

THE ART OF KNOWLEDGE EXCHANGE

A Results-Focused Planning Guide for Climate Change Practitioners

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DO YOU WANT TO...

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

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The Art of Knowledge Exchange: A Results-Focused Planning Guide for Climate Change Practitioners is a customized adaptation of the original *The Art of Knowledge Exchange: A Results-Focused Planning Guide for Development Practitioners*, which was produced under the leadership of **Shobha Kumar** from the World Bank Group's Knowledge Exchange Practice working with a team of World Bank Group staff and consultants comprising **Aaron Leonard, Ryan Watkins, Yianna Vovides, and Brigitte Kerby**. This Climate Investment Funds (CIF) Guide was produced with contributions from the CIF Administrative Unit, recipient countries, multilateral development banks, and stakeholders. The team would like to thank CIF Manager **Mafalda Duarte** for her support for the adaptation initiative.

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ABOUT THIS GUIDE

Welcome to this customized edition of *The Art of Knowledge Exchange*.

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

This guide will help practitioners to:

- » *Consider knowledge exchange within a broader programmatic and development context.*
- » *Ensure that knowledge exchange initiatives are stakeholder owned and demand driven.*
- » *Determine the challenges to reaching a solution.*
- » *Reflect on the change processes needed to address these challenges.*
- » *Identify individuals or groups who can play effective roles in bringing about needed change.*
- » *Choose the right mix of knowledge exchange instruments and activities to help participants learn, grow, and act.*
- » *Implement in an adaptive and learning-focused manner.*
- » *Measure and report the results of a knowledge exchange initiative.*

This guide includes and refers to case studies and other examples of successful knowledge exchange initiatives in the clean technologies, climate resilience, energy access, and sustainable forests sectors, highlighting lessons learned from implementing these initiatives for high development impact. It also reflects the experience of the Climate Investment Funds Administrative Unit, multilateral development banks, knowledge and learning professionals, government officials, stakeholders, and other international and development practitioners who have successfully integrated knowledge exchange as a part of a larger change process.

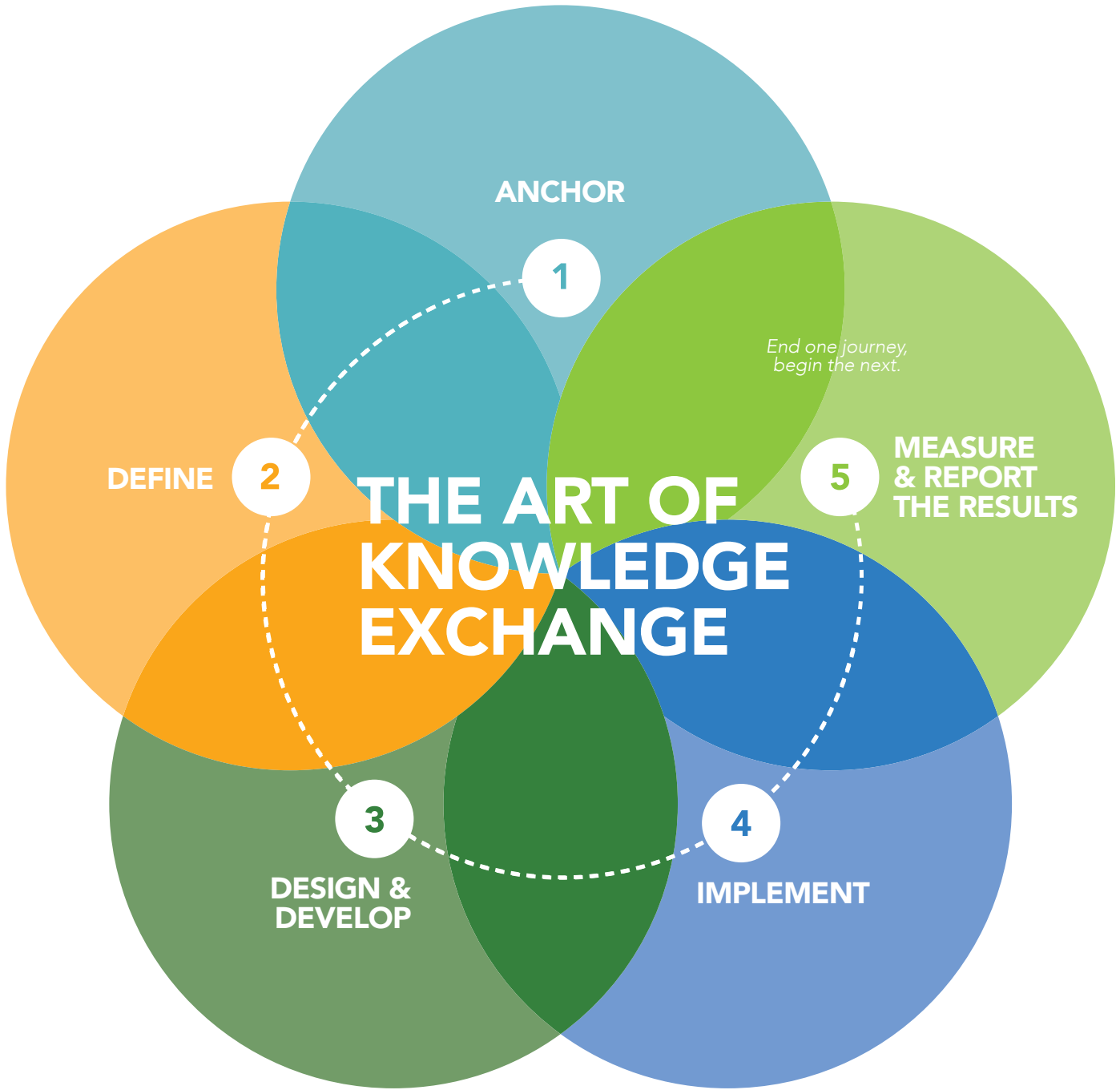
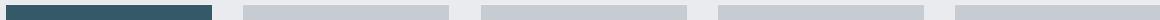


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WHAT CAN KNOWLEDGE EXCHANGE HELP YOU ACHIEVE?

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

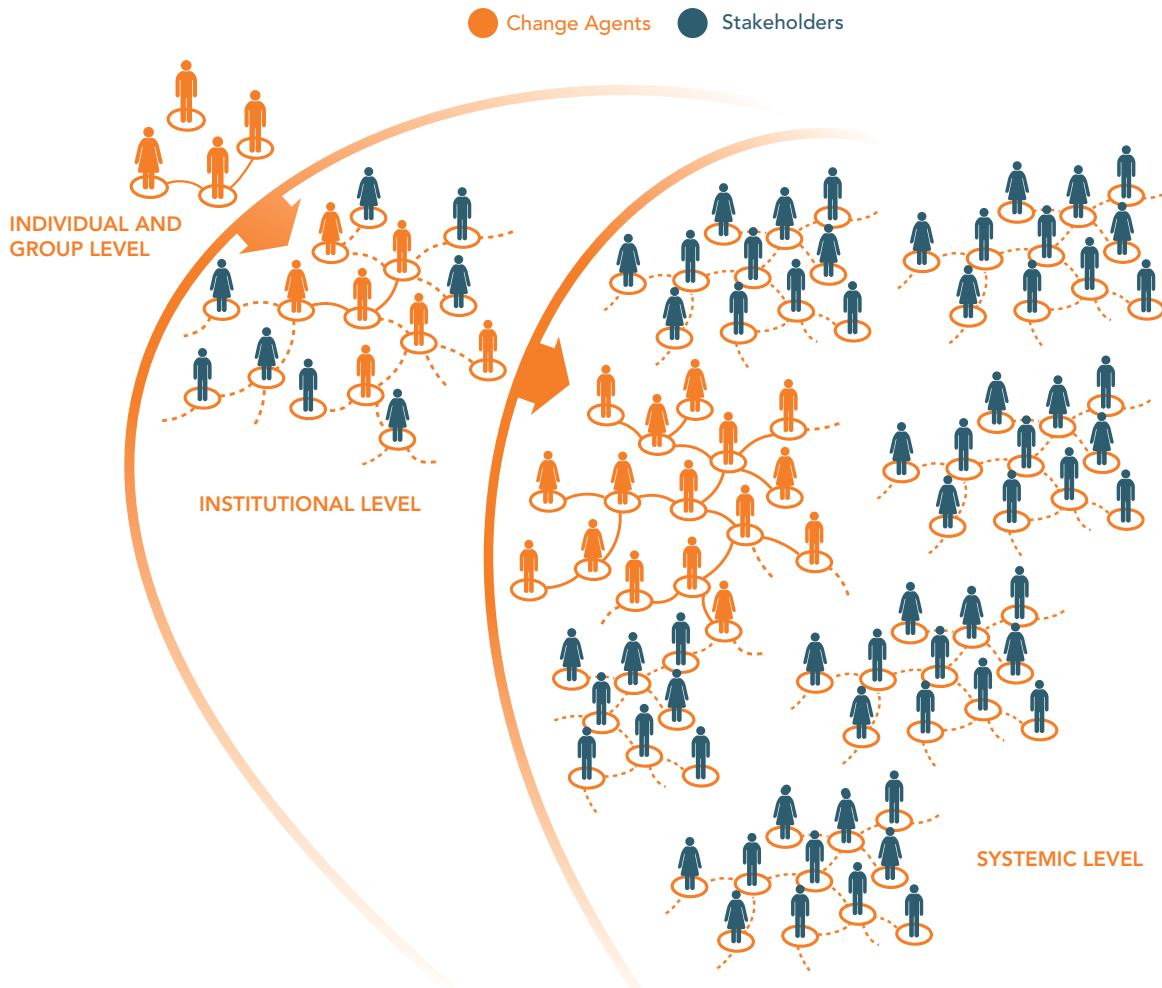
When done right, knowledge exchange can **build the capacity, confidence, and conviction of individuals and groups to act**. Taken from recent exchanges, examples of direct results or intermediate outcomes include:

- » Through the dialogues, the Pilot Program for Climate Resilience (PPCR) Zambia delegation recognized that integrating community participation with all the necessary data and weather information is essential in risk management and adaptation.
- » After participation in mini-grid action learning events, the Scaling Up Renewal Energy Program for Low Income Countries (SREP) Rwanda representatives decided to pursue and incorporate off-grid solutions in their plan.
- » Pilot country representatives deepened their understanding of key issues around the design and implementation of Forest Investment Program (FIP) investment plans and other forestry activities.

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

- » Knowledge gained on the variety of approaches for risk management and adaptation fed into discussions for additional financing of Zambia PPCR, including a private sector approach to guide farmer groups into becoming entrepreneurs and producers.
- » The direct results from the mini-grid action learning event have helped SREP countries to accelerate/initiate a path to address the three institutional challenges identified: environment for change, policy instruments, and organizational arrangements.
- » The Bangladesh Forest Department designed a people-oriented forestry project with knowledge gained from the exchange.

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



"Knowledge exchange and learning is a critical resource for countries on the front line of climate change. The sharing of experiences and lessons learned will help many nations unlock scaled and near-term solutions that will ensure the most vulnerable communities can survive and thrive in a climate changing world." ~ Mafalda Duarte, Manager, Climate Investment Funds

"We were expecting to learn a bit, but were impressed with the array of solutions developed by the Brazilian friends which can be applied in Mozambique." ~ Sonia Nordez, National REDD+ Technical Unit, Mozambique



Case Example

KNOWLEDGE EXCHANGE FOR SUSTAINABLE ENERGY

Knowledge Brokers:

Scaling Up Renewable Energy Program in Low Income Countries (SREP), Climate Investment Funds

Energy Sector Management Assistance Program (ESMAP), World Bank Group

In this knowledge exchange, SREP countries...

GAINED NEW KNOWLEDGE

ENHANCED SKILLS

IMPROVED CONSENSUS

ENHANCED CONNECTIVITY

INITIATED NEW AND IMPROVED ACTIONS

Working toward achieving the goal of Sustainable Energy for All (SEforAll) that calls for universal energy access by 2030, the Climate Investment Funds (CIF) and the Energy Sector Management Assistance Program (ESMAP) of the World Bank Group are actively supporting mini-grids (a cost-effective, small-scale, and reliable electricity solution) implementation in low-income countries.



Case Example

Through its Scaling Up Renewable Energy Program in Low Income Countries (SREP), the CIF, as of 2017, has supported the financing of mini-grid projects in 14 countries (Latin America: Haiti, Honduras; South and East Asia: Bangladesh, Maldives, Nepal, Solomon Islands, Vanuatu; Sub-Saharan Africa: Ghana, Kenya, Liberia, Mali, Rwanda, Tanzania, Uganda). ESMAP, through its Global Facility of Mini-Grids, is supporting knowledge and learning activities to help countries increase their institutional capacity for implementing sustainable energy solutions.

“SREP funding provides upfront financing that is essential for bringing the mini-grid projects to commissioning. SREP funding will also be utilized [in Rwanda] for technical assistance and capacity building activities aimed at strengthening stakeholder capacities for off-grid electrification” ~ SREP focal point, Rwanda

Even with these efforts well underway, communities have trouble achieving access because they lack knowledge of and exposure to proven practices and because regulatory, commercial, and implementation barriers are holding back the expansion of sustainable mini-grids.

To address the challenge, the CIF and ESMAP joined forces to offer action learning events to support operational upscaling of mini-grids and enable SREP countries to share successes and lessons learned. Three such exchanges took place in 2016 and 2017, and included a broad stakeholder group with participants from SREP and non-SREP countries, multilateral development banks, and other experts. The first exchange took place in Kenya with approximately 200 participants from 20 countries. The second took place in Myanmar and brought together 300 participants from 52 countries in Africa, Asia, and Latin America. The third exchange in Nigeria brought together 600 participants from over 50 countries for continued action planning efforts to address mini-grid operations and sustainability.

“The main highlights [of the action learning events] were the emerging financing instrument for mini-grids, gender, and other social concerns and productive use of energy initiatives. The most useful experience has been the networking benefits and the diversity of approaches by the various countries in delivering mini-grid electrification.” ~ SREP focal point, Ghana





Case Example

The action learning events were designed to engage participants in sharing knowledge and establishing lasting networks for further engagement. They emphasized consensus building and offered the opportunity for participants to enhance their technical capacity. The action learning events included activities such as round-table small-group discussions, clinics, field visits, expert panels, interactive presentations, reflection circles, and action planning.

Through the knowledge exchanges, SREP country representatives improved motivation and stronger confidence in their ability to bring about desired changes in the mini-grid and off-grid sectors of their countries for low-cost and timely access to electricity services. Several SREP country representatives reached agreement on priorities and next steps by developing action plans that incorporated overall lessons generated during the exchange. They also gained technical skills for using specific tools such as Hybrid Optimization of Multiple Energy Resources (HOMER) software for analysis of distributed generation and microgrids. Representatives from Ghana, Haiti, Honduras, Kenya, Liberia, Maldives, Rwanda, and the Solomon Islands have also reported initiating and modifying specific activities and actions related to the design and implementation of mini-grid and off-grid solutions as a direct result of what they saw, learned, and shared during the action learning events.

“Given that a very similar group of countries attended the events seeking to develop mini-grids at scale, listening to more experienced colleagues gave them the opportunity to follow the best route for their country. For example, some wanted to learn about establishing policies/regulations, others about selecting business models, technology approaches, and more. The action learning events helped accelerate their understanding of issues and solutions for their country’s specific needs and action plans.” ~ Rafael Ben, Energy Specialist, Climate Investment Funds







Case Example

KNOWLEDGE EXCHANGE FOR CLIMATE RESILIENCE

Knowledge Brokers:

**Climate Investment Funds
The World Bank Group
Asian Development Bank**

In this knowledge exchange, Zambia...

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

October marks the end of a hot and dry season and is the month before Zambia's rainy season, yet many parts of the Barotse sub-basin within the Zambezi floodplain, including villages and rural areas, are still flooded. Since the 1990s, the country's highly variable climate has meant increasing numbers of floods and droughts that have adversely affected the health and livelihoods of Zambia's people. Because of this variability, climate change, and their socioeconomic isolation, the rural population along the Zambezi basin (particularly along the southern and western part of the country) is among the poorest and most vulnerable in Zambia.

To address these challenges, the government of Zambia, through the Ministry of National Development Planning, is implementing the Pilot Program for Climate Resilience (PPCR). The PPCR is building institutional and community resilience against climate change through mainstreaming climate risk in development plans and distributed implementation at the provincial and district levels in the Barotse sub-basin. Zambia's strategic direction as marked out in its 7th National Development Plan (2017–2021) is to create a diversified and resilient economy for sustained growth and development.



Case Example

Cambodia's success with the PPCR is of keen interest to Zambia because the two countries face similar climatic conditions and challenges and are implementing similar adaptation and resilience projects to address climate change issues. Through the Climate Investment Funds' (CIF) PPCR Regional Dialogue and Knowledge Exchanges, which stimulate dialogue and learning among PPCR countries, Zambia hoped to learn from Cambodia's progress in developing climate adaptation projects in the agriculture and natural resources sectors and its use of community-based approaches to building resilience to climate change. The exchange would also help Zambia identify opportunities for replication and adoption of best practices.

