

THE ART OF KNOWLEDGE EXCHANGE

A Results-Focused Planning Guide
for Development Practitioners in
the Water Sector

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DO YOU WANT TO...

- ✓ **Connect** clients to new information and opportunities across countries and regions?
- ✓ **Catalyze** innovative thinking and generate better development solutions for water-related challenges?
- ✓ **Inspire** collaboration between individuals, institutions, cities, countries, and regions?
- ✓ **Accelerate** decision-making and reform in the water sector?
- ✓ **Overcome** bottlenecks and enhance project impact?
- ✓ **Customize, replicate, and scale up** development solutions in the water sector?

ACKNOWLEDGMENTS

The Art of Knowledge Exchange Guidebook for Development Practitioners in the Water Sector was truly a team effort. The preparation of this customized guide was led by **Shobha Kumar** from the World Bank Group's Leadership, Learning and Innovation Client Services. The core team included **Yolande Coombes**, **Yianna Vovides**, and **Richard A. B. Crabbe**. It was Yolande's experience and extensive work with clients in the water and sanitation sector that sowed the seeds for this customized version.

This customized guide for water sector practitioners draws from the original guidebook, *the Art of Knowledge Exchange: A Results-Focused Planning Guide for Development Practitioners*, which is in its third edition. **Shobha Kumar** also led that team of contributors comprising **Aaron Leonard**, **Ryan Watkins**, **Yianna Vovides**, and **Brigitte Kerby**.

For this customized water-sector version of the guidebook, the team would like to thank **Abha Joshi-Ghani**, **Roby Senderowitsch**, **Laurent Besançon**, **William Kingdom**, and **Jyoti Shukla** for their support and thoughtful guidance. The content was peer reviewed by several World Bank colleagues, whose time and valuable input is greatly appreciated; in this regard, the team would especially like to thank **William Kingdom**, **Emily Christensen Rand**, **Bhavna Bhatia**, and **Pronita Chakraborty Aggarwal**.

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And a final appreciation goes to the water practitioners who asked for this customized Guidebook, which will surely benefit many others in sharing knowledge with their peers.

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ABOUT THIS GUIDE

Welcome to the customized edition of *The Art of Knowledge Exchange*

This edition, based on the original *Art of Knowledge of Knowledge Exchange: A Results-Focused Planning Guide for Development Practitioners*, is customized for practitioners in the water sector to facilitate designing, implementing, and measuring results from their knowledge exchange initiatives. While all water sector practitioners could use this informative guide, it is written for those who specifically broker knowledge exchange by connecting and facilitating engagements between knowledge seekers and knowledge providers working on water-related issues.

The guide also provides the tools to help you — the knowledge broker — play a more effective role in a knowledge exchange. This approach will help you to:

- » Consider knowledge exchange within a broader programmatic and development context for water;
- » Ensure your initiative is stakeholder owned and demand driven;
- » Determine the challenges to reaching a 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 and learning-focused manner;
- » Measure and report the results of a knowledge exchange initiative.

This guide includes and refers to case studies and other examples of successful knowledge exchange initiatives in the water sector and also the lessons learned from implementing these initiatives for high development impact. It also reflects the experience of dozens of World Bank Group staff, knowledge and learning professionals, government officials, and other international and development practitioners who have successfully integrated knowledge exchange as a part of a larger change process.

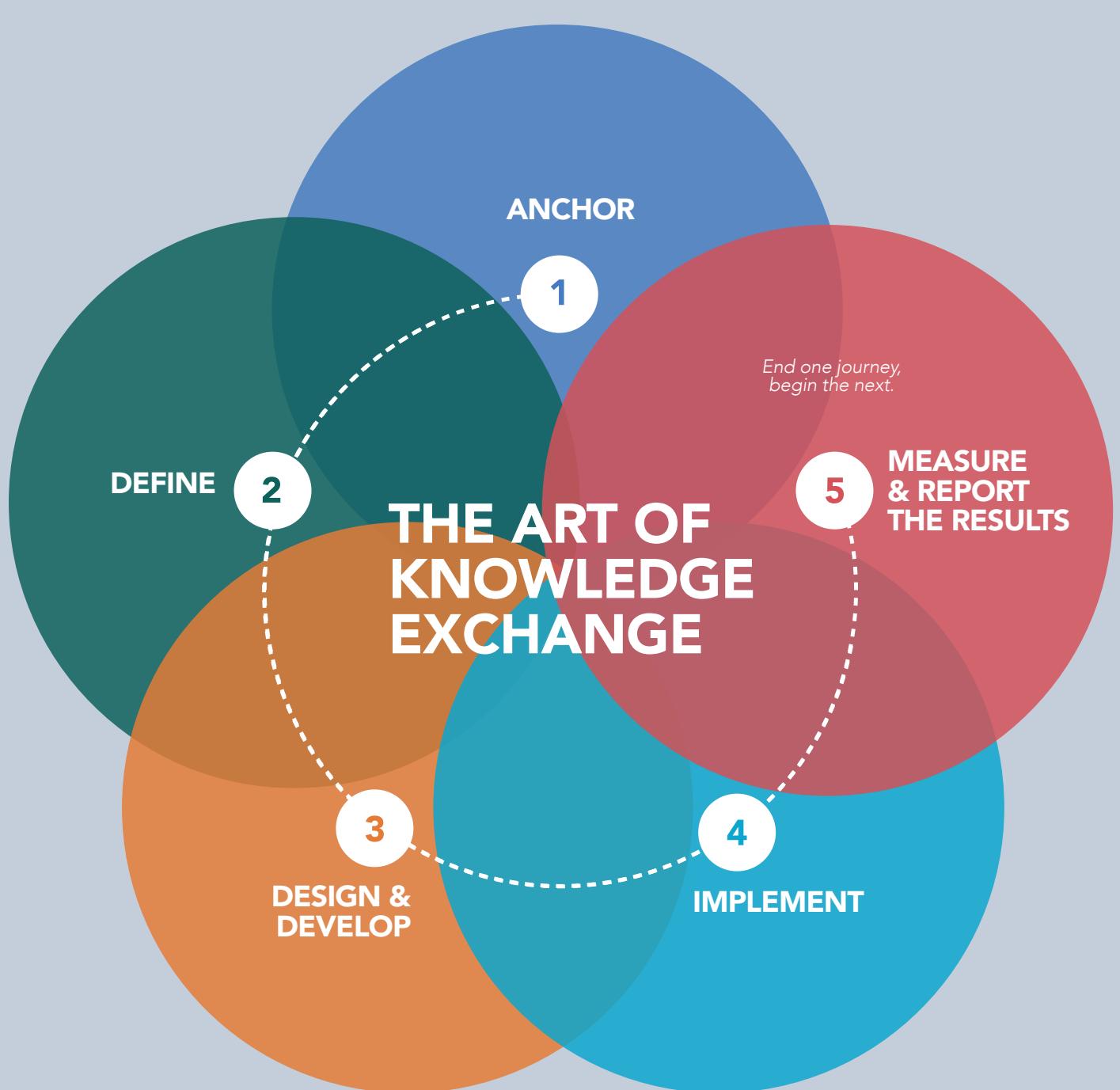
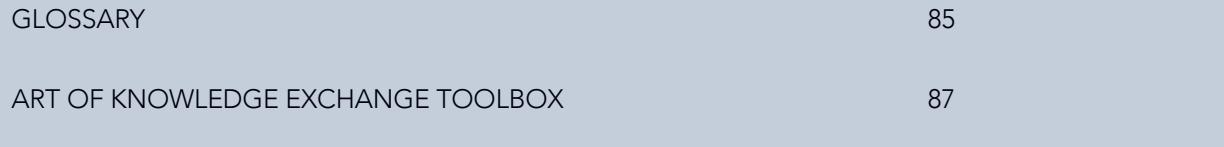


TABLE OF CONTENTS

| | |
|------------------------------------------------------------------------------------------------------------------------|----|
| INTRODUCTION | VI |
|  ANCHOR | 9 |
| Step 1.1 Identify The Development Goal | 10 |
| Step 1.2 Define The Institutional Challenge(s) | 10 |
| Step 1.3 Determine The Change Objective(s) | 12 |
|  DEFINE | 15 |
| Step 2.1 Identify the Ideal Participant Profiles | 16 |
| Step 2.2 Determine Intermediate Outcomes | 20 |
| Step 2.3 Identify The Most Appropriate Knowledge Providers | 27 |
|  DESIGN & DEVELOP | 31 |
| Step 3.1 Select The Participants..... | 32 |
| Step 3.2 Verify The Objective And Outcomes | 34 |
| Step 3.3 Organize The Design And Delivery Team | 35 |
| Step 3.4 Assemble The Knowledge Exchange | 36 |
|  IMPLEMENT | 57 |
| Step 4.1 Guide The Participants Along Their Learning Journey | 58 |
| Step 4.2 Orchestrate Engagement And Build Relationships | 61 |
| Step 4.3 Document Implementation And Track Results | 63 |
|  MEASURE & REPORT THE RESULTS | 67 |
| Step 5.1 Synthesize Implementation Data | 68 |
| Step 5.2 Measure Results | 70 |
| Step 5.3 Report Results..... | 79 |
|  GLOSSARY | 85 |
|  ART OF KNOWLEDGE EXCHANGE TOOLBOX | 87 |



Introduction

WHAT CAN KNOWLEDGE EXCHANGE HELP YOU ACHIEVE?

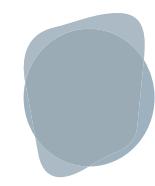
Knowledge exchange — or peer-to-peer learning — is a powerful way to share, replicate, and scale up (to put simply) what works in development. Development practitioners are seeing the beneficial returns of learning from the practical experience of others who have gone through, or are going through, similar 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. Taken from recent exchanges, examples of direct results or intermediate outcomes include:

- » Technical water specialists in several sub-districts of Bangladesh learn new skills to replicate good practices (shared by their peers) for building and maintaining a safe water supply.
- » Political leaders and senior government officials from Peshawar gain a deeper understanding of the enabling environment needed for institutional reform in the water sector based on South Africa's successful experience in setting up new water facilities.
- » Farmers in Kenya adopt an innovative rice-growing methodology — System of Rice Intensification (SRI) — to increase the yield from their land after learning from the experience of countries that pioneered a new irrigation methodology

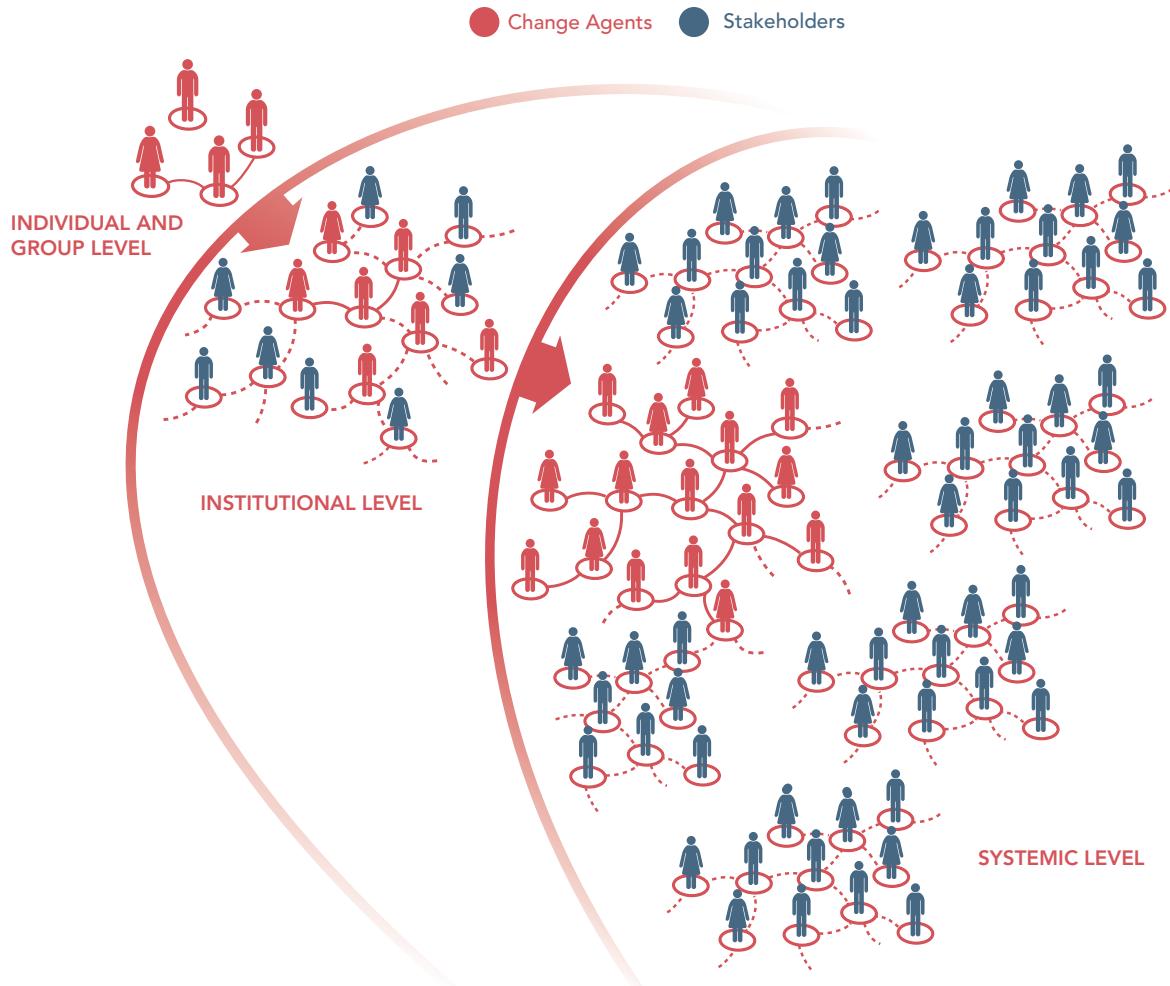
The direct results from knowledge exchange can also influence results at the institutional and even systemic levels as shown in figure 1. Participants of successful knowledge exchanges are empowered and motivated to make things happen. They seek to change the environment in which they operate, affect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

- » With their enhanced proficiency and successful replication of good practices, the technical water specialists in Bangladesh contributed to a reduction in water-borne diseases.
- » With a deeper understanding of the enabling environment needed for institutional reform, the relevant political leadership in Peshawar supported the systems, processes, financing, and technical skills (through sustained engagement with Johannesburg and Durban Water Utilities in South Africa) to successfully setup Water and Sanitation Services in Peshawar as a corporate water company fully owned by the Government of Khyber Pakhtunkhwa in Pakistan.
- » Encouraged by initial results of SRI methodology adopted by the pioneer Kenyan farmers, the Kenyan Government together with academia and private sector supported an SRI-based scale-up in several regions. This scale-up resulted in diverse initiatives, including the Kenyan National Irrigation Board organizing national workshops to encourage knowledge sharing, universities allocating funds to support doctoral research on SRI methodology, and the private sector manufacturing local weeders for farmers following SRI practice.



