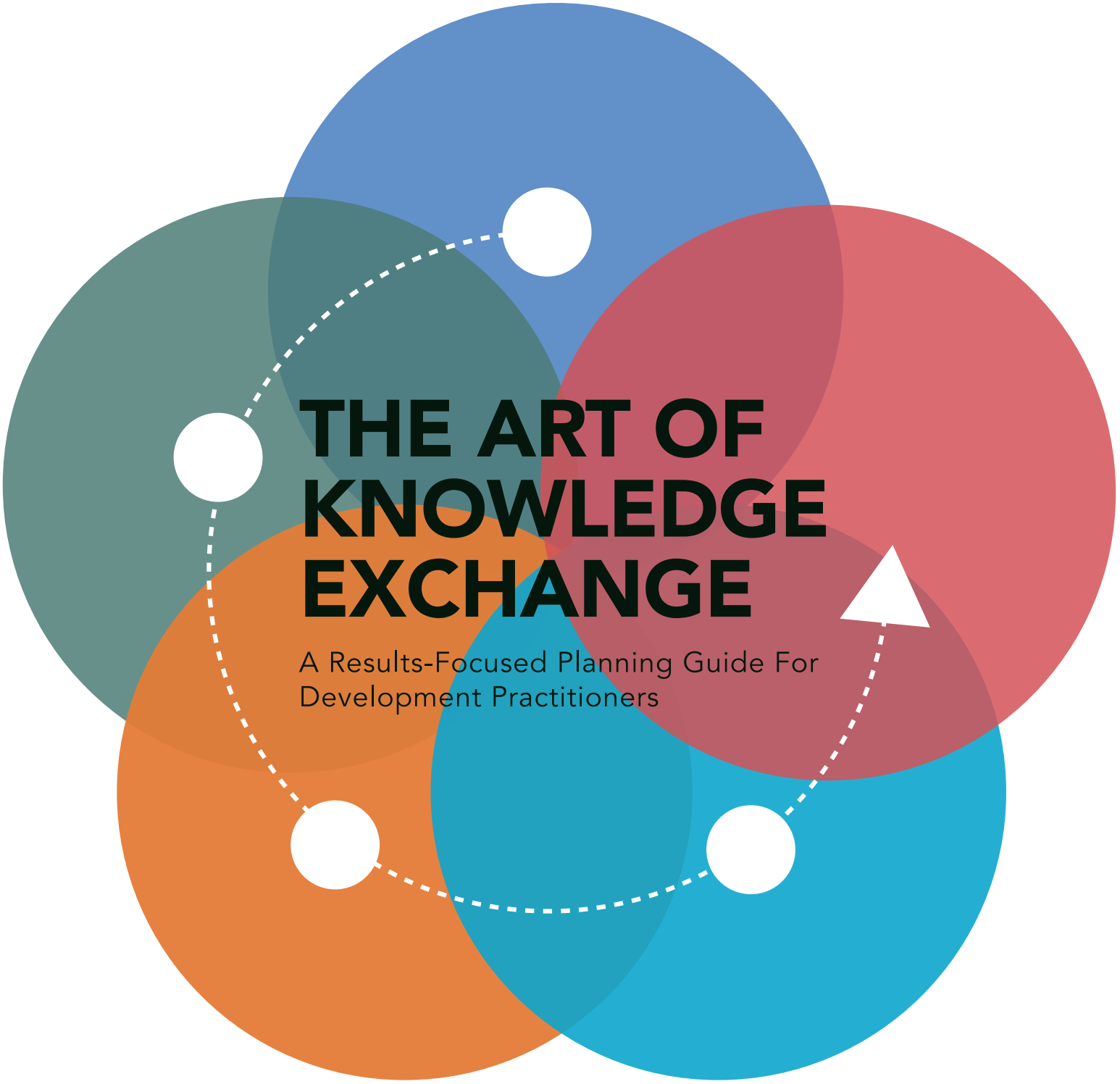
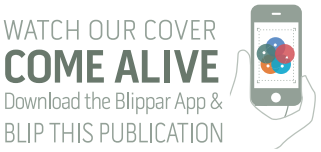


THE ART OF KNOWLEDGE EXCHANGE

A Results-Focused Planning Guide For Development Practitioners

WORLD BANK GROUP
Leadership. Learning and Innovation

Interactive cover



Download the free augmented reality app Blippar, then point your device at the front of the book to access our interactive content, including a digital copy of: "The Art of Knowledge Exchange".

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SECOND EDITI

DO YOU WANT TO?

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

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ABOUT THIS GUIDE

Welcome to the second edition of *The Art of Knowledge Exchange.*

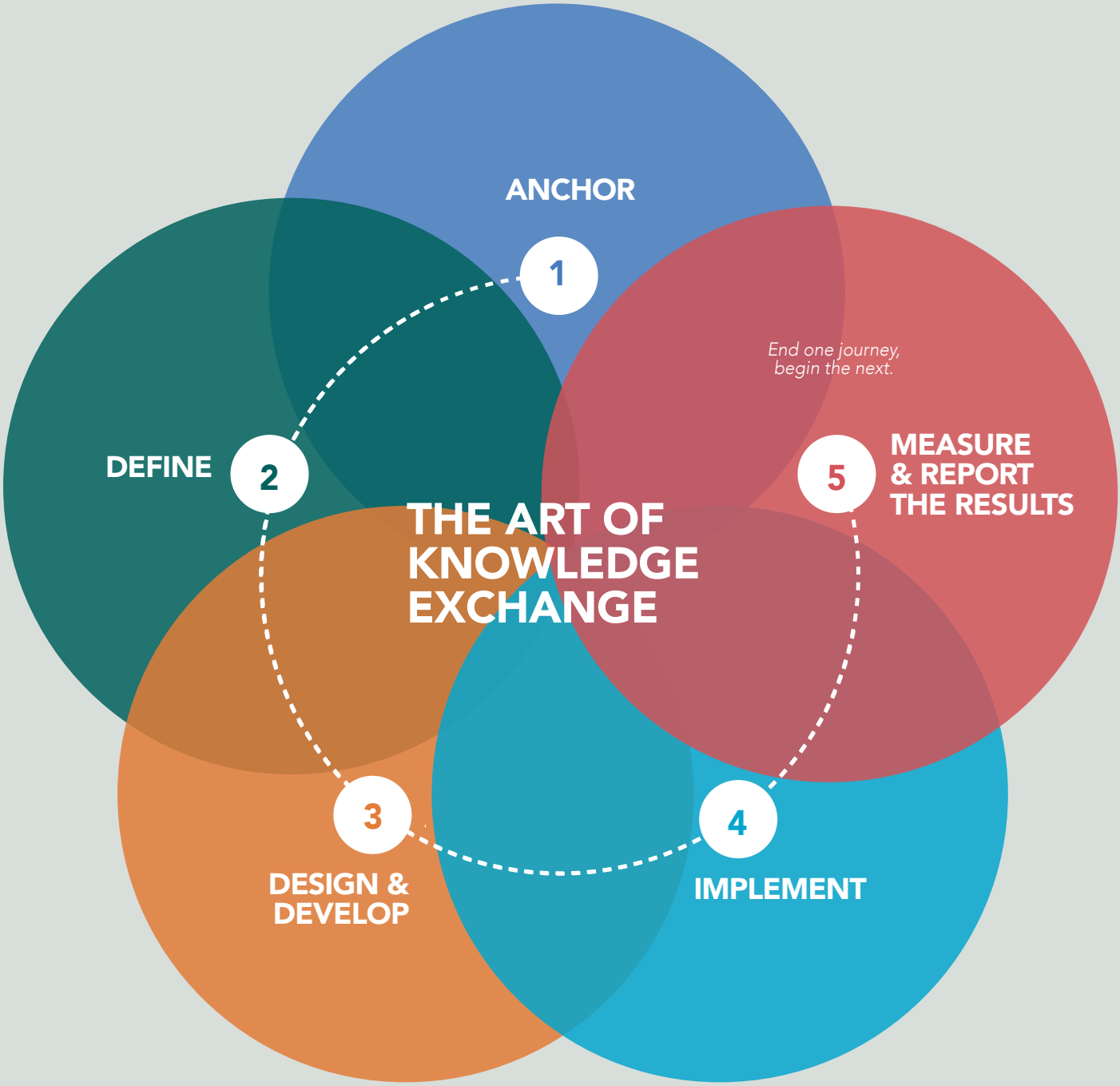
This planning guide is for anyone who wishes to design, implement, and measure a results-oriented knowledge exchange initiative. While it can be used by anyone, it is written for those who broker knowledge exchange by connecting and facilitating engagements between knowledge seekers and providers.

This guide follows a strategic approach to learning by breaking down the knowledge exchange process into five simple steps and providing tools to help you play a more effective role as a knowledge broker.

This approach will help you to

- consider knowledge exchange within a broader programmatic and development context.
- 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 your knowledge exchange initiative.

This edition contains a full revision of the original *Art of Knowledge Exchange* as well as new chapters on implementation and results. It draws lessons from over 100 exchanges financed by the World Bank South-South Facility, analytical work conducted by the World Bank Institute and the Task Team for South-South Cooperation, and reflects the experiences of dozens of World Bank Group staff, learning professionals, government officials, and other international development practitioners who have brokered and participated in South-South knowledge exchange activities.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WHAT CAN KNOWLEDGE EXCHANGE HELP YOU ACHIEVE?

Knowledge exchange, or peer-to-peer learning, is a powerful way to share, replicate, and scale up what works in development. Development practitioners want to learn from the practical experience of others who have gone through, or are going through, similar challenges. They want to be connected to each other and have ready access to practical knowledge and solutions.

