



Knowledge Management Toolkit

for the Crisis Prevention
and Recovery Practice Area



United Nations Development Programme

**KNOWLEDGE
MANAGEMENT TOOLKIT**
**for the Crisis Prevention and
Recovery Practice Area**

Knowledge management in the Bureau for Crisis Prevention and Recovery (BCPR)

The Bureau for Crisis Prevention and Recovery is the Practice Leader for crisis prevention and recovery within the United Nations Development Programme (UNDP). A repository for tools, methods, and experience, BCPR provides expertise on crisis issues to UNDP country offices, regional bureaux, and headquarters. BCPR forms a bridge between the humanitarian phase of a post-crisis response and the longer-term development phase following recovery. BCPR is also an internal advocate for crisis sensitivity, working to ensure that UNDP's longer-term development policies and programmes build in opportunities for disaster reduction and conflict prevention.

As the crisis prevention and recovery Practice Leader, BCPR pays special attention to knowledge management within this Practice Area. The BCPR Knowledge Management (KM) Team is part of BCPR's Central Strategy and Policy Cluster and works closely with BCPR's information technology team. Together they provide knowledge management tools and advice to BCPR teams, colleagues, country offices and members of the Crisis Prevention and Recovery Community of Practice. They also facilitate the Crisis Prevention and Recovery Practice Network (CPRP-net) and manage the online Crisis Prevention and Recovery Practice Workspace.

BCPR has also formed a bureau-wide Knowledge Management Group with a mandate to ensure consistency and coherence of knowledge products, conduct Peer Reviews of planned KM products and processes, monitor the use of knowledge products to determine their impact, and advise on BCPR corporate KM activities, such as the CPR Practice Workspace.

This is an internal UNDP document.

Contact

For questions, further information or to receive a copy of this publication, please contact cpr_km@undp.org

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Abbreviations

A

AAR After Action Review

B

BCPR Bureau for Crisis Prevention and Recovery (UNDP)

BDP Bureau for Development Policy (UNDP)

C

CAFOD Catholic Agency for Overseas Development

CIS Commonwealth of Independent States

CO Country Office

CoP Community of Practice

CPR Crisis Prevention and Recovery

CPRP-net Crisis Prevention and Recovery Practice-Network (UNDP)

CV Curriculum Vitae

D

DCAF Democratic Control of Armed Forces

DDR Demobilization, Disarmament and Reintegration

DRM Disaster Risk Management

E

ECIS Europe and the Commonwealth of Independent States

E-discussion Electronic-discussion (online discussion)

F

FAO Food and Agriculture Organization of the United Nations

FARC Revolutionary Armed Forces of Colombia

H

HC Humanitarian Coordinator (UN)

HQ Headquarters

HR Human Resources

I

ICT Information and Communication Technology

ILO International Labour Organization

IT Information Technology

K

KM Knowledge Management

KM4DeV Knowledge Management for Development (web portal)

M	
MDGs	Millennium Development Goals
MYFF	Multi-Year Funding Framework
N	
NeLH	National Electronic Library for Health (UK)
NGO	Non-Governmental Organization
NSAG	Non-State Armed Group
O	
OC	Office of Communications (UNDP)
ODI	Overseas Development Institute (UK)
P	
PEM	Practice Experience Map
R	
RBEC	Regional Bureau for Europe and the Commonwealth of Independent States (UNDP)
RC	Regional Center (UNDP)
RC	Resident Coordinator (UN)
RCA	Results and Competency Assessment
S	
SALW	Small Arms and Light Weapons
SURF	Sub-Regional Resource Facility (UNDP)
T	
ToR	Terms of Reference
TRAC	Target for Resource Assignment from Core Funds (UNDP)
TTF	Thematic Trust Fund (UNDP)
U	
UN	United Nations
UNDP	United Nations Development Programme
UNDPKO	United Nations Department of Peacekeeping Operations
UNICEF	United Nations Children's Fund
UNOCHA	United Nations Office for the Coordination of Humanitarian Affairs
W	
WHO	World Health Organization

Foreword

Crisis prevention and recovery (CPR) is the fastest-growing Practice Area within UNDP. An increasing number of UNDP country offices are involved in activities relating to conflict prevention, peacebuilding, disaster risk reduction, early recovery and other crisis-related issues. The Bureau for Crisis Prevention and Recovery (BCPR) is responsible for consolidating UNDP's CPR-related knowledge and experience; providing a bridge between humanitarian response and the development work of UNDP; and acting as an advocate for crisis sensitivity in the context of development policy.

BCPR is committed to the long-term goal of transforming UNDP into a global leader in crisis prevention and recovery. To achieve this goal, we need to work together to capture the vast wealth of knowledge and expertise that exists within the organization on CPR-related issues and programmes. This means connecting UNDP practitioners with expertise in crisis prevention and recovery, facilitating an exchange of knowledge among them and ensuring that valuable lessons learned from CPR practice are shared and built upon in order to improve the way we work to prevent and respond to crises.

This toolkit sets out the various ways in which we can do this. It explains the concept of knowledge management (KM) in a straightforward and accessible way, before introducing the various KM products and tools that BCPR recommends for use in the CPR Practice Area. It pulls together a range of resources, tools and techniques that can help us to learn from one another's experiences and improve the way we work in crisis prevention and recovery situations.

Much of the material in this toolkit will be familiar to you – most of us are already practising knowledge management in our day-to-day work. However, the toolkit also contains some new techniques that can be integrated into your work to enhance further the transfer of CPR-related knowledge and expertise. If you have any additional ideas for successfully integrating knowledge management into crisis prevention and recovery work, or any feedback on using the tools and techniques contained in this toolkit, please let us know so that we can share your experiences with other colleagues in UNDP.

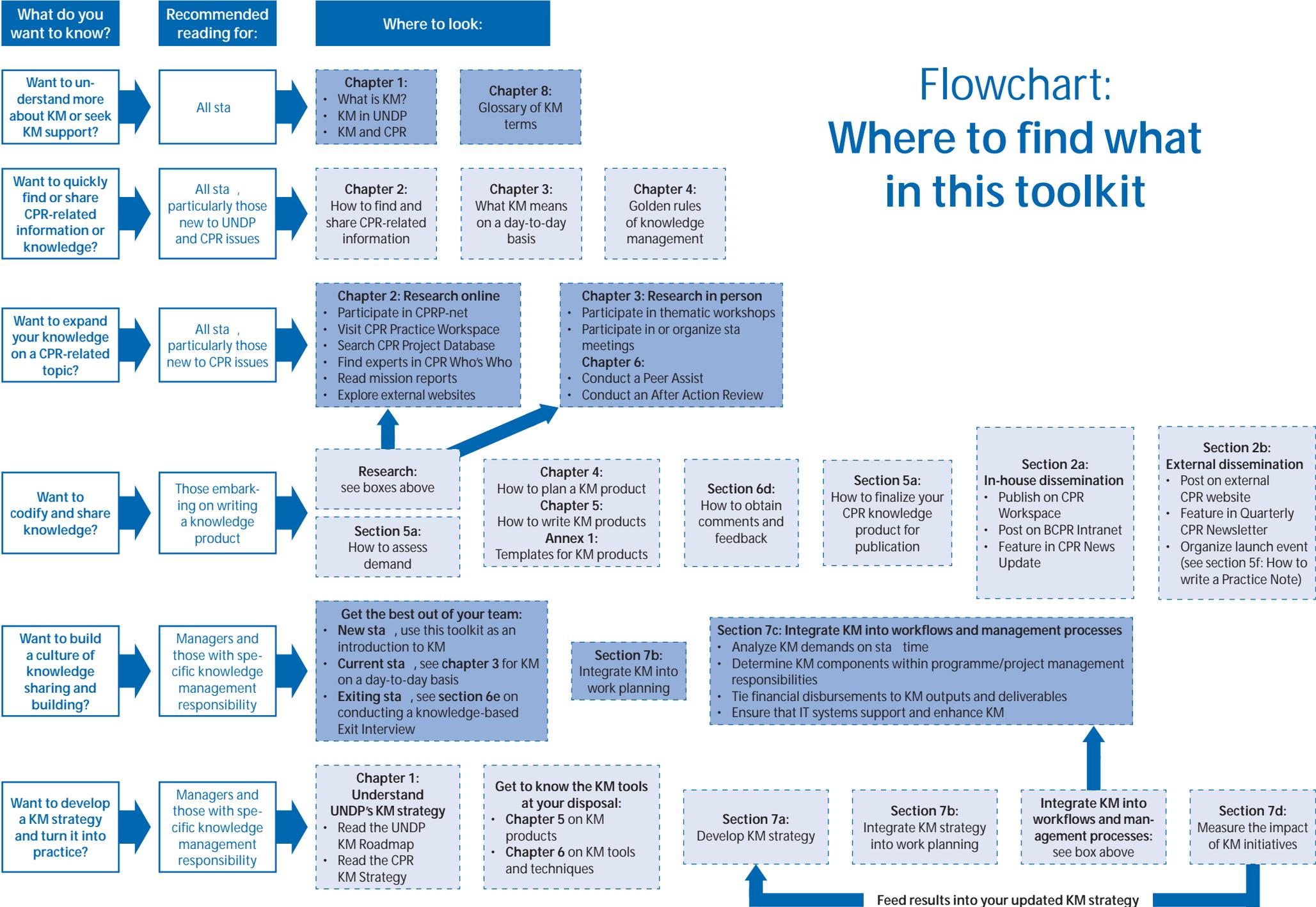
We hope that this toolkit will prove to be a useful reference guide during your work in UNDP's CPR Practice Area.



Kathleen Cravero

*Assistant Administrator and Director
Bureau for Crisis Prevention and Recovery
United Nations Development Programme*

Flowchart: Where to find what in this toolkit



Introduction

Knowledge management is simply the practice of capturing, storing and sharing knowledge so that we can learn lessons from the past and apply them in the future. The application of knowledge and learning is vital to improve the quality of humanitarian and development work that ultimately seeks to alleviate suffering, develop local capacity and reduce poverty.

'Less is more'

Prioritizing our knowledge management output and producing quality publications is what this toolkit aims to achieve. Producing a few well-researched, quality products that really support practitioners working in post-crisis countries is more useful than producing a multitude of inferior-quality reports and knowledge products. We have to consider the absorptive capacity of our target audience, particularly the UNDP country office colleagues who are frequently inundated with too much information. The goal of this toolkit is to encourage strategic planning and production of cutting-edge knowledge products that are clear, coherent and address identified knowledge gaps. We are advocating delivering products that meet the 'golden rules' – explained in the toolkit – to package UNDP experience with CPR in a professional and accessible format and echo agreed-upon policies.

Target audience

This toolkit aims to explain the theory and outline the tools used in knowledge management for UNDP staff working in crisis and post-crisis situations. It is targeted at both BCPR staff and members of the wider Crisis Prevention and Recovery (CPR) Practice Area within UNDP. However, many of the suggestions given here are not strictly CPR-specific and can be applied to knowledge management in other UNDP Practice Areas.

Purpose

This toolkit aims to provide ideas and entry points to a wide range of tools and methods that can help us to better share and apply the knowledge that exists within UNDP on crisis prevention and recovery. By working to simplify and standardize knowledge management products and methodologies, we can cut out the time-consuming process of 'reinventing the wheel' every time we embark on a knowledge management-related task. This toolkit is one step along the road to advocating for a simplified and standardized approach towards knowledge management in the CPR Practice Area.

Sources

Suggestions, resources and experiences from a range of sources have been used to compile this toolkit. It draws heavily on existing knowledge management practice within UNDP, as well as on outside expertise.¹

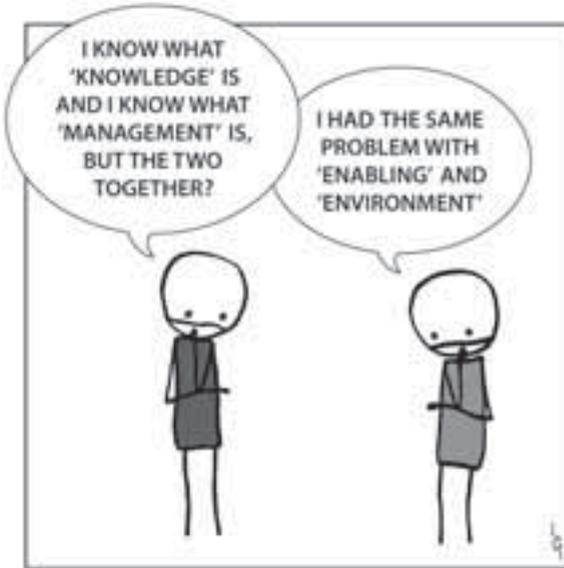
How to use this toolkit and what to read when

This toolkit is not intended to be read in one sitting. Rather, it should be seen as a reference guide of interest to different readers for a variety of purposes. The diagram on the previous page suggests how different readers might use the toolkit to answer commonly asked questions.

This toolkit will also be published as an online resource and can be found at UNDP's Crisis Prevention and Recovery Practice Workspace: <http://practices.undp.org/cpr/>

¹ In particular, this toolkit draws on the online Specialist Library for Knowledge Management, developed by the UK's National Electronic Library for Health (NeLH); FAO's *ABC of Knowledge Management*, which also draws on the NeLH's materials; and ODI's *Knowledge and Learning Online Toolkit* by B. Ramalingam, 2006.

1 What is knowledge management?



This chapter aims to answer the following questions:

- ✓ What do we mean by knowledge management?
- ✓ Why is knowledge management important and relevant?
- ✓ What are the challenges of knowledge management, particularly in crisis or post-crisis settings?
- ✓ Where can I go for support on knowledge management?

Knowledge management can be a problematic term: it means different things to different people. In BCPR/UNDP, knowledge management is defined as 'the creation, organization, sharing, and use of knowledge for development results'.² Each of us has a personal store of relevant knowledge. We have all had experiences in crisis prevention and recovery work, whether direct or indirect. Knowledge management is the process whereby we reflect on and share these experiences, and then collectively build on them to improve the **way** we work as well as the **results** of our work.

² BCPR *Knowledge and Information Management Strategy for the Crisis Prevention and Recovery Practice Area*, 2005.

Viewpoint

“As practitioners in the field most of us have our hands full and do not have the time to think and write about the unique experiences and knowledge gained. However, by contributing to knowledge management, we are able to reflect on our work in specific areas and codify it, the closest we ever get to sharing and storing knowledge within UNDP. Specifically in the area of crisis prevention and recovery, which is constantly evolving, the need to share knowledge and learn cannot be over-emphasized and the CPR-net may be the only tool in UNDP that pushes me in that direction.”

Devanand Ramiah, UNDP Sri Lanka

Knowledge management and information management

There is a difference between information and knowledge management. Information and information management focuses on the collection, structuring and processing of data. Reliable and timely data is important for effective knowledge management, but it is only one part of the picture. Knowledge management may be derived from information, but it also implies an **analysis** of the information and data and an **understanding** of that analysis. It also enables the **application** of that understanding in future practice. This last point is critical. It is not enough for an organization to simply ‘have knowledge’; it must be able to harness and apply that knowledge to bring better results.

Why is knowledge management important?

There are many reasons why an effective system of knowledge management is important. By reflecting on and analysing our experiences, we can capture valuable insights to help improve our own performance. Sharing those distilled experiences means that collectively we can:

- Avoid repeating past mistakes;
- Highlight good practice to be replicated elsewhere;
- Make our work more relevant, effective and accessible;
- Compare experiences and draw out common issues and challenges;
- Influence policy and strategic thinking by rooting them in experience;
- Make lesson-learning, and thereafter capacity-building, a conscious and habitual process within a team and/or an organization; and
- Help develop strong networks among people.

What does knowledge management involve?

There are many ways in which we can practise knowledge management. Often we are already doing so without realizing it. By participating in a workshop for example,

and sharing personal experiences of what worked and what did not in a particular country or within a specific thematic area, we are passing our knowledge on to others. By responding to a query on the Crisis Prevention and Recovery Practice Network (see chapter 2), we are sharing knowledge that may be applied by others when faced with a similar problem. There are other more formal ways of contributing towards knowledge management, such as drafting a Practice Note or a How-to Guide (see chapter 5). Quite simply, though, knowledge management is about creating an environment in which people's experience and wisdom are valued; and where internal processes are structured to support people in creating, sharing and using their knowledge.

Knowledge management in UNDP

With the introduction of its Practice Area Approach in 2000, UNDP committed to strengthen and manage knowledge in each of its Practice Areas.³ Subsequently, UNDP introduced system-wide processes and tools to make it easier for UNDP colleagues to build, share and apply knowledge. In 2004 UNDP elaborated a *Knowledge Management Roadmap*⁴ as a comprehensive, UNDP-wide knowledge management strategy. This strategy is the framework for knowledge management in the CPR Practice Area.

UNDP's approach to knowledge management focuses on **connecting** people with the knowledge they need, rather than only **collecting** and **compiling** documents in online repositories. This connecting approach stresses the two principles of knowledge sharing and networking. The primary mechanisms used to facilitate this approach are:

- **Communities of Practice (CoPs) and Knowledge Networks**, established in each of UNDP's thematic Practice Areas to allow UNDP to fulfill its mandate as the 'UN's global development network, advocating for change and connecting countries to knowledge, experience and resources to help people build a better life';⁵ and
- **Sub-Regional Resource Facilities (SURFs) and Regional Service Centres**, established to better disseminate and share knowledge and expertise gathered in the field throughout UNDP.

Knowledge management and Crisis Prevention and Recovery

While knowledge management is important for all of UNDP's Practice Areas, it plays a special role in Crisis Prevention and Recovery. Working in situations marked by a high level of violence, political crisis, or just after a natural disaster means colleagues and offices must have relevant CPR expertise at their fingertips so they can respond and

³ UNDP's current development-related Practice Areas are: Crisis Prevention and Recovery, Democratic Governance, Energy and Environment, Poverty Reduction and HIV/AIDs. The functional Practice Areas are Management and Coordination.

⁴ *UNDP Knowledge Management Roadmap. A Strategy for Developing Knowledge Management within UNDP, 2004.*

⁵ See: <http://www.undp.org/about>

give advice quickly and flexibly. As natural disasters such as earthquakes, tsunamis, floods and hurricanes mostly hit without warning, it is important to be prepared at any moment and know in advance what to do, how to do it, and where to get additional support. Extensive planning in such circumstances is possible and necessary, but it needs to be quick and thus demands that expertise and knowledge are readily available and accessible. Before, during or after a crisis, be it an armed conflict, election-related violence, insurgence or continuous low level of violence, response and advice need to be flexibly delivered, well grounded, based on experience from other countries and reflect UNDP's policies and priorities. This requires that UNDP build a repository of knowledge, experience and people, and that UNDP colleagues apply this knowledge, strengthen it and contribute to a continuous knowledge base in crisis prevention and recovery. With UNDP spread around the globe, it is even more important to have processes and tools that allow colleagues to build, share and apply experiences and insights from crises occurring in other parts of the world. In this way, mistakes can be avoided and good practice can be replicated to restore the quality of life of those affected by disaster or violent conflict.

There are a number of challenges inherent in knowledge management that may be felt even more keenly by those involved in crisis prevention and recovery activities. Time, for example, can be a limiting factor. Often, within a pressurized work setting, we feel as though we do not have the time to set aside for proper reflection on past action. This can be particularly true in crisis or post-crisis situations, where the environment is often chaotic and there may be considerable pressure to act quickly to prevent further suffering. Failing to reflect and learn, however, can lead us to repeat mistakes. It can also result in a working environment with an emphasis on delivery and spending, without enough thought about the positive or negative impacts of our work. We have to start the knowledge management process by committing ourselves (and encouraging our senior managers to allow us) to set aside adequate time for reflection.