Introduction

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



"After visiting Kenya and Uganda I was impressed to learn how they are approaching performance monitoring and benchmarking as ways to improve service delivery; this can be very useful in Ethiopia where we are rapidly trying to increase access to hygiene and sanitation. Since returning we now get a monthly report from each woreda (district) on performance." ~ Wassie Shiferaw, Health Bureau, Southern Nations, Nationalities and People Region, Ethiopia

"The knowledge exchange was essential for us to move forward. There had been some difficulties in reaching a shared strategy between 4 different ministries and other NGO sector stakeholders. The exchange allowed us to strengthen our personal relationships and realize we were all supporting the same goal. We started the trip as individuals with a common goal but we ended as a team, determined to reach the goal together." ~ Taibou Maiga, Senior Water and Sanitation Specialist, The World Bank Group



Case Example

FROM FRAGMENTATION TO AMALGAMATION: PAKISTAN LEARNS FROM SOUTH AFRICA'S EXPERIENCE IN UTILITY REFORM

Knowledge broker: Masroor Ahmad, Senior Water and Sanitation Specialist, World Bank Group

In this knowledge exchange with South Africa, Pakistan

**GAINED NEW KNOWLEDGE,
ENHANCED SKILLS,
IMPROVED CONSENSUS,
INITIATED NEW AND IMPROVED ACTIONS.**

One of the major bottlenecks for improved water and sanitation service delivery in Pakistan is the weak articulation of an urban sector vision and the inefficient structures of service provision. Over one-third of Pakistan's total population lives in urban areas. Urban settlements struggle particularly in the delivery of basic services, including water, sanitation, and shelter.

Peshawar, the capital of the Khyber Pakhtunkhwa (KP) province, was the only city among the 8 city district governments (large cities with a million-plus population) in Pakistan that did not have a citywide water and sanitation utility until 2014. Peshawar has 2 million citizens, and growing



Case Example

at a rate of 1.5 percent yearly. The fundamental issue underlying the poor state of services in Peshawar was fragmentation of institutional service delivery among 7 institutions. This complexity often led to erratic decision-making, coupled with unclear lines of responsibility and accountability, and resulting in a poor state of water and sanitation service in the city.

"We need strong commitment to bring about change and improvements to the quality of life of every citizen, in every sector and segment of society. We need to learn how other countries are doing this in relation to water provision,"
~ Knowledge exchange participant from Pakistan.

Upon concurrence of the acknowledged need in Pakistan, the Water and Sanitation Program of the Global Water Practice at the World Bank Group funded an exchange providing Pakistan an opportunity to witness and learn from successful urban water and sanitation sector models. The goal was to develop a strategy to reform the urban water sector in Pakistan, starting in Peshawar. South Africa was identified as an ideal knowledge provider having two projects — the Johannesburg Water and the Durban Water — that had achieved substantial progress in water and sanitation service and had successfully undertaken institutional reforms in early 2000. Two exchanges took place 18 months apart.

During the first exchange in South Africa, a visiting senior delegation of political leaders from Pakistan included elected members of Parliament from city district governments, senior government officials from the planning and development departments, and representatives from water and sanitation utilities in Punjab and Khyber Pakhtunkhwa provinces and Sindh. The focus of this first exchange was to gain a better understanding of how the cities are governed and how water and sanitation services are delivered, including the enabling environment needed for institutional reform.

"South Africa committed significant funds to support service delivery improvements. It has more resources and a smaller population than Pakistan; nonetheless, Pakistan can make better use of the resources it has." ~ Knowledge exchange participant from Pakistan.

After the first exchange in South Africa, upon official request of the Government of Khyber Pakhtunkhwa, the World Bank provided high-value technical assistance in areas of institutional reform, governance arrangement, statutory provisions, technical needs, and financial analysis related to water and sanitation services and prepared a comprehensive





Case Example

A vertical photograph on the left side of the page shows a person from behind, wearing a traditional red and black patterned shawl and a yellow headscarf. They are holding a large, light-colored, rounded water pot (kalshi) balanced on their head. The background shows a dry, open landscape under a clear sky.

diagnostic blueprint. The Government appointed a high-powered oversight committee that reported directly to the Chief Minister of the province. The crux of evidence based on and informed by the diagnostic work of the technical assistance suggested “*departure from asset creation and focuses on services through institutional and governance reforms*”. The Chief Minister approved the committee’s recommendations and gave directions to move ahead with institutional reform.

“An autonomous yet accountable water and sanitation utility for urban areas of Peshawar established on corporate patterns, governed by an oversight body and run by professional managers” ~ Vision of Khyber Pakhtunkhwa Chief Minister (2013).

With the backing of the Chief Minister, a second exchange was organized to include senior technical and financial management staff from the Khyber Pakhtunkhwa Government, and city development and planning staff. During the exchange, which also included field visits and discussions with water service beneficiaries, the focus was on how to implement reforms that parallel those learned from the Johannesburg Water and Durban Water — eThekewini projects.

As a direct result of the knowledge exchange, Water and Sanitation Services Peshawar, Pakistan’s first corporate governed and fully autonomous utility utility, was established in 2014. Since then, further results have included ongoing collaboration between Peshawar and Durban water authorities for continued peer learning and technical exchange. The respective former managing directors of Johannesburg Water and Durban Water also visited Peshawar to support and guide the reform process and institutional strengthening. These impressive results were built upon the trust and relationships cultivated during the two study tours, along with the provincial leadership of the Government of Khyber Pakhtunkhwa.

Based on the learning at the launch of the Water and Sanitation Services Peshawar, the Chief Minister of Khyber Pakhtunkhwa, Pervez Khattak, stated, “*The roles of the new Water and Sanitation Services Peshawar have been clearly defined to avoid any duplication or ambiguity in delivery of municipal services.*”





Case Example



ALTERNATIVE PPP MODELS IN ALGERIA AND SPAIN: LEARNING FOR INDIA

Knowledge broker: Vandana Bhatnagar, Senior Institutional Development Specialist, World Bank Group

In this knowledge exchange with Algeria and Spain, India

**GAINED NEW KNOWLEDGE,
IMPROVED CONSENSUS.**

By 2031, projections claim that 600 million people will live in India's cities. This unparalleled urbanization calls for massive investments in infrastructure that cannot be addressed through public investments alone. A critical need lies in the delivery of water supply and sanitation services.

The Government of Karnataka, a southern state with more than 23 million people living in urban centers (38 percent of the state's population), has undertaken significant efforts to improve urban water and sanitation service levels. These efforts recognized the need to engage service providers in the sector, and also explore potential for engaging private operators to deliver improvements. The World Bank-supported Karnataka Urban Water Sector Improvement Project that ended in 2011, demonstrated an approach for delivering transformation in service levels with the involvement of the private sector. However, a lack of clarity and consensus on suitable models for engaging the private sector as well as the lack of trust and understanding between public and private sectors have posed challenges in effectively engaging the private sector. In such a context, alternative public-private partnership (PPP) models needed considerable attention for the water sector, specifically in the Indian context.



Case Example

To address these issues, as part of the ongoing dialogue for the Karnataka Urban Water Supply Modernization Project, the Karnataka Government officials engaged in discussions with World Bank Global Water Practice staff to identify other countries implementing alternate PPP arrangements to improve urban water asset management and service delivery. Algeria and Spain offered a range of successful examples.

With the goal of helping the client to make informed choices on the appropriate implementation model for improving service from the Urban Water Supply Modernization Project, the World Bank funded a knowledge exchange to increase awareness and understanding of how innovative public-private partnerships are arranged and executed. The exchange offered the client an opportunity to explore a range of different options as a basis for decision-making.

"We need to see and understand the range of PPP options to determine what would work best in the Indian context." ~ Study tour participant from India.

A study tour delegation from India that visited Algeria and Spain included senior officers from the Ministry of Urban Development and Planning Commission, officers from the Department of Economic Affairs, and representatives from the Government of Karnataka. During the study tour, the Indian delegation had an opportunity to visit project sites; have meetings with key policy-makers, senior managers, and technical staff of water utilities; share the India water supply experience; and interview key stakeholders involved in these projects.

"We were able to meet and interview all cadres of staff within the utility in Algeria to get candid feedback from them about what they felt about the change process and their roles before and after the change." ~ Study tour participant.

After the study tour, two workshops were organized in India, one at the national level and one at the state level. At the workshops, the experiences from Algeria and Spain were shared with a broader stakeholder group; the group reached a consensus on what elements of the Algeria and Spain PPP models could be adopted or adapted for the India context.

Informed by the exchange, new service delivery arrangements have been incorporated in the design of the Karnataka project to enable 24/7 water supply with private sector participation.

"This knowledge exchange was a great opportunity to help participants consider innovations outside the normal way of doing business. It was also very useful to explore many of the trust issues currently existing between the public and private sectors and which needed to be addressed as a priority within the India context." ~ Task team leader.





IN STEP 1 YOU WILL

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





STEP 1

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 development initiatives in water and sanitation. But for the knowledge exchange to work well, it should be anchored in the larger development context and driven by the global water sector priorities.

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

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

**STEP
1**

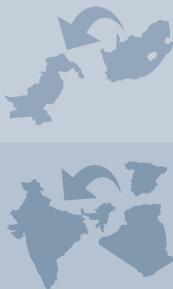
Anchor the
Knowledge
Exchange

STEP 1.1 IDENTIFY THE DEVELOPMENT GOAL

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

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

An effective development goal is locally owned 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 development goal. It is important to recognize that a knowledge exchange initiative alone will not achieve the development goal but will contribute to it.



Pakistan and South Africa exchange — Development goal

The development goal in Peshawar, Pakistan, was to enable greater access to safe and clean drinking water for its urban population.

India, Algeria, and Spain exchange — Development goal

The development goal in Karnataka, India, was to ensure continuous 24/7 water supply to its growing urban centers.

STEP 1.2 DEFINE THE INSTITUTIONAL CHALLENGE(S)

What challenges are blocking the achievement of the development goal?

Reaching a development 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 a development 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 a development goal;
- » **Ineffective organizational and institutional arrangements** characterized by inadequate systems, financing, staffing, incentives, citizen feedback mechanisms, and other resources for achieving a development 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?

1

Anchor the
Knowledge
Exchange

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 development 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 development goal? Do new institutions need to be developed?
- » Do existing institutions have to be reformed?
- » Does the institution have:
 - › Legal mandate (e.g., vision and 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?

**STEP
1**

Anchor the
Knowledge
Exchange

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



Pakistan and South Africa exchange sought to address 3 interrelated challenges:

- » Weak environment for change. Pervasive environment of mistrust and conflict; water bureaucracy had not transitioned from the role of a builder to manager.
- » Inefficient policy instruments. Weak institutional accountability processes for governance, finance, and service delivery were present.
- » Ineffective organizational arrangements. Moving water to users was poorly managed and corruption was common.



India, Algeria, and Spain exchange sought to address 2 key challenges:

- » Weak environment for change. Lack of consensus on models for effective engagement of the private sector, as well as lack of trust between public and private actors, to deliver service delivery goals in the water supply sector.
- » Ineffective organizational arrangements. Insufficient technical knowledge to be able to manage and maintain effective public-private partnerships.

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.

STEP
1

Anchor the
Knowledge
Exchange

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.



WATCH
OUT

Pakistan and South Africa exchange — Change Objective in Light of Institutional Challenge

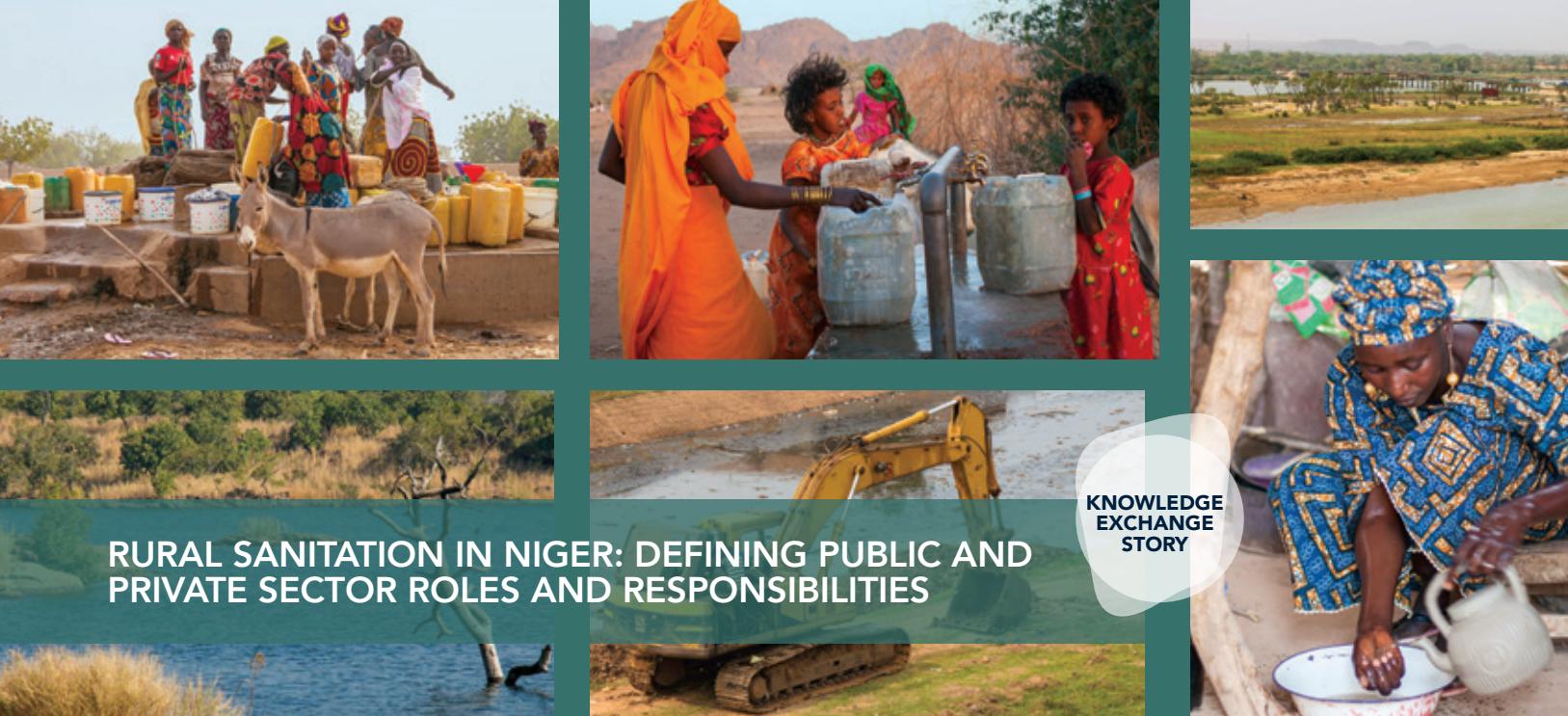


| Institutional Challenge | Change Objective |
|-----------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------|
| Pervasive environment of mistrust and conflict; water bureaucracy had not transitioned from builder to manager. | Build trust among stakeholders and enable the conceptualization of a different (corporate) approach managing water services. |
| Weak institutional accountability processes for governance, finance and service delivery. | Introduce accountability, efficiency, transparency and competition into water supply business. |
| Moving water to users is poorly managed and corruption is common. | Improve and modernize water management, with a focus on instruments to engage communities receiving the water supply. |