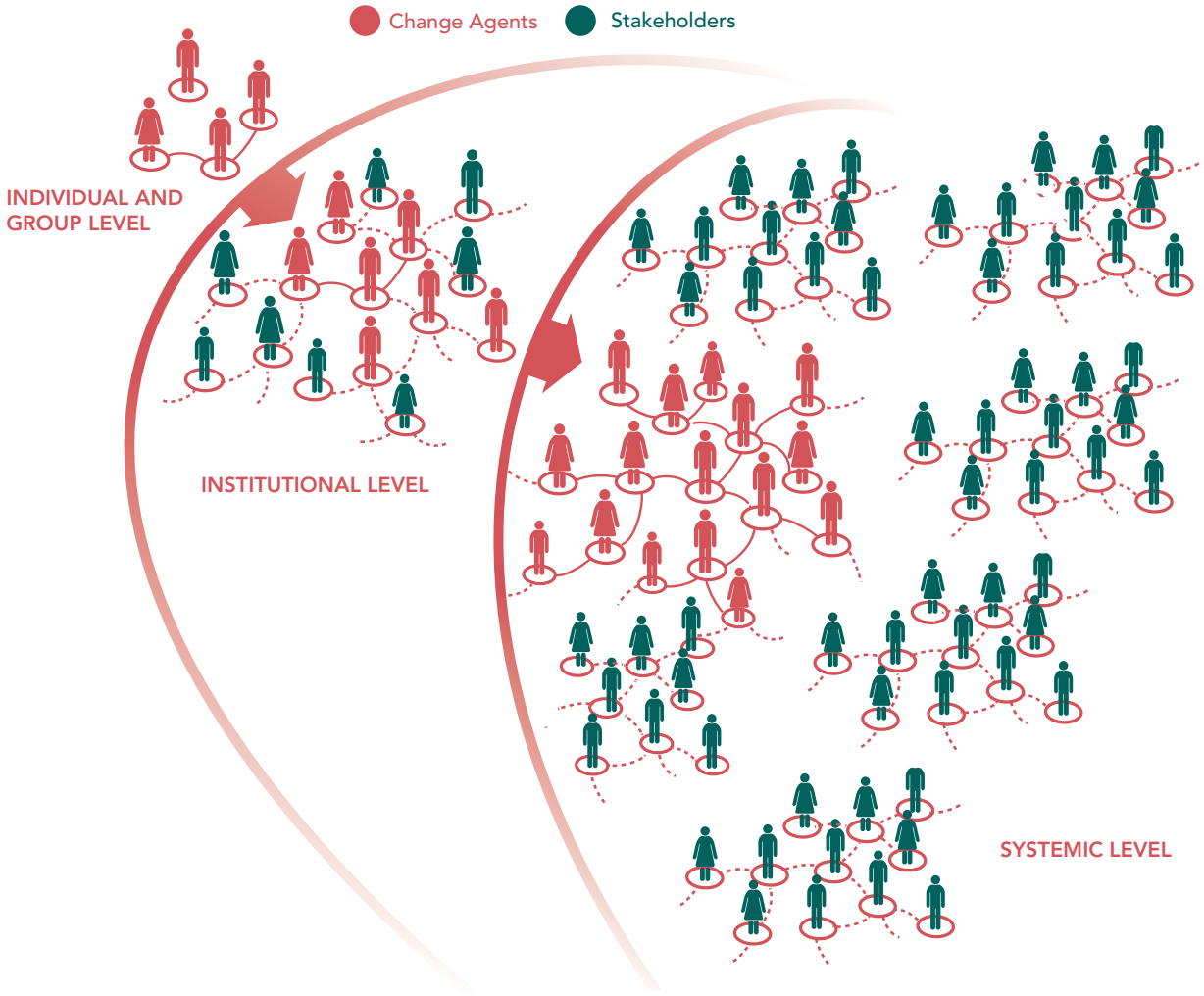
When done right, knowledge exchange can **build the capacity, confidence, and conviction of individuals and groups to act.** Examples of these **direct results or intermediate outcomes** from a knowledge exchange include

- 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.
- dairy sector and ministry of agriculture officials in Tanzania **reach agreement** on a blueprint of potential dairy sector reforms because of a new shared understanding and improved collaboration.
- 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 this methodology.

These 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 will 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.**
- the improved consensus on reforms among the key stakeholders in the Tanzania dairy sector **led to a reduction in regulations and a more efficient dairy sector.**
- encouraged by the initial results of SRI methodology adopted by the pioneer Kenyan farmers, **the Kenya government, academia, and the private sector supported the scale-up of SRI in several regions** through a range of initiatives. Some examples: the Kenyan national irrigation board organized national workshops and farmer field days to encourage knowledge sharing, universities allocated funds to support doctoral research on SRI, and the private sector made local weeders for farmers using SRI methodology.

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



"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, Bangladesh

"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." ~ Moses Kareithi, pioneer SRI farmer, Kenya

Case Example

HOW TANZANIA LEARNED FROM INDIA'S "WHITE REVOLUTION"

In this knowledge exchange, Tanzania

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

Although Tanzania's child mortality rate has been falling steadily in recent decades, it remains above the world average. In 2008, as part of its commitment to maternal and child health the Tanzanian Government sought to improve nutrition and incomes in rural areas by restructuring its agriculture sector, particularly the struggling dairy industry.

In Tanzania, the dairy industry is hampered by excessive regulation and an unfavorable tax regime. To address these issues, the Tanzanian Government wanted to follow the best model and learn how India carried out its renowned "white revolution," during which it increased its milk production by 500 percent to become the world's largest single milk producer.

The World Bank funded a knowledge exchange between the two countries, aimed at improving the regulatory environment of Tanzania's dairy sector as well as the operational efficiency of its supply chains, the National Dairy Development Board (NDDB) and the Ministry of Agriculture (MoA).

Case Example

"If an illiterate African woman can be given a goat or a cow, she will become an entrepreneur the next day, and she'll become a business woman with one precondition, that she should be able to connect herself to a cooperative which will provide market access." ~ B.M. Vyas, Managing Director, The Gujarat Cooperative Milk Marketing Federation

A working group from Tanzania and India planned the exchange together.

It began with a multi-stakeholder dialogue in Tanzania to build consensus on the next steps for dairy reform, followed by a 10-day expert visit to Tanzania by six officials from the Indian National Dairy Development Board and The Gujarat Cooperative Milk Marketing Federation to understand firsthand the challenges being faced by Tanzania and raise broader awareness among Tanzanian stakeholders on the results from the dairy reforms in India. The expert visits also had a strong needs assessment component.

Next, a delegation of 14 Tanzanian officials from the Ministry of Agriculture, National Dairy Development Board, dairy producers, processors, and distributors visited India on a study tour to witness India's milk revolution firsthand. The study tour was complemented by ongoing multi-stakeholder dialogues and consultations, and return visits with the experts in India to support the new skills and implementation know–how of Tanzanian dairy producers and technical specialists from the National Dairy Development Board. The exchange participants also developed a brochure and videos summarizing the lessons learned.

Tanzanian dairy officials used their new knowledge and skills to develop policies and approaches based on the Indian model. Tanzania has effectively implemented dairy reforms, built consensus among stakeholder groups to anticipate next steps, and applied India's rapid results approach to scale up successful reforms across the country. It is clear that Tanzania is well on its way to boosting nutrition and incomes in rural areas.

"The challenges are working through the value chain. If you only support one area of the chain, it won't be successful. If you support throughout the chain from the farmer to the consumer, it's going to work." ~ Devangura Mmari, Managing Director, Tan Dairies Ltd.

Knowledge Broker: Michael Wong, Lead Private Sector Development Specialist, The World Bank

Case Example

STRENGTHENING THE RECOGNITION OF INDIGENOUS LAND RIGHTS IN HONDURAS

In this knowledge exchange, Honduras

GAINED NEW KNOWLEDGE

ENHANCED SKILLS

IMPROVED CONSENSUS

IMPROVED ACTIONS

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

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

Case Example

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

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

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

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

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

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

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

STEP 1

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

ANCHOR THE KNOWLEDGE EXCHANGE

Knowledge exchange initiatives can be used as part of a change process to powerful effect. At its best, knowledge exchange generates relevant knowledge and timely insights for designing, developing, and implementing innovative development initiatives. But for knowledge exchange to work well, it should be anchored in the larger development context and driven by stakeholder 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.
- 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. Sometimes an exchange can be used to build group consensus on the development goal itself. Either way, it is important to recognize that a knowledge exchange initiative on its own will not achieve the development goal, but will contribute to it.

CASE EXAMPLES

Tanzania and India Exchange — Development Goal

The development goal in Tanzania was to improve nutrition and income in rural areas and increase economic growth.

Honduras, Nicaragua, and Colombia Exchange — Development Goal

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

STEP 1.2 DEFINE THE INSTITUTIONAL CHALLENGE(S)

What challenges are blocking the achievement of the 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 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, standards, and other formal incentives that guide action towards a development goal
- **Ineffective organizational arrangements:** characterized by inadequate systems, financing, staffing, incentives, and other resources for achieving a development goal

Use knowledge exchange to help address challenges in these three areas. Work with your clients, and other stakeholders, to identify the most important impediments. What needs to change? The following questions can guide your assessment.

Assessing the Environment for Change

- Do all stakeholders agree on the challenge? On a possible solution?
- Is there a mechanism for stakeholders to voice their opinions?
- Is there evidence that a solution exists? Has the solution been tried 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?
- Are new policies and regulatory mechanisms consistent with existing ones?
- 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? Will they comply with new ones?
- 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
  - a legal mandate (e.g., vision and mission) to implement the new approach?
  - a viable business plan with clear objectives?
  - a defined set of activities accompanied by a budget, timeline, and assigned personnel?
  - a robust monitoring and evaluation system?
  - the funds to sustain its operating costs?
  - adequate financial systems in place?
  - sound leadership?
  - a governing board or system to oversee management?
  - adequate staffing with technical and administrative skills to meet business needs?

» And does it
  › report regularly on progress?
  › issue annual income and expenditure reports?
  › find ways to regularly improve its processes?
  › adapt to changing circumstances?

CASE EXAMPLES

Tanzania and India Exchange — This Exchange Sought to Address Two Interrelated Challenges

» **Inefficient policy instruments:** Policies implemented by Tanzania's National Dairy Development Board (NDDB) and others did not produce effective dairy cooperatives and supply chains.
» **Ineffective organizational arrangements:** The NDDB and the Ministry of Agriculture had poorly focused missions, weak extension services, and insufficient technical knowledge to achieve development goals.

Honduras, Nicaragua, and Colombia Exchange — This Exchange Also Tackled Two Challenges

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

STEP 1.3 DETERMINE THE CHANGE OBJECTIVE(S)

What results will help overcome the institutional challenges?

A change objective is the change your clients and stakeholders believe will best address the institutional challenge(s) they've identified. Work with your counterparts and stakeholders to answer the question "How will we know when we have achieved the desired change? 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.

TIP

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

Tanzania and India Exchange — Change Objective in Light of Institutional Challenge

Institutional Challenge	Change Objective
Policies have not resulted in effective dairy cooperatives and supply chains.	Reduce number of regulations, and improve efficacy of regulatory processes.
The operational efficiency of the NDDB and the Ministry of Agriculture are weak.	Reduce time for dairy cooperatives to meet regulatory requirements of the NDDB and the Ministry of Agriculture.

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

Institutional Challenge	Change Objective
Lack of trust among stakeholders.	Foster dialogue among stakeholders to build coalitions and consensus for change.
Contradictory legal and regulatory framework.	Introduce consistent treatment of indigenous land rights in land tenure and titling policies.

STEP 2

KNOWLEDGE EXCHANGE STORY

SOCIAL SECURITY REFORM OR BUSINESS PROCESS ENGINEERING?

✓ The Challenge

The government of Vietnam (GOV) wanted to reform its inadequate and inefficient social security administration in favor of a modern, fair, and transparent system. Although the government had outlined a strategy, it felt that its institutional capacity was limited.

✓ The Solution – Who Did What?

