# THE ART OF KNOWLEDGE EXCHANGE

A Results-Focused Planning Guide for Development Practitioners in the Social, Urban, Land, and Resilience Sectors

**WORLD BANK GROUP**
Social, Urban, Rural & Resilience

Interactive cover

# DO YOU WANT TO...

✓ **Connect** *clients to new information and opportunities across countries and regions?*

✓ **Catalyze** *innovative thinking and generate better development solutions for challenges in the urban, social, land, and resilience sectors?*

✓ **Inspire** *collaboration between individuals, institutions, cities, countries, and regions?*

✓ **Accelerate** *decision making and reform?*

✓ **Overcome** *bottlenecks and enhance project impact?*

✓ **Customize, replicate, and scale up** *development?*

# ACKNOWLEDGMENTS

November 2017

# ABOUT THIS GUIDE
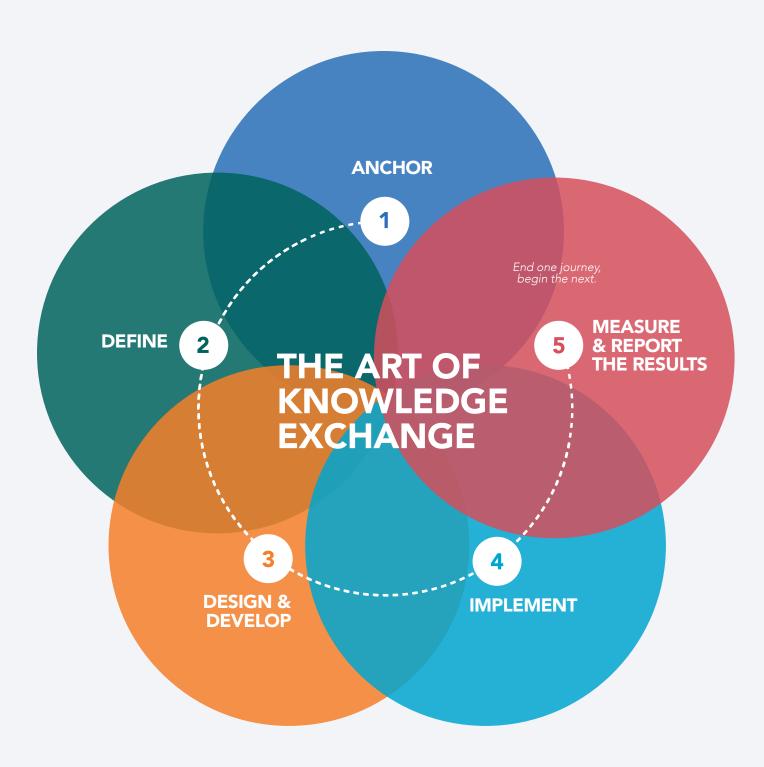
**Welcome to this customized edition of** *The Art of Knowledge Exchange*.

Based on the original *Art of Knowledge Exchange: A Results-Focused Planning Guide for Development Practitioners*, this guide has been customized for practitioners in the urban, social, land, and resilience sectors. It offers a practical step-by-step framework with illustrative examples on how to design, implement, and measure progress with regard to knowledge exchange initiatives. While the guide contains information that is of value to all those involved in knowledge exchange from the local to the global level, it is particularly geared to those who broker the exchange of knowledge and expertise on development challenges and solutions in the areas of urban and social development, land administration, and resilience.

This guide will help practitioners to:
  » *Consider knowledge exchange within a broader programmatic and development context.*
  » *Ensure that knowledge exchange initiatives are 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 participants learn, grow, and act.*
  » *Implement in an adaptive and learning-focused manner.*
  » *Measure and report the results of a knowledge exchange initiative.*

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

**ANCHOR**

**1**

*End one journey,
begin the next.*

**DEFINE**

**2**

**5**

**MEASURE
& REPORT
THE RESULTS**

# THE ART OF
# KNOWLEDGE
# EXCHANGE

**3**

**4**

**DESIGN &
DEVELOP**

**IMPLEMENT**

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Introduction

# WHAT CAN KNOWLEDGE EXCHANGE HELP YOU ACHIEVE?

Knowledge exchange—or peer-to-peer learning—is a powerful way to share, replicate, and scale up (to put simply) what works in development. Development practitioners are seeing the beneficial returns of learning from the practical experience of others who have gone through, or are going through, similar challenges of finding working solutions. They want to be connected and have ready access to practical knowledge and proven results.

When done right, knowledge exchange can **build the capacity, confidence, and conviction of individuals and groups to act**. Taken from recent exchanges, examples of direct results or intermediate outcomes include:
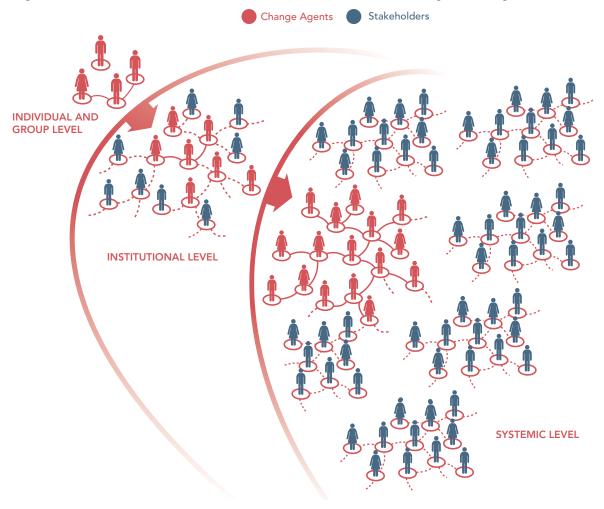
» Indigenous communities and government land administration agencies in Honduras learned how to replicate the successful experience of Nicaragua in demarcating and granting legal title to communal land holdings.

» Soon after emerging from several decades of autocratic rule, central and local government officials from Myanmar learned how to design and implement community-driven development (CDD) initiatives, drawing on the experience of Indonesia which has implemented one of the world's largest and most successful CDD programs.

» Urban planners and local government officials from Vietnam learned about integrated, river-basin-wide approaches to flood risk management through an immersive technical deep dive program in Japan.

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

» With their new knowledge, coupled with improved consensus and trust among key stakeholders, land administration agencies in Honduras were able to demarcate and issue title to communal land holdings of indigenous peoples, for the first time in the country's history.

» With a deeper understanding of the legal and institutional framework required for a successful CDD program, authorities in Myanmar were able to introduce participatory and democratic processes for determining priorities and oversight of local government expenditures.

» On the basis of learnings and experiences from Japan, officials from Ho Chi Minh City, Vietnam, were able to develop detailed plans for development and operation of a city-level flood control operations center.

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



*"One of the key results of the knowledge exchange is that finally for the first time in the history of Honduras a territory of the indigenous Miskito people has been demarcated and titled."* ~ Enrique Pantoja, Senior Land Administration Specialist, The World Bank Group

*"There is a lot of knowledge out there. If you share it with another area, they don't have to go through the costs of learning. The learning has already been done. You just implement and make use of the better way of doing things."* ~ Gerald Gakuha Githinji, Deputy Governor, Kiambu County, Kenya

*"There is no single recipe for becoming a competitive city, but common patterns can be identified and specific techniques can be recommended to city authorities designing and implementing economic development strategies."* ~ Ede Jorge Ijjasz-Vasquez, Senior Director, Social, Urban, Rural, and Resilience Global Practice, The World Bank Group

Case Example

# VIETNAM AND JAPAN KNOWLEDGE EXCHANGE ON URBAN FLOOD RISK MANAGEMENT

**Knowledge broker: Tokyo Development Learning Center**

In this knowledge exchange with Japan, **Vietnam**…

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

Vietnam has made remarkable progress in economic growth and poverty reduction in recent years. An integral part of Vietnam's transition from low- to middle-income status has been its transition from a largely rural to a more urban economy. While urbanization has created opportunities for growth, it has also increased the exposure and vulnerability of the coastal areas to climate change. In fact, Ho Chi Minh City (HCMC) ranks fourth in the world among port cities most susceptible to climate change. It faces the dual challenges of adapting to rapid urbanization in low-lying areas and, in parallel, creating a livable environment for its residents and businesses. The city floods extensively on a routine basis, which places the poor at risk and threatens future economic development.

Recent efforts to mainstream resilience into development planning in Vietnam have focused on urban areas. Between 2004 and 2014, the Vietnamese government, supported by the World Bank Group, implemented an Urban Upgrading Project in the cities of Hai Phong, Nam Dinh, HCMC, and Can Tho, directly benefitting 2.5 million urban poor. Vietnam's Socio-Economic Development Plan 2016–2020 recognized the need for climate change adaptation and disaster preparedness, but fragmented sectoral approaches and institutional arrangements are limiting capacity to manage risks from natural hazards and disaster events. To address these issues, Vietnam wanted to learn from the experience of Japan and other countries that have successfully handled very similar challenges and are at the forefront of innovation in disaster preparedness.

The experience from Japan was especially relevant because Japan is considered a world leader in implementing advanced integrated urban flood risk management techniques. It has also faced coordination issues in the past, and overcame them through a system of unitary management of rivers. This system governs interjurisdictional flood management in Japan so that flooding is not managed geographically by administrative units but rather at river basin units.

In April 2016, the World Bank Group Tokyo Development Learning Center (TDLC) and the Tokyo-based Disaster Risk Management (DRM) Hub organized a technical deep dive (TDD) on Integrated Urban Flood Risk Management in Japan. Authorities from Vietnam's central government and HCMC participated in the TDD to learn from Japan and eight other participating countries. Included in the TDD program were visits to a flood control center and other flood protection sites. The Vietnamese participants took note of these sites and approach as key elements of Japan's integrated approach to flood risk management.

As a follow-up to the TDD, a consultation workshop organized by HCMC authorities took place in HCMC in September 2016. Expert practitioners from Yokohama City, Japan, and the states of California and Washington in the United States shared their experiences at this workshop. The focus was on exchanging learning experiences related to the establishment and effective functioning of city-level coordinating agencies or flood operations centers. In addition, discussion during the workshop centered on the role city authorities could play in managing and coordinating the investments and implementation of integrated urban development and flood management programs.

Case Example

*"In the long-term, retrofitting after urbanization has taken place is very costly and often impossible. Japan also in the past had similar issues… but we need to understand the local context of Vietnam. The strategy needs to be sketched at the higher level which will guide municipal flood management. National leadership is crucial, because rivers don't have administrative boundaries."* ~ Katsuhiko Nakazawa, Director of River Management, Yokohama City

Through the exchange, HCMC gained a better understanding of the importance of institutional legal frameworks for integrated flood risk management and how to integrate key structural and nonstructural measures in flood risk management, and effective approaches to manage flood risk. This resulted in stronger agreement among key stakeholders on ways to manage flood risk in HCMC. Participants also improved their skills in data capture and monitoring to improve flood risk management operations. This improved knowledge, skills, and coordination across agencies in Vietnam helped to bring together key stakeholders to jointly prepare terms of reference and an action plan for a flood control center in HCMC, financed by the World Bank Group-funded project on HCMC Flood Risk Management.

*"Japan's experience in establishing a well-functioning Command center for flood operations, forecasting, and early warning system is a great example to help us consider how to do this in Vietnam."* ~ Le Quang Tuan, Head of Science Technology and International Cooperation Division, Ministry of Agriculture and Rural Development, Vietnam

# MYANMAR:
## EMPOWERING COMMUNITIES FOR LOCAL DEVELOPMENT

**Knowledge broker: Nikolas Myint, Senior Social Development Specialist, The World Bank Group**

In this knowledge exchange, **Myanmar**…

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

In 2011, Myanmar embarked on a historic and far-reaching triple transition: from 50 years of military rule toward democratic governance; from a state-directed to a market-oriented economy; and from decades of conflict in the country's ethnic regions to a historic peace initiative. The World Bank Group re-engaged with Myanmar in 2012 to support these transitions, especially the government's efforts to reduce poverty and boost shared prosperity.

Poverty in Myanmar was concentrated in rural areas; therefore, rural development became a key component of the country's reform agenda. In this context, the Myanmar government sought the World Bank Group's help in addressing rural poverty through an approach that would empower communities to help shape and participate in their development. Following intensive preparation, the National Community Driven Development Project (NCDDP) was approved by the Bank's Board in November 2012. The financing included an US$80 million grant

that represented the Bank's first new financing in Myanmar in 25 years. The NCDDP, which uses a people-centered approach to enable poor rural communities to benefit from improved access to and use of basic infrastructure and services, became effective in January 2013. The project empowers communities to determine their own development path, emphasizing transparency and accountability in the use of project funds. Scheduled to run until 2021, the project aims to ultimately reach seven million people in rural communities across Myanmar.

*"The NCDDP represented a special challenge: how to respond to Government requests for a rapid program scale-up in a relatively unknown context. Integrating knowledge and learning into program management was key to ensuring quality and timely adaptions."* ~ Nikolas Myint, Senior Social Development Specialist, The World Bank Group

Since 2013, the NCDDP has delivered results by putting communities at the center of planning and managing development resources through the implementation of subprojects across townships. The NCDDP provides block grants to communities to enable them to rehabilitate and construct small-scale public infrastructure such as school repairs, footpaths and feeder roads, water supply systems, and health centers.

*"Every stakeholder who is involved in this project, including citizens, has capacity and this empowers people."* ~ U Khant Zaw, Director General, Department of Rural Development, Ministry of Agriculture, Livestock, and Irrigation (2016)

Given that the NCDDP represented the Bank's first financing engagement with Myanmar in a quarter century, increasing institutional capacity in Myanmar through knowledge exchanges that foster peer-to-peer networks was a critical consideration during project design. Knowledge exchange was in fact integrated in different phases of the project cycle to

» Develop a deeper understanding of how to successfully implement rural reforms with active engagement of rural communities.

» Build consensus on priorities and broader stakeholder engagement within the communities.

» Inspire collaboration in the implementation of community projects.

» Build technical and facilitation capacity to scale up development solutions.

Case Example

In the initial stages of the project, the World Bank Group organized a study tour to enable key government officials and staff members working on the NCDDP in Myanmar to learn from peers in other countries that were successfully implementing similar projects. Myanmar government officials wanted to observe firsthand and discuss with peers their experiences in implementing community-based approaches, including issues that arise when working in partnership with communities and in drawing on institutional support from nongovernmental organizations. Indonesia and the Philippines were identified as knowledge providers for Myanmar because both countries were engaged in similar community-driven development projects considered successful by their respective governments. As a follow-up to the study tour and in the planning stages of subprojects, multi-stakeholder dialogues and consultations at the national, state, township, and community levels ensured that community members were not only aware of the project goals but were also involved in identifying and prioritizing needs in their communities. The communities decided which project to take on.

*"Unlike past projects where only committee members had information in this project all villagers knew what was going to happen and how much things cost."* ~ Shin Par Naing, Village Track Finance Accountant

Cross-township study tours feature significantly in the NCDDP knowledge exchange efforts. These study tours included both local experts and a team of national and international experts who provided support on financial management, procurement, training, monitoring and evaluation, and the operation of the grievance-handling mechanism.

This combination of knowledge exchange instruments resulted in specific suggestions for improving the NCDDP, including an emphasis on ensuring a timely start to the cycle, streamlining training design and delivery, increasing infrastructure support, and enhancing the community orientation and planning cycle to maximize the participation of all groups.

*"There were many 'firsts' and lots to learn and absorb for all involved. It's one of the first examples in Myanmar's recent history of a government program that brings decision-making to communities to identify their development priorities and improve their lives."* ~ Ingo Wiederhofer, Lead Social Development Specialist, The World Bank Group

# STRENGTHENING THE RECOGNITION OF INDIGENOUS LAND RIGHTS IN HONDURAS

**Knowledge broker: Enrique Pantoja, Senior Land Administration Specialist, The World Bank Group**

In this knowledge exchange, Honduras…

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

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

*"We want to receive recognition for our land rights. This is a fundamental right that must be applied."* ~ Norvin Goff Salinas, President, Mosquitia Asla Takanka—Mosquitia Unity (MASTA)

To address these issues, the Miskito community, the Honduran government, and staff of the World Bank Group 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.

Case Example

The World Bank Group 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 important, 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

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.

# ANCHOR THE KNOWLEDGE EXCHANGE

## IN STEP 1 YOU WILL

1.1  Identify the development goal and tie it to the knowledge exchange initiative.

1.2  Define the institutional challenge(s) to reaching the development goal.

1.3  Determine the change objective(s) with your counterparts.

Knowledge exchange initiatives can be used as part of a change process to powerful effect. At its best, an exchange generates relevant knowledge and timely insights for designing, developing, and implementing innovative development initiatives in the urban, social, land, and resilience sectors. But for the 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 and how it links to the development objective of your program or project.

» Identify the major challenges limiting achievement of this goal.

» Consider what will change as a result of the knowledge exchange initiative.

**STEP**
**1**

Anchor the
Knowledge
Exchange

### STEP 1.1 IDENTIFY THE DEVELOPMENT GOAL

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

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

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

**CASE EXAMPLES**

**Vietnam and Japan Exchange—Development Goal**
The development goal in Vietnam was to improve flood risk management in urban areas to safeguard communities and infrastructure.

**Myanmar Exchange—Development Goal**
The development goal in Myanmar was to address rural poverty through community-based approaches for rural development.

**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/client ownership, lack of consensus on a development approach, or failure to conceptualize or consider a better approach

» **Inefficient policy instruments** characterized by weak administrative rules, laws, regulations, standard operating procedures, and other formal incentives that guide action toward a development goal

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

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

The following questions can guide your assessment of institutional challenges.

### Assessing the Environment for Change

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

### Assessing Policy Instruments

» *Can existing policies adequately address the challenge? Are new policies needed?*
» *Is there an established regulatory agency such as a parliament and ministry or a mechanism that can support efforts and formally guide the new approach?*
» *Is the current process for defining and achieving the development goal transparent?*
» *Is the process of formulating policies participatory?*
» *Do people and institutions comply with existing policies?*
» *Is there sufficient technical and administrative capacity to implement the policy?*
» *Do new policies adequately consider the risks such as 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, 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?*
  › *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

### Vietnam and Japan Exchange—Institutional Challenges
The exchange sought to address the following interrelated challenges:
» **Weak environment for change:** Lack of coordination between government agencies (ministries and localities) responsible for flood management in Ho Chi Minh City.

» **Inefficient policy instruments:** Lack of integrated flood risk management database and tools for effective monitoring and management.

» **Ineffective organizational arrangements:** Inadequate capacity to design and implement projects incorporating natural disaster prevention.

### Myanmar Exchange—Institutional Challenges
The exchange sought to address the following interrelated challenges:
» **Inefficient policy instruments:** Lack of policies, rules, standards, and practice in implementing community-based approaches for rural development.

» **Ineffective organizational arrangements:** Lack of technical expertise and project and financial management capacity to successfully implement community-driven development projects.

### Honduras, Nicaragua, and Colombia Exchange—Institutional Challenges
The exchange sought to address the following interrelated challenges:
» **Weak environment for change:** Mistrust among stakeholders hindered effective dialogue and consensus building.

» **Inefficient policy instruments:** Lack of coherence in land tenure and titling policies including contradictions in the legislation weakened the enforcement of indigenous land rights.

## STEP 1.3 DETERMINE THE CHANGE OBJECTIVE(S)
*What results will help overcome the institutional challenges?*

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

Make sure the change objective is

TIP

» 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, and
» A good match with their social norms and values.

### Common Trap

WATCH
OUT

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.