India, Algeria, and Spain exchange — Change Objective



| Institutional Challenge | Change Objective |
|-----------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Lack of consensus, trust and understanding between public and private sector officials. | <ul style="list-style-type: none"> » Foster dialogue between public and private sector officials on effective models for public–private partnerships. » Increase trust and create stronger relationships between public and private sector officials. |
| Insufficient technical knowledge to be able to manage and maintain effective public–private partnerships. | Set realistic performance standards for public–private partnerships. |



KNOWLEDGE EXCHANGE STORY

RURAL SANITATION IN NIGER: DEFINING PUBLIC AND PRIVATE SECTOR ROLES AND RESPONSIBILITIES

✓ The Challenge

Niger, one of the world's poorest countries, continues to face the challenge of access to sanitation, particularly in rural areas. Only 27 percent of Niger's population has access to any type of sanitation services. The country has one of the highest rates of open defecation globally (73 percent). The Government of Niger, with support from its development partners, has implemented various hygiene and sanitation projects, but these have been disparate and isolated actions. These actions are based on sparse, stand-alone intervention strategies and methodologies developed by the respective supporting partners. The Government wanted help to clarify institutional roles and responsibilities in addressing rural sanitation, including creating opportunities for engaging the private sector.

Three key problems were identified:

- » Lack of synergy between different actors due to the fragmentation of roles between several line ministries;
- » Ineffective guidance to policy-makers to ensure that they include sanitation sector promotion among government priorities;
- » Lack of a unified framework for action.

✓ The Solution – Who did what?

The Government of Niger requested support from the Water and Sanitation Program of the World Bank to learn how other countries were addressing issues of rural sanitation and in particular the difficulties in the involvement of multiple ministries. Kenya and Ethiopia were identified as countries that had already achieved significant social indicators on access to hygiene and sanitation services.

Working with facilitators from the Water and Sanitation Program in Niger and Kenya, participants from Ethiopia, Kenya, and Niger met initially through videoconferencing. Each described what they had to offer and what was needed. The following objectives were agreed upon: (a) learn about approaches to setting up transformative policy and legislation; (b) approaches to formalizing institutional arrangements for strengthened delivery; and (c) how to create behavioral change among users and how to involve the private sector.

Niger sent a multi-disciplinary team on the tour, including representatives from Ministry of Water and Sanitation; Ministry of Public Health; Ministry of Primary Education, Literacy, Promotion of National Languages and Civic Education; Ministry of Urban Development and Housing;

Association of Niger's Municipalities; and the Journalists Network for Water and Sanitation. The diverse team was able to address the issue of fragmentation. The journalist documented the visit and wrote about it in the national press as a way to keep the team accountable to commitments they made on the study tour.

✓ Results

Continued interaction with private sector players in Kenya on how to get products into Niger or set up a manufacturing plant in the West Africa region. Several actions have taken place since the exchange. Products are being imported from Kenya as samples for some sector specialists. Niger's disaster risk management project plans to import plastic slab for improved latrines in the Diffa region. The Government of Niger is developing an action plan to accelerate the implementation of the operational strategy for sanitation.

✓ Instruments

Workshop; Field Visit, Study Tour, Multi-stakeholders dialogue/consultation.

✓ Knowledge broker:

Taibou Adamou Maiga, Senior Water and Sanitation Specialist, The World Bank Group



STEP 2

DEFINE THE KNOWLEDGE EXCHANGE

IN STEP 1 YOU ANCHORED YOUR KNOWLEDGE EXCHANGE INITIATIVE BY:

- ✓ Linking it clearly to the development goal,
- ✓ Defining the challenges to meet the development 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**

Define the
Knowledge
Exchange

STEP 2.1 IDENTIFYING PARTICIPANTS

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?

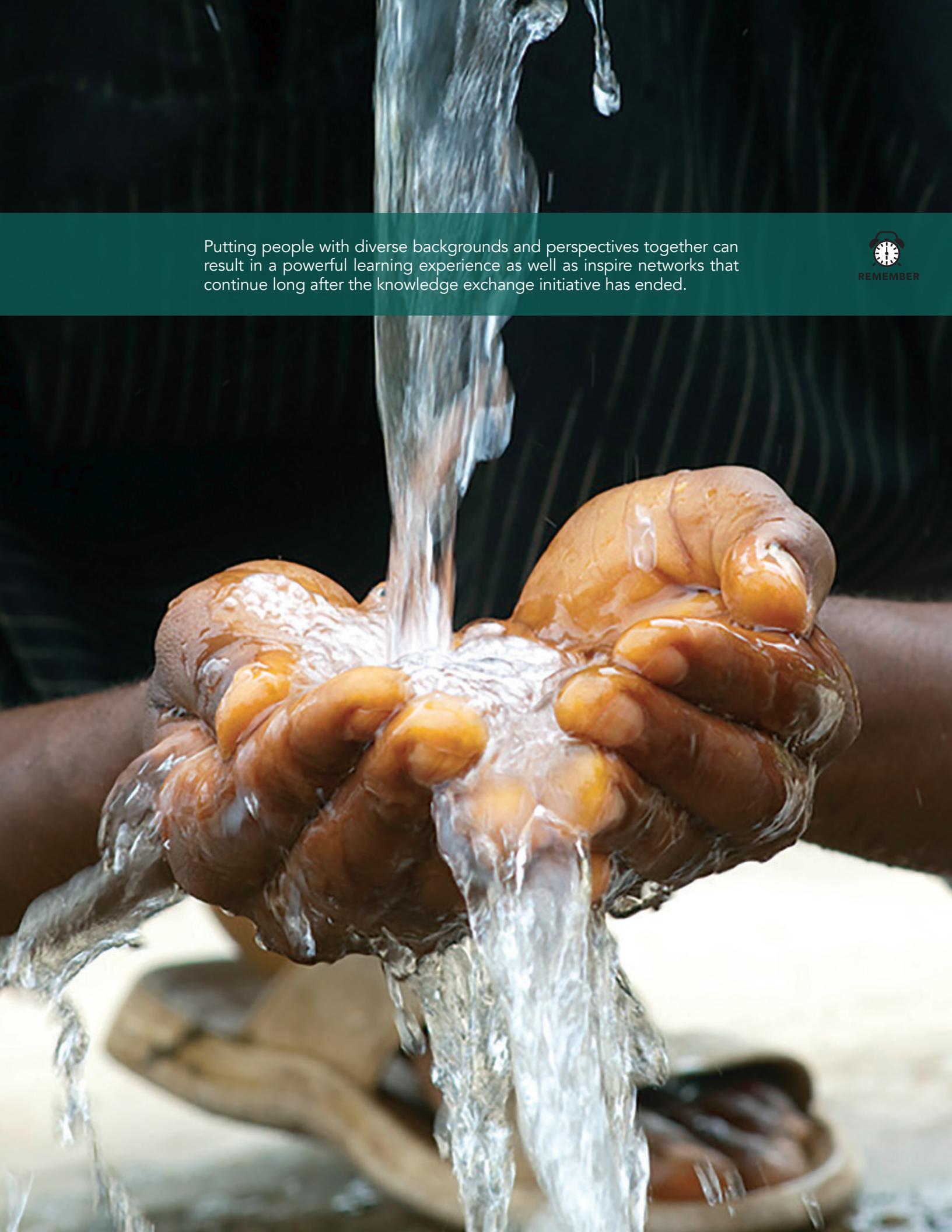
- ✓ Who are opinion leaders on the topic and have a broad professional network across the various stakeholders?

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?



Putting people with diverse backgrounds and perspectives together can result in a powerful learning experience as well as inspire networks that continue long after the knowledge exchange initiative has ended.




**STEP
2**

Define the
Knowledge
Exchange

Table 1. Profiles of Potential Change Agents

| Stakeholder 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 |

**STEP
2**

Define the
Knowledge
Exchange

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

ROLE OF A CHANGE AGENT

After a learning visit to see how Kenya was addressing supply-side issues for sanitation, two Bangladesh government officials from the Department of Public Health and Engineering were keen to more fully involve the private sector in developing low-cost plastic sanitation solutions for poor households. In Kenya, they had learned how the government had created partnerships with several large-scale private companies to foster innovation of new technologies designed to meet the needs and aspirations of the poor.



EXAMPLE

Although this had not been one of their original learning objectives, the two officials were so motivated that immediately on their return they started a dialogue with a large-scale manufacturing company, including a visit to the factory. Within three months they had drafted a concept note; and within a year, the private company had begun manufacturing of a new range of sanitary products with special focus on the poor. Since this initial move, more manufacturers in Bangladesh have developed products that now provide more affordable choices to consumers from poor households.

Story contributed by Rokeya Ahmed, Water and Sanitation Specialist,
The World Bank Group.

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.



TIP



**STEP
2**

Define the
Knowledge
Exchange



Pakistan and South Africa exchange — Participant profiles

- » Political leadership and administrative representatives; senior leaders from the Planning and Development Departments and infrastructure Development Authorities.
- » Water and sanitation utility representatives from Punjab and Khyber Pakhtunkhwa and Sindh provinces.



India, Algeria, and Spain exchange — Participant profiles

- » Senior officers from the Ministry of Urban Development and Planning Commission who have helped develop PPP programs in other states of India.
- » Officers from the Department of Economic Affairs who guide PPP programs.
- » Representatives from the Government of Karnataka who are involved in the scale up of pilot 24X7 water projects in the three cities of Belgaum, Hubli-Dharwad, and Gulbarga.
- » Representatives from the private sector.

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 development 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 development 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.

**STEP
2**

Define the
Knowledge
Exchange

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 Niger representatives visited Kenya, for example, they gained new knowledge on sanitation technologies and even purchased some products to take back to Niger. The utility staff from Pakistan used their new proficiency to implement the water utility reforms in Peshawar. Knowledge exchange can move your participants toward the objective by helping them address cognitive (know why), relational (know who), and behavioral (know how) gaps. 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.



**STEP
2**

Define the
Knowledge
Exchange

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, or understanding. | Raised awareness | At the end of the exchange, at least 70% of participants indicate they discovered new performance monitoring options for utility staff. 25% of city government planners will be aware of the community mapping applications for Dar es Salaam after the exchange. |
| | Improved motivation/attitude | Six weeks after the exchange, 80% of participants will have taken at least two concrete steps toward a multi-institutional agreement on PPP standards. |
| | Greater confidence | Nine out of ten participants self-report that following the exchange they have increased belief in their ability to bring about desired changes within their Ministries of Health for sanitation demand creation. |
| | Increased understanding | At the end of the exchange, all participants describe the value of private-public partnerships to strengthen water service delivery in their countries. |
| | 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 | The percentage of correctly entered micro-finance applications will increase from 45% to 95% within three months of the workshop. After the exchange, 75% of the farmers will be able to use the new irrigation methodology to increase their production. |



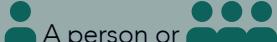
STEP
2

 Define the
Knowledge
Exchange

| Intermediate Outcome | Type of Progress | Example Indicators of Success |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 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. | 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. |
| | 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. |
| | Increased cohesion | After the exchange, all participants are unified in the need to more actively engage slum-dwellers as part of their national safety-net programs and agree to work together on developing a common approach. |
| | 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 of new or improved relationships, greater affinity, improved trust, and reduced isolation. | 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. |
| | Increased network density | The number of current network members who support one another in the area of social inclusion programming will double 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 contracted at least one other member (e.g., by phone, email, or meeting). |


**STEP
2**

Define the Knowledge Exchange

| Intermediate Outcome | Type of Progress | Example Indicators of Success |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| New and Improved Actions  A person or group initiates or modifies their or its activity/actions because of what was learned, practiced, realized and/or as a result of improved collaboration and relationships. | Preparation for action | At the end of the exchange, the utility and ministry partners will have agreed upon an action plan for implementing new tariff policies for water. |
| | | Local governments allocate a budget to replicate the good practice approaches on rural sanitation of other local governments observed during a knowledge exchange. |
| | Change in routine or working in new ways | Following the exchange, the project team will begin collecting beneficiary feedback on water quality for the first time. |
| | 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.)



TIP

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.



STEP
2

Define the
Knowledge
Exchange

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)?

* 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.


 STEP
2

Define the
Knowledge
Exchange

Table 3. Poor and SMART Results Indicators

| Examples of poor indicators | Why the poor examples are inadequate | Examples of SMART indicators |
|----------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Ministry of Health sanitation staff will engage with community -nutrition 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 Sanitation attends three of the four quarterly meetings of the community- nutrition 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 workshop, 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 plastic latrine slabs. | 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 using plastic latrine slabs within their country context. |



Pakistan and South Africa exchange — Intermediate outcomes

- » **New knowledge.** Pakistani senior officials and practitioners will gain an increased understanding of institutional, governance, finance, and service delivery aspects of urban water and sanitation.
- » **Enhanced skills.** Technical staff will gain new skills to be able to implement service management reforms identified as relevant in the Pakistan context.
- » **Improved consensus.** Pakistani senior officials and practitioners will reach agreement on a strategy for implementing institutional reforms.
- » **New and improved actions.** Senior officials and technical staff will apply their knowledge and skills to set up the Water and Sanitation Services in Peshawar as a corporate water company fully owned by the Government of Khyber Pakhtunkhwa.