In the past few years, UNDP/BCPR has built specific tools to strengthen knowledge management in the Crisis Prevention and Recovery Practice Area: the CPRP-net facilitates the exchange of knowledge and expertise amongst UNDP practitioners through online and offline queries on specific topics related to crisis prevention and recovery. It also offers an online Workspace with access to a wide range of CPR-related resources, regional workshops on crisis prevention and recovery themes (see chapter 2 for further details), and additional tools such as the CPR Project Database and Monthly Newsletter.

To streamline its knowledge management approach, BCPR has developed its own *Knowledge and Information Management Strategy* within UNDP's overall *Knowledge Management Roadmap*. BCPR's overarching goal is to facilitate the swift provision of high quality support to UNDP country offices and partners in the area of crisis prevention and recovery.

Additional resources

- *UNDP Knowledge Management Roadmap. A Strategy for Deploying Knowledge Management within UNDP*, 2004: http://rbec.undp.org/files/uploads/KM/KM_Roadmap_report-April_2004.doc
- *UNDP Networking*, Powerpoint presentation on the functioning of KM within UNDP, produced by Knowledge Services Team, UNDP Regional Service Centre in Bangkok, 2005: http://www.unescap.org/oes/KM/undp/UNDP_Knowledge_Networks.ppt
- *The knowledge sharing approach of the United Nations Development Programme*, by K. Henderson, KM4D Journal, Vol. 1, No. 2, 2005: <http://www.km4dev.org/journal/index.php/km4dj/article/view/21>
- *BCPR Knowledge and Information Management Strategy for Crisis Prevention and Recovery Practice Area*, 2005: http://content.undp.org/go/bcpr/km_docs/KM-Group-Docs/download/?d_id=412318
- Several websites offer comprehensive lists of links on knowledge management, UNDP Regional Centre for Europe and the CIS: http://europeandcis.undp.org/?wspc=KM_Links
UNDP Sub-Regional Resource Facility for the Arab States: <http://www.surf-as.org/FocusAreas/KM/Events/KMPractices/KMPractices.htm>
Web portal, Knowledge Management for Development (KM4Dev): www.km4dev.org/

2 How to find and share CPR-related information



This chapter aims to answer the following questions:

- ✓ Where can I find information and additional resources on crisis prevention and recovery (CPR)?
- ✓ Where can I find the latest news and developments within the CPR Practice Area?
- ✓ How can I share news on CPR issues both within UNDP and externally?

The resources below can help you access and share information on UNDP's CPR-related issues, projects and processes. As service providers to country offices, BCPR staff members have a special role and responsibility in these information and knowledge resources and are expected to contribute regularly to them. Some of the online tools are updated and changed on a regular basis. Please visit UNDP's Intranet and the CPR Practice Workspace regularly for news and updates.

2a Internal CPR information management and communication resources

The Crisis Prevention and Recovery Practice Network (CPRP-net)

The Crisis Prevention and Recovery Practice Network is one of the global thematic Knowledge Networks of UNDP. It is a moderated mailing list and connects UNDP staff members who are interested and engaged in crisis prevention and recovery programmes and policies. The main purpose of the CPRP-net is to strengthen CPR capacity at the country level by:

- Facilitating exchange of knowledge and experience to provide practical advice to COs;
- Providing opportunities to access news and updated information; and
- Virtually connecting practitioners across regions.

Access: http://practices.undp.org/cpr/cpr_files/cpr_prac_net/?src=121517

CPRP-net products and services

- **Referrals and consolidated replies:** Network members can post 'queries' – questions related to specific areas of work and programmes. The query is circulated on the CPRP-net and the network facilitation team compiles responses into a 'consolidated reply'.
- **Info:** Network members can share information relevant to the CPR Practice Area.
- **Comments:** The network can solicit comments on draft documents.
- **News Update:** A monthly collection of features and news from the CPR Practice Area.
- **CPR Who's Who:** Profiles of UNDP staff working on CPR issues.
- **E-discussions:** Substantive e-discussions are 'virtual policy fora' that allow practitioners to engage in an in-depth discussion and exchange on emerging issues and common challenges facing the CPR Practice Area.

How to use the CPRP-net

All the messages sent to the network are screened by the network facilitation team, which is housed in UNDP/BCPR.

- **Becoming a member:** Membership is open to all UNDP staff working on or interested in crisis prevention and recovery issues. To become a member, simply send an email to cprp-net@groups.undp.org
- **Posting queries:** If you would like to hear about experiences or receive advice on your programme, send a query to cprp-net@groups.undp.org. Provide a brief background of the situation and two or three questions outlining what you are looking for.

- **Responding to queries:** If you see a topic that you could share experiences and resources about, click 'reply' on the email. Your contribution will be incorporated into the consolidated reply. Tips for writing responses include:
 - Rather than providing a description, focus on **what worked, what did not work and why**;
 - Do not be afraid to share things that did not work; and
 - Share relevant resources and experts for follow-up.
- **Launching e-discussions:** E-discussions are moderated, online dialogues on policy and programming issues and run for three to four weeks. If you have a topic in mind and you wish to launch an e-discussion, please contact cprp-net@groups.undp.org. **Three weeks'** notice is generally necessary to schedule a discussion. Topics should be chosen according to the following indicators:
 - Topic relates to crisis prevention and recovery;
 - There is interested, dedicated leadership to prepare and lead the e-discussion;
 - Topic does not duplicate e-discussions held within the past two years on any network;
 - Topic represents a potential strategic niche for the Practice Area (e.g. there must be indication that UNDP should increase its work in this area or better define its work in a given area); and
 - A number of UNDP country offices are currently working, will work, or would like to work in this area.

Example: E-discussion on non-state armed groups (NSAGs)

The CPRP-net has held a number of UNDP-wide discussions over the past few years on topics including conflict prevention, the MDGs and crisis and tsunami recovery. In 2005, an e-discussion was initiated to discuss the sensitive issue of how UNDP can and should deal with non-state armed groups (NSAGs) such as the Tamil Tigers in Sri Lanka or the FARC in Colombia. Moderated by an external expert on engagement with NSAGs, the discussion attracted contributions from more than 30 offices, painting a diverse spectrum of conflict characteristics, the nature of armed groups, and the nature of UNDP's and our partners' involvement in the issue. Among the many conclusions, UNDP learned that engagement with NSAGs is often unavoidable for effective and relevant programming that reaches the most isolated and vulnerable populations, and for increased opportunities to positively impact the conflict and post-conflict dynamic. However, any engagement with NSAGs should be based on a thorough understanding of the root cause of the conflict as well as on building an accurate profile of the specific NSAG itself. The wealth of thoughts and experiences shared during this discussion helped to form UNDP's understanding of the issue.

- **Sharing news, resources, vacancies and other requests on the CPRP-net:** Contact cprp-net@groups.undp.org. The network facilitation team will respond on an individual basis.

- **Searching for past exchanges and members of the CPRP-net:** All previous messages that were sent to the CPRP-net are searchable on the CPR Practice Workspace.

The CPR Practice Workspace

The CPR Practice Workspace is an **internal** UNDP website dedicated to information sharing between UNDP staff working on CPR issues globally. It is the backbone of information management for the CPR Practice Area and contains information and resources shared by UNDP staff on programming and projects, ToRs, templates, toolkits and guidelines, research papers, training materials, links to external resources and more. The CPR Practice Workspace is centrally managed by BCPR's KM Team. If you have questions or relevant information to share, email cprp-net@groups.undp.org.

Access: <http://practices.undp.org/cpr>

The BCPR Intranet

The BCPR Intranet is BCPR's central, **internal** document- and information-sharing space. Its function is to share information within BCPR, and to inform others in UNDP about BCPR's work. Information posted on the BCPR Intranet includes mission reports, presentations, internal guidance notes, work plans, minutes of meetings, and other documents. The 'BCPR Internal' section is accessible only to BCPR staff.

Information for the BCPR Intranet can be shared by:

- Team focal points in each of BCPR's teams; and
- All staff for sharing **mission reports and presentations**.

To share documents on the BCPR Intranet, simply click on the 'upload documents' tab and follow the instructions given.

Access: <http://intra.undp.org/bcpr>

The CPR Project Database

The CPR Project Database contains records of all BCPR-funded projects from 2004 onwards. It retrieves information directly from ATLAS, and thus all new projects entered in ATLAS are transferred automatically to the database. For a significant number of projects, data from ATLAS has been supplemented by additional project information and project documents. You can search the database by project title, project ID (ATLAS ID), thematic area (service line), country, source of funding (Trac 1.1.3 (Target for Resource Assignment from Core Funds) or Thematic Trust Fund (TTF)), region, donor, status and project duration. All CPRP-net members can search and update the project database, following the simple instructions in the User Guide. The CPR Project Database can also be accessed through the BCPR Financial Dashboard.

Access: http://stone.undp.org/system2/bcpr_ttf/cpr_project/index.cfm

Viewpoint

"The CPR Project Database enables me to access up-to-date information on a timely basis. It is a means to access quickly and easily projects implemented by other country offices. This is very helpful for improving the quality of our work and provides access to hands-on expertise. As such, the database is serving as a source of examples and lessons learned on how to put policy into practice and generating ideas for new projects (while of course taking into account local conditions, values and goals). At a personal level, it has helped me to enrich my individual learning and improved my understanding of CPR projects globally."

Silvia da Rin Pagnetto, UNDP Uruguay

The BCPR Experts Roster

The BCPR Experts Roster is a searchable database of approximately 100 CVs of quality-checked experts on CPR issues. In addition, the corporate roster allows the user to search through different rosters managed by different UNDP offices, namely the SURFs and the Regional Service Centres. The BCPR Experts Roster is being changed to reflect the urgent need for surge capacity in crisis situations and the redefinition of BCPR's outcome areas. If you have questions, or know of a good expert who may add value to the BCPR Experts Roster, contact cpr_roster@undp.org.

Access: http://practices.undp.org/cpr/cpr_files/ppl_and_partner/expert_roster.cfm?src=121517

The CPR News Update

The Monthly CPR News Update is an **internal** newsletter for UNDP staff working on CPR issues. It is a forum to share relevant CPR news and resources, highlight practices and lessons learned from UNDP projects, and keep up to date on the latest news from the Crisis Prevention and Recovery Practice Network. It is produced in an electronic format and distributed through the CPRP-net. News and articles for the CPR News Update are solicited each month. In addition, everyone is encouraged to share interesting information, events and training opportunities, new publications and tools, donor partnership updates and other information. Contact cprp-net@groups.undp.org to share information and receive article submission guidance.

Access: http://practices.undp.org/cpr/cpr_files/cpr_prac_net/news_update.cfm?src=121517

2b External CPR communication tools

The quarterly CPR Newsletter

The quarterly CPR Newsletter is targeted mainly at **donors** and other **external partners**. The aim of the CPR Newsletter is to showcase UNDP's added value to CPR. Each newsletter highlights one or two projects, recent policy issues, new developments and publications, upcoming events, and profiles of UNDP staff working on CPR issues. It is produced in an electronic and paper format and distributed widely to BCPR's partners. The content of each edition is determined by BCPR's External Relations Team. Contact cpr_externalnews@undp.org to share information and receive article submission guidelines.

Access: http://www.undp.org/bcpr/whats_new/news.shtml

The external CPR website

UNDP's CPR website is the entry point for showcasing UNDP's CPR work to the general public. It serves as a 'business card' for UNDP's development partners, displays UNDP's expertise in CPR, and guides users to relevant UNDP experience and publications. The website is maintained by BCPR's External Relations Team and IT specialists. A management board conducts periodic quality control to ensure that the external website is coherent, up to date and follows UNDP corporate requirements. Contact cpr_externalnews@undp.org to receive further instructions on sharing content on the external CPR website.

Access: <http://www.undp.org/bcpr/index.shtml>

Additional resources

- The Evaluation Resource Center is an online tool for sharing and searching UNDP-wide evaluations and monitoring reports:
<http://erc.undp.org/index.aspx?module=Intra>
- The annual reports of UNDP's results in all Practice Areas can be accessed through the database on the Multi-Year Funding Framework (MYFF):
http://intra.undp.org/osg/new/my_2004-07/index.html
- The Practice Experience Map captures and helps to find expertise within UNDP:
<http://practices.undp.org/>

3 What does knowledge management mean on a day-to-day basis?



This chapter aims to answer the following questions:

- ✓ How can I pass on information and knowledge to others quickly and effectively?
- ✓ What are the best ways to build knowledge and expertise within the CPR Practice Area?
- ✓ How can I get to know others in UNDP's CPR Practice Area?

Building knowledge management into our day-to-day work need not imply taking on additional work. In an already busy working environment, most of us feel that we do not have the time to read the vast amount of material that exists on CPR issues, let alone set aside more time to reflect on and share our experiences with others. However, we are often already practising knowledge management without realizing it. With a little extra effort we can capitalize on these existing efforts, and take a few simple steps to introduce new and effective knowledge management techniques into our work. Please find below some ideas for better sharing of knowledge within a team, a bureau, or within UNDP as a whole.

Mission reports

Sharing mission reports is an excellent way of exchanging information and knowledge with colleagues. However, many staff members are reluctant to share them beyond their immediate circle of colleagues, either because they assume that others will not be interested, or because they feel uncomfortable about sharing their findings and recommendations more widely. Try drafting mission reports with a wider audience in mind; or prepare an 'edited highlights' version of your mission report to share with other colleagues. Even just a few bullet points summarizing the mission sent by email to an extended group can spark interest and encourage those who are interested in finding out more to contact you directly. Save mission reports on shared drives to allow colleagues to refer back to your experiences and follow up in the future. For BCPR staff, mission reports are mandatory for all missions. BCPR staff should use the mission report template (available on the BCPR Intranet), and upload mission reports to the BCPR Intranet.

Debriefings

Debriefings following a mission, or participation in a meeting, workshop or other event, can help to bring an issue or a problem alive for those who were not able to participate directly. They also provide an opportunity for you to test ideas and recommendations with a group before moving forward, and to benefit from listening to alternative perspectives. Try to arrange a debriefing session as soon as possible on your return and consider inviting colleagues from beyond your immediate team. Ask someone else to take notes during the session which can then be shared widely.

Reading time

Dedicated reading time allows staff to keep up to date with the latest publications, both UNDP and external. Ideally staff should be allowed to be absent from the office during this time, either at home or in a library. However, this is a difficult initiative to introduce unless you have the backing of your senior management. Consider asking senior managers to endorse the idea of dedicated reading time and to provide clear guidance on the parameters – e.g. the number of hours allowed per week or month for reading time, contact with the office, and short briefing notes to be produced on key publications for the benefit of other staff (see below).

Briefing notes

Consider maximizing the benefit of dedicated reading time (see above) by routinely producing short (maximum two page) briefing notes on new articles, books or guidelines on CPR issues to share with colleagues. It is also a good idea for staff to routinely draft and circulate briefing notes on important CPR-related events, processes or projects that they have been a part of.

A briefing note should:

- Explain the topic in simple terms;
- Highlight the implications and the main challenges for UNDP;
- Describe the next steps; and
- List additional resources for those who wish to find out more.

Staff meetings

Staff meetings should not be introduced simply for the sake of having more meetings, but rather to allow more face-to-face contact with colleagues and opportunities to share experiences and views on substantive CPR issues. Meetings should focus on one particular issue or a specific project, country or district which can realistically be covered in one sitting. Someone should be asked to facilitate the meeting and focus on drawing out the main points or a few key lessons. A note taker should briefly write up the meeting to share information with colleagues who are not able to participate. Consider sharing the burden of organizing the meetings by passing the responsibility to different teams on a rotating basis.

Workshops

Workshops on specific CPR issues can provide an excellent opportunity for staff to step away from their normal day-to-day routines, to focus on one topic in depth, and to network with colleagues they do not normally have the opportunity to meet. However, setting up a workshop can be a time-consuming and demanding task. Advice on organizing workshops, and a range of resources such as template invitations, agendas, guidance for speakers, etc., can be found on the CPRP Practice Workspace. A toolkit for workshop facilitators, with advice on facilitation techniques, sample exercises and assignments, etc., can be found at www.irc.nl/page27766

Sharing functional profiles

Putting a 'face to a name' can help considerably with the transfer of knowledge within an organization. See the 'Who's Who' on the CPRP Practice Workspace for photographs and profiles of some of the CPRP-net's most active participants. Consider submitting your own profile to the 'Who's Who' to help others in the network get to know you and your area of expertise. Contact cpr_km@undp.org for more details.

Viewpoint

"The Who's Who is a very important initiative as it is another, much more personal way of portraying some unknown expertise out there in UNDP."

Alberto Alface, UNDP Mozambique

4 Golden rules of knowledge management

There is no right or wrong way to practise knowledge management. However, there are some key things worth remembering. Whether responding to a query on the CPRP-net, organizing a presentation, participating in a workshop or drafting a knowledge product such as a Practice Note, **ask yourself whether the knowledge that you are planning to share is:**

✓ Meeting demand

Test the market and attempt to analyse the demand for specific CPR expertise. If you are responding to a query – either on- or offline – then simply answer the question directly. When developing a knowledge product, it is important to consider carefully who will be reading it. Understand the audience by asking yourself:

- What is the demand for advice on a particular CPR-related process or subject area?
- In what format will the knowledge product be shared and acted upon most efficiently?

✓ Strategic

Ensure that the knowledge and expertise that you are providing links with strategic objectives, not only for the CPR Practice Area but for UNDP more widely.

✓ Relevant

Your knowledge should be up to date and current. Focus ideally on new initiatives or involvement in new processes that UNDP country offices are not familiar with and may wish to replicate, or on mistakes that UNDP should avoid repeating.

✓ Practical

Remember that UNDP is a practice-based organization. The knowledge that you share will potentially be translated into future UNDP projects and processes. The emphasis should therefore be on sharing practical experience and lessons learned. Wherever possible, try to back up recommendations and advice with concrete experience and an impartial and unbiased view on what worked and what did not.

✓ Replicable

Examples of good practice are often heavily context-dependent, and so are mistakes. Explaining the context (political, security, socio-economic, etc.) and the various actors involved will help others to judge whether replicating the project, activity or process in another setting is likely to yield similar results.

✓ Accessible

It is unlikely that your knowledge will be of interest to everybody. Know who you are trying to reach, and use a format and style that stands the best chance of reaching and being understood by your target audience. Avoid jargon, and think about using charts, checklists and short case studies to make the document more accessible. Consider the external as well as the internal UNDP audience. If a knowledge product is also targeted at an outside audience, reflect carefully on the writing style. Avoid overly technical, UNDP-focused language and instead write as simply and plainly as possible.

✓ Personal

Ideally the knowledge you share should be based on something you have directly experienced or witnessed, not something you have heard about second- or third-hand. If you are not writing about your own experiences, then consider whether you are the best person to carry out the work. It may be better to provide support to others so that they can record their own experiences directly.

✓ Critical

On the other hand, there are times when an outside eye has its advantages. For example, it may be difficult for project managers to be critical when writing about their own projects. Someone less directly involved may be better placed to highlight and discuss both the negative and the positive impacts of the work.

✓ Followed up

Contributing to a knowledge management process, or drafting and disseminating a knowledge product, is only the beginning of a process. It is important to follow up to ensure that lessons learned and recommendations have been received, understood and acted upon by your target audience. Good practice changes quickly in crisis prevention and recovery. When drafting knowledge products, therefore, you may need to consider publishing subsequent and amended editions to keep them up to date and relevant.

5 Writing and sharing: The five core CPR knowledge products



This chapter aims to answer the following questions:

- ✓ Which is the right knowledge management product to meet a specific demand?
- ✓ What are the dos and don'ts of writing knowledge management products?
- ✓ How much work is involved in developing different knowledge management products?

Knowledge products are documents and publications derived from expertise, research and lessons learned. Knowledge products respond to different demands of users and can cover a wide range of purposes. This chapter outlines the five core knowledge products for the Crisis Prevention and Recovery Practice Area of UNDP and templates for each are given in Annex 1.