**Vietnam and Japan Exchange—Change Objectives**

| Institutional Challenge | Change Objective |
|---|---|
| **Weak environment for change:**<br>» Lack of consistent coordination between government agencies (ministries and localities) responsible for flood management in Ho Chi Minh City. | » Put in place a joint multi-stakeholder action plan for a well-functioning flood control center that plays a strong coordinating role for integrated flood management. |
| **Inefficient policy instruments:**<br>» Lack of integrated flood risk management database and tools for effective monitoring and management. | » Establish integrated flood risk management database and tools through the establishment of a city-level Flood Command/Operation Room. |
| **Ineffective organizational arrangements:**<br>» Inadequate capacity to design and implement projects incorporating natural disaster prevention. | » Improve capacity for data integration and utilization for effective flood management. |

STEP
**1**

Anchor the
Knowledge
Exchange
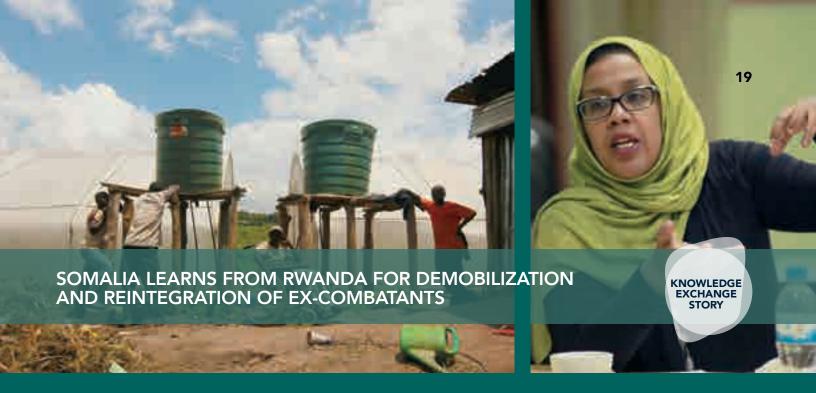
## Myanmar Exchange—Change Objectives

| Institutional Challenge | Change Objective |
|---|---|
| **Inefficient policy instruments:** Lack of policies, rules, standards, and practice in implementing community-based approaches for rural development. | » Formalize implementation arrangements (fiduciary, safeguards, complaints mechanism). <br> » Introduce consistent processes and techniques for broad-based mobilization of communities. |
| **Ineffective organizational arrangements:** Lack of technical expertise and project and financial management capacity to successfully implement community-driven development projects. | Strengthen the technical capacity of <br> » Government officials to administer and monitor implementation of the Myanmar National Community Driven Development Project (NCDDP). <br> » Community facilitators in areas related to project and financial management to successfully coordinate local community projects. <br> » Community members working on projects to be able to build their selected local small-scale infrastructure. |

## Honduras, Nicaragua, and Colombia Exchange—Change Objectives

| Institutional Challenge | Change Objective |
|---|---|
| **Weak environment for change:** Lack of trust among stakeholders. | Foster dialogue among stakeholders to build coalitions and consensus for change. |
| **Insufficient policy instruments:** Contradictory legal and regulatory framework. | Introduce consistent treatment of indigenous land rights in land tenure and titling policies. |

# SOMALIA LEARNS FROM RWANDA FOR DEMOBILIZATION AND REINTEGRATION OF EX-COMBATANTS

**KNOWLEDGE EXCHANGE STORY**

## ✓ Challenge

Somalia's national reconciliation and peacebuilding processes following two decades of war and turmoil gave rise to a whole new set of challenges, especially given the easy access to weapons and presence of armed groups. Guided by the Somali Compact, an overarching strategic framework for coordinating political, security, and development efforts for peace and state-building activities, the government began implementing its National Programme for Disengaging Combatants, which establishes a "comprehensive process through which fighters can disengage in conformity with international law and human rights and provides targeted reintegration support." Given the security situation in Somalia, the government has proceeded with caution, focusing its efforts primarily on building the capacity and the technical expertise of its institutions. While the key stakeholders attach high priority to the demobilization and reintegration process in Somalia, there are deficiencies in polices, institutional framework, and the operational capacity.

## ✓ The Solution—Who did what?

The government of Somalia requested assistance from the World Bank Group to address the challenges by learning from countries that have successfully disarmed and demobilized former combatants. The Bank initiated a study tour to facilitate the transfer of the knowledge and experience of Rwanda's Demobilization and Reintegration Commission (RDRC) to officials of Somalia's Disarmament, Demobilization and Reintegration (DDR) Working Group. After a brutal civil war characterized by genocide, Rwanda had transitioned to a stable democracy and put in place an acclaimed resettlement program for ex-combatants. The Bank team therefore selected Rwanda, Somalia's East African neighbor, to share experience with Somalia, provide capacity building support, and explore potential areas for medium- to long-term assistance to Somalia's demobilization process through South–South cooperation. The Somali participants consisted of officials from the National Programme for Disengaging Combatants—the national DDR program—and the Federal Ministry of Interior and National Security. The participants were selected in close consultation with the government from among those directly involved in the development and design of Somalia's DDR program, in addition to officials who could provide the political and conceptual support required in the design and implementation processes. Also on the exchange were officials of the African Union Mission in Somalia (AMISOM) and the United Nations Assistance Mission in Somalia (UNSOM).

The study tour took place in November 2014. Participants discussed the key elements of demobilization and reintegration programs, explored the various stages involved in the process, and engaged in detailed exchanges of ideas. They identified a number of best practices that could be adapted and used in Somalia's situation, and discussed areas for further collaboration with Rwanda. Following each session, participants consolidated the theory and consultations by visiting project implementation sites—agriculture and livestock cooperatives jointly managed and worked by ex-combatants and community members.

There, participants interacted with the former combatants to understand firsthand the experience of transitioning from combat to acquiring a vocation as well as reintegration into the community.

*"We realized that as much as these programs target individuals, it is also important to keep in mind the community aspect. Our meetings with these former combatants emphasized the need to promote social cohesion within the programs we create."* ~ Ms. Zahra Samatar, former Minister of Women and Human Rights, Somalia

### ✓ Results
The exchange program equipped Somalia's DDR Working Group with ideas to develop and streamline effective DDR policies, procedures, and guidelines. It enhanced their technical capacity and knowledge. It improved teamwork within the core technical team for Somalia's National Programme for Disengaging Combatants. Additionally, the experience of learning together has led to increased institutional coordination among the partners who undertook the study tour: the Ministry of Interior and National Security, UNSOM, AMISOM, and the World Bank Group.

### ✓ Lessons Learned
Unless the goal of the exchange is policy change, ensure that the exchange primarily targets technical-level officials. Limit the number of political officials because political-level officials might change more often than technical officials who will carry out or oversee the work. For example, in January 2015, just two months after the exchange, one of the participants, Ms. Zahra Samatar, was appointed Minister of Women and Human Rights. Technical-level participants tend to stay longer in their official positions and are therefore more likely to share the knowledge gained with peers and subordinates.

Identify one technical-level contact from both the knowledge provider and the recipient during the planning of the exchange activity, and keep them involved throughout the process. Having this arrangement helped to keep discussions focused on issues agreed beforehand and to adjust where necessary to maximize the benefits of the exchange.

Use a mix of learning activities. This exchange featured presentations, brainstorming, and site visits to help participants experience implementation of plans firsthand. For example, participants visited a vocational training center after discussing ways of creating effective vocational training programs for ex-combatants. The interaction with beneficiaries of the center was one of the highlights of the study tour.

### ✓ Instrument
Study tour

### ✓ Knowledge Brokers
Benjamin Burckhart, Senior Social Development Specialist, The World Bank Group

Murat Onur, Social Development Specialist, The World Bank Group

# DEFINE THE KNOWLEDGE EXCHANGE

**IN STEP 1 YOU ANCHORED YOUR KNOWLEDGE EXCHANGE INITIATIVE BY**

✓ Linking it clearly to the development goal
✓ Defining the challenges to meet the development goal
✓ Determining the change objectives with your counterparts

**REMEMBER**

## IN STEP 2 YOU WILL

2.1 Identify the groups of people who are needed to achieve the change.

2.2 Determine the intermediate outcomes that participants will seek from the exchange.

2.3 Identify groups and individuals with relevant and transferable knowledge and experience to share.

Define the
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Exchange

## STEP 2.1 IDENTIFY THE IDEAL PARTICIPANT PROFILES

*Which individuals or groups are most likely to make this change happen?*
*Why are they best placed to do so?*

The success of a knowledge exchange initiative depends on having the right people involved. First, think about those who have a stake in the issue. Then, consider those who can and will initiate the actions needed to achieve the change objective. This is a stakeholder analysis in its simplest form. These change agents can belong to different stakeholder groups (academia, civil society, government, municipalities, utilities, or the private sector) and be at the executive, managerial, or 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 potential individuals and groups of people who are needed to achieve the change objective, and ask the following questions:

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

*Who will influence?*
*Who are opinion leaders on the topic with a broad professional network across the various stakeholders?*

*Who will convene?*
*Who has the capacity to bring people together to discuss the topic?*

*Who will act?*
*Who is in a position to apply what they learn?*

Table 1. Profiles of Potential Change Agents

| Stakeholder groups | Potential change agents | | |
|---|---|---|---|
| | *Executive level* | *Managerial level* | *Technical/ Professional level* |
| Government agency<br>» National<br>» Regional/ Provincial | Ministers<br>Mayors<br>Agency heads<br>Directors | Managers<br>Program leaders | Technical specialists<br>Team leaders<br>Program staff |
| Governing body/ Parliament/ Congress | Elected officials<br>Parliamentarians | Senior aides<br>Senior committee staff | Analysts<br>Office staff |
| Civil society groups/ Nongovernmental organizations | CEO/President<br>Directors<br>Board members | Managers<br>Program leaders | Technical specialists<br>Team leaders<br>Program staff |
| Private sector<br>» Businesses<br>» Associations | CEO/President<br>Vice presidents/ Directors<br>Board members | Managers<br>Program leaders | Team leaders<br>Staff |
| Media | Chief editor<br>News director | Section editors<br>Producers | Journalists |
| Academia | President<br>Directors<br>Board members | Program leaders<br>Department heads | Professors<br>Students |

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

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**EXAMPLE**

### Role of a Change Agent

Kenya's 2010 Constitution includes an ambitious blueprint for devolved government through the creation of 47 new county governments with elected governors and county assemblies. Challenges for the incoming county governments included access to reliable information for planning and implementation purposes, weak institutions, and low capacity. Institutional development and transformation depend on leadership. To support the devolution process, the World Bank Group provided training to local officials on open and participatory government, drawing on best practice from other countries. With this training, David Mutai, the newly appointed Chief of Staff of Bomet county, supported the development of the Council of Governors Open County Portal—a county statistics platform with data for all 47 counties—intended to improve service delivery to citizens. In addition, to improve and systematize learning, Mr. Mutai subsequently spearheaded the establishment of the Centre for Devolved Governance in Bomet. The Centre now has 58 staff and offers training to local and regional county government officials in the areas of public financial management, planning, monitoring and evaluation, and citizen engagement, among others. Since its establishment in 2015 the Centre has trained nearly 50,000 staff from Bomet and the Lake and Great Rift Valley regions. Recognizing the value of peer learning, the Centre's courses emphasize sharing of experiences and lessons.

Source: *Philip Jespersen, Senior Social Development Specialist, GPSURR, The World Bank Group*

👆
**TIP**

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.

## Vietnam and Japan Exchange—Participant Profiles

Representatives from the following key public agencies at the national and subnational, such as Ho Chi Minh City (HCMC), government levels were identified:

- » Ministry of Agriculture and Rural Development
  - › Water Resources University—HCMC Branch
  - › Southern Institute for Water Research
- » Ministry of Natural Resources and Environment
  - › Southern Regional Hydromet Center
- » Ministry of Science and Technology
  - › Institute for Science, Technology and Information
- » HCMC authorities:
  - › Steering Center for Flood Control (SCFC)
  - › Department of Natural Resources and Environment
  - › Department of Agriculture and Rural Development (DARD)
  - › Department of Science and Technology
  - › Department of Communication and Information
  - › Department of Finance
  - › Project Management Unit of Works Construction

## Myanmar Exchange—Participant Profiles

- » Government officials involved in the implementation of the National Community Driven Development Project (NCDDP) from the union and township level
- » NCDDP staff and government staff from a range of line ministries and from the union, state/region, and township level
- » Community members, development partners, and civil society interested in community-based approaches to development

## 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 toward indigenous people.
- » Representatives of the Miskito community, who would have the opportunity to learn about other models, network internationally with other indigenous federations, participate directly in the drafting of policy affecting their rights, and build a working relationship with their government counterparts.

### STEP 2.2 DETERMINE INTERMEDIATE OUTCOMES

*What specific, measurable changes do participants seek?*
*What does success look like?*
*Will these changes help participants make progress toward the change objective?*

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

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

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

- **New knowledge.** A person is more likely to act because of a change in awareness, attitude, or understanding.

- **Enhanced skill.** A person is more capable of acting because of a new or developed proficiency.

- **Improved consensus.** A group with a common interest or agenda is more likely or able to act because of new knowledge, changed attitudes, shared understanding, and improved collaboration.

- **Enhanced connectivity.** A group is more likely or able to act because of new or improved relationships, greater affinity, improved trust, and reduced isolation.

- **New and improved actions.** A person or group initiates or modifies its activity because of what was learned, practiced or realized, and/or as a result of shared understanding and improved relationships.

Think of intermediate outcomes as stepping stones leading to the change objective. When Vietnamese representatives visited Japan, for example, they gained new knowledge on integrated approaches to flood management. In another program, the opportunity to interact during a study tour to Nicaragua improved trust between Honduran land agency officials and indigenous leaders, which was instrumental in their reaching agreement on demarcation and titling of communal lands. Knowledge exchange can move your participants toward the objective by helping them address cognitive (know why), relational (know who), and behavioral (know how) gaps. Work with your counterparts to determine what gaps to tackle first and how knowledge exchange can address them.

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

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

Table 2: Sample Intermediate Outcomes

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

| Intermediate outcome | Type of progress | Example indicators of success |
|---|---|---|
| **New knowledge**<br><br>A person is more likely to act because of a change in awareness, attitude, or understanding. | Raised awareness | At the end of the technical deep dive, 85% of participants indicate that they have discovered new solutions for addressing challenges of urban congestion. |
| | Improved motivation/attitude | Six weeks after the knowledge exchange, 70% of participants will have undertaken an institutional mapping exercise as a necessary input to development of a new urban master plan. |
| | Greater confidence | Nine out of ten participants in the workshop report that they are better able to identify social safeguards risks in transport corridor projects. |
| | Increased understanding | At the end of the exchange, all participants are able to describe the most important elements of climate change adaptation and mitigation. |
| | Acquisition of knowledge | At the end of the exchange, all participants are able to describe the various dimensions of a city resilience strategy. |

**STEP 2**

Define the
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| Intermediate outcome | Type of progress | Example indicators of success |
|---|---|---|
| **Enhanced skills**<br><br>👤 A person is more capable of acting because of a new or developed proficiency. | Application of knowledge | Following the expert visit, 70% of the staff in the cadaster agency will be able to use geospatial tools for land demarcation. |
| **Improved consensus**<br><br>👥 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 | Since joining the community of practice, community leaders from around the country routinely share information on local service delivery. |
| | Stronger coordination | After spending a week together on the study tour, staff from municipal and national urban planning agencies agreed to meet monthly to coordinate development of the city master plan. |
| | Increased cohesion | After the technical deep dive, the mayors of the five neighboring cities agreed to develop a common strategy for reducing crime and violence. |
| | 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 zones and outlines key roles of central and local governments. |
| | Increased commitment to agenda/group | Following the exchange, absenteeism from community council meetings will decrease from 50% to less than 10%. |

| Intermediate outcome | Type of progress | Example indicators of success |
|---|---|---|
| **Enhanced connectivity**<br><br>A group is more likely or able to act because of new or improved relationships, greater affinity, improved trust, and reduced isolation. | Increased membership | Six months after the conference, 80% of participants will have joined the community of practice and be participating in its online forum. |
| | 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 number 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 who 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, e-mail, or meeting). |
| **New and improved actions**<br><br>A person or group initiates or modifies its or their activity/actions because of what was learned, practiced, or realized, and/or as a result of improved collaboration and relationships. | Preparation for action | At the end of the exchange, the participating officials from the land use planning and transport agencies will have agreed to collaborate on development of a new transport master plan for the city. |
| | Change in routine or working in new ways | Following the exchange, 60% of the participating hydromet agencies begin to make weather data available to application developers to facilitate citizen access. |
| | Maintenance of change | Within three months of the exchange, the ministry will produce an operational manual for implementation of the new national policy on recycling and form a community of practice among municipal solid waste management departments. |

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

Define the
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Exchange

**TIP**

Knowledge exchange design and implementation are 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 participants will be motivated to initiate action once they go back 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.

**TIP**

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

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

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

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

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

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

## Relevant
» *Is the measurement relevant (that is, 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.

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 |
|---|---|---|
| National cadaster agency staff will engage with municipal land officials after the study tour. | *Engage* is not specific enough to measure progress, and measuring engagement among all land administration authorities is not realistic. | Following the workshop, the director of the national cadaster agency convenes quarterly meetings with municipal land officials in each region. |
| 100% of workshop participants will learn to use big data in urban planning. | The number of planners learning to use big data 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 cities will have begun to use big data tools to monitor quality of urban service delivery. |
| Field visit participants gained an understanding of land value capture as a modality for financing. | *Understanding* is difficult to measure. | After the field visit, 70% of participants report being able to make use of floor area ratio adjustments and sale of air rights to finance urban infrastructure. |

**Vietnam and Japan Exchange—Intermediate Outcomes**

- » **New knowledge:** A better understanding of the importance of institutional legal frameworks for integrated flood risk management and how to integrate key structural and nonstructural measures in flood risk management.

- » **Enhanced skills:** New and improved skills on how to prepare terms of reference and action plan to improve flood risk management operations.

- » **Improved consensus:** A stronger agreement and shared understanding on effective approaches for defining institutional and legal structures and stakeholder roles and responsibilities related to flood risk management in Vietnam.

- » **New and improved actions:** As a result of improved knowledge, skills, and coordination across agencies in Vietnam, key stakeholders come together to prepare a terms of reference and an action plan for establishing a flood control center in Ho Chi Minh City.

CASE EXAMPLES

**Myanmar Exchange—Intermediate Outcomes**

» **New knowledge**: The officials from the Department of Rural Development, the Department of Social Welfare, and the Ministry of Planning will enhance their understanding of how operations of mature community-driven development projects are implemented at the overall project level as well as at the subproject level. Their increased understanding will help develop effective feedback loops between communities, project staff, and central government to ensure the program's success.

» **Enhanced skills:** Community members at various townships implementing NCDDP subprojects will gain skills to be able to operationalize their small infrastructure projects specifically in relation to fiduciary responsibilities, project management, and technical expertise depending on their project needs.

» **Improved consensus:** The Department of Rural Development, the Department of Social Welfare, and the Ministry of Planning officials will reach a stronger agreement and shared understanding on how to administer and monitor the implementation of the NCDDP at the overall project level as well as at the subproject level.

» **Enhanced connectivity:** The Department of Rural Development will initiate broader communication efforts with NCDDP key stakeholders such as nongovernmental organizations and township/community representatives, to share lessons learned and help them determine ways to enhance ongoing collaboration at the subproject (township) level.

» **New and improved actions:** As a result of gaining new knowledge, improved consensus, enhanced connectivity, and skills, the Department of Rural Development officials will prepare an operations manual for the first phase of the NCDDP. In addition, townships will start building small infrastructure projects (subprojects) funded through the NCDDP.

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

» **New knowledge:** Baseline and follow-up surveys with Honduran stakeholders will reveal improved knowledge of legal frameworks, stakeholder roles, consultation procedures, and governance of communal lands.

» **Enhanced skills:** Representatives of key public agencies responsible for implementing land titling and land regulation will develop proficiency in the process of demarcation and titling of indigenous territories.

» **Improved consensus:** There is greater agreement and trust between the indigenous Miskito people and the Honduran government (the deep-seated distrust is dismantled) leading to drafting of the action plan to address contentious land issues.

» **New and improved actions:** Honduran government establishes clear procedures for demarcation and titling of Miskito communal lands.

STEP
**2**

Define the
Knowledge
Exchange

### STEP 2.3 IDENTIFY THE MOST APPROPRIATE KNOWLEDGE PROVIDERS

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

*Do they have the resources and capacity to share it?*

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

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

» Demonstrated success in effectively addressing similar development challenges;

» Relevant experience in providing this knowledge to people from other places, cultures, and learning backgrounds;

» Familiarity with the cultural and historical contexts of participant groups;

» Resources to plan and implement the knowledge exchange in the proposed time frame;

» Readiness to deliver, shown by confirmed commitment and understanding of responsibilities;

» Prior relationship with the knowledge-receiving institutions, groups, or individuals; and

» Understanding of potential logistical complications and risks such as language issues or travel.