The GOV requested World Bank support in learning how Latvia, Turkey, and Bulgaria had modernized their systems of old age pensions and health insurance. Before the exchange, World Bank staff in each participant country worked together to identify the right sources of knowledge. After reaching a consensus, country representatives shared information and key documents by e-mail to prepare participants for a study tour.

Staff from Vietnam's Social Security (VSS) headquarters and from three provincial offices then visited Latvia, Turkey, and Bulgaria to learn about their social security reform experiences. The World Bank distributed a report on lessons learned from each visit and recommendations for Vietnam. The Vietnamese government team also shared their thoughts and takeaways after each trip through back-to-office reports.

After the study tours, Vietnamese officials held a workshop for VSS staff from all related technical departments as well as a wider audience, including the Ministry of Labor and Social Affairs and the Ministry of Finance, representatives from civil society, and think tank personnel. At the workshop Latvian, Turkish, and Bulgarian officials presented on their successes and best practices in project management and VSS officials spoke about lessons learned from the study tours. Participants also viewed videos on other countries and other social security systems that could provide more insight.

✓ Results

Vietnam learned how Latvia's, Turkey's, and Bulgaria's Social Security Agencies (SSA) managed business process re-engineering and implemented ICT upgrades. "It was interesting that lessons could also be learned from mistakes.… [This was] the first time [Vietnamese] officials learned about the importance of business processes re-engineering. Before the trip, [they] always thought of social security reform as development and application of ICT," says Nga Nguyet Nguyen, who helped broker this exchange. Vietnam also learned how each SSA had managed human resources and learned procedures for overseeing and managing social insurance reserves. Perhaps most important, the GOV acquired the analytical tools to strengthen its administrative management capacity. It improved its understanding and capacity to document, analyze and develop a vision for re-engineering Vietnam's social security business processes.

As an immediate policy outcome of the exchange, the GOV is assessing whether to integrate tax and social security revenue collection.

✓ Instruments

Workshop

Study Tours

Multi-stakeholder Dialogue and Consultations

✓ Knowledge Broker

Nga Nguyet Nguyen, Senior Economist, The World Bank

STEP 2

DEFINE THE KNOWLEDGE EXCHANGE

IN STEP 1 YOU ANCHORED YOUR KNOWLEDGE EXCHANGE INITIATIVE BY

- ✓ tying it to the development goal.
- ✓ defining the challenges to reaching the development goal.
- ✓ determining the change objective 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 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 people/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. These change agents can belong to different stakeholder groups (government, civil society, private sector, academia) and be at the executive, managerial, professional/technical level or a combination (Table 1). 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.

CHECKLIST

IDENTIFYING PARTICIPANT PROFILES

To begin, talk to your clients about possible groups of people who are needed to achieve change. Ask:

Who will Lead?

- ✓ Who will champion the cause and make the envisioned changes happen?
- ✓ Who can give momentum and enthusiasm to the knowledge exchange?

Who will Influence?

- ✓ Who are opinion leaders on the topic?
- ✓ Who has 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? And will this help realize the change objective?

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.

REMEMBER

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 commitee staff	Analysts Office Staff
Civil Society Groups/ NGOs	CEO/ President Directors Board members	Managers Program leaders	Technical specialists Team leaders Program staff
Private Sector Businesses Associations	CEO/President Vice Presidents/ Directors Board members	Managers Program leaders	Team leaders Staff
Media	Chief editor News director	Section editors Producers	Journalists
Academia	President Directors Board members	Program leaders Department heads	Professors Students

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

ROLE OF A CHANGE AGENT

Energy efficiency had always been the poor and neglected child of energy policy in Chile. The common thinking was, "If it is economical, then the market will take care of it." The result? Few private initiatives, an insignificant public budget, and the occasional project financed with international cooperation. In the mid-2000s things started to change when the Minister of the National Energy Commission appointed a small team to work on energy efficiency. When a new Minister came on board, the team's challenge was to garner his political support to continue and scale up the good work that had been initiated by his predecessor. They devised a knowledge exchange strategy where the Minister would go on a study tour to California to see for himself the importance of energy efficiency. During the study tour he met with government officials and utility experts in charge of designing and implementing energy frameworks, incentives, and programs. The result? The Minister became a champion of energy efficiency, making it a key pillar of Chile's energy policy and dedicating the majority of the Commission's budget to support it. With this support, Chile's Energy Efficiency Program rose to win the International Energy Efficiency Visionaries Award from the Alliance to Save Energy in 2010.

Story contributed by Ivan Jaques, Senior Energy Specialist, Energy Sector Management Assistance Program (SEGES), The World Bank.

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.

STEP 2

Define the Knowledge Exchange

CASE EXAMPLES

Tanzania and India Exchange — Participant Profiles

- Representatives from Tanzania's National Dairy Board and the Ministry of Agriculture. These institutions are responsible for dairy policies and sector oversight and are uniquely suited to improve the operational efficiency of dairy supply chains.
- Leading dairy producers, processors, and distributors, who were the people who could push for greater reforms and would eventually benefit from having a better system.

Honduras, Nicaragua, and Colombia Exchange — Participant Profiles

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

STEP 2.2 DETERMINE INTERMEDIATE OUTCOMES

What specific, measurable changes do participants seek?

What does success look like?

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

At this point, your knowledge exchange initiative should be anchored in the development goal and a change objective. 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 towards 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.

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 last 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. 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 towards the change objective. Perhaps participants are not sure about how to address a challenge. Or it 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

The table 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. Then 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. Next look at the types of progress that can be made towards the outcome. Types of progress are further illustrated using example indicators.
4. Lastly, 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 mortgage options for those without documented income. 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 educational standards.
	Greater confidence	Nine 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.
	Increased understanding	At the end of the exchange, all participants describe the value of private-public partnerships (PPP) to strengthen health 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 fisheries 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 high-yield rice growing methodology to increase their production.

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 Afro-descendent 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 land 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 Migration and Remittances.
	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 contacted 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 his/hers 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. Local Governments allocate a budget to replicate the good practices of other local governments observed during a knowledge exchange.
	Change in routine/ working in new ways	Following the exchange, the project team will begin collecting beneficiary feedback 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 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://wbi.worldbank.org/wbi/about/capacity-and-results.)

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.

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 them to weigh in on decisions and make sure every engagement contributes to the intended change. Ask them, "How will this empower you to lead, convene, influence, or act?"

TIP

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. 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 exactly what is being measured?
- 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 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 Vice Minister of Health 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.	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 will be developed using macro-economic forecasting tools (up from 5 today).
Field visit participants gained a clear understanding of the value of plastic latrine foundations.	*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 foundations within their country context.

CASE EXAMPLES

Tanzania and India Exchange — Intermediate Outcomes

- **New Knowledge:** Tanzanian officials in the Ministry of Agriculture (MOA), National Dairy Development Board (NDDB), dairy producers, processors, and distributors will have a better understanding of the constraints facing Tanzania's dairy sector and have an increased belief in their ability to develop effective policies to improve its performance.
- **Enhanced Skills:** Officials will improve their skills to systematically collect and analyze information all along the dairy supply chain in Tanzania.
- **Improved Consensus:** Exchange participants will reach agreement on a blueprint of potential dairy sector reforms appropriate in Tanzania.
- **New and Improved Actions:** NDDB participants develop an action plan to implement changes via a rapid results approach. They begin by setting very tight timelines (three months versus a year) to pilot changes.

Honduras, Nicaragua, and Colombia Exchange — Intermediate Outcomes

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

STEP 2.3 IDENTIFY THE MOST APPROPRIATE KNOWLEDGE PROVIDERS

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

Do they have the resources and capacity to share it?

A knowledge provider has a proven solution or 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 very 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 timeframe.
- readiness to deliver, shown by confirmed commitment and understanding of responsibilities.
- any 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 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. You may not – in fact, you probably won't – get it right the first time. Don't get discouraged. You and your participants will explore a range of possibilities before finding a truly fitting match. Listen to your clients, know when their needs have evolved, and adjust your plan accordingly. Remember, it is more important to find a provider with relevant experience than opt for one using the "best practices."

STEP 2

Define the Knowledge Exchange

CASE EXAMPLES

Tanzania and India Exchange — Knowledge Providers

- » India's National Dairy Development Board: This preeminent oversight agency was instrumental in catalyzing the country's "White Revolution," which led to an increase in India's milk production from 20 to 100 million metric tons in only 40 years. The NDDB is interested in sharing its experiences in analyzing constraints and restructuring dairy operations, and brings a proven track record in undertaking exchanges worldwide.
- » The Gujarat Cooperative Milk Marketing Federation: Can provide direct linkages to a cooperative that dramatically scaled up its operations, especially through its global brand, AMUL.
- » Both organizations have confirmed resources to deliver all exchange activities within the noted timeframe.

Honduras, Nicaragua, and Colombia Exchange — Knowledge Providers

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

The Power of Connecting to Relevant Experience

EXAMPLE

Over a decade of civil war and conflict nearly destroyed Liberia's public administration. Qualified civil servants in procurement, accounting, auditing, and other administrative areas fled as salaries and working conditions worsened. Despite the efforts of the government and international partners, including the World Bank, institutions providing training for government workers, such as the Liberia Institute of Public Administration (LIPA), still lack the capacity to perform efficiently. At the same time, the Kenya Institute of Administration (KIA) has become renowned for its success in supporting reforms in Kenya's public sector and promoting transparency and accountability. A knowledge exchange supported by the World Bank connected senior LIPA staff to their Kenyan peers to learn from their experiences in designing and implementing training programs for public servants, as well as in improving management skills.

"The exchange has enabled us to streamline and document major operational policies to include human resources, training, research, consultancy, procurement, finance, library services, among others," said Harris Tarnue, LIPA's Deputy Director General for Research and Consultancy and Team Leader. "Application of marketing strategies and other skills acquired have increased the number of Civil Servants and private clients now accessing LIPA services." They have also established an executive board for LIPA (it had been operating without one since its inception in 1969) and prepared a list of board members for approval by the President of Liberia. As a follow up to the initial exchange, LIPA and KIA agreed on a memorandum of understanding that included continued guidance, and support of Liberia's reform efforts.

Knowledge Broker: Raymond Muhula, Public Sector Specialist, The World Bank.

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 3

SPREADING THE WEALTH: LOCAL LEARNING BROUGHT TO SCALE

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 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. Consult Table 1 again (Step 1) for help in selecting participants.

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.

CHECKLIST

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

Find ways to engage with participants early on, so that by the time the knowledge exchange starts, everyone has a strong sense of the objectives and expected outcomes. If a new participant can help achieve, or even expand these, he or she will be a good addition to the team.