"Zambia is very curious to hear how Cambodia is coping with climate change. Through the exchange, Zambia is hoping to incorporate lessons learned from Cambodia in its own disaster management plan."

~ Iretomiwa Olatunji, Senior Environmental Specialist, World Bank Group, Lusaka, Zambia

The CIF, in collaboration with the World Bank Group and the Asian Development Bank, organized a knowledge exchange to bring Zambia and Cambodia together for one week in October 2017. The program included opportunities for the Zambian participants to gain new insights on how Cambodia and other countries are heading toward climate resilience.

"Zambia is facing similar challenges, much like Cambodia, when it comes to disaster and climate change risks and impacts. We also both experience droughts and the rising temperatures...and both countries experience floods..." ~ Dr. Auxilia Ponga, Permanent Secretary, Ministry of National Development Planning, Zambia, and head of the Zambia delegation to Cambodia

The exchange started with a multi-stakeholder dialogue in Phnom Penh. Cambodia's Minister of Environment received the Zambian delegates, who included representatives from the Ministry of National Development Planning, the Strengthening Climate Resilience in the Barotse Sub-Basin Project (SCReBS), the Ministry of Transport and Communication, the Disaster Management and Mitigation Unit, and the World Bank Group. The Zambian delegates then participated in a two-day conference on Community-Based Disaster Risk Management (CBDRM) in Siem Reap organized by the government of Cambodia with support from CIF/PPCR. This conference included more than 170 participants, mostly from Southeast Asia, comprising CBDRM experts and practitioners, civil society organizations, non-governmental organizations (NGOs), development partners, and academics. Some members of the Zambian delegation served as speakers and moderators to share their own experiences with





Case Example

CBDRM initiatives and approaches. A two-day study tour to rehabilitated canals and agricultural cooperatives in rural villages in Battambang followed. During field visits to five PPCR projects, the Zambian delegation observed how different communities implement these projects. Through informal conversations and interviews, community members shared their experiences and lessons learned.

“In Cambodia, we see a lot of Civil Society groups operating successfully in these very rural areas. Even the international NGOs have significant support and presence in these areas. And that is something we want to borrow, because with the structure in Zambia, you find a lot of active NGOs, but only in cities and towns and mostly local NGOs. But with the kind of work we are doing with climate change, we need these organizations in the most rural of areas.” ~ Dr. Auxilia Ponga, Permanent Secretary, Ministry of National Development Planning, Zambia

The exchange allowed the Zambian delegates to gain a deeper understanding of climate change and development challenges in the agriculture and natural resources sector and the range of approaches adopted by communities and the government of Cambodia to cope with the challenges. They also appreciated the strong links between community-based adaptation and CBDRM, and mechanisms to enhance inclusiveness and gender responsiveness. This knowledge and new connections with their peers from Cambodia and other participating countries helped participants better understand the importance of integrating disaster risk management in the design of projects, including the importance of establishing early warning systems. The knowledge exchange also offered concrete steps on how to engage the private sector to address climate change issues, especially in the agriculture sector—for example, ways that banks, insurance companies, and enterprises can be central to the whole value chain. The Zambia team saw the need for the government to reach out aggressively to the private sector to make a strong case that adaptation opportunities also drive good business.

Through the Climate Investment Funds’ PPCR Regional Dialogue and Knowledge Exchanges, Cambodia and Zambia—who share a range of similar adaptation needs—have demonstrated what can be achieved and I hope their positive experience will encourage other nations to utilize such platforms as a means to accelerate climate action.” ~ Mafalda Duarte, Manager, Climate Investment Funds





Case Example

KNOWLEDGE EXCHANGE FOR SUSTAINABLE FORESTS

Knowledge Broker:

**Forest Investment Program (FIP), Climate
Investment Funds**

In this knowledge exchange, participants from FIP Pilot Countries Meetings...

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

Covering nearly a third of all land on Earth, forests are essential for livelihoods and jobs, habitats for animals, soil and water conservation, and carbon capture and storage. Because they have some of the most accessible productive resources available to the poorest communities, forests are especially important for providing resilient livelihood opportunities for local communities and indigenous peoples and can be critically important to the food insecure. Goal 15 of the Sustainable Development Goals, Life on Land, calls for actions in relation to sustainably managing forests, combatting desertification, stopping and reversing



Case Example

land degradation, and halting biodiversity loss. With the population reaching 9 billion by 2050, the demand on the multiple services offered by forested landscapes is likely to escalate. Under business as usual, the prospects for these areas, and for the people dependent on them, are bleak. However, if well managed, forests can be the foundation of sustained rural development that benefits local communities and national governments, and contributes to global efforts.

Working toward achieving these goals, the Climate Investment Funds (CIF) through its Forest Investment Program (FIP) finances efforts to address the underlying causes of deforestation and forest degradation and to overcome barriers that have hindered past efforts. These efforts include investments in institutional capacity, forest governance and information, forest mitigation measures, and investments outside the forest sector necessary to reduce the pressures on forests.

With investment plans to be implemented in 14 countries, FIP recognized the importance of establishing country-to-country support mechanisms to enhance their learning and coordination efforts. It established the FIP Pilot Countries Meeting in 2010 with the aim of bringing together a mix of participants from government and multilateral development banks (MDBs), as well as observers from private sector, civil society, indigenous peoples, and local community groups, to engage in peer-to-peer learning on practical issues related to the design and implementation of FIP investment plans and other forestry activities.

The FIP Pilot Countries Meetings have taken place annually since 2010 with a rotating venue among the FIP countries. Thus far Brazil, the Democratic Republic of Congo (DRC), Indonesia, the Lao People's Democratic Republic (PDR), Mexico, South Africa, Turkey, and the United States have hosted meetings. Since their inception in 2010, the meetings themselves have evolved according to the participants' needs and interests. In this case story we unpack the efforts and outcomes of the most recent FIP Pilot Countries Meeting that took place in Lao PDR in September 2017.

"For those participants who were new focal points and at the beginning of the development of their projects, the meeting was invaluable because the activities included many opportunities for those attending to share lessons learned on halting deforestation, financing, gender mainstreaming, and more." ~ FIP Pilot Countries Meeting participant





Case Example

During the first day of the meeting, the participants engaged in interactive presentations, stocktaking exercises, round-table small-group discussions, and lightning talks. Day 2 was designed and implemented in collaboration with the Forest Carbon Partnership Facility (FCPF). FCPF is a “global partnership of governments, businesses, civil society, and Indigenous Peoples focused on reducing emissions from deforestation and forest degradation, forest carbon stock conservation, the sustainable management of forests, and the enhancement of forest carbon stocks in developing countries (activities commonly referred to as REDD+).” The joint FIP–FCPF activities offered the opportunity for FIP and FCPF stakeholders to share views and experiences through a series of expert panels, a knowledge café, and clinics. The final day was spent on field visits to several project sites.

As part of the exchange, participants deepened their understanding of key issues around the design and implementation of FIP investment plans and other forestry activities and agreed on ways to track and report key data in their own projects. They gained enhanced communication skills to better capture and tell stories related to FIP projects and established new bilateral exchanges and shared learning (for example, between Cameroon and DRC, Uganda and Kenya, and more).

Following the exchange, participants from several countries have shared the outcomes from the FIP meeting and the actions they have initiated in their respective countries. For example, Brazil implemented better monitoring and reporting (M&R) systems to enhance the quality of its M&R efforts.

“This is a very important meeting because we are bringing together 3 different [groups]—FIP, FCPF, and Dedicated Grant Mechanism...to promote good forest management...Bringing all these groups together was very rich and interesting because even by talking with people you start finding common solutions that have been applied in different countries” ~ MDB focal point for the FIP







**STEP****1**

ANCHOR THE KNOWLEDGE EXCHANGE

IN STEP 1 YOU WILL

- 1.1 Identify the development goal and tie it to the knowledge exchange initiative.**
- 1.2 Define the institutional challenge(s) to reaching the development goal.**
- 1.3 Determine the change objective(s) with your counterparts.**

Knowledge exchange initiatives can be used as part of a change process to powerful effect. At its best, an exchange generates relevant knowledge, delivery know-how, and timely insights for designing, developing, and implementing innovative development initiatives in clean technologies, climate resilience, energy access, and sustainable forests. But for the knowledge exchange to work well, it should be anchored in the larger development context and driven by stakeholder priorities.

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

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



Anchor the Knowledge Exchange

STEP 1.1 IDENTIFY THE DEVELOPMENT GOAL

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

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

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



Sustainable Energy Exchange—Development Goal

The overall development goal for the Scaling Up Renewable Energy Program in Low Income Countries and the Energy Sector Management Assistance Program is to support the operational upscaling of mini-grids for low-cost and timely access to electricity.