India, Algeria, and Spain exchange — Intermediate outcomes

- » **New knowledge.** The Indian delegation will have an increased understanding of the value of the PPP models established in Algiers, Algeria, and Alicante, Spain, and their application in the Indian context.
- » **Improved consensus.** The Indian delegation will have greater agreement on which alternative PPP models should be considered for the water sector in Karnataka, India.

**STEP
2**

Define the
Knowledge
Exchange

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 development 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 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.

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.


2

Define the Knowledge Exchange

CASE EXAMPLES



Pakistan and South Africa exchange — Knowledge providers

South Africa's two water authorities — Johannesburg Water and Durban Water — were identified as ideal knowledge providers because they had achieved substantial progress in service delivery through institutional reform, civic engagement, and financial viability, including a focus on reaching the urban poor.



India, Algeria, and Spain exchange — Knowledge providers

- » Algeria's SEAAL (Algiers Water and Sanitation Company), including senior management, operating staff a field functionaries, and trade union representatives.
- » Algeria's Ministry counterparts and government agencies.
- » Spain's AEAS (Spanish Association of Water Service Operators)
- » Aguas Alicante (Water Utilities of Alicante) and Canal de Isabel II (Madrid), including senior executives and practitioners at operational facilities.
- » Local government officials from Algeria and Spain who were selected for having implemented a range of successful PPP arrangements in their cities to improve urban water asset management and service delivery.



TIP

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 "junket value" of the study tour this way.

**STEP
2**

Define the
Knowledge
Exchange

AfricaSan conferences spur long-term connections

As part of the AfricaSan series of conferences organized by the African Ministers' Council on Water (AMCOW) in 2002, 2008, 2011, and 2015, the Water and Sanitation Program worked with country sanitation task forces in partnership with other agencies such as UNICEF, the Water Supply Sanitation Collaborative Council, and WaterAid. The joint initiative was aimed at helping countries to reflect on their learning and knowledge so as to be prepared to share offerings at the conferences as well as be ready with a series of 'asks' from other countries.

Part of the AfricaSan process has been to benchmark the progress of countries against key political commitments. Regular meetings, updates, and peer learning has led to the development of personal relationships and increased trust between the convening teams and participants such that more 'honest' self-assessment is now taking place when countries submit their performance scores. In addition, countries are now more able to report on their challenges and seek help from peers in other countries.

At the last AfricaSan meeting in Dakar in May 2015, the country peer-learning sessions were voted the most valuable sessions of the three-day conference. Many countries have continued their own bilateral discussions after being 'connected' by AfricaSan.

Story contributed by Yolande Coombes, Senior Water and Sanitation Consultant, The World Bank Group



EXAMPLE



'Sabar Shouchagar'
... A journey revisited!

ACCELERATING UNIVERSAL SANITATION COVERAGE IN INDIA'S RURAL AREAS: THE STATE OF BIHAR LEARNS FROM THE STATE OF WEST BENGAL



KNOWLEDGE EXCHANGE STORY

✓ The Challenge

To accelerate efforts to attain universal sanitation coverage and to put focus on sanitation, the Government of India launched the Swachh Bharat Mission in October 2014, which partly aims to achieve an Open Defecation Free (ODF) rural India by 2019. The sanitation challenge is particularly severe in Bihar, the third most populous state in India, with more than 103 million inhabitants. Nearly 85 percent of the inhabitants live in rural areas. Bihar is also home to 2 out of every 10 Indians who defecate in the open. On the other hand, just 18 months after neighboring state West Bengal launched its Nirmal Bangla (Clean Bengal) Mission to achieve Open Defecation Free (ODF) status by 2017, West Bengal's Nadia district was declared the first ODF district. Bihar State sought to learn from West Bengal's good practices in implementing the Swachh Bharat Mission – Gramin (Clean India Mission - Rural) program.

✓ Solution – Who did what?

To learn from West Bengal's success in tackling this challenge, in June 2015 a 32-member

delegation from Bihar visited the districts of Nadia and Birbhum in West Bengal. Through a series of presentations, field visits, and interactions with political and civic leaders in West Bengal, the delegates from Bihar learned about the process adopted to motivate behavior change, encourage community monitoring, and convince people to change their mindset toward the habit of open defecation. In discussions among themselves, they identified good practices they could apply in Bihar at state and district level. The Bihar delegates, who had visited West Bengal armed with a range of questions, and some skepticism, returned home confident. *"We need to shift our implementation approach from individual households to a more collective, community-driven mode . . . and look beyond hierarchies,"* said delegate D.P. Singh, Chief Engineer, Bihar State Water and Sanitation Mission.

✓ Results

The Jehanabad district team in Bihar streamlined the flow of funds and set up a cement ring production center based on what

was learned through the exchange from Nadia district in West Bengal. Inspired by the visit, Lalit Kumar Singh, Senior Deputy Collector, Jehanabad district, Bihar declared, *"I will make my district Open Defecation Free!"*

✓ Instrument: Study Tour

✓ Knowledge Brokers:
Upneet Singh, Water and Sanitation Specialist, The World Bank Group

Bhavna Bhatia, Lead Operations Officer, The World Bank Group.

The Water Practice team in India organized the study tour with close coordination and support from colleagues of the West Bengal Institutional Strengthening of Gram Panchayats (ISGP) Project team, the Rural Water Supply and Sanitation Project for Low Income States in Bihar, and the Leadership, Learning, and Innovation Vice Presidency. The World Bank's External and Corporate Relations team in India helped to disseminate information on the exchange through the @ worldbankwater Twitter handle and documentation.



STEP 3

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.


**STEP
3**

Design and Develop the Knowledge Exchange

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 as 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.



TIP

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 development 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.

STEP
3

Design and Develop the Knowledge Exchange

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 development goal.



TIP

Pakistan and South Africa exchange — Selected participants

Participants from Pakistan were selected based on the role and responsibility they had (and could have) with respect to starting a utility in Peshawar. The delegation included:

- » Elected politicians from national and provincial assemblies representing Faisalabad, Multan, Lahore, and Gujranwala City District Governments;
- » Senior decision-makers from the Planning and Development Department, Housing and Urban Development and Public Health Engineering Department, and heads of development authorities from the governments of Punjab, Khyber Pakhtunkhwa, and Sindh;
- » Senior staff from Water and Sanitation Agency, Faisalabad, Gujranwala, Lahore, Multan, Rawalpindi, Government of Punjab;
- » World Bank Pakistan staff.



India and Algeria, and Spain exchange — Selected participants

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 development goal.

- » Joint Secretary and Economic Advisor from the Ministry of Urban Development;
- » Section Officers, Department of Economic Affairs;
- » Advisor, Planning Commission;
- » Managing Director, Deputy Project Director, Sanitation Engineer, and two Task Managers from Karnataka Urban Infrastructure Development Finance Corporation;
- » Engineer, Gulbarga City Corporation;
- » Water and Sanitation Specialists, World Bank.



Consider including influential media personnel when the knowledge exchange is supporting public reform efforts. In the example of Niger exchange to Kenya and Ethiopia (page 14), they included a journalist to not only document the tour, but to also hold the participants accountable for implementation of recommendations that were made as a result of their learning.



TIP

To eliminate “junket junkies,” let participants know they will be expected to complete pre- and post-knowledge exchange activities.



**STEP
3**

Design and Develop the Knowledge Exchange

STEP 3.2 VERIFY THE OBJECTIVE AND OUTCOMES

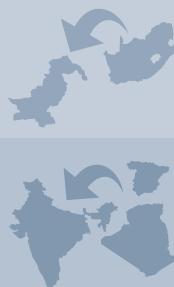
What do the participants want to learn?

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 development 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.



Pakistan and South Africa exchange — Verify objective and intermediate outcomes

The Pakistani participants agreed that they all wanted to achieve the same objectives and outcomes.

India, Algeria, and Spain exchange — Verify objective and intermediate outcomes

Selected participants for the knowledge exchange validated that the objectives and goals remained important.



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.
- ✓ Checking with the knowledge provider(s) at this time. What they know can help shape the intermediate outcomes. These conversations may also highlight the need for an additional knowledge provider or a replacement of the original(s).



STEP
3

Design and Develop the Knowledge Exchange

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 style="list-style-type: none"> • Alignment and results orientation • Participant identification and preparation • Knowledge provider preparation • Participatory planning approaches • Instrument and activity selection and design | <ul style="list-style-type: none"> • Anchor • Define • Design |
| 2. | (Local) Delivery Partner(s) | <ul style="list-style-type: none"> • Logistics and administrative support • Identification of key contacts • Preparation of knowledge providers • Facilitation • Translation • Results capture | <ul style="list-style-type: none"> • Define • Design • Implement • Report |
| 3. | Professional Facilitator | <ul style="list-style-type: none"> • Knowledge of the participants, their goals, roles, and challenges • Participant guidance • Discussion facilitation and leadership • Conflict management and resolution • Prep session and activity debrief leadership • Identification of emerging needs • Exchange adaptation, with team lead | <ul style="list-style-type: none"> • Implement |
| 4. | Project Leader | <ul style="list-style-type: none"> • Knowledge exchange design, planning, and implementation • Participant and knowledge provider selection • Delivery team creation and management • Results monitoring and reporting • Participant engagement, inspiring them to act on what they learn! | <ul style="list-style-type: none"> • All five steps |
| 5. | Communications Coordinator | <ul style="list-style-type: none"> • Plans for communicating among the delivery team and with participants before, during, and after the exchange • Strategies for communicating with partners, stakeholders, and media before, during, and after the exchange • Reporting on results for varied audiences | <ul style="list-style-type: none"> • All five steps |

STEP
3

Design and Develop the Knowledge Exchange



TIP

As a knowledge broker, avoid centralized roles in 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 on board, you will define targets, set priorities, and create an implementation plan focused on participant priorities.



Pakistan and South Africa exchange — Design and Delivery Team

- » Task team lead
- » Local delivery partners in South Africa and Pakistan (professional facilitators)
- » World Bank teams offering project coordination



India, Algeria, and Spain Exchange — Design and Delivery Team

- » Task team lead
- » Project task team lead and Co-task team lead
- » Local delivery partners in Algeria and Spain
- » Professional facilitator/synthesizer
- » Administrative coordinator

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.

STEP 3

Design and Develop the Knowledge Exchange

Figure 2. Assembling the Knowledge Exchange Initiative




**STEP
3**

Design and Develop the Knowledge Exchange

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 knowledgeable people.
- » Convene participants on their terms. For example, ministers tend to prefer to meet in person or in a private video-conference.



STEP
3

Design and Develop the Knowledge Exchange

- » 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. For example, the water utilities in Pakistan and South Africa have entered into a long-term twinning arrangement.
- » 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.

Gaining Insight on Potential Challenges

The Government of Ghana wished to introduce public-private partnerships (PPPs) to improve the financing and management of irrigation projects, but lacked exposure to existing programs. Brazil's experience in designing and implementing the Pontal Irrigation Scheme was a rich source of learning. Through a World Bank-facilitated knowledge exchange, Ghanaian officials not only learned about Brazil's successes but also its failures. A realistic and balanced view of what Ghana may encounter in implementing PPP irrigation schemes heightened the participants' abilities to handle risks, negotiate contracts, and build up pertinent government institutions.



Knowledge Broker: Christopher Paul Jackson, Lead Economist/Cluster Leader for Agriculture and Rural Development, The World Bank Group



**STEP
3**

Design and Develop the Knowledge Exchange



TIP

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.

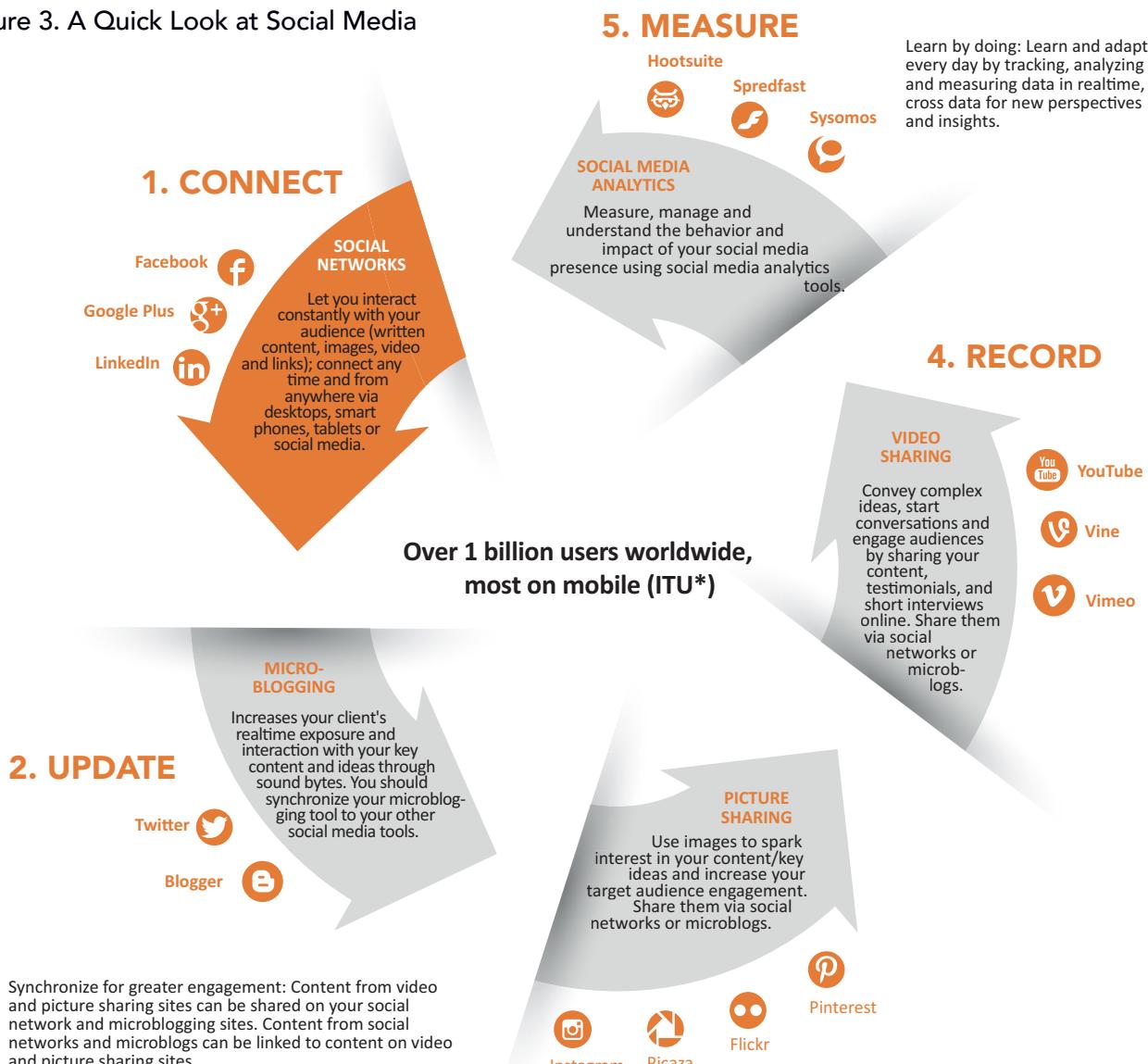
Opportunities to Consider

- » 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.
- » Develop contingency plans in case technology fails.
- » Facilitate the use of well-tested knowledge exchange guidance tools, planning resources, templates, and road maps such as those available on the World Bank's Knowledge Sharing Web-page: www.worldbank.org/knowledgesharing
- » Use social media, as appropriate.