TIP

CASE EXAMPLES

Tanzania and India Exchange — Selected Participants

- Participants from Tanzania included leaders and key actors responsible for dairy policies and sector oversight and who were uniquely suited to improve the operational efficiency of dairy supply chains. Proven champions of reform, they were also influencers and conveners, having a keen interest not only in applying their learning but also sharing it with others.
- More specifically, besides leading dairy producers, processors, and distributors, the Tanzanian participants included the Director of Operations and the Secretary General from the Ministry of Agriculture, as well as the Program Manager, Deputy Director of Engineering, and an Operations Specialist from the National Dairy Board.

Honduras, Nicaragua, and Colombia Exchange — Selected Participants

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

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

Consider including influential media personnel when the knowledge exchange is supporting public reform efforts.

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

TIP

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 the participants, or some of them, 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 with regards to these. If not, work with your counterparts and participants to clarify them before tackling the next step.

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.

CHECKLIST

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 3.3 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	• Alignment and results orientation • Participant identification and preparation • Knowledge provider preparation • Participatory planning approaches • Instrument and activity selection, sequencing, and design	• Anchor • Define • Design
2.	(Local) Delivery Partner(s)	• Logistics and administrative support • Identification of key contacts • Preparation of knowledge providers • Facilitation • Translation • Results capture	• Define • Design • Implement • Report
3.	Professional Facilitator	• 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	• Implement
4.	Project Leader	• 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!	• All five steps
5.	Communications Coordinator	• 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	• All five steps

STEP 3

Design and Develop the Knowledge Exchange

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

TIP

As a knowledge broker, avoid centralizing 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 outsourcing event planning to local partners.

CASE EXAMPLE

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

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

STEP 3.4 ASSEMBLE THE KNOWLEDGE EXCHANGE

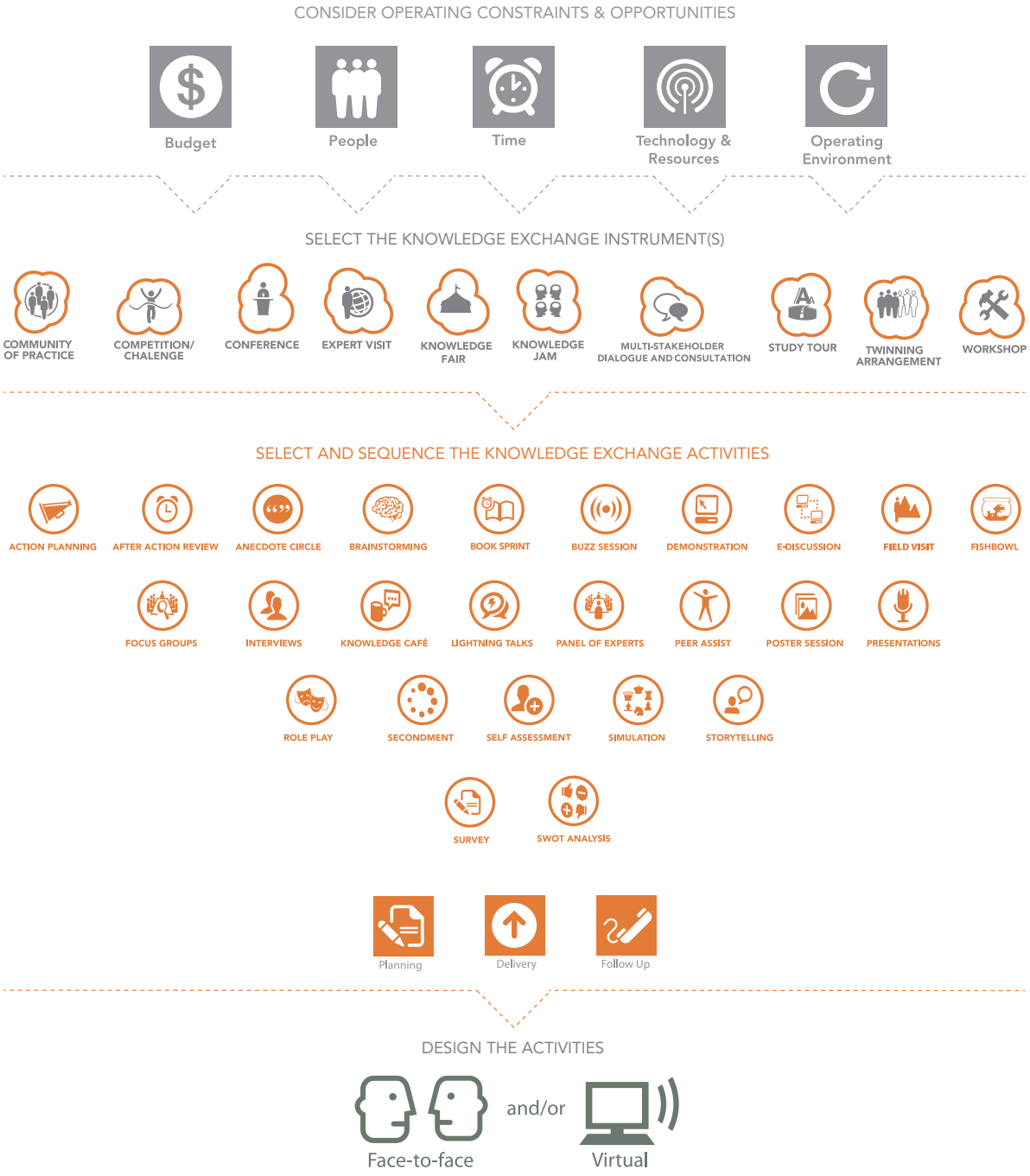
What blend of instruments, activities, and delivery modes will help achieve the desired intermediate outcomes?

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

STEP 3

Design and Develop the Knowledge Exchange

Figure 2. Assembling the Knowledge Exchange Initiative



Design and Develop the Knowledge Exchange

Step 3.4A CONSIDER THE OPERATING CONSTRAINTS & 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

Knowledge exchange costs vary dramatically depending upon scope (number of countries, institutions, activities), duration, and choice of instrument. A series of virtual dialogues can cost a few thousand dollars, whereas an elaborate study tour involving participants from many countries can easily cost over $100,000.

Opportunities to Consider

- Look for cost-efficient ways to achieve the same results. For instance, bring people together virtually instead of flying them across the world.
- Build knowledge exchange into larger operations. You might include it in the capacity building component of a new loan or grant, for example.
- Seek funding from multiple sources to ensure sustained and in-depth exchanges.
- Find partners to help finance the exchange.
- 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 instead of building customized solutions.

People

People can include anyone involved in the exchange: participants, knowledge providers, brokers, implementation partners, team members, etc. 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.
- Convene participants on their terms. For example, ministers tend to prefer to meet in person or in a private video-conference.
- Make preparation a requirement of participation.
- Ask partners and sector/country experts to help identify the right people.
- Keep 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 partners or firms to document and package knowledge ahead of the exchange.
- » Encourage providers to share learning materials early on to ensure readiness and quality.
- » As a broker, look to build longer-term relationships with knowledge providers and between the knowledge receiving and providing countries.
- » Think about ways to reward knowledge providers through public recognition (for example, awards, certificates, news releases/interviews with media outlets).
- » Ask knowledge providers to share their challenges and failures as well as their successes to provide a realistic view of real world issues.

Brokers

- » Explain to your partners the importance of the knowledge exchange and how it can influence change.
- » Seek support from local delivery partners.

Gaining Insight on Potential Challenges

EXAMPLE

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

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

TIP

Design and Develop the Knowledge Exchange

Time

People *always* underestimate the time it takes to plan and complete a knowledge exchange. The knowledge exchange Toolbox lists typical duration of the instruments and activities, as it is impossible to give a precise time frame for an exchange. There are just too many variables, including the level of complexity and the nature of the outcomes sought. For example, raising awareness is often easier to achieve than building consensus.

Opportunities to Consider

- » Divide tasks (design, logistics, facilitation, etc.) 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 Social Media Guide in Figure 3.

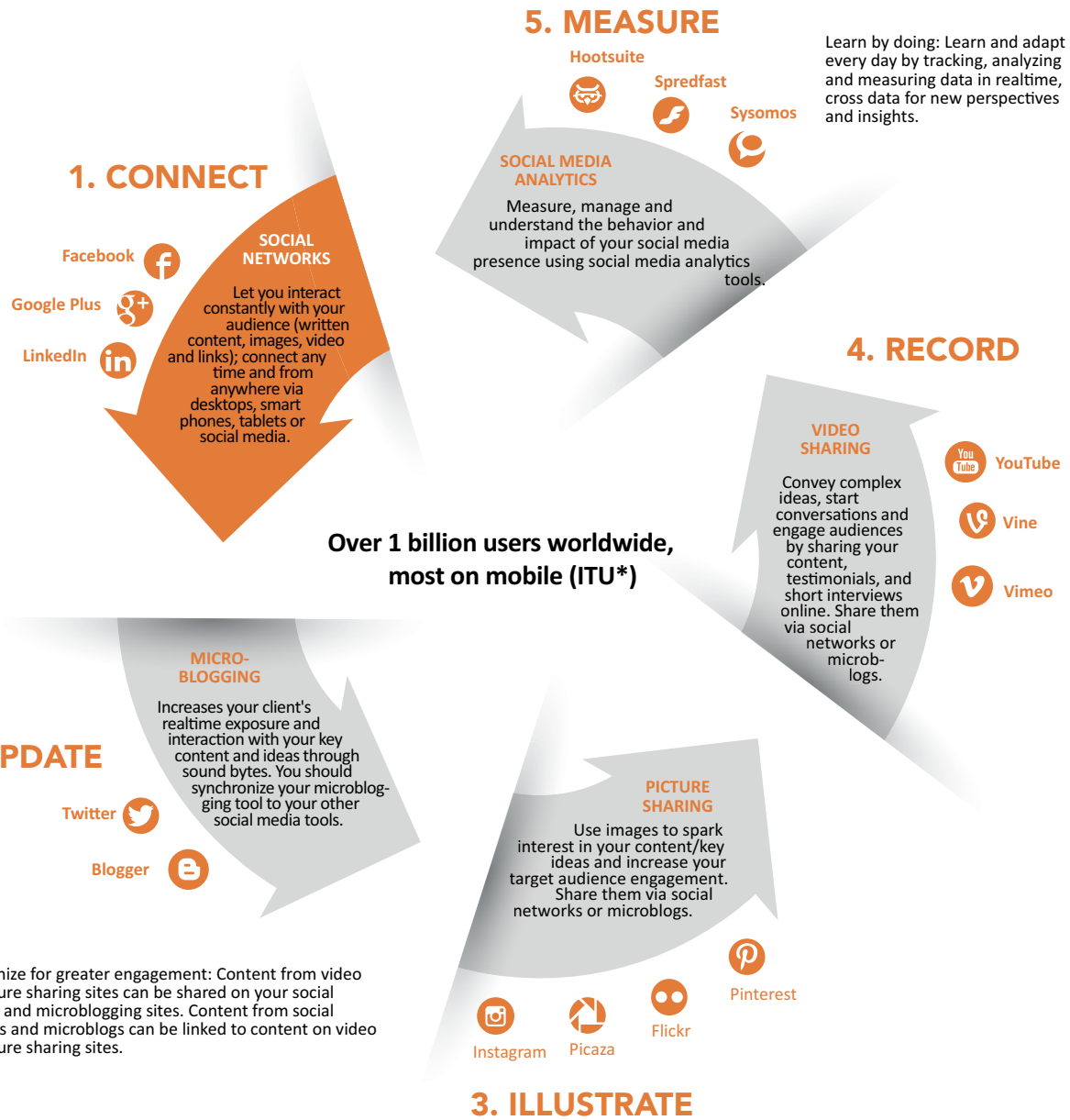
Technology and Planning Resources

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 where they are. Start with technologies and communication methods they use most often.
- » Develop contingency plans in case technology fails.
- » Facilitate the use of well-tested knowledge exchange guidance tools, planning resources, templates, and roadmaps. *http://wbi.worldbank.org/sske/*
- » Use the Global Development Learning Network (GDLN) *http://wbi.worldbank.org/sske/* for activities that require distance learning tools and get support from local partners to implement the knowledge exchange.
- » Use social media, as appropriate.

