigenous people.</li> <li>Storytelling by indigenous people during a round-table discussion to understand their point of view and have improved communication between different stakeholders.</li> <li>Poster session highlighting main takeaways of round-table discussion.</li> <li>Action plan to define next steps.</li> <li>To further enrich the exchange, social and cultural activities such as singing, dancing, and traditional prayers were incorporated throughout the workshop.</li> </ul>
	2/ Follow Up	SURVEY	» Survey to assess lessons learned and gauge usefulness of exchange.



#### STEP 3.4D DESIGN THE ACTIVITIES

How should each activity be designed and delivered?

After selecting and sequencing the activities, you need to think about how to design and deliver them. When designing an action planning session for example, you would start with a preparatory meeting to:

- » Define what you hope to accomplish,
- » Assign roles and responsibilities (facilitator, key participants, other resource people for content preparation),
- » Agree on a tangible output from the exercise,
- » Prepare the agenda and a list of materials needed,
- » Create a timeline with major milestones,
- » Review budget and logistics.

A single knowledge exchange initiative will consist of many activities. Some are more complex than others and will require greater planning. For example, an immersive learning experience will take serious thought and may require additional staff support to pull off, whereas a group discussion is probably something you can organize with little help.



# Philippines Exchange — Designing and Delivering the Activities

The exchange activities were designed and facilitated by RARE-Philippines staff and experts, and staff from the Project Management Unit of SMARTSeas PH in collaboration with the Tañon Strait Protected Area Office. It was important, due to the length/duration of each exchange, that participants would have many opportunities to engage with cohorts from the local government units. Therefore, there were several different types of activities on a daily basis from presentations to discussions to experiential sessions.



Consider the way in which the activities will be delivered: in real time or staggered, face-to-face or virtual. Some methods are better for building trust and consensus, others promote greater participation and deeper reflection. Some are cheap, others expensive.



#### STEP 3.4E ACTIVITY DELIVERY MODES

What is the best way for participants to interact?

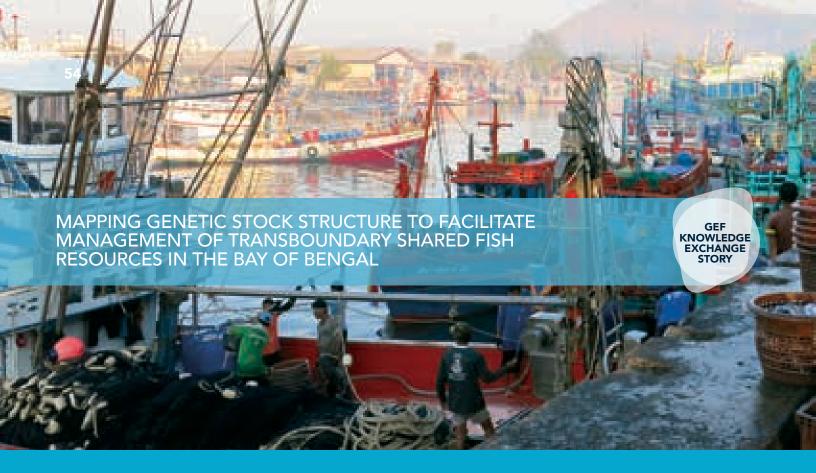
How knowledge exchange participants interact with one another or with learning content is called the delivery mode, and it can be either synchronous (occurring at the same time) or asynchronous (occurring at different times).

Synchronous knowledge exchange formats include face-to-face, audio, online chat, and videoconferencing. Synchronous delivery modes are useful for encouraging dialogue and for building trust and consensus.

Asynchronous knowledge exchange formats include e-learning, online discussion forums, online social networking, and e-mail. These methods are increasingly being blended with face-to-face delivery, as they provide participants with greater flexibility in access and participation, allow for sustained interaction in a cost-effective way, and encourage deeper reflection.

You will need to consider these factors when choosing your delivery mode.

- » Cost: Face-to-face and videoconferencing behave similarly in terms of cost. Cost per participant is less with videoconferencing, but in both cases there are few economies of scale. E-learning, on the other hand, requires a lot of up-front investment, but once it is ready it is the cheapest delivery mode.
- » Access to technology: Videoconferencing, e-learning and other online activities require connectivity and technology. Many good communication platforms (Facebook, Skype) are free to use, or cost very little. Traditional videoconferencing requires special equipment and facilities.
- » Audience characteristics: The schedules and profiles of high level people are best suited for synchronous delivery modes such as face-to-face sessions and videoconferencing, while large or distributed audiences are best reached through asynchronous delivery modes.
- » Literacy (including digital literacy): Your participants should feel comfortable with the technology used for delivery in order to engage effectively in the activity.
- » Language: Accommodating multiple languages can be challenging. Simultaneous interpretation is easier for presentations and more structured activities. Asynchronous activities allow time for translation. Online translation systems can also be utilized.
- » Cultural background and individual learning styles: Some people prefer learning passively (for example, through presentation or demonstration) and others prefer active, experiential learning (for example, through role play, simulation, or dialogue).
- » External environment: Disasters and unrests/conflicts can affect the possibility of travel, convening, or access to technology.



# √ The Challenge

Indian mackerel is an important fish species shared by eight countries surrounding the Bay of Bengal, but their stocks were heavily exploited, particularly in coastal areas. Organizational arrangements to implement an ecosystem approach to national fisheries management have been ineffective. Limited opportunities exist for scientists from the eight countries to interact on common technical issues.

# ✓ The Solution – Who Did What?

The GEF-funded Bay of Bengal Large Marine Ecosystem (BOBLME) Project aimed to generate and make available knowledge on the genetic stock structure of Indian mackerel in the Bay of Bengal as a prerequisite for improved and joint fish resource management. With assistance from the Food and Agriculture Organization of the United Nations (FAO), Bangladesh, India, Indonesia, Malaysia, Maldives, Myanmar, Sri Lanka, and Thailand collaborated through the BOBLME Project. Between 2012

and 2015, three workshops held in Sri Lanka, India, and Thailand as part of the transboundary diagnostic/strategic action plan process enabled participants throughout the region to share knowledge, update training in analytical techniques, and improve their understanding of Indian mackerel genetic stock structure. A Canadian expert in fish molecular genetics and fish stock identification provided technical oversight and helped to coordinate the activities of the countries. Through the transboundary diagnostic and in particular the strategic action plan process, joint management of these fish stocks were addressed during the implementation phase of the **BOBLME** Project.

In a related initiative, representatives of governments, regional and international bodies, fishing communities, civil society and non-governmental organizations, and academia met in Bali, Indonesia (August 2015) and Colombo, Sri Lanka (November 2015) for regional consultations on

the Implementation of the Voluntary Guidelines for Securing Sustainable Small-Scale Fisheries in the Context of Food Security.

#### ✓ Results

- » Progress has been made in mapping and understanding the stock structure of Indian mackerel in the Bay of Bengal. This knowledge is guiding the preparation of a strategic action plan for the next phase of the project – joint management of fish stocks.
- » The results of the work have been reported in three workshop reports. A technical paper is planned once the analysis has been concluded.
- » A community of practice was established by fisheries scientists of the Bay of Bengal countries and continues to function.
- » Multi-stakeholder regional interactions from 2012 to 2015 highlighted the strong need to move from theory to practice and to link policy with effective organizational arrangements.









# ✓ Lessons Learned

Involving participants in dealing with problems encountered in implementation can lead to innovative solutions. The logistics of having eight national research agencies working in concert to collect samples from multiple sites in their own country, using comparable equipment and storage techniques, proved complex and difficult. Transporting biological samples across national borders to a central agency for analysis, for example, posed considerable administrative and biosecurity challenges. But, the scientists involved came up with ideas on how to successfully resolve these challenges, and no obstacle was too difficult for their dedication and enthusiasm.

Coordinating multicountry collaboration can be a tough challenge, and continued commitment is needed to persevere. Project stakeholder input showcases the strength of the transboundary diagnostic/strategic

action plan approach in achieving results across national boundaries toward improved regional governance of ocean resources. Dr. Chris O'Brien, formerly the Regional Coordinator of the BOBLME Project, commented: "Many of the challenges and issues that threaten the sustainability of the Bay of Bengal Large Marine Ecosystem fall outside the mandate of fisheries management agencies. For this reason, it has been vital to ensure the commitment and cooperation of environment ministries alongside their fisheries counterparts."

# ✓ Instruments

Community of practice, Multistakeholder dialogue and consultations, and Workshops

# ✓ Knowledge Broker

Chris O'Brien, Coordinator, Areas Beyond National Jurisdiction Deep Seas Project, Food and Agriculture Organization of the United Nations

# **Project Details**

- » Amount of GEF Financing: US\$12.431 million
- » Duration of Project Implementation: 2008–2016
- » Implementing Agency: Food and Agriculture Organization of the United Nations (FAO)







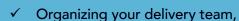




# IMPLEMENT THE KNOWLEDGE EXCHANGE

#### IN STEP 3 YOU DESIGNED THE KNOWLEDGE EXCHANGE BY:

- Selecting the participants,
- ✓ Verifying the change objective and desired outcomes,



✓ Assembling the knowledge exchange initiative.



#### **IN STEP 4 YOU WILL:**

- 4.1 Guide the participants along their learning journey,
- 4.2 Orchestrate engagement and build relationships,
- 4.3 Systematically document your implementation and track results.



Implement the Knowledge Exchange

In order to translate your design into real-world results you need to become a brilliant navigator and facilitator, shifting course as participants' needs evolve and taking advantage of opportunities as they arise. This is not an easy role to assume; you will have to take a step back and release some control. Your aim should be to provide opportunities for participants to assume leadership over their own learning journey.



#### Don't fall in love with your plan!

» Even if you began with the perfect design, expect to make some mid-course corrections. Implementation happens in the real world, not at the desk.

#### Planning is key, not the plan!

» Remember that this is not about you. It is about the participants. Make decisions based on a clear understanding of their needs.

#### STEP 4.1 GUIDE THE PARTICIPANTS ALONG THEIR LEARNING JOURNEY

How can you facilitate a genuine learning experience for participants and empower them to act?

As a knowledge exchange guide, your role is to help participants:

- » Overcome any obstacles they might have in achieving their desired learning outcomes;
- » Reflect on and internalize their learning and document their experience;
- » Coalesce around action plans to achieve change.

#### STEP 4.1A HELP PARTICIPANTS ACHIEVE THEIR LEARNING OUTCOMES

It helps to recognize that participants think and react at different speeds. Some will get it right away and take off running. Some will not. Others will wait and see before making any commitments. Try and find a pace that is acceptable to all, even if it is not perfect for everyone. Discuss possible course corrections with participants whenever possible. If you need to make a change without consulting first, inform participants and other stakeholders of the decision and make sure you have majority support before proceeding too far.

Focus on facilitating an experience that allows participants to:

- » Plan and prepare for what they will see, learn, and do;
- » Try something new;
- » Internalize the significance of what they do and reflect on its application in their own contexts;
- » Observe, ask questions, share thoughts, and contribute their own experiences;
- » Interact with experts, other participants, and new products and approaches;
- » Develop a collective understanding with other participants;
- » Take action on what they learn.



Exchange

Check in with participants frequently to determine where they are relative to the change objective, intermediate outcomes, and indicators. You may find that you have to adjust the activities within a knowledge exchange instrument, or even the combination of instruments to ensure that goals are met. You may also have to realign resources and revise timelines.



# STEP 4.1B HELP PARTICIPANTS REFLECT ON AND INTERNALIZE THEIR LEARNING AND DOCUMENT THEIR EXPERIENCE

During implementation, one of your key contributions is helping participants internalize their learning and document their experience. The Toolbox (last tab of this guide) provides detailed guidance on activities to achieve this. Here are a few additional tips:

- » Introduce simple techniques for self-documentation early in the exchange. Provide examples, templates, and guidelines. This step is especially useful for field visits and other learning expeditions.
- » Encourage participants to keep a journal (written, photo, audio, or video). A simple notebook and a pen is a great enabler. Go the extra mile and print the knowledge exchange title and date on the cover. People will use it, keep it, and refer back to it.
- » Allocate reflection time at the end of each day. Ask participants to use this time to journal and share with the group.
- » Set up an online group space and ask participants to post content (text, videos, photos, etc.), questions, and thoughts from the day. Monitor it and regularly refer to it to increase participant engagement.
- » Encourage participants to create a simple, visual representation of day or event highlights. Hang the results on the wall and ask participants to tour the "group gallery." As an extra step, have them add to one another's representations as they walk around.
- » Capture group reflection on flip charts or, even better, on post-it notes that you stick to the wall. This "data wall" is a great way to collaboratively capture and sort information. It can help a team surface new insights and identify emerging patterns during implementation.
- » Track contributions by developing meaningful and frequent checkpoints and refining indicators for the expected outcomes. This will help you improve activities and respond to the "real" needs of participants. Indicators are covered in detail in Step 2 (see page 9).

#### Philippines Exchange — Reflecting, Internalizing and Documenting

There were multiple opportunities for reflection throughout the exchange. One of those opportunities was the relaxed interaction at brown bag lunches, which enabled participants to reflect and document their thoughts in their journals.





Implement the Knowledge Exchange



At the end of each segment of a knowledge exchange, ask participants to reflect on what they learned and share their key takeaways or "big ideas." Record these for your evidence base.

### STEP 4.1C HELP PARTICIPANTS COALESCE AROUND ACTION PLANS TO ACHIEVE CHANGE

Another aim of the implementation journey is that participants will come together around action plans and feel empowered to change things. You can facilitate this group enthusiasm by:

- » Having participants apply their learning early on in the exchange initiative, following up with "application check-ins" at regular intervals, and concluding with more detailed action planning.
- » Asking them, during application check-ins, to identify how this experience helps them address their unique challenges. How does it apply to their context? What constraints or gaps still need to be addressed before change can happen?

End-exchange action planning will be guided by participants' desired intermediate outcomes and change objectives (which may shift during the exchange). This activity can range from drafting a simple roadmap of next steps for individual participants to creating a group action plan with multiple stakeholders.



#### Philippines Exchange — Action Plans for Change

Action planning was a key part in the implementation of the exchanges. At every step in the process, participants brainstormed, documented their ideas throughout the exchange, and confirmed their action plans with their teams. These became the roadmap for each local government unit.

"For most of us, it was the first time we participated in this kind of learning event. While we had to work hard to internalize concepts and theories, the session design and activities were quite fun, interactive, and engaging which made it easier for us to understand the material. I intend to replicate and apply what I learned in our municipality." ~ Irwin Gamallo, Campaign Team Member, Samboan, Cebu.



What participants take away from the knowledge exchange will help them change the way they (and others) do things. These change agents will contribute to better policies, products, and services for others.



#### STEP 4.2 ORCHESTRATE ENGAGEMENT AND BUILD RELATIONSHIPS

How can you ensure participant needs are being met?

How can participants support one another and become collaborators for change?

Orchestrate engagement. As stressed in earlier steps, engaging with your participants and knowledge providers is integral to good knowledge exchange. During implementation this is especially true. Here is a checklist on how to engage for success:

#### Orchestrating Engagement

✓ Solicit input early. This helps stakeholders get involved and stay involved.



- ✓ Deal with people at a personal level.
- ✓ Build trust. The more participants are involved and the more you listen, the more they will trust you.
- ✓ Escalate and resolve doubts, and deal with entrenched and noncooperative participants at an early stage.
- ✓ Acknowledge active participation.
- ✓ Be a model "host"; encourage similar behavior from your delivery team and even participants.
- ✓ Make sure this is a consultative process. Your participants are your best allies in making this journey successful. Publicly acknowledge the good work of knowledge providers and delivery partners.

**Build relationships.** Delivery is about relationships—aligning people intellectually, emotionally, and psychologically. Relationships can inspire, support, inform, and facilitate the learning process and action toward the change objective. As a broker, you should look to strengthen relationships with knowledge providers as well as between knowledge seekers and providers. Most importantly, you should help participants build relationships among each other. They will gain big dividends later in terms of collaboration and ongoing learning and support.

#### Philippines Exchange — Relationship Building

As part of the exchanges, songwriting played a key part in sharing perspectives and creating connections among the participants. Participants also prepared a signature dance that they performed during the exchange.





Implement the Knowledge Exchange

"My favorite part in the boot camp was the 'Elevator Pitch.' I didn't realize that creating a short, simple, and easily understood advocacy line could be so challenging! I had fun in the process though. This made me realize that given our time limitation in advocacy, or maximizing opportunities with key influencers, every word you say matters so you have to make it count." ~ Dionaldo R. Omole, Amlan Campaign Team Member.



#### Building relationships with and among participants

- ✓ Be personable. Get to know everyone, know their work, be cognizant of their primary learning objectives, and ask them to share their experiences with the group.
- ✓ Build in ample time for participant networking, socializing, and group collaboration. These networks may endure and perhaps become the most significant driver of change in the longer term.
- ✓ Encourage participants to mingle. Ask them to work, talk, meet, eat, and play with members of the group they don't know well, or in certain activities pair up participants from different streams of work. Mixing things up like this not only gives them a chance to learn about areas outside their immediate expertise, it also helps them build a richer set of relationships to tap into.
- ✓ Recognize commitment. Openly recognize and commend participants for taking time away from their desks, families, and lives for this exchange to grow personally and professionally. Encourage them to make the most of this special opportunity and get to know each other.



Remember that building relationships is an incremental process, so you will want to be sure to systematically allocate enough time for it in your knowledge exchange.

Your delivery team is now more important than ever. You can't get bogged down in the daily planning and logistics. You will need to be paying attention to what's happening (or not!), anticipate challenges, and steer participants to their desired destination.



#### STEP 4.3 DOCUMENT IMPLEMENTATION AND TRACK RESULTS

How can you adjust to necessary changes in direction?

How can you track these changes?

How can you capture real-time evidence of results?

As you navigate the implementation terrain, change objectives may shift (especially in more complex situations) as will the indicators you initially identified with your participants. Unexpected results may also emerge. That is why it is critical to capture results as they happen. Doing so will help you and your participants know whether you're on the right path or need to take another route.

Find simple ways to document milestones, highlights, and lessons. Consider the following questions as you begin implementation:

- » Is the effort to capture more than the value of what you can get?
- » How will you use this information once you've collected it?
- » What decisions can be made based on this information?

#### Philippines Exchange — Documenting the Implementation Journey

During the various exchanges, facilitators documented the journey by collecting surveys regarding the workshop activities. Photos, videos, press stories, and testimonials were also captured during the exchanges. Participants kept track of their learning journey through journal writing.



Keep it simple! Lots will happen in the course of a single knowledge exchange. You can't capture it all.



#### Common Trap

» Deciding to conduct a knowledge exchange initiative that may include, for instance, a study tour or a conference before anchoring the exchange can waste money and effort.





Implement the Knowledge Exchange

If you systematically document and organize findings as you implement, you will:

- » Dramatically reduce the time you spend in post-implementation reporting,
- » Help translate new learning and experience into future planning and action,
- » Facilitate future check-ins and progress tracking with participants and key stakeholders,
- » Create knowledge products to share with a wider audience.

Here are a few simple ways to gather feedback during implementation:

- » Get together over dinner and drinks with the group. This is the simplest (and tastiest) way to capture participants' impressions. It also builds relationships and trust.
- » Record your own impressions, including key decisions, in a simple journal or blog.
- » Ask participants to share photos and videos after each activity. Lead by example. Create a group distribution list or community page to facilitate sharing. (Refer back to Figure 3, A Quick Look at Social Media in Step 3 for more ideas.)
- » Include a documented after-action review process. (See Toolbox in last tab of guide.)
- » Seek regular feedback. Often the best feedback makes you rethink the plan. If possible, redesign with participants as a way of engaging them and empowering them in the process.
- » When possible, use a shadow documenter to achieve objectivity.