5a Planning your CPR knowledge products

Learning from existing knowledge products

CPR knowledge products are designed to be of practical use to UNDP practitioners in the field when designing and implementing policies, processes and projects. With limited time, however, it can be difficult to set aside the time to read the wealth of literature that exists on CPR issues. In order to make the most of the available time, the following can serve as a guide in terms of **what to read** and **write**, and **when**:

Knowledge products	What they are and when to write them...	When to consult them...
Concept Notes	Short discussion papers exploring and conceptualizing new topics, emerging trends and cross-cutting issues.	When new CPR-related challenges arise, or when seeking a new and innovative direction to respond to existing challenges.
Lessons Learned papers	Reflections on past practice and concrete recommendations for improving UNDP's performance in the future.	When designing new CPR projects and seeking experience from elsewhere in UNDP to learn from best practice and avoid repeating mistakes.
Comparative Experiences papers	Compilations of experiences on topics which showcase various approaches and distil shared commonalities and challenges.	As above: when designing new CPR projects, or components of projects, informed by the experiences of others.
How-to Guides	Practical and operational guidance to both UNDP country office focal points and/or a targeted partner audience on specific areas of UNDP's work.	When met with a particular project-related challenge and seeking step-by-step guidance, based on the experience of others.
Practice Notes	Practice Notes are usually written by headquarters or Regional Service Centres/SURFs to articulate the corporate UNDP position on topics related to each Practice Area.	When embarking on a new area of CPR-related work and seeking a broad introduction to the issues.

Writing knowledge products: Choosing the right knowledge product

Before developing a knowledge product, it is important to consider carefully whether the product you are planning is likely to meet the needs of your audience. The five core CPR knowledge products are designed to meet different needs and to reach different audiences. For example, a How-to Guide provides practical, step-by-step guidance to UNDP practitioners working in country offices, whereas a Concept Note introduces a CPR topic from a policy orientated perspective. See the opening paragraphs of each of the following sections for guidance on what should be included in the various knowledge products and who they are intended to reach.

Assessing demand for CPR knowledge products

When gauging the demand for a particular CPR knowledge product it is important to find out whether:

- The question or topic has already been dealt with sufficiently within the CPR Practice Area; or
- A knowledge gap exists within the CPR Practice Area.

Begin to assess a knowledge gap and demand by browsing:

- Existing **knowledge products** posted on the CPR Practice Workspace – to avoid repetition;
- The archive of **Queries** and **Consolidated Replies** on the CPR Practice Workspace – to identify knowledge gaps;
- The collection of past and planned CPR-related **e-discussions** – to target your product more specifically to emerging areas of UNDP’s work; and
- Reports of past **workshops** and **seminars**.

Also talk to colleagues to ensure that there is evidence of a number of country offices that are currently working in, will work, or would like to work in this area.

Prioritization and sequencing of knowledge products

Depending on where you are in your project or activity, you will have to prioritize knowledge products and sequence their production. Prioritizing knowledge products will help you to plan within a realistic time and resource frame in situations often marked by scarce resources. Sequencing your knowledge product often responds to the evolving course of activities and reflects the fact that each phase of a project or an activity generates different kinds of knowledge (lessons learned, policy advice etc.). Practice Notes are considered to be UNDP’s flagship, benchmark knowledge product. They are primarily HQ-driven documents, drawing on experience from a range of UNDP country offices. Before embarking on a Practice Note, you may wish to develop other knowledge products as sequenced steps along the way. For example, you might begin with a Concept Note outlining the theme; followed by a Comparative

Experiences paper to gather experiences and examples; before finally pulling all of the material together into a Practice Note. A Practice Note may then be followed by a How-to Guide which provides a further level of detail for country offices in terms of explaining how to operationalize the area of practice.

Planning the development of knowledge products

Be realistic about how long it takes to develop a knowledge product from start to finish: including researching, drafting, reviewing, editing, design, publishing, dissemination and follow-up. Produce a detailed timetable for the entire process and circulate it to all those involved. As a rough guide, at one end of the spectrum calculate that a Concept Note may take up to three months to develop; and at the other end of the spectrum a Practice Note up to twelve months to complete.

A range of staff members will need to be involved at different stages of the process: research officers, policy advisers, communications specialists, etc. Think carefully about who should be responsible for drafting the knowledge product. One person should be given the overall responsibility for drafting, and they should also be given the authority to make decisions on substance and process. Ideally they should be a UNDP staff member with extensive CPR-related experience, rather than an outside expert, as they will need to engage with UNDP offices to gather materials, and they should have a thorough understanding of how UNDP and the UN system work. Make sure that whoever is chosen to draft the knowledge product is an excellent writer in the principal language in which the product will be published.

When considering the cost of developing a knowledge product, remember to factor in:

- Staff time spent on drafting and coordinating;
- Staff time spent on commenting, supporting, researching, assisting, etc.;
- Consultants, if hired to draft, research, etc.;
- Travel costs, if travel of staff member or consultant is required;
- Workshop costs, if meetings, validation workshops, etc., are foreseen; and
- Costs for editing, designing, printing, translating and disseminating the publication.

Standardized layout of knowledge products

Annex 1 of this toolkit includes a template suggesting how each of the core CPR knowledge products should look. These templates should be followed as closely as possible to help UNDP, and the CPR Practice Area in particular, move towards a recognizable and well-coordinated catalogue of knowledge products that build on and complement one another.

Summary: Steps to consider when developing a knowledge product

STEP 1: Planning your knowledge product

- Screen existing knowledge products in the thematic area of your team to identify knowledge gaps that your team can fill;

- Decide on the objective of the knowledge product, the target audience and the type of knowledge product that you want to produce (see sections 5b-5f for core knowledge products);
- Map out the process for developing the knowledge product and integrate this into your work plan; develop a timetable that will help you track progress;
- Budget the development of the knowledge product by calculating all related costs, e.g. consultants, validation workshops, travel, editing, printing, translation and dissemination;
- Identify a responsible staff member and allocate a percentage of his or her time. Ensure that the responsible staff member includes this responsibility in his or her individual work plan and performance assessment; and
- Define success criteria of your knowledge product to assess whether your knowledge product meets the needs of the target audience.

STEP 2: Developing your knowledge product

- Conduct a Peer Assist to incorporate comments from similar undertakings at the beginning of your process (see section 6b);
- Do background research, conduct interviews, draft the text of the knowledge product or coordinate the consultant who is drafting the text;
- Follow a consultative process; organize validation workshops and establish a peer review group that includes members of your team, other teams of relevance to your topic, colleagues in the field and other bureaux as well as people from outside UNDP;
- Validate your document with the wider CPR community through the CPRP-net by asking for specific comments and feedback; and
- Inform UNDP's Publications Board about the upcoming publication.

STEP 3: Finalizing and disseminating your knowledge product

- Submit your knowledge product for clearance to your team leader, the senior management group of your office or UNDP's Senior Management Team (for major policy documents);
- Arrange the professional editing of your knowledge product to ensure quality in language and style;
- Define a distribution plan for your knowledge product (bureaux, COs, other internal partners, external partners, website, workspace etc.);
- Consult and comply with UNDP's (and BCPR's for BCPR knowledge products) publication guidelines, templates, styles and graphic design;
- Draft a back cover summary for your knowledge product. This should be one or two paragraphs, briefly introducing the publication, its scope, and its intended target audience.
- Plan ahead if a foreword is to be included in your publication. Senior managers (such as the UNDP Administrator or Assistant Administrator) need to approve the final draft of the foreword if they agree to provide one. You will normally be

responsible for providing the first draft. A high resolution scanned signature needs to be obtained from their office.

- Photos are meant to illustrate the text, not decorate it. Please think of taking high-quality digital photos (high resolution, normally picture quality set to: fine) when you or your team are on mission. Remember to record the details of your photos, such as names of people and places, subject, etc., to be included as captions when photos are used in a UNDP knowledge product. You can download photos after each trip and give the photo CD to the Knowledge Management Team or its equivalent in a country office, for inclusion in the UNDP online photo library. This can be accessed and browsed at: <http://intra.undp.org/coa/gallery.shtml>
- Coordinate the design and printing of the knowledge product; and
- Disseminate your knowledge product as widely as possible, including on the CPR Practice Workspace and the external website. Make sure to mention it in meetings, briefings and visits to country offices. Consider an official launch in case of a major policy document.

Editing your CPR knowledge products

When editing your knowledge product, the following documents should be consulted:

- *UNDP Style Manual* for detailed information on editing and 'branding' of UNDP publications, as well as information on acronyms, format, references, bibliographies, etc.; and
- *UNDP Graphic Standards for Design* for policy on UNDP logo, name, typography, and colour specifications.
- *Communicating for Results*, UNDP's online communications toolkit, for planning and the publishing process, as well as writing and style guidelines.

UNDP's Office of Communications (OC) provides further guidelines and support on publications aimed at external audiences. Contact UNDP-newsroom@undp.org for further information and support. For more information, access: <http://intra.undp.org/coa/>

Additional resources

- *UNDP Style Manual*, 2002: <http://intra.undp.org/coa/editorial-manual.shtml>
- *UNDP Graphic Standards for Design*, 2002: <http://intra.undp.org/coa/graphic-standards.shtml>
- *Communicating for Results*, UNDP's online communications toolkit, 2007: <http://intra.undp.org/comtoolkit/>

5b How to write a CPR Concept Note

What is a Concept Note?

Concept notes are short discussion papers exploring and conceptualizing new topics, emerging trends and cross-cutting issues. They are usually internal documents for a UNDP audience, but can also be used as a tool for briefing external partners on new areas of UNDP interest and engagement.⁶

How does a Concept Note relate to other UNDP CPR knowledge products?

Concept Notes may be a first step towards the development of further, more in-depth CPR knowledge products such as Practice Notes; or they may introduce new ideas into the CPR arena to be taken forward through research projects or through dialogue within and beyond UNDP.

How to develop and disseminate a Concept Note

STEP 1: Research

- Review existing resources on the subject. Since Concept Notes are intended to introduce a new idea or emerging trend, there is unlikely to be a significant amount of UNDP material available. Explore external avenues to see whether other partners and agencies have produced any written materials on the subject.
- New areas of CPR engagement for UNDP are likely to emerge from implementation of a pilot project, participation in a new CPR-related process, or engagement with a new partner. Seek out material on these activities, and talk to those who have been directly involved.

STEP 2: Drafting

- As this is a new topic, keep the drafting style as simple and accessible as possible. Link the concepts described in the note to existing practices and policies within the CPR Practice Area to emphasize the relevance of this new area of work to UNDP practitioners.

STEP 3: Reviewing

- Ask colleagues who have already shown an interest in this area of work to look at the Concept Note in draft to see whether it reflects their understanding of the issues. Then select another colleague who has had no involvement in the area to check whether it explains the topic clearly and simply to a newcomer.

⁶ See Annex 1 for a suggested template for the CPR Concept Note.

STEP 4: Dissemination

- A Concept Note can be distributed through the CPRP-net, and other relevant UNDP Networks, posted on the CPRP Workspace, and announced in the monthly CPRP News Update. If appropriate, it can be made available to external partners on the UNDP website, and announced via UNDP's external quarterly CPR newsletter.

STEP 5: Follow-up

- Whereas it should be fairly quick and easy to draft a Concept Note, the follow-up is likely to take some time. You may need to work hard to get others to recognize the relevance of this new topic to their existing work.
- Once distributed, the Concept Note should not need to be revised and re-circulated. Spend time instead on developing other knowledge products that go into the topic in more depth, or engaging in processes that help UNDP to broaden its experience in the area.

Example: UNDP Concept Note for the Report on Post-Conflict Economic Recovery

"In August 2006, UNDP produced the first draft of a Concept Note on Fostering Post-Conflict Economic Recovery. The Concept Note aimed to set out the main issues and challenges of post-conflict economic recovery and form the basis for a UNDP-wide report on the topic. The Concept Note was circulated for comments to BCPR staff, UNDP management and some external partners, and finalized at a meeting of the Report's Advisory Panel of experts and practitioners. Issues learned while writing and sharing the Concept Note include:

- *A Concept Note should explain why the project topic is of importance and why it is relevant for UNDP;*
- *Circulating the Concept Note for comments provided the team with many excellent ideas on how to improve the structure of the project. The process also helped to identify experts and colleagues interested in the subject within UNDP – people who we hope to be able to draw upon for future guidance and support.*

Included in the comments received were many recommendations for how the scope of the project could be widened. While some of these could be taken on board, in hindsight it would have been useful to provide more justification for the chosen scope – both from a substantive and practical perspective."

Zoe Keeler, UNDP New York

Additional resources

- UNDP's Bureau for Development Policy (BDP) provides guidance, a template, and a back-catalogue of *Human Development Viewpoints*, which are similar to Concept Notes in style and content: <http://intra.undp.org/bdp/hdv/index50.htm>

5c How to write a CPR Lessons Learned paper

What is a Lessons Learned paper?

Lessons Learned⁷ papers synthesize evaluations and reports, good practice and comparative experiences into concrete studies of UNDP's work on the ground. They reflect on past practice and provide concrete recommendations for improving UNDP's performance in the future. Lessons Learned papers can either be expansive reflections on a portfolio of projects, or short one or two pagers on individual projects or specific activities within a project. Lessons Learned papers can result from conducting After Action Reviews (see section 6c).⁸

How does a Lessons Learned paper relate to other UNDP CPR knowledge products?

Lessons Learned papers feed into Comparative Experiences papers; How-to Guides and Practice Notes (see sections 5d, 5e and 5f). They provide the evidence to draw conclusions from UNDP experience to date in CPR-related practice, and add weight to recommendations on how UNDP should move forward in terms of CPR-related policies and programmes. Rather than discussing a thematic area in general, Lessons Learned papers work best when they are case-specific and limited in scope.

How to develop and disseminate a Lessons Learned paper

STEP 1: Research

- There are occasions when the research for a Lessons Learned paper can be done by individuals alone. Often, however, it is worth involving others in the process in order to bring in new ideas, critical ideas, and fresh perspectives. This may mean, for example, meeting with colleagues to draw out lessons learned through a facilitated discussion or conducting an After Action Review (see section 6c), and then writing up the main conclusions in the form of a Lessons Learned paper.

STEP 2: Drafting

- Consider who is best placed to draft a Lessons Learned paper – often it is the person who was most involved in the project or activity. Thus, Lessons Learned

⁷ There is often some unease over the term 'lessons learned'. The fact that a Lessons Learned document has been produced does not necessarily mean that the lesson has actually been learnt, or that the learning has been institutionalized. Some have adopted the phrase 'lessons to be learned'; rather than 'lessons learned' – to emphasize that reflecting on and evaluating an experience is the beginning, not the end, of a process. Despite this unease, this toolkit will use the term 'lessons learned'; referring to both lessons that have been shared and positively acted upon, and those that have been identified and recorded but not yet incorporated into practice and programming.

⁸ See Annex 1 for a suggested template for the CPR Lessons Learned paper.

papers can be drafted by both country office and HQ staff, depending on the activities that they are describing. UNDP HQ staff should include knowledge codification as part of the support that they provide to country offices, making lesson learning an integral part of the design and implementation of projects and processes, rather than a one-off exercise carried out from a distance at HQ.

- On the other hand, there are times when an outside eye has its advantages. For example, it may be difficult for project managers to be critical when writing about their own projects; someone less directly involved may be better placed to highlight and discuss both the negative and the positive impacts of the work.

Example: Lessons Learned from UNDP's engagement in early recovery in Pakistan, 2005/06

In October 2005, an earthquake measuring 7.6 on the Richter scale struck the northern areas of Pakistan and India, killing over 73,000 people and affecting approximately 3.5 million. The coordination arrangements of the international community during the humanitarian phase followed the newly established Cluster Approach. UNDP, which has been assigned the global cluster lead function for early recovery, was thus for the first time faced with the dual task of acting as a cluster lead, and as an operational agency with field-based programmes in the affected areas.

Some important lessons were learned from the experience, which needed to be captured and shared in order to strengthen UNDP's capacity to assume its lead role in early recovery in future post-crisis settings. A series of short workshops were held with BCPR staff in Geneva who had been deployed to Pakistan in the aftermath of the earthquake to support the UNDP country office. A draft outline of the main lessons learned was circulated to the group in advance, and then discussed in some detail during each of the sessions. The workshops were facilitated to ensure that discussions focused on concrete recommendations for the future. Considerable time was also spent discussing how the lessons learned and recommendations could best be disseminated in order to reach as wide an audience within UNDP as possible. A table of follow-up steps was included as an annex to the Lessons Learned paper and is currently being tracked in terms of follow-up.

STEP 3: Reviewing

- Ask a few selected colleagues to review the Lessons Learned paper in its initial draft, and to focus their comments on its scope, readability and usefulness.

STEP 4: Dissemination

- Lessons Learned papers should be shared as widely as possible within and beyond the organization to encourage others to learn from your successes or avoid repeating the same mistakes. You can use the Knowledge Networks, workshops and practice workspaces for this; and/or feed components of the Lessons Learned paper into wider studies and reports on issues, countries/regions, projects/activities, etc.

- On the other hand, there are times when limiting your audience will encourage participants to be more candid during the process of reflection. Make sure that all those involved in the process are clear about who the lessons learned are intended to reach.

STEP 5: Follow-up

- Lessons Learned papers, and particularly the section on follow-up recommendations, should be reviewed and updated as circumstances change.

Additional resources

- *BCPR Guidance on Lessons Learned: How to reflect on, analyse, share and institutionalize lessons learned from experiences in crisis prevention and recovery*: http://content.undp.org/go/bcpr/BCPR-Documents/download/?d_id=1001963
- UNDP Sub-Regional Resource Facility for Latin America and the Caribbean developed a collection of lessons learned guidelines and samples: <http://www.undp.org/surf-panama/lfpractice.html>
- Comprehensive Lessons Learned Report: *Local Governance in Tsunami Recovery: Lessons Learned and Emerging Principles*, UNDP Regional Center in Bangkok, 2006: http://regionalcentrebangkok.undp.or.th/practices/governance/documents/Local_Gov_Tsunami_Recovery-200601.pdf
- The UN Peacemaker Template has been developed to help peacemakers to identify and formulate the lessons they have gained from a peacemaking experience: <http://peacemaker.unlb.org/index1.php>

5d How to write a CPR Comparative Experiences paper

What is a CPR Comparative Experiences paper?

Comparative Experiences papers are compilations of experiences on specific topics. They are dynamic, online documents that can be added to as new experiences are shared.

Comparative Experiences papers aim to inform readers about UNDP experiences on a certain topic in order to showcase various approaches and distil shared commonalities and challenges. Some of the common characteristics of a Comparative Experiences paper are:

- The audience is almost always internal to UNDP;
- The content is based on experiences within UNDP on a certain topic – and thus, the content is 'owned' by UNDP practitioners; and
- Comparative Experiences papers are both **descriptive** and **analytical**. The descriptive element provides ideas and options for approaching topics, whilst the analytical element provides lessons and examples of good practice that can help the user make informed decisions about which approach to take.

There is no set prototype or process for developing a Comparative Experiences paper. Most Comparative Experiences papers are based on network-consolidated replies, which are facilitated and summarized through the UNDP Knowledge Networks. Comparative Experiences papers can also be developed by staff within the CPR Practice Area, both at HQ and Regional Service Centres/SURFs. They can be either a global overview on a certain topic, or a focused look at a specific geographical area.⁹

How does a Comparative Experiences paper relate to other UNDP CPR knowledge products?

Comparative Experiences papers are a critical component that can feed into other core knowledge products such as Lessons Learned papers and Practice Notes, as well as inform policy development more generally.

How to develop and disseminate a Comparative Experiences paper

Depending on the level of knowledge and analysis you need, consider posting a query on the CPRP-net¹⁰ to solicit UNDP experiences on the specific topic. The network's consolidated reply will give you a broad overview of UN/UNDP experiences

⁹ See Annex 1 for a suggested template for a CPR Comparative Experiences paper.