Figure 3. A Quick Look at Social Media



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

* http://www.itu.int/

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 Russian). 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.

CASE EXAMPLE

Honduras, Nicaragua, and Colombia Exchange — Operating Environment

Budget

The financing for this knowledge exchange came from multiple sources:

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

People

Participants

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

Providers

- Nicaragua and Colombia mirrored participants from Honduras

Brokers

- The World Bank acted as a broker for the exchange

Time

Technology & Resources

Two years

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

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

Operating Environment

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

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

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 (Table 5) and they move the participants closer to realizing their change objectives. Their strength is fueled by the knowledge exchange activities (Table 8), which form the building blocks of instruments. These instruments (e.g., study tours, knowledge fairs, and multi-stakeholder dialogues) can be used alone or in combination. Each instrument has its own strengths and limitations, with some more suitable for particular types of intermediate outcomes than others (Table 6). 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/less intense degree of individual engagement (Table 7). The knowledge exchange Toolbox (page 83) 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.** 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.
- **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.
- **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 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.

Table 5: Knowledge Exchange Instruments

COMMUNITY OF PRACTICE (COP)
A group of people that interacts regularly on a common topic to learn from one another.

COMPETITION/ CHALLENGE
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).

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

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

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

KNOWLEDGE JAM
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.

MULTI-STAKEHOLDER DIALOGUE AND CONSULTATION
A facilitated series of conversations among stakeholders/peers to gain multiple perspectives and deeper understanding, reach consensus, or encourage action.

STUDY TOUR
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.

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

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

STEP 3

Design and Develop the Knowledge Exchange

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

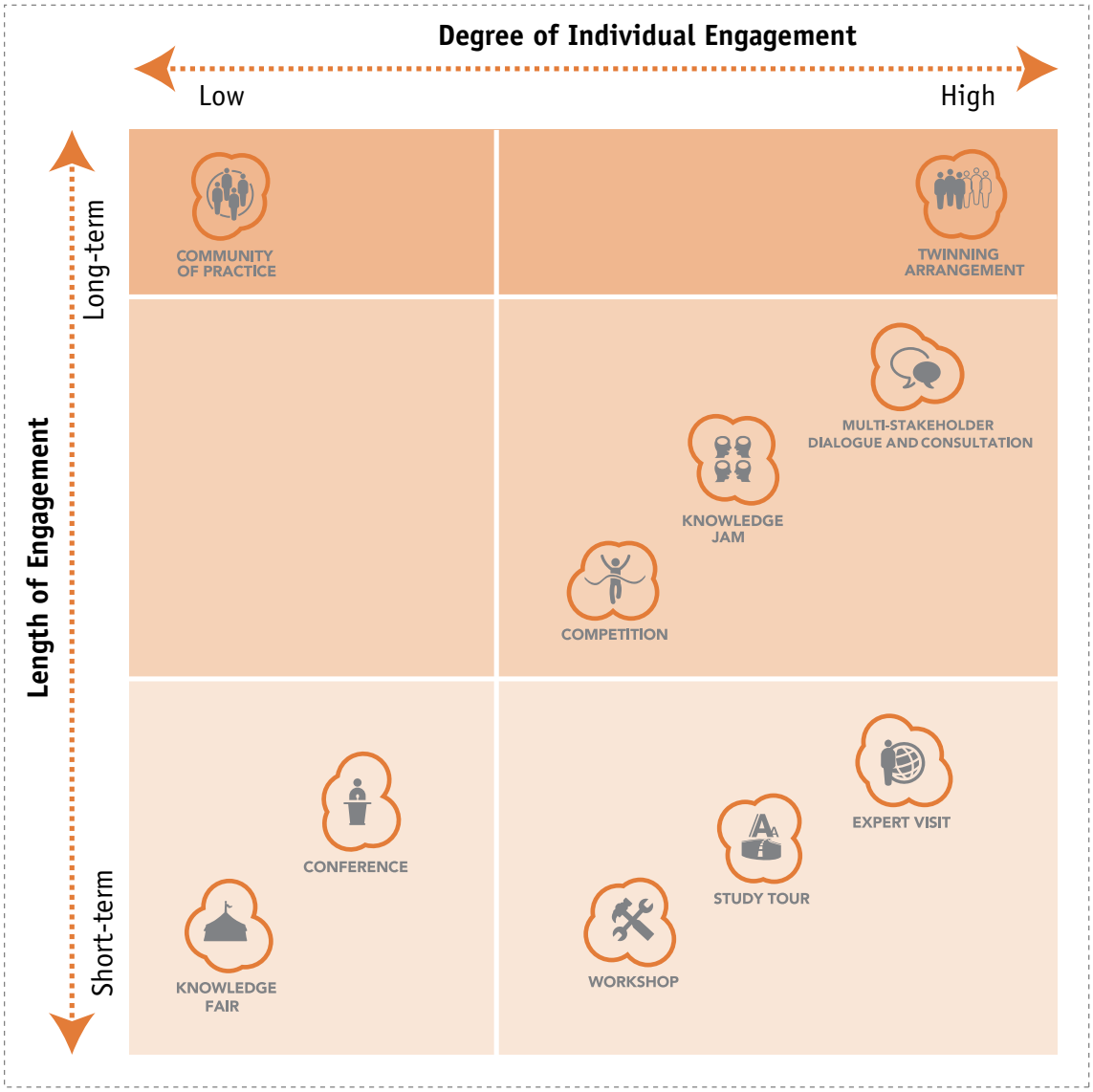
- » the nature of the challenge (straightforward or complex).
- » participant profile.
- » group size.
- » time.
- » logistical constraints.
- » resource availability.

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	knowledge fair, conference, multi-stakeholder dialogue and consultation, community of practice, competition/challenge
Improved Consensus	multi-stakeholder dialogue and consultation, study tour, expert visit workshop	community of practice, competition/challenge, conference, knowledge fair, knowledge jam, twinning
Enhanced Connectivity	community of practice, conference, knowledge fair/marketplace, multi-stakeholder dialogue/consultation, study tour, workshop, twinning	competition/challenge, expert visit, knowledge jam
New and Improved Actions	expert visit, workshop, study tour, knowledge jam, competition/challenge, multi-stakeholder dialogue and consultation, twinning	conference, knowledge fair, community of practice

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

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



Design and Develop the Knowledge Exchange

CASE EXAMPLES

Tanzania and India Exchange — Instrument Selection and Sequencing

A working group from Tanzania and India planned the exchange together. It began with a multi-stakeholder dialogue in Tanzania to build consensus on the next steps for dairy reform, followed by a 10-day expert visit to Tanzania by six officials from the Indian National Dairy Development Board and the Gujarat Cooperative Milk Marketing Federation. The Indian officials gained firsthand understanding of the challenges faced by Tanzania and the Tanzanian stakeholders raised their awareness of the results of the dairy reforms in India. The expert visits also included a strong needs assessment component.

Next, a delegation of 14 Tanzanian officials from the Ministry of Agriculture, National Dairy Development Board, dairy producers, processors, and distributors visited India on a study tour to witness India's milk revolution first hand. The study tour was complemented by ongoing multi-stakeholder dialogues and consultations and return visits with the experts in India to support the new skills and implementation know–how of Tanzanian dairy producers and technical specialists from the National Development Dairy Board. The exchange participants also developed a brochure and videos summarizing the lessons learned.

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

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

Step 3.4C SELECT AND SEQUENCE THE KNOWLEDGE EXCHANGE ACTIVITIES

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

What's the best way to sequence them?

Activities are the building blocks of the instruments and where learning takes place (Table 8). 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, time frame, 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: presentation, discussion, experiential and analytical. Each category emphasizes different types of communication and interaction among participants.

Presentation activities primarily consist of a one-way flow of information and also require use of creative techniques to engage and involve the audiences. These activities include demonstration, expert panel, lightning talks, poster session, and storytelling.

Discussion activities consist of multi-directional knowledge sharing, require group participation, and are often used after presentation-type activities. These activities include brainstorm, buzz session, e-discussion, knowledge café, peer assist, and anecdote circle.

Experiential Activities move the participants 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 visit, fishbowl, role play, secondment, 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 review, focus group, interview, self-assessment, survey, SWOT analysis.

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

Design and Develop the Knowledge Exchange

Experiential Activities

Action Planning

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

Book Sprint

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

Field Visit

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

Fishbowl

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

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

CASE EXAMPLES

STUDY TOUR

Tanzania and India Exchange — Activity Selection and Sequencing

Planning

BRAINSTORMING

E DISCUSSION

» Brainstorm through video-conference to define the scope of the visit

» E-Discussion to prepare a concept note for the visit

Delivery

FIELD VISIT

DEMONSTRATION

BRAINSTORMING

» Field visits to learn about how it was implemented from both a political and practical standpoint

» Demonstration to show the different process steps in the milk supply-chain

» Brainstorming with Indian business leaders to come up with ideas to promote future business partnership between India and Tanzania's dairy sectors

Follow Up

REPORT

» Presentations to colleagues and decision makers in Tanzania to share lessons learned and propose a way forward

WORKSHOP

Honduras, Nicaragua, and Colombia Exchange — Activity Selection and Sequencing

Planning

BRAINSTORMING

» Brainstorming through audio/video-conference, with key stakeholders from Honduras, Nicaragua, and Colombia to agree on scope of workshop

Delivery

PANEL OF EXPERT

STORYTELLING

POSTER SESSION

ACTION PLANNING

» Expert panel with specialists from Nicaragua and Colombia to develop an in-depth understanding of the issues around land-titling for indigenous people

» Storytelling by indigenous people during a round-table discussion to understand their point of view and have improved communication between different stakeholders

» Poster session highlighting main takeaways of round-table discussion

» Action plan to define next steps

To further enrich the exchange, social and cultural activities such as singing, dancing, and traditional prayers were incorporated throughout the workshop.