STEP 3

Design and Develop the Knowledge Exchange

Figure 3. A Quick Look at Social Media



Synchronize for greater engagement: Content from video and picture sharing sites can be shared on your social network and microblogging sites. Content from social networks and microblogs can be linked to content on video and picture sharing sites.

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



**STEP
3**

Design and Develop the Knowledge Exchange



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 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.



TIP

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.



STEP
3

Design and Develop the Knowledge Exchange

Pakistan and South Africa exchange — Operating environment



- » Budget: US\$97,000.
- » Participants: Government departments (senior officials and practitioners).
- » Providers: South Africa mirrored participants from Pakistan.
- » Brokers: The World Bank acted as a broker for the exchange.



- » Timeframe: Initial timeframe was 1 year from planning to implementation.
- » Technology and Resources: Audio- and video-conferences and e-mail.



» Operating Environment: One of the biggest challenges was to deliver institutional reform in Peshawar, which was facing immense security concerns as a zone on the front-lines of conflict in war against terrorism. However, achieving major institutional reforms in this challenging operating environment in Peshawar was an opportunity to build a softer image of a conflict-torn city, to show the government's concern for the basic needs of its citizens, and deliver despite fighting against terrorism.

India, Algeria, and Spain exchange — Operating environment



- » Budget: US\$70,000.
- » Participants: Government departments (senior officials and practitioners).
- » Providers: Senior executives, government officials, and practitioners.
- » Brokers: The World Bank acted as a broker for the exchange.



- » Timeframe: Three-months planning phase for a week-long study tour that took place during the first quarter of 2013.



- » Technology and Resources: Mostly audio-conferencing was used.



» Operating Environment: With no local presence of the World Bank in Algeria and Spain, the design and delivery team worked closely with the local knowledge provider in Algiers and coordinated all the logistical details for exchange. Similarly, the team worked closely with contacts at Agbar in Spain to structure the program in Alicante.

**STEP
3**

Design and Develop the Knowledge Exchange

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.



TIP

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

STEP
3

Design and Develop the Knowledge Exchange

Table 5: Knowledge Exchange Instruments

| | | | | |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|  <p>COMMUNITY OF PRACTICE (COP) A group of people that interacts regularly on a common topic to learn from one another.</p> |  <p>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).</p> |  <p>CONFERENCE A formal event in which a large number of participants come together to share knowledge and their experiences on a specific topic/theme.</p> |  <p>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.</p> |  <p>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.</p> |
|  <p>KNOWLEDGE JAM A facilitated conversation between knowers and doers (change agents) to surface hidden know-how around targeted topics and channel insights into action or a concrete deliverable.</p> |  <p>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.</p> |  <p>STUDY TOUR The visit or 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.</p> |  <p>TWINNING The pairing of one institution with a similar, but usually more mature institution for a mutually beneficial partnership.</p> |  <p>WORKSHOP A structured event focused on having participants solve problems by working together on a common issue, be it a problem or a task.</p> |


**STEP
3**

Design and Develop the Knowledge Exchange

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

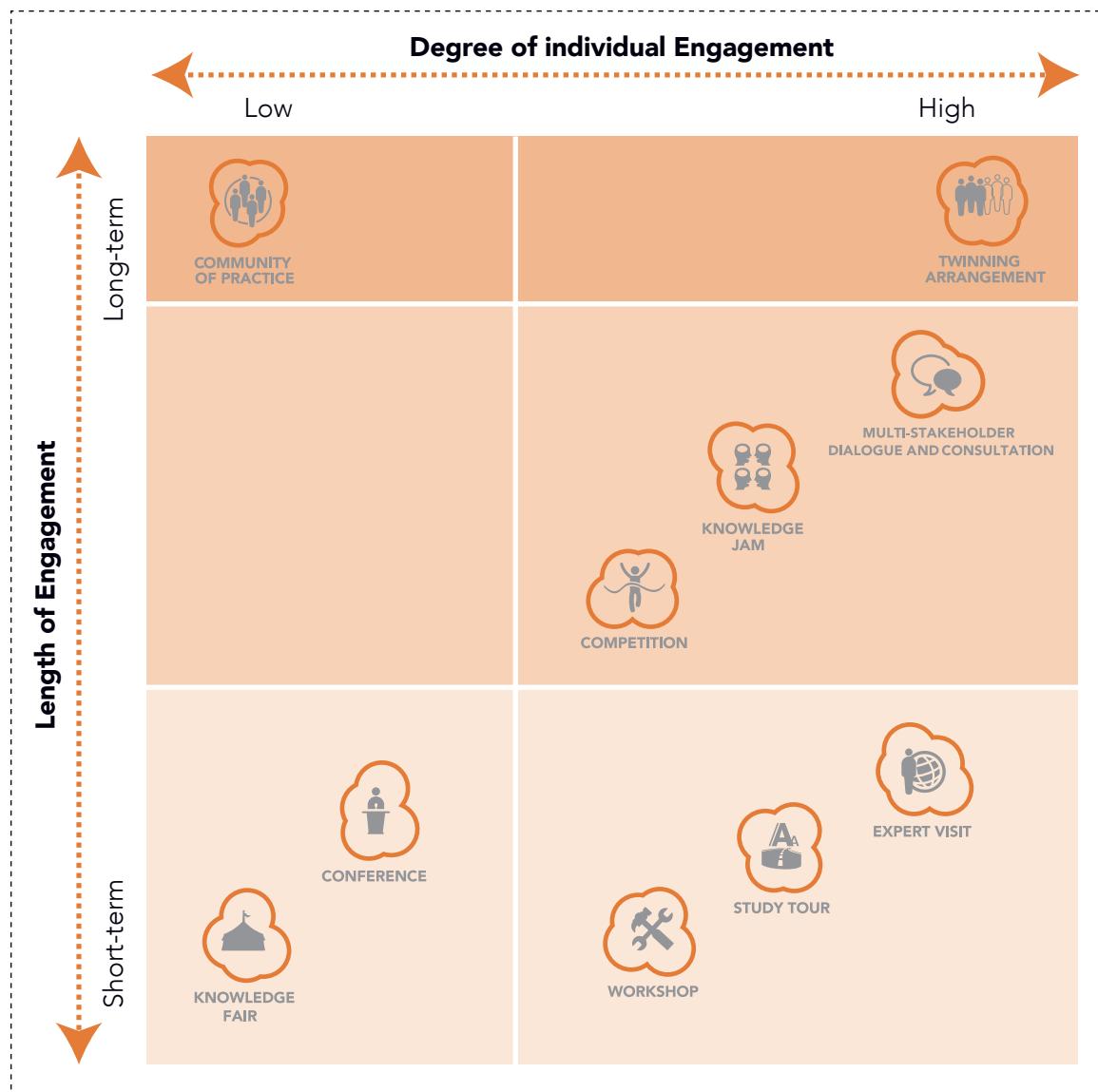
| Intermediate Outcomes | Stronger | Weaker |
|------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------|
|  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 |

**STEP
3**

Design and Develop the Knowledge Exchange

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.



STEP
3

Design and Develop the Knowledge Exchange



Pakistan and South Africa exchange — Instrument selection and sequencing

Comprising representatives of the two countries, a working group planned the exchange that began with a multi-stakeholder dialogue in Pakistan to build consensus on the next steps for water reform. The initial dialogue was followed by two study tours in 2009 and 2013. The first study tour took high-level political leaders to South Africa for first-hand observation and understanding of the challenges South Africa had faced and overcome. The second study tour was for technical staff to enable implementation of the pending reforms. A range of multi-stakeholder dialogues and consultations were held after each tour. These talks afforded a chance to share the knowledge from the study tours with a broader group of stakeholders and to reach consensus on localizing the experience and learning from South Africa. Expert visits from South Africa were also organized to mentor and coach the Pakistani technical specialists and support their new skills and implementation know-how.



India, Algeria, and Spain exchange — Instrument selection and sequencing

The study tour to Algeria and Spain was planned to enable the India delegation to learn how these two countries have implemented public-private partnership in the water sector. In addition to the study tour, a case study from Colombia was also presented to the participants. In order to attain the desired intermediate outcomes, the tour program ensured that participants met senior officials and technical staff in both Algeria and Spain to get candid feedback about the change process and their roles before and after. During interviews, the Indian team explored issues relating to the trust between the public and private sector counterparts, especially in those areas where they were anticipating problems in India. After the study tour, one national-level and one state-level workshop were organized in India. During these workshops, the tour participants shared their experiences and led discussions with a broader group of stakeholders. At the end of the workshops, action plans were created for next steps to adopt or adapt the Algeria/Spain PPP models for the Indian context.

"Sometimes twinning arrangements have a lot of bureaucracy because of the formal official procedures and protocols; we found that having a more informal agreement through expert visits allowed us to reach our results much faster." ~ Masroor Ahmad, Senior Water and Sanitation Specialist, The World Bank Group

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?



STEP
3

Design and Develop the Knowledge Exchange

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.

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.



TIP

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 after-action 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.


**STEP
3**

Design and Develop the Knowledge Exchange

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.



TIP

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” <http://wwwliberatingstructures.com>.

STEP 3

Design and Develop the Knowledge Exchange

Experiential Activities



Action Planning

A strategic exercise that results in a personal or group road map 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.



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).



STEP
3

Design and Develop the Knowledge Exchange

Pakistan and South Africa exchange – Activity selection and sequencing

| Instrument | Stage | Activity | Description |
|---------------------------------------------|-----------|-----------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| MULTI-STAKEHOLDER DIALOGUE AND CONSULTATION | Planning | BRAINSTORMING | <ul style="list-style-type: none"> » Brainstorming focused on identifying specific expectations in relation to what the participants would gain from the study tours. |
| | Delivery | ACTION PLANNING | <ul style="list-style-type: none"> » Through the action planning process, participants built consensus on what they wanted to learn from the study tour. The delegation made a power point presentation to the Chief Minister of Punjab Province. |
| | Follow Up | REPORT | <ul style="list-style-type: none"> » Participants prepared a report outlining their expectations regarding benefits from the study tour. The delegation made a power point presentation to the Chief Minister of Punjab Province.. |
| STUDY TOUR | Planning | E DISCUSSION | <ul style="list-style-type: none"> » Discussions resulted in more focused planning for study tours that included field visits, demonstrations, interview, and reporting. |
| | Delivery | FIELD VISIT INTERVIEWS DEMONSTRATION REPORT | <ul style="list-style-type: none"> » Participants visited 3 utilities, provincial departments, water and wastewater treatment plants, and communities; conducted one-on-one and group meetings/interviews with technical experts; benefited from demonstrations from technical experts; and rotated responsibility for chairing meetings/reporting output from field visits, facilitating Q&A sessions and debriefing sessions. |
| | Follow Up | ACTION PLANNING | <ul style="list-style-type: none"> » A second study tour was recommended and planned. This second tour had the backing of the Chief Minister of KP Province and included technical, finance, human resources, administration and information technology officials of the province. |
| EXPERT VISIT | Planning | ACTION PLANNING | <ul style="list-style-type: none"> » The planning detailed the focus and scope of the expert visits. |
| | Delivery | PANEL OF EXPERTS FIELD VISIT DEMONSTRATION PEER ASSESS | <ul style="list-style-type: none"> » The final delivery was built on the trust and relationships cultivated during the two study tours. The visits by former managing directors of Johannesburg Water and Durban Water to Peshawar in 2011 and 2015 brought valuable guidance and hands-on support for the emerging reform process to help Pakistan customize learning from the South African model. The directors also went on field visits to fully understand the local context in which the reforms have to be implemented. |
| | Follow Up | E DISCUSSION PEER ASSESS | <ul style="list-style-type: none"> » Participants continued discussions among themselves and with the Johannesburg Water Utility and Durban Water Utility for peer-to-peer and expert guidance during the entire reform process. |

STEP
3

Design and Develop the Knowledge Exchange

India, Algeria, and Spain exchange – Activity selection and sequencing

| Instrument | Stage | Activity | Description |
|---------------------------------------------------------------------------------------------------|-----------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|  WORKSHOP | Planning |  BRAINSTORMING | » Brainstorming enabled the key stakeholders who participated in the study tour to come to an agreement on scope of workshop. |
| | Action Planning |  ACTION PLANNING | » After the brainstorming, key stakeholders determined that it was important to conduct two workshops, one focusing on participants at the national level and the other targeted at the state level. |
| | Delivery |  REPORT  PRESENTATIONS  ACTION PLANNING | » Reports and presentations focused on learning from the experiences of the study tour. Discussion-based activities yielded consensus for follow-up action planning. |
| | Follow Up |  REPORT | » Knowledge that emerged from the workshops was documented and disseminated to key stakeholders. |



Participatory monitoring at village level

The field visit to the monitoring system in the Churu district in Nambale, Kenya, was influential in strengthening the system by introducing participatory monitoring.

Stenciled lettering was used to designate those households that had stopped OD.



Participatory monitoring map at village level, with markings to show houses surveyed.




3

Design and Develop the Knowledge 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.



Pakistan and South Africa exchange — Designing and delivering the activities

The activities included in the study tours and followed by expert visits were designed and delivered by the planning and delivery team that involved participants who formed part of the Pakistani delegation. The World Bank supported this process by identifying opportunities to enable increased connectivity among participants and by offering project coordination and facilitation support.



India, Algeria, and Spain exchange — Designing and delivering the activities

Much of the design and delivery of the activities was done by local partners, including representatives from the public and private sectors. They also coordinated logistical support.