¹⁰ Within UNDP, queries on the CPRP-net and other networks should be generated by field-based staff.

on a certain topic. However, bear in mind that consolidated replies are based on the voluntary contribution of experiences by network members, and may not be fully exhaustive in depth and breadth. If you would like to develop your own Comparative Experiences paper, consider the following steps:

STEP 1: Brainstorming and defining the scope of the analysis

- Consult previous Comparative Experiences papers and network consolidated replies to avoid duplication of research; and
- Develop a concept for your Comparative Experiences paper. The concept should outline the methodology, key issues to be addressed, and time-frame for developing the paper. Identify a few key issues that will provide the analytical angle of the paper.

STEP 2: Collecting information and mapping experiences

- The most common approach for developing a Comparative Experiences paper is a desk review. The different resources that you can consult for information gathering include:
 - The CPR Project Database;
 - The UNDP Evaluation Resource Center; and
 - CPRP-net consolidated replies.
- Identify key practitioners or stakeholders relevant for a specific topic to solicit their possible contributions to the study, and supplement information by looking into experiences by UNDP partners.

STEP 3: Analysis and drafting

- Analyse the information collected to distil the commonalities, the differences, good practice and lessons learned.

STEP 4: Dissemination

- Think about who you want to share your Comparative Experiences paper with. You may wish to share it with the country offices that have contributed to your research, or distribute it more broadly within your region or thematic area. Share the resource with cprp-net@groups.undp.org so that it can be stored on the CPR Practice Workspace to help build UNDP's institutional memory.

Example: Comparative Experiences papers in the Arab States Region

"The Sub-Regional Resource Facility in the Arab States (SURF-AS) often responds to country office requests for comparative experiences and examples of best practice by preparing brief papers. In 2005, the SURF-AS identified the following challenges:

- *Comparative Experiences papers were neither systematic, uniform, nor balanced;*
- *Papers were often prepared in response to an ad-hoc request from a country office, and resources were not leveraged effectively or shared among a wider audience;*
- *Guidance and engagement of relevant Policy Advisers was not institutionalized and often uneven.*

To overcome these challenges, the SURF-AS developed a systematic approach to Comparative Experiences papers and used this approach for the production of all Comparative Experiences papers. The response has been overwhelmingly positive. A paper on electoral re-districting was found to be particularly useful during government debates in Kuwait, and another on electronic voting was used to support the introduction of digital voting systems in Egypt. Some lessons learned from this process include:

- *The clearer the criteria for developing a Comparative Experiences paper, the easier it is to disseminate and ensure quality;*
- *A template for comparative experiences allows for development of both issue-oriented papers and country-specific papers; and*
- *It is important to think through how you want to disseminate your Comparative Experiences paper as early as possible during the production of the paper."*

Ramla Khalidi, UNDP Sub-Regional Resource Facility, Arab States

Additional Resources

- CPR Project Database: http://stone.undp.org/system2/bcpr_ttf/cpr_project/index.cfm
- UNDP Evaluation Resource Center: <http://erc.undp.org/index.aspx?module=Intra>
- All CPRP-net Consolidated Replies: http://practices.undp.org/cpr/cpr_files/cpr_prac_net/consolidated_replies/?src=121517

5e How to write a CPR How-to Guide

What is a How-to Guide?

How-to Guides provide practical and operational guidance to both UNDP country office focal points and/or a targeted partner audience on specific areas of UNDP's work. A How-to Guide gives staff suggestions on how to implement a certain project, process or initiative in order to achieve its objectives in the best possible way. The How-to Guide is a 15 to 20 page document, prepared on a topic relevant to UNDP country offices within the CPR Practice Area. It gives guidance, methodological support and practical suggestions on how to implement specific projects or initiatives, and should be based on lessons learned from UNDP's experience and comparative experiences from other partners and related literature.¹¹

How does a How-to Guide relate to other UNDP CPR knowledge products?

- Builds on and incorporates the content of Lessons Learned and Comparative Experiences papers (sections 5c and 5d respectively); and
- A How-to Guide details the programming aspects of a Practice Note (see section 5f).

A How-to Guide differs from other CPR documents in that it is a practical, step-by-step tool for UNDP country offices. Without attempting to provide a blueprint for designing CPR projects, it provides practical guidance and an easy-to-follow framework to follow during the project cycle.

How to develop and disseminate a How-to Guide

STEP 1: Research

- Information sources for data and expertise collection should include, among others:
 - Reviews of existing guidelines and manuals on the topic by UNDP and other actors;
 - Reviews of Lessons Learned and Comparative Experiences papers on the topic by UNDP and other actors;
 - Reviews of relevant mission reports, project documents, progress reports, monitoring reports, and available evaluations;
 - Searches of the CPR Project Database;
 - Web-based research to capture additional information; and
 - Review of documents from relevant other thematic and service lines and Practice Areas.

¹¹ See Annex 1 for a suggested template for the CPR How-to Guide.

- If lessons learned are insufficient to support the guidance of the document, an electronic, focused discussion on a subgroup of the CPRP-net may be organized with results feeding into the How-to Guide. Alternatively, a questionnaire could be sent to selected country offices to collect specific data.

STEP 2: Drafting

- Each How-to Guide needs to have a lead author and a process manager, who should be given adequate time to develop the guide. Depending on the resources of the team, the process manager and lead author may be the same person.
- When starting a How-to Guide, the lead author will outline the process of development, determine necessary steps, assess the required time-frame (including deadline), and calculate possible financial resources (including translations if desired).
- Pay particular attention to the writing style, keeping it as simple and practical as possible. Technical language may be used if it is likely to be understood by the target audience.

STEP 3: Reviewing

- A small (up to six people) and well-targeted Peer Review group should be identified when the How-to Guide is planned (see section 6d on Peer Reviews). The group should be mainly made up of UNDP country office CPR focal points, particularly those with relevant experience in the particular thematic area. Their commitment should include a willingness to comment on the outline and structure of the How-to Guide, as well as on the detailed content at a later stage.

STEP 4: Dissemination

- The How-to Guide will be posted on the CPR Practice Workspace and the UNDP website (if suitable for an external audience), announced in the monthly CPRP News Update, and sent to all relevant UNDP country office CPR focal points, project and programme staff and other UNDP bureaux.

STEP 5: Follow-up

- A content review and update one year after completion is recommended. This should include a review of the use and utility of the How-to Guide by selected country offices. Feedback should be used to update and revise the How-to Guide if necessary.

Example: UNDP-facilitated regional networks of parliamentarians and ombudspersons

“Since 2001, the UNDP Regional Centre for Europe and the Commonwealth of Independent States (ECIS) in Bratislava has supported parliamentarians and ombudspersons from the Commonwealth of Independent States (CIS). The purpose of that support is to develop guidance material for parliamentarians, foster a regional dialogue on common concerns, to facilitate the transfer of knowledge and experience at the regional level.

In 2005 the focus of the support was on security sector oversight – a sensitive issue that presents great challenges to parliamentarians. In cooperation with the Geneva Centre for the Democratic Control of Armed Forces (DCAF), UNDP’s role was to document and develop practical guidance for future use by parliamentarians by substantively preparing the roundtable debate with baseline research, identifying relevant experts and facilitating the discussion among parliamentarians. The parliamentarians provided inputs based on practical experience, identified key challenges and shortcomings, and reviewed the recommendations for the guidance. The guidance was published jointly by UNDP and DCAF and used for advocacy and training. The process of researching, consulting, drafting, printing and disseminating the guidance took approximately nine months in total. Lessons learned from the process include:

- *Substantive baseline research is essential and should include consultative elements;*
- *Distance communication cannot replace face-to-face meetings. The dynamics at roundtable meetings where participants can learn from one another are a key to success;*
- *The end users must get a chance to contribute, comment and endorse guidance material published by UNDP and its partners;*
- *With officials such as parliamentarians and ombudspersons, UNDP relies to a great extent on national nomination and clearance procedures for representation at international meetings. In the CIS, this made it impossible to ensure a gender balance among network members. To include the voice of marginalized stakeholders, separate consultation efforts are often necessary; and*
- *To help ensure that guidance material is put to practical use, it is important to implement follow-up activities.*

The recommendations in the guidance were warmly welcomed by CIS parliamentarians and a first reprint has already been requested. Following the same model, the Bratislava Regional Centre, DCAF and the UNDP-facilitated CIS ombudsman network are currently finalizing practical guidance for ombudsman institutions to monitor and investigate the security sector.”

Katrin Kinzelbach, UNDP Regional Center for Europe and the CIS, Bratislava

Additional resources

- The Regional Centre Bratislava provides a list of How-to Guides in UNDP’s practice areas: http://europeandcis.undp.org/?menu=p_search/adv_result/p_documents&DocumentType=20

5f How to write a CPR Practice Note

What is a Practice Note?

Practice Notes are flagship knowledge products which articulate the corporate UNDP position on topics related to each Practice Area. Based on both country experience and emerging global policy trends, they synthesize UNDP's cutting-edge thinking. Practice Notes contain examples of good practice, lists of experts, further reading and links to online resources. They are written and facilitated by CPR specialists. The audience is primarily UNDP country office staff; however, they should also be disseminated widely to external audiences interested in development and UNDP's work.¹²

How does a Practice Note relate to other UNDP CPR knowledge products?

Practice Notes are benchmark knowledge products that should be prioritized in relation to other UNDP CPR knowledge products. However, it may be that in the run-up to the publication of a Practice Note, a series of other knowledge products are produced as sequenced steps along the way. Lessons Learned papers (see section 5c) and Comparative Experiences papers (see section 5d) can be good resources when developing a Practice Note as they will provide a range of CPR-related examples to draw on. Following the publication of a Practice Note, a How-to Guide (see section 5e) may be developed, which adds further practical detail to the subject area for UNDP practitioners.

How to develop and disseminate a Practice Note

STEP 1: Research

- Look at **existing guidelines** and **policy papers** on the topic by UNDP and other actors.
- Gather **progress reviews** and **evaluations** of relevant UNDP projects, paying particular attention to external evaluations as these are likely to be more impartial and critical than internal evaluations. Consider conducting project evaluations if none has so far been carried out.
- Review the latest **academic literature**.
- Carry out face-to-face research by holding a **workshop** at the start of the process. Think carefully about who to invite and what they will bring to the session. Seek out UNDP experts in CPR-related issues, particularly those with hands-on, practical experience of running projects and overseeing processes. Focus on project examples during the workshop which can then be used as case studies within the Practice Note. Use the workshop to also seek comments on the

¹² See Annex 1 for a suggested template for the CPR Practice Note.

proposed focus and structure of the document. Ask the same experts to be involved in a later Peer Review of the Practice Note as it develops.

STEP 2: Drafting

- For the sake of consistency, appoint **one person** to act as author for the entire Practice Note, rather than different authors for different chapters. That person should know UNDP and the CPR Practice Area extremely well, and should have good links with other experts in the subject area both within and beyond UNDP.
- Keep the Practice Note as **short** (no more than 30 pages) and as **practice-based** as possible. The content should be accompanied by examples from country offices, checklists and other text boxes that help to illustrate the content.
- As a flagship knowledge product for UNDP, a Practice Note is likely to be read by a wide audience outside the organization. Therefore, keep the writing style as **simple and accessible** as possible.

STEP 3: Reviewing

- A **timely and substantive Peer Review** (see section 6d on Peer Reviews) should form an essential part of the process of finalizing a Practice Note. Consider inviting external as well as internal colleagues to participate, to test how accessible the product is to an outside audience. Ask a Peer Review group in advance to commit at least one day to providing written comments on the first draft of the Practice Note, and another day to commenting on a later draft. Since the drafting of a Practice Note is a long-term process, build in more than one round of Peer Reviews and consultations.
- To add 'weight' to the process, ask a senior manager to invite colleagues in writing to participate in the Peer Review.

STEP 4: Approval

- In UNDP, major policy documents such as Practice Notes need the approval of UNDP's Senior Management Team. Prepare and seek this approval through your team leader or head of unit.

STEP 5: Dissemination

- Before finalizing the numbers of copies required, and deciding on the languages in which the paper will be published, spend time designing a comprehensive **dissemination strategy** for the Practice Note. Make sure that UNDP Regional Service Centres and interested country offices will have adequate copies of the paper to hand out to partners.
- Given the importance of Practice Notes to UNDP, think about organizing a high-profile **launch event**, or a series of events, to kick-start the dissemination process. If this is not practical or desirable, then link the publication of the Practice Note to an already scheduled event, such as a conference or workshop on a relevant CPR issue.
- Ask a senior manager to sign a cover letter to accompany the Practice Note when it is launched.

STEP 6: Follow-up

- Approximately two years after dissemination of the Practice Note, follow up with readers to assess its use and applicability. If significant changes have occurred in the thematic area during that time, or if readers are particularly negative about the Practice Note's applicability, consider publishing an updated version within the following year.

Example: UNDP Practice Note on Disarmament, Demobilization and Reintegration (DDR) of Ex-Combatants

In 2005, UNDP published a Practice Note on DDR of Ex-Combatants. This was the first Practice Note to be published in the CPR Practice Area. The process of drafting and disseminating the paper took 11 months in total – much longer than initially anticipated. Lessons learned from the process include:

- *Not enough time was allocated to review current practice in DDR country programmes, and therefore the Practice Note relies mainly on anecdotal evidence;*
- *Early consultations, prior to embarking on the drafting process, to discuss structure and content of the Practice Note proved extremely useful;*
- *Too many authors during the drafting process made it hard to reconcile different writing styles and viewpoints; and*
- *Securing timely and substantive comments from the field proved to be difficult and time-consuming.*

Early feedback on the DDR Practice Note from readers suggests that it has generally been well-received by both UNDP practitioners and outside partners alike.

Additional resources

- *UNDP Practice Note on the Disarmament, Demobilization and Reintegration of Ex-Combatants, 2005:* http://content.undp.org/go/bcpr/BCPR-Documents/download/?d_id=393573
- UNDP's Bureau for Development Policy provides additional guidance on how to prepare and write a Practice Note for other UNDP Practice Areas: <http://intra.undp.org/bdp/policy/docs/Template%20for%20Practice%20Notes-4%20Dec%2003.doc>

6 More knowledge management tools and techniques



This chapter aims to answer the following questions:

- ✓ How can I create and sustain a Knowledge Network or a Community of Practice?
- ✓ What other simple techniques can I use to learn lessons from my own and others' experience in crisis and post-crisis settings?

There are a number of other tools and techniques, beyond the core knowledge products described in the previous chapter, which can be used to learn lessons from our own and others' experiences in crisis prevention and recovery. This chapter introduces some of those tools, offers step-by-step instructions on how to use them and provides pointers to additional resources.

Overview of additional KM tools

There are many other tools that UNDP and outside organizations use to promote knowledge sharing and development. Those listed below have been selected, however, because of their simplicity and applicability in crisis prevention and recovery contexts.

- **Knowledge Networks and Communities of Practice:** Knowledge Networks within UNDP are electronic networks that link HQ and country offices, connect country offices to one another, and promote South-South exchange. Communities of Practice (CoPs) link people together, both electronically and face-to-face, to share and develop knowledge around specific themes.
- **Peer Assists:** Peer Assists are tools which support the principle of 'learning before doing'. The process involves a team of people who are working on a project or process, seeking knowledge and advice from others with previous experience and expertise in the area.
- **After Action Reviews:** After Action Reviews (AARs) are tools to capture lessons learned both during and after an activity, project, or involvement in a process.
- **Peer Reviews:** Peer Reviews are tools to seek feedback from colleagues on an area of work or a specific activity or product.
- **Exit Interviews:** Exit Interviews are tools to capture the knowledge of departing colleagues to ensure that vital knowledge is not lost to the team or organization when people leave.

6a How to set up and sustain a Knowledge Network or a Community of Practice

What are Knowledge Networks and Communities of Practice?

Communities of Practice and Knowledge Networks are voluntary, flexible groups of people with a common interest or passion in a specific area, who are willing to develop, share and build their knowledge, practice and expertise over a period of time.

Since 1999, UNDP has set up Knowledge Networks with the aim of building capacity in the field, linking HQ with country offices, connecting country offices with one another, and promoting exchange among them. Knowledge Networks are organized around Practice Areas, sub-Practice Areas, and regions. In addition, targeted Communities of Practice (CoPs) exist on specific issues or problems as well as at regional, sub-regional, and country levels. CoPs and Knowledge Networks can be either internal to an organization or external, including other UN agencies, governments, NGOs, academic communities, etc.

What is the difference between a Knowledge Network and a Community of Practice?

Both Knowledge Networks and CoPs exist in UNDP. Within UNDP, the main distinctions between Knowledge Network and Communities of Practice are as follows:

	Knowledge Networks	Communities of Practice
Membership	Broad, global communities.	Often more focused, both in terms of issues, geographic scope and outputs.
Modus operandi	Electronic networks.	Often includes an electronic network component, but contact can be supplemented by face-to-face meetings.
Scope	Formal groups for which a corporate policy has been established; not time-bound.	Function in response to a certain issue and are often time-bound.
Products and services	Services and activities are determined by corporate objectives.	Activities and modalities agreed upon by members.

What are the benefits?

Knowledge Networks and CoPs in UNDP can help to improve service delivery and contribute to policy development, particularly if they are developed in response to an identified niche. Members can share and learn from one another's knowledge and experience and collectively develop new ideas. Networks and CoPs have a horizontal make-up, which helps to break down structural hierarchies and build a greater sense of community within the organization. For example, CoPs and networks can facilitate support given by one country office to another, and help to develop guidance material, comparative experiences, and lessons learned. At an individual level, CoPs and networks can contribute to increased know-how and skills development; career growth and learning; and also help to cultivate a sense of belonging and promote empowerment.

Knowledge Networks: How to create and sustain a Knowledge Network

From the outset it is important to understand that setting up, managing, and developing a Knowledge Network requires substantial resources. Networks can disappear in the first few months if they have not been carefully planned or if inadequate time and resources have been dedicated to them.

When creating a Knowledge Network:

STEP 1: Define the objectives, scope and activities of the network

- It is important to first think through the objectives of the network and develop up to three network objectives that are realistically achievable.
- Equally, you need to reflect on the scope of the network: the needs of potential network members and how the network can address them; the unique niche and thematic areas the network will cover; as well as the resources and institutional support that the network requires.
- Once the scope and objectives are clarified, take some time to define the **activities** of your network. It is best to focus on only a few activities and implement them successfully. If you are not sure where you want the network to go, test the water first by setting up a regular email group for a trial period of six months. At the end of that period, evaluate the usefulness of the activities and assess whether members are interested in continuing.

Examples of Knowledge Network activities:

- Referrals;
- Surveys;
- Information sharing;
- Agenda setting;
- Vetting documents;
- Identifying member expertise; and
- E-discussions.

STEP 2: Identify members

- You should already have a critical mass of people before you launch a network. Before the launch, contact interested people to inform them about the network and ask them to pass the message on to others.

STEP 3: Develop a communication strategy

- It is important to communicate the objectives and activities of the network clearly to members and provide guidance on how network members can best contribute. Establish a plan on what to communicate to network members before, during and after the launch of the network. **Formal** and **informal** emails can be sent to members both from high-level 'sponsors' of the network and from informal-level moderators.