Zambia and Cambodia Exchange—Development Goal

The development goal in Zambia is to improve climate resilience by strengthening the adaptive capacity of the country's poorest and most vulnerable communities.



Sustainable Forests Exchange—Development Goal

The overall development goal for the Forest Investment Program is to support developing countries in their effort to adopt sustainable and climate-smart methods and strategies related to forestry.

STEP 1.2 DEFINE THE INSTITUTIONAL CHALLENGE(S)

What challenges are blocking the achievement of the development goal?

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

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

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

The following questions can guide your assessment of institutional challenges.

Assessing the Environment for Change

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

Assessing Policy Instruments

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

Assessing Organizational Arrangements

- » *Are existing institutions equipped to realize the development goal and handle complex delivery challenges? Do new institutions need to be developed?*
- » *Do existing institutions have to be reformed?*
- » *Does the institution have*
 - › *A legal mandate, vision, and mission to implement the new approach?*
 - › *A viable business plan, processes and systems in place?*
 - › *A defined set of activities accompanied by a budget, timeline, and assigned personnel?*
 - › *A robust monitoring and evaluation system?*
 - › *Funds to sustain its operating costs?*
 - › *Skilled and experienced staff with technical and operational knowledge and delivery know-how to handle complex delivery challenges?*
 - › *Sound and engaged leadership?*
 - › *A governing board or system to oversee management?*



Anchor the Knowledge Exchange

- » *And does it*
 - › *Report regularly on progress?*
 - › *Issue annual income and expenditure reports?*
 - › *Find ways to regularly improve its processes, delivery know-how, and incentives for staff?*
 - › *Adapt to changing circumstances?*



Sustainable Energy Exchange—Institutional Challenges

The Scaling Up Renewable Energy Program in Low Income Countries and the Energy Sector Management Assistance Program sought to address the following interrelated challenges:

- » **Environment for change.** With few proven business models for mini-grid implementation that are viable for replication, many communities are finding it difficult to conceptualize a better approach and reach consensus on adopting a new model.
- » **Policy instruments.** In many countries, gaps in policies and regulations limit the country's ability to implement a mini-grid project or mainstream and upscale efforts.
- » **Organizational arrangements.** Long-term financing and technical capacity to support operational upscaling of mini-grid implementation is inadequate, and communities struggle to find sustainable solutions for energy access.



Zambia and Cambodia Exchange—Institutional Challenges

Zambia sought to address the following interrelated challenges:

- » **Environment for change.** The country needs to improve knowledge and awareness of working practices on climate-smart renewable natural resources management for livelihood options and community-based disaster risk management and adaptation.
- » **Policy instruments.** Instruments/mechanisms need to be integrated to support decision making and coordination on climate resilience program planning and implementation at the national, provincial, and district levels.
- » **Organizational arrangements.** The institutional framework for supporting adaptive capacity development of vulnerable communities is weak.



Sustainable Forests Exchange—Institutional Challenges

The Forest Investment Program (FIP) sought to address the following interrelated challenges faced by the pilot countries:

- » **Environment for change.** Inclusiveness of processes and participation of all important stakeholders, including indigenous peoples and local communities in FIP pilot projects, are needed.
- » **Policy instruments.** Governance criteria and indicators need to be defined and baseline established for forest-related governance provisions.
- » **Organizational arrangements.** Technical capacity development and strengthening of institutions are needed to support sustainable forestry including capacity to create enhanced monitoring and tracking systems.

STEP 1.3 DETERMINE THE CHANGE OBJECTIVE(S)

What results will help overcome the institutional challenges?

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

Make sure the change objective is

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



TIP

Common Trap

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

WATCH
OUT**Sustainable Energy Exchange—Change Objective**

Institutional Challenge	Change Objective
Environment for change. With few proven business models for mini-grid implementation that are viable for replication, many communities are finding it difficult to conceptualize a better approach and reach consensus on adopting a new model.	Foster dialogue among Scaling Up Renewable Energy Program in Low Income Countries to build country partnerships in order to identify viable mini-grid implementation solutions to serve as models for replication.
Policy instruments. In many countries, gaps in policies and regulations limit the country's ability to implement a mini-grid project or mainstream and upscale efforts.	Disseminate proven practices for implementing mini-grid projects that could directly benefit client governments and inform their policies and programs.
Organizational arrangements. Long-term financing and technical capacity to support operational upscaling of mini-grid implementation is inadequate, and communities struggle to find sustainable solutions for energy access.	Identify sustainable ways to implement mini-grid projects that address long-term financing challenges and enhance the technical capacity needed for prioritizing and upscaling energy solutions.





STEP
1

Anchor the
Knowledge
Exchange



Zambia and Cambodia Exchange—Change Objective

Institutional Challenge	Change Objective
<p>Environment for change. The country needs to improve knowledge and awareness of working practices on climate-smart renewable natural resources management for livelihood options and community-based disaster risk management and adaptation.</p>	<p>Implement more effective approaches to climate-smart agriculture and community-based disaster risk management and adaptation.</p>
<p>Policy instruments. Instruments/mechanisms need to be integrated to support decision making and coordination on climate resilience program planning and implementation at the national, provincial, and district levels.</p>	<p>Introduce a set of integrated instruments to support climate-smart decision making and reform at the national, provincial, and district levels.</p>
<p>Organizational arrangements. The institutional framework for supporting adaptive capacity development of vulnerable communities is weak.</p>	<p>Establish a stronger institutional framework to improve the adaptive capacity of vulnerable communities in Zambia by putting in place strategies to support community-based approaches to implement adaptation practices.</p>



Sustainable Forests Exchange—Change Objective

Institutional Challenge	Change Objective
<p>Environment for change. Inclusiveness of processes and participation of all important stakeholders, including indigenous peoples and local communities, in Forest Investment Program (FIP) pilot projects is needed.</p>	<p>Build coalitions for change in FIP pilot countries with improved participation of a wider group of stakeholders in projects and programs focusing on deforestation and forest degradation.</p>
<p>Policy instruments. Governance criteria and indicators need to be defined and baseline established for forestry-related governance provisions.</p>	<p>Have in place stronger and consistent forestry-related practices and policies to improve biodiversity conservation, protection of the rights of indigenous peoples, and overall rural livelihood enhancements.</p>
<p>Organizational arrangements. Technical capacity development and strengthening of institutions are needed to support sustainable forestry including capacity to create enhanced monitoring and tracking systems.</p>	<p>Improve forest management including monitoring and tracking systems.</p>



THE CIF TRANSFORMATIONAL CHANGE LEARNING PARTNERSHIP: Pioneering Joint Learning to Catalyze Low-Carbon, Climate-Resilient Development

KNOWLEDGE EXCHANGE STORY

✓ The Challenge

The goal of the Climate Investment Funds (CIF) is to catalyze transformational change toward low-carbon, climate-resilient development. All major climate funds and practitioners are struggling with a basic yet essential question: How do we leverage scarce public resources for maximum impact over time, the kind that can really change systems beyond one-off projects? CIF created the Transformational Change Learning Partnership (TCLP) to support systematic learning on this critical question.

✓ The Solution—Who Did What?

The CIF pioneered the Evaluation and Learning (E&L) Initiative in 2016 to identify strategic lessons from CIF portfolio implementation and enable learning that is timely, relevant to real-world needs, and applied to projects and programs. The TCLP is the largest of the E&L Initiative's 30 evidence-based learning activities. Convened in early 2017, the TCLP aims to answer four overarching questions:

1. How is transformational change conceptualized in the international field of climate finance?

2. How is the CIF enacting transformational change in the design, approval, implementation, and evaluation of CIF-supported investments?

3. How have CIF-supported investments contributed to transformational change toward low-carbon and climate-resilient development?

4. How can the CIF and others increase their contributions to transformational change toward low-carbon and climate-resilient development?

Intended TCLP users include CIF donors, recipient countries, multilateral development banks, civil society organizations, the CIF Administrative Unit, and all other climate finance institutions that can learn from the CIF experience.

In 2017, the TCLP began by commissioning independent research and learning facilitation support and convening over 50 CIF stakeholders to begin exploring the TCLP questions. The work started by focusing on the concept of transformational change. Building on work done by the World Bank's Independent

Evaluation Group and others, the TCLP reached a working definition of transformational change in climate action: *“Strategic changes in targeted markets and other systems with large-scale, sustainable impacts that shift and/or accelerate the trajectory toward low-carbon and climate-resilient development.”*

The TCLP also identified four dimensions of transformational change underlying this definition (relevance, scale, systemic change, and sustainability) and conducted a preliminary desk review. The work then advanced to a three-pronged approach: (i) an independent evaluation of transformational change in the CIF context, involving primary data collection on CIF's role; (ii) an independent evidence synthesis of secondary data sources; and (iii) facilitated learning with TCLP members including workshops, Webinars, and learning exchanges. Early thematic findings and lessons about the learning process have emerged.