Follow Up

SURVEY

» Survey to assess lessons learned and gauge usefulness of exchange

Knowledge Exchange Activities for a Study Tour

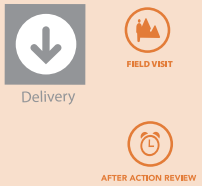
Enhancing Community Driven Development (CDD) Models

In 2011 Lao People's Democratic Republic and Cambodia engaged in a knowledge exchange with Bangladesh, India, and Sri Lanka to find new ways to mobilize the rural poor and connect people to commercial banks and microfinance institutions.

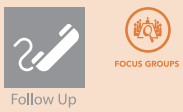
Audience

The exchange targeted high level government officials from both countries (including the Vice Minister of the Lao PDR Prime Minister's office, the Executive Director of the Lao PDR Poverty Reduction Fund, and the Project Director of Cambodia's Livelihood Enhancement and Association of the Poor), representatives from the Ministries of Planning, Rural Development, Interior, Agriculture, as well as provincial government departments.

- » Survey to help prioritize learning needs
- » Group brainstorming discussions to help the South Asian knowledge providers target their delivery and develop appropriate learning materials
- » Series of video-conference-based dialogues involving all parties prior to the study tour to build trust and familiarity among participants and further prepare everyone for the visit



- » Field visits and meetings with project teams, local government officials, and beneficiary groups to understand first-hand the application of CDD models in these countries
- » Action-planning and reflection session to document the experience and help participants think through how to act on what they have learned



- » Focus group discussions to present lessons learned to other decision makers and get input on the proposed action plans

Knowledge Broker: Janmejay Singh, Senior Strategy and Operations Officer, Middle East and North Africa Operational Core Services, The World Bank

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. For example, when designing an action planning session, 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, etc.).
- 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.

TIP

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

STEP 3.4E ACTIVITY DELIVERY MODES

What is the best way for participants to interact?

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

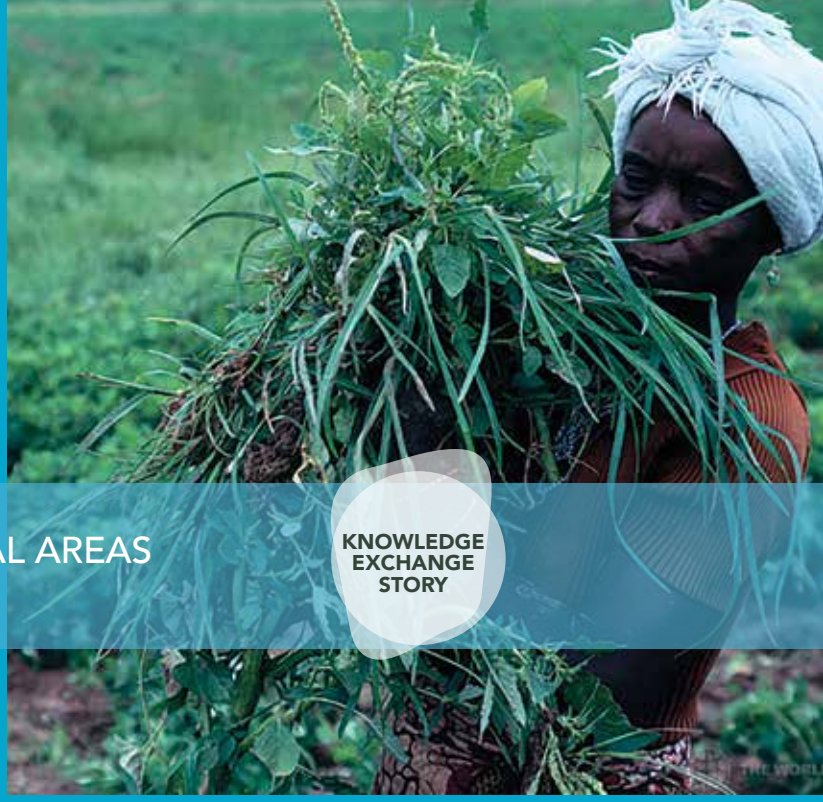
Synchronous knowledge exchange formats include face-to-face, audio, online chat, and videoconferencing. Synchronous delivery modes are useful for encouraging dialogue and for building trust and consensus.

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

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

- **Cost:** Face-to-face and videoconferencing behave similarly in terms of cost. Cost per participant is less with videoconferencing, but in both cases there are few economies of scale. E-learning, on the other hand, requires a lot of up-front investment, but once it is ready it is the cheapest delivery mode.
- **Access to technology:** Videoconferencing, e-learning and other online activities require connectivity and technology. Many good communication platforms 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.

STEP 4



IDENTIFYING WAYS TO DEVELOP RURAL AREAS IN SOUTH AFRICA

KNOWLEDGE EXCHANGE STORY

✓ The Challenge

To address economic inequalities in rural areas, South Africa sought to strengthen its rural development initiatives but lacked both the capacity to scale-up programs and consensus on priorities.

✓ The Solution – Who Did What?

South Africa's Department of Rural Development and Land Reform (DRDLR) requested the World Bank to arrange a study tour to China, which had a strong track record creating and implementing land and rural development programs over three decades.

Eleven high-level delegates visited Beijing and Jiangsu Province for eight days in April 2010. They discussed and distilled lessons from China's policies and programs, especially related to land reform, rural industrialization, job creation, and China's system for monitoring and evaluating rural development initiatives. In Jiangsu, delegates met with Chinese counterparts to learn about strategies for village development, household farming, community services delivery, and integrating rural and urban development programs.

✓ Results

The visit enhanced the knowledge and skills of the South African delegates in rural development, while helping the DRDLR to avoid mistakes, strengthen consensus on reforms, and foster links for further South-South cooperation with China. DRDLR officials applied their new knowledge to develop a "Green Paper" that summarized key findings of the visit, especially related to rural industrialization and agro-village development.

According to Gugile Nkwinti, the Minister of the DRDLR, the visit exceeded his expectations and "was an eye-opener for many [South African] officials . . . the lessons we garnered from this trip are numerous . . . the lessons paved the way for future collaborative learning exchanges with China."

✓ Instruments

Study Tour

✓ Knowledge Broker

Guo Li, Senior Agriculture Economist, The World Bank

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

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.

TIP

» **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.

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 (page 83) 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.

"We interviewed participants immediately after the working sessions in Colombia, Nicaragua and in their own town in Honduras to capture their reflections/thinking and new knowledge. As a result, we collected hours of video recordings that were very useful to understand evolving participants' concerns, emergence of ideas and proposals for action." ~ Enrique Pantoja, Senior Land Administration Specialist, The World Bank

- 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 the day's or event's 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 (page 13).

Implement the Knowledge Exchange

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

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

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

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

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

"We thought we needed large herds of high-quality cows. But now we've seen it can work if a lot of people bring in a little milk each." ~ D. K. Mmari from Tanzania. Mr. Mmari now plans to start producing enough milk in his own dairy to supply the fast-growing city of Dar es Salaam.

"A key to successful action planning for us was to have the stakeholders meet in mixed groups—not only government-indigenous people, but also with different kind of experts. An interesting result for me was to see how the government lawyers started to see the importance of social and cultural issues related to land beyond the legal framework or requirements to provide titles to indigenous territories. On the other hand, indigenous peoples progressively understood better the legal requirements and technical procedures needed for the process." ~ Enrique Pantoja, Senior Land Administration Specialist, The World Bank

Implement the Knowledge Exchange

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.

TIP

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 are some tips on how to engage for success.

Orchestrating Engagement

CHECKLIST

- ✓ 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.

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

"The South-South exchange was enormously helpful. This exchange brought the position of the government and the position of indigenous organizations closer together because we participated together." ~ Roman Alvarez, National Coordinator of 2nd Land Administration Project

STEP 4

Implement the Knowledge Exchange

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 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.
- ✓ 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.

EXAMPLE

A Forum spurs long-term connections

In Latin America and the Caribbean (LAC), practitioners who help resettle and restore the livelihoods of displaced populations generally do so ad-hoc and have little access to best practices or other professional contacts. If managed poorly, displaced populations can experience severe impoverishment and degradation of living conditions.

Between 2004 and 2005, the World Bank held a videoconference-based knowledge exchange program to help connect resettlement staff and source and disseminate best practices. Demand for the knowledge exchange was overwhelming. In response, the World Bank and the Global Development Learning Network (GDLN) orchestrated a three-day forum in Bogota, Colombia in May 2005.

Hercillia Obregon, a Peruvian freelance resettlement professional, said that the Forum allowed her to "gather experiences of other realities, which have allowed [her] to innovate and improve processes … [as well as to] clarify questions that arise in daily practice."

The forum included a strong networking component and participants sought to stay connected. They used multiple videoconferences and established an online forum that is still active today.

"The Network has been very helpful for my professional work on several projects here in my country…. Through the [COP-brokered] 'library' and resulting discussions, I have been able to share in many of the experiences of colleagues in Latin America," said Tagle Jose Soto, an independent resettlement consultant in Peru. ~ Knowledge Broker: Elena Correa, LAC Region, The World Bank

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

TIP

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

STEP 4.3 DOCUMENT IMPLEMENTATION AND TRACK RESULTS

How can you adjust to necessary changes in direction?

How can you track these changes?

How can you capture real-time evidence of results?

As you navigate the implementation terrain, change objectives may shift (especially in more complex situations). So 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 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

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.

STEP 4

Implement the Knowledge Exchange

- 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. (See the Social Media Figure 3 on page 39 for more ideas.)
- Include a documented after-action review process. (See Toolbox on page 83.)
- 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.

CASE EXAMPLES

Tanzania and India Exchange — Documenting the Implementation Journey

The implementation journey was documented through

- journal notes.
- participant interviews.
- expert interviews.
- videos.
- reports.
- participant feedback sessions.
- a final survey.

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

The implementation journey was documented through

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

STEP 5

MEASURE & REPORT

KNOWLEDGE EXCHANGE STORY

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

✓ 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

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.

☆ EXAMPLE

Reporting on Long-term Exchange Initiatives

Large knowledge exchange efforts (i.e., those involving various instruments and spanning years) 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

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

TIP

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.

TIP

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.

STEP 5

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 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 skill: 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	• 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.
Enhanced skill	• 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	• 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	• 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 conversations).
New and improved actions	• 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.

CASE EXAMPLES

Tanzania and India Exchange — Intermediate Outcomes and Results

- **New knowledge:** The exchange enabled the Tanzanian participants to identify key constraints to milk production in their country.
- **Enhanced skill:** Officials improved their skills to systematically collect and analyze information all along the dairy supply chain in Tanzania.
- **Improved consensus:** The Tanzanian Ministry of Agriculture and NDDB coordinated the drafting of their comprehensive sector-development strategies.
- **New and improved actions:** Piloted a program to strengthen the milk production value chain and increase output in one region, so lessons could be learned before scaling up.