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

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**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.

**Vietnam and Japan Exchange—Knowledge Providers**

The Tokyo Development Learning Center (TDLC) acted as a knowledge hub—combining multiple roles of knowledge provider and knowledge broker, coordinating agency scanning, and bringing in the relevant specialists and knowledge providers to address the learning outcomes sought by Vietnam.

Japan is one of the world's leading countries in integrated urban flood risk management. It has faced coordination issues in the past and, in response, a unitary management system of rivers was introduced, which governs interjurisdictional flood management in Japan—flooding is not managed geographically by administrative units but rather at river basin units. Japan's experience points to important elements and lessons relevant to developing countries.

The following organizations shared their experience:

» Disaster Risk Management (DRM) Hub, Tokyo

» Urban Floods Community of Practice (UFCOP)

» Global Facility for Disaster Reduction Recovery (GFDRR)

» Japan's Ministry of Land Infrastructure Transport and Tourism (MLIT)

» Japan International Cooperation Agency (JICA)

» Yokohama City Government

» Tokyo Metropolitan Government (TMG)

» Institute of Industrial Science, The University of Tokyo

» Faculty of Regional Development Studies, Toyo University

The United States also has valuable lessons to share on integrated flood management, especially from the states of California and Washington. Both states have hydrological conditions similar to Vietnam's and have successfully deployed and operated flood risk management and flood control systems.

CASE EXAMPLES

### Myanmar Exchange—Knowledge Providers

» For the study tours, the World Bank Group, as the knowledge broker, identified Indonesia and the Philippines as ideal knowledge providers because both countries had achieved substantial progress in the implementation of their national community-driven projects. In Indonesia, the providers were mostly from the implementing ministry; in the Philippines, they were officials from the Department of Social Welfare. Both institutions had extensive experience in hosting delegations from other countries. World Bank Group teams in Indonesia and the Philippines also shared perspectives on the community-driven development programs. In addition, Myanmar Department of Rural Development (DRD) officials from union and township levels served as experts for the community outreach and training.

» For the multi-stakeholder dialogues and consultations (multi-stakeholder review), the DRD, as the knowledge broker, identified participants who would be able to contribute to learning, evaluation, and adaptation of the National Community Driven Development Project (NCDDP). This included all levels of project staff, community members, civil society engaged on community issues, development partners, and others. This broad group of participants reflected on the experiences of the NCDDP each year and made recommendations for improvements that were then integrated in the operations manual.

» For the cross-township study tours, the DRD, as knowledge broker, identified project staff members who needed to better understand how community-driven approaches could work in practice. In many instances, these project staff members were in townships that were just joining the NCDDP. Study tours to townships that were in their second or third cycle in the project allowed the new teams to witness implementation in action, get ideas about how to organize themselves and approach the challenges of their work, and form friendships and professional networks.

### Honduras, Nicaragua, and Colombia Exchange—Knowledge Providers

» The Miskito communities, the Honduran government, and the World Bank Group 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.

## Building Growth Coalitions: The Competitive Cities Executive Development Program For City Leaders

EXAMPLE

The Competitive Cities Executive Development Program (EDP) was launched in April 2015 in response to subnational leaders' desire for practical tools and experiences, alongside research and analytics. The program's goal is to build the capacity of city leaders to design and implement effective policies and strategies so their local institutions and industries grow jobs, raise productivity, and increase citizens' incomes.

By helping convene multiple stakeholders to discuss policy issues, the Competitive Cities EDP provides a platform for knowledge exchange and continuous learning for leaders from the public, private, and academic sectors. Additionally, the EDP establishes the basis for public-private dialogue, often assisting different actors within the city to come together around local economic development strategies and identify ways to crowd in private investments.

In the last 18+ months, the program has brought together leaders from 24 cities in Africa and Latin America, drawn from the public sector (mayors, local economic development advisors, and heads of national bureaus, such as land and transport); private sector (heads of chambers of commerce, sectoral business associations, individual companies, and multinational corporations); and academia (professors from local universities). Approximately 25–35 participants attended each of the six trainings delivered in Addis Ababa, Ethiopia; Johannesburg, South Africa; Kampala, Uganda; Quelimane, Mozambique; Quito and Guayaquil, Ecuador; and Tucuman, Argentina.

To facilitate learning across the broad spectrum of participants and countries, instruments have included conferences, expert visits, study tours, multi-stakeholder dialogue, and consultations. Several encouraging results have emerged. In Tucuman, participants developed a more formal public-private dialogue to identify ways to implement the city's strategic priorities. Addis Ababa and five other Ethiopian cities have asked for additional support for city-level investment promotion activities and better coordination with the country's industrial zones program. Kampala's fast growth necessitates close coordination between the city and neighboring jurisdictions, and the city has requested technical assistance to address this issue. Quito successfully revisited and reformed its economic development strategy, leading to further interest from Guayaquil.

Lessons from the six major cities underline the importance of alliances among strong leaders representing different stakeholders. EDP participants, from the public and private sectors and from community organizations, were chosen for both their leadership and their ability to

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**EXAMPLE**

collaborate. This strategy worked. For example, in Argentina, leaders or change agents emerged and organized subsequent dialogues after the event. A focus on individual cities has been particularly effective, allowing intensive interaction across public sector officials in different departments within the same city office and fostering cooperation with the private sector. Collaboration between the engineering university and private firms helped to drive improvements to Quito's economic development strategy, which was then presented at the city's October 2016 UN Habitat III conference.

For more information, please see:

» www.worldbank.org/competitivecities
» https://unhabitat.org/competitive-cities-for-jobs-and-growth-what-who-and-how-sameh-wahba/

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**EXAMPLE**

**The Tokyo Development Learning Center: A Knowledge Provider and a Knowledge Broker**

TDLC plays a unique role as both knowledge provider and knowledge broker. A partnership between the World Bank Group and the government of Japan, TDLC:

» Serves as a platform for documentation and sharing of knowledge on challenges in the realm of sustainable development

» Partners with a range of knowledge providers in Japan including central government ministries, city and local governments, private sector firms, and academic experts

» Organizes approximately 25 knowledge exchange programs per year, bringing together practitioners from developing countries, Japan, and other advanced countries for peer-to-peer learning on specific topics and development challenges

» Undertakes research to document development experience from Japan and other countries, producing approximately 40 knowledge products per year

» Is equipped with a state-of-the-art conference center that includes a videoconference suite and video editing facilities. This enables TDLC to organize both face-to-face and virtual programs, often blending delivery modes to allow for knowledge exchange on a continuous basis as well as production of e-learning courses and materials

### ✓ The Challenge

The Global Partnership on Output-Based Aid (GPOBA) is a partnership of donors working together to support results-based financing (RBF) in projects. GPOBA's mandate is to fund, design, demonstrate, and

Bangladesh, in March 2016. The objective was for GPOBA to come together to develop a deeper understanding of its impact on the ground and to connect with the beneficiaries and implementing agencies to understand their challenges, improve

## SHARING PROJECT EXPERIENCE AND RESULTS ON THE GROUND WITH DONORS:
## Global Partnership on Output-Based Aid

document these approaches to improve the delivery of basic services to the world's poor in developing countries. The challenge it faces is that the relationship between donors and people who benefit from funded projects is often disconnected. Donors usually do not have the opportunity to learn firsthand how their funded projects are being implemented, see tangible results on the ground, or understand the project challenges, much less meet the very people whose lives have been improved. In addition, they are often unable to communicate directly with beneficiaries and implementing agencies about their evolving priorities, current engagements, and expectations on results. Ensuring that all stakeholders have common understanding of issues, expectations, and results is key to successfully implementing projects that demonstrate that GBOPA does deliver on its mandate.

### ✓ The Solution—Who did what?

In response to a request from donors, the GPOBA team in the World Bank Group organized a knowledge exchange initiative, in the form of a knowledge fair with field visits in Dhaka and Sylhet,

communication, and build trust among key stakeholders, including donors, implementing agencies, the GPOBA project team, and beneficiaries. This knowledge exchange initiative was one of the first for GPOBA that used the Art of Knowledge Exchange principles for results-focused knowledge exchange in a unique field-based gathering of all stakeholders— donors, implementing agencies, beneficiaries, and GPOBA—in one place.

To prepare for the knowledge fair and field visits, GPOBA first conducted a needs assessment survey to find out about the concerns and expectations of donors. A design and delivery team was formed, comprising project teams in Bangladesh, content specialists, project leads, and facilitators for design and delivery. On the basis of feedback, the team planned the agenda in collaboration with different stakeholders to give participants a multifaceted "learning journey." The team coordinated with a project-implementing agency to decide what to showcase and why, and jointly planned the logistics. Five donor representatives participated in the program.

The choice of activities for the knowledge fair was guided by the outcomes sought from this exchange. The team also wanted the participants to experience the realities on the ground, observe, reflect, and contribute their experience, and have an opportunity to develop a collective understanding based on shared experiences. Ice breakers helped to engage participants in a fun and relaxed environment. The GPOBA team presented the concepts of OBA/RBF and project overviews. They also made presentations on GPOBA projects on renewable energy, the garment sector, and sanitation microfinance. Donors offered summaries on their results-based activities, donor priorities, and expectations from GPOBA and future collaboration. Relationships developed through networking activities such as brainstorming, role play, story-telling, and sharing ideas on posters. These activities also enhanced collective understanding of issues and concerns raised by participants.

Field visits to remote parts of the country—using bus, boat, and scooter transport—enabled participants to observe firsthand

projects providing solar home systems, biogas systems, a solar irrigation system, a mini-grid infrastructure, and clean cookstove installation. The visits provided opportunities for donors to meet face to face with implementing agencies and beneficiaries—farmers, micro- and small business owners, and families using each of the technologies. Prior to field visits, the implementing agency for the energy project, Infrastructure Development Company Limited (IDCOL) addressed project technologies and led expert conversations on its proven approach to working with poor communities on energy access related to solar and mini-grid systems as well as biogas plants.

The four-day program encouraged thoughtful exchange, and improved networking and communication as well as building trust. Facilitators frequently led "check-ins" to see what new knowledge and understanding participants were taking away. Additionally, reflection journals enabled participants to document their experience and capture their daily learning.

✓ Results

Participants reported increased understanding. The program helped donors and project teams to better understand the realities of project design and implementation. It also led to enhanced connectivity. Project teams initiated new and improved actions after donors discussed with them in more detail how their approaches to gender equality could be incorporated in project design. This led to project design teams highlighting the gender components of the project and including gender-related indicators in the results framework.

Post-event communication has continued with a shared repository of knowledge materials, presentations, and photographs. Participants became members of GPOBA's OBA/RBF Community of Practice to continue collaborative dialogue and discussion. Overall, there is improved consensus. Donors gained more understanding of project issues, challenges, and the value of GPOBA and the World Bank Group as partners, which strengthened their commitment to future programs.

✓ Lessons Learned

To maximize participation and learning, involve would-be participants from the beginning. In this case, the pre-event survey carried out by GPOBA highlighted donor concerns and interests, and enabled the team to plan a program that addressed the issues raised.

Having a strong team on the ground and a strong local delivery partner who is familiar with the local landscape facilitated planning and implementation, especially in dealing with logistics problems. The local partner was instrumental in providing translation, and saved the cost of hiring an interpreter. Hywon Kim, one of the lead organizers, remarked, *"Without a strong local delivery team, I don't think the program would have been as successful. The implementing agency was instrumental with delivering the event when we got there—they had the 'local know-how,' transportation options and language."*

There needs to be a considerable amount of planning, but organizers also need to be flexible in adapting the agenda/program day by day. Advice from the original Art of Knowledge Exchange, *"Don't fall in love with your plan! Expect*

*to make some mid-course corrections,"* reminded exchange planners (the exchange's knowledge brokers) to be flexible.

It is also necessary to forge networks and partnerships among people working in similar areas to motivate collaborative action. The success of this first event and feedback from participants showed that having more of such events will facilitate continued good understanding and healthy relationships between donors and recipients.

✓ Instrument

Knowledge fair

✓ Knowledge Brokers

Catherine Commander O'Farrell, Lead Infrastructure Specialist, The World Bank Group

Hywon Cha Kim, Senior Knowledge Management Officer, The World Bank Group

✓ Multimedia

Learn more about results-based financing:

https://www.gpoba.org/

Solar Program Brings Electricity to Off-the-Grid Rural Areas in Bangladesh:

http://www.worldbank.org/en/news/feature/2016/10/10/solar-program-brings-electricity-off-grid-rural-areas

Bangladesh: Ensuring a Reliable and Quality Energy Supply:

http://www.worldbank.org/en/results/2016/10/07/bangladesh-ensuring-a-reliable-and-quality-energy-supply

In Bangladesh, Empowering and Employing Women in the Garments Sector:

http://www.worldbank.org/en/news/feature/2017/02/07/in-bangladesh-empowering-and-employing-women-in-the-garments-sector

# 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

**REMEMBER**

## 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.

Design & 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. You must balance up-front 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 toward 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 specific participants 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.

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**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.

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**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.

### Vietnam and Japan Exchange—Selected Participants

» Head of Project Preparation Technical Assistance Facility Division, Project Management Unit of Works Construction

» Head of Science Technology and International Cooperation Division, Ministry of Agriculture and Rural Development

» Six representatives from Ho Chi Minh City (HCMC) Department of Agriculture and Rural Development (DARD)

» One representative from Department of Natural Resources and Environment

» One representative from Southern Institute for Water Research

» Four representatives from Water Resources University—HCMC Branch

» Seven representatives from Southern Regional Hydromet Center

» One representatives from Institute for Science, Technology and Information

» Two representatives from Department of Science and Technology

» Two representatives from Department of Communication and Information

» One representative from Department of Finance

» Six representatives from Steering Center for Flood Control (SCFC)

### Myanmar Exchange—Selected Participants

» For the study tours, key union- and township-level government officials from the Department of Rural Development (DRD) were selected to make up the Myanmar delegation to Indonesia and the Philippines. Their selection was based on their ability to implement lessons learned in the National Community Driven Development Project (NCDDP).

» For the annual multi-stakeholder dialogues and consultations (multi-stakeholder review), 550 participants from a broad range of stakeholder groups participated, including union ministers, staff from union-level government departments, members of parliament, state- and township-level government officials, project staff, development partners, nongovernmental organizations (NGOs) and civil society representatives, community members, and others.

» For the cross-township study tours, participants usually included township-level DRD staff, as well as in some cases township-based staff of NGOs providing technical assistance to DRD.

**Honduras, Nicaragua, and Colombia Exchange—Selected Participants**

Participants from Honduras included the following Miskito organizations and communities in the Department (region) of Gracias a Dios and 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

» Director of the Department of Social Development in the Ministry of Indigenous and Afro-Hondurans (SEDINAFROH)

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**TIP**

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

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### STEP 3.2 VERIFY THE OBJECTIVE AND OUTCOMES

*What do the participants want to learn?*

*How do they hope to grow?*

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

Now that you have identified all or some of the participants, revisit the initial work you did when starting to plan the knowledge exchange. As a group, verify that your knowledge exchange initiative is aligned with the development goal, institutional challenge, and the change objective, and that everyone is on the same page in this regard. If not, work with your counterparts and participants to clarify those aspects for them before tackling the next step.

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.

**Vietnam and Japan Exchange—Verify Objective and Intermediate Outcomes**

The change objectives and intermediate outcomes were still valid. The exchange was designed to help Vietnam gain new knowledge and skills to improve flood risk management in urban areas to safeguard communities and infrastructure. In addition, it was designed to support participants in building consensus and trust in order to create the terms of reference for a new flood control center.

**Myanmar Exchange—Verify Objective and Intermediate Outcomes**

Objectives and intermediate outcomes were verified by the implementing agency in Myanmar, DRD, and by the township representatives participating in the selected subprojects of the NCDDP.

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

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

When determining and/or refining intermediate outcomes, consider:

TIP

✓ 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 |
|---|---|---|
| Instructional designer | » Alignment and results orientation<br>» Participant identification and preparation<br>» Knowledge provider preparation<br>» Participatory planning approaches<br>» Instrument and activity selection and design | » Anchor<br>» Define<br>» Design |
| (Local) Delivery partner(s) | » Logistics and administrative support<br>» Identification of key contacts<br>» Preparation of knowledge providers<br>» Facilitation<br>» Translation<br>» Results capture | » Define<br>» Design<br>» Implement<br>» Report |
| Professional facilitator | » Knowledge of the participants and their goals, roles, and challenges<br>» Participant guidance<br>» Discussion facilitation and leadership<br>» Conflict management and resolution<br>» Prep session and activity debrief leadership<br>» Identification of emerging needs<br>» Exchange adaptation, with team lead | » Implement |
| Project leader | » Knowledge exchange design, planning, and implementation<br>» Participant and knowledge provider selection<br>» Delivery team creation and management<br>» Results monitoring and reporting<br>» Participant engagement, inspiring them to act on what they learn! | » All five steps |
| Communications coordinator | » Plans for communicating among the delivery team and with participants before, during, and after the exchange<br>» Strategies for communicating with partners, stakeholders, and media before, during, and after the exchange<br>» Reporting on results for varied audiences | » All five steps |

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

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

**Vietnam and Japan Exchange—Design and Delivery Team**

Task Team Leads (World Bank Group staff)

» Disaster Risk Management Specialist, World Bank Group Vietnam Country Office

» Facilitators

» Learning Designer/Knowledge Management Specialist

» Technical Staff from the Tokyo Development Learning Center (TDLC)

**Myanmar Exchange—Design and Delivery Team**

One action that allowed the knowledge exchanges under the NCDDP to work particularly well is that adaptive learning was built into project design, providing concrete ways to apply knowledge gained through the various activities in the NCDDP.

Also, the task team and government counterparts took the exchanges seriously from the beginning, spending significant amounts of time to identify the right participants, knowledge providers, and appropriate dates for exchanges to take place. On the task team side, this involved not just the immediate team but also reaching out, for example, to the Community Driven Development (CDD) Global Solutions Group inside the World Bank Group, which connected the team with potential knowledge providers.

It was important to adapt formats for knowledge exchanges to address evolving needs and to accommodate different learning preferences. All this required a significant investment of time but has led to very strong capacity in the implementing agency, which in turn allowed it to keep pace with a rapid scale-up of the NCDDP.

**Honduras, Nicaragua, and Colombia Exchange—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 and who 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 Moskitia Asla Takanka (MASTA).

## STEP 3.4 ASSEMBLE THE KNOWLEDGE EXCHANGE

*What blend of instruments, activities, and technologies will help achieve the desired outcomes?*

Every knowledge exchange initiative is a blend of instruments and activities that are commonly supported by technology tools. 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.

☆
**EXAMPLE**

### Cities as Knowledge Providers

Solutions to development challenges are increasingly being found at city and local levels. The city of Medellin, Colombia, offers experience and solutions in a number of areas including reduction of urban crime and violence; integrated urban transport; and social urbanism. Indeed, Medellin is increasingly looked to by other cities as a source of inspiration, given its remarkable transformation from one of the most violent cities in the world to a leader in the areas of city competitiveness and innovation. To share its experiences, the city has established a specialized agency, International Cooperation and Investment Agency (ACI) to document its development solutions and to share them with other countries and cities. Situated administratively in the office of the mayor, ACI plays the role of both knowledge provider and knowledge broker, drawing on other city agencies and stakeholders, depending on the topic. The World Bank Group has cooperated with ACI to strengthen its capacity as a knowledge-sharing organization, collaborating with the city in May 2017 to organize a "Living Lab" on safe and resilient cities. The program brought mayors and other officials from cities across Latin America to Medellin for an immersive program of workshops, site visits, and peer-to-peer knowledge exchange.