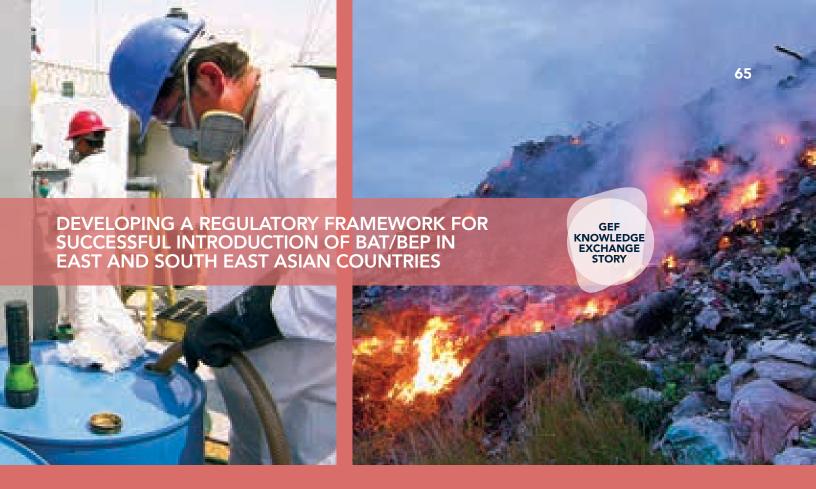
Implementation is a full-time engagement, so do not expect to keep up with your regular work. Take care of any other urgent business upfront and block out your schedule well in advance.



# Honduras, Nicaragua, and Colombia Exchange — Documenting the Implementation Journey

The implementation journey was documented through

- » a baseline survey,
- » notes,
- » interviews,
- » quotes from participants,
- » pictures,
- » videos,
- » posters,
- » reports,
- » a final survey.



#### √ The Challenge

East and South East Asian (ESEA) countries are no strangers to "persistent organic pollutants". The chemicals become widely distributed throughout the environment as a result of natural processes involving soil, water, and air. Once released into the environment, the pollutants remain intact and are toxic to humans and wildlife.

Given the long-term nature of persistent organic pollutants, no government acting alone can protect its citizens or its environment from this toxic invader. In response to this global problem, the Stockholm Convention, adopted in 2001, requires its parties to take measures to eliminate or reduce the release of persistent organic pollutants into the environment. However, most participating countries do not have any best available techniques (BAT) and best environmental practices (BEP) provisions or dioxin standards in their regulatory frameworks. The Regional Plan for the Introduction

of BAT/BEP Strategies to Industrial Source Categories of Stockholm Convention Annex C of Article 5 in ESEA Region project, financed by GEF and implemented by United Nations Industrial Development Organization (UNIDO), therefore sought to assist them to reduce unintentionally produced persistent organic pollutants through the BAT/BEP adoption for Cambodia, China, Indonesia, Lao PDR, Mongolia, Thailand, Philippines, and Vietnam.

# ✓ The Solution – Who Did What?

A regional approach was adopted, although each of the 8 countries involved had specific needs. Several knowledge exchange activities, primarily workshops, were designed to facilitate learning. To begin, all partners undertook a preliminary needs analysis and conducted pretraining assessment to gauge the baseline comprehension of the participants on the topics to be presented. The platform of regional cooperation (the ESEA

Forum) allowed for countries with stronger regulatory framework to contribute toward building capacity in other countries, particularly the smaller ones.

The Swedish Environmental Protection Agency (SEPA) sent experts to deliver a phased program on Appropriate Successful Introduction of BAT/BEP. sharing (for understanding). Phase II tackled how to integrate framework, based on country reporting of their achievements or barriers faced in implementing the knowledge shared. Subsequently, as part of capacity building and mentoring, China, one of the regional partners, hosted a workshop on analyzing dioxins at Tsinghua University.

In all, about 70 technical officers of counterpart environment ministries and other relevant stakeholders benefited from the knowledge-sharing activities.







#### ✓ Results

The Philippines, Thailand, and Vietnam have integrated BAT/ BEP provisions into their existing regulations and introduced dioxin standards. Sharing of expertise is ongoing through the regional platform, and some participants in the first set of workshops have become trainers in their technical fields. The knowledge developed from this exchange has contributed to two more projects for the regional platform: Introduction of BAT/BEP Strategies in Fossil-fired Utilities and Industrial Boilers and Demonstration of BAT and BEP in Open Burning Activities.

#### ✓ Lessons Learned

» A needs analysis should always be undertaken prior to an exchange to ensure that shared knowledge matches the requirements of participants. » Where resources are tight and countries in a region share common interests, coming together can create an effective knowledge-sharing partnership, foster capacity building, and lead to unintended but mutually beneficial developments. To supplement project funding, for example, partner entities have provided funding support to help implement knowledge activities.

# ✓ Instruments Expert visit and Workshops

#### ✓ Knowledge Brokers

Carmela Centeno, Stockholm Convention Division, Department of the Environment, United Nations Industrial Development Organization (UNIDO)

#### **Project Details**

- » Amount of GEF Financing: US\$1.0 million
- » Dates of Project Implementation: 2010 – 2014
- » Implementing Agency:
   United Nations Industrial
   Development Organization
   (UNIDO)









# MEASURE & REPORT THE RESULTS

#### IN STEP 4 YOU IMPLEMENTED THE KNOWLEDGE EXCHANGE BY:



- ✓ Guiding the participants along their learning journey,
- ✓ Orchestrating engagement and building relationships,
- ✓ Systematically documenting your implementation and tracking results.

#### **IN STEP 5 YOU WILL:**

- 5.1 Synthesize implementation data,
- 5.2 Measure effectiveness across expected and unexpected results,
- 5.3 Report results.



Measure & Report the Results

In many ways your knowledge exchange journey is almost complete.

- ✓ By anchoring the exchange you set the context and identified the players.
- ✓ Your stakeholders defined their intermediate outcomes and established indicators for determining whether they successfully achieved them.
- ✓ Together, you and the knowledge exchange participants designed the knowledge exchange journey to achieve the intermediate outcomes.
- ✓ Lastly, you used knowledge exchange instruments and activities to help participants gain experiences they needed to tackle the institutional challenges to reaching their global environmental goal.

In Step 5, it's time to focus on what came out of the exchange—what worked and led to learning and inspiration, what did not work and why. You will share the story of your journey, prepare participants to share their stories, and think about next steps to maintain the momentum for change.

Remember that this knowledge exchange may be just one leg of a much longer journey toward achieving the global environmental goal. The importance of this segment of the journey will depend on how well you can demonstrate the exchange moved participants farther along toward the desired change.



#### Reporting on Long-term Exchange Initiatives

Large knowledge exchange efforts (i.e., those involving various instruments and spanning years such as the BOBLME example in Step 4) require a different approach than smaller, short-term exchanges. In these cases, you need to develop a monitoring plan to examine the initiative's direct results and influence at multiple stages. These stories take longer to develop but often have more substance. If possible, describe how one or two individual participants have benefited and applied their learning from one exchange to the next. Personal stories add depth to the numbers and analysis.

#### **STEP 5.1 SYNTHESIZE IMPLEMENTATION DATA**

Measuring your results starts with synthesizing your data. During implementation you documented the experiences and feedback of both knowledge seekers and providers. This information, along with your own reflections, describes what the exchange was achieving.

When you begin your synthesis, this information may look like a bunch of random notes, flip charts, journal entries, videos, or photos. However, as you review and translate these records into something more useful, you will be able to see how change is progressing. Look for the direct results that arose from the knowledge exchange as well as what the exchange has influenced.



Results

#### Philippines Exchange — Synthesis

The survey results from each workshop as well as the campaign plans from each local government unit were compiled and synthesized to determine the success of the exchanges.



#### Here are steps to help you synthesize your data:

- 1. Write down the intermediate outcomes and associated indicators that you decided on in Step 2.
- 2. Collect and review any notes captured during implementation.
- 3. Look for patterns or connections within the data and synthesize these. For example, similar reactions from participants to a particular activity or relating to a common idea could be synthesized by a word, phrase, or participant quote.
- 4. Group data as contributions to intermediate outcomes. Refer to the indicators as evidence that intermediate outcomes were achieved.
- 5. Single out any indicators that provide a strong potential for, or evidence of, a broader effect on a change objective/institutional challenge (for example, a participant who said she would draft a new law to improve early childhood education).
- 6. As you synthesize and group, look for gaps in results data. For example, perhaps you don't know what participants plan to do differently after the exchange.
- 7. Consider ways to fill information gaps. You may, for instance, interview the participants or ask them to share with you their post-event reports, key takeaways, or action plans.

Here is a great way to organize your results and identify unexpected outcomes.

Write each intermediate outcome and associated indicator/s on a sticky note and place these on a wall in a horizontal line like headers in a table.

Then transfer your data points to sticky notes of a different color (synthesize similar ideas into one note) and place them where you think they best fit.

Stand back and observe.
Try different configurations.
You'll most likely see
some data points don't fit
your expected outcomes.
Separate these from the rest
and see if you can come up
with an appropriate heading.



In many cases you will have to supplement the data you collected during an exchange with additional information to tell the full story.



TIP



#### **STEP 5.2 MEASURE RESULTS**

A well-designed and implemented knowledge exchange initiative achieves many results. Some can be directly attributable to participants' experiences with the knowledge exchange instruments and activities. Some results occur only after everyone goes home (literally or figuratively) and apply what they have learned.

#### STEP 5.2A MEASURE ACHIEVEMENT OF INTERMEDIATE OUTCOMES

Showing that participants have achieved their intermediate outcomes is as simple as providing data relating to your identified indicators. Use the Template 1 below (or adapt if needed) to log evidence of expected outcomes. If you did not develop indicators earlier, do so now.

Template 1. Measuring Achievement of Intermediate Outcomes

Were participants expected to	To what extent was this achieved?	How do you know?*
Gain new knowledge? Participants are more likely to act because of changed attitude, improved understanding, or learning.	Small Large	
<b>Enhance skills?</b> Participants are more capable of acting because of what they have learned or how they have applied new knowledge or skills.	Small Large	
Improve consensus? Participants with a common interest or agenda are more likely or able to act because of new knowledge, changed attitudes, shared understanding, and improved collaboration.	Small Large	
<b>Enhance connectivity?</b> Participants are more likely or able to act because of new or improved relationships, greater affinity, improved trust, and reduced isolation.	Small Large	
Initiate new and improved actions? Participants or groups of participants modify their activity because of what was learned, practiced, or realized.	Small Large	

<sup>\*</sup> Link to the measurable indicators you established in Step 2.



We can rarely anticipate everything that will come out of an exchange. There will always be surprises, which you will also want to capture. These unexpected outcomes are, hopefully, positive. Yet even less-than-desirable results offer useful lessons and opportunities for future knowledge exchange initiatives.

Refer to the steps you took to synthesize your data in Step 5.1. If any notes are not aligned with your expected outcomes, add these to your list of unexpected outcomes, along with any evidence of particular improvement.

If you lack evidence of results at this stage, Table 9 suggests how to obtain additional input from your participants.

#### Philippines Exchange — Intermediate Outcomes and Results

» New knowledge: Through the two-week workshop, LGU representatives and PAO staff in Tañon Strait became more aware about how to plan an integrated approach for improved biodiversity; they gained greater confidence in their ability to draft and apply an integrated management plan, and deepened their understanding about implementing a management plan.



- » Improved consensus: Through the multi-stakeholder dialogues and consultations, the Protected Area Office, local government units, and other stakeholders in Tañon Strait reached agreement on a blueprint for implementing an integrated approach for effective management of protected areas, including the reactivation of the Protected Area Management Board.
- » Enhanced skills: Through the social marketing workshop, LGU representatives and PAO staff acquired the necessary skills to plan and implement their social marketing strategy, which is part of a Community Education and Public Awareness Campaign across the Tañon Strait Protected Seascape.

### Honduras, Nicaragua, and Colombia Exchange — Intermediate Outcomes and Results

- » New knowledge: Baseline and follow-up surveys indicated that more than 50 percent of participants improved their awareness of the legal framework, roles of the various stakeholders, consultation procedures, and governance for communal lands.
- » Enhanced skill: The Nicaragua exchange resulted in Honduran participants being able to better apply their own legal framework.
- » Improved consensus: Three policy dialogues resulted in drafted action plans reflecting consensus among all stakeholders on actions needed to address contentious land issues.
- » New and improved actions: Strategy document on demarcation and titling of Miskito communal lands was drafted and disseminated.





Table 9. Ways to Gather Information on Results

Table 9. Ways to Gather In	
	Sample Ways to Measure Results
New Knowledge	<ul> <li>✓ E-mail participant survey 6 weeks after the exchange.</li> <li>✓ Interview participants in person at the end of the exchange.</li> <li>✓ Ask participants to give presentations on the last day of the exchange.</li> <li>✓ Use a knowledge-based pre-test and post-test with exchange participants.</li> <li>✓ Video participants each day on a study tour</li> </ul>
Enhanced Skills	<ul> <li>✓ Review monthly application of skills (e.g., error logs, number of reports) at 1, 2, and 3 months after the exchange.</li> <li>✓ Use a skills-based pre-test and post-test of exchange participants.</li> <li>✓ Survey participants about the application of skills 9 months after the exchange.</li> <li>✓ Directly observe participant performance 6 months after the exchange.</li> </ul>
Improved consensus	<ul> <li>✓ Attend weekly team meetings to observe collaboration.</li> <li>✓ Review meeting minutes to determine if the group has been able to reach consensus on key issues.</li> <li>✓ Follow-up with group members to assess progress toward change objective.</li> <li>✓ Send email survey to team members at 3, 6, and 9 months after the exchange to self-assess effectiveness of collaborations.</li> </ul>
Enhanced connectivity	<ul> <li>✓ Review documentation of group to determine if it is growing (e.g., more individuals, strategic partners, member organizations) at 3, 6, and 9 months after the exchange.</li> <li>✓ Interview members about their experience with group (e.g., numbers of conversations with other members, trust in peers, satisfaction with peer responses) before and then again 6 months after the exchange.</li> <li>✓ Track data from quarterly surveys of group member activity (e.g., conversations with group members), satisfaction (e.g., useful guidance), and results (e.g., what came from</li> </ul>
Improved actions	<ul> <li>✓ Document participants' agreement on an action plan at the end of the exchange.</li> <li>✓ Call (or e-mail) participants 3 months after the exchange to learn if they have started new (or improved) processes within their organizations.</li> </ul>



To measure results, focus on observable or easily documented changes such as an increase in the number of team members sharing their views during meetings or in products delivered on time and within budget.



It is also much more efficient if you can find information that illustrates the results of your knowledge exchange (for example, a formal agreement between two partners in a coalition) without having to collect your own data.

#### STEP 5.2B ASSESS PROGRESS ON THE CHANGE OBJECTIVE

Knowledge exchange initiatives are also designed to address an institutional challenge. Look for evidence that participants have been able to have influence on the change objective they set out for themselves. It may be that the exchange propelled participants down a different path altogether. In this case, there may be unexpected results at this level as well.

Use the following template to guide your inquiry about the influence of your knowledge exchange on the change objective(s). To attribute these results to your exchange you will need to describe how it was achieved, including measuring the effectiveness of what happened.

Template 2: Assessing Progress Toward Change Objectives

Which category(ies) of change objectives did you expect the knowledge exchange to influence?	Was it influenced?	How do you know?**
Weak environment for change characterized by weak stakeholder ownership, lack of consensus on a development approach, or failure to conceptualize or consider a better approach.	Yes No Somewhat	
Inefficient policy instruments characterized by weak administrative rules, laws, regulations, standards, and other formal incentives that the sector uses to guide actions toward a global environmental goal.	Yes No Somewhat	
Ineffective organizational arrangements characterized by inadequate systems, financing, staffing, incentives, and other resources that institutions use to achieve a global environmental goal.	Yes No Somewhat	

<sup>\*\*</sup> Strong intermediate outcomes can often indicate success or progress toward a change objective.





Systematically look for unexpected results. If you do not purposefully look for them, they will not likely surface.

If possible, follow up with participants six to nine months after the exchange. Using social media, online survey tools, or interviews can further your understanding of what else the exchange may have influenced.



Sample Post-Exchange Participant (or Client) Checklist

- ✓ Who has been able to apply what they learned?
- ✓ What have they been able to achieve?
- ✓ Where have they been able to bring about change?
- ✓ When were they able to do it?
- ✓ Why are the changes important (i.e., to the change objective and/or global environmental goal)?
- ✓ How did the knowledge exchange enable these results?

It generally takes a fair amount of time for institution-level changes to happen. When they do, multiple variables are usually involved, not just a knowledge exchange initiative. This makes attribution tenuous; still, reviewing for connections with your knowledge exchange is an important step. It will help you determine whether a knowledge exchange initiative is the right strategy or whether a different approach may be needed.



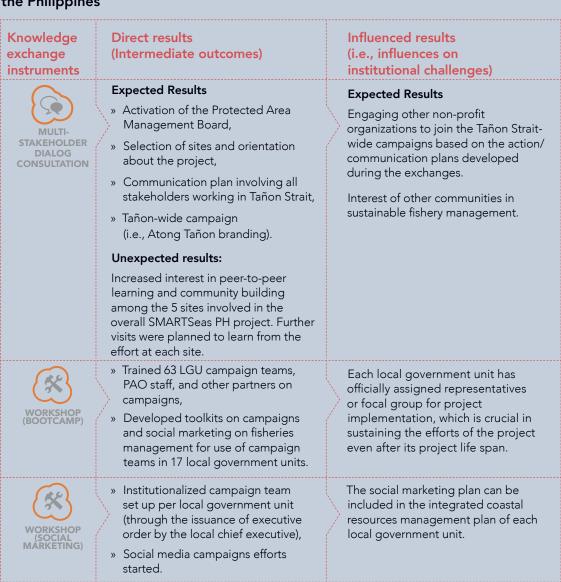
TII

Quantitative techniques, with their various analytical tools, may be limited for examining complex systems. To design a good survey, for example, you must already know what you are looking for and how that information may manifest in the particular context. Qualitative research, on the other hand, can help you build rich portraits of a people or place, and map relationships among people, places, cultures, and institutions.\*\*\*

<sup>\*\*\*</sup>Based on Design Research for Media Development, published by Internews and available for free online at http://www.internews.org/



# Philippines Exchange — Direct Results and Influenced Results Achieved in the Philippines





Measure & Report the Results



#### Honduras, Nicaragua, and Colombia Exchange — Direct Results and Influence Achieved in Honduras

Knowledge Exchange instrument(s)



#### **Influenced Results** (i.e., influences on institutional challenges)









#### **Expected Results**

**Direct Results** 

- » Stakeholders increased their understanding of legal frameworks, stakeholder roles, consultation procedures, and governance of communal lands.
- » Representatives of key public agencies developed proficiency in the demarcation and titling of indigenous territories.
- » Greater agreement and trust led to the drafting of an action plan to address contentious land issues.
- » Honduran government clarified procedures for demarcation and titling of Miskito communal lands.

#### **Expected Results**

- » Simplified property law implementation processes recognizing the collective property of indigenous people.
- » Developed consistent treatment of indigenous land rights in tenure and titling policies.
- » Government recognized the Miskito community's claim to their land titles.
- » A territory of the Miskito people was demarcated and titled for the first time in Honduras.

#### **Unexpected Results**

Increased motivation among policymakers to use the simplified policy framework as a model for other indigenous groups.

#### STEP 5.2C ASSESS DESIGN AND IMPLEMENTATION

Now that you have measured results, take time to reflect on the factors that contributed to the successes (or failures) of the exchange. Demonstrating the quality of the design and implementation is a necessary — though not the only — factor in even indirectly attributing results to the exchange. The following questions related to each step will help you uncover what made your exchange successful (or not).