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

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

TIP

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

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

STEP 5.2B ASSESS PROGRESS ON THE CHANGE OBJECTIVE

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

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

Template 2: Assessing Progress Toward Change Objectives

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

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

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

TIP

STEP 5

Measure & Report the Results

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.*

"I find it very impressive. I find it very revealing. I find it very informative. You are there and people are telling you what they are doing practically and you are able to see for yourself." ~ Bakary Jallow, Director, National Nutrition Agency, Gambia

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

Tanzania and India Exchange — Direct Results and Influence Achieved in Tanzania

Knowledge Exchange Instrument	Direct Results (i.e., intermediate outcomes)	Influenced Results (i.e., influences on institutional challenges)
EXPERT VISIT STUDY TOUR MULTI-STAKEHOLDER DIALOGUE AND CONSULTATION	**Expected Results:** » Tanzanian officials gained a better understanding of the constraints facing Tanzania's dairy sector and an increased belief in their ability to develop effective policies to improve its performance. » Exchange participants reached agreement on a blueprint of potential dairy sector reforms appropriate in Tanzania. » NDDB participants developed an action plan to implement changes via a rapid results approach. **Unexpected Results:** » Tanzanian private sector investment in appropriate technologies and new milk collection points. » Creation of a formal network of NDDB officials, farmers, and milk production experts in India and Tanzania to identify and discuss ongoing challenges and solutions as Tanzania implements its reforms.	**Expected Results:** » Reduced the number of regulations, and improved efficacy of regulatory processes. » Reduced the time for dairy cooperatives to meet regulatory requirements of the NDDB and the Ministry of Agriculture. » Standardized farm dairy technology and equipment for hygienic production and preservation of milk at village collection centers. **Unexpected Results:** » Increased the stability of membership in milk cooperatives.

STEP 5

Measure & Report the Results

CASE EXAMPLE

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

Knowledge Exchange Instrument	Direct Results (i.e., intermediate outcomes)	Influenced Results (i.e., influences on institutional challenges)
WORKSHOP STUDY TOUR CONFERENCE MULTI-STAKEHOLDER DIALOGUE AND CONSULTATION	**Expected Results:** » Stakeholders increased their understanding of legal frameworks, stakeholder roles, consultation procedures, and governance of communal lands. » Representatives of key public agencies developed proficiency in the demarcation and titling of indigenous territories. » Greater agreement and trust led to the drafting of an action plan to address contentious land issues. » Honduran government clarified procedures for demarcation and titling of Miskito communal lands.	**Expected Results:** » Simplified property law implementation processes recognizing the collective property of indigenous people. » Developed consistent treatment of indigenous land rights in tenure and titling policies. » Government recognized the Miskito community's claim to their land titles. » A territory of the Miskito people was demarcated and titled for the first time in Honduras. **Unexpected Results:** » Increased motivation among policy makers to use the simplified policy framework as a model for other indigenous groups.

STEP 5.2C ASSESS DESIGN AND IMPLEMENTATION

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

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?

Define

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

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.)?

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

Results from Other Knowledge Exchanges

EXAMPLE

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.
WORKSHOP	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 DIALOGUE 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.

STEP 5

Measure & Report the Results

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 (e.g., set up a listserv, provide a list with contact information, set up 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 they can include in a presentation to peers)?
- ✓ 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 5.3 REPORT RESULTS

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

First, identify the audience. Typical audiences include management, sponsors of the exchange, exchange participants, decision makers (e.g., parliamentarians, policy makers), civil society groups, and others interested in learning more about knowledge exchanges.

Next, define goals. What do you want to communicate to your target group(s)? For example, your aim might be to raise awareness of the outcomes achieved, influence behavior 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. Again, the right plan depends on your audience and goals. Determine what each audience would need to know to meet the goal(s) for that group, and how often they should be updated. 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.

STEP 5

Measure & Report the Results

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

Lastly, 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.

Sharing your own experiences will give you insights for 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 them at (a) the South-South Opportunity (*www.southsouth.info*), (b) the Knowledge Management for Development community (www.km4dev.org), (c) the Knowledge Hubs Community of Practice (*www.knowledgehubs.org*), email them to your colleagues and also share your results with the team that prepared this guide at http://wbi.worldbank.org/sske/.

CASE EXAMPLES

Tanzania and India Exchange — Reporting Results

The World Bank helped produce a booklet and two videos in English and Swahili summarizing key highlights and lessons learned from the exchange. These materials were distributed to farmers, dairy producers and other stakeholders in Tanzania. The team also prepared a brief results story to disseminate more widely to different stakeholder groups- including management and sponsors of the exchange.

Honduras, Nicaragua, and Colombia Exchange — Reporting Results

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

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

TIP

Measure & Report the Results

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 (e.g., executives, management staff), or when you want to customize information for several different audiences
Periodic informal meetings, Facebook page 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.

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 in 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 (page 159). After designing, implementing, and reporting on a knowledge exchange initiative, take a moment to reflect (both on your own and with your team) on what went well, what did not work out and could be done differently next time.

Review your assessment of the design and implementation from section 5.2C

Also consider the following:

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?

Define

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

Design and Develop

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

Implement

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

Measure and Report Results

- » Does the data adequately illustrate what the exchange achieved?

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.

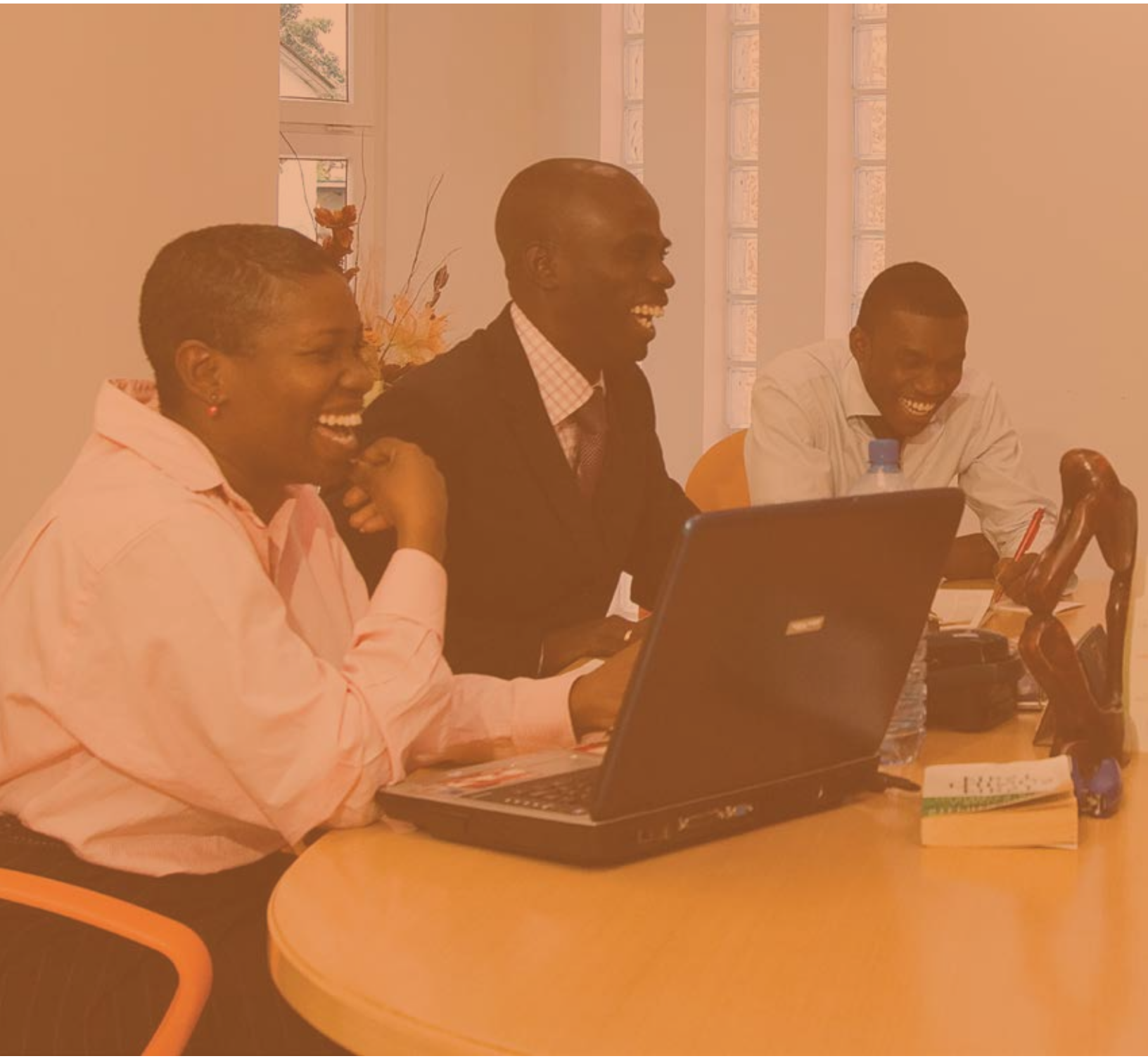
» **Knowledge seeker.** A knowledge seeker is an individual or institution who would like to explore solutions to a challenge.

» **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.

TOOLBOX

ART OF KNOWLEDGE EXCHANGE TOOLBOX



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INTRODUCTION

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

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

The toolbox has two sections:

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

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

INSTRUMENTS

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

KNOWLEDGE FAIR

STUDY TOUR

WORKSHOP

MEDIUM-TERM ENGAGEMENT

COMPETITION/ CHALLENGE

KNOWLEDGE JAM

MULTI-STAKEHOLDER DIALOGUE AND CONSULTATION

LONG-TERM ENGAGEMENT

COMMUNITY OF PRACTICE

TWINNING ARRANGEMENT

INSTRUMENTS

SHORT-TERM ENGAGEMENT

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.

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

PLANNING

- **Brainstorming and action planning** meeting to agree on key change objectives
- **e-Discussion** to identify participants, key speakers, and partners and to decide on implementation team

DELIVERY

- **Expert panel** to discuss trends and challenges, followed by a Q & A session
- **Buzz session** on the challenges presented by experts
- **Report** on key findings and proposed possible solutions
- **Field visit** organized on second day to get firsthand experience
- **Poster session** organized on last day to present main takeaways of field visit and other key findings

FOLLOW-UP

- **Survey** distributed to assess impact and usefulness of conference
- **Action planning** to prioritize key findings and follow-up actions

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*

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).

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

- **Brainstorming** through video-conference to meet and agree on the scope of the mission
- **e-Discussion** to prepare concept notes

DELIVERY

- **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

- **Action planning** session, face-to-face and online, to develop a roadmap 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.

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/Z6LCE8JI0*

TIPS FROM THE FIELD

Planning

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

Delivery

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

Consider Social Media

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

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.