Source: *Phil Karp, Lead Knowledge Management Specialist, Social, Urban, Rural and Resilience Global Practice, The World Bank Group*

STEP
3

Design & Develop the
Knowledge Exchange

Figure 2. Assembling the Knowledge Exchange Initiative

CONSIDER OPERATING CONSTRAINTS & OPPORTUNITIES

| Budget | People | Time | Technology & Resources | Operating Environment |

SELECT THE KNOWLEDGE EXCHANGE INSTRUMENT(S)

COMMUNITY OF PRACTICE · COMPETITION/CHALENGE · CONFERENCE · EXPERT VISIT · KNOWLEDGE FAIR · KNOWLEDGE JAM · MULTI-STAKEHOLDER DIALOGUE AND CONSULTATION · STUDY TOUR · TECHNICAL DEEP DIVE · TWINNING · WORKSHOP

SELECT AND SEQUENCE THE KNOWLEDGE EXCHANGE ACTIVITIES

ACTION PLANNING · AFTER ACTION REVIEW · ANECDOTE CIRCLE · BRAINSTORMING · BOOK SPRINT · BUZZ SESSION · DEMONSTRATION · E-DISCUSSION · FIELD VISIT · FISHBOWL

FOCUS GROUPS · GAP ANALYSIS · INTERVIEWS · KNOWLEDGE CAFÉ · LIGHTNING TALKS · PANEL OF EXPERTS · PEER ASSIST · POSTER SESSION · PRESENTATIONS

ROLE PLAY · SECONDMENT · SELF ASSESSMENT · SIMULATION · STORYTELLING · SURVEY · SWOT ANALYSIS

Planning · Delivery · Follow-Up

DESIGN THE ACTIVITIES

Face-to-face    and/or    Virtual

USE TECHNOLOGY TO INCREASE ENGAGEMENT, REACH, AND IMPACT

### STEP 3.4A CONSIDER THE OPERATING CONSTRAINTS AND OPPORTUNITIES
*What are some of the key factors influencing the potential and limits of a knowledge exchange?*

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

**Budget**

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

Opportunities to Consider

» Look for cost-efficient ways to achieve the same results. Bring people together virtually instead of flying them across the world. Use of technology such as Webinars, video-conferencing, and WhatsApp groups have dramatically changed how we can connect.

» Build knowledge exchange into larger operations. You may include it in the capacity-building component of a new loan or program for results.

» Seek funding from multiple sources and other funding partners to ensure sustained and in-depth exchanges. Consider sharing the costs between different institutions or development partners who are all supporting a common goal.

» Ask knowledge providers or participant institutions to provide in-kind support. For example, the Bolivian government provided hosting services and facilities to support a community of practice it was involved in.

» For Web-based work, use available technologies (many of which are free for use) instead of building costly customized solutions.

**People**

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

Opportunities to Consider
*Participants*

» Focus on champions and influencers of the reform effort.

» Meet with the potential candidates to help ensure the right mix of people. Try to mitigate against last-minute substitutions.

» Ask partners and sector/country experts to help identify appropriately knowledgeable people.

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

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

**TIP**

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

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

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

**TIP**

Design & Develop the
Knowledge Exchange

### Time

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

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

### Technology and Social Media Tools

Technology and social media 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

*Technology*
- » Meet participants where they are. Ask them about their technology skills and comfort levels.
- » Use only those technologies that help facilitate the knowledge exchange.
- » Develop contingency plans in case technology fails.
- » Establish a consistent pattern of using technology.

*Social Media*
- » Use social media when it helps achieve specific objectives.
- » Start with the social media tools participants already use most often.
- » Focus on just one or two social media tools, and use them consistently.
- » Ask participants to be active contributors to support future knowledge exchanges.

**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 audiovisual components.

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

TIP

**STEP 3**

Design & Develop the
Knowledge Exchange

**Vietnam and Japan Exchange—Operating Environment**
Following are key factors in this operating environment:

» **Budget:** US$150,000

» **Participants:** 26 representatives from both national and subnational levels in Vietnam

» **Providers:** Japan and the United States

» **Broker:** TDLC (Primary Broker/Knowledge Hub)

» **Time frame:** 12 months from planning to implementation

» **Technology and resources:** E-mail communication and Web conferencing were used in the planning and preparation stages of the exchanges. The venue for the technical deep dive and consultation workshop supported the use of videos, presentations, polling, and more.

» **Operating environment:** The HCMC workshop was funded by both the World Bank Group and HCMC. The World Bank Group provided financing support to mobilize the U.S. and Japanese experts. HCMC sponsored the workshop facilities, including venue and national experts.

**Myanmar Exchange—Operating Environment**

Following are key factors in this operating environment:

- » **Budget:**
  - › Study tour: US$49,000
  - › Multi-stakeholder dialogues and consultations (annual multi-stakeholder review): US$50,000
  - › Cross-township study tours: US$50,000

- » **Participants:**
  - › Study tour: senior government officials and implementing agency managers from Myanmar;
  - › Multi-stakeholder dialogues and consultations (annual multi-stakeholder review): all key stakeholders from both union and township levels
  - › Cross-township study tours: township-based project staff

- » **Providers:**
  - › Study tour: Indonesia and Philippines
  - › Multi-stakeholder dialogues and consultations (annual multi-stakeholder review): union-level project management
  - › Cross-township study tours: township-level project staff through peer-to-peer exchanges

- » **Brokers:** The World Bank Group, Myanmar DRD

- » **Time frame:** 12 months for the study tours, ongoing for cross-township exchanges and annual multi-stakeholder reviews

- » **Technology and resources:** The knowledge exchanges were directly linked to the implementation of the Myanmar national community-driven development project and were supported in terms of technology and resources by the World Bank Group.

- » **Operating environment:** In 2011, Myanmar embarked on a historic and far-reaching triple transition: from 50 years of military rule toward democratic governance; from a state-directed to a market-oriented economy; and from decades of conflict in the country's ethnic regions to a historic peace initiative. The World Bank Group re-engaged with Myanmar starting in 2012 to support these transitions, including especially the government's efforts to reduce poverty and boost shared prosperity. Given that the NCDDP represented the Bank's first financing engagement with Myanmar in a quarter century, increasing institutional capacity in Myanmar through knowledge exchanges that foster peer-to-peer networks was a critical consideration during project design. Knowledge exchange was in fact integrated in different phases of the project cycle.

Design & Develop the
Knowledge Exchange

### 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 US$35,000,000
  › Funds from a Multi Donor Trust Fund for the South–South experience exchange between practitioners: US$144,100

» **Participants:**
  › Government agencies involved with land and territorial rights for indigenous people
  › Representatives of the Miskito communities

» **Providers:** Nicaragua and Colombia mirrored participants from Honduras

» **Brokers:** The World Bank Group

» **Time frame:** 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.

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

Instrument roles can vary:

» **One instrument can help achieve multiple intermediate outcomes.** Study tours expose participants to new ways of doing things and offer opportunities to share tacit knowledge, which may help clients recognize new opportunities, build networks, and build consensus—three distinct potential intermediate outcomes. You may design with this in mind. And be mindful that you could discover some unexpected outcomes as well.

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

» **A combination (blend) of instruments can be very effective.** This is especially evident when there are entrenched development issues or complex challenges such as those requiring political buy-in or the transfer of substantial technical know-how. You might start a knowledge exchange initiative, for example, with a conference to raise awareness of new development options, then form a community of practice to enhance networking and trust, and follow up with a study tour and expert visits to gain technical know-how in preparation for action.

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

**TIP**

**STEP 3**

Design & Develop the
Knowledge Exchange

## Table 5: Knowledge Exchange Instruments

### Short-Term Engagement

**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.

**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.

**TECHNICAL DEEP DIVE (TDD)**
An immersive, experiential learning instrument focused on a common thematic challenge faced by stakeholders from several countries or cities who come together in a knowledge provider country to learn from local experts and through peer-to-peer exchange.

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

### Medium-Term Engagement

**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).

**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.

### Long-Term Engagement

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

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

Keep in mind that the choice and blend of instruments will also be influenced by
- » Nature of the challenge (straightforward or complex),
- » Participant profile,
- » Group size,
- » Time,
- » Logistical constraints, and
- » Resource availability.
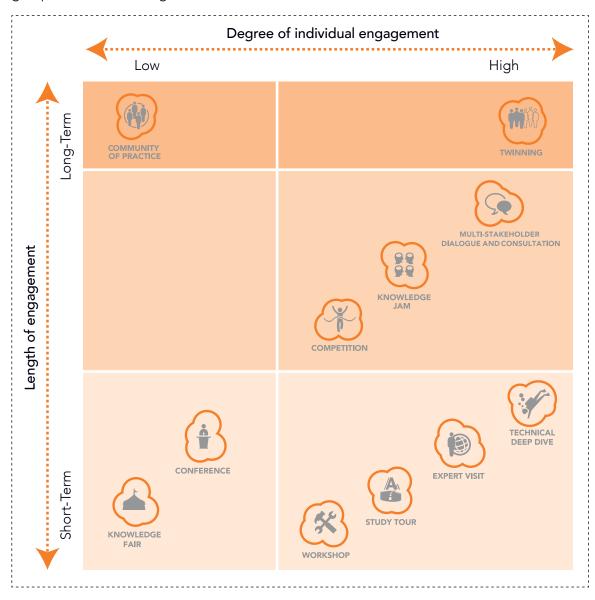
Table 6: Strength of Knowledge Exchange Instruments for Intermediate Outcomes

| Intermediate outcomes | Stronger | Weaker |
|---|---|---|
| New knowledge | study tour, knowledge fair, conference, community of practice, competition/ challenge, expert visit, workshop, technical deep dive | multi-stakeholder dialogue and consultation, knowledge jam, twinning |
| Enhanced skills | workshop, expert visit, twinning, study tour, knowledge jam, just-in-time support | knowledge fair, conference, multi-stakeholder dialogue and consultation, community of practice, competition/ challenge, technical deep dive |
| Improved consensus | multi-stakeholder dialogue and consultation, study tour, expert visit workshop, technical deep dive | 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, technical deep dive | 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, technical deep dive | conference, knowledge fair, community of practice |

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

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

Degree of individual engagement

Low                                                                  High

Length of engagement

Long-Term

COMMUNITY
OF PRACTICE

TWINNING

MULTI-STAKEHOLDER
DIALOGUE AND CONSULTATION

KNOWLEDGE
JAM

COMPETITION

Short-Term

CONFERENCE

TECHNICAL
DEEP DIVE

EXPERT VISIT

STUDY TOUR

KNOWLEDGE
FAIR

WORKSHOP

## Vietnam and Japan Exchange—Instrument Selection and Sequencing

The knowledge exchange started with a 5-day technical deep dive (TDD) in Japan, which included 39 participants representing 8 countries all looking to address challenges related to flood risk management. As a result of the TDD, the key stakeholders from Vietnam developed a common understanding of the importance of institutional legal frameworks for integrated flood risk management and how to integrate key structural and nonstructural measures in flood risk management. The TDD also helped them to strengthen agreement on roles and responsibilities of different stakeholders in flood control management.
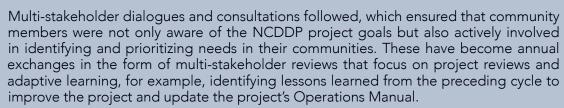
Building on the outcomes from the TDD, the World Bank TDLC and Disaster Risk Management (DRM) Hub in Tokyo supported the Vietnam DRM team's flood risk consultation workshop in HCMC. Together, the two Tokyo centers worked to arrange an expert visit, bringing practitioners from Yokohama City, Japan, to the workshop in Vietnam to advise HCMC officials.

The workshop focused on monitoring and data capture, institution and capacity building, and the importance of setting operational competencies during the implementation phase. It included experts from Japan and the United States. The focus was on the pivotal role a well-functioning central coordinating agency or flood operations center can play in influencing and managing the investments and implementation of integrated flood management programs.

## Myanmar Exchange—Instrument Selection and Sequencing

During the first year of the NCDDP, a study tour was organized by the World Bank Group to support Myanmar's government in learning from Indonesia's and the Philippines' experiences in implementing community-driven development projects. The study tour took place in summer 2013 and included senior government officials and implementing agency managers from Myanmar. While the study tour enhanced Myanmar officials' understanding of how Indonesia and the Philippines implemented their projects, they realized that further exchanges were needed with key stakeholders in Myanmar to strengthen institutional capabilities in coordinating and managing community-driven development.

Multi-stakeholder dialogues and consultations followed, which ensured that community members were not only aware of the NCDDP project goals but also actively involved in identifying and prioritizing needs in their communities. These have become annual exchanges in the form of multi-stakeholder reviews that focus on project reviews and adaptive learning, for example, identifying lessons learned from the preceding cycle to improve the project and update the project's Operations Manual.

Cross-township study tours have also been implemented to address technical capacity in project management at the project and subproject levels. In addition, the cross-township study tours ensure that knowledge sharing is ongoing.

Design & Develop the
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**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 land disputes. 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, 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. 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 are as important as 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.

**TIP**

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.

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

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

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

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

» **Analytical activities** enable participants to examine and make sense of topics or situations from a prospective and/or retrospective lens. These activities include after-action reviews, focus groups, interviews, self-assessments, surveys, and strengths, weaknesses, opportunities, and threats (SWOT) analyses.

During the planning, delivery, or follow-up of activities in all four categories, you can use technology tools to make life easier, increase access to information, deepen learning, share results, and save money. Technology tools should not be an afterthought to the design of activities; rather they should be an integrated component in how you design and deliver almost any knowledge exchange.

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; and
» Summarize new knowledge in written and audiovisual formats and make these available for other stakeholders.

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Table 8: Knowledge Exchange Activities

## Presentation Activities

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

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

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

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

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

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

## Discussion Activities

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

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

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

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

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

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

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**TIP**

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

## Experiential Activities

### Action Planning

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

### Book Sprint

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

### Field Visit

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

### Fishbowl

A small group conversation or a dialogue process held in a setting that 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.

### Gap Analysis

An exercise that helps identify the gap(s) between the present state and desired future state, along with the tasks needed to close the gap(s).

### Interview

A question-and-answer session with an individual/expert about a specific topic, usually following a predetermined 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 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 & Develop the
Knowledge Exchange

## Vietnam and Japan Exchange—Activity Selection and Sequencing

| Instrument | Stage | Activity | Description |
|---|---|---|---|
| **TECHNICAL DEEP DIVE** | Planning | SURVEY | » A survey helped prioritize learning needs. |
| | | BRAINSTORMING | » Brainstorm face to face and through videoconference to define the scope of the knowledge exchange. |
| | Delivery | LIGHTNING TALKS | » Lightning talks were used to engage participants from the various countries to share key elements of how flood risk management evolved in their country. |
| | | BUZZ SESSION | » Buzz sessions followed the lightning talks so that participants had time to exchange their views on what was shared during the talks. |
| | | ACTION PLANNING | » Action planning took place in smaller groups (4–6 people) throughout the TDD to address the following key topics:<br>› Evolving of key elements in institutional frameworks for flood risk management<br>› Planning to reduce flood risk<br>› Integrating nonstructural measures in flood risk management<br>› Turning planning into investment in key structural measures |
| | | FIELD VISIT | Five field visits were conducted to:<br>» **Arakawa**: Participants visited the Arakawa Office and Museum to understand the flood risk and management approaches implemented along the Arakawa River, which flows through the center of Tokyo.<br>» **Shinden Area**: A high standard levee was built in the Shinden district as part of a comprehensive residential area development project completed in 2011. The participants visited the project site to understand the complexities of implementing a large-scale project, including identification of need, development process, role of agencies, cost-benefit implications, and outcomes.<br>» **Miyagase Dam**: Participants visited the Miyagase Dam, an indispensable source of drinking water, which generates electricity while helping to prevent floods caused by typhoons and heavy rainfall. Participants learned about various measures utilizing state-of-the-art technologies.<br>» **Tsurumi River Catchment Center**: Participants learned about procedures implemented for river measures, sewer measures, river basin measures, and risk communication measures.<br>» **Koto Flood Control Office and Kiyosumi Pump Station**: Participants visited the facilities to see how the operations for preventing floods in the eastern lowlands of Japan work. Participants learned how the Tokyo Metropolitan Government and commissioned private companies operate the facility. |

## Vietnam and Japan Exchange—Activity Selection and Sequencing

| Instrument | Stage | Activity | Description |
|---|---|---|---|
| **TECHNICAL DEEP DIVE** | Delivery | PANEL OF EXPERTS | » Expert Panel members shared case studies on the Integrated Urban Flood Risk Management solutions from their practice. |
| | | | » Stocktaking provided an opportunity to engage participants in dialogue to determine their progress on accomplishing their action plans. This session allotted time for all to reflect on the learnings from the TDD up to that point. |
| | | ACTION PLANNING | » A session was dedicated to an action plan pitch by each country. Each country delegation presented its action plan to a panel of local and international experts who provided feedback. |
| | Follow-Up | REPORT | » A summary report outlining the key learnings from the TDD by country was prepared and shared with all key stakeholders.<br>» A technical report was also prepared by TDLC and the DRM Hub in Tokyo for operational support relating to technical advice by Japanese experts on terms of reference for the "Ho Chi Minh City Flood Risk Management Project: Establishment of the City-Level Flood Command/Operation Room." |
| **WORKSHOP (CONSULTATION)** | Planning | E DISCUSSION | » A videoconference was held subsequently to discuss the learnings from the TDD and to initiate the preparation of the workshop. |
| | | ACTION PLANNING | » An action plan was prepared that outlined the efforts for coordinating the workshop. |
| | Delivery | FIELD VISIT | » Experts from Yokohama City, Japan, and from the United States toured the various flood sites to understand the local context. |
| | | PANEL OF EXPERTS | » Experts from Japan and the United States shared their successes and lessons learned via an expert panel and plenary discussion. |
| | | ACTION PLANNING | » Through action planning the steps were identified for the establishment of the city-level command center for urban flood risk management. |
| | Follow-Up | REPORT | » A summary story was created and shared publicly. |

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## Myanmar Exchange—Activity Selection and Sequencing

| Instrument | Stage | Activity | Description |
|---|---|---|---|
| **STUDY TOUR** | Planning | E-DISCUSSION | » The study tour preparations (agenda setting, logistics, etc.) were facilitated through a series of e-discussions using both e-mail and Web conferencing tools. |
| | | FIELD VISIT | » In their field visits, the delegation had a chance to visit subprojects designed, implemented, and maintained by communities in both Indonesia and the Philippines. |
| | Delivery | INTERVIEWS | » Interviews explored questions in relation to <br>  › Participatory social assessment and planning processes, and community procurement notices in public bulletin boards; and <br>  › Experiences related to the technical quality of design and construction, challenges around operations and maintenance, and linkages between project-financed subprojects and other government-financed rural infrastructure. |
| | Follow-Up | REPORT | » Participants shared findings with other colleagues in the DRD and other departments involved in project implementation. |
| | | ACTION PLANNING | » Participants used lessons learned on the study tour to adapt the project Operations Manual and determine follow-up actions in relation to knowledge dissemination. |
| **MULTI-STAKEHOLDER DIALOGUES AND CONSULTATIONS (ANNUAL STAKEHOLDER REVIEW)** | Planning | ACTION PLANNING | » In the planning process, DRD at the union level considered who the relevant stakeholders were and prepared performance data for the project over the past year, including on infrastructure construction, participation and satisfaction rates, grievances, and fiduciary and safeguards issues. |
| | Delivery | | » A mixed format consisting of plenary sessions, panel discussions, award ceremonies, and smaller focus group discussions allowed a range of voices to be heard and information to be presented, discussed, and analyzed. |
| | | PANEL OF EXPERTS | » Expert panels were incorporated in the overall format to provide top-level international expertise on issues relevant to the project. |
| | | FOCUS GROUP | » Focus group discussions led to specific recommendations for changes in the project's Operations Manual to optimize operations for the next cycle. |

## Myanmar Exchange—Activity Selection and Sequencing

| Instrument | Stage | Activity | Description |
|---|---|---|---|
| **MULTI-STAKEHOLDER DIALOGUES AND CONSULTATIONS (ANNUAL STAKEHOLDER REVIEW)** | Follow-Up | ACTION PLANNING | » An action plan was prepared that focused on adjustments and actions for the following year, and was followed by an updating of the project's Operations Manual. |
| | | REPORT | » A written summary report that documents the action plans and session discussions was prepared after each annual stakeholder review. |
| **STUDY TOUR (CROSS-TOWNSHIP)** | Planning | ACTION PLANNING | » DRD considered which townships were entering the project or had seen high staff turnover and would benefit from participating in cross-township exchanges, and which townships were performing well and could serve as knowledge providers. |
| | Delivery | FIELD VISIT | » Project staff from one township visited another one to see how the latter is implementing the project, including engaging with communities and local government, managing grievances, reporting, and fiduciary and safeguards issues. |
| | | DEMONSTRATION | » In addition to discussions between the teams, cross-township exchanges featured village visits to observe project engagement with communities in practice. |
| | Follow-Up | ACTION PLANNING | » Township teams that participated in cross-township exchanges discussed their experiences, identified key lessons, and developed an action plan based upon these when returning to their home townships. |

### Design Boards: Leveraging Tacit Knowledge and Experience to Enhance Project Outcomes

**EXAMPLE**

Design boards are informal, working-level, hands-on sessions conducted in small groups. The World Bank Group's Social Inclusion Global Solutions Group uses design boards to surface tacit knowledge and insights so knowledge-seeking teams can improve design of their projects and analytical work with peer inputs. About 90 minutes in duration, the sessions provide a safe space to explore ideas, ponder various options, and test out new approaches, catering to operational and research projects at the inception stage. Multidisciplinary teams are carefully selected to match specific project needs and offer advice, constructive criticism, and access to resources. Typically, no more than eight people are invited, in addition to the team seeking inputs. Sessions may be held remotely over WebEx or by videoconference.