STEP 2

DEFINE THE KNOWLEDGE EXCHANGE

IN STEP 1 YOU ANCHORED YOUR KNOWLEDGE EXCHANGE INITIATIVE BY

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



REMEMBER

IN STEP 2 YOU WILL

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

**STEP
2**

 Define the
Knowledge
Exchange

STEP 2.1 IDENTIFY THE IDEAL PARTICIPANT PROFILES

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

Why are they best placed to do so?

The success of a knowledge exchange initiative depends on having the right people involved. First, think about those who have a stake in the issue. Then, consider those who can and will initiate the actions needed to achieve the change objective. This is stakeholder analysis in its simplest form. These change agents can belong to different stakeholder groups (academia, civil society, government, municipalities, utilities, multilateral development banks, or the private sector) and be at the executive, managerial, or professional/technical level, or a combination (Table 1). What they have in common is the ability to lead, influence, convene, or act on the institutional challenge. Sometimes individuals are not yet aware of the vital role they can play. In these cases, you may need to inspire them to become change agents.


Identifying Participant Profiles

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

Who will lead?

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

Who will influence?

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

Who will convene?

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

Who will act?

*Who is in a position to apply what they learn?
Who has the delivery know-how?*



Table 1. Profiles of Potential Change Agents

Stakeholder groups	Potential change agents		
	<i>Executive level</i>	<i>Managerial level</i>	<i>Technical/ Professional level</i>
Government agency » National » Regional/ Provincial	Ministers Mayors Agency heads Operational directors	Managers Program leaders Operational managers	Technical specialists Team leaders/staff Practitioners Facilitators
Governing body/ Parliament/ Congress	Elected officials Parliamentarians	Senior aides Senior committee staff Program managers	Analysts Office staff Implementation experts
Civil society groups/ Non-governmental organizations	CEO/President Operational directors Board members	Managers Program leaders	Technical specialists Team leaders Program staff Development practitioners
Multilateral development banks	President/ Vice president/ Senior directors	Division manager/ Practice manager/ Country manager	Task team leads/ Program leads
Private sector » Businesses » Associations	CEO/President Vice presidents/ Directors Operational directors	Managers Program leaders	Team leaders Technical experts Staff
Media	Chief editor News director	Section editors Producers	Journalists
Academia	President Directors Board members	Program leaders Department heads	Professors Students



Define the
Knowledge
Exchange

STEP
2

Sustainable Energy Exchange—Participant Profiles

Representatives from the following government agencies, public and private companies, and communities were identified:



- » Senior government officials of key ministries such as energy
- » Country-level mini-grids stakeholders
- » Scaling Up Renewable Energy Program in Low Income Countries representatives/focal points
- » Green Mini-Grids Africa representatives (Africa Regional Facility/Hub)
- » Task team leads from relevant projects at multilateral development banks
- » Private sector companies
- » Donors
- » Non-governmental organizations
- » Academia
- » Media

Zambia and Cambodia Exchange—Participant Profiles

Representatives from the following government agencies and projects were identified:



- » National Level
 - › Ministry of National Development Planning
 - › Disaster Management and Mitigation Unit
 - › Ministry of Works – Maritime Department
- » Provincial Level
 - › Provincial Planning Unit – Zambia PPCR project area Western Province, Mongu
 - › Strengthening Climate Resilience in the Barotse Sub-Basin Project
 - › Barotse Royal Establishment
- » Community Level
 - › Community leaders
 - › Project beneficiaries in Mwandi, Mitete, Sioma, and Kazungula districts

Sustainable Forests Exchange—Participant Profiles

Representatives directly involved in design and implementation of Forest Investment Program investment plans were identified:



- » Representatives from pilot countries
- » Representatives from civil society
- » Representatives from partner multilateral development banks
- » Other development partners/agencies


 STEP
2

 Define the
Knowledge
Exchange

STEP 2.2 DETERMINE INTERMEDIATE OUTCOMES

What specific, measurable changes do participants seek?






What does success look like?

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

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

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

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

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

Think of intermediate outcomes as stepping stones leading to the change objective. When Zambia representatives visited Cambodia, for example, they gained a better understanding of the use of climate adaptation approaches for building climate resilience, particularly in the agriculture and water resources sector. In another exchange, during and between action learning events, Scaling Up Renewable Energy Program in Low Income Countries (SREP) country representatives increased their trust for ongoing collaboration, advice, and technical assistance. Knowledge exchange can move your participants toward the objective by helping them address cognitive (know why), relational (know who), and behavioral (know how) gaps. Work with your counterparts to determine what gaps to tackle first and how knowledge exchange can address them.



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

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

Table 2: Sample Intermediate Outcomes and Indicators



The table illustrates the following process for developing results indicators for knowledge exchange:


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

Intermediate outcome	Type of progress	Example indicators of success
New knowledge  A person is more likely to act because of a change in awareness, attitude, or understanding.	Raised awareness	At the end of the round-table discussion, 85% of participants indicate that they have discovered new solutions for addressing challenges of productive use of energy.
	Improved motivation/attitude	Six weeks after the knowledge exchange, 70% of participants will have undertaken an institutional mapping exercise as a necessary input to development of a new urban master plan.
	Greater confidence	Nine out of ten participants in the workshop report that they are better able to identify and strengthen the rights and economies of the local communities.
	Increased understanding	At the end of the exchange, all participants are able to describe the most important elements of a national climate change strategy.
	Acquisition of knowledge	At the end of the exchange, all participants are able to describe the various dimensions of a decentralized water resource management system.
Enhanced skills  A person is more capable of acting because of a new or developed proficiency.	Application of knowledge	Following the expert visit, 70% of the staff in the rural electrification agency will be able to use the HOMER Pro software to simulate and optimize the design of hybrid power systems.

STEP
2

 Define the
 Knowledge
 Exchange

Intermediate outcome	Type of progress	Example indicators of success
Improved consensus  A group with a common interest or agenda is more likely or able to act because of new knowledge, changed attitudes, shared understanding, and improved collaboration.	Improved communication	Since joining the community of practice, National Focal Points from around the region now routinely share information on combatting illegal logging.
	Stronger coordination	After spending a week together on the study tour, staff from local water and land use management associations agreed to meet monthly to coordinate mainstreaming of sustainable land management into policies, plans, and programs that improve community livelihoods.
	Increased cohesion	After the round-table discussion, the mayors of the five neighboring cities agreed to develop a common strategy for reducing pollution.
	Stronger agreement	Within one month of the exchange, the partners will have agreed upon a blueprint for a national land administration program that covers both rural and urban zones and outlines key roles of central and local governments.
	Increased commitment to agenda/group	Following the exchange, online questions and answers posted on the geothermal dialogues platform will increase from 5 to 12 contributions per month.
Enhanced connectivity  A group is more likely or able to act because of new or improved relationships, greater affinity, improved trust, and reduced isolation.	Increased membership	Six months after the conference, 80% of participants will have joined the community of practice and be participating in its online forum.
	Increased network density	The number of current network members who support one another in the area of inclusive sustainable forestry will double within six months of the exchange.
	Increased sense of belonging	The number of members who invite others to join the group will double (from 20 to 40) within one month of the exchange.
	Improved trust	The percentage of network members who self-report trusting advice from other members will increase from 30% to 50% in the next annual member survey.
	Faster communication	Within six months, questions posted to the online forum will be answered satisfactorily in an average of three days (down from eight).
	Fewer isolated members	In the next quarterly member survey, at least 75% of members will report having contacted at least one other member (e.g., by phone, e-mail, or meeting).

Intermediate outcome	Type of progress	Example indicators of success
New and improved actions  A person or group initiates or modifies their and its activity/actions because of what was learned, practiced, or realized, and/or as a result of improved collaboration and relationships.	Preparation for action	At the end of the exchange, the participating officials from the land use planning and transport agencies will have agreed to collaborate on development of a new transport master plan for the city.
	Change in routine or working in new ways	Following the exchange, 60% of the participating hydromet agencies begin to make weather data available to application developers to facilitate citizen access.
	Maintenance of change	Within six months of the exchange, the ministry will produce a national climate change policy and form a community of practice among government departments.

Adapted from *The Capacity Development Results Framework: A Strategic and Results-Oriented Approach to Learning for Capacity Development*, The World Bank Group, Washington DC. (See <https://bit.ly/1MnVyoK>.)

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



TIP

Aligning intermediate outcomes with change objectives prioritized by participants will increase the likelihood that participants will be motivated to initiate action once they go back home.