#### Step 1 Anchor

- » Was the exchange focused on a high priority issue for key stakeholders?
- » Was the exchange initiated and completed in a desirable timeframe for building capacity?

#### Step 2 Define

- » Were the right people and institutions (providers, seekers, broker) involved?
- » Was the exchange prepared by both the knowledge provider and seekers?



#### Step 3 Design

- » Was there a clear alignment between the global environmental goal, change objective, intermediate outcomes, and selected instruments and activities?
- » Was there enough time and adequate resources (human, financial, technological, etc.)?

#### Step 4 Implement

- » Did the exchange have adequate attendance and participation?
- » Were you and participants able to adapt to changing circumstances as necessary?

Knowing what did not work and why is another form of success!



TIF

"It felt good to be part of the whole process. My sense of ownership is quite strong, and I am inspired to do more. I hope all of the campaign teams can replicate this in our respective municipalities." ~ Charlene Gador- Campaign Team Lead, San Jose, Negros Oriental.









#### Results from Other Knowledge Exchanges

Knowledge Exchange Instrument	Direct Results (i.e., intermediate outcomes)	Influenced Results (i.e., influences on institutional challenges)
COMMUNITY OF PRACTICE	An effective knowledge sharing network created that supports training and research related to policy implications of climate change on small-scale rural farming.	Increased advocacy for policies that offer small-scale rural farmers government-backed financing to address the impacts of climate change on their yields.
WORKSHOPS	Program staff at the Ministry of Agriculture learned and used new project management techniques to improve the effectiveness of their programs.	Increased the number of programs administered by the Ministry of Agriculture that achieved annual budgetary and performance objectives.
MULTI- STAKEHOLDER DIALOG AND CONSULTATION	Roles and responsibilities clearly defined among the different government agencies involved in the maintenance of a new e-government portal.	Strengthened stakeholder ownership in implementing an effective e-government strategy.



#### Immediately after the exchange

- ✓ Have you asked participants what tools would help them put their new knowledge into action?
- ✓ If it would help for participants to stay connected, is there a simple way to arrange that such as setting up a listserv, providing a list with contact information, or creating a Facebook or LinkedIn group?



#### Following Up 3, 6, or 9 months after the exchange

- ✓ Have you sent periodic reminders and tools for sharing what
  participants learned such as a one-page summary of key results to
  date, or PowerPoint slides that they can include in a presentation to
  colleagues?
- ✓ Have you reminded participants to notify you when they see changes that have been influenced by your exchange?
- ✓ Do the initial results achieved by some participants offer ideas on how to expand those results to others?
- ✓ Have participants reported back to you when they have presented what they learned to others in their organization or elsewhere?



Results

#### **STEP 5.3 REPORT RESULTS**

Now it is time to pull everything together. The approach and format, which you use for reporting results, depends on the audience that you are trying to reach as well as your goal(s).

**Identify the audience.** Typical audiences include management, exchange sponsors, exchange participants, decision-makers (parliamentarians and policy-makers), civil society groups, donors, investors and others interested in learning more about knowledge exchanges.

Define goals. What do you want to communicate to your target group(s)? Your aim might be to raise awareness of the outcomes achieved, influence behavior of mid-level management, advocate for reform among policy-makers, or inform sponsors about next steps. Your communication goals will shape what, how, and when you connect with each target audience.

Develop a plan. Results can be conveyed in many different ways. The right plan depends on your audience and goals. Determine what each audience would need to know in order to meet the goals for that group and how often they should be updated. You should then decide on the minimal information needed to meet those requirements. To raise awareness of civil society groups, for example, you might decide to share results on a few key progress indicators three months after the exchange; whereas to influence the behavior of policy-makers, you may choose to report on the whole exchange, including the participants, instruments, results, lessons learned, etc., at both six months and one year after the exchange.

**Pick a reporting format.** For your audiences, determine what reporting format(s) will most effectively achieve your goals (see Table 10.)

Disseminate the results. You now have all the pieces for reporting on the results of your knowledge exchange. In most situations, however, sharing (or disseminating) the results requires more than just announcing that the results are available. You will often have to promote your results to garner people's attention. You may, for example, want to present the results at professional conferences or as brown-bag lunch events for colleagues. E-mailing influential stakeholders such as bloggers, funding agencies, or leading academics can also help spread word about the information available.

Share your experiences. Sharing your own experiences will give you insights into your next knowledge exchange journey as well as add to the collective understanding of what works and what doesn't in knowledge exchange. Share your results, for example, in a brief video or a blog post. You can also create knowledge products to capture learning. You can widely distribute these products to stakeholders via websites such as: South-South Opportunity (www.southsouth.info), the Knowledge Management for Development (www.km4dev.org), the Knowledge Hubs Community of Practice (www.knowledgehubs.org), or email to your colleagues and also share your results with the team that prepared this guide at http://thegef.org.







When it comes to communicating results to most audiences, less is more.



#### Philippines Exchange — Report Results

RARE-Philippines prepared a report highlighting the intermediate outcomes from the workshops and featured the participants' action plans. The report was disseminated to participants as well as to their respective local government units. In addition, it was also shared with regional offices of agencies involved in the project.



#### Honduras, Nicaragua, and Colombia Exchange — Reporting Results

The results from each stage of the exchange were captured in a "systematization" document developed by an anthropologist who specialized in the history of the Miskitos. The document captured, and then summarized, the results of the exchanges and the lessons learned throughout the journey. This document was shared with the key stakeholders involved in the exchange. The team also prepared a brief results story to disseminate to a wider stakeholder group - including management and sponsors of the exchange.





Table 10. Sample Formats for Reporting Results

Туре	Use when you want to
Summary report	Convey key results to audiences who only require limited information and have limited time.
Final report	Inform audiences who want to understand the exchange process and get detailed results (for example, others that might undertake similar exchanges, funding organizations, academics).
Results story	Communicate to a broad audience, including those less familiar with the topic area.
Other short written formats such as synopses, memos, press releases	Convey key information on the exchange process and results to audiences who only require an overview, especially useful when reporting on results during implementation.
Presentation, briefing, or webinar	Have two-way communications with audiences who require brief summaries of results and are oriented toward decisive action (for example, executives, management staff) or when you want to customize information for several different audiences.
Periodic informal meetings, Facebook update, or blog postings	Update those involved with the exchange, especially stake-holders such as internal audiences or partners to build rapport around the goal and foster on-going relationships.
Internet-based resources: Web page, e-mail blog, Facebook page	Communicate to the general public and other audiences quickly and at relatively low cost. Can allow audiences to customize content so they get only the results they want. This method should generally be used in combination with others to accommodate audience biases due to differing patterns of technology use.
Videos and Photo Gallery	Document and present results by video and photography to facilitate visual storytelling/testimonials.



#### **END ONE JOURNEY, BEGIN THE NEXT**

Now that you have reached the end of the knowledge exchange journey, it is time to take stock of what you learned as a broker. You can then use this knowledge to scale-up the experience or to inform the design of future exchanges. Applying lessons to future decisions and actions is an important component of the journey.

This is also a good moment for a team debrief and lessons sharing through an after-action review (in Toolbox, page 165). After designing, implementing, and reporting on a knowledge exchange initiative, take a moment to reflect — on your own and with your team — on what went well, what did not work, and what could be done differently next time.

Review your assessment of the design and implementation from Section 5.2C and consider the following:

#### Step 1 Anchor

- » Were you able to work closely with counterparts and stakeholders to anchor the exchange?
- » Did you set (and communicate) realistic expectations for the knowledge exchange?

#### Step 2 Define

» Did stakeholders agree on practical results that participants could actually achieve during or after the exchange?

#### Step 3 Design and Develop

» Were the right people part of the design and delivery team? Could you improve how the design process was managed?

#### Step 4 Implement

» What should you have been watching for more closely? Did you wait too long or act too quickly?

#### Step 5 Measure and Report Results

» Does the data adequately illustrate what the exchange achieved?



#### √ The Challenge

Three landlocked African countries—Burkina Faso, Mali, and Niger—are threatened with encroachment of the Sahara Desert. In these countries, land, water and other natural resources are all highly degraded due to recurrent droughts, irregular spatial and temporal rain patterns, and climate aridification. Human factors related to increasing needs of the population such as uncontrolled tree cutting and lopping, overgrazing, and bushfires also impact degradation.

Each of the countries has laws, strategies, action plans, and regulatory provisions that have direct or indirect links with environmental protection and management at national, regional, and sectoral levels. However, these generally overlap, creating inefficiencies and transaction costs. Policies have not been well applied in the field due to lack of financial and human resources.

# ✓ The Solution – Who Did What?

To support the countries' efforts to arrest degradation of natural

resources, GEF funded three projects collectively aimed to improve livelihoods of rural poor communities by protecting biodiversity and reversing the trend in land degradation and desertification. Each of the projects had specific components working on adapting, diversifying, and conserving parkland agroforests. International Fund for Agricultural Development (IFAD), the implementing agency for the GEF projects, provided a grant to World Agroforestry Center (ICRAF) to support the knowledge exchange process among the three countries by facilitating better participatory research and identifying innovations for conserving and increasing the value of native tree species in parkland agro-forests.

Among the beneficiary communities of the three countries, 44 village committees and 13 inter-village committees were organized. These committees, along with three coordinators from their respective national agricultural research institutes, shared information on climate change adaptation plans, and community-based enterprise in the following series of exchanges:

- » Inter-village and stakeholder engagement assessed risk vulnerability of parkland agroforests and natural resources policies and local conventions for better parkland management.
- » Annual conference participants shared their progress and detailed new approaches/ technologies adopted in respective countries.
- » Exchange visits between villages offered opportunities to observe, learn, and discuss seed collection techniques and production. In Mali, these visits opened discussions on transformation of tree food products, after which small-scale pilots were carried out in each country.
- » Knowledge from the exchanges was documented and disseminated in technical and training material, journal articles, guidebooks, videos, and extension materials

Since countering the effect of the encroaching Sahel ecoclimatic zone was of international significance, a plan was put in place to ensure that knowledge, recommendations, and innovation generated by the project were made available not only to



the projects' stakeholders but also to international research and development communities.

#### ✓ Results

- » Facilitated dialogue between smallholder farmers and forest services, resulting in the creation of negotiation mechanisms to discuss plans for community management of forest/agroforest resources.
- » Improved access in rural poor communities to selected/ adapted native trees to enhance parkland development.
- » Sharper pro-poor focus of the national partner institutions. For example, small-scale pilots selected trees that rural women preferred for food and revenue generation.
- » Better communication of agroforest technologies through videos and publications.
- » Strengthened linkages among the rural communities and other stakeholders such as national agricultural research institutes and national forestry extension services in sustainable rural development.

#### ✓ Lessons Learned

engagement, adequate time and potential local constraints should be factored into planning activities. Each country may have its own implementation challenges, but joint planning that takes these factors into account will increase the likelihood of success.

The political environment plays a key role in the success of a national undertaking. Activities in the Mopti region of Mali were cancelled in March 2012 due to the political situation and only started again a year later. This delayed the planned market and value chain analysis. However, having a conducive environment for safe travel and learning should be considered when selecting the location for a knowledge exchange.

#### ✓ Instruments

Conferences

Study tours

Multi-stakeholder dialogue and consultations

Documentation and dissemination tools

#### ✓ Knowledge Broker

Climate Knowledge Officer, Environment and Climate Division, International Fund for Agricultural Development (IFAD).

#### **Project Details**

- Amount of GEF Financing and Duration of Project Implementation:
- » GEF/PASADEM US\$4,200,000 (2009- 2016) in Niger
- » GEF/FODESA US\$6,000,000 (2005-2013) in Mali
- » GEF/PDRD US\$2,000,000 (2008-2014) in Burkina Faso
- » Implementing Agency:
   International Fund for
   Agricultural Development (IFAD).









The GEF International Waters
Learning Exchange and Resource
Network (IW:LEARN) is a
knowledge management and
learning project that has been
supported by the GEF since 2000 in
various tranches. It is a community
of practice and knowledge platform
that promotes experience sharing
and learning globally among
GEF-financed international waters
(IW) projects, country officials,
implementing agencies, and other
partners.

With more than US\$1.6 billion invested across 230 IW projects in 170 countries, it is critical for the GEF to share learning from its investments and replicate project successes and impacts on an even larger scale. Thus, the overall goal of IW:LEARN is to strengthen transboundary water management around the globe by collecting and sharing good practice approaches, lessons learned, and innovative solutions to common problems. IW:LEARN also aims to strengthen the GEF IW portfolio as a whole by promoting dialogue, knowledge sharing, and replication among projects.

IW:LEARN functions as a knowledge-sharing and exchange hub to facilitate experiential learning and address issues faced by one project that might have been resolved by another GEF project (or outside the GEF IW community). IW:LEARN also aids in linking and sharing internal IW learning and knowledge management efforts across GEF agencies and focal areas. In order to foster transboundary and

South-South cooperation among projects and partners within a region, IW:LEARN helps convene and support regional dialogue processes. To date, IW:LEARN has supported several regional dialogue processes in Africa, the Caribbean, and Eastern and Southeastern Europe. IW:LEARN also provides travel support to selected GEF IW projects for participation in IW-pertinent global policy dialogues. The GEF IW project representatives contribute practical experience and results, and simultaneously benefit from knowledge and networking in international consultative processes such as the World Water Forum, Committee on Sustainable Development, Nitrogen Initiative, UNICPOLOS, Nairobi Work Programme, UN Water Decade, and others.

The IW:LEARN website — www. iwlearn.net — serves as the premiere archive and data collection service for the GEF IW focal area. To facilitate knowledge management, the website hosts targeted knowledge-sharing tools for practitioners and the wider public. These tools include projectrelated information, contacts, and more than 7,000 documents, including Transboundary Diagnostic Analysis, Strategic Action Programmes, experience and results notes as well as activity reports, news releases and event announcements. In addition, outputs from major international forums such as GEF IW conferences (IWC) and UN Water Platforms, guidance, and knowledge products, and other water-related learning

materials are freely available. The website hosts the unique Portfolio Visualization Tool and Portfolio Results Archive that allow the impacts of GEF interventions across the world to be quickly discovered and analyzed. The IW:LEARN electronic forums serve as a vehicle for IW job postings and requests for assistance.

IW:LEARN also provides the following services:

- » Portfolio-Wide Learning: Biennial GEF International Waters Conferences (IWC): www.iwlearn.net/iwc
- » Technical Support Services: www.iwlearn.net/websitetoolkit
- » Project-Project Learning Exchanges/Twinning Exercises: www.iwlearn.net/exchange
- » Targeted Training: www.iwlearn.net/workshops
- » Outreach: Information Capture, Synthesis, Dissemination: www.iwlearn.net/experience & www.iwlearn.net/ebulletin
- » Community of Practice (CoP) Support: community.iwlearn.net
- » Referral Service (Help Desk): info@iwlearn.org

#### Project Details (5 projects)

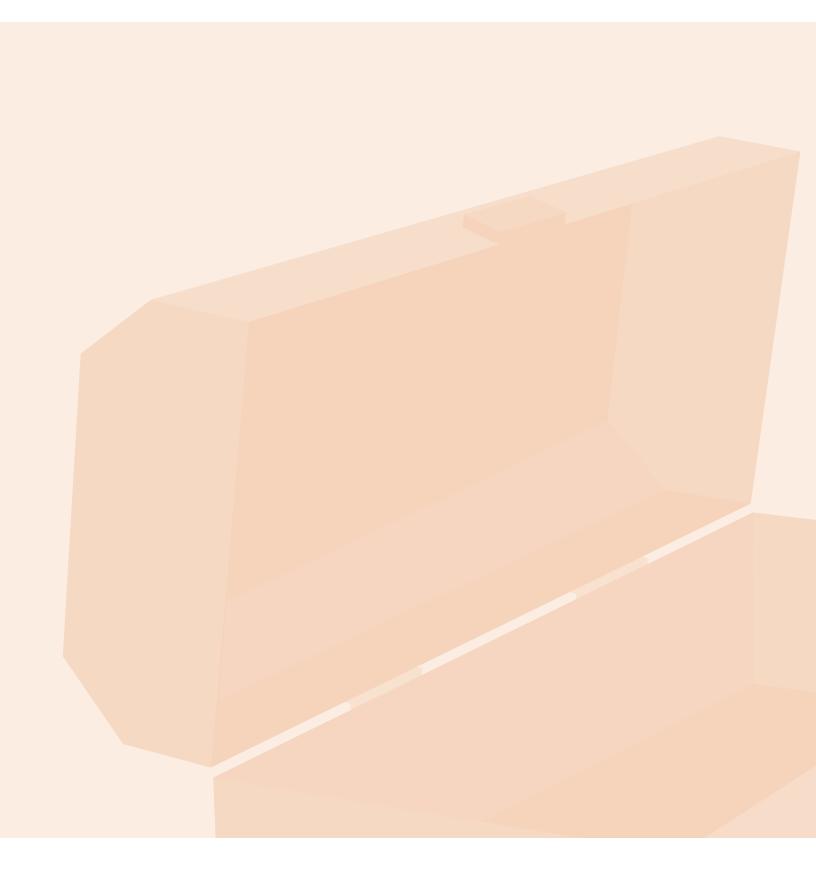
- » Amount of GEF Financing: US\$20 million
- » Duration of Project Implementation: 2000–present
- » Implementing Agency:United Nations DevelopmentProgramme (UNDP)







# ART OF KNOWLEDGE EXCHANGE TOOLBOX



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#### **INTRODUCTION**

Every knowledge exchange initiative is a blend of instruments, activities, and delivery modes.

This toolbox is your resource to plan for and select an appropriate mix to help participants realize their desired intermediate outcomes. It includes brief descriptions, practical how-tos, and case examples for a range of instruments and activities introduced in step 3 of this guide.

#### The toolbox has two sections:

Section 1: Instruments provide a detailed description of each instrument (vehicles for knowledge exchange), when and how to use it, and case examples.

Section 2: Activities provide detailed description of each activity (building blocks of instruments) when and how to use it, and case examples.

# **INSTRUMENTS**

engagement while others require a longer term and less intense degree of individual engagement.

#### SHORT-TERM ENGAGEMENT



CONFERENCE

**KNOWLEDGE** 







**STUDY TOUR** 

#### MEDIUM-TERM ENGAGEMENT









LONG-TERM ENGAGEMENT

TWINNING ARRANGEMENT





# **INSTRUMENTS**

SHORT-TERM ENGAGEMENT



CONFERENCE





KNOWLEDGE **FAIR** 



**STUDY TOUR** 





# WHAT IS A CONFERENCE?

A formal event in which a large number of participants come together to share knowledge and experiences on a specific topic/theme.

- » gaining new knowledge.
- » outreach to a large number of participants, especially when targeting high-level audiences
  - > as single or multi-day events.
  - > with multiple thematic tracks / immersion in select topics.
  - > with parallel workshops and knowledge fairs dealing with the same topic or theme.
- » networking, building partnerships, and strengthening communities.
- » in-depth knowledge exchange activities designed to support knowledge transfer.
- » giving a topic high visibility or launching global initiatives.
- » communicating program impact or changes in strategy.