Source: *Maitreyi B. Das, Lead Social Development Specialist, Water Global Practice, The World Bank Group*

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Design & Develop the
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### Honduras, Nicaragua, and Colombia Exchange—Activity Selection and Sequencing

| Instrument | Stage | Activity | Description |
|---|---|---|---|
| **WORKSHOP** | Planning | BRAINSTORMING | » Brainstorming enabled the key stakeholders who participated in the study tour to come to an agreement on scope of workshop. |
| | | PANEL OF EXPERTS | » An expert panel with specialists from Nicaragua and Colombia developed an in-depth understanding of the issues around land-titling for indigenous people. |
| | Delivery | STORYTELLING | » Storytelling by indigenous people during a roundtable discussion to understand their point of view improved communication between different stakeholders. |
| | | POSTER SESSION | » A poster session highlighted main takeaways of roundtable discussion. |
| | | ACTION PLANNING | » An action plan defined 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 | » A survey assessed lessons learned and gauged usefulness of exchange. |

## STEP 3.4D DESIGN THE ACTIVITIES

*How should each activity be designed and delivered?*

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

- » Define what you hope to accomplish,
- » Assign roles and responsibilities (facilitator, key participants, other resource people for content preparation),
- » Agree on a tangible output from the exercise,
- » Prepare the agenda and a list of materials needed,
- » Create a timeline with major milestones,
- » Consider how technology will be used during planning, delivery, and follow-up, and
- » 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.

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

## STEP 3.4E USE TECHNOLOGY AND SOCIAL MEDIA TO INCREASE ENGAGEMENT, REACH, AND IMPACT

Systematic and strategic integration of technology tools in the planning, delivery, and follow-up phases of activities holds tremendous potential to increase engagement, reach, and impact of your knowledge exchange.

Participants who are actively engaged are more likely to learn—and to apply what they learn. Technology tools can help engage your participants by offering exciting ways for them to capture important ideas, to collaborate in creating knowledge, or to share knowledge with others. Expand the reach of your knowledge exchange by using technology tools to connect with those who cannot be physically located in the same place for an activity by sharing knowledge before, during, and after activities. Enhance the impact of your knowledge exchange by using technology to sustain engagement and collaboration and to facilitate ongoing support for the participants as they apply their new knowledge and skills—increasing the odds of achieving the change objectives toward the development goals.

*How can technology tools increase engagement?*

There are numerous technology tools that can be used to engage participants. You will want to be aware, of course, of the technology-related constraints for your knowledge exchange (see page 52). But, even within resource-constrained environments, technology tools can play a critical role in engaging participants during planning, delivery, and follow-up phases of your knowledge exchange.

- » **Co-create:** When your collaborative activities (such as SWOT analysis, action planning, after-action review, report, book sprint) are intended to help participants develop products, consider using technology tools for the co-creation of knowledge (such as Google Docs, Dropbox, or a Wiki).
- » **Capture and share:** When designing interactive sessions (such as demonstrations, expert panels, lightning talks, and role plays) consider how you can capture the ideas and share the knowledge being created. For instance, ask participants to share their photos of the activity online (for example, using Instagram, Facebook, or Twitter). You can also record a video of the activity to share online (for example, using YouTube or Vimeo).
- » **Monitor and guide:** The most valuable activities are those that are meaningful to participants. Monitor how participants are reacting to an activity while it is happening, and then make changes if necessary. For example, when creating presentation, demonstration, secondment, and e-discussion activities, consider using polling tools (such as Poll-Everywhere or Google Forms) to collect reactions from participants that can then be used immediately to ensure that participants are getting the desired value.

*How can technology tools expand reach?*

Technology tools allow knowledge exchange to take place even if the participants are spread out in different locations. This can be particularly important for instruments such as communities of practice and secondments. In addition, technology tools can help extend the influential reach of your activities far beyond the audiences who directly participate in the knowledge exchange and provide flexible access and opportunities for early as well as sustained engagement to your participant group.

» **Increase reach:** Many knowledge exchange activities are of interest to a much larger audience than just the participants in the activity (such as an expert panel, demonstration, simulation, knowledge café). Engage those audiences by streaming the video or audio of the activity live online. Consider technology tools such as Facebook Live, Periscope, or YouTube Live Stream to engage a much larger audience.

» **Provide flexible access:** Many activities do not require all of your participants to be in the same room at the same time (such as knowledge café, demonstration, poster Session, e-discussions, self-assessment). For example, you can use videoconferences (with tools such as Skype, Webex, and Zoom) during the planning, delivery, and follow-up of many activities. To increase flexibility, you can also record activities and post the videos online on sites like YouTube and Vimeo.

» **Create consistent contact:** The time to engage participants in sharing knowledge typically begins before any specific events. Once you have your participant list developed, start interacting with your participants. You can, for example, develop a self-assessment or survey activity, and use online tools (such as Google Forms or Survey Monkey) to collect ideas and information from participants. Continue the conversations and keep participants engaged by sharing information throughout the planning of the knowledge exchange. For example, connect with participants using chat technologies (such as WeChat, SMS text, Skype, or Facebook Messenger) to keep them informed. Setting routine communications, such as weekly videoconference calls to share experiences, can keep your participants engaged. You can continue to use these tools through the delivery and follow-up phases.

*How can technologies enhance impact?*

Impact is defined by the development goals your knowledge exchange is going to contribute to. Achieving these goals takes time and typically happens well after specific knowledge exchange activities have taken place, so it is important that your activities not be isolated and quickly forgotten events. For knowledge exchange to have impact, it has to be systematically integrated into the larger change process.

» **Extend beyond the activity:** Stretch the impact and influence of your activities (such as a simulation, expert panel, field visit, peer assist) by keeping in touch with participants and supporting relationships so that peers can continue to learn from each other and become collaborators for change. You can use tools like blogs, Twitter, WeChat, and Facebook to keep participants engaged in the topic well after the main events of the knowledge exchange.

» **Widely disseminate knowledge products:** Development goals, almost by definition, can't be achieved by just a few people. For most knowledge exchanges, you will want participants to share what they learned with others. You can support participants in applying what they learned by using tools, such as YouTube, to distribute videos about the knowledge exchange. You can also use tools like listservs, WeChat, and Facebook to distribute presentations and talking points that participants can use after the knowledge exchange to grow your impact. You will also want to distribute any knowledge products (such as reports, action plans, videos, and checklists) to stakeholders. You can use technology tools including websites, blogs, Twitter, and Facebook to disseminate the results of your efforts.

*How to use technologies in constrained environments?*

Using technology often requires a little creativity to get around common constraints. Don't get discouraged: there are often many free technology tools you can use as alternatives to the more expensive "name brand" tools. Typically, with a little preparation (such as creating a checklist or how-to-use guide) you can also help participants quickly get ready to use technology. You will want to consider these factors when choosing your appropriate technologies.

» **Cost:** Face-to-face sessions 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 ready is the cheapest delivery mode.

» **Access:** Participants must have access to technology tools, which sometimes means you have to provide access (such as videoconferencing tools like WebEx) and other times means you can use free access tools (such as Skype, Facebook, or Twitter). Many good communication platforms are either free to use or cost very little.

» **Internet:** In many countries and rural areas Internet access is limited, unstable, or slow. In these situations, consider older technologies (such as e-mail rather than Skype) and have contingency plans for when the technology doesn't work as expected.

» **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, whereas 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 preferences:** 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 unrest/conflicts can affect the possibility of travel, convening, or access to technology.
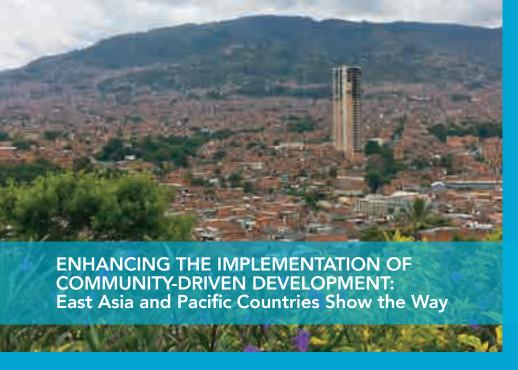
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**EXAMPLE**

### Using Technology to Share Operational Lessons across Countries

Like other large development organizations, the World Bank Group struggles to manage the disparate knowledge of its many practices in ways that improve operational performance. This struggle is not unique to global organizations; even organizations operating in one location can find it challenging to create a culture of shared knowledge among staff. To address this challenge, the World Bank Group's Social, Urban, Rural, and Resilience Global Practice initiated a series of virtual knowledge sharing sessions, called Thirty Minutes on Thursdays, which connect staff members from around the world for real-time (or synchronous) discussion of lessons learned from operational projects. Each session features a presentation about a particular project and its key operational lessons, followed by comments and questions from one or two staff members in other countries. Staff members have the option of joining in their local World Bank Group office or online with their computers or mobile devices. The sessions take place during the same time block on Thursdays, every other week. On average, 20–30 staff members, from 10 or more countries, are connected for each session; and each session is recorded and made available for later viewing as video on demand. These routine knowledge exchange events can be models for organizations of all sizes as they promote the formation of a culture of sharing of ideas.

## ENHANCING THE IMPLEMENTATION OF COMMUNITY-DRIVEN DEVELOPMENT:
### East Asia and Pacific Countries Show the Way

**KNOWLEDGE EXCHANGE STORY**

✓ **The Challenge**

While the use of community-driven development (CDD) is widespread, countries are often faced with specific challenges to scale up an operation or customize it to specific needs such as conflict, fragility, or disaster response. Such needs are often context-specific and the responses can be unique, but lessons learned by other countries faced with similar challenges have been shown to be useful guides in supporting governments considering comparable issues. However, without a platform to share experiences and tacit knowledge across countries and programs, the lessons learned and best practices in similar CDD operations often were not effectively shared or applied to ongoing projects. The World Bank Group sought to address this challenge with a focus first on East Asia and Pacific (EAP) and South Asia (SA) regions.

✓ **The Solution—Who did what?**

To facilitate sharing of CDD-related knowledge among countries representing some of the world's largest CDD programs in EAP and SA, serving some 350 million citizens in the region, the World Bank Group organized a series of conferences, starting in 2013. The first one, co-hosted by the Government of Indonesia and the World Bank Group, and supported by Australian Aid (DFAT), was held in Bali, Indonesia. The conference brought together over 80 participants from 11 countries, including representatives from government, civil society, and donor organizations. Participants focused on facilitating dialogue among different players—policy makers, practitioners, implementers, and researchers—working on CDD to better sustain, mainstream, and scale up these operations; identifying key challenges and successful experiences; and advancing the concept of a regional community of practice (COP). The key learning strategy was to draw on the practical experiences of the program practitioners themselves to highlight their own lessons learned in managing CDD programs across the participating countries. The participants also took advantage of having experienced CDD practitioners from across Asia in one place and scheduled a number of South–South meetings and discussions prior to the conference and during session breaks.

*"We knew the theory of CDD,"* said one participant. *"But it's important to meet and learn from those with intensive and practical experience in CDD."*

The first exchange also sparked calls to institutionalize this knowledge sharing, and many participants requested making the conference an annual event. In response, the World Bank Group, in partnership with DFAT, the Asian Development Bank, and the Government of the Philippines, organized a second exchange in March 2015 in Cebu, Philippines. This conference covered topics such as fiduciary practices, disaster risk management, fragility, and conflict. The event further broadened the coverage of SA countries, involving 14 countries in total and almost 110 participants.

The third exchange, held in June 2016 in Sa Pa, Vietnam, reflected a further evolution of this knowledge exchange approach. More countries as well as a more diverse set of stakeholders participated. The agenda widened the exchange's thematic focus, with sessions on livelihoods, disaster risk management, and indigenous peoples. Organizers selected the location for its proximity to the World Bank Group-supported

Northern Mountains Poverty Reduction Project of Vietnam. Conference participants spent a day visiting project sites, allowing for deeper learning on how the Vietnam program addressed specific issues relating to the inclusion of ethnic minorities, promoting livelihoods, and enhancing women's participation.

A fourth conference is now in the works, scheduled for late 2017. This will focus on CDD and livelihoods, a major topic of interest among the national governments and the CDD community of practice, and one that calls for a greater and more nuanced exchange of experiences and knowledge among countries with CDD programs.

✓ **Results**
Besides providing intermediate outcomes related to new knowledge and shared understanding of good practices in the field of CDD, the conferences have also helped develop peer relationships. These enhanced networks and relationships have led to knowledge sharing among countries outside of the conferences. For example, prior to the first conference, the Government of Indonesia brokered an exchange for Timor-Leste to organize a full-day "clinic" to share knowledge and ideas with colleagues from Afghanistan's National Solidarity Program. Exchanges between Myanmar and the Philippines on disaster risk management and other technical issues were organized following the second conference.

Each conference has also helped to invigorate the World Bank Group's CDD COP through expansion of membership and exchanges of relevant materials and information that are then shared across other programs and regions. The last conference also triggered the development of a "Collaboration4Development" website that facilitates interaction and sharing of information, experiences, and tacit knowledge among non-Bank members of the COP.

✓ **Lessons Learned**
Emphasize tacit knowledge that is built over time from direct practical experience—that is, draw on the practitioners themselves to highlight key lessons learned. Curate proposed presentations to ensure complementarity, sequencing, and quality. Also, engage participants in the planning and design of the conference agenda.

Use small group discussions to enhance participant engagement and deeper interaction. The conference designers gradually shifted to institutionalizing small interactive group sessions. By the third conference in 2016, each presentation session was followed by small group discussions, which generated recommendations that were shared with the broader audience via briefings and conference reports. This format helped to involve participants and encourage more peer-to-peer learning and networking.

Make use of collaborative and communication tools to enhance the learning and knowledge sharing experience. A supply and demand board was a tool used to match knowledge or tools "offered" and "needed" by programs to improve their operations, generating several matches during the conference. This also helped guide future planning for other knowledge exchanges.

Allow for the exploration of failures as well as successes in project implementation. This helps participants to develop a realistic approach to practicing what they learn.

✓ **Instruments**
Conference

Workshop

✓ **Knowledge Brokers**
Susan Wong, Lead Social Development Specialist, The World Bank Group

Sean Bradley, Lead Social Development Specialist, The World Bank Group

✓ **Multimedia**
Community-Driven Development Spreads, Empowers the Poor in Asia: http://www.worldbank.org/en/news/feature/2015/04/23/community-driven-development-spreads-empowers-the-poor-in-asia

Strengthening Community-Driven Development in East Asia, South Asia, and the Pacific: http://www.worldbank.org/en/news/feature/2016/08/24/strengthening-community-driven-development-in-east-asia-south-asia-and-the-pacific

Asia Regional Conference on Community-Driven Development (June 14–17, 2016): http://siteresources.worldbank.org/EXTCDD/Resources/3rd-Asia-CDD-Conference-Final-Report.pdf

# 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

**REMEMBER**

## IN STEP 4 YOU WILL

4.1  Guide the participants along their learning journey.

4.2  Orchestrate engagement and build relationships.

4.3  Systematically document your implementation and track results.

## Implement the Knowledge Exchange

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

**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 (last tab of this guide) provides detailed guidance on activities to achieve this. Here are a few additional tips:

» Introduce simple techniques for self-documentation early in the exchange. Provide examples, templates, and guidelines. This step is especially useful for field visits and other learning expeditions.

» Encourage participants to keep a journal (written, photo, audio, or video). A simple notebook and a pen are great enablers. 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.

*"After every session, we interviewed the participants and knowledge providers and prepared videos. We would watch the videos before going to the next exchange. This helped us identify concerns or ideas that the participant had. In some cases, the participants did not express these during the group sessions but did so in the video interviews. This type of documentation helped us draft a multi-stakeholder action plan."* ~ Enrique Pantoja, Task Team Leader, The World Bank Group

» Set up an online group space and ask participants to post content, questions, and thoughts from the day. Monitor it and regularly refer to it to increase participant engagement.

» Encourage participants to create a simple, visual representation of day or event highlights. Hang the results on the wall and ask participants to tour the "group gallery." As an extra step, have them add to one another's representations as they walk around.

» Capture group reflection on flip charts or, even better, on sticky notes that you stick to the wall. This "data wall" is a great way to collaboratively capture and sort information. It can help a team surface new insights and identify emerging patterns during implementation.

» Track contributions by developing meaningful and frequent checkpoints and refining indicators for the expected outcomes. This will help you improve activities and respond to the "real" needs of participants. Indicators are covered in detail in Step 2 (see page 21).

### Vietnam and Japan Exchange—Reflecting, Internalizing, and Documenting

The field visits during the Technical Deep Dive (TDD) in Japan enabled participants to consider how they could plan and implement flood management in their own countries. This allowed the Vietnamese participants to request further assistance when they saw what was possible.

*"People get used to floods and have low incentive to minimize the risks—this is the real challenge. In reality it costs a great deal for the city to reconstruct itself, it incurs huge economic costs."* ~ Technical deep dive participant

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

*"Myanmar is just beginning the implementation of its national community-driven development project, and [the study tour] has been an extremely helpful opportunity to see how some aspects of the project cycle materialize in practice."* ~U Ko Ko Naing, Director in the Department of Rural Development

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**TIP**

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

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## 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; and

» Asking them, during application check-ins, to identify how this experience helps them address their unique challenges. *How does it apply to their context? What constraints or gaps still need to be addressed before change can happen?*

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

*"Without a strong local delivery team, I don't think the program would have been as successful. The implementing agency was instrumental in delivering the event when we got there— they had the 'local know-how,' transportation options and language."* ~ Hywon Cha Kim, Sr. Knowledge Management Officer, The World Bank Group

**Vietnam and Japan Exchange—Action Plans for Change**

The Tokyo Development Learning Center (TDLC) and Tokyo Disaster Risk Management (DRM) Hub brought together the right mix of participants in the exchanges. Experts were present to share their experiences on how Japan has succeeded in urban flood control and provide guidance to participants on developing solid action plans for their own countries. TDLC was instrumental in facilitating action plan development during the workshop in Ho Chi Minh City (HCMC).

*"In the knowledge management world…there is a distinction between 'collecting and connecting'—'collecting' knowledge is important, but the [technical deep dive] has been very much about 'connecting' which is finding ways that those who are addressing challenges in their countries/cities are connected with, learn from, and exchange with others who are facing the same challenges."* ~ Phil Karp, Lead Knowledge Management Specialist,Social, Urban, Rural and Resilience Global Practice, The World Bank Group

**Myanmar Exchange—Action Plans for Change**

The study tour *"…came at a great time for us. We were able to take a number of lessons learned and immediately incorporate them into our project design."* ~ Zarni Min, Assistant Director in the Department of Rural Development

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 is a checklist on how to engage for success.