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

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



TIP


**STEP
2****Define the
Knowledge
Exchange**

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

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

Specific

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

Measurable

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

Attainable

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

Relevant

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

Time-bound

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

*Doran, G. T. (1981). There's a S.M.A.R.T. Way to Write Management's Goals and Objectives. *Management Review*, Volume 70, Issue 11 (AMA FORUM), pp. 35–36.

Table 3: Poor and SMART Results Indicators

Examples of poor indicators	Why the poor examples are inadequate	Examples of SMART indicators
National energy regulator staff will engage with mini-grid developers after the study tour.	<i>Engage</i> is not specific enough to measure progress, and measuring engagement among all mini-grid developers is not realistic.	Following the workshop, the director of the national energy regulator will convene quarterly meetings with mini-grid developers in each region.
100% of workshop participants will learn to use HOMER Pro for optimizing microgrid design.	The number of engineers learning to use microgrid software is not relevant to stakeholders who are mostly interested in how the tools are actually applied.	Within six months of the workshop, 80% of provinces will have begun to use HOMER Pro to design renewable energy systems.
Field visit participants gained an understanding of land value capture as a modality for financing.	<i>Understanding</i> is difficult to measure.	After the field visit, 70% of participants report being able to make use of floor area ratio adjustments and sale of air rights to finance urban infrastructure.



STEP
2Define the
Knowledge
Exchange

Sustainable Energy Exchange—Intermediate Outcomes

- » **New knowledge.** Identify challenges and solutions that could help accelerate the uptake of the mini-grids sector for low-cost and timely access to electricity services.
- » **Enhanced skills.** Gain technical skills on using specific tools such as HOMER software for analysis of distributed generation and microgrids.
- » **Improved consensus.** Reach agreement on priorities and next steps by developing an action plan that incorporates overall lessons generated through the exchange.
- » **Enhanced connectivity.** Establish trust among participants for ongoing collaboration, advice, or technical assistance between the action learning events.
- » **New and improved actions.** Initiate and modify activities and actions for design and implementation of mini-grid and off-grid solutions.



Zambia and Cambodia Exchange—Intermediate Outcomes

- » **New knowledge.** The Zambian delegation will gain a better understanding of the use of climate adaptation practices for building climate resilience particularly in the agriculture and water resources sectors, including gender-responsive and inclusive community-based preparedness/responses.
- » **Improved consensus.** Key stakeholders (government agencies and project beneficiaries) from Zambia will agree on strategies for implementation, replication, and adoption of best practices as they embark on improving the workplan for implementing the Pilot Program for Climate Resilience (PPCR) from the national to the community level and expanding the program in other areas.
- » **Enhanced connectivity.** Participants from Cambodia and Zambia and those from the Asian Development Bank and the World Bank will recognize the importance of establishing an expanded network of climate resilience contacts.
- » **New and improved actions.** Key stakeholders (all levels of government including district and community leaders) in the Zambia delegation will integrate new mechanisms and approaches to implement climate-smart agriculture, water and natural resources management, and community-based adaptation and disaster-risk management and reflect them in the revised workplan of activities under the Zambia PPCR.

Sustainable Forests Exchange—Intermediate Outcomes

- » **New knowledge.** The participants from Forest Investment Program (FIP) pilot countries will gain new knowledge and deepen their understanding of issues related to the design and implementation of FIP investment plans and other forestry activities.
- » **Improved consensus.** FIP pilot country representatives will agree on how to best comply with FIP and monitoring and reporting (M&R) requirements.
- » **Enhanced connectivity.** The participants from FIP pilot countries will establish an expanded professional network and improve the speed of communication, especially in relation to the sharing of key lessons learned.
- » **Enhanced skills.** The participants will enhance their communication skills to better capture and tell stories related to their FIP projects.
- » **New and improved actions.** Following the exchange, the FIP pilot country representatives will have gained knowledge that could potentially contribute to identification and implementation of new actions to accelerate progress in design and implementation of FIP investment plans and projects.



STEP 2.3 IDENTIFY THE MOST APPROPRIATE KNOWLEDGE PROVIDERS

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

Do they have the resources and capacity to share it?

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

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

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

STEP
2Define the
Knowledge
Exchange

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



TIP

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

When considering knowledge providers for study tours, try to avoid high tourist-value destinations. You can reduce the “junket value” of the study tour this way.



Sustainable Energy Exchange—Knowledge Brokers and Providers/Collaborators

- » Energy Sector Management Assistance Program, World Bank Group
- » Scaling Up Renewable Energy Program in Low Income Countries, Climate Investment Funds
- » Green Mini-Grids Africa
- » U.K. Department for International Development
- » Nigerian Rural Electrification Agency
- » African Development Bank
- » Asian Development Bank
- » Inter-American Development Bank
- » International Finance Corporation, World Bank Group

**Zambia and Cambodia Exchange—Knowledge Brokers and Providers/Collaborators**

The Asian Development Bank, with support from the Climate Investment Funds (CIF), acted as a knowledge hub—bringing in the relevant specialists and knowledge providers to address the learning outcomes sought by Zambia. The CIF and the World Bank Group identified Cambodia as the main knowledge provider for this exchange.



Key stakeholders from Cambodian government agencies were identified to share their knowledge with Zambia on the implementation of their own Pilot Program for Climate Resilience (PPCR). These included the officials and staff of the following agencies and organizations:

- » National Level
 - › Ministry of Environment (MOE)
 - › General Directorate of Administration for Nature Conservation and Protection, MOE
 - › Mainstreaming Climate Resilience in Development Planning
 - › Ministry of Agriculture, Forestry and Fisheries
 - › Cambodia Strategic Program for Climate Resilience Office
- » Community Level
 - › A non-governmental organization implementing partner
 - › Community leaders and beneficiaries

Sustainable Forests Exchange—Knowledge Brokers and Providers / Collaborators

- » Forest Investment Program (FIP) pilot country representatives from the first group of FIP countries with experience preparing their investment plans, designing projects, and implementing them
- » Multilateral development banks' (MDBs) task team leaders
- » FIP observers



**STEP
2**Define the
Knowledge
Exchange

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

**EXAMPLE****Recognizing and Promoting the Role of Women as Change Agents in the Forestry Sector**

Addressing gender issues during the development of forest projects acknowledges that women and men have different roles in the sector and that those roles shape their needs, their access to resources, and the benefits they receive. Both roles are equally important for achieving sustainable forest management and reducing poverty. Social norms and cultural practices, however, have historically sidelined women in terms of participation and decision making in community and country initiatives.

Forest degradation also negatively impacts women's access to needed forest resources, including non-timber forest products, used also for food and medicine—with negative impacts on their time, income, and even personal safety when women are forced to walk to more remote areas for foraging. Sustainable forest management projects with an explicit gender lens can help reduce women's vulnerability by enhancing their socioeconomic empowerment; by reducing informality in the production and marketing of nontimber forest products, an area where women dominate; and by promoting legal reforms in land tenure and institutional development through enhanced training and leadership development for women.

Recognizing the key role women can play in managing forests, the gender team of the Climate Investment Funds (CIF), together with the Program on Forests, the Forest Carbon Partnership Facility (FCPF), and the World Bank's Forest Investment Program (FIP), organized a day-long series of sessions on gender and sustainable forest management as part of the Joint Learning Day of the FIP–FCPF meetings in the Lao People's Democratic Republic in September 2017. Some 150 participants from over 40 countries gathered for the three gender knowledge sessions, which aimed to share lessons and examples of gender-responsive practices, activities, policies, strategies, and actions in forest-related initiatives. They were motivated by a widespread desire to take more actions in forest projects to address gender constraints and opportunities in a manner that is project-specific, appropriate, and “do-able.”

Define the Knowledge Exchange

STEP 2

Speakers from the International Union for the Conservation of Nature and the Center for International Forestry Research, and country representatives from Lao PDR, Mexico, Mozambique, Nepal, and Peru, shared their experience in gender integration at policy and program levels. Topics included mechanisms and positive institutional incentives such as alignment with national policies on social inclusion and poverty reduction; use of decentralized governance structures; gender-responsive legislative frameworks and gender budgeting; land titling efforts; links to livelihood outcomes; lessons from inclusive consultations; and the importance of building on foundations of earlier REDD+ work undertaken in-country. The event also featured dissemination of a new knowledge note titled *Gender and Sustainable Forest Management: Entry Points for Design and Implementation*, published as an aid to improve gender integration in forest operations supported by FIP. The toolkit in the knowledge note provides practical information on mainstreaming gender across the project cycle of forestry projects.



EXAMPLE

National efforts to reduce emissions from deforestation and forest degradation, and to foster conservation, sustainable management of forests, and enhancement of forest carbon stocks need to be inclusive. Policies and practices that promote the role of women as agents of change in the forestry sector can result in greater food security, improved family livelihoods, and increased forest sustainability.