Issues to consider when setting up a Knowledge Network		
Factors to consider	Options	Type of network
Focus of the network	Broad thematic focus	Thinking through the options can determine the network's: <ul style="list-style-type: none"> ■ Substantive scope: what the network will and will not do; ■ Size; ■ Degree of formality; ■ Products and services; ■ Output /deliverables; ■ Information sharing vs. knowledge sharing; and ■ Governance structure (advisory group, facilitator, etc.).
	Specific and narrow thematic focus	
Purpose of the network	Information sharing	
	Generating and capturing new knowledge/problem solving	
Members of the network	Open to all interested staff	
	Specific criteria for membership	
Products and services of the network	Informal mailing-list to share information	
	Structured compilation and codification of knowledge	
Time and human resources	Network management as an add-on to existing ToR	
	Dedicated time set aside for moderating network	

When facilitating a Knowledge Network:

- **Manage network activities:** The facilitator or the facilitation team is responsible for initiating, coordinating and following up on network activities. As a network facilitator, you will need to work behind the scenes with network members to ensure that queries and discussions are well to the point and that members actively contribute. For information exchange, summarize all important events and information concerning the substantive area of your network in a monthly or bi-weekly newsletter.
- **Animate and maintain community exchange:** The online character of Knowledge Networks can make dialogue and exchange between members difficult. The network facilitator, therefore, has the important role of animating network members and maintaining a good level of participation. One way of doing this is to build up personal relationships with your members. Another way is to develop techniques and tools that help network members to get to know each other better, for example by featuring member profiles on the network. To raise the spirit of network members you can also create quick online surveys on topics of relevance to the network, or illustrate challenges or problems in a creative way, for example through cartoons.
- **Analyse and initiate change:** Networks are lively communities and change over time, along with member interests. Analysing the quality and quantity of network activities and regularly seeking member feedback is important if the network is to adapt to changing demands and interests. 'Light' reporting every six months and a yearly network feedback mechanism are recommended.

Communities of Practice: How to create and sustain a CoP

Establishing and maintaining a CoP is similar to creating and facilitating a Knowledge Network.

- **Setting up a CoP:** CoPs should be demand-driven and member-owned. It is important, therefore, to identify members and their interests early, and to clarify the potential benefits they will receive from the CoP as well as possible activities and outputs. Formulating the CoP's objectives and discussing them with network members, gaining support from senior management, and identifying possible sources of funding will support your planning phase.

Questions to ask when setting up a CoP

- Is there interest and motivation for colleagues to actively engage in a CoP?
- Does your proposed CoP have strategic relevance for UNDP's Practice Areas?
- Is there an existing community that is already working in this area?
- Are resources, expertise and management support available to sustain a CoP?

There are several ways to initiate a CoP. One effective way is to use already scheduled workshops, meetings, conferences, etc., where practitioners come together to learn and exchange. If there is no workshop planned, you can organize a visioning workshop to develop a shared understanding of the CoP, the knowledge needs, and two to three issue areas, as well as follow-up and action points.

Example: Visioning workshop for Disaster Risk Management Community of Practice in the Asia-Pacific

*Visioning workshops are not formal events. They provide an opportunity for the core members of a CoP to get to know each other and commit to the belief that by working together, we can achieve more. Based on the visioning workshop for the **Disaster Risk Management (DRM) Community of Practice** in the Asia-Pacific, practical tips for a successful visioning workshop include:*

- *Conduct a pre-workshop survey to identify knowledge management needs and align members' expectations. Base activities and presentations on the survey results;*
- *Keep the group small and have a good, enthusiastic workshop facilitator;*
- *Avoid formality – remove tables, limit formal presentations, and use different means of communication, including drawing; and*
- *Introduce ice breakers throughout the workshop to allow members to get to know each other at a personal level and have fun!*

- **Maintaining and reviewing a CoP:** Once a CoP is established a facilitator is crucial to coordinate the initiatives, animate the community and support implementation of the action points. This can be done by appointing a dedicated facilitator or using an alternative model, such as rotating facilitation among members. Facilitation can include moderating an e-consultation, creating dedicated websites, and coordinating task groups for specific activities. A regular review of the CoP can help to measure results against objectives and decide on the way forward.

Knowledge Networks and CoPs: Other points to be aware of

- **Ownership:** Ensure bottom-up ownership to sustain CoP and network momentum, and also make explicit the benefits members should expect.
- **Keep it simple and informal:** Stay focused on meeting individual needs as well as sharing and collaborating. Give the CoP or the network time and space to evolve into a community of committed individuals who jointly assume responsibility for a given issue and/or tasks.
- **Quality:** Balancing inclusive processes with quality is often a challenge. Map competencies and determine who leads certain tasks, based not only on substantive areas of expertise, but on other skills including writing, facilitating, and editing.

- **Linkages with other networks and communities:** It is important to link your network or community with other networks in UNDP to explore complementarities, overlaps, and issues or activities that can be shared.
- **Use of appropriate technology:** UNDP's networks are currently managed by a list-serve software called Lyris. This allows moderated email exchange, archiving of messages, and maintenance of the member list. On the other hand, if it is a small network, an email group may be sufficient.

Additional resources

- *How to launch a Network?* Primer on UNDP Networks, including success factors and tips: <http://km4dev.org/index.php/articles/553>
- *Establishing a Community of Practice*, Resource Handbook by UNDP Bratislava Regional Centre, 2004: http://content.undp.org/go/km/ks-global/Definitions-and-Typologies/download/?d_id=405722&g11n.enc=ISO-8859-1
- *UNDP Network Facilitation Guidelines*: http://content.undp.org/go/bcpr/km_docs/KM-Group-Docs/download/?d_id=1029007
- UNDP's internal knowledge-sharing website: <http://practices.undp.org/ks/>
- *Cultivating communities of practice. A quick start-up guide*, by E. Wenger, 2002: http://www.ewenger.com/theory/start-up_guide_PDF.pdf
- *A Guide to Managing Knowledge. Cultivating communities of practice*, by E. Wenger et al., 2002, Boston.
- Tips, advice and further links on setting up and maintaining a CoP, provided by knowledgeboard, an online KM platform: <http://www.knowledgeboard.com/cgi-bin/item.cgi?id=378>
- Links to experiences in setting-up and running CoPs, provided by KM4DeV: <http://km4dev.org/index.php/articles/c151>
- *Work the Net. A Management Guide for Formal Networks*, GTZ, 2006: <http://www.km4dev.org/index.php/articles/news/716>

6b How to conduct a Peer Assist

What is a Peer Assist?¹³

A Peer Assist is a process whereby a team of people who are embarking on a project or activity call a meeting or workshop to seek knowledge and insights from others. It begins with the assumption that, for any given activity within the CPR Practice Area, someone else is likely to have already done something broadly similar. By capturing their experiences, the need to start from scratch is avoided and the risk of repeating mistakes is reduced. This is especially important when working in crisis or post-crisis environments, where time for strategic planning or project design is often limited, and mistakes may have grave consequences.¹⁴

What are the benefits?

- A Peer Assist allows the team involved to gain input and insights from people outside the team, and to identify possible new lines of enquiry or approach – in short, reusing existing knowledge and experience rather than having to reinvent the wheel;
- Learning is directly focused on a specific task or problem, and can be applied immediately;
- Peer Assists also promote sharing of learning between teams, and develop strong networks among people; and
- Peer Assists are relatively simple, quick and inexpensive to do.

How to conduct a Peer Assist

STEP 1: Clarify your purpose

- Peer Assists work well when the purpose is clear and you communicate that purpose to participants. Define the specific problem for which you are seeking help, and be sure that your aim in calling a Peer Assist is to learn something (rather than seeking endorsement for a decision you have already made). Research the area carefully to find out who else has already faced and tackled a similar problem.

STEP 2: Select participants

- Once you are clear on your purpose, select participants who have the diversity of knowledge, skills and experiences needed for the Peer Assist. Six to eight people are a good number. Look 'across' rather than 'up' – hierarchies can hamper the free exchange of knowledge whereas peers tend to be much

¹³ Drawn from NeLH's Specialist Library for Knowledge Management; and ODI's *Knowledge and Learning Online Toolkit*.

¹⁴ Peer Assists differ from Peer Reviews (see section 6d) in that a Peer Assist is conducted at the outset of a project or activity, whereas a Peer Review is normally carried out once work has begun and feedback is required in order to improve the outcomes or outputs of the activity.

more open with each other and can challenge without feeling threatened.

- You might consider inviting people from outside UNDP to question traditional ways of thinking and working.
- You will also need a facilitator from outside the team to make sure that participants reach their desired outcome.

STEP 3: Schedule the meeting

- Ensure that you plan a date for the Peer Assist that is early enough in your process to make use of the input you receive and if necessary to do something different on the basis of what you have learned. A frequent mistake is to hold the meeting too close to the decision date to have any real impact. Consider that you might get a different response to the one you expect: will you have time to do anything about it? Circulate background materials to participants well in advance to allow them to prepare.

STEP 4: Run the meeting

- Effective Peer Assist meetings should be divided into four parts:
 - *Part 1 – sharing information and context*
The host team presents the context, history and their future plans regarding the CPR-related problem or challenge in question. Keep this part short and concise – you only want to say enough to get the visiting team started and set them off in the right direction. Remember that the purpose of the Peer Assist is to learn rather than tell.
 - *Part 2 – asking questions and giving feedback*
In the second part of the meeting, the host team should take a back seat in discussions, or even leave the room. The visitors consider what they have heard and begin to address the problem. They should discuss what has been covered, and what has not; what the host team might need to know to address the problem; and where they might find that knowledge. At all times, in order to focus on coming up with realistic recommendations, discussions should be mindful of the particular challenges and constraints of working in crisis prevention and recovery environments.
 - *Part 3 – presenting feedback*
The visiting team present their feedback to the host team and answer any questions. The presentation will be along the lines of what we have learned, what options we see, and what has worked elsewhere.
 - *Part 4 – devising a plan of action*
Finally, the host team should acknowledge the contribution of participants, and commit to a timeline for delivering an action list of key lessons learned and what they are going to do differently as a result.

STEP 5: Reflect and follow up

- After the meeting, the host team should reflect on the Peer Assist and come up with a collective list of lessons learned and options for moving forward. This

should be recorded and shared with the visiting team, as well as other members of the CPRP-net and, if appropriate, via the CPR Practice Workspace.

Additional resources

- *Peer Assists*, NeLH online KM library: http://www.nelh.nhs.uk/knowledge_management/km2/peer_assists_toolkit.asp
- *Step by Step Guide to conducting a Peer Assist*, CGXchange Knowledge Sharing Toolbox: <http://www.ks-cgiar.org/toolbox/index.php?option=content&task=section&id=4&Itemid=37>
- *Tools for Knowledge and Learning. A guide for development and humanitarian organisations*, by B. Ramalingam, Overseas Development Institute, 2006: <http://www.odi.org.uk/Rapid/Tools/Toolkits/KM/>
- *Learning to Fly*, by, C. Collison and G. Parcell, 2001, Oxford.

6C How to conduct an After Action Review (AAR)

What is an After Action Review?¹⁵

An After Action Review is a discussion or review of a project or an activity that enables the individuals involved to learn for themselves what happened, why it happened, what went well, what needs improvement, and what lessons can be learned from the experience. Lessons learned are not only tacitly shared on the spot by the individuals involved, but can be explicitly documented and shared with a wider audience. After Action Reviews are an excellent basis for, and often feed into, the development of Lessons Learned papers (see section 5c).

What are the benefits?

AARs are an excellent way of reviewing an activity or a project in a systematic way and allowing you to capture the main strengths, weaknesses and lessons. Learning can be captured before a team disbands, or before people forget what happened and move on to something new. Despite the name ('after action'), they do not have to be performed at the end of a project or activity. Rather, they can be performed after an identifiable event within a project or major activity, thus becoming a live learning process in which lessons learned can be immediately applied. After Action Reviews are especially useful in post-crisis recovery settings, where need for quick action often does not allow much time for planning. Conducting regular After Action Reviews throughout a recovery process can help to track progress, correct unintended impacts and ensure planned results.

Some examples of when to use an AAR are:

- Following the setting up, running, or closure of a particularly innovative CPR project, activity or process;
- After participation in a CPR-related event that presented particular challenges or opportunities for UNDP; or
- Following the introduction of a new set of procedures or ways of working.

How to conduct an After Action Review

AARs can be grouped into three types: **formal**, **informal** and **personal**. Although the fundamental approach is essentially the same for each, there is some variation in how they are conducted.

Formal AARs tend to be conducted at the end of a major project or event (learning after doing). They require some preparation and planning, but are not difficult as they take the form of a simple meeting.

¹⁵ Drawn from NeLH's Specialist Library for Knowledge Management; and ODI's *Knowledge and Learning Online Toolkit*.

Steps and tips for successful formal AARs include:

STEP 1: Call the meeting as soon as possible

- AARs should be conducted as soon as possible after the event, whilst memories are fresh, participants are available, and where appropriate, learning can be applied immediately.

STEP 2: Create the right climate

- The ideal climate for an AAR is one of trust, openness and commitment to learning. AARs are learning events, not critiques, and so should not be treated as a performance evaluation. There are no hierarchies in AARs – everyone is regarded as an equal participant and junior members of the team should feel free to comment on the actions of senior members. Establish this atmosphere of trust by setting group rules, ensuring a relaxed atmosphere and removing the team from the work environment.

STEP 3: Appoint a facilitator

- Ideally a formal AAR should be facilitated. The main job of the facilitator is to help the team to learn by drawing out answers, insights and previously unspoken issues; to ensure that everyone has an opportunity to contribute; and to help create the right climate and ensure that blame is not brought in. The facilitator should be someone who was not closely involved in the project or activity, so that they can remain objective, but with a good knowledge and understanding of CPR-related issues and programmes.

STEP 4: Revisit the objectives and deliverables of the project

- Ask ‘what did we set out to do?’ and ‘what did we actually achieve?’

STEP 5: Ask ‘what went well?’, find out why, and share recommendations for the future

- It is always a good idea to start with the positive points. Look to build on best practice as well as learn from mistakes. For each point that is made about what went well, keep asking a ‘why?’ question. This will allow you to get to the root of the reason. Then press participants for specific advice that others could apply in similar situations.

STEP 6: Ask ‘what could have gone better?’, find out what the problems were, and share recommendations for the future

- Do not simply ask ‘what went wrong?’ but rather ‘what could have gone better?’ Hence the focus is not on failure, but on improvement.

STEP 7: Record the AAR

- It is important to have a clear and well-documented account of the AAR and its learning points, both as a reminder to those involved and so that you can effectively share learning with others in the CPR Practice Area. You should aim to include: lessons and guidelines for the future; the names of the people involved for future reference; and any key documents such as project plans or reports.

STEP 8: Share the learning

- As well as distributing your account of the AAR to the project team, consider who else could benefit from reading it. For example, you may be aware of another team that is about to embark on a similar project or activity. Your document therefore needs to be stored in a place where it can be easily found and accessed. This may be on a shared drive, the BCRP Intranet, or the CPR Practice Workspace.

Example: After Action Review following the response to flooding in Suriname

"Flooding in Suriname in May 2006 affected approximately 22,000 people living in scattered villages in the rainforest. This was the first natural disaster of such magnitude in Suriname. The various actors involved were taken by surprise and had to improvise rapidly.

To reflect on the emergency response and learn lessons from it, an After Action Review process was undertaken with emergency stakeholders, culminating in a workshop in August 2006 attended by the President of Suriname and ministers of the Crisis Team. The workshop reflected on (1) planning and results; (2) coordination and partnerships; and (3) recommendations for the future. With the use of a questionnaire and a PowerPoint template provided a few weeks in advance, the various groups that were active during the emergency operations were asked to reflect on their actions and give a consolidated presentation during the workshop. Guiding questions in the questionnaire were provided to extract lessons learned, critical success and failure factors, strengths and weaknesses, and recommendations for the future. The workshop stressed that the evaluation process is ongoing, and that the affected population needs to provide more input from a recipient perspective.

The reflection process rendered a wealth of insights, practical but also conceptual, that will help the Government of Suriname and other actors in possible future emergencies. New partnerships were formed and new knowledge and insights obtained. Many practical recommendations were given for the future, ranging from the development of protocols to the establishment of community-led warning and preparedness systems."

Max Ooft, UNDP Suriname

Informal AARs tend to be conducted after a much smaller event such as a meeting or a presentation (learning after doing), or following a specific event during a wider project or activity (learning while doing). They require much less preparation and planning and can often be done on the spur of the moment. The format is simple and quick – a pencil and paper or flipchart exercise. In an open and honest meeting, usually no longer than half an hour, each participant in the event answers four simple questions:

- What was supposed to happen?
- What actually happened?
- Why were there differences?
- What did we learn?

Personal AARs are a simple matter of personal reflection. For example, take a few minutes to reflect on something you did yesterday, such as participating in a CPR-related workshop, or drafting a CPR project document. Ask yourself the four AAR questions above. What does that tell you about what you could do differently tomorrow?

Additional resources

- UNDP Bratislava Regional Center provides links to useful resources on conducting AARs: http://europeandcis.undp.org/?wspc=KM_Links
- AARs, NeLH online KM library: http://www.nelh.nhs.uk/knowledge_management/km2/aar_toolkit.asp
- *Step by Step Guide to AARs*, CGXchange Knowledge Sharing Toolbox: <http://www.ks-cgiar.org/toolbox/index.php?option=content&task=section&id=5&Itemid=44>
- Chapter 10: *Networking and Communities of Practice*, in *Learning to Fly*, by C. Collison and G. Parcell, 2001, Oxford.

6d How to undertake a Peer Review

What is a Peer Review?

A Peer Review is a tool to seek feedback from colleagues on a specific product or area of work. The Peer Review process involves circulating a piece of work in draft to a group of staff members, with a request for comments and concrete suggestions on how it could be improved.¹⁶

What are the benefits?

Peer Reviews are a way of getting a fresh perspective on a piece of work that you have been closely involved in. Comments from Peer Review participants can:

- Validate your findings and recommendations, by allowing you to cross-check them with a wider group of UNDP practitioners or external experts;
- Ensure and improve the quality of knowledge products through additions and corrections;
- Open up new avenues or suggest new ideas that you may not otherwise have considered;
- Provide examples and case studies to further ground your work in UNDP's CPR experience; and
- Link your work to other areas of UNDP experience.

How to undertake a Peer Review

STEP 1: Time your Peer Review

- Share your work early enough to make use of the input you receive and to give yourself enough time to rethink and change direction if necessary. On the other hand, sharing your work too early, when you are still only at the conceptualization stage, may not give Peer Review participants enough to go on in terms of stimulating concrete comments and recommendations.

STEP 2: Select participants

- Select Peer Review participants according to the type of product that you are working on, and the target audience that you are trying to reach. An internal UNDP document intended for limited circulation, such as a Concept Note, should only be peer reviewed by a limited number of colleagues within the organization who are already familiar with the issue. A more substantive piece of work, such as a Practice Note, which will be widely read outside of UNDP, should

¹⁶ Peer Reviews differ from Peer Assists (see section 6b) in that a Peer Review is normally carried out once work has begun and feedback is required in order to improve the product, outcomes or outputs, whereas a Peer Assist is conducted at the outset of a project or activity to gather experiences before embarking on a programme or project.

be more rigorously peer reviewed by a wider range of UNDP colleagues. The CPRP-net is a good way of inviting comments from UNDP practitioners across countries and regions, and at all levels within the organization. Consider also asking external partners with expertise in the CPR-related theme to peer review a product that will eventually be distributed outside UNDP.

- Tell participants in advance what you will require from them – to the extent of providing an indication of how long it is likely to take (e.g. half to one day) to read and comment on the document that you will be sending. Secure their commitment before you circulate the draft for comment.

Step 3: Reflect on where you need comments and advice

- In order to get the best out of the Peer Review process, it is worth taking the time to reflect on what aspects of the work you would like people to comment on. Circulating a piece of work for general comments is unlikely to result in well-structured and constructive feedback. Provide direction for readers by asking them to look at specific aspects of the work.

Ideas for seeking comments and feedback during a Peer Review process

When finalizing their *Practice Note on Small Arms and Light Weapons (SALW) Control*, BCPR asked Peer Review participants within the CPRP-net to comment on:

- **Overall impression and user-friendliness:** Will this Practice Note be a useful tool to any organization wanting to initiate a SALW Control project, but with limited knowledge/experience of the issue? Does the structure allow for a good understanding of the content and is it easy to follow? Which sections would you like to see changed or improved?
- **Accuracy:** Does this Practice Note reflect, in general, **your** experiences of working on SALW Control programmes? Are there any lessons learned or best practices which have been overlooked?
- **Practical examples:** Some examples illustrating specific points have already been included in the text. Do you think there are sufficient examples and do they give adequate detail? Are there any other particular experiences which should be included?
- **Linkages to other issues:** If you are working on specific issues that are referred to in the document (e.g. conflict prevention), please let us know what the linkages are and how we can include them in our document.
- **Terminology:** Although we may all use the same terms, we do not always mean the same thing! We have tried to use terms consistently within the Practice Note. Are we getting it right?