**STEP 4**

Implement the Knowledge Exchange

---

**CHECKLIST**

Orchestrating Engagement

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

✓ Deal with people at a personal level.

✓ Build trust. The more participants are involved and the more you listen, the more they will trust you.

✓ Resolve doubts, and deal with entrenched and noncooperative participants at an early stage.

✓ Acknowledge active participation.

✓ Be a model "host"; encourage similar behavior from your delivery team and even participants.

✓ Make sure this is a consultative process. Your participants are your best allies in making this journey successful. Publicly acknowledge the good work of knowledge providers and delivery partners.

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

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**CHECKLIST**

Building relationships with and among participants

✓ **Be personable.** Get to know everyone, know their work, be cognizant of their primary learning objectives, and ask them to share their experiences with the group.

✓ **Build in ample time for participant networking, socializing, and group collaboration.** These networks may endure and perhaps become the most significant driver of change in the longer term.

✓ **Encourage participants to mingle.** Ask them to work, talk, meet, eat, and play with members of the group they don't know well or in certain activities pair up participants from different streams of work. Mixing things up like this not only gives them a chance to learn about areas outside their immediate expertise but it also helps them build a richer set of relationships to tap into.

✓ **Recognize commitment.** Openly recognize participants for taking time away from their desks, families, and lives for this exchange to grow personally and professionally. Encourage them to make the most of this special opportunity and get to know each other.

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

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

**TIP**

### Vietnam and Japan Exchange—Relationship Building

The experts underwent briefings by TDLC on the issues in HCMC and the current challenges voiced by Vietnamese participants during the TDD.

*"How can we advise [anyone] on anything without knowing their situation?"* ~ Katsuhiko Nakazawa, Director of River Management, Yokohama City

The field visits during the workshop that took place in HCMC allowed the experts to connect with the participants in an informal environment before their presentations at the workshop. By understanding the needs of the workshop participants, the experts could bring more richness to their panel presentations and link their experiences to the current needs in HCMC.

### Myanmar Exchange—Relationship Building

During the annual union multi-stakeholder review, participants from across agencies engage in discussions and explore potential solutions to emergent challenges together. Partnerships between the project and other development partners—be they CSOs, donors, or other government agencies form throughout the exchange.

*"By emphasizing the importance of learning and adaptive management, we helped create an enabling environment that fostered innovation in this space."* ~ Nikolas Myint, Senior Social Development Specialist, The World Bank Group

The cross-township exchanges also foster stronger relationships between different township teams. Because the participants in these exchanges are faced with similar challenges, the visits have opened channels of communication that are ongoing. Project teams continue sharing operational solutions that they develop in their work even after the exchanges.

**CASE EXAMPLES**

**STEP 4**

Implement the
Knowledge
Exchange

### STEP 4.3 DOCUMENT IMPLEMENTATION AND TRACK RESULTS

*How can you adjust to necessary changes in direction?*

*How can you track these changes?*

*How can you capture real-time evidence of results?*

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

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

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

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

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

» Dramatically reduce the time you spend in post-implementation reporting.
» Help translate new learning and experience into future planning and action.
» Facilitate future check-ins and progress tracking with participants and key stakeholders.

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

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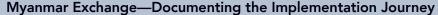» When possible, use a shadow documenter to achieve objectivity.

> **TIP**
>
> Implementation requires 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.

Implement the
Knowledge
Exchange

### Vietnam and Japan Exchange—Documenting the Implementation Journey

The implementation journey was documented through

- » Videos of the plenaries, expert panels, and field visits filmed during the technical deep dive,
- » Reflection interviews conducted with participants, and
- » Photos of the sessions and field visits.

### Myanmar Exchange—Documenting the Implementation Journey

During the exchanges, participants were encouraged to document their learnings. They were asked to document reflections on what impressed them the most during the exchange, be it a visit or a discussion. They were also then asked to use those reflections to develop/adapt their own workplans.

### 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, and
- » A final survey.

CASE EXAMPLES

## SPREADING THE WEALTH: Local Learning Brought to Scale

✓ **The Challenge**

In the largest wave of human displacement since World War II, many cities are grappling with how to balance the needs of new-comers with existing pressures of troubled economies, inadequate infrastructure, and limited resources. As municipalities across the 100 Resilient Cities (100RC) Network experience the impact of mass migration, 100RC seeks to offer a space where city leaders and practitioners operating within dramatically different national and regional contexts can exchange practices, surface new solutions, and identify gaps in knowledge and practice. By connecting cities, 100RC also hopes to help municipal leaders around the world find solutions to common challenges without recreating work already done elsewhere.

The 100RC Network Exchange Program was created to offer Chief Resilience Officers (CROs) and their teams the opportunity to share knowledge, tap into the global expertise of their peers, and connect with technical partners. The primary goal of the program is to help CROs influence change locally; however, through the Network Exchange

Program, participant cities can also undertake joint projects in areas of mutual interest. 100RC works to share knowledge publicly, in the hope that stories of collaborative leadership and successful practice will encourage similar action in cities not participating in the exchange. Additionally, 100RC aims to influence the practices of public, nonprofit, and private sector innovators as they develop new resilience tools, policies, and funding mechanisms.

✓ **The Solution—Who did what?**

The Municipality of Athens proposed a 100RC Network Exchange to convene CROs from nine member cities to address common challenges of migrant integration in urban settings. To ensure that lessons from the exchange could apply to a wide range of contexts, it included cities with varied sizes, geographies, and experiences. Selected to participate were Amman, Athens, Los Angeles, Medellín, Paris, Montreal, Ramallah, and Thessaloniki.

The three-day convening took place in September 2016 following extensive negotiations over goals, outputs, and experience design

with host and participant cities and partners from the International Rescue Committee (IRC). Because the goal was to build on—rather than recreate—the work of participant cities, each CRO was accompanied by a senior-level city official who could share current integration challenges and innovations in detail. To help fill in gaps identified during the planning process, organizers leveraged additional resources from some of 100RC's Platform Partners—the IRC, MasterCard, and Esri—and subject-matter experts, including representatives of the International Organization for Migration, Welcoming America, the Brookings Institution, and the Office of the United Nations High Commissioner for Refugees.

**Day 1:** Participants visited sites and local organizations to understand how Athens is developing its response to the global refugee crisis and moving toward a more holistic, long-term integration strategy. The living laboratories of Victoria Square and the Athens Relocation Scheme Program provided powerful venues for learning about resilience and practical collaboration.

Day 2: To avoid operating in silos and replicating traditional emergency management work, participants worked in multidisciplinary groups to explore the themes of infrastructure, social cohesion, and economic development. They arrived at good practices that not only help manage urban migration but also unlock other dividends. Sharing both successes and failures, groups identified actionable solutions, such as energy-efficient housing for refugees, the formerly homeless, and other vulnerable residents with overlapping needs; community gardens to foster social interaction and mitigate the heat island effect; and private-public partnerships to improve access to mainstream financial services among refugees and other "unbanked" residents.

Day 3: In the final brainstorming and debrief session, participant city teams distilled key insights and defined next steps. Their ideas inspired the recommendations in the exchange's report, a selection of promising practices to share with mayors and the broader network.

✓ Results
The immediate output of the Athens Network Exchange was "Global Migration: Resilient Cities at the Forefront," co-authored by participating CROs. In addition to useful talking points on how to frame migration as an opportunity to build resilience, the peer-reviewed report features 42 international good practices and tools for cities adapting to global migration.

Following the exchange, participant cities have incorporated innovations learned from their peers and 100RC partners into their resilience strategies. For example, Athens

is developing a municipal identification program modeled after the IDNYC program featured in the exchange's report. The exchange also catalyzed important partnerships between the IRC and participating cities. Specifically, the IRC and the Greater Amman Municipality struck a formal partnership agreement to implement initiatives included in Amman's resilience strategy. Partly due to the strength and unique nature of this partnership, the IRC has secured funding to deliver, through Amman's social centers, programs to support financial independence and entrepreneurship for refugees and Jordanians residing in low-income neighborhoods. In another initiative, the IRC conducted an assessment for the Municipality of Paris to inform both the city's immediate response efforts and the development of the Paris Resilience Strategy as it pertains to displaced populations.

To continue collaborating after the exchange, participants created a "Cities and Migration Group" on the 100RC Online Community, where all 100RC member cities can share questions, resources, and comments. Beyond formal 100RC channels, CROs reach out to one another regularly to share insights, celebrate successes, and provide support.

✓ Lessons Learned
The program achieved participant buy-in and ownership—key for ensuring quality outputs and concrete results—by bringing together interested city leaders from host and participant cities with subject-matter experts and partners to design the agenda. Follow-up activities have demonstrated that assembling a targeted group of solutions-

oriented, senior-level practitioners facilitates change when they return to their cities.

Leveraging the "living laboratory" of the host city helps ground participants in tangible and inspirational learning. It is important to work with the host city to identify sites that illustrate appropriate challenges and related solutions.

Having the group distill key learnings and takeaways before the end of the exchange, as in the final brainstorming/debrief session, ensures a path forward for knowledge sharing. Additionally, the ongoing communication through the online group allows for sharing knowledge after the exchange and helps spread lessons beyond participants.

✓ Instrument
Study tour

✓ Knowledge Brokers
Paul Nelson, Network and Learning Director,
100 Resilient Cities

Vittoria Zanuso, Network and Learning Manager,
100 Resilient Cities

✓ Multimedia
Global Migration: Resilient Cities at the Forefront: www.100resilientcities.org/Migration-PDF

Resilient Cities Plan for Urban Migration: https://www.brookings.edu/blog/metropolitan-revolution/2017/05/26/resilient-cities-plan-for-urban-migration/

Athens Chief Resilience Officer on How Cities Should Tackle Migration: https://www.greenbiz.com/article/athens-resilience-chief-how-cities-should-tackle-migration

# 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

**REMEMBER**

## IN STEP 5 YOU WILL

5.1  Synthesize implementation data.

5.2  Measure effectiveness across expected and unexpected results.

5.3  Report results.

Measure &
Report the
Results

In many ways your knowledge exchange journey is almost complete.

✓ By anchoring the exchange you set the context and identified the players.
✓ Your stakeholders defined their intermediate outcomes and established indicators for determining whether they successfully achieved them.
✓ Together, you and the knowledge exchange participants designed the knowledge exchange journey to achieve the intermediate outcomes.
✓ Last, 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 that the exchange moved participants farther along toward the desired change.

☆
**EXAMPLE**

### Reporting on Long-Term Exchange Initiatives

Large knowledge exchange efforts 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 benefitted 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.

**Vietnam and Japan Exchange—Synthesis**

The notes from the sessions, videos, photos, and interviews were reviewed. Key summary points were captured to be shared with the broader stakeholders and the public. The Tokyo Development Learning Center played a key role in synthesizing the various materials collected during the exchanges, and identified ways that key messages and learnings from the exchanges could be further utilized by participants as reference materials.

**Myanmar Exchange—Synthesis**

The interview responses and summaries from activities were gathered and synthesized to determine the results of the exchanges.

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

1. Write down the intermediate outcomes and associated indicators that you decided on in Step 2.
2. Collect and review any notes captured during implementation.
3. Look for patterns or connections within the data and synthesize these. For example, similar reactions from participants to a particular activity or relating to a common idea could be synthesized by a word, phrase, or participant quote.
4. Group data as contributions to intermediate outcomes. Refer to the indicators as evidence that intermediate outcomes were achieved.
5. Single out any indicators that provide a strong potential for, or evidence of, a broader effect on a change objective/institutional challenge (for example, a participant offered to 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 example, 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.

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

**TIP**

**STEP 5.2 MEASURE RESULTS**
A well-designed and implemented knowledge exchange initiative achieves many results. Some can be directly attributed to participants' experiences with the knowledge exchange instruments and activities. Some results occur only after everyone goes home (literally or figuratively) and applies 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 Template 1 below (or adapt if needed) to log evidence of expected outcomes. If you did not develop indicators earlier, do so now.

Template 1. Measuring Achievement of Intermediate Outcomes

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

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

Table 9. Ways to Gather Information on Results

| Intermediate outcomes | Sample ways to measure results |
|---|---|
| New knowledge | ✓ E-mail participant survey 6 weeks after the exchange.<br>✓ Interview participants in person at the end of the exchange.<br>✓ Ask participants to give presentations on the last day of the exchange.<br>✓ Use a knowledge-based pre-test and post-test with exchange participants.<br>✓ Video participants each day of a study tour. |
| Enhanced skills | ✓ Review monthly application of skills (e.g., error logs, number of reports) at 1, 2, and 3 months after the exchange.<br>✓ Use a skills-based pre-test and post-test of exchange participants.<br>✓ Survey participants about the application of skills 9 months after the exchange.<br>✓ Directly observe participant performance 6 months after the exchange. |
| Improved consensus | ✓ Attend weekly team meetings to observe collaboration.<br>✓ Review meeting minutes to determine if the group has been able to reach consensus on key issues.<br>✓ Follow up with group members to assess progress toward change objective.<br>✓ Send e-mail 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.<br>✓ 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.<br>✓ 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.<br>✓ Call (or e-mail) participants 3 months after the exchange to learn if they have started new (or improved) processes within their organizations. |

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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 specific improvement.

If you lack evidence of results at this stage, Table 9 on page 93 suggests how to obtain additional input from your participants.

**Vietnam and Japan Exchange—Intermediate Outcomes and Results**
» **New knowledge:** The exchange enabled the participants to have increased awareness that institutional and legal frameworks are important in the coordination of an integrated flood risk management approach, and deeper knowledge on how to integrate key structural and nonstructural measures in flood risk management.

» **Enhanced skills:** Participants gained enhanced skills to prepare an action plan and terms of reference for a flood control center in Ho Chi Minh City (HCMC) as part of a larger-scale investment in flood risk management.

» **Improved consensus:** The participants strengthened their agreement and shared understanding on successful approaches for defining institutional and legal structures and stakeholder roles and responsibilities for Vietnam's flood risk management.

» **New and improved actions:** As a result of new knowledge, improved consensus, and enhanced skills, key stakeholders in HCMC were able to begin implementing the action plan for a flood control center.

**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.

**Myanmar Exchange—Intermediate Outcomes and Results**

» **New knowledge:** Both the international study tours and the cross-township exchanges have served to bring new knowledge to teams working on the National Community Driven Development Project (NCDDP). The study tour provided the officials from Myanmar's Department of Rural Development, the Department of Social Welfare, and the Ministry of Planning a deepened understanding of how operations of mature community-driven development projects such as those in the Philippines and Indonesia were implemented at the overall project and subproject levels. The cross-township exchanges provided a deeper understanding to township teams on how they could organize themselves to achieve the best impact.

» **Improved consensus:** Through the study tour, the Department of Rural Development, the Department of Social Welfare, and the Ministry of Planning officials reached a stronger agreement and shared understanding on how to administer and monitor the implementation of the NCDDP at the overall project and subproject levels.

» **Enhanced connectivity:** After the study tour, through multi-stakeholder dialogues and consultations (multi-stakeholder annual review), staff from the Department of Rural Development initiated broader communication with other key stakeholders (nongovernmental organizations and township representatives), to share lessons learned and determine next steps in establishing cross-township collaboration.

» **Enhanced skills:** Through multi-stakeholder dialogues and consultations and cross-township study tours, key project stakeholders gained skills to be able to operationalize small infrastructure projects (NCDDP subprojects) in relation to fiduciary responsibilities, project management, and technical expertise.

» **New and improved actions:** After the exchanges, Department of Rural Development officials prepared an operations manual for the first phase of the NCDDP. This has become a living document that is adjusted from year to year based on the annual stakeholder reviews. Subprojects (small infrastructure projects such as building a concrete road that runs through Pa Inn Gyi village in Yangon Region) were implemented at various townships following good practices shared during the cross-township study tours.

**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.

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## 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 Template 2 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:** Weak stakeholder ownership, lack of consensus on a development approach, or failure to conceptualize or consider a better approach | ☐ Yes<br>☐ No<br>☐ Somewhat | |
| **Inefficient policy instruments:** Weak administrative rules, laws, regulations, standards, and other formal incentives that the sector uses to guide actions toward a global environmental goal | ☐ Yes<br>☐ No<br>☐ Somewhat | |
| **Ineffective organizational arrangements:** Inadequate systems, financing, staffing, incentives, and other resources that institutions use to achieve a global environmental goal | ☐ Yes<br>☐ No<br>☐ Somewhat | |

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

TIP

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

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

**Sample Post-Exchange Participant (or Client) Checklist**
✓ *Who has been able to apply what they learned?*
✓ *What have they been able to achieve?*
✓ *Where have they been able to bring about change?*
✓ *When were they able to do it?*
✓ *Why are the changes important (that is, to the change objective and/
or development goal)?*
✓ *How did the knowledge exchange enable these results?*

**CHECKLIST**

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.

Quantitative techniques, with their various analytical tools, may be of limited use 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, however, can help you build rich portraits of a people or place and map relationships among people, places, cultures, and institutions.

**TIP**

*"It is very encouraging to see that Rwanda has implemented such a difficult program with great success. Rwanda was confronted with similar challenges to those that we face today, and we are convinced that learning from their experiences will help us."* ~ Mr. Said Sudi, Director of Somalia's National Programme for Disengaged Combatants

## Vietnam and Japan Exchange—Direct Results and Influenced Results Achieved in Vietnam

| Knowledge exchange instrument(s) | Direct results (i.e., intermediate outcomes) | Influenced results (i.e., influences on institutional challenges) |
| --- | --- | --- |
| **TECHNICAL DEEP DIVE** | **Expected Results**<br>» Through the technical deep dive (TDD), the Vietnamese delegation gained awareness of the importance of institutional and legal frameworks in the coordination of an integrated flood risk management approach. In addition, they gained deeper knowledge on how to integrate key structural and nonstructural measures in flood risk management.<br><br>» Through stocktaking and action planning activities that were part of the TDD, participants also improved their consensus on defining institutional and legal structures and stakeholder roles and responsibilities for Vietnam's flood risk management.<br><br>» Through the shared experience of the TDD, communication and networking across agencies in Vietnam and with Japan improved. This fostered trust for ongoing collaboration.<br><br>**Unexpected Results**<br>In June 2016, HCMC, Vietnam, a TDD client, requested support in enhancing the quality of the terms of reference for a flood control center as part of a larger-scale investment in flood risk management. The Disaster Risk Management (DRM) Hub and Tokyo Development Learning Center (TDLC) worked together to solicit key inputs for the client, engaging MLIT, JICA, the University of Tokyo, Toyo University, and GFDRR. The DRM Hub also engaged Japanese private sector firms to provide supplemental information on the solutions these firms offer. | |

## Vietnam and Japan Exchange—Direct Results and Influenced Results Achieved in Vietnam
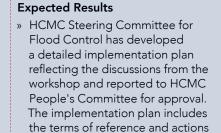
| Knowledge exchange instrument(s) | Direct results (i.e., intermediate outcomes) | Influenced results (i.e., influences on institutional challenges) |
|---|---|---|
| **WORKSHOP** | **Consultation**<br>**Expected Results**<br>» HCMC Steering Committee for Flood Control has developed a detailed implementation plan reflecting the discussions from the workshop and reported to HCMC People's Committee for approval. The implementation plan includes the terms of reference and actions needed to establish a flood control center.<br><br>» HCMC has set up an integrated institutional structure to address the mandate of establishing a Steering Center for Flood Control Program. The operational model of the Center provides emergency response services and advisory services to city agencies in flood risk planning. | » Yokohama City and the World Bank Group announced in November 2016 greater collaboration to conduct joint research, identify and document good practices, share knowledge and experience, and identify opportunities to link Japanese expertise with project-level engagements in developing countries. |

**CASE EXAMPLES**

*"The world is now such that if you don't learn from each other, it won't work. So in the context of Kenya's counties and devolution, it is even more important. We are talking about a process that will transform Kenya."* ~ Diarietou Gaye, The World Bank Group, Country Director, Kenya

## Myanmar Exchange—Direct Results and Influenced Results Achieved in Myanmar

| Knowledge Exchange instrument(s) | Direct results (i.e., intermediate outcomes) | Influenced results (i.e., influences on institutional challenges) |
|---|---|---|
| **STUDY TOUR** | **International**<br>**Expected Results**<br>» The study tour experiences provided a concrete sense of how principles of community-driven development could be implemented—as well as some of the challenges this approach entailed.<br><br>» It strengthened the understanding of the government of Myanmar officials as to what issues and considerations were relevant for designing and managing implementation of large scale community-driven development projects.<br><br>**Unexpected Results:**<br>» The information gathered from the study tour helped the Myanmar team to anticipate and resolve implementation issues more effectively in the first year of project implementation in Myanmar.<br><br>**Cross-Township**<br>**Expected Results**<br>» Cross-township study tours contributed to the building of technical and facilitation capacity to implement approved subprojects by community members.<br><br>**Unexpected Results:**<br>» At the overall project level, the cross-township exchanges contributed to efforts in determining how to scale up solutions for rural development and to form closer networks among teams in sometimes remote townships, fostering solidarity and a sense of team spirit. | |

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## Myanmar Exchange—Direct Results and Influenced Results Achieved in Myanmar

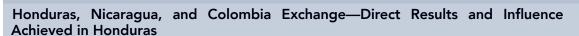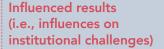| Knowledge exchange instrument(s) | Direct results (i.e., intermediate outcomes) | Influenced results (i.e., influences on institutional challenges) |
|---|---|---|
| **MULTI-STAKEHOLDER DIALOGUES AND CONSULTATIONS** | **Annual Stakeholder Review**<br>**Expected Results**<br>» The annual multi-stakeholder reviews (MSRs) built understanding of what the NCDDP was achieving among a broad range of stakeholders in Myanmar. At the same time, the MSR discussions helped to identify opportunities for the project to improve further, and directly led to the annual updating of the project's Operations Manual.<br><br>**Unexpected Results:**<br>» The preparations for the MSR also led to efforts by the Department of Rural Development to identify villages that were top performers across dimensions including women's empowerment, infrastructure quality, and participation, with award ceremonies being introduced in the first year and enhanced subsequently. | |

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

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

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## STEP 5.2C ASSESS DESIGN AND IMPLEMENTATION

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

### Step 1 Anchor

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

### Step 2 Define

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

### Step 3 Design & Develop

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

### Step 4 Implement

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

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**TIP**

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

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**EXAMPLE**

After returning from TDLC's TDD on transit-oriented development held in Tokyo, and with help from TDLC urban specialists, the Serbia Task Team studied best practices from Japan on how transit-oriented development principles are incorporated into the urban planning process. To apply these principles specifically to the Belgrade City context, a series of analyses were prepared jointly by the Belgrade City Urban Planning Department/Urban Planning Institute of Belgrade and urban/transport planning experts from Japan. Key findings were shared at a high-level roundtable and contributed to further enhancing urban and transport plans in the city, with focus on institutional arrangements to realize integrated planning.