# **HOW TO USE IT**



# 6+ MONTHS before event:

- » Prepare a concept note
- » Determine budget and sources of funding
- » Decide on target audience
- » Identify implementation team
- » Select event location (country, city)
- » Identify possible partners
- » Visit event location to identify possible venues or seek help from local partners
- » Create project database and conference action plan

### 3+ MONTHS before event:

- » Select hotel/conference venue
- » Contract all vendors, including hotel/venue, local event manager, catering, transportation, and interpretation (if needed)
- » Contract speakers and resource persons (TORs)
- » Send out invitation and registration materials
- » Make travel arrangements and prepare per diem for sponsored participants and speakers
- » Monitor progress on logistics
- » Create conference handbook for participants/speakers, including agenda, resources, bios, hotel information, and travel information

# 1 MONTH before event:

- » Follow up and confirm all logistics (hotel, travel, transport, per diems, catering, conference room/s, media, technology)
- » Ensure all participants have proper documentation to travel

# •

# **DELIVERY PHASE**

- » Coordinate with local event manager on all logistics, including hotel, participants, catering, transportation, technical support, etc.
- » Disburse per diem as needed
- » Monitor participants' attendance
- » Debrief daily with implementation team and prepare for next day

# FOLLOW-UP PHASE

- » Gather all invoices and cross-check with receipts
- » Close out finances and create a statement of expenditures
- » Conduct evaluation
- » Create a final report, including lessons learned and follow-up actions

# ILLUSTRATIVE EXAMPLE — SEQUENCING ACTIVITIES FOR YOUR CONFERENCE





**Brainstorming and action planning** meeting to agree on key change objectives



**e-Discussion** to identify participants, key speakers, and partners and to decide on implementation team





**Expert panel** to discuss trends and challenges, followed by a Q & A session



**Buzz session** on the challenges presented by experts



**Report** on key findings and proposed possible solutions



**Field visit** organized on second day to get firsthand experience



**Poster session** organized on last day to present main takeaways of field visit and other key findings

# CASE EXAMPLE — CONFERENCES CAN HAVE GREATER IMPACT WHEN BENEFICIARIES ARE INCLUDED

To support Burkina Faso, Mali, and Niger in their efforts to arrest degradation of natural resources due to desertification, four GEF-funded projects collectively aimed to improve livelihoods of rural poor communities by adapting, diversifying, and conserving parkland agroforest.

In the three countries, beneficiary communities were first organized into village and inter-village committees. These committees held annual conferences that enabled participants, including representatives of beneficiary communities from the three countries, to share their progress and discuss new approaches and technologies adopted in their countries. They engaged with each other to assess risk vulnerability of parkland agroforests and related livelihoods. They also discussed climate change scenarios, natural resources policies, and local conventions for better parkland management by communities. The interactions strengthened linkages among the rural communities and other stakeholders in sustainable rural development such as in national agricultural research institutes and national forestry extension services.

Since countering the effect of desertification was of international significance, a plan was developed and put in place to ensure that knowledge, innovation, and recommendations generated by the project were made available not only to the projects' stakeholders but also to international research and development communities. The projects have been documenting and disseminating knowledge in the form of technical and training material, journal articles, guide books, videos, and extension materials.

Source: The IFAD-GEF Advantage: Partnering for Sustainable World, https://www.ifad.org/documents/10180/2daa0a42-2a25-4821-b1d6-1e23eba2e070



# ILLUSTRATIVE EXAMPLE — SEQUENCING ACTIVITIES FOR YOUR CONFERENCE





**Survey** distributed to assess impact and usefulness of conference



Action planning to prioritize key findings and follow-up actions

# TIPS FROM THE FIELD

# **Planning**

- » Remember that conferences require in-depth planning and early engagement with partners.
- » During the planning stage, decide on the activities you want to capture in their entirety and the ones for which you only want to record key messages.
- » Consider having a welcome team greet participants at the airport, hotel, and conference venue.
- » Don't over-schedule participants! Allow for sufficient breaks during sessions for participants to network. A lot can happen over coffee!

# Delivery

- » Run a few sessions such as a knowledge café or a world café, which require groups to share their knowledge while working on a common theme.
- » Capture participant experience and feedback via brief video interviews.

# Consider Social Media

- » **Tweeting or microblogging** tools, such as Twitter: Attendees frequently use these to report out conference activities, network, and engage with participants beyond the conference.
- » **Photo sharing** tools, such as Flickr or Instagram, are a great way to crowdsource conference photos by using a designated hash tag. Build buzz by occasionally sending a sneak peek of the conference preparations the planning team in action, samples of food to be offered, etc. A hash tag can link the photos by theme.
- » Social networking sites such as LinkedIn, Google+, and Facebook can facilitate conference registration and engagement with the participants. These sites have tools to promote the event and manage event entry on-site as well as extend networking opportunities beyond the conference.



# WHAT IS AN EXPERT VISIT?

Sending a practitioner or technical specialist from a knowledge provider country/region/organization to a knowledge seeker country/region/organization to assess current circumstances and/or provide guidance on a specific challenge.

- » enhancing skills and developing a new proficiency.
- » gaining an in-depth diagnosis of a development challenge and recommendations for adapting a good practice or solution to the local context
  - > over the span of several days or as a series over the span of months, as needed.
  - > with small groups of participants.
  - > with expert-to-expert interaction.
  - > at the institutional level.
- » getting hands-on guidance and coaching or mentoring through various stages of implementation.
- » times when travel to the knowledge supplying country is not possible (for whatever reason).

# **HOW TO USE IT**



#### 3+ MONTHS before event:

- » Prepare concept note
- » Identify experts:
  - > prepare TORs
  - > start contract process
  - > prepare briefing package with all relevant material including cultural, social and political landscape of recipient country
- » Decide on type of interaction (face-to-face, virtual, or both)
- » Identify logistical needs and relevant vendors

# 2+ MONTHS before event:

- » Contract vendors, resources needed for documenting visit (photographer, equipment, etc.), and interpreters if needed
- » Organize pre-visit session with all concerned parties (through video-conference or conference call)
- » Follow up and confirm all logistical arrangements (visas, hotel, flights, etc.)

# 1+ MONTH before event:

- » Design post-visit evaluation and monitoring
- » Provide briefing package and knowledge materials to experts



# **DELIVERY PHASE**

- » Start with local participants/expert hosts sharing their challenges and expectations from the visit
- » Capture content through video, blogs, note taking, etc.
- » Organize daily check-ins and briefings to stay on track with objectives



# FOLLOW-UP PHASE

- » Document process and lessons learned
- » Evaluate each partner (vendors)
- » Organize follow-up activities (face-to-face or via video-conference)
- » Consider return expert visit or study tour
- » Close out finances

# ILLUSTRATIVE EXAMPLE — SEQUENCING ACTIVITIES FOR YOUR EXPERT VISIT





**Brainstorming** through video-conference to meet and agree on the scope of the mission



e-Discussion to prepare concept notes





**Expert panel**, face-to-face, and webcast with visiting experts, government officials, implementing agencies, civil and private sector representatives to understand multiple perspectives on the topic



**Demonstration**, face-to-face, with visiting experts and implementing agencies to share how similar solutions have worked in another context



**Focus group,** face-to-face with different stakeholder groups for experts to understand views of wider stakeholder groups or communities on local challenges as well as on solutions being proposed



**Fishbowl,** face-to-face with experts and wider stakeholder group to support multiple perspectives and as an alternative to debate on difficult topics





**Action planning** session, face-to-face and online, to develop a roadmap of next steps

# CASE EXAMPLE — EXPERT VISITS ARE A COST-EFFECTIVE WAY TO ADDRESS COMPLEX CHALLENGES THAT NEED A PHASED APPROACH

In seeking to eliminate or reduce the release of persistent organic pollutants by introducing best available technique and best environmental practice (BAT/BEP) provisions or dioxin standards in their regulatory framework, eight countries (Cambodia, China, Indonesia, Lao PDR, Mongolia, Thailand, Philippines, and Vietnam) adopted a regional approach despite each country having its own specific needs. Under a GEF-funded program, the Swedish Environmental Protection Agency sent experts to deliver a phased program on Appropriate Regulatory Framework for the Successful Introduction of BAT/BEP East and South East Asian Countries. Technical officers of counterpart ministries and other relevant stakeholders participated. Phase I focused on baseline information sharing. After a year, Phase II tackled how to integrate provisions into a regulatory framework, based on reporting from countries on their achievements or barriers faced in implementing the knowledge shared. The Philippines, Thailand, and Vietnam have since integrated BAT/BEP provisions into their existing regulations and introduced dioxin standards. Sharing of expertise is ongoing through the regional platform, and some participants in the first set of workshops have become trainers in their technical fields.

Source: Regional Plan for the Introduction of BAT/BEP Strategies to Industrial Source Categories of Stockholm Convention Annex C of Article 5 in ESEA Region, https://open.unido.org/api/documents/4695592/download/RegionalPlanfortheIntroductionofBAT-BEPStrategiestoIndustrialSourceCategoriesofStockholmConventionAnnexCofArticle5inESEARegion



#### TIPS FROM THE FIELD

# **Planning**

- » Choose experts with a strong background in the area of global environment challenge being addressed.
- » Set clear goals and expectations. Make sure you know what you want to get out of an expert visit. If you have not thought through how to involve participants, the exchange can end up being just a series of presentations.

# Delivery

- » Conduct an in-depth diagnosis and analysis through problem solving.
- » When possible, include field visits and interaction with wider stakeholder groups for the experts.

# Consider Social Media

- » **Tweeting or microblogging** using tools such as Twitter allows you to broadcast interesting findings or reports from the expert visit and engage a wider stakeholder group.
- » **Blogs** available through Google+, WordPress, and other sites can be used to document expert visit progress, gather feedback, and build a community around the topic.



# WHAT IS A KNOWLEDGE FAIR?

A face-to-face, knowledge-sharing event designed to showcase participants' experiences, achievements, and innovations and market new programs to donors and potential partners.

- » forging networks and partnerships
  - > at a global, country, community, or institutional level.
  - > as a single-day or multi-day event.
  - > for a large number of attendees.
  - > in multiple modes (face-to-face and/or virtual).
- » raising awareness.
- » sharing innovations and/or identifying good practices.
- » getting visibility for team efforts on a particular project or topic.

# **HOW TO USE IT**



# 12+ MONTHS before event:

- » Prepare a concept note
- » Prepare call for proposals
- » Send out call for proposals
- » Create communication, promotion, or public relations strategies
- » Develop visual identity and graphic design of the fair
- » Identify venue
- » Invite target groups to prepare booths and provide guidelines

# 6+ MONTHS before event:

- » Evaluate proposals
- » Prepare press releases and news items
- » Use social media to encourage discussion and report about the event
- » Create or update website
- » Analyze proposals to design and facilitate sessions
- » Reserve or loan facilities, meeting rooms, IT devices, and catering
- » Recruit and instruct an audiovisual support team managing amplification, video, demos, music, IT requests

# 3+ MONTHS before event:

- » Draft agenda and program
- » Hire and prepare facilitators
- » Prepare stationery and promotional materials
- » Support participants with travel and accommodation arrangements
- » Finalize list of participants
- » Finalize structure of sessions applying appropriate methods and tools
- » Meet with participants to clarify session objectives



- » Ensure booths are set up
- » Open the fair by welcoming participants and introducing each booth
- » Ensure the fair is properly documented with video and/or photographs
- » Interview participants



- » Conduct evaluation
- » Update the fair site with videos, photos, stories
- » Disseminate highlights
- » Send thank you notes

# ILLUSTRATIVE EXAMPLE — SEQUENCING ACTIVITIES FOR YOUR KNOWLEDGE FAIR





**Discussion,** face-to-face or virtual, among organizers to agree on scope of knowledge fair





**Knowledge café** to enable creative sharing of ideas around common interests among those in attendance



Peer assist to draw lessons from practitioners' experience



**Poster session** to enable informal knowledge sharing



**Anecdote circle** to enable knowledge sharing and reflection in smaller groups





**After-action review** session with leader of each booth to draw on lessons learned

# CASE EXAMPLE — A KNOWLEDGE FAIR CAN HELP GIVE VISIBILITY TO BEST PRACTICES

The Regional Caribbean Initiative on Keeping Boys Out of Risk was showcased in a knowledge fair at the World Bank's Annual Meetings in 2010. The objective was to provide an opportunity to share innovative ideas, experiences, and best practices that target at-risk youth. The Fair highlighted and promoted successful replicable activities that prevent youth from engaging in risky behavior. It also showcased the finalists of the Caribbean Contest, Keeping Boys Out of Risk, who shared their activities for keeping at-risk youth engaged.

Source: The World Bank, Regional Caribbean Initiative on Keeping Boys Out of Risk, http://go.worldbank.org/Z6LCE8JI0

#### **TIPS FROM THE FIELD**

# **Planning**

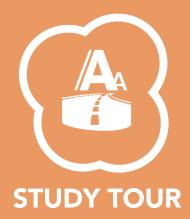
- » Start with a clear idea of who the knowledge suppliers and knowledge recipients will be.
- » Consider combining knowledge fairs with conferences and as a follow up to competition/challenges to showcase winning projects.
- » Make sure you have a communication or marketing plan in place for widely publicizing the fair
- » Select a venue that allows for a lot of foot traffic.
- » Plan to have technicians on hand in case things break down.

# Delivery

- » For overall cohesiveness, use a common structural look for the displays; however, let individual vendors decide what will be part of their own display.
- » Encourage innovative presentations and poster sessions.
- » Capture what happens during the knowledge fair with photos, videos, interviews, etc.

# **Consider Social Media**

- » **Tweeting or microblogging** tools such as Twitter can be an effective way to engage your audience on the topic of your knowledge fair by sharing photos and stimulating real-time conversations.
- » **Networking** tools such as Facebook and Google+ can help you market your knowledge fair and generate buzz before the event. Share the schedule and photos to engage your champions and prompt conversations.



# WHAT IS A STUDY TOUR?

A visit or series of visits to one or more countries or sites by an individual or group with a specific learning goal in mind; participants experience firsthand how something was or is being implemented.

- » gaining new knowledge.
- » raising awareness of what is possible
- > with a designated coordinator for the host and the visitors.
- > with no more than 25 participants; ideally less than 20 participants.
- > as single or multi-country/area tours.
- > over the span of several days or even weeks.
- » seeing and learning different ways of doing things.
- » forging networks and partnerships with people working in similar areas.
- » developing shared understanding and motivation for collaborative action among different stakeholder groups.

# **HOW TO USE IT**



# **PLANNING PHASE**

# 4+ MONTHS before event:

- » Prepare concept note with dedicated budget
- » Confirm participants
- » Get formal agreement with host countries or knowledge providers
- » Identify implementation team
- » Develop tentative agenda to help plan for logistics
- » Prepare TORs for facilitator
- » Start coordination of logistics: security clearance, medical requirements (vaccination, etc.) flights, visas, hotel, local transportation; translator if needed
- » Contract vendors

#### 2+ MONTHS before event:

- » Share draft agenda with host country/ knowledge provider
- » Ask host to provide background materials
- » Decide how to document study tour and contract resources (photographer, cameraman, journalist)
- » Secure per diems
- » Check for dietary restrictions and medical insurance
- » Consult with participants on draft agenda and desired field visits
- » Finalize participants list

# 1+ MONTHS before event:

- » Create study tour handbook (including agenda, resources, participant and speaker details, surveys, health information, hotel location and country protocol)
- » Confirm all logistics are in place (visas, hotels, flights, etc.)
- » Share study tour handbook with participants



# **DELIVERY PHASE**

- » Coordinate with local event manager on all logistics, including hotel, participants, catering, transportation, technical support, etc.
- » Disburse per diem as needed
- » Monitor participants' attendance
- » Debrief daily with implementation team and prepare for next day



- » Document process and lessons learned and share with participants
- » Conduct complete assessment of exchange
- » Evaluate each partner (vendor)
- » Process participants' expenses
- » Close out finances

# ILLUSTRATIVE EXAMPLE — SEQUENCING ACTIVITIES FOR YOUR STUDY TOUR





**Action planning** with participants and host/s to prepare a roadmap for the study tour



**Discussions,** face-to-face or virtually with key partners and participants both in provider and recipient countries to discuss agenda and scope of study tour





**Presentations** from both provider and recipient countries to share experiences



**Field visits** to see firsthand what is possible and interact with project implementers and beneficiaries



**Peer assist sessions** to gain input on specific challenges from peers and practitioners from knowledge provider country



**Interviews** with key decision-makers, practitioners, and project beneficiaries and to record feedback from participants





**Poster sessions** to share findings and lessons learned with a larger stakeholder group



**Surveys and interviews** to gain feedback from participants



**Action planning** sessions to define how to adapt findings in own context

# CASE EXAMPLE — A STUDY TOUR CAN HELP BUILD NEW PARTNERSHIPS

Academicians and government officials from Afghanistan, China, India, and Pakistan—all with glaciated regions in the Himalayas—visited Ecuador January 27-30, 2014, to gain insights and ideas applicable to their own contexts from the ongoing regional program, Adaptation to the Rapid Impact of Glacier Retreat in the Tropical Andes (PRAA). The PRAA is funded mainly by GEF and implemented in Bolivia, Ecuador, and Peru. All the countries face several common challenges, including population growth, vulnerability to climate change, and hydrological variability from year to year.

The exchange included a visit to Antisana Glacier whose monitoring stations, at over 4,000 meters above sea level, collect valuable information on atmospheric conditions and help scientists learn more about the relationship between climate and the water balance. Additionally, the visit sought to build technical capacities of the participants as well as to inform and initiate the joint regional implementation of glacier data management and information sharing among countries.

Source: "World Bank: Participants from Afghanistan, China, India, and Pakistan visit Ecuador to share knowledge on monitoring glaciers and climate change" (press release, January 23, 2014), http://www.worldbank.org/en/news/press-release/2014/01/24/banco-mundial-afganistan-china-india-y-pakistan-visitan-ecuador-para-intercambiar-conocimiento-sobre-monitoreo-de-glaciares-y-cambio-climatico



#### **TIPS FROM THE FIELD**

# **Planning**

- » Involve all participants (hosts and visitors) in the planning, to understand expectations on both sides.
- » Plan your study tour in-depth, not only in terms of venue and logistics, but also in terms of overall sequencing of activities and participant engagement before the actual visit.
- » Get the right people involved. When selecting participants, consider not only what they can contribute but also what they bring to the group dynamic.
- » Identify local partners to help you navigate a country's cultural, social, and political landscape.
- » Decide on how to distribute per diems (up front, daily, in cash, etc). Check with local banks for cash limits.
- » For longer study tours, include down time to re-energize participants and keep them motivated.
- » Plan to document lessons learned and disseminate them among participants within one month of visit. A follow-up workshop can also be considered to check how participants are taking forward their learning.

# Delivery

- » Know the level of each participant in the delegation. Protocols may differ depending on seniority.
- » Allow adequate travel time for field visits and dedicate enough time in the field.
- » Have interactive sessions with relevant stakeholders to maximize visit.
- » Create a social space for participants to network and explore ways to adapt lessons learned to their own context.
- » Be prepared for emergencies. If possible, try to involve colleagues from host country.

# Consider Social Media

- » **Social networking** tools such as LinkedIn, Facebook, and Google+ can help spread the word and create a buzz in advance of the study tour. Social networking also enables participants and knowledge providers to connect early.
- » Tweeting/microblogging tools such as Twitter or Tumblr provide a unique opportunity for participants to report out activities and engage a wider global audience.
- » **Photo sharing** tools such as Flickr are a great way to share photos taken during the study tour.
- » **Blogging platforms** such as WordPress can be used to document progress and gather related materials.



# WHAT IS A WORKSHOP?

A structured event focused on having participants work together to solve a common problem or perform a task.

- » enhancing skills or developing a new proficiency.
- » addressing specific knowledge and learning needs that require a structured learning environment
  - at a global, regional, country, community, and/or institutional levels.
  - > for a small number of people (maximum 35).
  - > in multiple modes (face-to-face or virtual).
- » writing reports, documenting opinions and suggestions, or creating collaboratively developed plans on a specific issue.
- » building networks and skills to help launch new initiatives.

# **HOW TO USE IT**



# 3+ MONTHS before event:

- » Prepare concept note
- » Identify and select location
- » Identify and select facilitator, speakers, and other resource people

# 2+ MONTHS before event:

- » Create an agenda
- » If possible, visit location in advance to determine if it fits objectives of the workshop space, technology, catering, etc.
- » Select, invite, and register participants
- » Consider travel arrangements for sponsored participants and speakers, including accommodation, travel, per diem, visas, etc.