TIP

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**

Design and Develop the Knowledge Exchange

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 are free to use, or cost very little. 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.
- » **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

Honduras is among the countries most affected by climate change and disasters triggered by natural events. Its high vulnerability to hurricanes, floods, and landslides poses significant development challenges and risks to the safety of its population. In light of this, Honduras has taken

Disaster Risk Management Agency (COPECO), the Ministry of Environment (MiAmbiente), the Ministry of Planning and External Cooperation (SEPLAN), and the Honduran Association of Municipalities (AMHON).

The exchange group held preparatory workshops before embarking on a visit to Colombia

IMPROVING DISASTER RISK MANAGEMENT IN HONDURAS: INCORPORATING RISK MANAGEMENT INTO LAND USE PLANNING

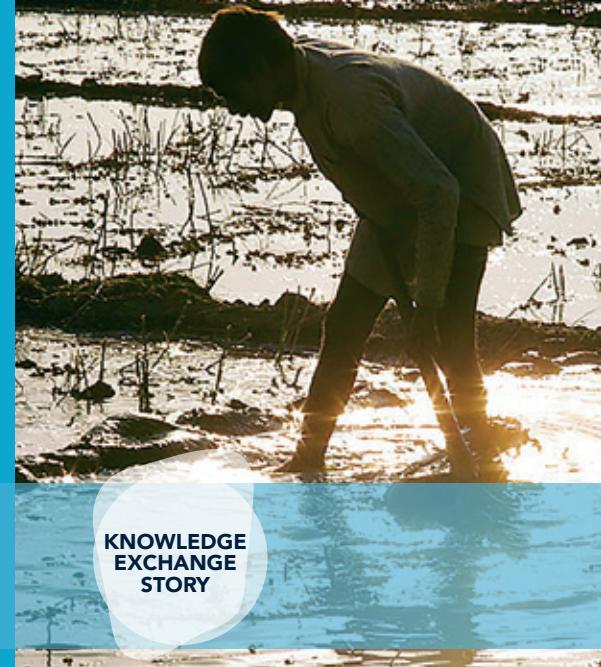
important steps toward adopting a more proactive disaster risk management (DRM) approach. It established a formal national DRM system (SINAGER) in 2009 to develop capacities for risk reduction, preparedness, response, and recovery from disasters. However, Honduran authorities lacked the institutional capacity for mainstreaming disaster risk considerations into development planning processes. Specifically, Honduras needed to find ways to better define institutional responsibilities and enhance technical assistance to municipalities to achieve resilient development planning.

✓ Solution – Who did what?

Honduras requested help to learn more about how other countries have implemented strategies to integrate DRM initiatives into territorial planning practices at all administrative levels. Colombia, selected as the knowledge-providing country, has more than 15 years of experience with consolidated policy and planning frameworks that mainstream DRM and environmental concerns across watershed and municipal boundaries. The World Bank Group brokered the exchange based on its long-standing DRM engagement in Colombia and Honduras. The Honduran delegation included participants from the Honduran

in May 2014. The study tour included lectures and Q&A sessions and semi-structured peer-to-peer learning activities with national policymakers, and visits to national and local technoscientific agencies. Delegates met with the Colombian entities that led the development of policy frameworks and instruments in land use planning for regional and municipal governments. They visited the municipalities of Bogota and Manizales, which have implemented the approach. A perception survey was designed and implemented during the exchange to measure objectives reached and results attained. Participants also gave semi-structured interviews and videotaped testimonies to illustrate how this knowledge exchange contributed to building capacities.

After the study tour, a workshop in Honduras helped to systematize the learning experience. Attendees included officials of COPECO; the Ministry of Justice, Human Rights, Government and Decentralization (SDHJGD) with responsibility for land use policies; MiAmbiente; and AMHON. This participation from the widely assorted relevant entities facilitated detailed discussion about lessons learned in Colombia and how these might apply to the Honduran context.



KNOWLEDGE EXCHANGE STORY

✓ Results

Honduran authorities agreed on a Strategic Action Plan to continue refining disaster risk management in the country. This plan included recommendations to clarify institutional responsibilities, formulate guidelines and tools for resilient development planning, and implement a national strategy to enhance technical assistance to municipalities. The Action Plan is under implementation with support from the Bank-financed Disaster Risk Management Project. Inter-institutional coordination has been strengthened, particularly between central agencies and local government. Support to municipalities is underway to help them integrate DRM considerations into development planning processes through technical assistance and capacity building. In the medium term, these efforts will contribute to land use planning that incorporates DRM aspects more effectively, thus promoting more resilient local development..

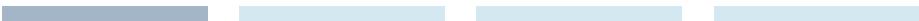
✓ Instruments

Study tour, workshops.

✓ Knowledge Brokers

Enrique Pantoja, Operations Adviser, The World Bank Group

Ana Campos Garcia, Senior Disaster Risk Management Specialist, The World Bank Group



STEP 4

IMPLEMENT THE KNOWLEDGE EXCHANGE

IN STEP 3 YOU DESIGNED THE KNOWLEDGE EXCHANGE BY

- ✓ Selecting the participants,
- ✓ Verifying the change objective and desired outcomes,
- ✓ Organizing your delivery team,
- ✓ 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.


**STEP
4**
**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.



STEP
4

Implement the
Knowledge
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.



TIP

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:

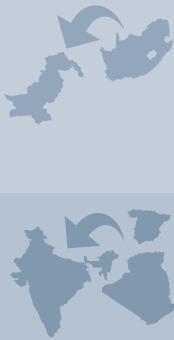
- » Introduce simple techniques for self-documentation early in the exchange. Provide examples, templates, and guidelines. This step is especially useful for field visits and other learning expeditions.
- » Encourage participants to keep a journal (written, photo, audio, or video). A simple notebook 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.

"During a study tour to Uganda and Kenya with participants from India, Pakistan and Bangladesh, we used hand-held videos to capture thoughts and reflections on the field visits each evening and during the journeys between sites. As a result, we collected video recordings that were very useful to understand evolving participants' concerns, emergence of ideas, and proposals for action." ~ Emily Rand, Water and Sanitation Specialist, The World Bank Group

- » Set up an online group space and ask participants to post content, 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 15).


**STEP
4**

Implement the
Knowledge
Exchange



Pakistan and South Africa exchange — Reflecting, internalizing, and documenting

During the exchange, there were several opportunities for interaction that encouraged participants to look beyond immediate results. The first study tour focused on functional issues which ended up leading to discussions on broader issues such as management and sustainability with the subsequent instruments used.

India, Algeria, and Spain exchange — Reflecting, internalizing, and documenting

Participants were encouraged to take notes, photos, and videos throughout the study tour.



TIP

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 road map of next steps for individual participants to creating a group action plan with multiple stakeholders.

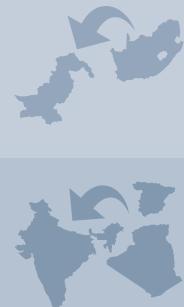
"On return from the study tour to Brazil, a round-table was held in India to share the learning and inferences from the visit with other functionaries in the Ministry of Urban Development and Planning commission, several of which were incorporated into the approach note on regulation of the Urban Water Supply and Sanitation (UWSS) sector. The note formed the basis for the Ministry of Urban Development to articulate its position on and support for UWSS regulation in deliberations held for the 12th Five-Year Plan in 2011. One of the study tour participants from West Bengal is also leading the thought process and reforms of the Kolkata Municipal Water and Sanitation Authority."
~ Vandana Bhatnagar, Senior Water and Sanitation Specialist, The World Bank Group

STEP
4

Implement the
Knowledge
Exchange

Pakistan and South Africa exchange — Action plans for change

The political leadership was engaged right from the start. For this exchange, the engagement of political leadership was not only instrumental in arriving on a consensus but was also useful in addressing the bureaucratic hurdles.



India, Algeria, and Spain exchange — Action plans for change

A technical expert conducted a session at the end of the study tour to help participants identify and synthesize the key takeaways that could help inform decision-making on the project design and that could also be shared with others upon their return.



CASE EXAMPLE

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 non-cooperative 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.





**STEP
4**

Implement the Knowledge Exchange

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.

"The exchange allowed us to strengthen our personal relationships and realize we were all supporting the same goal. We started the trip as individuals with a common goal but we ended as a team, determined to reach the goal together" ~ Taibou Maiga, Senior Water and Sanitation Specialist, The World Bank Group



CHECKLIST

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.



TIP

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.

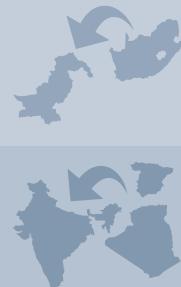
Your delivery team is now more important than ever. You can't get bogged down in the daily planning and logistics. You will need to be paying attention to what's happening (or not!), anticipate challenges, and steer participants to their desired destination.

STEP
4

Implement the
Knowledge
Exchange

Pakistan and South Africa exchange — Relationship building

The collaboration between officials of Peshawar (Pakistan) and Durban (South Africa) was cultivated during the exchange and continues several years on.



India, Algeria, and Spain exchange — Relationship building

Debriefing sessions were organized throughout the study tour so that participants had a chance to reflect on what they were learning and to consider their next steps.

CASE EXAMPLE

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?

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



TIP


4

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.

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.



TIP

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



Pakistan and South Africa exchange — Documenting the implementation journey

The implementation journey was documented through:

- » Session summaries from chairs (participants),
- » Photos,
- » Key points documented for follow up.



India, Algeria, and Spain exchange — Documenting the implementation journey

The implementation journey was documented through:

- » Individual participant notes,
- » Joint report by the knowledge facilitators,
- » Notes from debriefing sessions,
- » Interviews with staff in the utilities,
- » Expert interviews.





KNOWLEDGE EXCHANGE STORY

✓ The Challenge

Bangladesh has a wealth of excellent development projects, but many of them remain isolated when they should be shared and brought to scale. In order to address this, the Horizontal Learning Program (HLP) fosters collective learning and accountability amongst local government institutions, enhancing local capacity to scale-up and sustain good practices.

✓ The Solution – Who Did What?

In Bangladesh, the Ministry of Local Government, Rural Development and Cooperatives facilitates the HLP with support from 32 Developing Partners. The HLP offers a filter for policymakers to view what can be replicated at scale with local knowledge and resources. It focuses on a broad range of good practices related to good governance and improved service delivery. Local stakeholders decide what, how and when to learn through knowledge exchange. Together they

1. Identify their own good practices with concrete and measurable indicators
2. Share good practices with peers
3. Select what they want to learn
4. Choose what they want to

replicate

5. Commit their own budget for replication
6. Allocate resources through open budget planning
7. Support peers in replicating projects
8. Collectively inform policy changes

These learning initiatives recognize that expertise lies in experience, not in income level or schooling. They prioritize building on local practices and knowledge, and help increase networking and communication across social and cultural divides. The HLP also monitors and evaluates good practice replications, budget commitments and the number of people reached through each exchange.

✓ Results

From 2007 to 2012, 303 union parishads in Bangladesh allocated 6 million dollars for the replication of 17 good practices learned from their peers. These allocations yielded amazing results. In FY12 alone, 3.6 million people benefited from the replication of good practices through HLP. Scaling-up good practices in total-sanitation eco-friendly villages aided 1.37 million people. Sharing success tactics for building and maintaining

a safe water supply helped 1.67 million people. And disseminating lessons learned for running open budget meetings and union information service centers benefited 0.55 million people. The total number of beneficiaries of HLP good practice sharing is steadily increasing; in FY13, the projected number of beneficiaries is approximately 5 million people.

"While visiting Chowgacha I discovered a unique solution to arsenic contamination. After coming back [from this knowledge exchange] we adapted and replicated this approach in our own context. This has now spread to the entire upazila and beyond."

- Ranihati Union Parishad Chairman, Chapai Nawabganj Sadar Upazila

✓ Instruments

Community of Practice

Workshop

Study Tours

Multi-stakeholder Dialogue and Consultations

✓ Knowledge Brokers

Santanu Lahiri and Mark Ellery, Water and Sanitation Program, Bangladesh, The World Bank



STEP 5

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.


**STEP
5**

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 development 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 development 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 AfricaSan 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.

STEP
5

Measure &
Report the
Results

Pakistan and South Africa exchange — Synthesis

Because of the pace of reforms in Pakistan, synthesizing the implementation data was incorporated as part of the exchange. Each session ended with a summary provided by one of the delegates, who also chaired that session. In addition, a consultant/professional facilitator was present in South Africa to capture these summaries and synthesize them during action planning sessions. Another facilitator was available in Pakistan to support the reporting of the results.



India, Algeria, and Spain exchange — Synthesis

A multimedia presentation with narrated/storytelling was created by the team leader using a collection of pictures taken during the study tour.



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.



TIP

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



TIP



Measure & Report the Results

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 | |
| Enhance skills? 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 | |
| Enhance connectivity? 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 | |

* Link to the measurable indicators you established in Step 2.

Table 9. Ways to Gather Information on Results

| Intermediate Outcomes | Sample Ways to Measure Results |
|------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| New Knowledge | <ul style="list-style-type: none"> ✓ E-mail participant survey 6 weeks after the exchange. ✓ Interview participants in person at the end of the exchange. ✓ Ask participants to give presentations on the last day of the exchange. ✓ Use a knowledge-based pre-test and post-test with exchange participants. ✓ Video participants each day on a study tour |
| Enhanced Skills | <ul style="list-style-type: none"> ✓ Review monthly application of skills (e.g., error logs, number of reports) at 1, 2, and 3 months after the exchange. ✓ Use a skills-based pre-test and post-test of exchange participants. ✓ Survey participants about the application of skills 9 months after the exchange. ✓ Directly observe participant performance 6 months after the exchange. |
| Improved consensus | <ul style="list-style-type: none"> ✓ Attend weekly team meetings to observe collaboration. ✓ Review meeting minutes to determine if the group has been able to reach consensus on key issues. ✓ Follow-up with group members to assess progress toward change objective. ✓ Send email survey to team members at 3, 6, and 9 months after the exchange to self-assess effectiveness of collaborations. |
| Enhanced connectivity | <ul style="list-style-type: none"> ✓ 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. ✓ 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. ✓ 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 |
| Improved actions | <ul style="list-style-type: none"> ✓ Document participants' agreement on an action plan at the end of the exchange. ✓ Call (or e-mail) participants 3 months after the exchange to learn if they have started new (or improved) processes within their organizations. |

**STEP
5**

Measure &
Report the
Results

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.