Source: *Joanna Mclean Masic, Senior Urban Specialist, The World Bank Group*

## 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 was created that supports training and research related to policy implications of climate change on small-scale rural farming. | Increased advocacy for policies that offer small-scale rural farmers government-backed financing to address the impacts of climate change on their yields. |
| **WORKSHOPS** | Program staff at the Ministry of Health learned and used new project management techniques to improve the effectiveness of their programs. | Increased the number of programs administered by the Ministry of Health that achieved annual budgetary and performance objectives. |
| **MULTI-STAKEHOLDER DIALOG AND CONSULTATION** | Roles and responsibilities clearly defined among the different government agencies involved in the maintenance of a new e-government portal. | Strengthened stakeholder ownership in implementing an effective e-government strategy. |

## Immediately after the exchange

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

✏️
**CHECKLIST**

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

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

✏️
**CHECKLIST**

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## STEP 5.3 REPORT THE RESULTS

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

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

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

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

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

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

**Share your experiences.** Sharing your own experiences will give you insights into your next knowledge exchange journey as well as add to the collective understanding of what works and what doesn't in knowledge exchange. Share your results, for example, in a brief video or a blog post and keep connected with your peers.
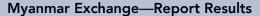
> **TIP** When it comes to communicating results to most audiences, less is more.

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### Vietnam and Japan Exchange—Report Results

Reports were prepared and disseminated publicly and to key stakeholders.

» After the TDD, the videos were reviewed and a short summary video highlighting the experience was shared: https://www.youtube.com/watch?v=FbFKEaSs0p4. In addition, a summary report was written and distributed to all participants.

» A press release/story was disseminated after the consultation workshop by TDLC. This is available at: http://www.jointokyo.org/en/news/story/stakeholder_consultation_workshop_HCMC.

» A report on operational support and technical advice by Japanese experts in relation to terms of reference was prepared by TDLC. This was shared with participants from HCMC who are establishing a city-level flood command/operation room as part of the HCMC Flood Risk Management Project (P149696).

### Myanmar Exchange—Report Results

The Department of Rural Development set up a website that highlights the overall efforts for the NCDDP (http://cdd.drdmyanmar.org/en). On that site, reports and video stories are available to disseminate the results from the multiple exchanges. In addition, Department of Rural Development staff documented both the study tours and the multi-stakeholder reviews in real time on social media, with photos, quotes and impressions of their visits. Finally, the discussions at the multi-stakeholder review are broadcast each year on national television, reaching a large audience.

### Honduras, Nicaragua, and Colombia Exchange—Report 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.

CASE EXAMPLES

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Table 10. Sample Formats for Reporting Results

| Type | Use when you want to… |
|------|------------------------|
| Summary report | Convey key results to audiences who require only limited information and have limited time. |
| Final report | Inform audiences who want to understand the exchange process and get detailed results (e.g., others who 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 require an overview; this is especially useful when reporting on results during implementation. |
| Presentation, briefing, or Webinar | Have two-way communications with audiences who require brief summaries of results and are oriented toward decisive action (for example, executives, management staff) or when you want to customize information for several different audiences. |
| Periodic informal meetings, Facebook updates, 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 ongoing 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, allowing 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 to future decisions and actions is an important component of the journey.

This is also a good moment for a team debrief and lessons sharing through an after-action review (in Toolbox, page 191). After designing, implementing, and reporting on a knowledge exchange initiative, take a moment to reflect—on your own and with your team—on what went well, what did not work, and what could be done differently next time.

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

### Step 1 Anchor

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

### Step 2 Define

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

### Step 3 Design & Develop

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

### Step 4 Implement

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

### Step 5 Measure & Report Results

- » *Do the data adequately illustrate what the exchange achieved?*

**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 individual or group with whom you engage in relation to a project or program and/or whom you identify as your client. 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 toward the change objective.

**Knowledge broker.** An intermediary organization or person that facilitates the exchange of knowledge through the creation of linkages between knowledge seekers and providers.

**Knowledge provider.** Someone who has a proven solution or development experience to share.

**Knowledge seeker.** An individual or institution that would like to explore solutions to a challenge.
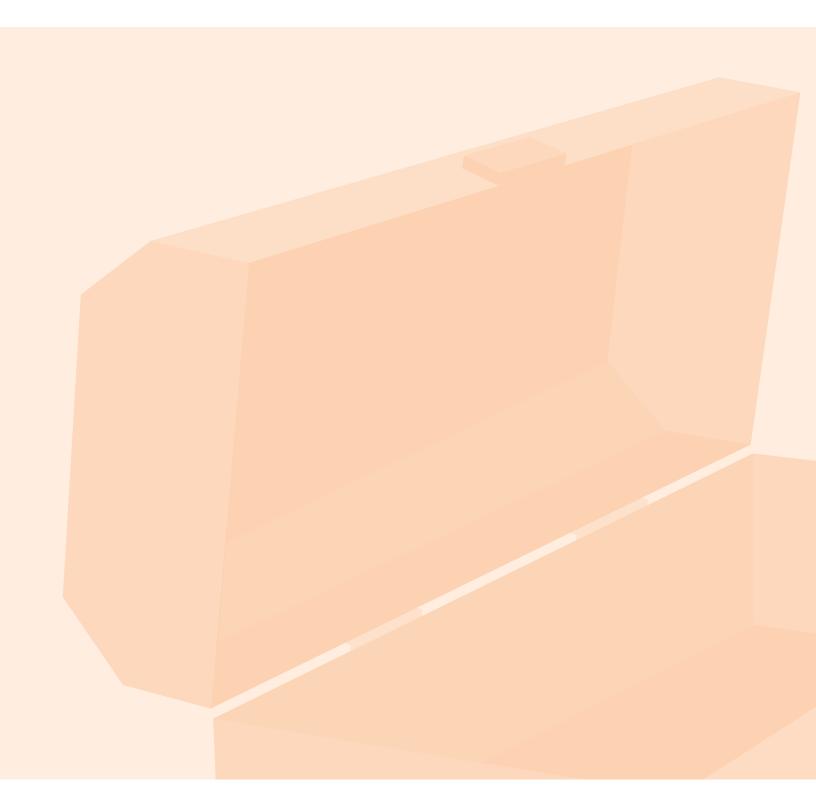
**Participant.** An individual who is taking part in the knowledge exchange initiative. Participants may be knowledge providers or seekers.

**Stakeholder.** An individual and/or institution that has a stake in the success of a knowledge exchange initiative.

# ART OF KNOWLEDGE EXCHANGE TOOLBOX

# TABLE OF CONTENTS

# INTRODUCTION

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,"** provides a detailed description of each instrument (vehicles for knowledge exchange), when and how to use it, and case examples.

**Section 2, "Activities,"** provides a 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 whereas others require a longer term and a less intense degree of individual engagement.

## SHORT-TERM ENGAGEMENT

**CONFERENCE**

**EXPERT VISIT**

**KNOWLEDGE FAIR**

**STUDY TOUR**

**TECHNICAL DEEP DIVE**

**WORKSHOP**

## MEDIUM-TERM ENGAGEMENT

**COMPETITION/ CHALLENGE**

**KNOWLEDGE JAM**

**MULTI-STAKEHOLDER DIALOGUE AND CONSULTATION**

## LONG-TERM ENGAGEMENT

**COMMUNITY OF PRACTICE**

**TWINNING**

# INSTRUMENTS

## SHORT-TERM ENGAGEMENT

**CONFERENCE**

**EXPERT VISIT**

**KNOWLEDGE FAIR**

**STUDY TOUR**

**TECHNICAL DEEP DIVE**

**WORKSHOP**

# CONFERENCE

## WHAT IS A CONFERENCE?

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

## BEST USED FOR

» Gaining new knowledge

» Outreach to a large number of participants, especially when targeting high-level audiences

  › As single or multi-day events

  › With multiple thematic tracks/immersion in select topics

  › With parallel workshops and knowledge fairs dealing with the same topic or theme

» Networking, building partnerships, and strengthening communities

» In-depth knowledge exchange activities designed to support knowledge transfer

» Giving a topic high visibility or launching global initiatives

» Communicating program impact or changes in strategy

**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; prepare terms of reference.
- » 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

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### CASE EXAMPLE—KNOWLEDGE EXCHANGE IMPACT OF CONFERENCES CAN BE ENHANCED BY INTEGRATING THEM WITH TECHNICAL DEEP DIVES

Japan is a country with tremendous examples of Smart Cities solutions supported by its thriving information technology sector. In the design and delivery of its technical deep dive (TDD) on Smart Cities, the Tokyo Development Learning Center (TDLC) faced the challenge of how to incorporate solutions and expertise from outside Japan while simultaneously entertaining requests from its Japanese sponsors to engage more broadly with local private sector firms and academia. To address this challenge, TDLC scheduled the TDD to coincide with a Smart Cities Conference that was being organized by the City of Yokohama. TDLC worked with the City of Yokohama to include TDD delegations as participants in the Smart Cities Conference, and provided technical experts to supplement the conference panels. This also provided an opportunity for the 200 conference participants from the Japanese public sector, private sector, and academia to interact with the TDD delegates and experts and vice versa. The added value of coordinating the TDD with a public conference on the same topic was appreciated by Japanese stakeholders and clients alike. Through leveraging conferences that coincide with the delivery of TDDs, the inclusion of more diverse sources of expertise and broader dissemination can be achieved efficiently and effectively, contributing to both new knowledge/raised awareness and improved consensus.

Source: *Daniel Levine, Tokyo Development Learning Center, The World Bank Group*

*http://www.city.yokohama.lg.jp/kokusai/yport/pdf/5asccprereporte.pdf*

**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 overschedule 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

- » **Microblog** using tools such as Twitter or Tumblr. Attendees frequently use these to share 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 (such as #ruralfinanceconference).
- » **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 terms of reference.
  - › 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 videoconference 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 (vendor).
- » Organize follow-up activities (face to face or via videoconference).
- » Consider return expert visit or study tour.
- » Close out finances.

## ILLUSTRATIVE EXAMPLE—SEQUENCING ACTIVITIES FOR YOUR EXPERT VISIT

**PLANNING**

**Brainstorming** through videoconference 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 road map of next steps

## CASE EXAMPLE—KNOWLEDGE PROVIDERS AS CATALYSTS FOR ATTITUDINAL CHANGE

One of the major development challenges in Vietnam, because of its rapidly aging population, relates to the upgrading of urban infrastructure to accommodate the needs of people with disabilities. The government of Vietnam, with support from the World Bank Group, is implementing an urban upgrading project covering seven small and medium cities in the Mekong Delta Region. At the beginning of the project, Vietnamese officials wanted to learn how to implement universally accessible designs. Several experts from Japan visited Vietnam to share their principles of designing universally accessible infrastructure. One of the visiting experts was wheelchair-bound, which reinforced the key principles discussed: the Vietnamese city officials engaged the expert in conversation about his own experiences navigating urban environments. The current norm for people with disabilities in Vietnam is to stay home; as a consequence, people with disabilities have very limited access to jobs. The knowledge exchange resulted in high-level buy-in from Vietnam. The mere presence of the infrastructure expert who traveled from Japan to Vietnam to share expertise demonstrated to the Vietnamese the broad possibilities of the physically challenged, with the right environment and supports in place. This expert visit was a critical step toward changing the mindsets of participants; it helped them to go beyond the business-as-usual approach to infrastructure and tackle seriously the social dimensions of marginalization through improving accessibility for all.

Source: *"TDLC Provides Operational Support for the Vietnam Urban Upgrading Project,"*
*http://www.jointokyo.org/en/news/story/tdlc_Vietnam_SUUP/*

**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

» **Microblogging** using tools such as Twitter or Tumblr allows you to broadcast interesting findings or reports from the expert visit and engage a wider stakeholder group. Tweets can also include pictures or video clips.
» **Blogs** available through Google+, WordPress, and other sites can be used to document expert visit progress, gather feedback, and build an extended community around the topic. You can also use a blog to share links to resources after an expert visit.

# 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, information technology (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.
- » 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 TO SHARE KNOWLEDGE AND ENHANCE CONNECTIVITY**

Colombia has extensive experience with community-based approaches to disaster risk management (DRM) and is positioned to be able to share this knowledge with policy makers and practitioners from other countries. In 2016, the Colombian International Cooperation Agency (APC), organized a 10–day Learning Journey for DRM practitioners from Indonesia, Mongolia, the Philippines, Thailand, and Vietnam. Organized in collaboration with Procasur, a nongovernmental organization specializing in South–South knowledge sharing, the program included site visits and peer exchanges in several cities in Colombia. The program also featured a knowledge fair that highlighted institutional arrangements and responsibilities for DRM and climate change adaptation in presentations by Colombia and all participating country delegations. Activities such as poster sessions and presentations shared innovative approaches and solutions that have been applied at national or community levels. The knowledge fair was held early in the 10–day program, which succeeded in raising awareness among the participants in relation to challenges the participating countries had faced and what solutions they had implemented or were considering implementing. This helped to create a pattern of multi-directional knowledge exchange that continued throughout the Learning Journey program, and afterward via a WhatsApp messaging group.

Source: *Phil Karp, The World Bank Group,*
*http://americalatina.procasur.org/index.php/actividades/item/463/463* (Spanish)
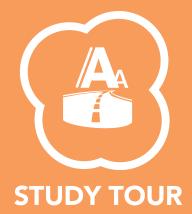
**TIPS FROM THE FIELD**

## 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

» **Microblogging** using tools such as Twitter or Tumblr can be an effective way to engage your audience on the topic of your knowledge fair by sharing photos and stimulating real-time conversations.
» **Social networking** sites 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 terms of reference 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 road map for the study tour

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

**DELIVERY**

**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—STUDY TOURS CAN PROVIDE AN EFFECTIVE PLATFORM FOR SEEING THINGS IN ACTION**

In response to its high exposure to a variety of natural disasters, Bangladesh has instituted disaster risk reduction policies and invested in infrastructure along coastal areas to mitigate the risk from floods and cyclones. The government has demonstrated that such investments save lives, reduce economic losses, and protect development gains. Similarly, much of Mexico's territory and population are highly vulnerable to hurricanes, storms, floods, earthquakes, and volcanic eruptions. These natural disasters pose a significant burden on the federal budget, prompting Mexico to establish, and continuously improve, one of the most sophisticated financial protection strategies among middle-income countries. Mexico's system—built around the Natural Disasters Fund (FONDEN)—effectively allocates resources for emergency response, rehabilitation, and reconstruction. A delegation from Bangladesh visited Mexico in June 2017 to learn from and share knowledge with their Mexican counterparts. Discussions focused on the establishment of an effective regulatory framework for disaster risk management, disaster risk financing strategies, emergency management and response systems, resilient planning, enforcement and infrastructure, risk identification, and overall disaster risk reduction.

Source: *Erika Vargas, The World Bank Group*

**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 reenergize 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.
- » **Microblog** 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 and Instagram are a great ways to share photos taken during the study tour.
- » **Blogs** available through Google+, WordPress, and other sites can be used to document progress and gather related materials.

# TECHNICAL DEEP DIVE

## WHAT IS A TECHNICAL DEEP DIVE?

A hybrid instrument incorporating elements of a study tour, workshop, and expert visit that focuses on a specific thematic challenge faced by one or more countries/cities. Key stakeholders from the countries/cities are brought together by a host organization in a knowledge provider country for a structured program of immersive, experiential learning. Participants learn from local experts, experts from other countries, and peer-to-peer exchange with the objective of formulating country, city, or project-specific action plans. A technical deep dive (TDD) incorporates action planning and identification of demands for follow-up expert visits and just-in-time advice.

## BEST USED FOR

» Deepening knowledge

» Enhancing connectivity among development practitioners facing similar challenges

» Exchanging knowledge, via a structured process and learning environment, about development challenges and solutions in a specific thematic area on which action is needed

› At country, city, community, and/or institutional levels

› For a discrete number (30–40) of participants

## HOW TO USE IT

### ✏️ PLANNING PHASE

#### 4+ MONTHS before event:

- » Identify focused thematic area in which multiple countries are seeking solutions.
- » Identify convener/host institution in a country or city that has applicable solutions.
- » Prepare concept note with dedicated budget.
- » Identify implementation team including thematic experts.
- » Identify specific individuals/institutions to serve as knowledge providers.
- » Develop tentative agenda to help plan for logistics.
- » Identify sites for field visits.
- » Nominate and send invitations to participants.
- » Start coordination of logistics: security clearance, medical requirements (vaccination, etc.) flights, visas, hotel, local transportation, and translation.
- » Contract vendors.
- » Compile pre-learning materials.

#### 2+ MONTHS before event:

- » Confirm participants.
- » Analyze participants' development challenges and learning objectives
- » Assist knowledge providers in preparing presentations catered to participants' needs.
- » Decide how to document TDD.
- » Check for dietary restrictions and medical insurance.
- » Agree with knowledge providers on site visit details.
- » Complete pre-learning documentation.

#### 1+ MONTH before event:

- » Create TDD handbook (including welcome kit, agenda, participants list).
- » Confirm all logistics are in place (visas, hotels, flights, etc.).
- » Share TDD handbook and pre-learning materials with participants.
- » Finalize knowledge documentation mode.
- » Identify knowledge capture team.
- » Finalize participants list.
- » Determine questions for peer-to-peer discussion.