# 1 MONTH before event:

- » Finalize all content and materials, including facilitation materials (flip charts, note pads, name tags, etc.)
- » Arrange and finalize all technology equipment needed (laptops, projectors, microphones, recording instruments, etc.)



# **DELIVERY PHASE**

- » Prepare all facilitation materials before the start of the workshop (pens, copies, flip charts, etc.)
- » Review objectives for the day with participants, including agenda and methodology
- » Summarize results of the day and go over next steps
- » Conduct evaluation

# FOLLOW-UP PHASE

- » Close out all finances invoices, travel reimbursements, expenditures
- » Prepare a completion report and report the results of evaluations
- » Document the process and share lessons learned with key stakeholders

# ILLUSTRATIVE EXAMPLE — SEQUENCING ACTIVITIES FOR YOUR WORKSHOP





**Action planning,** face-to-face and virtual, with key stakeholders to define scope of workshop, agree on participants, and select facilitator





**Buzz session** to engage every member of the audience group early in the workshop (can also be used as an effective icebreaker)



**Expert panel** to get multiple perspectives on a topic of focus



**Presentation** to communicate key concepts



**Role play** to apply newly learned proficiency/skills and practice key concepts



**Action planning** to determine next steps and how to implement them





**e-Discussions** via video-conference to keep up momentum from the workshop



**Report** to share learning from the workshop with a wider stakeholder group



**Book sprint** to further develop and engage the workshop participants as an ongoing community of practice

# **CASE EXAMPLE — WORKSHOPS CAN PROMOTE CLOSE COLLABORATION**

Workshops can be useful instruments for sharing technical knowledge and on-site work for capacity building. As a key component of the GEF-funded regional project, Adaptation to the Rapid Impact of Glacier Retreat in the Tropical Andes, the relevant institutions of the participating countries—Bolivia, Ecuador, and Peru—met regularly to share experiences and knowledge. Between 2008 and 2013, six regional workshops provided collaboration opportunities and dialogue for senior officials from the environment ministries and related stakeholders to share database protocols, unify their baseline information, and co-author publications. Scientists worked together to systematize analysis of the different methodologies used for glacier monitoring in the Andean sub-region. Participants at the workshops also deepened relationships as they discussed climate change scenarios and estimated impacts in key sectors—high-mountain ecosystems, agriculture, and water—based on information generated by pilot adaptation activities in their countries. There is now increased regional integration at the scientific, decision-making, and beneficiary levels. The knowledge gained from the project's pilots enabled each country to prepare investment plans, integrated watershed management plans, and strategic development plans, all informed by climate change considerations.

Source: Adaptation to the Impact of Rapid Glacier Retreat in the Tropical Andes Project, http://documents.worldbank.org/curated/en/578191468009593969/pdf/ ICR29210P098240C0disclosed010020140.pdf

# **TIPS FROM THE FIELD**

# **Planning**

- » Have clear and concise objectives so participants are aware of the expected outcomes.
- » Determine your team's existing expertise to plan, conduct, and follow-up. Pay particular attention to content and facilitation expertise.
- » Make sure you test any audio-visual systems ahead of time.
- » Ensure location is large enough for participants to separate into small groups.

# Delivery

- » Create a detailed workshop agenda, taking time to list exactly which activities will occur.
- » Include activities that allow participants to apply learning in their own context.
- » Reinforce key concepts you want participants to apply.
- » Consider whether to implement the workshop synchronously, asynchronously, or both, depending on whether the participants are scattered geographically and on the size of your travel budget.

# Consider Social Media

- » **Tweeting or microblogging** with tools such as Twitter provides a unique platform for attendees to report out workshop activities, as well as engaging other attendees using a designated workshop hash tag.
- » **Social networking** sites such as Facebook, Google+, Tumblr and others allow you to promote the event easily. They can also serve as a repository from which participants can access all materials and sessions/activities during and after the workshop. Many of these sites have tools for conducting online surveys to gather feedback, as well.
- » **Photo sharing** tools such as Flickr and Instagram are a great way to share photos taken during the workshop using a hash tag. Those unable to attend can access workshop content through these tools.



One instrument can help achieve multiple intermediate outcomes. For example, study tours expose participants to new ways of doing things and offer opportunities to share tacit knowledge, which may help clients recognize new opportunities, build networks, and build consensus – three distinct potential intermediate outcomes. You may design with this in mind, and remember that you may discover some unexpected outcomes as well.





# **INSTRUMENTS**

**MEDIUM-TERM ENGAGEMENT** 







MULTI-STAKEHOLDER DIALOGUE AND CONSULTATION



# WHAT IS A COMPETITION/CHALLENGE?

A contest aimed at finding and supporting new ideas and accelerating innovations, usually culminating in a showcase event to recognize the competitors and winner(s).

- » gaining new knowledge.
- » providing recognition and rewards for innovative ideas.
  - > at a global, regional, country, local, or institutional level.
  - > in multiple modes (face-to-face or virtual).
  - > with jury of experts.
  - > according to a set of guidelines.
- » helping launch new initiatives.
- » showcasing quality work.
- » generating new ideas.

# **HOW TO USE IT**



# 6+ MONTHS before event:

- » Prepare concept note
- » Identify organizing committee
- » Identify facilitator
- » Set meeting with organizing committee, facilitator, and key players to define scope of competition, nature of awards, and juror profile, and assign roles and responsibilities

# 2+ MONTHS before event:

- » Identify and set a date for competition or deadline for receiving proposals
- » Identify and select the tools for launching the competition and define the process for the competition
- » Solicit proposals or market and promote competition
- » Set meeting with organizing committee, facilitator, and key players to go over the selection and award process

# 1+ MONTH before event:

- » Appoint award committee
- » Depending upon how you plan to announce the awards, arrange for logistics of the award ceremony
- » You may also decide to announce the winners online and then later honor the awardees in a knowledge fair

#### 1 WEEK before event:

» Review and finalize all logistical aspects



# **DELIVERY PHASE**

- » Register participants/competition winner(s)
- » Document award ceremony with video, photographs
- » Conduct interviews with competition winner(s)
- » Hold networking and knowledge sharing activities

# FOLLOW-UP PHASE

- » Conduct evaluation
- » Disseminate the results of the competition
- » Close out finances

# ILLUSTRATIVE EXAMPLE — SEQUENCING ACTIVITIES FOR THE COMPETITION AND AWARD CEREMONY





**e-Discussion** with staff and consultants to create a set of criteria for judging submissions



**Survey** used by a team of judges to determine winners and runners-up





Poster session where each winner presents their idea visually



**Lightning talks** for contestants to very briefly and convincingly market their idea



Interview of winner(s)





Survey to document lessons learned



**After-action review** to determine what needs to be adjusted for future competitions

# CASE EXAMPLE — A COMPETITION/CHALLENGE CAN LEAD TO ACTION

St. Lucian program managers and technical staff in the Ministries of Youth, Education, and Labor and some NGOs visited Brazil, Honduras, Panama, Jamaica, and Costa Rica to learn best practices used in programs for reducing crime among boys and promoting tourism. After the visits, the St. Lucian delegation supported a regional competition to identify best practices in school, school-to-work, and community-based programs for at-risk boys. Competition winners received funding to attend a conference in Jamaica and produce and disseminate brochures about their winning proposals. Subsequently, each country team participating in the conference drafted an action plan for promoting and developing at-risk youth programs in their country. Before this initiative there was no evidence-based approach available in St. Lucia; now successful case stories are available online to assist the entire region.

Source: The World Bank, St. Lucia and the Caribbean Collaborate to Support "At-Risk" Boys, http://wbi.worldbank.org/sske/result-story/2592

#### **TIPS FROM THE FIELD**

# **Planning**

- » Identify a set of criteria for jurors.
- » Make sure you select experienced professionals as jurors.
- » Identify and roll out a marketing plan for the competition.
- » Consider pairing a competition with a knowledge fair.

# Delivery

- » Maintain a transparent and fair process for selecting the finalists and winners of the competition.
- » Determine what type and level of incentives you need to interest people in the competition.

# Consider Social Media

- » Microblogging tools such as Twitter generate buzz and build awareness of the competition. Use them for open dialogue on the benefit of the competition and its rules and solicit feedback to help improve the competition's overall implementation.
- » Use photo sharing tools such as Instagram to visually document your event and invite audience members to submit photos using a designated hash tag. This will drive traffic back to your site.
- » If you need to market your competition and generate buzz before the event, use a **social networking** site such as Facebook to share the logistics and rules of the competition, engage your champions, and prompt conversations.



# WHAT IS A KNOWLEDGE JAM?

A facilitated conversation between knowers and doers (change agents) to surface hidden know-how around targeted topics and to translate knowledge into action.

- » initiating new and improved actions.
- » eliciting hidden know-how around targeted topics
  - > with brokers (doers or change agents) who are driven to make sense of the ideas, as they are charged with the responsibility to act.
  - > in a systematic and efficient way. It is a five-step process and the primary elicitation process takes approximately 90 minutes.
- » channeling knowledge into action by explicitly propelling the group towards a deliverable from the knowledge exchange.
- » solving problems using a task force model: the brokers' deliverables drive the agenda.
- » surfacing facts, ideas, and insights that no one person could have on their own.
- » inquiring safely into what did or could happen, capturing participants' words, protecting anonymity.

# **HOW TO USE IT**



#### 3+ MONTHS before event:

- » Prepare concept note stating where tacit knowledge of experts and teams could improve processes, accelerate innovation, or expand margins
- » Identify originators (knowers) and brokers
- » Set topic and scope of project
- » Identify facilitator

# 2+ MONTHS before event:

- » Conduct planning meeting with facilitator and representatives from originator and broker groups
- » Draft the agenda for the "discover-capture" step. The discover-capture step is the central piece of the five-step knowledge jam process and is where the tacit knowledge is elicited and captured.
- » Choose virtual or in-person forum
- » Plan social media role
- » Identify champions in originators' and brokers' organizations
- » Have facilitator interview several participants

# 1 MONTH before event:

- » Prepare logistics for the discover-capture step, including templates and Web conference technology
- » Set up collaboration or social media tools



### **DELIVERY PHASE**

- » Set up space -- physical or virtual (if physical, originators face brokers)
- » Open discover-capture event by describing why it's needed
- » Set ground rules: e.g., use shared data, drive for clarity, offer anonymity, use a parking lot, demonstrate "common curiosity" (everyone must participate and help grow the shared insights)
- » Use scaffolding to capture participants' words
- » Capture all comments for everyone to see using an overhead projector or a shared desktop tool, using the discover-capture template

# FOLLOW-UP PHASE

- » Finalize all notes from discover-capture event with the help of participants, who validate quotes, and guard appropriate anonymity
- » Draft executive summary and send to all participants
- » Facilitator assists brokers to extend insights to fit their organization's issues
- » Brokers follow up with originators on open issues
- » Brokers translate discovery into action
- » Facilitator works with the brokers and originators to ensure action is taken, measured, and reported back to the sponsor

# ILLUSTRATIVE EXAMPLE — SEQUENCING ACTIVITIES FOR YOUR KNOWLEDGE JAM

# A knowledge jam involves a five-step process:

# 1. Select



» Brainstorm with sponsor face-to-face or virtually, to select the topic

# 2. Plan



- » Interview participants to foster curiosity
- » **Organize** the knowledge jam, agree on role of each player, and prepare scaffolding (e.g., agenda)
- » Conduct focus group with knowledge originator and broker to draw up a list of topics for discover-capture step

# 3. Discover-capture



- » Use scaffolding and good facilitation to engage the group in sharing experiences
- » **Use conversation disciplines:** Poster of openness, Pursuit of diversity, and Practices of dialogue

### 4. Broker



- » Share collective knowledge draft with brokers and originators and refine with their input. Brokers can meld learning into methods, products, and solutions for their home organizations
- » **Use e-discussions** to follow up with brokers and originators regarding implementation

# 5. Reuse

» **Measure** the use of the knowledge in practice and the return on investment

# CASE EXAMPLE — KNOWLEDGE JAM CAN MAKE AN "IMPROVISED" SUCCESS REPEATABLE

A team of engineers with Intel Solution Services did a proof of concept for the first Wifi installation on commuter trains in August 2006. Heralded in the local press, the team had overcome considerable obstacles within a tight time frame, and Intel wanted to streamline, codify, and potentially offer the process to other clients. The knowledge jam helped Intel Solutions Services designers (brokers) understand how the team of engineers (originators) met their design objectives, despite antennae deterioration issues, vibration issues, challenges of negotiating track time with rail operators, and insufficient poles to back haul the signal to a network operating center. During the knowledge jam the brokers were able to get a clear picture of the hidden costs and time requirements in such an effort and to begin to define the full construction strategy beyond this proof of concept.

Source: Sharing Hidden Know-How. 2011, Jossey Bass/Wiley

#### **TIPS FROM THE FIELD**

- » Make sure that the brokers have the authority to act. Hold a planning meeting with representatives of the originator and broker groups to outline the agenda and determine what the participants will capture during the knowledge jam.
- » The process can be accelerated to capture knowledge before it "walks out the door." As knowledge jams are usually done virtually, do pre-interviews and get participants' photos to improve trust.
- » Edit the knowledge jam notes and send them to participants within 24 hours. Have them make corrections or share additional thoughts.
- » Don't let up work with brokers to help them translate the knowledge into action
- » Sometimes you need multiple knowledge jams as topics need more attention, or you need to include another originator or broker.
- » Use a template for capturing notes in real-time with three columns: Topics (prepared ahead, with one row each), Discussion (to capture words of the speakers), and Summary (often filled in after the event).
- » Consider using social media:
  - > Collaborative tools are great for knowledge jams: Google docs for sharing and editing documents concurrently, Google Hangouts for video conferencing, YouTube for sharing video, and a photo sharing app to create a photo album of the knowledge jam (if participants agree).

#### **IDEA JAMS VS KNOWLEDGE JAMS**

**Idea jams** (face-to-face or virtual) involve the wisdom of the crowds principle; in contrast, knowledge jams focus on a generative conversation among a smaller group of people. If virtual, an idea jam involves many people interacting in an online space during an allotted timeframe. Online jams maintain the same principle of any online forum. Registered users add comments, respond to other users, and generate dialogue by interacting with other users from around the world in real time.

The Jam methodology was designed by IBM and has been used since 2003 to promote virtual debate that is focused, involves asynchronous participation, and is held for a limited time. It is concerned with the exchange of ideas based on experience, knowledge, and lessons learned.



# WHAT IS A MULTI-STAKEHOLDER DIALOGUE AND CONSULTATION?

A facilitated series of conversations among stakeholders/peers to gain multiple perspectives and deeper understanding, reach consensus, or encourage action.

- » facilitating trust and communication among key stakeholders.
- » enhancing commitment to agenda/group.
- » sharing practical experience and diverse perspectives.
- » strengthening multi-stakeholder coalitions.
- » increasing access to resources and practitioners.

# **HOW TO USE IT**



# 4+ MONTHS before event:

- » Prepare concept note
- » Identify delivery/ implementation team
- » Determine budget and funding
- » Select dialogue/consultation format (face-to-face, virtual, or both)
- » Identify possible venues
- » Develop an action plan

### 2+ MONTHS before event:

- » Select and confirm venues
- » Contract all vendors, including hotel/venue, event manager, catering, and interpretation
- » Draft terms of reference for moderator/facilitator
- » Prepare all materials
- » Organize consultation meetings
- » Send out invitations
- » Plan for monitoring and evaluation

# 1+ MONTH before event:

- » Prepare agenda
- » Send resource materials to participants
- » Contract moderator/facilitator
- » Confirm agenda with participants and resource people
- » Prepare survey
- » Plan for documenting implementation



# **DELIVERY PHASE**

- » Register participants
- » Review housekeeping information
- » Motivate and empower participants
- » Document exchange
- » If delivered virtually, ensure all sites participate equally, coordinate session management by checking on connections, Web streaming (if any), and interpretation (if any)



- » Conduct survey
- » Document process, lessons learned and follow-up actions
- » Edit videotapes (if available) based on objectives and follow-up actions
- » Implement next steps
- » Report on results

# ILLUSTRATIVE EXAMPLE — SEQUENCING ACTIVITIES FOR YOUR MULTI-STAKEHOLDER DIALOGUE/CONSULTATION





**Brainstorming meeting**, face-to-face or through video-conference, with organizing team to agree on modality



**Focus groups** with key stakeholders to agree on scope, speakers, and participants



**Interview** of some participants to gauge interest





**Expert panel** to open session and report out



**Peer assists** to transfer tacit knowledge from one group of peers to another



Knowledge café to surface collective knowledge



**Anecdote circle** to engage the group in sharing their experiences





**Survey** to gather feedback and assess lessons learned



**Action planning** describing how participant(s) will apply the learning gained



e-Discussions between practitioners to continue conversation

#### CASE EXAMPLE — DEVELOPING A PARTICIPATORY PROCESS THROUGH A SERIES OF CONSULTATIONS

Following protests against all the oil and gas operators on Sakhalin island, the Sakhalin Energy Investment Company (SEIC) developed a plan to comply with policy requirements of potential lenders, and initiated a consultative and participatory process to improve its relationship with indigenous people on the island. The objectives were to (i) mitigate project impact on indigenous peoples, and (ii) provide a framework for the delivery of socio-economic benefits to indigenous communities. The process included

- » a first round of consultation events with community leaders, members of the indigenous communities, and other stakeholders involved in the oil and gas industry to agree on the plan's objective;
- » guidance and feedback to the company team preparing the plan from a Working Group of company staff and consultants, as well as representatives of the Sakhalin Indigenous Minorities Peoples Council;
- » a second round of consultations and a report for stakeholders with a tentative outline of the project components; followed by
- » a third round of consultations (which lasted three months) to assess the proposed mitigation measures and social program benefits that had been developed based on previous rounds of consultations.

#### TIPS FROM THE FIELD

# **Planning**

- » Consider using dialogues or consultations when the challenge is weak stakeholder ownership and the participants need to reach agreement on local, regional, or global issues.
- » Include a strong planning component, including assessing support for the dialogues among key players.
- » Determine what would be necessary to move towards this collaborative process.
- » Make detailed background information available that can move stakeholders toward informed decisions
- » Invite people who will contribute to the dialogue or consultation and who will be affected by the outcome.

# Delivery

- » Have a facilitator skilled in collaborative processes.
- » Closely track and document any recommendations or agreements coming out of the process.

# Consider Social Media

- » Social networking sites such as LinkedIn and Google+ can be used to identify experts and engage with them.
- » Online conferencing tools such as Google+ Hangouts for one-to-many exchanges.
- » Twitter chats with a designated hash tag are good for curating content and topics.

### CASE EXAMPLE — MULTISTAKEHOLDER DIALOGUES HELP TO DISSEMINATE EXPERT KNOWLEDGE

The Latin American Water Funds Partnership, which includes the GEF, sponsored two experts from Ecuador to travel to Lima to share their experience with senior officials and multiple stakeholders in Peru's water and environment sectors. Over 2 days, some 20 officials from Peru learned how to operate a water fund, the roles played by the government, private sector, and the water utility, and the monitoring required for success. The expert visit was followed by multi-stakeholder dialogues in Peru involving representatives of the water utility and regulators—National Water Agency, the Ministry of Housing, Construction and Sanitation, and the Ministry of Environment—on how best Peru could replicate Ecuador's success. Consensus from these multistakeholder interactions fed into the draft of the Mechanisms for Ecosystem Services Compensation Law passed by Parliament in 2014.

Source: Getting the Price of Water Right: Peru's Water Tariffs and Source Water Protection, http://fundosdeagua.org/sites/default/files/tnc-peru-tariff-english.pdf



The same instrument used in a different project or program phase can yield different outcomes. For example, an expert visit can help raise awareness and build consensus at the project identification stage; in the project implementation phase, it can help overcome bottlenecks and build skills through coaching and hands-on support.