For further information:

FIP–FCPF Knowledge Day session materials:

<https://bit.ly/2RYjRiH> and <https://bit.ly/2B4oXUF>

FY18 Progress Report on Implementation of the CIF Gender Action Plan—Phase 2: <https://bit.ly/2QI2zWv>

Gender and Sustainable Forest Management: Entry Points for Design and Implementation: <https://bit.ly/2zQC7Tx>

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



TIP





IMPROVING SUSTAINABLE FOREST MANAGEMENT: A Brazil–Mozambique Knowledge Exchange

✓ The Challenge

Brazil and Mozambique are both countries under the Forest Investment Program (FIP) of the Climate Investment Funds (CIF). Two of their tropical forests—the Miombo in Mozambique and the Cerrado in Brazil—face a common challenge: how to ensure forests contribute to rural livelihoods. Their rural and forest communities face challenges relating to land ownership, access, and management rights as well as to the management of their natural resources and livelihood. Mozambique and Brazil also have millions of hectares of degraded land that could be put back into production through good management.

The Cerrado and the Miombo are home to thousands of species of flora and fauna, many of which are unique to the regions; each forest is also a huge carbon reservoir that prevents the acceleration of climate change. Unfortunately, these natural ecosystems are degrading at a rapid pace, as vast plots of land are transformed for commercial agriculture or cattle ranching or are degraded for the production of firewood and charcoal.

The Miombo, the largest biome in Mozambique, loses about 220,000 hectares per year mainly to agricultural expansion. Deforestation not

only affects the local populations who depend on the forest, but also leads to the loss of a longer-term source of income for the country. In addition, the international community loses with the disappearance of fauna and flora and the global implications of greenhouse gas emissions.

✓ The Solution—Who Did What?

Brazil has dramatically decreased deforestation since 2004. With its successful programs in conservation area management, rural development, and increasing rural access to markets, Brazil has much relevant experience that can inform how Mozambique implements its FIP projects and the national rural development agenda.

The two countries are united in the fight against deforestation, and both have adopted policies, investments, and actions to reverse this situation. Under the FIP and the Dedicated Grant Mechanism for Indigenous Peoples and Local Communities, both part of the CIF, a delegation from Mozambique traveled to Brazil in 2016 to exchange knowledge on technologies, ideas, and best practices related to forest protection, forest management, and income generation through the cooperative exploration of nontimber forest resources. The Mozambicans also

wanted to learn how to economically empower forest communities in the Miombo forest.

Mozambique is exploring the development of eucalyptus plantations as a means of providing different sources of charcoal, fighting degradation, and providing economic alternatives for local stakeholders. These plantations can reduce the pressure on natural forests, which are often degraded for charcoal and firewood, by providing an alternative energy source. The delegation visited the Luiz de Queiroz School of Agriculture, linked to the University of São Paulo, which has developed a line-planting technique that mixes fast-growing exotic species with natural forest plants. On visiting the Plantar Project, one of the first Clean Development Mechanism projects supported by the World Bank Prototype Carbon Fund, the delegation realized that it is possible to professionally manage plantations, especially when the private sector is involved.

“On returning to Mozambique, we want to test some partnerships involving local communities and private sector companies,” remarked a trip participant from northern Mozambique, referring to some examples seen in Brazil.



The example of sustainable use of the savannah by the Riachão cooperative, in the north of Minas Gerais State, inspired the Mozambican delegation. *“Today we see the value of this forest, and the entire community is committed to protecting this forest around our waters. The sale of macaúba (palm) oil has complemented our revenues. Now we produce oil, soap, and fertilizer, and we have many plans for expansion,”* said Maria de Lourdes, member of the Riachão cooperative in Brazil.

Another subject that interested Mozambique was the National Forest Inventory (NFI) being conducted by the Brazilian Forest Service: Mozambique started its own NFI in 2016 and will launch the final results by the end of 2018.

✓ Results

Since this exchange, Mozambique and Brazil have shared a series of knowledge exchanges focused on strengthening natural resource management and stakeholder engagement.

Mozambique has started its own NFI, supported by funds from the Forest Carbon Partnership Facility, managed by the World Bank. The inventory will provide the information necessary to help manage Mozambique’s productive forests.

Exactly one year after Mozambique was accepted as a new country into the FIP, the country already has a plan for getting projects going on the ground.

“We were expecting to learn a bit, but were impressed with the array of solutions developed by the Brazilian friends which can be applied in Mozambique,” said Sonia Nordez from the National REDD+ Technical Unit.

In 2017, to further this cooperation, the two countries and the World Bank signed a tripartite memorandum of understanding.

✓ Lesson Learned

Sustainable rural development entails linking organizations of smallholders such as cooperatives and associations to new markets, value chains, credit, technical assistance, and rural infrastructure, and giving significant attention to the sustainability of the resource base—water, forests, and biodiversity.

✓ Instrument

Study tour

✓ Knowledge Brokers

Andre Rodrigues Aquino, Sr.
Natural Resources Management Specialist, The World Bank Group

Joao Moura Estevao Marques,
Natural Resources Management Specialist, The World Bank Group

✓ Multimedia

Mozambique’s Integrated Landscape Management Portfolio (ILM):
<https://bit.ly/2PsZOMq>

Mozambique Learns Forest Protection From Brazil:
<https://bit.ly/2zQptnn>

The Forest Investment Program:
<https://bit.ly/2RUunYe>

Brazil–Mozambique Knowledge Exchange video:
<https://bit.ly/2B3Py4a>

Brazil–Mozambique Knowledge Exchange blog: From the Cerrado to the Miombo, savanna forests give quality of life to Brazilians and Mozambicans alike:
<https://bit.ly/2Puu35F>

Feature Story: Collaborating Across Continents: Mozambique, Brazil and the World Bank Deepen South–South Cooperation on Sustainable Rural Development:
<https://bit.ly/2zQ2gSp>



STEP 3

DESIGN & DEVELOP THE KNOWLEDGE EXCHANGE

IN STEP 2 YOU DEFINED THE KNOWLEDGE EXCHANGE BY

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



REMEMBER

IN STEP 3 YOU WILL

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


**STEP
3**

Design & Develop the Knowledge Exchange

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

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

STEP 3.1 SELECT THE PARTICIPANTS

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

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



TIP

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



CHECKLIST

Participant Checklist

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

Sustainable Energy Exchange—Selected Participants

For the action learning event in Kenya (2016), over 200 participants were selected from more than 20 countries; most of these participants were involved in mini-grid programs in Africa. The Myanmar event (February 2017) identified nearly 300 participants from 52 countries, and the December 2017 event in Nigeria included 600 participants from over 50 countries.



The participants included a broad range of stakeholder groups:

- » Senior government officials of key ministries such as energy
- » Country-level mini-grids stakeholders
- » Scaling Up Renewable Energy Program in Low Income Countries country representatives/focal points
- » Green Mini-Grids Market representatives (Africa Regional Facility/Hub)
- » Task team leads from relevant projects at multilateral development banks (MDBs)
- » Private sector companies
- » Donors
- » Non-governmental organizations
- » Academia
- » Media

Zambia and Cambodia Exchange—Selected Participants

The Zambian delegation included:

- » Three senior officials from the Ministry of National Development Planning
- » A senior official and a technical staff member from the Ministry of Works – Maritime Department
- » Two officials from the Disaster Management and Mitigation Unit
- » Two officials from the Provincial Planning Unit – Zambia Pilot Program for Climate Resilience project area Western Province, Mongu
- » Two representatives from the Barotse Royal Establishment
- » One operations staff member from Strengthening Climate Resilience in the Barotse Sub-Basin
- » Four project beneficiaries, one from each of the following districts: Mwandia, Mitete, Sioma, and Kazungula



STEP
3Design & Develop
the Knowledge
Exchange**Sustainable Forests Exchange—Selected Participants**

Ninety-two participants took part in the 2017 Forest Investment Program (FIP) Pilot Countries Meeting. Participants included:

- » 40 pilot country representatives
- » 17 civil society representatives
- » 20 representatives from partner MDBs
- » 15 representatives from other development partners/agencies

More than 200 participants attended the joint FIP–Forest Carbon Partnership Facility (FCPF) Knowledge Day.



TIP

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

STEP 3.2 VERIFY THE OBJECTIVE AND OUTCOMES

What do the participants want to learn?

How do they hope to grow?

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

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

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

**Sustainable Energy Exchange—Verify Objective and Intermediate Outcomes**

The change objectives and intermediate outcomes remained valid for the series of action learning events designed to support participants in building consensus and trust in order to create the terms of reference for a new flood control center.