### ⬇️ DELIVERY PHASE

- » Facilitate discussions to arrive at shared issues and takeaways.
- » Liaise with knowledge providers, and guide participants during site visits.
- » Debrief daily with implementation team, and prepare for the next day.
- » Capture key takeaways, development challenges, and action plan.
- » Assist participants for general support.

### 📞 FOLLOW-UP PHASE

- » Document process and lessons learned, and share with participants.
- » Conduct complete assessment of exchange.
- » Evaluate each partner (vendor).
- » Debrief with knowledge providers.
- » Close out finances.

## ILLUSTRATIVE EXAMPLE: SEQUENCING ACTIVITIES FOR YOUR TECHNICAL DEEP DIVE

**PLANNING**

**Action planning** with technical experts and implementation team to prepare a road map for the TDD

**Discussions**, face to face or virtually, with implementation team, key partners, and participants to discuss agenda and scope of the TDD

**DELIVERY**

**Presentations** from both knowledge providers and recipients to share experiences

**Field visits** to showcase what is possible and allow interaction with project implementers and practitioners

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

**Interviews** with key knowledge providers, participants, and partners to record feedback

**Action planning** by participant delegations to identify areas for follow-up support from knowledge providers and/or peers

**FOLLOW-UP**

**Surveys** to gain feedback from participants

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

**Action planning** session, face to face and online, to develop a road map of next steps

**Community of practice** for ongoing knowledge exchange and collaboration among participants and other interested stakeholders

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### CASE EXAMPLE—TECHNICAL DEEP DIVES CAN ENHANCE CROSS-SECTOR COLLABORATION

Offering a financially, environmentally, and socially sustainable alternative to urban sprawl, Japan's experience of massive urbanization and its compact city policy are of growing interest to cities in developing countries. Japan hosts the Tokyo Development Learning Center (TDLC), one of the world's most advanced institutions focused on policy imperatives for making urban spaces accessible, livable, safe, and resilient. In October 2016, TDLC conducted an intensive five-day technical deep dive (TDD) on Compact but Livable Cities for practitioners from the urban and transport planning sectors. More than 50 participants from 12 countries met in Tokyo and Toyama to discuss compact city development with Japanese and global experts. During field visits in the two cities, participants learned directly from Japanese experience about how to finance transport infrastructure investment and encourage renewal of urban centers. The TDD also included active discussions on resilience and compactness of cities as well as the need for close collaboration between urban and transport planning. Each country delegation developed practical action plans to design and implement solutions to its unique challenges.

Source: *"The World Bank Group Holds Compact but Livable Cities Technical Deep Dive in Tokyo and Toyama, Japan,"* *http://www.jointokyo.org/en/news/story/world_bank_CCTDD*

## TIPS FROM FIELD

### Planning

- » Start preparation as early as possible.
- » Confirm dates according to availabilities of key partners, participants, and knowledge providers and the holiday calendar.
- » Plan your TDD content thoroughly, analyzing participants' development challenge, deciding thematic focus for the particular event, identifying appropriate knowledge providers and site visits, informing knowledge providers about participants' learning needs, and considering overall sequencing of activities.
- » Prepare in-depth logistic plan, in terms of venue, transportation, and logistics.
- » Provide simple process map for participants or assistants in case visa and travels are arranged.
- » Guide recommended seniority of participants and mixture of ministries/sections to maximize the result.
- » Plan to document lessons learned by deciding mode of documentation and documentation team composition.
- » Identify vendors to assist smooth preparation and delivery.
- » Prepare pre-learning materials at the earliest possible time.
- » Have good level of cultural sensitivity.

### Delivery

- » Allow adequate travel time for field visits and dedicate enough time for Q&A to facilitate discussion.
- » Inform knowledge providers in advance of expectations and guide them to answer participants' challenges.
- » Conduct interactive sessions with relevant stakeholders.
- » Build in time for participants' dynamic discussion, and create a social space to network among them.
- » Be prepared for emergencies including natural disasters.

### Consider Social Media

- » **Microblogging** using tools such as Twitter or Tumbler provides an opportunity for participants to report out activities and engage a wider global audience.

# 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 level
  - › 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 videoconference 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 PROVIDE BOOKENDS FOR A STUDY TOUR TO SUPPORT NEW AND IMPROVED ACTION**

Honduras is one of the countries most affected by climate change and natural disasters, and its officials recognize the need to strengthen the country's institutional capacity for mainstreaming disaster risk considerations into development planning. Seeking to learn from Colombia's experience in this area, Honduran officials from various agencies took part in a study tour to Colombia. Before embarking on the tour, however, the delegation participated in preparatory workshops that helped set the agenda, assisted by Colombian practitioners and by World Bank Group staff acting as the knowledge brokers. After delegates met in Colombia with entities leading the development of policy frameworks and instruments, a post-study tour workshop in Honduras enabled participants to systematize their learning. Representatives from all the relevant agencies in Honduras attended this workshop, which facilitated detailed discussion about lessons learned in Colombia and agreement on a strategic plan for the Honduran context.

Source: *The World Bank Group, Improving Disaster Risk Management in Honduras: Incorporating Risk Management into Land Use Planning,* https://www.knowledgesharingfordev.org/story/improving-disaster-risk-management-honduras-incorporating-risk-management-land-use-planning

**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 audiovisual 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

» **Microblogging** using tools such as Twitter or Tumbler 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.
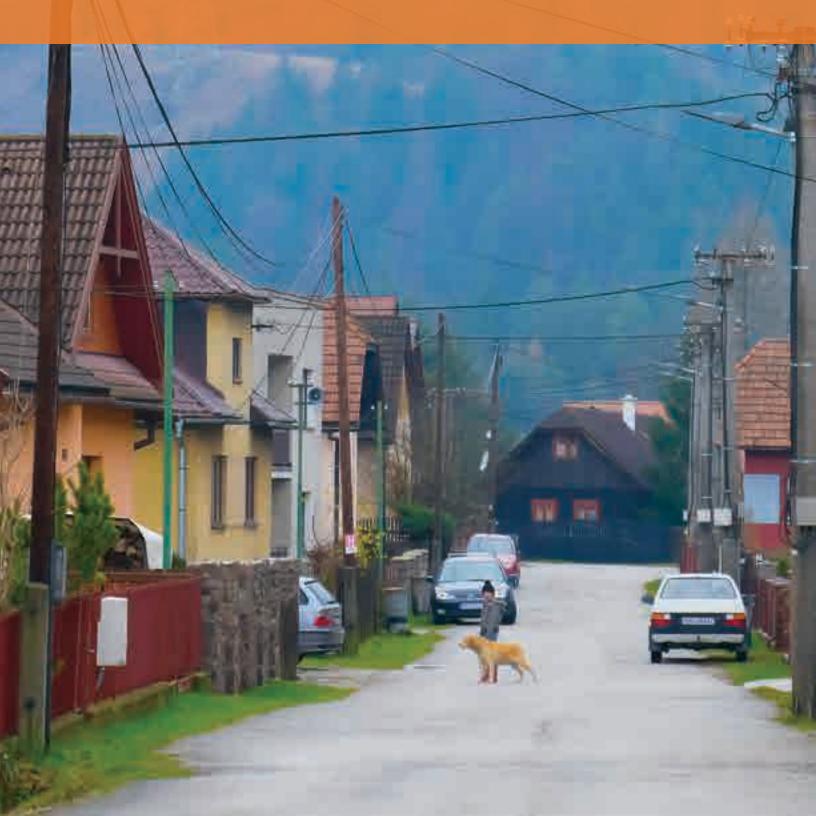
**THREE COMMON TYPES OF WORKSHOPS**

**Boot camp.** A multiple-day workshop that offers an intensive technical training program designed to engage participants in learning by undertaking projects directly related to their actual work. Participants carry out hands-on exercises and work with peers in a highly interactive but structured environment so they can implement the lessons from the program in their own settings.

**Design studio.** A workshop ranging from a few hours to one or multiple days. It starts with ideation activities combined with iterative feedback, which then lead to prioritization of ideas and actions. Participants work in groups to explore both divergent and convergent thinking in facilitated activities to prepare them for committing to a shared vision for moving forward.

**Master class.** A highly interactive workshop that ranges from a few hours to one or multiple days. The interactive format allows the subject-matter expert or "master" to communicate experiential know-how that exists almost exclusively in tacit knowledge and reflects past experiences, while also placing participants in the driver's seat. Participants should be well versed in the topic and contribute toward gaining from each other's diverse perspectives and experiences.

**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/CHALLENGE**

**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 winner(s) and runners-up

**DELIVERY**

**Poster session** where each contestant presents his or her 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

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

Program managers and technical staff from the St. Lucian Ministries of Youth, Education and Labor visited Brazil, Costa Rica, Jamaica, and Panama together with staff from several nongovernmental organizations to learn about successful practices in reducing crime among male youth and creating youth employment. Following the visits, the St. Lucian delegation organized a regional competition to identify and develop proposals for replication of best practices for in-school, school-to-work, and community-based programs for at-risk boys. Competition winners received funding to attend a regional conference in Jamaica on youth crime and violence prevention where they had an opportunity to present their winning proposals. Subsequently, each country delegation participating in the conference drafted an action plan for development of at-risk youth programs in their respective countries.

Source: *The World Bank Group, St. Lucia and the Caribbean Collaborate to Support "At-Risk" Boys,* *https://www.knowledgesharingfordev.org/story/st-lucia-and-caribbean-collaborate-support-risk-boys*

**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** using tools such as Twitter or Tumbler generates buzz and builds 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.
» **Photo sharing** tools such as Flickr and Instagram visually document your event and invite audience members to submit photos using a designated hash tag. This will drive traffic back to your site.
» **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.

# 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. It is a five-step process and the primary elicitation process takes approximately 90 minutes.

## 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

» Channeling knowledge into action by explicitly propelling the group toward 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: for example, 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 (for example, an 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 backhaul 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 Social Media

- » **Collaborative tools** are great for knowledge jams: Google Apps allow participants to share and edit documents with Google docs. For more collaboration a knowledge jam can use online conferencing with Google+ Hangout.

### 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 time frame. 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 videoconference, 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—A MULTI-STAKEHOLDER DIALOGUE CAN STRENGTHEN CITIZEN ENGAGEMENT

The Congo Basin comprises 370 million hectares in the heart of Africa and is the world's second-largest tropical forest. Spanning six countries (Cameroon, Central African Republic, Democratic Republic of Congo, Republic of Congo, Equatorial Guinea, and Gabon), the basin performs valuable ecological services, including flood control and climate regulation. Since June 2016, a World Bank Group team has led the effort to address the concerns of Indigenous Peoples (IP) and strengthen capacity of the Network of Indigenous and Local Communities for the Sustainable Management of Forest Ecosystems in Central Africa by using multi-stakeholder dialogue and consultations with government entities, donors, and nongovernmental organizations. Systematic, participatory, consistent, and strategic engagement between IP organizations and other stakeholders has strengthened the IP network's capacity, resulting in new knowledge and improved consensus. The process has also produced a strategic framework to define IP needs and targets in the areas of land governance, natural resource management, sustainable livelihoods, cultural and climate resilience, and the realization of their rights. This multi-stakeholder dialogue design is to be replicated at the national level in the six countries of the region.

Source: *Luis Felipe Duchicela, The World Bank Group*

**TIPS FROM THE FIELD**

## Planning

» Consider using dialogues or consultations when the challenge is weak stake-holder 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 toward 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, Google+, and Facebook can be used to identify experts and engage with them.

» **Online conferencing** tools such as Google+ Hangouts are useful for one-to-many exchanges.

» **Twitter chats** with a designated hash tag (such as #urbansustainability) are good for curating content and topics.

**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**

# 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, and 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

As of 2017, a quarter of the world's population lives in urban agglomerations—supersized metropolitan areas that cut across jurisdictional boundaries and bring together one or more cities along with their surrounding areas. Policy makers and practitioners in these metropolitan areas face a common challenge: to effectively coordinate planning, infrastructure development, and service delivery across multiple jurisdictions. This is particularly difficult in developing countries, which often lack the necessary legal, institutional, and governance mechanisms to undertake such coordination. Fortunately, the growing evidence and good practice from various countries on how to effectively manage and govern metropolitan areas is more widely available. To help share existing good practice and co-create new solutions, the World Bank Group has been supporting a community of practice (COP) on metropolitan governance, MetroLab, which brings together officials from metropolitan areas in both developing and developed countries for peer-to-peer knowledge and experience sharing. Since its launch in 2013 and as of 2017, MetroLab has held eight meetings in various cities, including Bangkok, Kigali, Mumbai, New York, Paris, Rio de Janeiro, Seoul, and Tokyo. Members of the COP also share knowledge and are able to access information and materials via the online Collaboration for Development (C4D) platform. Since 2016, the MetroLab program has been integrated with the Tokyo Development Learning Center's technical deep dives.

Source: *How to Effectively Manage Metropolitan Areas?*

*https://blogs.worldbank.org/sustainablecities/how-effectively-manage-metropolitan-areas*

## 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 (that is, those who contribute actively to the community).

### Consider Social Media

» **Social networking** sites such as LinkedIn, Google+, and Facebook increase awareness and generate buzz about the community.

» **Google Apps** allows 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.

» **Microblog** using tools such as Twitter or Tumblr. Use them 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 Group Institute brought together 17 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 important, 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; that is, 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** 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, allowing 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

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

In 2009, the World Bank Group 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 (a nongovernmental organization 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 Group,Trading Knowledge about Sustainable Agro-Pastoral Techniques,*
*https://www.knowledgesharingfordev.org/story/trading-knowledge-about-sustainable-agro-pastoral-techniques*
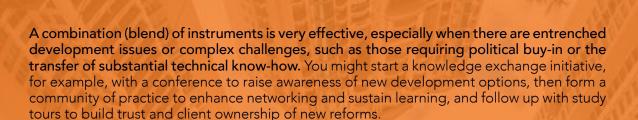
**TIPS FROM THE FIELD**

## 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

  » **Social networking** sites such as LinkedIn, Google+, and Facebook can be used to create blogs for documenting progress and lessons learned from the twinning.
  » **Blogs** available through Google+, WordPress, and other sites can be used to document experiences during the twinning.

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

REMEMBER

## 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

Gap Analysis

Interview

Self-Assessment

Survey

SWOT Analysis

# ACTIVITIES

## PRESENTATION ACTIVITIES

**Demonstration**

**Expert Panel**

**Lightning Talks**

**Poster Session**

**Report**

**Storytelling**

# DEMONSTRATION

## WHAT IS A DEMONSTRATION?

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

## A DEMONSTRATION ACTIVITY MAY BE ORGANIZED

- » At the implementation stages of a project
- » For smaller groups (5 to 20 people)

## USE IT TO

- » Apply knowledge or master a process.
- » Have a high level of participant involvement.
- » Share practical experience or process steps.
- » Share innovations and good practice.
- » Enable knowledge transfer within one's own context.

## HOW TO USE IT

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

# EXPERT PANEL*

## WHAT IS AN EXPERT PANEL?

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

## AN EXPERT PANEL MAY BE ORGANIZED

» Virtually or face to face
» As a moderated activity
» At the delivery stage of a project

## USE IT TO

» Provide multiple perspectives on a topic.
» Raise awareness about a topic or an issue.
» Lend credibility to a topic by providing an expert perspective.
» Enable knowledge sharing.

## HOW TO USE IT

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

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

# LIGHTNING TALKS

## WHAT ARE LIGHTNING TALKS?

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

## LIGHTNING TALKS MAY OCCUR

» Virtually or face to face
» As a moderated activity with each talk lasting five minutes
» With experienced practitioners

## USE IT TO

» Raise awareness about one or more topics in a short amount of time.
» Report on project or group results and good practices.
» Enhance individual or group capacity to prepare succinct reports or presentations.
» Offer new perspectives.

## HOW TO USE IT

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

# POSTER SESSION

### WHAT IS A POSTER SESSION?

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

### A POSTER SESSION MAY BE ORGANIZED FOR

» A specific time frame—posters are available only during certain times
» An open time frame—posters remain available for perusal at any time during an event
» Face-to-face delivery
  › Tend to be displayed in one location, usually in a large room or designated space that may be part of an exhibit hall
  › May include a reception to emphasize the informal tone of the poster session
» Virtual delivery
  › Synchronous
  › Asynchronous
  › Both synchronous and asynchronous

### USE IT TO

» Encourage continued reflection/ interaction on a topic.
» Showcase results/innovations or increase visibility of a topic or theme.
» Accommodate a large number of participants.
» Support network building and informal knowledge sharing.

### HOW TO USE IT

» Provide clear guidelines for poster creation, display, and engagement, such as
  › The dimension of the poster,
  › The type of poster (print, virtual), and
  › 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 retold
» 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**

# 66 99 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
  › Who are often peers
  › Who have often 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, and
  › 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—with results emerging 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.
- » Refocus 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, with length depending on
  › The complexity of the challenge
  › The geographic range participants are coming from

## USE IT TO

» Solve a specific business challenge—generally more useful for solving adaptive challenges.
» Enable knowledge transfer among peers.
» Support collective learning, cross-linkages, and networking.
» Stimulate new perspectives and new lines of inquiry.
» Increase willingness to learn from one another—establish an open culture of learning in an organization.

## HOW TO USE IT

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

# ACTIVITIES

**EXPERIENTIAL ACTIVITIES**

Action Planning

Book Sprint

Field Visit

Fishbowl

Role Play

Secondment

Simulation

# ACTION PLANNING

## WHAT IS ACTION PLANNING?

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

## ACTION PLANNING MAY BE ORGANIZED

» As a facilitated activity that guides participants through action planning
» At the national, regional, community, institutional, and/or individual levels

## USE IT TO

» Apply and/or localize knowledge.
» Create a tangible output and road map for follow-up action.
» Encourage ownership of follow-up actions.
» Enable knowledge transfer.

## HOW TO USE IT

» The facilitator of the action planning activity should provide clear guidelines to participants about how to create an action plan; most important, 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 terms of reference 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 and 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 that 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?*
- » On the basis of your expected results, prepare the observers' checklist. Determine whether observers should 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 such as a 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

Gap Analysis

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, but lasting 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, and
  - › 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.

# GAP ANALYSIS

## WHAT IS GAP ANALYSIS?

An exercise that helps you identify the gap(s) between the present state and desired future state, along with the tasks needed to close the gap(s).

## A GAP ANALYSIS ACTIVITY MAY BE ORGANIZED

- » At the planning stages of an exchange to
  - › Identify the desired results.
  - › Analyze the current situation.
  - › Propose ways to reach the desired results.
- » As a part of technical deep dives, workshops, multi-stakeholder dialogues and consultations, expert visits, communities of practice, and twinning arrangements

## USE IT TO

- » Assess organizational effectiveness.
- » Surface knowledge and skill gaps.
- » Support collective learning and reflection on needs.
- » Build consensus in relation to the identified gaps.
- » Propose future action steps to bridge gaps.

## HOW TO USE IT

1. Determine the desired future state.
   - › Consider the following indicator: 90 percent of project stakeholders improve their knowledge of legal frameworks, stakeholder roles, consultation procedures, and governance for communal lands. This indicator represents the desired future state.

2. Analyze the current state.
   - › Through a series of analytical activities, such as surveys, focus groups, and structured interviews, gather and synthesize the information and analyze the current state. For example, the current state is that only 10 percent of participants have the necessary functional knowledge to implement the project successfully.

3. Identify the gap(s).
   - › In comparing the future state with the current state, determine the difference between the two. This is the gap. For example, in this analysis, 80 percent of project stakeholders need to improve their functional knowledge of legal frameworks, stakeholder roles, consultation procedures, and governance for communal lands.

4. Propose possible next steps to close the gap(s).
   - › The proposed next steps depend on context. If the identified gap relates to learning, a learning intervention might be called for. To identify next steps, consider an action planning activity.

# INTERVIEW

## WHAT IS AN INTERVIEW?

A question-and-answer engagement with an individual about a specific topic, usually following a predetermined set of questions.

## AN INTERVIEW ACTIVITY MAY BE ORGANIZED

» With well-known experts and practitioners
» Following a formal, semiformal, 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 or 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, and
  - › 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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**WORLD BANK GROUP**
Social, Urban, Rural & Resilience