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

- **Action planning** with participants and host/s to prepare a roadmap for the study tour
- **Discussions,** face-to-face or virtually with key partners and participants both in provider and recipient countries to discuss agenda and scope of study tour

DELIVERY

- **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

- **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 Government of Morocco was looking for ways to improve the performance of its Tertiary Education system, in particular the tools and approaches for monitoring performance. Colombia, with its advanced experience in the field of Tertiary Education evaluation, was an ideal learning partner for Morocco. In March 2011, a Moroccan delegation of higher education policy makers and university leaders visited Colombia to learn how Colombia's Higher Education Information System was set up and its key role in monitoring performance overall. Through this exposure and hands-on learning, the Moroccan delegation built consensus on an approach to implementing a Quality Assurance System for their own higher education system. In addition, the initiative fomented a partnership between Colombian and Moroccan universities to conduct student and teacher exchange programs; another outcome of the partnership may be joint research programs.

Source: The World Bank, Improving Skills to Manage Higher Education Systems in Morocco,

http://wbi.worldbank.org/sske/result-story/1721

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.

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

PLANNING

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

DELIVERY

- **Buzz session** to engage every member of the audience group early in the workshop (can also be used as an effective ice-breaker)
- **Expert panel** to get multiple perspectives on a topic of focus
- **Presentation** to communicate key concepts
- **Role play** to apply newly learned proficiency/skills and practice key concepts
- **Action planning** to determine next steps and how to implement them

FOLLOW-UP

- **e-Discussions** via video-conference to keep up momentum from the workshop
- **Report** to share learning from the workshop with a wider stakeholder group
- **Book sprint** to further develop and engage the workshop participants as an ongoing community of practice

CASE EXAMPLE — WORKSHOPS CAN BUILD STRONG PARTNERSHIPS

Unemployment among youth in the Middle East is the highest in the world, averaging more than 25 percent. Many of these individuals are relatively well-educated, first-time job seekers. To address youth unemployment, participants from Algeria, Egypt, Kuwait, Morocco, Qatar, Saudi Arabia, and Tunisia attended a workshop in Alexandria, Egypt to exchange ideas and experiences and put together national plans for making the transition to knowledge economies. Results of the workshop were highlighted at a high-level conference in Tunisia. Countries presented case examples and their approaches to becoming part of the global knowledge economy. The conference led to the adoption of the Tunis Declaration on Building Knowledge Economies, which calls for continued efforts at regional collaboration and a network of experts and technical officials who regularly share experiences and expertise.

Source: The World Bank, Building 21st Century Knowledge Economies for Job Growth and Competitiveness in the Middle East, *http://go.worldbank.org/0R2V9YA0I0*

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.

REMEMBER

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.

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

PLANNING

- **e-Discussion** with staff and consultants to create a set of criteria for judging submissions
- **Survey** used by a team of judges to determine winners and runners-up

DELIVERY

- **Poster session** where each winner presents their idea visually
- **Lightning talks** for contestants to very briefly and convincingly market their idea
- **Interview** of winner(s)

FOLLOW-UP

- **Survey** to document lessons learned
- **After-action review** to determine what needs to be adjusted for future competitions

CASE EXAMPLE — A COMPETITION/CHALLENGE CAN LEAD TO ACTION

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

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

TIPS FROM THE FIELD

Planning

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

Delivery

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

Consider Social Media

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

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.

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

TIPS FROM THE FIELD

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

IDEA JAMS VS KNOWLEDGE JAMS

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

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

WHAT IS A MULTI-STAKEHOLDER DIALOGUE AND CONSULTATION?

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

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.

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

PLANNING

- **Brainstorming meeting**, face-to-face or through video-conference, with organizing team to agree on modality
- **Focus groups** with key stakeholders to agree on scope, speakers, and participants
- **Interview** of some participants to gauge interest

DELIVERY

- **Expert panel** to open session and report out
- **Peer assists** to transfer tacit knowledge from one group of peers to another
- **Knowledge café** to surface collective knowledge
- **Anecdote circle** to engage the group in sharing their experiences

FOLLOW-UP

- **Survey** to gather feedback and assess lessons learned
- **Action planning** describing how participant(s) will apply the learning gained
- **e-Discussions** between practitioners to continue conversation

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

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

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

Source: The World Bank *Extractive Industries Sourcebook*, Stakeholder Consultation, page 53

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.

REMEMBER

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.

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

PLANNING

- **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

DELIVERY

- 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

FOLLOW-UP

- **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 roundtable 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

TIPS FROM THE FIELD

Planning

» Consider recruiting topic experts who can provide cutting-edge knowledge and experience to community members as volunteers or additional staff for the community.

» Learn the unwritten rules of your target audience: how they behave both on- and offline, where they go to get information, what times of day they are more likely to be online, and what their interests are.

» Consider the value proposition when developing your community engagement plan: what will participants get from this community they cannot get elsewhere?

» Clarify expectations and include a detailed list of planned activities or events.

Delivery

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

Consider Social Media

» Web 2.0 tools to facilitate collaboration and connections.

» Social Networking tools such as **Facebook** to increase awareness and generate buzz about the community.

» **Google Apps** for seamless collaboration among community members through access to **YouTube, Google maps**, and online conferencing with **Google+ Hangout**. Participants can also share and edit documents with **Google docs.**

» **Twitter** for increasing engagement within your community. Use it to broadcast events, report out recent activities, share photos, and host online events such as **Twitter chats.**

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

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

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

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

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

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.

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*

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

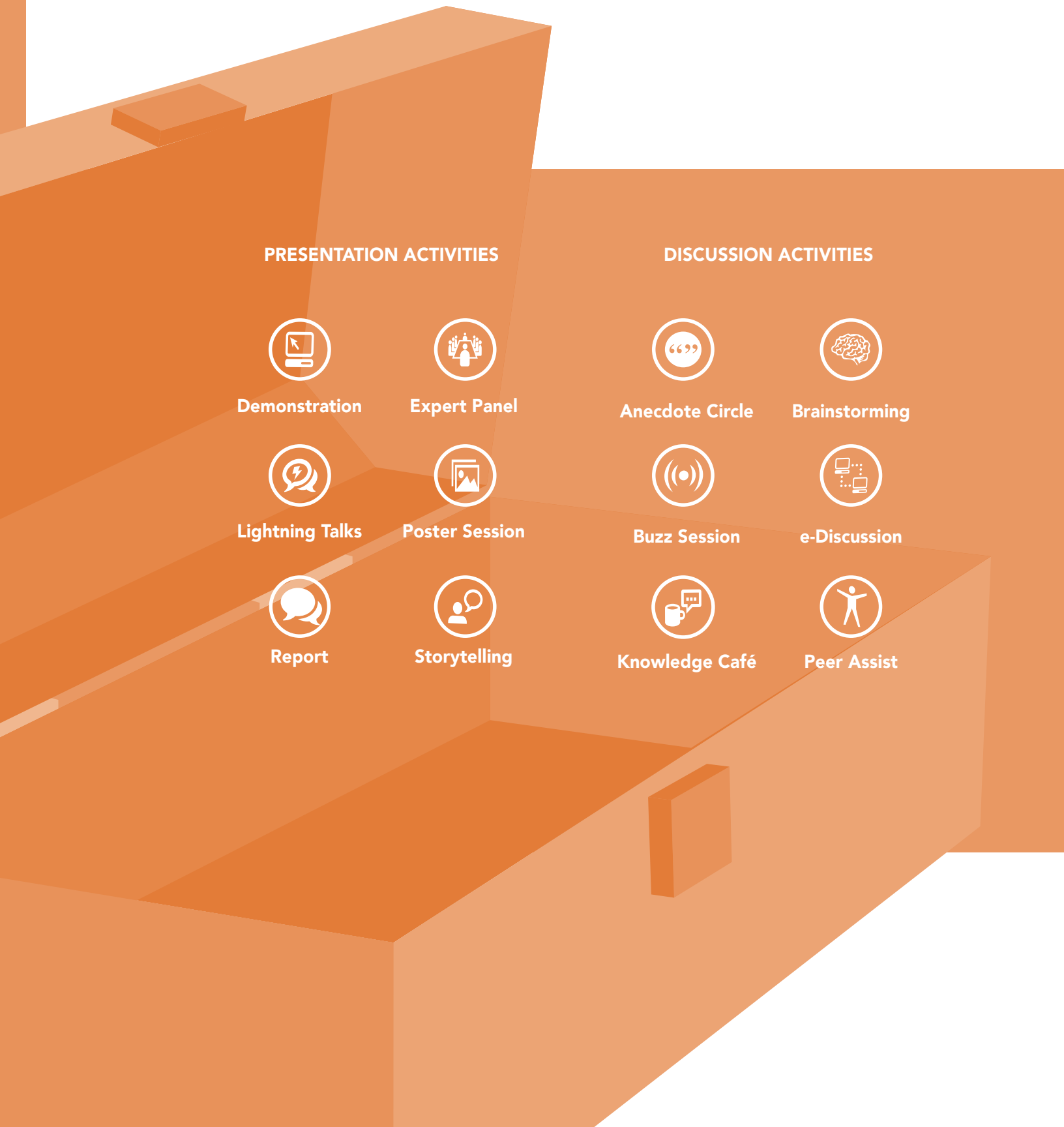
» For long-term sustainability, make sure that both your organization and your selected partners have the organizational maturity to handle the in-depth commitment that twinning entails.

Consider Social Media

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

REMEMBER

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


PRESENTATION ACTIVITIES
Demonstration
Expert Panel
Lightning Talks
Poster Session
Report
Storytelling
DISCUSSION ACTIVITIES
Anecdote Circle
Brainstorming
Buzz Session
e-Discussion
Knowledge Café
Peer Assist

ACTIVITIES

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

EXPERIENTIAL ACTIVITIES

Action Planning

Book Sprint

Field Visit

Fishbowl

Role Play

Secondment

Simulation

ANALYTICAL ACTIVITIES

After Action Review

Focus Group

Interview

Self-Assessment

Survey

SWOT Analysis

TIP

Liberating Structures!

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

ACTIVITIES

PRESENTATION ACTIVITIES

Demonstration

Expert Panel

Lightning Talks

Poster Session

Report

Storytelling

DEMONSTRATION

WHAT IS A DEMONSTRATION?

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

A DEMONSTRATION ACTIVITY MAY BE ORGANIZED

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

USE IT TO

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

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 roadmap or timetable describing the specific steps that need to be taken to achieve a single or multiple objectives.

ACTION PLANNING MAY BE ORGANIZED

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

USE IT TO

- apply and/or localize knowledge.
- create a tangible output and 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).

FOCUS GROUP VS INTERVIEW

A key difference between focus groups and interviews is that focus groups include multiple participants, which allows a discussion with several perspectives about a project or a topic. Unlike interviews, focus groups allow participants to build upon one another's responses and come up with ideas they may not have thought of on their own.

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*.

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SECOND EDITION

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