# **INSTRUMENTS**

LONG-TERM ENGAGEMENT







### WHAT IS A COMMUNITY OF PRACTICE?

A group that interacts regularly on a common topic to learn from one another.

### **BEST USED FOR**

- » enhancing connectivity and strengthening relationships among peers
- » energizing professional networks
  - > at global, regional, country, community, and institutional levels.
  - in multiple modes (face-to-face and virtual activities).
  - > as formal or informal arrangements.
  - > with a lead coordinator for management purposes.
- » sharing experiences, lessons learned, and best practices.
- » generating new ideas.
- » capturing and sharing tacit knowledge.

### KNOWLEDGE EXCHANGE INSTRUMENTS

### **HOW TO USE IT**



### 4+ MONTHS before event:

- » Prepare concept note, identify target members, establish community value proposition
- » Determine human resource needs both within and outside your team
- » Hire community manager

### 2+ MONTHS before event:

- » Choose collaboration platform, confirm payment issues, and clear any security concerns
- » Prepare community launch plan/engagement plan key activities and tasks to be performed and by whom, including a social media outreach strategy for recruiting members

### 1+ MONTH before event:

- » Arrange an online or offline event (soft launch) to begin engaging champion members
- » Set up site analytics
- » Test and troubleshoot platform with initial members

### 2+ WEEKS before event:

- » Create content for the community: blogs, photos, videos, etc.
- » Ask identified community champions to invite new members
- » Officially launch community



### **DELIVERY PHASE**

- » Execute community engagement plan welcome new members, send newsletter updates, survey members, organize and advertise meetings, webinars, conferences
- » Grow community: set membership growth and engagement targets
- » Measure community: use website analytics, track community membership and participation, create a list of benchmarks and indicators to track over time
- » Report progress monthly and annually
- » Check in with membership and partners regularly, make adjustments as needed

### FOLLOW-UP PHASE

- » If decision is made to terminate or transition community, prepare a transition or termination plan
- » Communicate the plan to community members regularly, and openly seek their input well in advance
- » Document the process and lessons learned

### ILLUSTRATIVE EXAMPLE — SEQUENCING ACTIVITIES FOR YOUR COMMUNITY OF PRACTICE





**Action planning** meeting to clarify target audience, value proposition, engagement plan, benchmarking and implementation goals of the community



**Focus groups** of community members for feedback on platform features, content, design, and ease-of-use





A series of **peer assists** with experts from the field to create regular content and activity for the community



**Interviews, surveys, e-discussions, anecdote circle**, and various **storytelling** activities help develop and grow the community





**Poster session** as part of a conference to increase awareness of the community



Survey to assess what worked and what didn't

### CASE EXAMPLE — COMMUNITY OF PRACTICE FACILITATES LONG-TERM KNOWLEDGE EXCHANGE AND COLLABORATION

With assistance from the GEF and the Food and Agriculture Organization of the United Nations (FAO), Bangladesh, India, Indonesia, Malaysia, Maldives, Myanmar, Sri Lanka, and Thailand have been collaborating through the Bay of Bengal Large Marine Ecosystem (BOBLME) Project to improve regional management of the Bay of Bengal environment and its fisheries. Between 2013 and 2015, presentations at three workshops held in Sri Lanka, India, and Thailand as part of the transboundary diagnostic/strategic action plan (TDA/SAP) process enabled participants to share knowledge, update training in analytical techniques, and improve their understanding of Indian mackerel genetic stock structure throughout the region. The enhanced connectivity led to formation of a collaborative working group comprising scientists from the 8 BOBLME countries, establishing working relationships between scientists from 8 national genetics laboratories/ fisheries agencies. This community of practice continues to function, and the knowledge generated and shared across national boundaries is contributing to improved regional governance of ocean resources.

Source: The Bay of Bengal Large Marine Ecosystem Project, http://www.boblme.org/

### KNOWLEDGE EXCHANGE INSTRUMENTS

### TIPS FROM THE FIELD

### **Planning**

- » Consider recruiting topic experts who can provide cutting-edge knowledge and experience to community members as volunteers or additional staff for the community.
- » Learn the unwritten rules of your target audience: how they behave both on- and offline, where they go to get information, what times of day they are more likely to be online, and what their interests are.
- » Consider the value proposition when developing your community engagement plan: what will participants get from this community they cannot get elsewhere?
- » Clarify expectations and include a detailed list of planned activities or events.

### Delivery

» Identify and encourage champion members (i.e., those who contribute actively to the community).

### **Consider Social Media**

- » Web 2.0 tools to facilitate collaboration and connections.
- » Social Networking tools such as **Facebook** to increase awareness and generate buzz about the community.
- » Google Apps for seamless collaboration among community members through access to YouTube, Google maps, and online conferencing with Google+ Hangout. Participants can also share and edit documents with Google docs.
- » Twitter for increasing engagement within your community. Use it to broadcast events, report out recent activities, share photos, and host online events such as Twitter chats.

### A BOOK SPRINT CAN BRING OUT TACIT KNOWLEDGE IN A COMMUNITY OF PRACTICE

Governments around the world spend an estimated US\$9.5 trillion every year through contracts. Yet contracting information is often unavailable for public scrutiny. Adding to the problems stemming from lack of transparency, money spent through these contracts is often poorly managed or misappropriated. Open contracting, norms and practices for increased disclosure and participation in public contracting, can address these challenges. The World Bank Institute brought together seventeen practitioners from the open contracting CoP, representing countries ranging from Brazil to Afghanistan, in a unique facilitated process called a book sprint – a race to collaboratively write and publish a "how to" guide to open contracting in five days.

The richness of this process goes beyond the product itself to include the conversations that took place while producing the book. The book sprint allows for the sharing and capturing of knowledge that often remains tacit and rarely gets codified. It helped establish a common language and understanding of open contracting. Most importantly, the community-building component created a sense of trust, ownership, and belonging.

"It's not really the book that truly matters, but the spirit of the collaboration to produce it." ~ Open Contracting book sprint participant

Source: Norma Garza, Knowledge Management, WBIOG - Open Contracting Team



### WHAT IS TWINNING?

The pairing of one institution with a similar but usually more mature institution for a mutually beneficial partnership.

### **BEST USED FOR**

- » initiating new and/or improved actions
- » enabling long-term cooperation
  - > at the institutional level as one-way or two-way twinning.
  - > to meet the needs of both institutions involved.
  - > as a formal or informal arrangement.
- » sustainable cooperation that continues after project completion.
- » enhancing organizational capacity.
- » integrating training and technical assistance.

### KNOWLEDGE EXCHANGE INSTRUMENTS

### **HOW TO USE IT**



### 7+ MONTHS before event:

- » Option 1 you are approached by an organization for a twinning arrangement
- » Option 2 you identify the need for a twinning arrangement; i.e., you have identified your learning or skills gap

Prepare a project plan (based on option picked)

- » Option 1 clarify expectations and agree on objectives
- » Option 2
  - > prepare RFP for twinning arrangement
  - > collect proposals from knowledge providers
  - > select twinning partner

### 5+ MONTHS before event:

- » Knowledge provider and recipient organization jointly
  - > prepare work plan
  - draw up twinning agreement/contract with detailed budget, project team, time frame and key milestones
- » Develop a monitoring plan
- » Hire an auditor to review contract

### 1 MONTH before event:

» Organize a meeting to agree on launch



### 12+ MONTHS

- » Have experts from recipient institution implement the activities as agreed in contract
- » Organize (virtual or face-to-face) monthly meetings to touch base, assess progress, and brief on new developments
- » Monitor progress of twinning arrangement through quarterly reports

### FOLLOW-UP PHASE

- » Conduct project review mission
- » Conduct evaluation of twinning arrangement
- » Prepare final report
- » Consider creating a community of practice to continue partnership and skill sharing to maintain momentum
- » Close out finances

### ILLUSTRATIVE EXAMPLE — SEQUENCING ACTIVITIES FOR YOUR TWINNING ARRANGEMENT





Series of **e-discussions between** to two institutions



**Action planning** to lay out objectives and key capacity outcomes and settle on a project team





**Focus groups** to monitor project implementation and **brainstorm** on possible solutions to challenges



**Secondment** arrangements to effectively share knowledge and build capacity



A series of **peer assists**, organized by each of the secondees from the partnership, allowed staff to share experience, exchange best practices, and strengthen the coalition





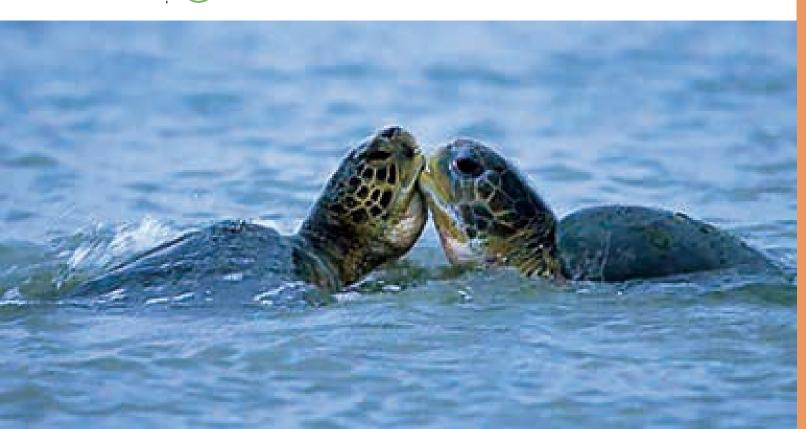
Exit interviews of secondees



**Survey** to determine and evaluate the final results



Action planning session to implement lessons learned



### KNOWLEDGE EXCHANGE INSTRUMENTS

### TIPS FROM THE FIELD

### **Planning**

- » Allocate enough time to develop the twinning project; make sure you identify the appropriate partner.
- » Plan, plan, plan, and then plan some more, especially for formal twinning arrangements.
- » Attain commitment and understanding at all levels of both organizations.
- » Ensure financial and operational impacts are clear and accepted by all parties.

### Delivery

» For long-term sustainability, make sure that both your organization and your selected partners have the organizational maturity to handle the in-depth commitment that twinning entails.

### Consider Social Media

» Use tools such as WordPress and Tumblr to create blogs for documenting progress and lessons learned from the twinning.

### **CASE EXAMPLE — A TWINNING ARRANGEMENT CAN ENHANCE PRODUCTIVITY**

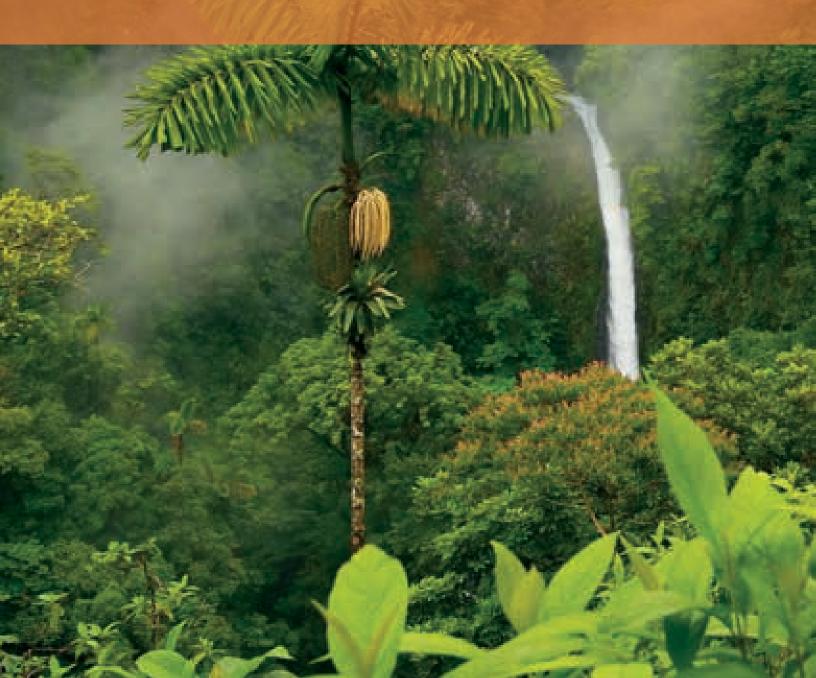
In 2009, the World Bank asked the Center for Tropical Agricultural Research and Teaching (CATIE), which had developed various silvopastoral techniques to rehabilitate landscapes degraded from livestock production, to provide technical assistance to Tugi village in the Gutah Hills of the North West Region of Cameroon, where the ecological conditions are similar to those in the highlands of Central America. Under a twinning arrangement, CATIE advised and supported the Akwi Memorial Foundation (an NGO devoted to alleviating poverty in West Cameroon) in implementing the Tugi Silvopastoral Project (TUSIP). With consistent support, TUSIP's innovations and approaches are helping to improve the productivity and environmental sustainability of small-scale crop and livestock production in Tugi village.

Source: The World Bank, Trading Knowledge about Sustainable Agro-Pastoral Techniques, http://wbi.worldbank.org/sske/result-story/2161



A combination (blend) of instruments is very effective, especially when there are entrenched development issues or complex challenges, such as those requiring political buy-in or the transfer of substantial technical know-how. You might start a knowledge exchange initiative, for example, with a conference to raise awareness of new development options, then form a community of practice to enhance networking and sustain learning, and follow up with study tours to build trust and client ownership of new reforms.





### PRESENTATION ACTIVITIES



Demonstration



**Expert Panel** 



Lightning Talks Poster Session Buzz Session





Report



Storytelling

### **DISCUSSION ACTIVITIES**



Anecdote Circle



Brainstorming





e-Discussion



Knowledge Café



**Peer Assist** 

### **ACTIVITIES**

The activities are organized under four categories: presentation, discussion, experiential and analytical. Each category emphasizes different types of communication and interaction among participants.

### **EXPERIENTIAL ACTIVITIES**



**Book Sprint** 



**Fishbowl** 



**Role Play** 



**Simulation** 

### **ANALYTICAL ACTIVITIES**



**After Action** 



**Interview** 





**Focus Group** 



**Assessment** 



**SWOT Analysis** 

### Liberating Structures!

**Action Planning** 

Field Visit

**Learning Station** 

**Secondment** 

In addition to the activities above, explore the use of Liberating Structures. A set of 33 knowledge exchange activities to include and unleash everyone's ideas. http://www.liberatingstructures.com



## ACTIVITIES

PRESENTATION ACTIVITIES



Demonstration



**Expert Panel** 



**Lightning Talks** 



**Poster Session** 



Report



Storytelling

### DEMONSTRATION



### WHAT IS A DEMONSTRATION?

An expert showing how to use a product or perform a procedure; also used to showcase a new product or process in order to market and spread innovations.

### A DEMONSTRATION ACTIVITY MAY BE ORGANIZED

- » at the implementation stages of a project.
- » for smaller groups (5 to 20 people).

### **USE IT TO**

- » apply knowledge or master a process.
- » have a high level of participant involvement.
- » share practical experience or process steps.
- » share innovations and good practice.
- » enable knowledge transfer within one's own context.

- » Ensure that the expert has good pedagogical skills and adapts the demonstration for the needs of the audience.
- » Make follow-up discussion, practice and/or performance support available to help with practical application in the participant context.
- » It helps to have two people running a demonstration activity—one to run the demonstration and the other to speak about what is being demonstrated.
- » Encourage the expert(s)/presenter(s) to embrace questions and concerns, delve deeper to clarify, and involve the rest of the participants in answering questions.
- » Make sure that each participant has an opportunity to practice what was demonstrated.



### WHAT IS AN EXPERT PANEL?

A moderated set of presentations on the same topic addressed from various angles by a group of people with specialized knowledge.

### AN EXPERT PANEL MAY BE ORGANIZED

- » virtually or face-to-face.
- » as a moderated activity.
- » at the delivery stage of a project.

### **USE IT TO**

- » provide multiple perspectives on a topic.
- » raise awareness about a topic or an issue.
- » lend credibility to a topic by providing an expert perspective.
- » enable knowledge sharing.

- » Choose panelists for their knowledge, communication skills, and effectiveness as speakers.
- » Provide panelists with background information about participants and the relevance of the topic area for them.
- » Hold a briefing (virtual or face-to-face) with panelists at least two weeks before the event to familiarize the moderator and all the panelists with the content of the presentations.
- » Encourage participants to learn about the topic before the event; provide or suggest appropriate background documents. This communication can be done virtually.
- » Good moderation is critical to the success of an expert panel.
- » When planning the activity, consider what you will do if
  - > you are running out of time.
  - there are too many participants, or not enough.
  - your desired panelists require compensation -- do you have an adequate budget?
  - you can't get enough panelists to participate.
  - one or more panelists can't participate at the last minute.
  - > the equipment malfunctions.

<sup>\*</sup> Keep in mind that an expert panel is not useful by itself when the learning objective is to apply, analyze, or integrate knowledge, or to create information.

### LIGHTNING TALKS



### WHAT ARE LIGHTNING TALKS?

A series of short presentations on the same or diverse topics by different speakers lasting a few minutes each as part of a single session.

### LIGHTNING TALKS MAY OCCUR

- » virtually or face-to-face.
- » as a moderated activity with each talk lasting five minutes.
- » with experienced practitioners.

### **USE IT TO**

- » raise awareness about one or more topics in a short amount of time.
- » report on project or group results and good practices.
- » enhance individual or group capacity to prepare succinct reports or presentations.
- » offer new perspectives.

- » Organize lightning talks like "speed dates." The idea is that participants can experience many different ideas in a short amount of time.
- » Advance preparation is key to a successful outcome. Have presenters work with a coach or facilitator to prepare for the talk.
- » Ask each presenter to do a dry run of their presentation to ensure that all goes as expected.
- » Give presenters a checklist that addresses what they are expected to do during the session to stay on track, and what to expect after they are done.
- » Sequence the lightning talks so the audience can make sense of the issues being presented. Consider the overall message of the talks.



### WHAT IS A POSTER SESSION?

A presentation in a poster format, usually combining text and graphics, that engages presenters and participants in a conversation around the content of the poster.

### A POSTER SESSION MAY BE ORGANIZED FOR

- » a specific time-frame—posters are available only during certain times.
- » an open time-frame—posters remain available for perusal at any time during an event.
- » face-to-face delivery
  - tend to be displayed in one location, usually in a large room or designated space that may be part of an exhibit hall.
  - may include a reception to emphasize the informal tone of the poster session.
- » virtual delivery
  - > synchronous.
  - > asynchronous.
  - > both synchronous and asynchronous.

### **USE IT TO**

- » encourage continued reflection/ interaction on a topic.
- » showcase results/innovations or increase visibility of a topic or theme.
- » accommodate a large number of participants.
- » support network building and informal knowledge sharing.

- » Provide clear guidelines for poster creation, display, and engagement, such as
  - > the dimension of the poster.
  - > the type of poster (print, virtual).
  - when and how posters are showcased.
- » Include opportunities for presenterparticipant interaction and provide clear instructions as to how such interactions take place.
- » Organize a Best Poster award, if appropriate.
- » Include the e-version of the posters on your website as follow up.
- » Increase visibility and follow up by interviewing poster presenters.
- » Include the presenter contact information on the poster itself for those who want to have a follow-up conversation.
- » Create an informal and relaxed atmosphere during the poster session. The whole idea is to get presenters and participants talking about their projects at their leisure.
- » Consider it as an alternative to a presentation or sequencing it with a presentation, especially if you are trying to get participants to become aware of and increase the visibility of the overall results.



### WHAT IS A REPORT?

An oral or written presentation that summarizes and highlights topic- or theme-based key points (concepts, data, processes, lessons learned, etc.).