Pakistan to South Africa exchange — Intermediate outcomes and results

- » **New Knowledge.** Senior officials and practitioners from Pakistan gained a deeper understanding of the institutional reform process that took place in Johannesburg and Durban, South Africa. Their observations of practical examples provided the basis for identifying bottlenecks and developing a road map of what was required to undertake institutional reforms in Peshawar.
- » **Enhanced Skills.** During the second study tour, technical staff benefited from in-depth training on many aspects of the service and delivery management.
- » **Improved Consensus.** The Pakistani delegation, impressed by the decentralized urban management in South Africa, and in particular with the institutional and governance structure of water and sanitation utilities in Johannesburg and Durban, became determined to find ways, together, to move forward with reforms.
- » **New and Improved Actions.** Ongoing collaboration between Peshawar and Durban water authorities resulted in the implementation of the reform process with the leadership of the provincial government of Khyber Pakhtunkhwa.



India to Algeria and Spain exchange — Intermediate outcomes and results

- » **New Knowledge.** Alternate models for service delivery arrangements based on public private partnership arrangements are being explored for implementation of 24/7 water supply projects within the India context. In particular this helped inform thinking among the project counterparts at the state level.
- » **Improved Consensus.** There was improved agreement among various state/ local counterparts on the model for engagement of private sector under the Karnataka Urban Water Supply Modernization Project. This included provisioning for a municipal company model to enable improved coordination and accountability vis-à-vis the private operator.

STEP
5

Measure &
Report the
Results

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.



TIP

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. | <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> 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 development goal. | <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Somewhat | |
| Ineffective organizational arrangements characterized by inadequate systems, financing, staffing, incentives, and other resources that institutions use to achieve a development goal. | <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Somewhat | |

** Strong intermediate outcomes can often indicate success or progress toward a change objective.



STEP
5

Measure & Report the Results



TIP

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.



CHECKLIST

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 development 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.



TIP

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.***

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



STEP
5

Measure &
Report the
Results



Pakistan and South Africa exchange — Direct results and influence achieved in Pakistan

| Knowledge exchange instruments | Direct results (Intermediate outcomes) | Influenced results (i.e., influences on institutional challenges) |
|---------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|  MULTI-STAKEHOLDER DIALOG AND CONSULTATION | <p>Pakistani senior officials and practitioners came together to discuss and reach agreement on strategy development for implementing institutional reforms.</p> <p>This resulted in solidifying the plan for moving forward in relation to enhancing their knowledge as to how other countries implemented such reforms.</p> | |
|  STUDY TOUR | <p>The Pakistani delegation was impressed and deeply motivated by South Africa's decentralized urban management of water and sanitation. This improved consensus in finding ways to move forward strategically to implement institutional reforms.</p> <p>A government-appointed committee worked on carrying out analytical and diagnostic studies for water and sanitation improvement and proposed three institutional and governance options to the Chief Minister:</p> <ul style="list-style-type: none"> » Establish a water and sanitation agency/authority. » Establish new citywide utility. » Establish an autonomous, ring-fenced company carved out from the existing seven institutions through "functional amalgamation." | <p>In December 2013, Water and Sanitation Services Peshawar (WSSP) was incorporated as Pakistan's first corporately governed and autonomous citywide urban utility with its own Board of Directors.</p> <p>In September 2014, the services delivery mandate was transferred to WSSP along with staff and assets through a Services and Asset Management Agreement (SAMA).</p> <p>Informal twinning arrangements resulted from the initial exchange between Durban and Peshawar.</p> |
|  EXPERT VISIT | <p>After visiting South Africa, the Government of Khyber Pakhtunkhwa requested technical assistance from the World Bank's Water and Sanitation Program in carrying out institutional and service delivery assessment of the water sector in Peshawar city to improve services. The assistance also included having the former Managing Director of Johannesburg Water and Durban Water visit Peshawar in 2012 and 2015 to share, support, and guide the reform process with the leadership of the provincial government.</p> | |

**STEP
5**

Measure &
Report the
Results

CASE EXAMPLE



India, Algeria, and Spain exchange — Direct results and influence achieved in India

| Knowledge exchange instrument(s) | Direct results (Intermediate outcomes) | Influenced results (i.e., influences on institutional challenges) |
|---------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------|
|  STUDY TOUR | <p>Participants gained a better understanding of the different models as well as how public and private engagement works.</p> <p>It became apparent to the Indian delegation how a municipal company can be helpful in enabling alternate structures of public-private partnerships (PPP).</p> | |
|  WORKSHOPS | <p>Increasing awareness of models through sharing of the results from the study tour. Results at national level focused on innovation and policy. Results at state level focused on the regulatory processes and the role of the public counterpart. At the city level results focused on the technical steps needed to move forward.</p> | <p>Ongoing discussion and knowledge sharing about PPP models that would be applicable in the Indian context.</p> |

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
5

Measure &
Report the
Results

Step 3 Design

- » Was there a clear alignment between the development 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!



TIP

Pakistan and South Africa exchange — Design and implementation changes

In order to enable participants to fully benefit from the multiple opportunities for engaging with the knowledge providers and to appropriately apply lessons learned, the design and implementation of the exchange were accordingly adjusted.



India, Algeria, and Spain exchange — Design and implementation changes

The exchange was grounded within the existing Bank-funded Karnataka Urban Water Supply Modernization Project. Consequently, some working relationships were already in place when the exchange was approved and the knowledge providers and the participants from India were selected. The participants included senior officers from the Ministry of Urban Development and Planning Commission, officers from the Department of Economic Affairs, and representatives from the Government of Karnataka who were already involved in the scale-up of the pilot 24/7 project in three cities (Belgaum, Hubli-Dharwad, and Gulbarga). One of the major challenges was arranging logistics for on-the-ground support in Algeria and Spain. Without a local World Bank presence in these countries, the project team relied heavily on logistical and coordination support from the local delivery partners. And although the planning took longer, the direct involvement of the local delivery partners helped to build stronger ownership from the knowledge providers with whom they already had strong ties. Overall, the knowledge exchange was successful both in terms of logistical support and in relation to the intermediate outcomes sought (gaining new knowledge and improving consensus). The participation of the project's joint team leaders in the study tour was invaluable in facilitating dialogue with senior government officials on key takeaways and drawing relevant inferences for project design.



**STEP
5**

Measure &
Report the
Results



EXAMPLE

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 Health learned and used new project management techniques to improve the effectiveness of their programs. | Increased the number of programs administered by the Ministry of Health 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. |



CHECKLIST

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?)



CHECKLIST

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?



STEP
5

Measure &
Report the
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, 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 post at South-South Opportunity (www.southsouth.info), the Knowledge Management for Development community (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://wbi.worldbank.org/sske/>.

STEP
5

Measure &
Report the
Results



TIP

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



Pakistan and South Africa exchange — Reporting results

Participants prepared a report of the results of the overall exchange and disseminated it within their provincial governments.

Key lessons learned by Pakistani participants:

- ✓ A happy customer is a paying customer. Viable and sustainable service provision rests on good revenue collection, and good payment levels depend on delivery of good quality services that meet citizens' needs.
- ✓ Privatization of water services is not a precondition for success. Public sector utilities achieve high-level performance by contracting out selected aspects of service provision as appropriate. Outsourcing can also be used to gain cost efficiencies or quality — the work can be done better or more cost-effectively by a contractor.
- ✓ Crises and conflict situations provide opportunity; it's how you avail and maximize the opportunity.



India to Algeria and Spain exchange — Reporting results

The results from the exchange were shared with key stakeholders (internal unit and management) via email. In addition, a report of the results, including all technical presentations as well as documents and other materials, were shared with the government agencies that participated in the exchange.

Table 10. Sample Formats for Reporting Results

| Type | 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 stakeholders 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. |



Measure & Report the Results

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 163). 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?



LEARNERS BECOME TEACHERS: MULTIPLYING THE IMPACT OF BREAKTHROUGHS THROUGH KNOWLEDGE EXCHANGE

KNOWLEDGE EXCHANGE STORY

✓ The Challenge

In 2008 and 2009, Kenya suffered severe droughts leading to water and food shortages. The government was looking for ways to address these problems.

✓ The Solution – Who Did What?

In 2008, the World Bank Institute (WBI) produced a learning toolkit, based on experience in Asia, on a new method of rice cultivation, called System of Rice Intensification (SRI). This set of innovative rice growing practices required less water and fewer seeds, and yet brought higher yields. It is a good example of climate-smart agriculture that can build farmers' resilience to climate change.

In 2009, at the request of the World Bank Nairobi Office and local researchers, the WBI team designed and organized a series of South-South knowledge exchange initiatives on SRI. These initiatives included video-conference based multi-stakeholder dialogues, peer consultations, and discussions organized through the Global Development and Learning Network (GDLN), as well as expert visits and national workshops. The first knowledge exchange was launched through GDLN in

September 2009, linking Kenya with India, where SRI practices were already seeing success at scale; with Rwanda, where farmers in International Fund for Agricultural Development (IFAD) projects have achieved tangible results; and with Madagascar, where SRI was first developed. For many participants, especially farmers, it was the first time they ever met their peers from another continent. Some claimed it "an eye opening event," and "such an encouragement," boosting their morale.

That year, two farmers in Mwea, Kenya's most important rice growing region, obtained the WBI learning toolkit and became the first farmers in Kenya to try SRI techniques. *"I got eleven bags of paddy from my quarter-acre trial, compared to the usual eight bags for that plot. But what's amazing was that each bag weighed 95kg for the SRI paddy but only 80kg for the conventional method. In the following year, I converted all my two acres to practice the SRI method,"* said Moses Kareithi, pioneer SRI farmer, Kenya.

Encouraged by the initial results, Kenya researchers and government decided to scale up

SRI in several regions. Over the years, three more knowledge exchanges were organized by WBI to track SRI results, provide timely knowledge, and facilitate peer support for practitioners and researchers. As a follow-up to the knowledge exchange over the GDLN, WBI facilitated SRI expert visits from India and Japan to Kenya, to give hands-on field training. The WBI and IFAD also organized a study tour for Kenyans to visit India. As a result, the number of SRI farmers in Kenya increased steadily into the thousands.

✓ Results

Witnessing solid farmer field results from SRI for two to three seasons, the Kenyan national irrigation board organized national workshops and farmer field days to share experiences; universities allocated funds to support PhD students to research SRI; the private sector made local weeders for farmers as demand rose; innovative farmers developed new tools to adapt the practices to their local soil and climate conditions, and



some even started biochar and organic composting in SRI fields. The government engaged Jomo Kenyatta University of Agriculture and allocated funds to facilitate farmer-to-farmer learning and cross-region learning.

By 2012, over 3,000 farmers were adopting SRI methods in Mwea alone, and more farmers followed in three other regions. Over the years, the farmers who adopted SRI have reported consistent increases in yields, more crop resilience during droughts, and reduction in farm input, such as labor, seeds, and water. Farmers noted less conflict over water during water shortages due to much lower demand for water under SRI. Pumping was subsequently reduced, saving energy and minimizing carbon emissions, both from fuel and from paddy fields.

Hearing about this success, the Malawi Ministry of Agriculture in 2012 asked the Bank to help it

learn from Kenya's SRI application. The World Bank team responded quickly organizing a knowledge exchange in October 2012 that connected Malawi with Kenya over the GDLN. This time Kenyan farmers and researchers became proud knowledge providers, sharing their first-hand experience with about 50 Malawians. This knowledge exchange also engaged practitioners from India, who were happy to see Kenya's progress and the new interest from Malawi. Recently, Norway has launched a new program to support scaling up SRI in Malawi and other Africa countries.

✓ **Lessons Learned**

- » Identify/target the right group of stakeholders for a sustained period of time, for the knowledge to take root.
- » Ensure that the change agents include a critical mass of multi-stakeholders. This helps build local ownership of the new knowledge and a community of practice.

- » Keep the knowledge practical, aided by visual learning tools. The goal is that within a short time, participants can observe the results and impact. This will encourage up-scaling.

- » Go beyond just spreading knowledge, to create new "teachers" to increase learning impact.

✓ **Instruments**

Multi-stakeholder Dialogue and Consultation

Expert Visit

Workshop

Study Tour

✓ **Knowledge Broker**

Mei Xie, Senior Water Resources Specialist, The World Bank Institute



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 clients. Counterparts often request the support of the broker to facilitate a knowledge exchange and are consulted at the earliest stages of planning and design. Counterparts can refer to knowledge seekers or providers, depending on who you work with. Some counterparts may be involved as actual participants.
- » **Development goal.** The result or achievement that would address a problem of ultimate concern to your stakeholders.
- » **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 development 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 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.



ART OF KNOWLEDGE EXCHANGE TOOLBOX



TABLE OF CONTENTS

| | | | |
|-------------------------------------------------|-----------|-------------------------------|------------|
| Introduction | 90 | | |
| SECTION I. INSTRUMENTS | 91 | SECTION II. ACTIVITIES | 139 |
| 1. Short-term Engagement | | 1. Presentation | |
| 1.1 Conference | 93 | 1.1 Demonstration | 141 |
| 1.2 Expert Visit | 97 | 1.2 Expert Panel | 142 |
| 1.3 Knowledge Fair | 101 | 1.3 Lightning Talks | 143 |
| 1.4 Study Tour | 105 | 1.4 Poster Session | 144 |
| 1.5 Workshop | 110 | 1.5 Report | 145 |
| 2. Medium-term Engagement | | 1.6 Storytelling | 146 |
| 2.1 Competition/Challenge | 115 | 2. Discussion | |
| 2.2 Knowledge Jam | 119 | 2.1 Anecdote Circle | 148 |
| 2.3 Multi-stakeholder Dialogue/ Consultation | 123 | 2.2 Brainstorming | 149 |
| 3. Long-term Engagement | | 2.3 Buzz Session | 146 |
| 3.1 Community of Practice | 129 | 2.4 E-Discussion | 147 |
| 3.2 Twinning | 133 | 2.5 Knowledge Café | 148 |
| | | 2.6 Peer Assist | 149 |
| | | 3. Experimental | |
| | | 3.1 Action Planning | 155 |
| | | 3.2 Book Sprint | 156 |
| | | 3.3 Field Visit | 157 |
| | | 3.4 Fishbowl | 158 |
| | | 3.5 Role Play | 159 |
| | | 3.6 Secondment | 160 |
| | | 3.7 Simulation | 161 |
| | | 4. Analytical | |
| | | 4.1 After-action Review | 163 |
| | | 4.2 Focus Group | 164 |
| | | 4.3 Interview | 165 |
| | | 4.4 Self-assessment | 166 |
| | | 4.5 Survey | 167 |
| | | 4.6 SWOT Analysis | 168 |

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

The role of instruments can vary; some instruments require shorter term and more intense individual engagement while others require a longer term and less intense degree of individual engagement.