A practical tip when circulating a document for Peer Review is to first number the paragraphs before circulating. That way, participants can refer to particular paragraphs when making comments and suggesting changes.

STEP 4: Receive feedback

- Depending on the number of Peer Review participants and the types of comments that you have requested, you can either ask for comments in writing – better suited for large-scale Peer Review exercises; or face-to-face feedback – where only a small Peer Review group is involved. A face-to-face meeting of Peer Review participants should begin with an introduction to the work; a short facilitated session addressing each of the areas where you had requested feedback; and a summary of the meeting to include next steps and timelines for moving forward.

STEP 5: Follow up

- It is important to follow up with Peer Review participants thanking them for their feedback, providing a summary of the comments received, and clarifying what happens now in terms of finalizing the work. This lets participants know that their contributions were appreciated and may encourage them to participate in future Peer Review exercises.

Example: Peer Review of access to justice project assessment report in Indonesia

“Between 2004 and 2006, UNDP Indonesia conducted an extensive access to justice assessment across 40 villages in five conflict-affected provinces across the country. The design and methodology of the assessment benefited from input from many people across a variety of organizations, including UNDP practitioners from a number of country offices, the Regional Centre, World Bank colleagues and a number of academics focusing on the Indonesian justice sector. A Peer Review of the assessment report – one of the outputs of the assessment – was conducted largely by the same practitioners and academics who contributed to its design. Each reviewer participated on a voluntary basis.

Some lessons learned from this process include:

- *Provide guidelines on what the peer reviewers should focus on;*
- *Give sufficient notice and time for them to properly conduct the review;*
- *Ensure that the paper is in good enough shape so that the peer reviewers can focus on the substance, rather than struggling through a badly written paper and correcting grammatical mistakes. They are not language editors;*
- *Don't expect the peer reviewers to simply validate the paper. Be prepared to receive criticism and incorporate the comments (where appropriate). This may take quite a long time, and*
- *Getting a paper to publishable standard takes a long time and a lot of work – recognize this and plan accordingly.”*

Ewa Wojkowska, UNDP Indonesia

6e How to conduct a knowledge-based Exit Interview

What is a knowledge-based Exit Interview?¹⁷

Traditionally, Exit Interviews are conducted with employees leaving a team, bureau or organization.¹⁸ The purpose of the interview is to provide feedback on why employees are leaving, what they liked or did not like about their employment, and what areas of the organization they feel need improvement. More recently, the concept of Exit Interviewing has been revisited and expanded as a knowledge management tool to capture knowledge from staff leaving the organization. Rather than simply capturing human resources information, the Interview also aims to capture knowledge about what it takes to do the job. As such, the Exit Interview captures the key learnings and insights gained during the assignment and adds to the handover notes that normally describe outstanding tasks.

What are the benefits?

- Vital knowledge is not lost to the organization when people leave;
- The learning curve of new people joining the organization is shortened;
- Exit Interviews can be done relatively quickly and inexpensively; and
- They allow the leavers to reflect on their role and hopefully depart on a positive note, knowing that their opinions and expertise are appreciated. This can be particularly important for staff members who have been working under high levels of stress in crisis or post-crisis environments.

How to conduct an Exit Interview

STEP 1: Plan early

- Think carefully about the information you would like to gather before the interview and start your preparations early, ideally as soon as you know a person is leaving. Identify who in the organization might benefit from that person's knowledge and what they will need to know. Then work out a plan to capture the leaver's knowledge during the time remaining.

STEP 2: Determine the scope of knowledge

- The aim of the interview process is to tap into both explicit knowledge (knowledge that is already documented such as in files and emails, and knowledge

¹⁷ Drawn from NeLH's Specialist Library for Knowledge Management; and ODI's *Knowledge and Learning Online Toolkit*.

¹⁸ Knowledge-based induction training and/or Entry Interviews are equally important for new staff joining the team, and should include: i) an indication of the types of CPR-related knowledge and skills available within the team; ii) sources of CPR-related knowledge online, both internally and externally; and iii) CPR networks and useful contacts within and beyond UNDP.

that can be easily documented), and tacit knowledge (knowledge that is less easy to capture and that needs to be explained or demonstrated).

- In the case of explicit knowledge, make sure the leaver moves relevant files – both hard copy and electronic – into shared drives where colleagues can access them easily. Ask them to organize these files and draft accompanying notes for their successor and other colleagues.

STEP 3: Conduct the interview

- For tacit knowledge, you will need to interview the leaver **face-to-face**. Prepare for the interview by reviewing the key tasks the person does based on their ToRs or Results and Competency Assessment (RCA). Use that information as the basis for discussing:
 - How they go about those tasks;
 - What specific CPR-related knowledge and skills they need;
 - What other UNDP Practice Areas they need to connect to;
 - Any problems or pitfalls to be aware of; and
 - Their network of contacts and sources of knowledge both within and beyond UNDP.
- Think carefully about who the interviewer will be. Someone from the Human Resources Department traditionally conducts Exit Interviews. However this need not be the case for a knowledge-based Exit Interview. A peer or a relevant subject expert may be more appropriate. However, if an employee has had a difficult relationship with a manager or colleague, that person might not be best placed to conduct the interview. Whoever you select, make sure that they have appropriate skills and are briefed in advance.

STEP 4: Follow up

- Record the Exit Interview as succinctly and accurately as possible. A third person may be present during the interview to take notes and summarize the main points. Use the interview summary as the basis for a **handover note**, which the leaver can then supplement with additional knowledge and information as necessary.
- If at all possible, there should be an overlap between the leaver and his or her successor so that a live handover can be done. The Exit Interview summary and handover note are useful starting points for discussions during a handover. If a live handover is not possible, then a temporary member of staff may be appointed to act as a bridge.

Additional resources

- *Exit Interviews*, NeLH online KM library:
http://www.nelh.nhs.uk/knowledge_management/km2/exit_toolkit.asp
- *Disappearing knowledge: are Exit Interviews the wit's end?*, by D. Skyrme, 2001:
http://www.skyrme.com/updates/u55_f1.htm

7 Strategizing, mainstreaming and monitoring knowledge management



This chapter aims to answer the following questions:

- ✓ What are the key things to bear in mind when developing a knowledge management strategy?
- ✓ How can this strategy be turned into practice?
- ✓ What tools and techniques can be used to measure the impact of knowledge management?

Knowledge products and tools are key elements for knowledge management. However, to enable the ideal development and application of these products and tools, an environment conducive to knowledge management needs to exist. This necessitates that offices and teams have a longer term vision and plan for their knowledge management efforts, and that processes within the office integrate knowledge management components, in order to create a systematic knowledge approach. This chapter will give managers advice and ideas on when and how to develop a knowledge management strategy, how to integrate knowledge management into different work flow processes and how to monitor and track the success of knowledge-related activities.

7a When and how to develop a knowledge management strategy

What is a knowledge management strategy?

A knowledge management strategy is simply a plan that describes how an organization, bureau or office will share and apply its knowledge and expertise. Whilst the development of a knowledge management strategy is recommended, it is not necessary to wait until you have one in place before you can start knowledge management. More often than not, knowledge management initiatives begin before there is a strategy; and the strategy is a way of consolidating, improving and systematizing existing activities.

What are the benefits of developing a knowledge management strategy?

A good and clear strategy can help to:

- Increase awareness and understanding of good knowledge management practice;
- Give you a clear, communicable plan about where you are now, where you want to go, and how you plan to get there;
- Gain senior management commitment;
- Integrate KM into the corporate culture;
- Attract resources for implementation; and
- Provide a basis against which you can measure progress.

How to develop a knowledge management strategy

STEP 1: Look at UNDP's strategy and objectives

- The most important factors in guiding a knowledge management strategy are UNDP's overall strategy and goals. A knowledge management strategy should also be consistent with human resource and information technology strategies.

STEP 2: Conduct a knowledge analysis

- A knowledge analysis (also often called knowledge audit) can reveal the organization's knowledge management needs, strengths, weaknesses, opportunities, threats and risks. It provides an evidence-based assessment of where you need to focus your knowledge management efforts.

Example: BCPR's Knowledge Audit, conducted in 2005, asked BCPR staff to identify:

- The knowledge needs of the CPR Practice Area;
- The main gaps that exist in CPR-related knowledge;
- The core channels to connect and share experience;
- The challenges to effective knowledge management within the Practice Area; and
- Concrete activities that would help to improve knowledge management practice.

STEP 3: Develop your strategy by answering three key questions

- **Where are we now?** How do current knowledge management practices (or lack of them) affect your bureau or team's ability to meet its goals? What are the barriers to good knowledge management practice?
- **Where do we want to be?** An outline of what knowledge management will do for your bureau or team, and how it will help to meet their objectives.
- **How do we get there?** Describe the specific actions that will be taken to get to where you want to be. An action plan should ideally cover the three elements of:
 - **People:** how will you motivate people and realign your organizational culture to a knowledge-friendly one?
 - **Process:** what specific knowledge management tools and processes will you use?
 - **Technology:** how will you develop the supporting technological infrastructure?

Example: Developing a knowledge management strategy for UNDP Timor-Leste

"Since the UNDP Timor-Leste office was established in 1999, internal knowledge management had been poor due to lack of experienced staff, high staff turnover and frequent management changes. To address this, in 2004 the country office developed a knowledge management strategy, which recommended two key actions among others:

- *Improve **document management** in the office. In particular, it recommended the introduction of a database linked to the Intranet; and*
- *Create a **dedicated unit** to implement and monitor the KM strategy.*

*One of the challenges faced was that in developing the KM strategy, **lack of clarity** regarding the eventual scope and timing of implementation caused confusion among staff. Timor-Leste country office needed to develop its own database of knowledge products, but preferably it should be part of a single global database, which consolidates different workspaces and intranets within UNDP. In addition, it was noted that an **incentive mechanism** would be needed to encourage staff to allocate additional time to knowledge sharing, as staff are often busy handling day-to-day programme activities."*

Toshihiro Nakamura, UNDP Indonesia

Are there any other points to be aware of?

- **Think about capturing versus connecting:** in other words, do you want to focus on collecting information or on connecting people with people? This need not be an 'either/or' decision and most knowledge management strategies tend to involve a combination of the two.
- **Balance long-term vision with quick wins:** pick a few core quick win activities where you can make a difference, and prioritize these. Quick win activities can be activities that are easy to plan and implement but will contribute to a positive knowledge-sharing environment (for example monthly meetings to discuss a country office programme or present lessons learned). At the same time, keep your long-term vision in view.
- **Build the evidence with pilots:** pilots allow you to test an approach with a small group of users to find what works and what doesn't, and to refine your approach and get it right before rolling out.
- **Bring it alive:** avoid theoretical language and keep your strategy alive with real examples of knowledge management in practice.

Additional resources

- *Knowledge Management Roadmap. A Strategy for Deploying Knowledge Management within UNDP*, 2004: [http://rbec.undp.org/files/uploads/KM/KM Roadmap report - April 2004.doc](http://rbec.undp.org/files/uploads/KM/KM%20Roadmap%20report%20-%20April%202004.doc)
- *Developing a knowledge management strategy*, NeLH online KM library: http://www.nelh.nhs.uk/knowledge_management/km2/strategy_toolkit.asp
- *Developing a knowledge management strategy*, by J. Robertson, KM Column (online), 2004: http://www.steptwo.com.au/papers/kmc_kmstrategy/index.html
- KM Strategy for UNDP Timor Leste: http://content.undp.org/go/km/Country-Office-KM---Experiences-from-the-Field/download/?d_id=147357

7b How to integrate knowledge management into your work planning process

What is meant by integrating knowledge management into your work planning process?

Integrating knowledge management into work planning links the strategic objectives of UNDP and of individual bureaux and country offices with objectives identified in your knowledge management strategy (see section 7a) to come up with concrete and realistic outputs and activities. The annual work planning exercise of each bureau, team and individual staff member is a good opportunity to plan your knowledge management activities. The more thoroughly a knowledge management activity and product is thought through at the beginning of the year, the more likely it is that you will achieve a high-quality outcome.

What are the benefits?

- Effectively integrating knowledge management into your work planning will result in:
- Knowledge management becoming a core part of your work and the work of your team, rather than a 'tag-on' to other activities;
 - Well-planned knowledge products that relate to your team's or office's overall goals and objectives;
 - An agreed set of knowledge management-related activities that others can buy into and support;
 - Realistic planning of time and resources for knowledge management activities; and
 - A tool for cross-checking your planned knowledge management activities with those of other teams and individuals to ensure that there are no duplications, but rather that they complement one another.

How to integrate knowledge management into work planning

STEP 1: Put knowledge management into context

- Re-familiarize yourself with the strategic outcomes of UNDP, the CPR Practice Area and your bureau, as well as the aims and goals of your team and yourself as an individual as set out in your Results Career Assessment (RCA) or Terms of Reference. Then look at the knowledge management strategy for your bureau, office or team, if one exists, and start to consider how to translate them into practice. Integrating KM into your work plan means translating your activities into UNDP's results-based management system and the language of outcomes, outputs, activities and deliverables.¹⁹

¹⁹ See UNDP's *Results Management Guide* for details on UNDP planning processes.

STEP 2: Conceptualize knowledge management as 'outputs'

- There are two ways of integrating knowledge management into your annual planning process:
 - If you work in a sectoral or thematic area, you can integrate knowledge management by defining **specific** and **measurable activities** that relate to knowledge management. This might include documenting and disseminating lessons learned, writing up comparative experiences, or holding thematic workshops.
 - If you work in a management position and want to include knowledge management as a management output into your office, you can incorporate **knowledge management as an output** in your work planning. This means identifying a number of activities that will help you implement a strategy on knowledge management, or improve your existing system of knowledge management (see section 7a on developing a KM strategy).

STEP 3: Define your knowledge management activities and deliverables

- No matter what kind of knowledge management activity you are planning, it is important to recognize that all knowledge management activities include a product as well as a process component. KM products are concrete documents, tools or other deliverables. However, you also need to plan the process of how these products are developed and continuously maintained.
- Your choice of knowledge products should be determined by:
 - The five core CPR knowledge products (see chapter 5);
 - Your thematic priorities; and
 - User demand within UNDP. Users have different needs. In general, users can be grouped into two broad categories: the general group that needs introductory and broad guidance, and the expert group that demands detailed, in-depth and technical expertise. Documents can be grouped accordingly: concepts and principles for a broader audience on the one hand, and practical guidance and diagnostic tools for the expert audience on the other hand.

Knowledge management **processes** define **how** to develop a specific product (e.g. a Practice Note), or how you mainstream knowledge management into the way we do business. For certain products, such as Lessons Learned papers, the development, validation and dissemination processes are as important as the product itself. Such processes take time, resources and technical capacity.

Quick questions for integrating knowledge management into your work planning

Ask yourself whether your planned knowledge management products and processes are:

- **Relevant:** do your knowledge management activities match UNDP's thematic priorities and outcome areas? Are they in line with the agreed strategic direction of your bureau and/or team?
- **Balanced:** if you map existing and planned knowledge products, do they represent a balance of topics and products (general, detailed)? Are you filling gaps with the new products? Are you complementing existing or planned products?
- **Realistic and achievable:** have you fully thought through the time and resources needed to complete each planned knowledge management product: scoping demand, conducting research, consultation, drafting, editing, publishing, dissemination, and seeking and incorporating feedback?
- **Specific:** activities such as 'develop knowledge management products' are unlikely to result in concrete outputs. Vague references to knowledge management activities should be replaced with clearly defined, time-specific products and processes.

And whether they:

- **Meet user needs:** Are knowledge management products based on a demonstrated demand from users? Within UNDP we can distinguish between the general (e.g. Resident Representatives) and the expert user (e.g. Programme Officers). Are your planned products addressing both user groups?
- **Match capacity:** Do your planned knowledge management products capture existing knowledge within the CPR Practice Area generally and UNDP more widely? Is each knowledge management activity linked to a specific deliverable in a staff member's RCA so that responsibility is clearly assigned? Do you currently have the appropriate expertise within your team to deliver the planned activities? If not, how long will it take to get that expertise on board and will this affect delivery? Is there scope for streamlining and harmonizing activities with other teams or individuals?

Additional resources

- UNDP Guidelines on Results Career Assessments:
<http://rca.undp.org/index.cfm>
- *UNDP Results Management Guide Implementation Toolkit:*
<http://stone.undp.org/system2/managingresults/index.cfm>

7c How to integrate knowledge management into your workflows and management processes

Why is it important to integrate knowledge management into management processes?

UNDP's management processes dictate the work we do day-to-day. Even when we have a knowledge management strategy in place, and once that strategy has been translated into concrete deliverables within work plans, knowledge management can still fall by the wayside unless workflows and management processes incorporate a strong knowledge management element or advocate for a positive knowledge management approach.

The following work processes are key for integrating KM:

- Human resources;
- Programme and project management;
- Finance;
- Advocacy and communication; and
- Technology development.

Human resources

Knowledge Management is as much about people as it is about tools and processes. Identifying processes within Human Resources that can strengthen your team's or office's knowledge management activities will help to anchor KM. For example:

- When recruiting, make sure that ToRs and job descriptions include strong KM elements for almost all staff within the CPR Practice Area. KM elements can and should appear as activities or competencies and will differ depending on the level and profile of the post.
- The HR management of an office as well as the learning plan of each staff member should include KM deliverables and KM learning objectives. KM deliverables are concrete outputs or activities. KM learning objectives relate to building knowledge in an area (part of an individual's learning plan). It is advisable that the yearly performance assessments (Results Career Assessment, RCA) include a KM result.
- When developing training material and modules on thematic issues or workshops on CPR-related issues, you should think of including KM as an integrated activity. This can help staff to think through relevant KM processes and potential KM products related to the topic.
- Likewise, if you feel that colleagues in your office are not familiar with knowledge management processes in general, your office could offer specific training sessions on improving knowledge management skills and expertise, e.g. on how to draft a Practice Note.