### A REPORT ACTIVITY MAY BE ORGANIZED

- » virtually or face-to-face (oral).
- » as a moderated activity (oral).
- » for large audiences (either oral or written).
- » to structure/standardize the core message (either oral or written).
- » at any stage of a project.

### **USE IT TO**

- » share results from a project/survey/ assessment or to provide an update.
- » raise awareness, especially on topics where information is difficult to obtain.
- » stimulate new perspectives.
- » capture and reuse tacit knowledge.
- » enable knowledge sharing.

- » Prepare a reporting tip sheet for the presenters. Consider sharing the following tips:
  - Develop one overarching theme or key message and support that with no more than two or three secondary points.
  - If you are doing an oral presentation, keep it to 20 minutes; shorter oral presentations tend to be more effective.
  - If you use PowerPoint or other software, highlight main points by simply showing a headline or a few key words. This technique will keep the audience focused on what you have to say and not what is on the screen.
- » Use illustrations, examples, and stories that contextualize the information for the audience for both oral and written reporting.
- » End a report activity by summarizing or highlighting key messages.



### WHAT IS STORYTELLING?

A purposeful use of narrative that describes a practical outcome and is meant as a trigger for individuals, communities, or organizations to consider future action.

### STORYTELLING MAY INCLUDE

- » reference to original source, if story is being re-told.
- » context to set the scene.
- » people involved.
- » challenge that triggered the intervention/action.
- » description of intervention/action.
- » results and lessons learned.
- » images and objects.

### **USE IT TO**

- » share and capture tacit knowledge.
- » support deep understanding.
- » draw and focus attention on a topic.
- » enable knowledge sharing.

- » Use relevant visual hooks when you are sharing a story to capture the audience's attention.
- » Create a solid narrative, with beginning, middle, and end. Keep in mind that the beginning and the end are critical -- they are what tend to stay with the audience.
- » Make sure the key message or inspiration for action comes through.
- » Use true stories and keep the story simple so that you don't overwhelm the audience.

<sup>\*</sup> Storytelling is often sequenced with the anecdote circle activity when the goal of the exchange is to elicit multiple experiences based on a theme.

## **ACTIVITIES**

### **DISCUSSION ACTIVITIES**



**Anecdote Circle** 



Brainstorming



**Buzz Session** 



e-Discussion



Knowledge Café



**Peer Assist** 



### WHAT IS AN ANECDOTE CIRCLE?

An exercise that involves the use of story themes and story-eliciting questioning to engage a group in sharing their experiences.

### ANECDOTE CIRCLE MAY BE ORGANIZED

- » around themes using anecdote-eliciting questions.
- » for settings with a group of 4 to 12 participants
  - > often the participants are peers.
  - often the participants have worked on the same project.
- » with participants sitting in a circle or at a round table.
- » with a facilitator experienced in
  - anecdote-eliciting questioning techniques.
  - > blending with the group.

### **USE IT TO**

- » support process change such as
  - > team and relationship building.
  - > conflict resolution.
- » collect stories to evaluate complex projects.
- » enable knowledge sharing.

### **HOW TO USE IT**

- » Consider recording what is being said during the anecdote circle. This way you can harvest stories from the transcript.
- » Make sure that you engage a facilitator who is experienced in guiding and not leading. The group members should be sharing with each other, not telling their stories to the facilitator.

### ANECDOTE CIRCLES VS FOCUS GROUPS

Anecdote circles differ from focus groups in the following ways:

- » Thematic eliciting experiences rather than opinions
- » Exploratory exploring themes rather than having a hypothesis in mind
- » Neutral the results emerge as experiences are shared rather than expecting to identify a correct answer.

### BRAINSTORMING



### WHAT IS BRAINSTORMING?

The generation of ideas or solutions about a specific topic by tapping into the wisdom of peers and encouraging them to think of novel ideas.

### A BRAINSTORMING ACTIVITY MAY BE ORGANIZED

- » as a facilitated activity that motivates participants to contribute ideas or solutions.
- » at the initial stages of a project or process.
- » virtually or face-to-face.

### **USE IT TO**

- » generate new and creative ideas.
- » generate lists/checklists.
- » facilitate problem solving, consensus building, and teamwork.
- » motivate participants to invest in an idea or solution.
- » enable knowledge sharing.

### **HOW TO USE IT**

- » Since the key goal of brainstorming is to generate as many ideas as possible—original ideas or ideas that build from each other—select a brainstorming topic that is relevant to participants.
- » Quantity is what counts during brainstorming, not quality. It is important that participants be aware that "no idea is a bad idea."
- » Organize the session well: Make sure the brainstorm questions and guidelines are clear and that all participants understand the question and the process.
- » Encourage solutions from all participants; one or two people should not dominate the conversation.
- » A successful brainstorm should result in many bold and unique ideas that can then be analyzed, prioritized, and applied in relevant contexts.

### Q-STORMING VS BRAINSTORMING

Q-storming is very similar to brainstorming. Rather than seeking new answers and solutions, the goal of Q-storming practice is to generate as many new questions as possible around a specific topic. By doing so, you come up with open questions that could help you think through the challenge or problem that has to be resolved, or a difficult situation that has to be navigated.

This method is particularly effective when the team is confronted by a problem for which the solution has to be fully owned and implemented by the people involved in the Q-storming exercise, and the solution has to come from within.



### WHAT IS A BUZZ SESSION?

A very short discussion on a narrow topic that involves simultaneous small group work (usually in pairs) and stimulates contribution from each member of the participant group.

### A BUZZ SESSION MAY BE ORGANIZED

- » with a large number of participants and as an activity within a workshop or conference.
- » with an experienced facilitator who is able to easily adjust the flow of the activities, if needed.

### **USE IT TO**

- » tap into the knowledge and experience of each participant.
- » energize the group or as an icebreaker.
- » identify needs/solicit quick feedback on a narrow topic.
- » support generation of a large number of ideas.
- » generate group-level questions for speakers.
- » re-focus on core issues.

- » Carefully consider the outcomes you seek from a buzz session. Here are some examples of how to use a buzz session effectively:
  - > Follow a presentation with a buzz session. Ask audience members to talk for five to ten minutes to the person next to them about how key points in the presentation relate to their own experiences. This dialogue will bring out new perspectives and may also reduce questions, or lead to more informed questions, from the audience.
  - > Structure a buzz session so that two to three participants take turns interviewing each other. The facilitator(s) may instruct participants to allow each to talk for three to five minutes without interruption and then have a five minute discussion as a group.
  - Use a buzz session as an icebreaker at the start of a workshop with a brief one to two minute discussion on a narrow topic of common interest or expectation.

### **E-DISCUSSION**



### WHAT IS AN E-DISCUSSION?

A discussion that takes place online either synchronously or asynchronously.

### AN E-DISCUSSION MAY BE ORGANIZED

- » as an open informal discussion.
- » as a moderated discussion.

### **USE IT TO**

- » engage members of a community of practice.
- » examine topics in depth and allow for deeper reflection.
- » support coaching/mentoring.
- enable planning and collaboration at any stage of a project or program
   especially among geographically dispersed teams.
- » plan agendas with several participants and sustain learning and engagement among workshop and conference participants.

- » Consider using an asynchronous e-discussion when you need scheduling flexibility. Participants do not need to be available at a fixed time to discuss a topic; they may engage at their convenience within the established parameters of the e-discussion.
- » Also consider the following questions as you plan an e-discussion:
  - Are the expected outputs of the e-discussion clear?
  - Have you decided how to conduct the e-discussion session?
  - How involved should the moderator be in the e-discussion?
  - Is this going to be an open-ended, free-flowing discussion? Or are specific outcomes expected?
  - How have you ensured that all participants can access the e-discussion?
  - Will the selected tool accommodate the number of people wanting to participate?
  - How will you capture the results of the e-discussion session?
- » Provide moderator and participants with information on how to use the e-discussion tool/environment.
- » Provide clear instructions on how participants can ask questions, provide feedback, etc.



### WHAT IS A KNOWLEDGE CAFÉ?

Open, creative, facilitator-led conversations to surface collective knowledge, share ideas, and encourage collaborative dialogue in a relaxed, café-type environment.

### A KNOWLEDGE CAFÉ ACTIVITY MAY BE ORGANIZED

- » virtually or face-to-face.
- » as a part of large conferences, workshops, and knowledge fairs.

### **USE IT TO**

- » provide multiple perspectives on a topic.
- » surface and collect tacit knowledge and experience from a large group of participants.
- » support collective learning and build networks.
- » identify best practices.

- » Establish the café etiquette and environment to enable open dialogue through conversations. Rules might include listening carefully, taking turns in the conversation, and contributing your thinking.
- » Use good questions to drive the conversation. Keep the following in mind when writing the questions:
  - Use open-ended questions (questions that do not have a yes/no answer).
  - Use questions that encourage inquiry instead of advocacy.
  - > Test the questions ahead of time with key individuals to ensure that they are easy to understand.
- » Consider organizing your questions in idea/issue clusters for easier linking of conversation results to the core ideas/ issues.
- » An experienced facilitator is key to the success of a knowledge café. Also consider including scribes and notetakers to harvest the knowledge being shared.

# PEER ASSIST

### WHAT IS A PEER ASSIST?

A facilitated event in which peers with relevant experience share their knowledge and experience, usually in the form of best practices and lessons learned, with a team that has requested help on a specific problem, project, or activity.

### PEER ASSISTS ARE ORGANIZED

- » as facilitated sessions.
- » for groups of no more than 15 or 20 people, which include the Host Team (asking for input/assistance) and the Resource Team (peers from outside the team sharing knowledge and insights).
- either as a short session (90 minutes) or long session spread over several days.
   The length depends upon
  - > the complexity of the challenge.
  - the geographic range participants are coming from.

### **USE IT TO**

- solve a specific business challenge
   generally more useful for solving adaptive challenges.
- » enable knowledge transfer among peers.
- » support collective learning, crosslinkages, and networking.
- » stimulate new perspectives and new lines of inquiry.
- » increase willingness to learn from one another—establish an open culture of learning in an organization.

- » The host team should have clear outcomes and deliverables in mind.
- » Timing is key -- it should allow for the learning to feed into action.
- » Ensure that the resource team members bring recent experience and practical knowledge to share on the topic. You don't have to bring in the most senior people.
- » Select an experienced facilitator who can maintain a balance between telling and listening and prioritize action ideas and recommendations.
- » Keep the following core process steps in mind:
  - Ensure resource team participants clearly understand the context (including past efforts) and challenges.
  - The resource team should ask questions and have a dialogue with the host team to develop a good understanding of the issues (background materials can be sent ahead of time to resource team).
  - After the resource team has discussed the challenge and possible solutions, the host team needs to take the recommendations from the resource team without interrupting or defending past efforts and decisions.
  - Make sure to have a formal conclusion and feedback session at the end of the peer assist to summarize the outcomes. Generally someone from the host team will do this.

# **ACTIVITIES**

**EXPERIENTIAL ACTIVITIES** 



**Action Planning** 



Field Visit



**Learning Station** 



**Secondment** 



**Book Sprint** 



**Fishbowl** 



**Role Play** 



**Simulation** 

# ACTION PLANNING

### WHAT IS ACTION PLANNING?

A strategic exercise that results in a personal or group roadmap or timetable describing the specific steps that need to be taken to achieve a single or multiple objectives.

### ACTION PLANNING MAY BE ORGANIZED

- » as a facilitated activity that guides participants through action planning.
- » at the national, regional, community, institutional, and/or individual levels.

### **USE IT TO**

- » apply and/or localize knowledge.
- » create a tangible output and roadmap for follow-up action.
- » encourage ownership of follow-up actions
- » enable knowledge transfer.

- » The facilitator of the action planning activity should provide clear guidelines to participants about how to create an action plan; most importantly, the facilitator should guide the participants in writing a *realistic* plan.
- » For an effective action planning activity, participants should consider using the following steps:
  - Define what needs to be accomplished.
  - Assign roles and responsibilities.
     Also identify key stakeholders, as successful implementation depends on buy in from relevant stakeholders.
  - Prepare a list of activities, decide what is feasible (consider cost and resources), and prioritize.
  - > Break activities into discrete, measurable steps. It helps to write the projected actions as separate tasks that are both realistic and attainable. Make sure to identify the individual and/or organization responsible for each task.
  - Create a timeline with major milestones.



### WHAT IS A BOOK SPRINT?

A facilitated process that brings together a group of people to collaboratively produce a book in three to five days.

### **USE IT TO**

- » capture tacit knowledge.
- » codify knowledge, practitioners' experiences, and lessons learned.
- » exchange knowledge and results.
- » create a tangible product produce a book.
- » build, further develop, or engage a community of practitioners or team.
- » encourage ownership of follow-up
- » enable knowledge transfer.

### **HOW TO USE IT**

- » Identify and bring practitioners or key stakeholders together to collaboratively write a book.
- » The facilitator will guide participants through the different steps of collectively producing a book: concept mapping, structuring, writing, composing, and publishing the book.

For an effective book sprint, consider using the following sequence:

- » Define what you hope to accomplish and write a short concept note.
- » Identify who will coordinate the book sprint and assign team member roles and responsibilities.
- » Identify resources.
- » Prepare TOR and identify facilitator.
- » Work with facilitator on book sprint planning.
- » Finalize budget.
- » Identify participants and invite them.
- » Identify venue.
- » Finalize logistics.
- » Begin planning follow-up to the book sprint.
- » Participate in book sprint.
- » Immediately after sprint, publish book in e-book format, possibly hard copy version, and set up print-on-demand service.
- » Disseminate book online, via social media, and in face-to-face events; invite people to provide input.
- » Begin follow-up and use set up process to incorporate feedback into later book versions.

### WHAT IS A FIELD VISIT?

Physically going to a location that enables participants to experience project realities directly and meet with implementation teams and beneficiaries.

### A FIELD VISIT MAY BE ORGANIZED TO

- » last for one or several days.
- » include a team consisting of
  - a team lead, who works closely with organizers on the field visit program; is the point of contact during the visit.
  - visitors, who contribute to field visit conversations and report based on their expertise.
  - observers, who participate in field visit but do not have any reporting responsibilities.

### **USE IT TO**

- » gain new knowledge and/or learn directly from a project or program.
- » establish direct contact with beneficiaries, community members, and/or key stakeholders.
- » identify good practices.
- » build networks and partnerships.
- » support decision-making.

- » Assign a field visit lead from both the receiver and provider side to finalize the logistics for the visit.
- » Since many field visits include a team of visitors, it is important to make sure that all team members are prepared. Depending on the purpose and formality of the visit, it may be important to prepare a visitors guide that outlines roles and responsibilities and includes all relevant background information and documentation.
- » Schedule a pre-brief for the field visit team to review documents, clarify any questions, and also agree on the desired outcomes from the visit.
- » Consider providing a reporting template for participants to record their reflections.
- » Consider having a daily debrief for the field visit team to share and capture key takeaways and reflections.
- » Ensure that the field visit report (detailing the outcomes and next steps) is prepared and shared with relevant stakeholders in an interactive and engaging format/forum.



### WHAT IS A FISHBOWL?

A small group conversation or a dialogue process held in a setting which includes a larger group of observers/listeners.

A fishbowl is an experiential exercise that enables active participation through discussion by those inside the "fishbowl" and active observation by those outside of the "fishbowl." Think of the fishbowl as a center stage with observers sitting around it. A typical fishbowl setup has an inner circle of chairs for about five to eight people with more chairs for observers set around the inner circle.

### A FISHBOWL MAY BE ORGANIZED AS AN OPEN OR CLOSED SESSION.

- » Open fishbowls allow anyone in the audience to join the fishbowl during the discussion.
- » Closed fishbowls engage the participants in the fishbowl as intact groups, joining and leaving the fishbowl as one.

### **USE IT TO**

- » increase understanding of difficult or controversial topics.
- » support multiple perspectives and debate.
- » support problem-solving, especially for complex problems with no singleanswer solutions.
- » encourage active listening and reflection.
- » enable knowledge transfer.

- » Fishbowl requires an experienced coach who, in addition to good coaching skills, is knowledgeable about the subject matter.
- » Identify and work with the coach to decide on the structure of the activity.
  - Is it going to be an open or closed fishbowl?
  - > How much time will you allow for the interaction within the fishbowl?
  - How many fishbowl rounds are there going to be?
  - Do you need a facilitator in addition to the coach to ensure a smooth transition as members of the audience enter and leave the fishbowl?
  - Can the selected venue be set up for a fishbowl conversation that also offers good visibility for those observing?
- » Based on your expected results, prepare the observers' checklist. What should observers pay attention to?
  - > content, and/or
  - > process
- » At the end of each fishbowl, be sure to provide a summary of the key points, using the observer's checklist as a quide.

### **LEARNING STATION**



### WHAT IS A LEARNING STATION?

A dedicated space, usually at a project site, where project stakeholders display and discuss a completed project (or a project well into implementation), highlighting lessons and good practices emerging from their own work and experiences with respect to key project components.

### A LEARNING STATION ACTIVITY MAY BE ORGANIZED

- » Face-to-face –at project sites, preferably, or at a meeting venue if travel to a project site is not practical or possible;
- » For large groups of people to learn about a project by interacting with its stakeholders;
- » As a part of large conferences, workshops, and study tours.

### **USE IT TO**

- » Discuss multiple perspectives and ideas on a project component or topic;
- » Interact directly, face-to-face, with project managers, beneficiaries, co-financiers, and other relevant stakeholders;
- » Support collective learning and build networks;
- » Identify and demonstrate good practice approaches;
- » Experience the potential output of a project by touring, observing, and participating: seeing, touching, smelling, hearing, and even tasting goods produced by the project; looking through documentation (books, photos, maps, posters, etc.); watching audio/video presentations and photography exhibits; listening to expert presentations; engaging in roleplaying exercises; taking photos and videos; asking questions; and providing feedback to the project stakeholders.

- » Determine which project to showcase and identify key project stakeholders at all levels.
- » Identify key project components and decide how many Learning Stations need to be set up to showcase each component effectively.
- » Plan to hold Learning Stations at the project site or have project managers and beneficiaries bring the project components to the meeting venue to share with participants.
- » Engage an experienced facilitator to serve as a guide for each group and to moderate each group's interaction with stakeholders and among each other at the Learning Stations.
- » Consider documenting the engagement at each Learning Station by recording the activity and/or taking photos.
- » Divide meeting participants into small learning groups of 8-10 people.
- » Prepare and distribute "Knowledge Passports" that include information on the project, the agenda and timing of the Learning Station activity:
  - Participants receive a passport stamp at each Learning Station to confirm that they have visited it.
  - Participants can also document in their passport the knowledge sharing at each Learning Station and ultimately provide the organizers with feedback about the experience.



- Participants can keep their passports or submit them to the organizers afterwards.
- » Reconvene participants after they have visited all Learning Stations for debriefing on the key takeaways and share their observations with each other.
- » Ask each participant to complete an exit survey to rate the activity and provide feedback.

### **EXAMPLE: GEF KNOWLEDGE DAY AND LEARNING STATIONS**

The GEF has designed and used Learning Stations as part of its GEF Knowledge Days to facilitate learning and knowledge exchange during regional GEF Expanded Constituency Workshops (ECW). A GEF Knowledge Day is a full-day event that takes place immediately following an ECW that brings GEF Constituents together in a given region. This example shows how the GEF incorporates Learning Stations in their Knowledge Day activity.

When a field visit is part of the GEF Knowledge Day, Learning Stations are set up at a GEF project site. If travel to a project site is not possible, the Learning Stations are set up at the meeting venue in a space large enough to accommodate the various project components to be displayed and discussed.

Information materials that include a project summary, Learning Stations roadmap, and a GEF Knowledge Passport are distributed during the closing session of the ECW; participants are asked to review this material in advance of visiting the Learning Stations. Participants are also divided into smaller learning groups of 8-10 people in advance, and each participant is informed as to which group he or she is assigned.