SHORT-TERM ENGAGEMENT



CONFERENCE



EXPERT VISIT

MEDIUM-TERM ENGAGEMENT



COMPETITION/
CHALLENGE



KNOWLEDGE
JAM

LONG-TERM ENGAGEMENT



COMMUNITY
OF PRACTICE



TWINNING
ARRANGEMENT



KNOWLEDGE
FAIR



STUDY TOUR



MULTI-STAKEHOLDER
DIALOGUE AND CONSULTATION



WORKSHOP

INSTRUMENTS

SHORT-TERM ENGAGEMENT



CONFERENCE



EXPERT VISIT



KNOWLEDGE FAIR



STUDY TOUR



WORKSHOP



CONFERENCE

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.

BEST USED FOR

- » 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.

KNOWLEDGE EXCHANGE INSTRUMENTS

HOW TO USE IT



PLANNING PHASE

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



CASE EXAMPLE — CONFERENCES CAN HAVE MORE IMPACT WITH FIELD VISITS

Reclamation projects in China's Loess Plateau provide a powerful example of how environmental conservation can be integrated with poverty reduction and sustainable agriculture. To learn from the Loess Plateau experience, 24 watershed officials from ten African countries attended a two-day conference in Beijing, and visited reforestation and watershed programs in Shaanxi and Gansu Provinces. The delegates learned about ecosystem rehabilitation, the Community Driven Development approaches to watershed/soil management, and ways to design, finance, and monitor watershed projects. The knowledge and skills they gained helped improve the confidence and motivation of African delegates to implement successful water and soil conservation efforts. "The challenge is to bring all the concerned parties together to have one integrated watershed management approach," said John Philip Olum, CEO of the National Water Resources Authority in Kenya. "I now see that multi-sector collaboration is possible, because I have seen it [in China]." Tanzania has since applied new knowledge to improve irrigation practices, Ghana to help implement new watershed programs, and Malawi to incorporate local knowledge into an integrated watershed management project.

Source: The World Bank, Improving Water and Soil Conservation in Africa to Enhance Sustainable Agriculture and Poverty Reduction Efforts, <http://wbi.worldbank.org/sske/result-story/2123>

KNOWLEDGE EXCHANGE INSTRUMENTS

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.



EXPERT VISIT

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.

BEST USED FOR

- » 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).

KNOWLEDGE EXCHANGE INSTRUMENTS

HOW TO USE IT



PLANNING PHASE

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

| | |
|------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|  PLANNING | <ul style="list-style-type: none">  Brainstorming through video-conference to meet and agree on the scope of the mission  e-Discussion to prepare concept notes |
|  DELIVERY | <ul style="list-style-type: none">  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 |
|  FOLLOW-UP | <ul style="list-style-type: none">  Action planning session, face-to-face and online, to develop a road map of next steps |

CASE EXAMPLE — EXPERT VISITS TRANSFER SPECIFIC KNOWLEDGE QUICKLY AND EFFICIENTLY

Nepal learned quickly from Pakistani experts and avoided a financial crisis. By 2009 financial experts could see that banks in Nepal were dangerously overexposed to inflated real estate and equity markets. Nepal's Central Bank needed assistance to evaluate the country's commercial banks and assess the damages that could result from economic shocks. Models used in developed economies for evaluating banks were unsuited to the circumstances of a small developing country and an international search for help would take too long and be too public. Nepal needed help quickly and quietly. Experts from the State Bank of Pakistan were brought in to demonstrate a simple model for evaluating and stress testing bank exposure. The skills gained through the exchange helped Nepal's Central Bank to quantify the level of risk to which its commercial banks were exposed, pass regulations to maintain financial stability, and helped the Government of Nepal establish contingency plans in the case of a bank failure. All this in just six weeks!

Source: The World Bank, Using Stress-Testing to Enhance Bank Regulatory Capacity and Maintain Financial Stability in Nepal, <http://wbi.worldbank.org/sske/result-story/1720Planning>

TIPS FROM THE FIELD

Planning

- » Choose experts with a strong background in the area of development 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.



KNOWLEDGE FAIR

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.

BEST USED FOR

- » 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.

KNOWLEDGE EXCHANGE INSTRUMENTS

HOW TO USE IT



PLANNING PHASE

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



DELIVERY PHASE

- » 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



FOLLOW-UP PHASE

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

ILLUSTRATIVE EXAMPLE — SEQUENCING ACTIVITIES FOR YOUR KNOWLEDGE FAIR

| | |
|--------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|  PLANNING |  Discussion , face-to-face or virtual, among organizers to agree on scope of knowledge fair |
|  DELIVERY |  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 |
|  FOLLOW-UP |  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/Z6LCE8J10>

KNOWLEDGE EXCHANGE INSTRUMENTS

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.



STUDY TOUR

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.

BEST USED FOR

- » 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.

KNOWLEDGE EXCHANGE INSTRUMENTS

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



FOLLOW-UP PHASE

- » 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

| | |
|---------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|  PLANNING | <ul style="list-style-type: none">  Action planning with participants and host/s to prepare a road map 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 |
|  DELIVERY | <ul style="list-style-type: none">  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 |
|  FOLLOW-UP | <ul style="list-style-type: none">  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

The Indian state of Himachal Pradesh recognized the need to better prepare its officials with skills required in designing new policies in promoting inclusive, environment-friendly green economic growth. Added to this need were the tools required to coordinate the roles of different sectors involved. Mexico had made progress in stipulating green economic growth across different sectors of its economy and so was a clear choice to be a knowledge provider. In May 2013, Indian officials visited Mexican counterparts at the federal level and in the states of Oaxaca and Quintana Roo. These visits afforded first-hand learning about Mexico's experience in making urban and rural development more environment friendly and inclusive of all social groups. The Indian officials transferred that acquired knowledge into new green growth-oriented policies that now include a benefit-sharing mechanism in hydropower development and payment for ecosystem services. Stronger coalition building and network coordination among different stakeholders, including civil society and academia, resulted in the amendment of existing legislation and the adoption of the Himachal Pradesh Sustainable Tourism Development Policy in November 2013.

Source: The World Bank, Sharing Experience in Promoting Green Growth, <http://wbi.worldbank.org/sske/story/sharing-experience-promoting-green-growth>

KNOWLEDGE EXCHANGE INSTRUMENTS

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.



WORKSHOP

WHAT IS A WORKSHOP?

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

BEST USED FOR

- » 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.

KNOWLEDGE EXCHANGE INSTRUMENTS

HOW TO USE IT



PLANNING PHASE

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



CASE EXAMPLE — WORKSHOPS CAN DEEPEN KNOWLEDGE

Honduras has been one among those countries most affected by climate change and disasters triggered by natural events. This unwelcomed distinction made Honduran officials recognize the need to strengthen the country's institutional capacity for mainstreaming disaster risk considerations into development planning. Colombia had experience with this disaster risk management effort. A Honduran delegation was organized with officials from various agencies. Before embarking on a study tour to Colombia in May 2014, the Honduran delegation held preparatory workshops with Colombian participants and also with World Bank staff who acted as the knowledge brokers. The workshop helped to set the agenda for the study tour. Delegates met with the Colombian entities that led the development of policy frameworks and instruments in land use planning for regional and municipal governments. After the study tour, another workshop in Honduras, attended by representatives from all the relevant agencies, helped to systematize the learning experience. This participation facilitated detailed discussion about lessons learned in Colombia and agreement on a strategic plan for applying these to the Honduran context.

Source: The World Bank, Improving Disaster Risk Management in Honduras: Incorporating Risk Management into Land Use Planning, <http://wbi.worldbank.org/sske/story/improving-disaster-risk-management-honduras-incorporating-risk-management-land-use-planning>.

KNOWLEDGE EXCHANGE INSTRUMENTS

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



COMPETITION/
CHALLENGE



KNOWLEDGE
JAM



MULTI-STAKEHOLDER
DIALOGUE AND CONSULTATION



COMPETITION/ CHALLENGE

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).

BEST USED FOR

- » 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.

KNOWLEDGE EXCHANGE INSTRUMENTS

HOW TO USE IT



PLANNING PHASE

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



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>

KNOWLEDGE EXCHANGE INSTRUMENTS

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.



KNOWLEDGE JAM

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.

BEST USED FOR

- » 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.

KNOWLEDGE EXCHANGE INSTRUMENTS

HOW TO USE IT



PLANNING PHASE

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

KNOWLEDGE EXCHANGE INSTRUMENTS

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.



MULTI-STAKEHOLDER DIALOGUE AND CONSULTATION

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.

BEST USED FOR

- » 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.

KNOWLEDGE EXCHANGE INSTRUMENTS

HOW TO USE IT



PLANNING PHASE

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)



FOLLOW-UP PHASE

- » 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



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.

KNOWLEDGE EXCHANGE INSTRUMENTS

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 —MULTI-STAKEHOLDER DIALOGUES HELP NATION BUILDING

In a society afflicted by 25 years of insurrection and civil strife, dialogues are proving an effective nation-building tool. In South Sudan, dialogues teach citizens about interacting with the world's newest government, and help appointed and elected officials address their constituents' needs.

- » In the northwest city of Wau, youth engaged with six elected state and national legislators on issues that included improved education and jobs, among other concerns.
- » In the capital city of Juba, physically disabled persons challenged elected representatives and appointed officials to pay greater attention to their needs and support greater participation of the physically disabled in all levels of government.
- » In the northern city of Malakal, citizens petitioned their elected representatives to help provide clean water wells so they would not have to draw water from the Nile River.

Many other dialogues (sometimes referred to as *community issue forums* or *constituency dialogues*) took place in numerous communities across the nation. They all shared these features:

- » Rigorous preparations preceded the dialogues; trained facilitators engaged community leaders and built trust.
- » Multiple focused small group discussions in convenient locations maximized opportunities for community participation in defining problems and identified people who were capable and willing to speak for the community.
- » Ground rules were clearly established and reinforced at every opportunity.
- » Organizers emphasized seeking solutions and defining common strategies rather than merely airing grievances or complaints.
- » Moderators and other volunteers received training to carry out their roles in the dialogues.

The dialogues' success depended on well-designed preparation along with a commitment from civil society, legislators, and officials to follow up. In this way participating communities saw that even if there were no immediate results, their concerns were heeded-- these dialogues are meaningful and not cosmetic exercises.

Source: Larry Ekin, Communications Consultant, National Democratic Institute



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



COMMUNITY
OF PRACTICE



TWINNING
ARRANGEMENT



COMMUNITY OF PRACTICE

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



PLANNING PHASE

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 — A COMMUNITY OF PRACTICE FOR CONTINUOUS KNOWLEDGE SHARING

At the conclusion of a November 2012 virtual global consultation round-table that brought together more than 150 participants from multiple countries and sectors on the topic of Incubating Innovation for Off-Grid Electrification, attendees expressed a clear need for a common platform where dialogue could be continued. As a result, the Telecom-Energy Initiative's Online Collaborative Platform was launched in December 2012. This online community of practice brought together a coalition of key energy, telecom, financial and non-profit sector stakeholders seeking to harness energy demand from the telecom sector infrastructure to spur energy supply to the 1.2 billion people remaining without energy access throughout the developing world. It has provided a virtual space where knowledge, ideas and opportunities can be shared and created through interactions among a wide range of stakeholders representing over 60 countries and 300 organizations.

Source: The World Bank, Telecom-Energy Community of Practice,

<http://wbi.worldbank.org/wbi/stories/innovations-rural-electrification-building-stakeholder-coalitions>

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, WBLOG - Open Contracting Team



TWINNING

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



PLANNING PHASE

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



DELIVERY PHASE

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

| | |
|---------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|  PLANNING |  Series of e-discussions between to two institutions  Action planning to lay out objectives and key capacity outcomes and settle on a project team |
|  DELIVERY |  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 |
|  FOLLOW-UP |  Exit interviews of secondees  Survey to determine and evaluate the final results  Action planning session to implement lessons learned |

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>

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.

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.



KNOWLEDGE EXCHANGE ACTIVITIES

PRESENTATION ACTIVITIES

**Demonstration****Expert Panel**

DISCUSSION ACTIVITIES

**Anecdote Circle****Brainstorming****Lightning Talks****Poster Session****Buzz Session****e-Discussion****Report****Storytelling****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



Action Planning



Book Sprint



Field Visit



Fishbowl



Role Play



Secondment



Simulation

ANALYTICAL ACTIVITIES



After Action Review



Focus Group



Interview



Self-Assessment



Survey



SWOT Analysis

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.

HOW TO USE IT

- » 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.



EXPERT PANEL*

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.

HOW TO USE IT

- » 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.

* 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.

HOW TO USE IT

- » 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.



POSTER SESSION

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.

HOW TO USE IT

- » 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 presenter-participant 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.

REPORT



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.

HOW TO USE IT

- » 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.



STORYTELLING*

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.

HOW TO USE IT

- » 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.

* 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



ANECDOTE CIRCLE

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.



BUZZ SESSION

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.

HOW TO USE IT

- » 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.

HOW TO USE IT

- » 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.



KNOWLEDGE CAFÉ

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.

HOW TO USE IT

- » 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 note-takers 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, cross-linkages, 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.

HOW TO USE IT

- » 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



Book Sprint



Field Visit



Fishbowl



Role Play



Secondment



Simulation

ACTION PLANNING



WHAT IS ACTION PLANNING?

A strategic exercise that results in a personal or group road map 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 road map for follow-up action.
- » encourage ownership of follow-up actions.
- » enable knowledge transfer.

HOW TO USE IT

- » 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.



BOOK SPRINT

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 actions.
- » 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.

FIELD VISIT



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.

HOW TO USE IT

- » 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.



FISHBOWL

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 single-answer solutions.
- » encourage active listening and reflection.
- » enable knowledge transfer.

HOW TO USE IT

- » 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 guide.

ROLE PLAY



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-to-face 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.

HOW TO USE IT

- » 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.



SECONDMENT

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.

HOW TO USE IT

- » 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, "real-world" 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.

HOW TO USE IT

- » 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.

USE 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.

HOW TO USE IT

- » 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.



FOCUS GROUP

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 focus-group 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 decision-making.
- » 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).

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.

INTERVIEW



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 pre-recorded 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.



SELF-ASSESSMENT

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.

HOW TO USE IT

- » 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.

SURVEY



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.

HOW TO USE IT

- » 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.



SWOT ANALYSIS*

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.

HOW TO USE IT

- » 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 road map of next steps.

* A SWOT analysis is sometimes referred to as an *internal-external analysis*.

THE ART OF KNOWLEDGE EXCHANGE

A Results-Focused Planning Guide
for Development Practitioners in
the Water Sector