Examples: KM in HR

KM activities in Terms of Reference

- *'Establish and manage national and corporate community networks to promote knowledge acquisition and dissemination.'*
- *'Support to the building of the Country Offices' knowledge management, as well as improvement of CO programme's project management.'*

KM competencies in Terms of Reference

- *'Actively builds deep knowledge in one or more areas, including process and/or substantive knowledge; willingly shares this knowledge when others in UNDP request advice or help.'*
- *'Applies existing knowledge to work: Brings relevant UNDP and external knowledge and resources together to provide quality advice and services and improve organizational performance.'*
- *'Ability to lead formulation, implementation, monitoring and evaluation of development programmes and projects, mobilize resources.'*

KM results in Results Career Assessments

- *'Contribute to Knowledge Networks by sharing knowledge products in gender, HIV/AIDS, etc.' (Programme Officer)*
- *'Teamwork and knowledge sharing/management: my duties and tasks require close consultation, collaboration and coordination with colleagues from programme, operations and finance, project offices, government officials, NGOs, and other external agencies. The work is highly oriented towards team-based activities. It requires frequent information sharing on financial and project management, and soliciting of advice from colleagues within the office and from project offices.' (Programme Assistant)*

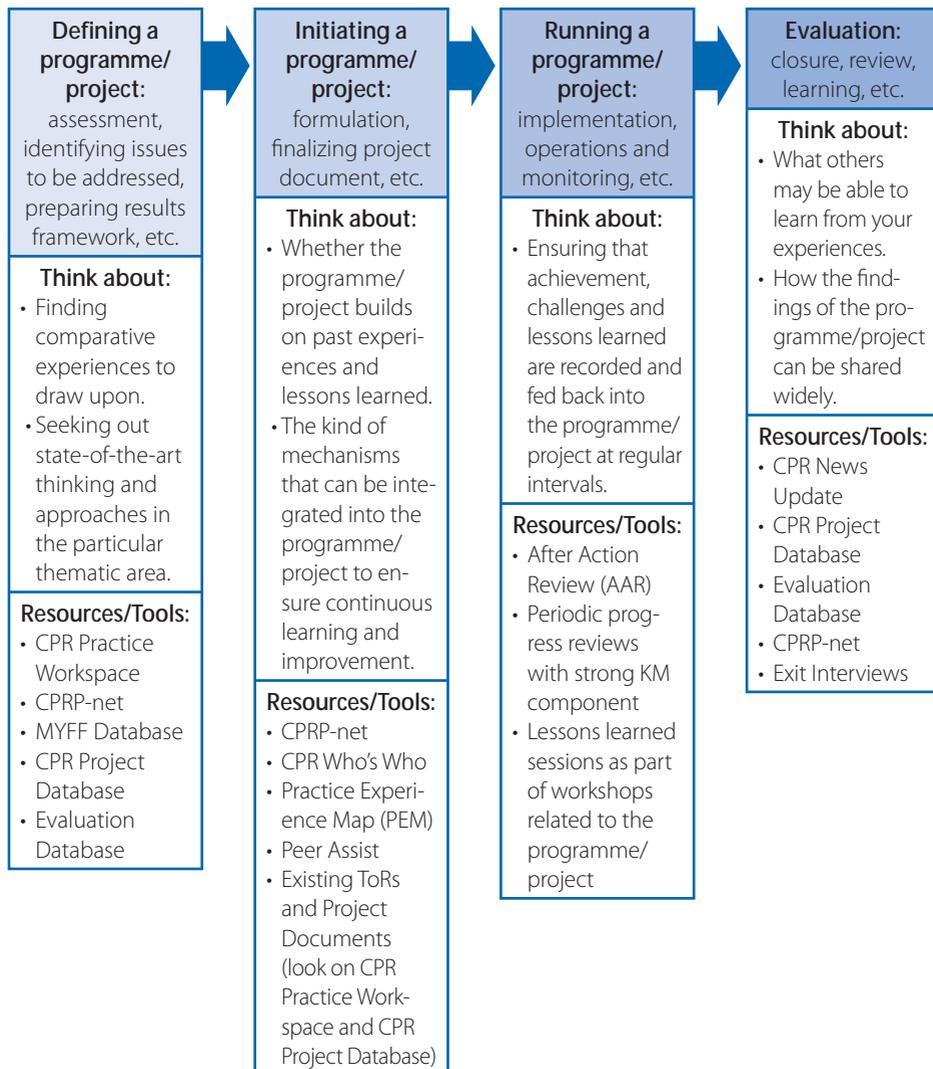
Programme and project management

Effective programme or project management²⁰ contributes to development outcomes. The four steps of programme or project management are defining, initiating, running and evaluating. Each should include a knowledge management component that clearly outlines the knowledge management processes involved and spells out the main deliverables. UNDP's Results Management User Guide explains the various steps in some detail. Collecting and applying experiences and good practice should inform the definition and initiation stages of your programme or project. While running and evaluating a programme or project, you should be able to extract and codify

²⁰ UNDP's *Results Management Guide* defines a programme as a plan for effectively delivering development results through a set of subordinate projects. It explains that 'a programme focuses on delivery of higher level results (the intended effects of a set of interventions) by optimizing synergy among project's outputs and assuring their on-going relevance to the achievement of results, while a project focuses on delivery of outputs (required to deliver an outcome)'.

your lessons to apply not only to the project in question, but to the design of future programmes or projects. The diagram below provides more detailed suggestions on how to build a knowledge management component into the setting up, running and closure of programmes or projects.

Integrating KM into programme and project management



Finance

Bureau or office internal financial allocation mechanisms (for example, committees) should screen project proposals to see if they contain a KM component. All project proposals should be able to demonstrate that they build on existing knowledge and that they will further contribute to a knowledge base within the CPR Practice Area.

Within BCPR, when project documents are submitted for the Thematic Trust Fund (TTF) and TRAC 1.1.3²¹, they should be able to demonstrate that existing experience has been incorporated and that lessons learned from these new projects will be documented and shared within the CPR Practice Area. When entering project-related information in ATLAS, attach the necessary project documents. Also, upload project documents and additional project-related material to the CPR Project Database (see chapter 2) during the lifetime of the project.

Advocacy and communication

Proposals put forward to donors should commit to knowledge management processes and identify key knowledge management products that will come out of the work and be made available to donors and other stakeholders. BCPR's commitment to its core value of 'excellence through knowledge innovation and impact' should be communicated to external partners, including a clear idea of forthcoming knowledge products likely to be of external interest (see section 2b for the CPR Website and external newsletter; see section 5a for guidance on external communication).

Technology development

Technology development should be based on the need for improved information sharing as a basis for effective knowledge management within the CPR Practice Area.

Technology is an important factor for information and knowledge management and can contribute to enhanced knowledge management and sharing. It is important that your information technology systems are strongly linked to and build upon your knowledge and information management strategy. When thinking of purchasing new technology or applying new software, think about how this new technology can contribute to knowledge management outcomes and deliverables and how it can be linked to existing technologies and systems.

²¹ Information on CPR related funds can be found on the CPR Practice Workspace: http://practices.undp.org/cpr/cpr_files/mgmt_service/fund_fin/?src=121517

When deciding on your office's information technology, ask yourself:

- What is the purpose of the technology to be used?
 - To disseminate information;
 - To facilitate information storage and retrieval;
 - To manage information data; or
 - To capture knowledge and information?
- Who are the main users? How will their needs be reflected in the design?
- Are there existing technical platforms (websites, databases or networks) that can be built upon?
- Is it necessary to build a new technological platform? If so, will it be compatible with and complementary to existing corporate platforms (such as databases, content management systems and taxonomies)?
- What are the processes and capacities required in developing the technical platform?
- What are the designated roles and responsibilities to ensure that it will be regularly updated and maintained?

Depending on the answers to these questions, technical solutions can be as simple as organizing the office's shared drive, or establishing mailing lists; or more sophisticated, for example establishing development databases or electronic networks.

Additional resources

- *The Cube* – visualization of UNDP's business processes: http://content.undp.org/go/bcpr/BCPR-Documents/download/?d_id=1146079
- Resources on integrating KM into business processes in international organizations: <http://km4dev.org/index.php/articles/307>
- Template for KM country office Action Plans, developed by the UNDP Sub-Regional Resource Facility for the Arab States: <http://www.surf-as.org/FocusAreas/KM/Tools/ActionPlan.xls>
- *Information on Knowledge Management Technology*, NeLH online KM library: http://www.nelh.nhs.uk/knowledge_management/km2/technology.asp

7d How to measure the impact of knowledge management

Why measure the impact of knowledge management?²²

Measurement is undoubtedly the least developed aspect of knowledge management, which is not surprising given the difficulties in defining it – let alone measuring it. Without measurable success, however, enthusiasm and support for knowledge management is unlikely to be sustainable. And without measurable success, you are unlikely to be able to identify what works and what doesn't, and therefore make an informed judgement about what to carry on doing and what to change.

What can be measured?

Given that the whole point of knowledge management is to improve the performance of an organization and to help it to achieve its objectives, the best and most logical approach is to **tie in** the measurement of the impact of knowledge management within UNDP's overall **performance measurement systems**. This can be done either at a corporate level, or at an individual project or process level.

However, one limitation of this approach is that if knowledge management practices are made an integral part of work, you cannot be sure of the relative contribution of those knowledge management practices to the success of a project or process, versus other factors. In view of this, a two-pronged approach is recommended that seeks to measure both **outcomes** and **activities**.²³

- Measuring **outcomes** focuses on the extent to which a project or a process achieves its stated objectives. The success of the project or process serves as a proxy measure for the success of the knowledge management practices embedded in it.
- Measuring **activities** then shifts the focus on to the specific knowledge management practices that were applied in the project or process. What were the specific knowledge management activities and what was their effect? In measuring activities, you are looking specifically at things like how often users are accessing, contributing to, or using the knowledge resources and practices you have set up. Some of these measures will be quantitative ('hard') measures such as the number and frequency of hits or submissions to an intranet site per employee. However, these measures only give part of the picture – they do not tell you why people are doing what they are doing. Hence to complete the

²² Drawn from NeLH's Specialist Library for Knowledge Management; and ODI's *Knowledge and Learning Online Toolkit*.

²³ *If only we knew what we knew: the transfer of internal knowledge and best practice*, O'Dell and Grayson, 1998 (chapter 12).

picture, you will also need qualitative (soft) measures by asking people about the attitudes and behaviours behind their activities.

- For measuring outcomes and activities, qualitative indicators will help you to determine whether you are making progress on both the outcomes and activities. Such indicators could include:
 - Staff members have shown an increase in critical thinking and communication skills which enable them to synthesize, sort and summarize information and knowledge as they work and interact with peers; and
 - There is a conscious effort to learn before, during and after key projects and activities using established learning processes.²⁴

How to measure the impact of knowledge management

STEP 1: Revisit your goals

- Your starting point for measuring any knowledge management initiative will be the original goals of that initiative: what did you set out to achieve?

STEP 2: Know your audience

- When it comes to defining success, you will often find that different people have different ideas about what constitutes success. Managers who approved the knowledge management initiative may want to know whether it helped to raise the profile of their area of work. Users of the knowledge management initiative will want to know how it has benefited them and whether their participation has been worthwhile.

STEP 3: Be clear on why you are collecting data

- Measuring for the sake of measuring is a waste of time – be sure that you are measuring for a specific purpose or purposes, and that some kind of action or decision will be taken as a result. Measuring against the objectives and goals that you have defined at the beginning of a process is a good way to track your progress and will help you to take appropriate corrective action if necessary.

STEP 4: Decide what data will be collected and how

- Spell out the details by clarifying what data will be collected, who will collect it, how, when, where, etc. Use existing measurement systems where they exist, such as the UNDP Staff Survey or the Balance Scorecard, rather than inventing new systems for the sake of it. If your knowledge initiatives work, then you might assume that this will show up in a performance measure such as the Staff Survey.

STEP 5: Analyse and communicate the measures

- When analysing and presenting the results, be sure to refer back to your original goals and your audience. Aim to present results in a manner that

²⁴ You know when KM is happening in your organization when...: http://content.undp.org/go/bcpr/BCPR-Documents/download/?d_id=1145955. This document was originally posted on a Bellanet facilitated discussion list on Knowledge Management for Development Organizations. Please visit www.bellanet.org for more information.

answers their questions in a meaningful way, rather than simply presenting facts and figures.

STEP 6: Review your combination of measures

- Monitor and evaluate how your measures are working. Developing measures is a process of trial and error – don't necessarily expect to get it right first time. Similarly, remember that as objectives and situations change over time, so your measures will need to change.

Example: Monitoring knowledge management success in UNDP Nepal

"In 2005, UNDP Nepal established a system to monitor the programmes of the country office (COMPASS). The system was designed to provide easy access to planning and monitoring documents from the national and corporate levels down to the project level. To measure the usefulness and the impact of this system over time, the UNDP office is conducting regular surveys and making improvements to the system based on this feedback. The regular survey captures quantitative as well as qualitative aspects of the programme management information system.

Some of the lessons learned from monitoring the system include:

- *Every knowledge management system or effort implies a change of habit or existing mechanisms, and thus needs time for staff to get used to and apply new systems and ideas; and*
- *Introducing new knowledge or information systems requires training.*

When developing and introducing a new knowledge management activity or system, it is important to define from the beginning how you will measure the success of this particular activity. Indicators and a timetable for regular follow-up are important tools."

Heather Bryant, UNDP Nepal

Additional resources

- *Measuring the Value of Knowledge Management*, NeLH online KM library: http://www.nelh.nhs.uk/knowledge_management/km2/measurement.asp
- *Measuring the benefits of knowledge management at Financial Services Authority*, by R. Jones, Financial Services Authority, UK Government, 2002: <http://km4dev.org/index.php/articles/307>
- *You know when KM is happening in your organization when...*: http://content.undp.org/go/bcpr/BCPR-Documents/download/?d_id=1145955. This document was originally posted on a Bellanet facilitated discussion list on Knowledge Management for Development Organizations. Please visit www.bellanet.org for more information.

ANNEX 1: Templates for CPR knowledge products

Template for CPR Concept Note

Introduction

This section explains the context and purpose of the paper. It states the target audience and explains how the paper is organized.

Background

This section outlines what is already known on the subject. It provides definitions for terms that may be new to UNDP CPR practitioners, and summarizes current thinking in the area, both within UNDP and beyond.

UNDP's Experience

This section provides a brief catalogue of UNDP's practical experience in this CPR area to date. If UNDP has had limited experience in the area, or no experience at all, then the section should point to related areas of UNDP's work, and explain the links between existing activities and this new topic.

Lessons Learned

This section summarizes any lessons learned from UNDP's engagement in the area to date. If this is an entirely new area of UNDP engagement, or proposed engagement, then lessons learned by other agencies should be recorded here.

The Future for UNDP

This section sets out the potential entry points for UNDP to develop its work in the area. It points out the benefits of UNDP engagement, as well as the challenges that UNDP may encounter. Next steps should be listed here, and should be as concrete as possible, with timelines for taking the work forward and an indication of who will take responsibility.

Additional Resources

A, background documents
B, key partners and resource people
C, related reading and additional resource material

Template for CPR Lessons Learned paper

Introduction

This section sets out the **parameters** of the paper, indicates the **target audience**, and suggests how this summary of lessons learned may be **incorporated into other processes and products**.

Context/Challenges

- Start by outlining the specific **circumstances** of the work: the country context, including political, security, socio-economic and environmental factors; as well as the main actors involved and the dynamics between them.
- Briefly describe the **specifics of the activity**, event, task, project or process: who was involved, the urgency, human resource or financial constraints, etc.
- Outline **what was supposed to happen, what actually happened, and what were the differences**: the initial objectives of a policy/strategy, project, activity, event or task versus the actual results. Be as specific as possible from this point on – giving examples from your own or the team's actual experiences.
- State what were the **consequences or results** – both direct and indirect, desired and undesired.

Lessons Learned

This section should be based on an analysis of the experience and context above. It should answer the following questions: 'if you could do this all over again, **what would you do differently?**'; or otherwise '**what is worthwhile repeating elsewhere?**'

Lessons learned should be concrete and to the point. Wherever possible, lessons learned should be either be phrased as **specific, actionable recommendations**; or they should be accompanied by concrete recommendations explaining what should be done, by whom, and by when.

This section can be structured by themes, each with a clear and descriptive heading, to allow the reader to easily capture the main issues.

Follow-up

This section outlines **who might be interested in learning** from this experience. It indicates **how the lessons learned will be shared** and **how they can best be incorporated** into future practice. It suggests parallel projects, activities or processes to which the lessons learned could be applied.

Additional Resources

This section might include:

A, a concise **summary** of the lessons learned which can be easily incorporated into future reports on the country/process/project/issue, ToRs of personnel conducting follow-up missions, or form part of a presentation to a wider group of colleagues for example.

B, Checklists to facilitate the process of building lessons learned into future practice.

C, Related references

D, Resource people who have experience of the activity, or who participated in the lessons learned exercise, and can provide further information and advice.

Template for Comparative Experiences paper

Introduction and Overview

This section provides a general introduction and a broad overview of approaches to a certain topic. This section may include:

- Theoretical and/or practical definitions of the topic based on UNDP's experience, or drawn from external resources if experiences within UNDP are limited;
- Various approaches towards addressing a certain topic or problem;
- Common role or entry points for UNDP on a certain topic;
- Key issues to be considered when programming, particularly in a CPR context, or in a specific region/country situation.

Country Experiences

This section provides short descriptions of past and ongoing country experiences on the topic. Country experiences should be selected on the basis that they strike a balance between **different characteristics of countries** (conflict, disaster prone, post-crisis, fragile states) and **varied approaches and experiences**.

Provide a short description of the activities, and if applicable, highlight the uniqueness of the experience (best practice, success, pitfalls). Include hyperlinks to project documents, resources, and contact persons if applicable. This can also be included as a detailed annex.

Challenges

This section provides a short analysis of some of the common challenges that cut across country experiences. Consideration should be given to challenges that are circumstantial (e.g. country context) or organizational (e.g. human resources, financial resources). This section includes:

- Main concerns and issues that need to be addressed in order for an approach to succeed;
- Factors that contributed to the limited success / impact;
- Issues that are often overlooked; and
- Specific challenges in a CPR context.

Lessons Learned

This section provides a short analysis of some of the common lessons learned that arise from the comparative experiences. Lessons learned should be concrete and to the point.

Resource Persons

This section should include all staff members (with their email addresses and duty stations) who have contributed experiences and advice on a particular topic.

Key Resources

This section provides a select number of essential readings and/or resource institutions on the topic (maximum 10 resources) that provide a balance between theory and practice. They should be hyperlinked, and drawn from both within and outside UNDP.

Annex

An optional annex can include: country/project briefs, contributions from individual members, other resources, and resource institutions.

Template for CPR How-to Guide

Overview

This section summarizes the content of the How-to Guide and should be written upon completion of all other sections.

Introduction

This section gives a definition of the topic of the document. It briefly outlines the relevant background and rationale, as well as UNDP's experience and role on this issue to date. It proposes a working thesis on the document (if applicable). The underlying question for this section is: what is the How-to Guide for?

I. Primer

This section conceptualizes the main aspects of the topic and highlights key issues, lessons learned and findings from past projects and thinking. Examples from UNDP experiences in the field should be built into this section to illustrate arguments. This section should also state contextual factors and assess possible risks. The underlying question for this section is: What are the main aspects of the topics and the overall context that I need to consider?

II. Methodology and Steps

This section describes the methodology and detailed steps on how to go about implementing the topic/project/programme/initiative. It includes an overview section of the methodology as well as a detailed description of each step. Flow charts, graphics, and examples should be used to illustrate each step and linkages between steps. If applicable, steps of the methodology should be referenced to existing UNDP or other manuals and guidelines. This section can also include 'Frequently Asked Questions', and a list of problems frequently encountered, with guidance on how to overcome them. It may also contain a list of 'golden rules' for project design and implementation, drawn from good practice and lessons learned. Guidance on how to incorporate cross-cutting issues, such as gender or capacity-building, should be covered in this section; as well as advice on partnerships and coordination with other actors working in this practice area. The underlying question for this section is: How do I implement the programme /initiative and ensure that the main aspects outlined in the Primer section are taken into account?

Additional Resources

This section can include:

- A, checklists
- B, list of possible document templates
- C, related references (sections in programming manuals, project manuals, etc.)
- D, related projects, programmes or initiatives
- E, resource people

Template for CPR Practice Note

Executive Summary

An Executive Summary should be no longer than two pages in total. It draws out the key points from each of the subsequent sections and focuses particularly on the main recommendations.

Introduction

This section gives a brief definition of the topic. It outlines the relevant background in terms of UNDP's experience with the issue to date, and states the target audience for the paper. If appropriate, it may also orient readers by providing a very brief chapter-by-chapter summary.

UNDP's Role

This section outlines UNDP's particular niche in the specific CPR-related issue, focusing on strengths and challenges for the organization. It identifies entry points for UNDP, linking the programmatic area to broader areas of UNDP's work.

Lessons Learned and Programming Guidance

Drawing on lessons learned from UNDP projects, this section provides practical programming guidance for UNDP practitioners. It should answer the questions:

- what are UNDP's experiences on the ground in this thematic area;
- what have we learned from programming over the past years on this particular CPR issue; and
- what approaches are we extracting from those experiences?