The GEF Knowledge Day begins with a plenary session where the agenda and the learning objectives for the event are reviewed with the participants. Then, the participants divide into small, pre-assigned learning groups, and begin their tour of the project, moving from Learning Station to Learning Station, spending about 15 minutes at each station, listening to stakeholder presentations, asking questions, and engaging in discussions around lessons learned. Participants should be reminded to make good use of the passport as a reference tool for keeping notes, impressions, questions, and feedback.

At the end of the day, GEF holds a closing session where all participants come together to exchange their observations and share their takeaways from the Learning Stations. Before departure, participants are asked to fill out an exit survey, rating their experience with the GEF Knowledge Day. And with that final activity, the GEF Knowledge Day concludes.

For more information about the GEF experience with Learning Stations:

- » http://www.thegef.org/multimedia/gef-knowledge-day
- » https://www.youtube.com/watch?v=jfLQqwAuqow





### WHAT IS A ROLE PLAY?

An interactive exercise that allows participants to experience a situation from another's point of view, apply or develop skills to handle a conflict or a problem, and analyze the experience with the help of observers.

### A ROLE PLAY ACTIVITY MAY BE ORGANIZED

- » as a combination of virtual and face-toface interactions.
- » at any stage of a project.
- » with decision-makers and practitioners.

### **USE IT TO**

- » encourage different or new behavior.
- » encourage exploration and discovery.
- » develop appreciation for another's point of view.
- » strengthen consensus among multiple stakeholders.
- » develop skills to handle a conflict or make difficult decisions.

- Provide guidance for those participating in the role play.
   Participants need a set time limit and clear objectives.
- » Do not underestimate the importance of the facilitator in a role play.
- » Use the following checklist to prepare and conduct a role play.
  - Identify an overall objective for the role play.
  - Define the problem and establish a real-life scenario that is relevant to participants.

- Determine which roles are needed for the scenario and establish the characteristics of each role.
- Cast the roles, either by soliciting volunteers or suggesting individuals to play particular roles.
- Provide participants with a synopsis of the role they are to play.
- Advise remaining participants what they should look for and note as observers.
- > Facilitate the discussion and analysis.
- » To be effective, role plays should be unscripted and allow spontaneous action and conversations among the participants. In the discussion and analysis phase
  - ask the role players to comment first on the enactment to set the tone of the discussion.
  - > ask observers to
    - discuss what took place during the role play.
    - offer their own related experience and knowledge, not just their opinions.
    - discuss how the role play situation or problem relates to their work.
    - suggest how the situation could have been addressed differently or more quickly.



### WHAT IS A SECONDMENT?

The temporary assignment of a person to another department or organization.

### A SECONDMENT ACTIVITY MAY BE ORGANIZED

- » across departments within a single organization.
- » across organizations from home organization to host organization.
- » with a formal agreement (Memorandum of Understanding).
- » for a specific duration.

### **USE IT TO**

- » develop new proficiencies or enhance skills and expertise.
- » enable knowledge transfer.
- » support transparency and openness.
- » encourage different or new behavior.
- » support deep understanding of a subject area.

- » Make sure to have a formal agreement and terms of reference for a secondment. Consider including the following in that agreement:
  - exact duration, with start and end dates
  - > payment responsibilities
  - > duties to be performed
  - performance supervision and evaluation responsibilities, including leave
  - notice period for changes to the agreement, especially if the agreement allows for extension
  - contacts for home and host organizations and departments
  - > approval signatures
- » Through a secondment, participants are able to contribute as well as gain new knowledge and skills.
- » At the end of the secondment, the secondee takes new skills back to the home organization/department along with in-depth understanding of other contexts.

# SIMULATION ( \*\* \*)

### WHAT IS A SIMULATION?

A realistic, structured situation designed to engage participants in various interactions within a particular setting.

### A SIMULATION ACTIVITY MAY BE ORGANIZED

- » virtually and/or face-to-face.
- » to last for a few hours or days, depending on its complexity.
- » with the involvement of an experienced facilitator and/or team of facilitators and resource people.
- » for decision-makers and practitioners.
- » at any stage of a project.

### **USE IT TO**

- » practice new skills in a realistic, "realworld" environment.
- » develop proficiency in handling a complex role or specific equipment.
- » enable knowledge transfer.
- » analyze a given situation in depth.
- » support deep understanding of a subject area.

- » Developing a simulation is time and resource-intensive. It requires detailed planning and expertise.
- » In the planning phase, you need to
  - identify the purpose of simulation: education, research, training, decision making, planning, socialization, communication or other.
  - decide on the nature of the interaction among players and between players and the game.
  - decide on the media in which the simulation will be represented and played. Examples include cardboard, paper, or plastic playing pieces in board games; metal figures and model buildings in tabletop games; and virtual worlds and figures in a computer game. For digital games, media technology includes all kinds of digital technologies, such as software programming, video technology, digital animation, and network languages.
- » See if there is an existing simulation and/or game available that you can use before creating a simulation from scratch.
- » Do a full run-through of the simulation and/or game before the learning event. Debrief and encourage the pilot-testing group to evaluate their experience.
- » Capture the pilot group's feedback to improve the simulation and/or game and better align it with learning objectives before the launch.

## **ACTIVITIES**

**ANALYTICAL ACTIVITIES** 



After-action Review (AAR)



**Focus Group** 



Interview



Self-Assessment



Survey



**SWOT Analysis** 

# **AFTER-ACTION REVIEW**



#### WHAT IS AN AFTER-ACTION REVIEW (AAR)?

A structured review process for project teams to analyze what happened, why it happened, and what can be done better or differently in the future.

### DURING AN AAR, THE PARTICIPANTS ANSWER THE FOLLOWING QUESTIONS

- » What were the anticipated results?
- » What were the actual results?
- » What produced the actual results?
- » What will the team sustain or enhance?
- » What are some future opportunities to apply what was learned?

#### AAR MAY BE ORGANIZED

- » as a formal or informal review process.
- » with an external facilitator or with the team lead as facilitator.

#### **USF IT TO**

- » capture best practices and identify lessons to be learned from implementation experience.
- » capture multiple perspectives of what happened and why.
- » encourage feedback for improved performance.
- » enable knowledge transfer.

- » Keep in mind the following if you are the team leader and are facilitating an AAR:
  - > Remain unbiased.
  - Do not permit personal attacks among team members.
  - Engage all team members in providing feedback and solutions.
- » Within a knowledge exchange initiative, AARs can be conducted at various times: after an event, activity, task, etc.
- » Create and maintain an open and trusting environment during an AAR so that participants may speak freely. This is important to achieve best results.



#### WHAT IS A FOCUS GROUP?

A structured discussion protocol that brings together a group of people, typically unfamiliar with each other but with a common interest, to give their opinions on a particular topic or area.

#### A FOCUS GROUP IS ORGANIZED

- » generally for groups of six to eight.
- » with a facilitator experienced in focusgroup processes.
- » as a facilitated interview-based interaction that also allows for group discussion.
- » to be brief; however, it should last at least one hour.
- » to record the discussion and its outcomes.

#### **USE IT TO**

- » test assumptions for improved decisionmaking.
- » test target audience response/reaction to products/services/campaigns before they are launched.
- » support development of a strategic focus.
- » encourage participants to build on each other's perspectives.

#### **HOW TO USE IT**

- » Find an experienced facilitator who can
  - > be objective.
  - > listen well.
  - draw people into conversations in a group environment.
  - foster an atmosphere that enables information sharing.
- » Prepare an introduction script that
  - > explains the purpose.
  - > explains how the focus group will be conducted.
  - > describes the facilitator's role.
- » Make sure you explain to participants how you will capture their opinions.
- » Consider using consent forms, especially if the focus group is to be audio or video recorded.
- » Select a room that is conducive to discussion.
- » Prepare minutes or a summary document in a timely fashion (within three to five days after the focus group session is completed); review carefully before making decisions about next steps.

#### FOCUS GROUP VS QUESTIONNAIRE

Focus groups can capture more qualitative information than a questionnaire because discussion is organized around an interview approach. Questionnaires, however, are better for reaching a much larger audience; you don't have to schedule face time (virtual or face-to-face).

#### FOCUS GROUP VS INTERVIEW

A key difference between focus groups and interviews is that focus groups include multiple participants, which allows a discussion with several perspectives about a project or a topic. Unlike interviews, focus groups allow participants to build upon one another's responses and come up with ideas they may not have thought of on their own.



#### WHAT IS AN INTERVIEW?

A question-and-answer engagement with an individual about a specific topic, usually following a pre-determined set of questions.

## AN INTERVIEW ACTIVITY MAY BE ORGANIZED

- » with well-known experts and practitioners.
- » following a formal, semi-formal, or informal protocol.
- » in real-time, virtually, or face-to-face.
- » to be captured and shared.

#### **USE IT TO**

- » raise awareness about a topic, issue, or cause.
- » capture tacit knowledge.
- » lend credibility to a topic by providing an expert perspective.
- » share practical experience.
- » enable knowledge sharing.
- » replace a presentation.

#### **HOW TO USE IT**

- » Before conducting the interview, prepare your questions and a clear protocol. Share these with the interviewee ahead of time.
- » Be ready to dig deeper into the topic with follow up and clarification questions.
- » Make sure you capture the interview in print, or as an audio or video recording.
- » Decide how you plan to promote and share the interview.
  - Depending on your audience, you may select one or more ways to disseminate the interview: print, radio/podcast, and/or video/TV.
  - If you plan to broadcast the interview, consider if it is going to be live or prerecorded and edited.

#### **CELEBRITY INTERVIEW**

A celebrity interview allows high-profile individuals to

- » express their perspectives on a topic or theme.
- » contribute to the mass appeal of a development initiative.
- » give visibility to social causes.

Celebrity interviews can be conducted in a structured or informal way. It is important for the interviewer to establish rapport with the celebrity being interviewed.



#### WHAT IS A SELF-ASSESSMENT?

An evaluation of how an individual rates him/herself on a specific set of competencies, behaviors, or attitudes.

## A SELF-ASSESSMENT MAY BE ORGANIZED

- » using online or paper surveys.
- » as an in-person interview.
- » at the beginning or end of a project.

#### **USE IT TO**

- » learn what participants need from the knowledge exchange.
- » gauge changes in participant competencies, behaviors, or attitudes after the exchange.

- » Prepare a self-assessment plan that includes
  - > the goal of self-assessment.
  - > when to begin the assessment.
  - > how often to assess.
  - > who will complete the assessment.
- » Create self-assessment instrument.
- » Compare results of self-assessments to at least one of the following:
  - > actual performance data
  - > manager assessments
  - > industry standards
- » Draw lessons learned.



#### WHAT IS A SURVEY?

The gathering of data or opinions from participants using a structured set of questions.

#### A SURVEY ACTIVITY MAY BE ORGANIZED

- » virtually and/or face-to-face.
- » in real-time with immediate feedback.
- » over a set period of time.
- » at any stage of a project.

#### **USE IT TO**

- » monitor progress.
- » evaluate results.
- » capture participants' perspectives and opinions or surface areas of consensus.
- » conduct a needs assessment or prioritize areas of action.
- » enable knowledge sharing.

- » Use surveys before, during, or after a knowledge exchange to make learning more relevant, interactive, and useful for the participants.
- » Surveys are effective polling tools to prompt discussions, surface areas for consensus or stakeholder ownership, and prioritize important next steps or action items and outputs from knowledge exchanges.
- » Make sure you are asking the right questions. Once you determine the right questions for your context, check that they are written clearly and concisely. Keep the following in mind:
  - > Include simple instructions.
  - Use brief, tightly focused questions that cover one subject.

- > Check that the questions are not general, ambiguous, or leading.
- Follow good practice in designing the response options.
- » Use close-ended questions when appropriate and if you plan to aggregate responses. Developing the right questions is more time-consuming up front, but makes analysis of results simpler.
- » Use open-ended questions when you require a narrative response, and limit the number of response options. Carefully consider your capacity to process open-ended responses and how you will use them; narrative responses require more intensive data analysis for interpreting the results.
- » Use balanced rating scales and label each option on the scale to increase the likelihood that respondents understand the scale.
  - Provide space for additional explanation or comments at the end of your survey.
- » Pretest your survey before distribution ideally, with individuals similar to your respondents.



#### WHAT IS A SWOT ANALYSIS?

A structured examination to identify a program or organization's internal strengths and weaknesses as well as any external/internal opportunities and threats (Strengths, Weaknesses, Opportunities, and Threat Analysis).

#### A SWOT ANALYSIS MAY BE

- » conducted by a facilitator.
- » done individually by participants or in groups.
- » face-to-face or virtual.

#### **USE IT TO**

- » manage and eliminate weaknesses.
- » help increase awareness and as a prelude to strategy formation.
- » stimulate new ideas and uncover opportunities.
- » enable knowledge transfer.

- » Create a worksheet to help participants document their answers to these key questions:
  - Strengths
    - What do you do well?
    - What unique resources can you draw on?
    - What do others see as your strengths?
  - > Weaknesses
    - What could you improve?
    - Where do you have fewer resources than others?
    - What are others likely to see as weaknesses?

- > Opportunities
  - What opportunities are open to you?
  - What trends could you take advantage of?
  - How can you turn your strengths into opportunities?
- > Threats
  - What threats could harm you?
  - What is your competition doing?
  - What threats do your weaknesses expose you to?
- » Ask participants to identify the relative importance of strengths, weaknesses, opportunities and threats in relation to the knowledge exchange context.
- » Determine how you will analyze the answers and debrief with participants.
  - Consider creating a SWOT chart that shows the results visually.
  - > Consider how you will involve the participants in consensus building.
  - Consider using the final SWOT analysis matrix to identify additional knowledge exchange needs or build a roadmap of next steps.

<sup>\*</sup> A SWOT analysis is sometimes referred to as an internal-external analysis.





THE GEF KNOWLEDGE DAY AND LEARNING STATIONS: A GEF METHODOLOGY FOR EFFECTIVE KNOWLEDGE EXCHANGE AROUND PROJECT LESSONS AND GOOD PRACTICE







#### ✓ Knowledge Broker: The GEF Secretariat

Knowledge, a primary asset of GEF, is mostly generated by GEF investments during the project design and implementation and then documented in the form of lessons learned. The GEF Knowledge Day was designed to enable participants in a GEF Expanded Constituency Workshop (ECW) to learn about key project components, and discuss lessons and good practice approaches. Conceived by the GEF Secretariat, the ECW brings together GEF focal points, focal points from key environmental conventions (Biodiversity, Desertification, Climate Change and Persistent Organic Pollutants), civil society representatives, and staff from the GEF Secretariat and the GEF Agencies to discuss priority issues and share lessons and experiences from GEF projects and their integration within national policy frameworks in a particular region.

#### Knowledge Day and Learning Station Methodology

The GEF Knowledge Day follows a methodology that can be easily customized to every country and region as well as different project types and topic areas. The methodology facilitates learning and knowledge exchange around a particular GEF project through *Learning Stations*. It is at Learning Stations where project managers and beneficiaries display and discuss lessons and good practices emerging from key project components and interact with participants from diverse backgrounds, preferably at the

As part of a typical GEF Knowledge Day, ECW participants divide into small groups and, guided by a facilitator, visit five to eight Learning Stations per project. If the Knowledge Day is being held at the project site, participants tour the site in conjunction with each Learning Station; they learn about key project components

and respective outputs and meet key project stakeholders, including project managers and staff, beneficiaries, co-financiers and even local authorities. If a project site visit is not possible or practical, projects components are brought to the ECW venue where project stakeholders set up Learning Stations in a large meeting room. The GEF Secretariat and partner agencies take an active role as tour guides, facilitators and/or discussants, engaging participants throughout the process as they move from Learning Station to Learning Station.

At the Learning Stations, participants have an opportunity to actively learn about and interact with the project on display in various ways. They may see, touch, smell, hear, and taste goods produced by the project; or look through documentation (books, photos, maps, posters), watch topical documentaries, and listen to expert presentations; or participate in role playing to work



through particular challenges, take photos and videos to share with cohorts back home; and always ask questions and provide feedback to the project stakeholders. During the Knowledge Day, each participant also fills out a GEF Knowledge Passport, noting their observations at each Learning Station and responding to questions related to key project management principles highlighted at each Station in the context of the particular project component on display at that Learning Station. Participants receive a stamp at each Station after their visit.

### ✓ Successful Pilot in Trinidad and Tobago

A piloted GEF Knowledge Day took place in Trinidad and Tobago in March 2016 when the Learning Stations methodology was tested at the *Biodiversity Conservation*, *Ecotourism and Community Development* in the Arima Valley project site. This project was implemented by the UNDP-GEF Small Grants Program with the

ASA Wright Nature Center. During the GEF Knowledge Day visit, participants toured five Learning Stations at the Nature Center and beneficiaries and identified some of the project management at the Expanded Constituency a nature walk where participants learned more about biodiversity management at the Nature Center. submitted photos they took and shared their GEF Knowledge Passports with the organizers. gather invaluable feedback and understand whether the Knowledge Day met the initial objectives.

Two videos and an article were produced to showcase the pilot in Trinidad and Tobago and posted on the GEF website.

#### ✓ Replication

During and after the pilot, it became clear that there was a great deal of interest among other countries for participating in GEF Knowledge Days. There had been observable enthusiasm among the project managers, staff, and beneficiaries in wanting to share their experiences with other GEF partners from other countries that greatly contributed to the success of the pilot in Trinidad and Tobago.

Since the pilot and throughout 2016, there have been 13 GEF Knowledge Days in 13 Expanded Constituency Workshops with more than 700 participants from over 140 countries.







### **GLOSSARY**

- » **Change agent.** An individual who has a stake in the issue and who *can* and *will* initiate the actions needed to achieve the change objective.
- » **Change objective.** The change needed for participants to address the institutional challenges.
- » **Counterpart.** The individuals or groups with whom you engage in relation to a project or program and/or whom you identify as your beneficiaries and stakeholders. Counterparts often request the support of the broker to facilitate a knowledge exchange and are consulted starting at the earliest stages of planning and design. Counterparts can also be knowledge seekers or providers, depending on who you work with. Some counterparts may be involved in knowledge exchanges as actual participants.
- » Global environmental benefit. Measurable benefits that help safeguard the global environment such as: greenhouse gas emission reduction; improved energy efficiency; conservation of globally significant biodiversity; reduction in forest loss and degradation; etc.
- » **Global environmental goal.** The result or achievements that would generate global environmental benefits together with local socioeconomic improvements.
- » **Indicators.** Evidence of the achievement of intended intermediate outcomes from your knowledge exchange that is specific, measurable, attainable, relevant, and time-bound (otherwise known as SMART indicators).
- » **Institutional challenges.** Problems in three areas that limit the realization of the global environmental goal. These include the environment for change, policies for change and organizational arrangements for change.
- » **Intermediate outcomes.** New knowledge, enhanced skill, improved consensus, increased connectivity, and new and improved actions; these are results at the individual and group levels and are stepping stones towards the change objective.
- » **Knowledge exchange broker.** An intermediary organization or person that facilitates the exchange of knowledge through the creation of linkages between knowledge seekers and providers.
- » Knowledge product. An artifact created to impart knowledge such as publications and other written communications materials; and multimedia resources including photos, websites, videos, blogs.
- » **Knowledge provider.** A knowledge provider is someone who has a proven solution or development experience to share.
- » **Knowledge seeker.** A knowledge seeker is an individual or institution who would like to explore solutions to a challenge.
- » **Participant.** A participant is an individual who is taking part in the knowledge exchange initiative. Participants may be knowledge providers or seekers.
- » Stakeholder. A stakeholder is an individual and/or institution that has a stake in the success of a knowledge exchange initiative, a project or a program.

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## THE ART OF **KNOWLEDGE EXCHANGE**

A Results-Focused Planning Guide for the GEF Partnership