Programming guidance should ideally follow a sequential programmatic flow from project design, to implementation, exit strategies, and follow-up. This section should answer the questions:

- what do UNDP projects in this thematic area look like;
- what assessment, design, implementation, and monitoring and evaluation tools do I need; and
- how do I link projects in this thematic area to broader development initiatives by UNDP and other partners?

Additional Resources

This section can include:

- A, checklists
- B, outlines of past and current UNDP projects
- C, related references (sections in programming manuals, project manuals, etc.)
- D, further reading and additional resources
- D, key partners and resource people

ANNEX 2: Glossary of KM terms²⁵

After Action Review

A process to help teams to learn quickly from their successes and failures and share their learning with other teams. Involves conducting a structured and facilitated discussion after a task or project has been completed to review what should have happened, what actually happened and why it happened; this allows participants to learn how to sustain strengths and improve on weaknesses in subsequent tasks or projects. A good tool for lesson learning.

Best practice (or: Good practice)

A process or methodology that has been proven to work well and produce good results, and is therefore recommended as a model. Some people prefer the term 'good practice' as in reality it is debatable whether there is a single 'best' approach.

Capacity building

A term used in knowledge management to describe the process of enhancing an organization's ability to implement knowledge management principles and practices.

Codification

The process of getting people's knowledge into a form that can be communicated independently of those people. The most common method is writing things down and putting them into documents and databases. Other methods include pictures, and sound and video recordings.

Communities of interest

Networks of people who share a common interest in a particular topic, either work-related or peripheral to work, and who come together informally to share knowledge on that topic. Related term: Communities of Practice.

Communities of Practice

Networks of people who work on similar processes or in similar disciplines, and who come together to develop and share their knowledge in that field for the benefit of both themselves and their organization(s). They may be created formally or informally, and they can interact online or in person.

²⁵ Parts of this KM Glossary are drawn from NeHLS KM Glossary, which is available online at: www.nelh.nhs.uk/knowledge_management/glossary/glossary.asp

Content management

'Content' in this context generally refers to computer-based information such as the content of a website or a database. Content management is about making sure that content is relevant, up to date, accurate, easily accessible, well organized, etc., so that quality information is delivered to the user.

CoP

Abbreviation for Communities of Practice.

Data

A set of facts, concepts or statistics that can be analysed to produce information.

Document management

Systems and processes for managing documents including the creation, editing, production, storage, indexing and disposal of documents. This usually refers to electronic documents and uses specific document management software.

E-learning

The use of electronic information systems (especially internet technologies) to deliver learning and training.

Exit Interview

A survey conducted with an employee when he or she leaves an organization. The information from each Exit Interview is used to provide feedback on why employees are leaving, what they liked about their job and what areas of the organization need improvement. Exit Interviews can also be used as part of knowledge harvesting to extract knowledge from the departing employee so that it is kept in-house.

Explicit knowledge

Knowledge that can be expressed easily in words or numbers, and can be shared through discussion or by writing it down and putting it into documents, manuals or databases. Examples might include a telephone directory, an instruction manual, or a report of research findings.

Extranet

A website that links an organization with other specific organizations or people. Extranets are accessible only to those specified organizations or people and are protected via passwords.

Good practice

See: Best practice

Implicit knowledge

See: Tacit knowledge

Information

Data that has been organized within a context and translated into a form that has structure and meaning. (Note: while most people have an idea about what information is, it is rather difficult to define in a meaningful way.)

Information and communication technology (ICT)

Technology that combines computing with high-speed communications links carrying data, sound and video.

Information management

The management of an organization's information resources in order to improve the performance of the organization. Information management underpins knowledge management, as people derive knowledge from information.

Information technology (IT)

A term that encompasses the physical elements of computing including servers, networks and desktop computing which enable digital information to be created, stored, used and shared.

Intranet

A computer network that functions like the internet, but the information and web pages are located on computers within an organization rather than being accessible to the general public.

Know-how

Skill or capability derived from knowledge and experience.

KM – see knowledge management

Knowledge

There are many definitions of knowledge. A dictionary definition is 'the facts, feelings or experiences known by a person or group of people' (Collins English Dictionary). Knowledge is derived from information but it is richer and more meaningful than informa-

tion. It includes familiarity, awareness and understanding gained through experience or study, and results from making comparisons, identifying consequences, and making connections. Some experts include wisdom and insight in their definitions of knowledge. In organizational terms, knowledge is generally thought of as being 'know how', 'applied information', 'information with judgement' or 'the capacity for effective action'.

Knowledge audit

A method of reviewing and mapping knowledge in an organization including an analysis of knowledge needs, resources, flows, gaps, users and uses. A knowledge audit may include aspects of an information audit but is generally broader in scope.

Knowledge management

There are numerous definitions of knowledge management. The following is from knowledge management consultants TFPL: 'The creation and subsequent management of an environment which encourages knowledge to be created, shared, learnt, enhanced, organized and utilized for the benefit of the organization and its customers.'

Knowledge management strategy

A detailed plan outlining how an organization intends to implement knowledge management principles and practices in order to achieve organizational objectives.

Knowledge manager

A role with developmental and operational responsibility for promoting and implementing knowledge management principles and practices.

Knowledge mapping

A process to determine where knowledge assets are in an organization, and how knowledge flows operate in the organization. Evaluating relationships between holders of knowledge will then illustrate the sources, flows, limitations, and losses of knowledge that can be expected to occur.

Knowledge Network

A voluntary, flexible group of people with a common interest or passion in a specific area, who are willing to develop, share and build their knowledge, practice and expertise over a period of time.

Lessons learned

Lessons learned are concise descriptions of knowledge derived from experiences that can be communicated through mechanisms such as storytelling, debriefing,

etc., or summarized in databases. These lessons often reflect on ‘what we did right’, ‘what we would do differently’, and ‘how we could improve our process and product to be more effective in the future’.

Organizational learning

The ability of an organization to gain knowledge from experience through experimentation, observation, analysis and a willingness to examine both successes and failures, and to then use that knowledge to do things differently. While organizational learning cannot happen without individual learning, individual learning does not necessarily produce organizational learning. Organizational learning occurs when an organization becomes collectively more knowledgeable and skilful in pursuing a set of goals.

Organizational memory

The knowledge and understanding embedded in an organization’s people, processes and products or services, along with its traditions and values. Organizational memory can either assist or inhibit the organization’s progress.

Peer Assist

A process in which an individual or team calls a meeting or a workshop in order to tap into the knowledge and experience of others before embarking on a project or activity.

Peer Review

A tool to seek feedback from colleagues on a specific area of work or product. The Peer Review process involves circulating a piece of work in draft to a group of stakeholders, with a request for comments and concrete suggestions on how it could be improved.

Practice Area

A Practice Area brings people from different regions, across all bureaux and offices together into voluntary, flexible communities, based on common professional interest, so that they can share and learn from each other’s knowledge and experience and develop new ideas. Practice Areas include a wide range of organizational functions such as knowledge management, advocacy, partnership building, and professional development. Currently, UNDP has five development Practices (Practice Areas): Crisis Prevention and Recovery, Democratic Governance, Energy and Environment, HIV/AIDS, and Poverty Reduction. In addition, UNDP has two functional Practices that cover key business functions of the organization: Management and Coordination.

Tacit knowledge (or: Implicit knowledge)

The knowledge or know-how that people carry in their heads. Compared with explicit knowledge, tacit knowledge is more difficult to articulate or write down and so it tends to be shared between people through discussion, stories and personal interactions. It includes skills, experiences, insight, intuition and judgement.

Taxonomy

A hierarchical structure used for categorizing a body of information or knowledge, allowing an understanding of how that body of knowledge can be broken down into parts, and how its various parts relate to each other. Taxonomies are used to organize information in systems.

Virtual (Virtual team)

'Virtual' is a term used to describe something that exists or is brought together via electronic networks, rather than existing in a single physical place. For example, a 'virtual team' is a team whose members are not located together and who utilize electronic networks for communication, collaboration and work processes.

World wide web

The terms 'the internet' and 'the web' are often used interchangeably; however the world wide web is actually a collection of web pages that can be accessed on the internet. The web has become the most popular area on the internet because everyone can view the pages regardless of what kind of computer they are using.

Workspace

An internal UNDP website dedicated to information sharing for UNDP staff. The CPRP workspace is the backbone of information management for the CPR Practice Area. It contains information and resources shared by UNDP staff on programming and projects, ToRs, templates, toolkits and guidelines, research papers, training materials, and links to external resources.

ANNEX 3:

Additional resources

1. What is knowledge management?

- ▶ National electronic Library for Health (NeLH), Specialist Library for Knowledge Management: http://www.nelh.nhs.uk/knowledge_management/default.asp
- ▶ *Tools for Knowledge and Learning. A guide for development and humanitarian organisations*, by B. Ramalingam, Overseas Development Institute, 2006: <http://www.odi.org.uk/Rapid/Tools/Toolkits/KM/>
- ▶ *ABC of Knowledge Management*, Food and Agriculture Organization (FAO), 2005: http://www.idrc.ca/uploads/user-S/11479492851ABC_of_KM.pdf
- ▶ *UNDP Knowledge Management Roadmap. A Strategy for Deploying Knowledge Management within UNDP*, 2004: [http://rbec.undp.org/files/uploads/KM/KM_Roadmap_report - April 2004.doc](http://rbec.undp.org/files/uploads/KM/KM_Roadmap_report_-_April_2004.doc)
- ▶ *The knowledge sharing approach of the United Nations Development Programme*, by K. Henderson, KM4D Journal, Vol. 1, No. 2, 2005: <http://www.km4dev.org/journal/index.php/km4dj/article/view/21>
- ▶ *BCPR Knowledge and Information Management Strategy for Crisis Prevention and Recovery Practice Area*, 2005: http://content.undp.org/go/bcpr/km_docs/KM-Group-Docs/download/?d_id=412318
- ▶ *UNDP Networking*, powerpoint presentation on the functioning of KM within UNDP, produced by Knowledge Services Team, UNDP Regional Service Centre in Bangkok, 2005: http://www.unescap.org/oes/KM/undp/UNDP_Knowledge_Networks.ppt

The following websites offer additional comprehensive lists of links on knowledge management:

- ▶ UNDP Regional Centre for Europe and the CIS: http://europeandcis.undp.org/?wspc=KM_Links
- ▶ UNDP Sub-Regional Resource Facility for the Arab States: <http://www.surf-as.org/FocusAreas/KM/Events/KMPractices/KMPractices.htm>
- ▶ Web portal, Knowledge Management for Development (KM4DeV): www.km4dev.org/

2. How to find and share CPR-related information

- ▶ Crisis Prevention and Recovery Practice Network: http://practices.undp.org/cpr/cpr_files/cpr_prac_net/?src=121517

- CPR Practice Workspace:
User Guide: http://intra.undp.org/bcpr/ws_new/guidelines.htm
Access: <http://practices.undp.org/cpr>
- BCPR Intranet:
User Guide: http://practices.undp.org/cpr/intra/user_guide.htm
Access: <http://intra.undp.org/bcpr>
- CPR Project Database:
Access: http://stone.undp.org/system2/bcpr_ttf/cpr_project/index.cfm
User Guide: http://stone.undp.org/system2/bcpr_ttf/cpr_project/user_guide.htm
- BCPR Experts Roster: http://practices.undp.org/cpr/cpr_files/ppl_and_partner/expert_roster.cfm?src=121517
- CPR News Update: http://practices.undp.org/cpr/cpr_files/cpr_prac_net/news_update.cfm?src=121517
- Quarterly CPR Newsletter: http://www.undp.org/bcpr/whats_new/news.shtml
- External CPR website: <http://www.undp.org/bcpr/index.shtml>
- The Evaluation Resource Center is an online tool for sharing and searching UNDP-wide evaluations and monitoring reports:
<http://erc.undp.org/index.aspx?module=Intra>
- The annual reports of UNDP's results in all Practice Areas can be accessed through the database on the Multi-Year Funding Framework (MYFF):
http://intra.undp.org/osg/new/my_2004-07/index.html
- The Practice Experience Map captures and helps to find expertise within UNDP: <http://practices.undp.org/>

5. Writing and sharing: The five core CPR knowledge products

- *UNDP Style Manual*, 2002: <http://intra.undp.org/coa/editorial-manual.shtml>
- *UNDP Graphic Standards for Design*, 2002:
<http://intra.undp.org/comtoolkit/>
- *Communicating for Results*, UNDP's online communications toolkit, 2007:
<http://intra.undp.org/graphic-standards.shtml>
- For UNDP Guidelines on Communications and Publications, UNDP's Communication Office see: <http://intra.undp.org/coa>
- UNDP Publications Board: <http://publicationsonline.undp.org>
- UNDP Bureau for Development Policy (BDP) provides guidance, a template, and a back-catalogue of *Human Development Viewpoints*, a knowledge product for other Practice Areas: <http://intra.undp.org/bdp/hdv/index.htm>

- *BCPR Guidance on Lessons Learned: How to reflect on, analyse, share and institutionalize lessons learned from experiences in crisis prevention and recovery:* http://content.undp.org/go/bcpr/BCPR-Documents/download/?d_id=1001963
- Collection of lessons learned guidelines and samples ('Learning from Practice') developed by UNDP's Sub-Regional Resource Facility for Latin America and the Caribbean: <http://www.undp.org/surf-panama/lfppractice.html>
- Comprehensive Lessons Learned report: *Local Governance in Tsunami Recovery: Lessons Learned and Emerging Principles*, UNDP Regional Center in Bangkok, 2006: http://regionalcetrebangkok.undp.or.th/practices/governance/documents/Local_Gov_Tsunami_Recovery-200601.pdf
- The UN Peacemaker Template has been developed to help peacemakers and staff to identify and formulate the lesson(s) they have gained from a peacemaking experience: <http://peacemaker.unlb.org/index1.php>
- Comparative Experiences Papers on Electoral Re-Districting and Electronic-Voting in the Arab States Region: <http://www.surf-as.org/FocusAreas/DG/Resources/Papers/RedistrictingPaper.doc> and <http://www.surf-as.org/FocusAreas/DG/Resources/Papers/E-voting.doc>
- The Regional Centre Bratislava provides a list of How-to Guides in UNDP's practice areas: http://europeandcis.undp.org/?menu=p_search/adv_result/p_documents&DocumentType=20
- *UNDP Practice Note on the Disarmament, Demobilization and Reintegration of Ex-Combatants*, 2005: http://content.undp.org/go/bcpr/BCPR-Documents/download/?d_id=393573
- UNDP's Bureau for Development Policy (BDP) provides additional guidance on how to prepare and write a Practice Note for other UNDP Practice Areas: <http://intra.undp.org/bdp/policy/docs/Template%20for%20Practice%20Notes-4%20Dec%2003.doc>
- CPR Project Database: http://stone.undp.org/system2/bcpr_ttf/cpr_project/index.cfm
- All CPRP-net Consolidated Replies: http://practices.undp.org/cpr/cpr_files/cpr_prac_net/consolidated_replies/?src=121517
- UNDP Evaluation Resource Center: <http://erc.undp.org/index.aspx?module=Intra>

6. More knowledge management tools and techniques

- *Learning to Fly*, by C. Collison and G. Parcell 2001, Oxford: Capstone Publishing.
- *How to Launch a Network?* Primer on UNDP Networks, including success factors and tips: <http://km4dev.org/index.php/articles/553>

- *Establishing a Community of Practice: Resource Handbook* by UNDP Bratislava Regional Centre, 2004: http://content.undp.org/go/km/ks-global/Definitions-and-Typologies/download/?d_id=405722&g11n.enc=ISO-8859-1
- *UNDP Network Facilitation Guidelines*: http://content.undp.org/go/bcpr/km_docs/KM-Group-Docs/download/?d_id=1005956
- UNDP's internal knowledge-sharing website: <http://practices.undp.org/ks/>
- *Cultivating communities of practice. A quick start-up guide*, by E. Wenger, 2002: http://www.ewenger.com/theory/start-up_guide_PDF.pdf
- *A Guide to Managing Knowledge. Cultivating communities of practice*, by E. Wenger et al., 2002, Boston: Harvard Business School Press.
- Tips, advice and further links on setting up and maintaining a CoP, provided by knowledgeboard, an online KM platform: <http://www.knowledgeboard.com/cgi-bin/item.cgi?id=378>
- Links to experiences of setting up and running CoPs, provided by KM4DeV: <http://km4dev.org/index.php/articles/c151>
- *Work the Net. A Management Guide for Formal Networks*, GTZ, 2006: <http://www.km4dev.org/index.php/articles/news/716>
- National electronic Library for Health (NeLH), Specialist Library for Knowledge Management: http://www.nelh.nhs.uk/knowledge_management/default.asp
- *Step by Step Guide to conducting a Peer Assist*, CGXchange Knowledge Sharing Toolbox: <http://www.ks-cgiar.org/toolbox/index.php?option=content&task=section&id=4&Itemid=37>
- *Peer Assists*, NeLH online KM library: http://www.nelh.nhs.uk/knowledge_management/km2/peer_assists_toolkit.asp
- *After Action Reviews*, NeLH online KM library: http://www.nelh.nhs.uk/knowledge_management/km2/aar_toolkit.asp
- Links to resources on *After Action Reviews*, by UNDP Bratislava Regional Center: http://europeandcis.undp.org/?wspc=KM_Links
- *Step by Step Guide to AARs*, GXchange Knowledge Sharing Toolbox: <http://www.ks-cgiar.org/toolbox/index.php?option=content&task=section&id=5&Itemid=44>
- *Tools for Knowledge and Learning. A guide for development and humanitarian organisations*, by B. Ramalingam, Overseas Development Institute, 2006: <http://www.odi.org.uk/Rapid/Tools/Toolkits/KM/>
- *Disappearing knowledge: are Exit Interviews the wit's end?*, by D. Skyrme, 2001: http://www.skyrme.com/updates/u55_f1.htm

- Chapter 10: *Networking and Communities of Practice*, in *Learning to Fly*, by C. Collison and G. Parcell 2001, Oxford: Capstone Publishing.

7. Strategizing, mainstreaming and monitoring knowledge management

- *Developing a knowledge management strategy*, by R. James, KM Column (online): http://www.steptwo.com.au/papers/kmc_kmstrategy/index.html
- *Developing a knowledge management strategy*, NeLH online KM library: http://www.nelh.nhs.uk/knowledge_management/km2/strategy_toolkit.asp
- KM Strategy for UNDP Timor Leste: http://content.undp.org/go/km/Country-Office-KM---Experiences-from-the-Field/download/?d_id=147357
- *The Cube* – visualization of UNDP's business processes: http://content.undp.org/go/bcpr/BCPR-Documents/download/?d_id=1146079
- Links on KM integration into business processes: <http://km4dev.org/index.php/articles/307>
- Template for KM country office Action Plans, developed by the UNDP Sub-Regional Resource Facility for the Arab States: <http://www.surf-as.org/FocusAreas/KM/Tools/ActionPlan.xls>
- *Knowledge Management Technology*, NeLH online KM library: http://www.nelh.nhs.uk/knowledge_management/km2/technology.asp
- UNDP Guidelines on Results Career Assessments (RCA): <http://rca.undp.org/index.cfm>
- *UNDP Results Management Guide Implementation Toolkit*: <http://stone.undp.org/system2/managingresults/index.cfm>
- *Measuring the Value of Knowledge Management*, NeLH online KM library: http://www.nelh.nhs.uk/knowledge_management/km2/measurement.asp
- *Measuring the benefits of knowledge management at Financial Services Authority*, by R. Jones, Financial Services Authority, UK Government: <http://km4dev.org/index.php/articles/307>
- *If only we knew what we knew: the transfer of internal knowledge and best practice*, by C. O'Dell and J. Grayson, 1998 (chapter 12).
- *You know when KM is happening in your organization when...*: http://content.undp.org/go/bcpr/BCPR-Documents/download/?d_id=1145955. This document was originally posted on a Bellanet facilitated discussion list on Knowledge Management for Development Organizations. Please visit www.bellanet.org for more information.