**Zambia and Cambodia Exchange—Verify Objective and Intermediate Outcomes**

The change objectives addressed in Step 1 and the intermediate outcomes identified in Step 2 were still valid.

**Sustainable Forests Exchange—Verify Objective and Intermediate Outcomes**

The change objectives (Step 1) and the intermediate outcomes (Step 2) were still valid.

When determining and/or refining intermediate outcomes, consider:

- ✓ Holding an action planning session (either in person or virtually) to produce a draft list. You could include all or just a representative sample of the participants.
- ✓ Setting up a virtual discussion and posting the proposed intermediate outcomes, drafted by you and your clients, for input from all participants. You can also facilitate an online conversation to encourage participants to refine/define the outcomes or propose new ones.
- ✓ Checking with the knowledge provider(s) at this time. What they know can help shape the intermediate outcomes. These conversations may also highlight the need for an additional knowledge provider or a replacement of the original(s).



TIP





Design & Develop the Knowledge Exchange

STEP 3.3 ORGANIZE THE DESIGN AND DELIVERY TEAM

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

Who should be in your core design and implementation team?

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

Table 4: Design and Delivery Team Roles

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

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



TIP

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

Sustainable Energy Exchange—Design and Delivery Team

- » Energy Sector Management Assistance Program, World Bank Group
- » Scaling Up Renewable Energy Program in Low Income Countries, Climate Investment Funds (CIF)
- » Facilitators
- » Representatives from multilateral development banks (MDBs)
- » Country representatives (through surveys, they help to sharpen the topics for discussion)
- » Host country representatives (Kenya, Myanmar, and Nigeria)



Zambia and Cambodia Exchange—Design and Delivery Team

The World Bank Group, Asian Development Bank (ADB), and CIF team included:

- » Team lead from the World Bank Group and ADB
- » Communications specialists
- » Zambia Pilot Program for Climate Resilience (PPCR) team lead
- » CIF/ PPCR team



Sustainable Forests Exchange—Design and Delivery Team

- » Core design team: CIF Senior Knowledge Management Specialist, Forest Investment Program (FIP) Senior Program Coordinator, Forestry Specialist, Forest Carbon Partnership Facility (FCPF) Knowledge Management Officer
- » Logistical support: CIF Administrative Unit, FCPF Secretariat, Lao PDR focal point, World Bank and International Finance Corporation field offices in Lao PDR
- » Facilitators and experts: Government representatives, MDBs' task team leaders, various invited experts (to discuss issues about private sector, gender, indigenous peoples, etc.)



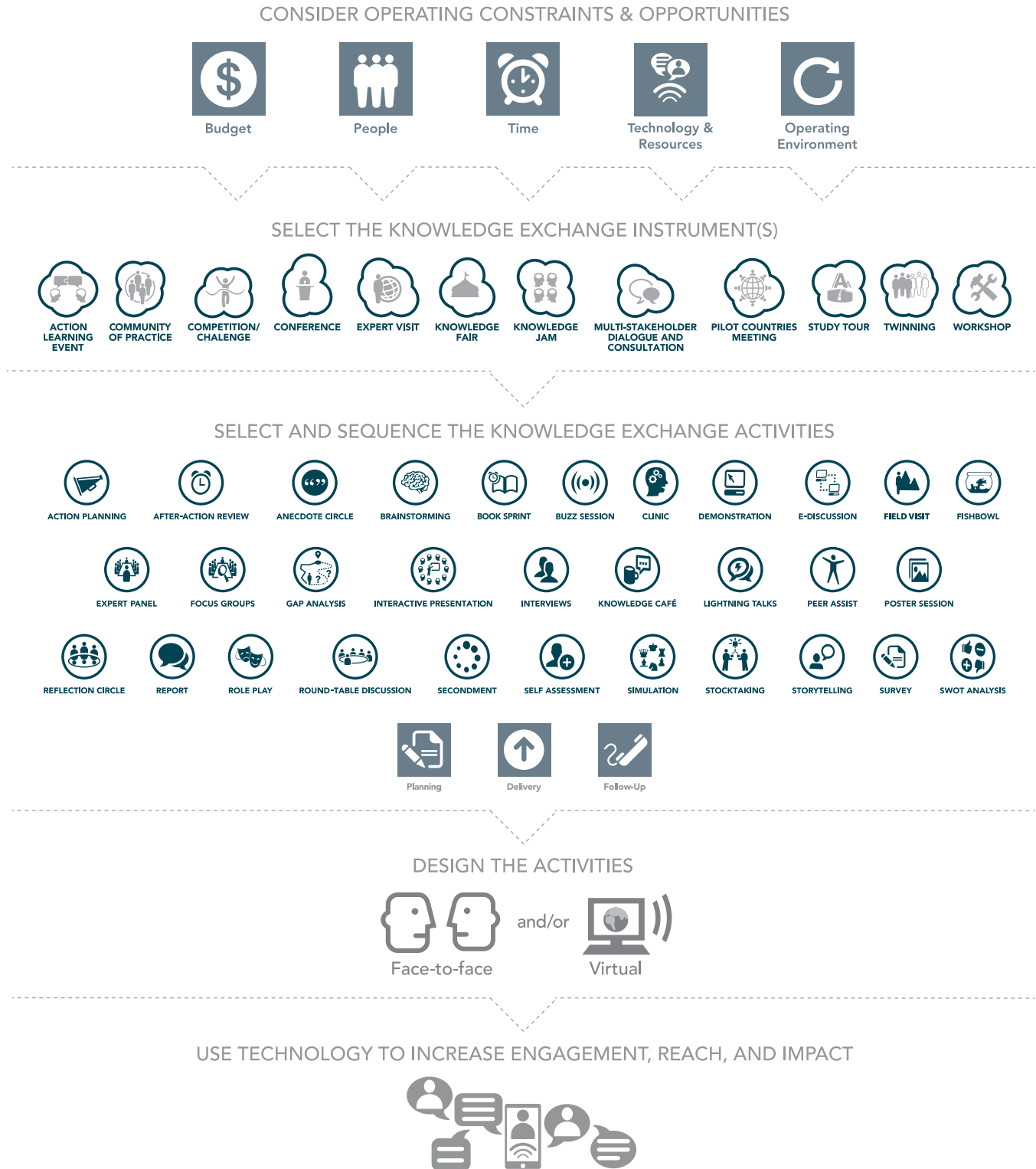
**STEP
3****Design & Develop
the Knowledge
Exchange****STEP 3.4 ASSEMBLE THE KNOWLEDGE EXCHANGE**

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

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



Figure 2. Assembling the Knowledge Exchange Initiative





Design & Develop the Knowledge Exchange

STEP 3.4A CONSIDER THE OPERATING CONSTRAINTS AND OPPORTUNITIES

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

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



Budget

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

Opportunities to Consider

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



People

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

Opportunities to Consider

Participants

- » Focus on champions and influencers of the reform effort.
- » Include participants with strong operational knowledge and experience in addressing delivery challenges.
- » Meet with the potential candidates to help ensure the right mix of people. Try to mitigate against last-minute substitutions.
- » Ask partners and sector/country experts to help identify appropriately knowledgeable people.

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

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



TIP

Providers

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

Brokers

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

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



TIP

**STEP
3**

Design & Develop the Knowledge Exchange



Time

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

Opportunities to Consider

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



Technology and Social Media Tools

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

Opportunities to Consider

Technology

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

Social Media

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



Operating Environment

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

Opportunities to Consider

Political Context

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

Social and Cultural Context

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

Language

- » In multi-language exchanges, ask knowledge providers to simplify messages and reduce jargon.
- » Use interpreters to ensure everyone understands each other and to encourage greater engagement.
- » Seek knowledge providers who speak the same languages as participants.
- » If you need to reach participants with limited literacy, select activities that focus on conversation and demonstration, and invest in learning materials with rich audiovisual components.

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



TIP

STEP
3Design & Develop
the Knowledge
Exchange

Sustainable Energy Exchange—Operating Environment



» **Budget:** The budget was covered by Energy Sector Management Assistance Program (ESMAP), World Bank Group, and the Climate Investment Funds (CIF).

» **Participants:** Scaling Up Renewable Energy in Low Income Countries (SREP) African country representatives, multilateral development banks (MDBs), and other experts (Kenya, May 2016); all SREP countries (extending the group worldwide), MDBs, and other experts (Myanmar, February 2017, and Nigeria, December 2017)



» **Providers:** Country representatives, invited experts, and private sector companies

» **Broker:** ESMAP, CIF



» **Collaborators:** MDBs, private sector companies, donors, and host country

» **Time frame:** 8 months from planning to implementation



» **Technology and resources:** E-mail and web conferencing tools were available and used for the planning efforts and follow-up efforts. In addition, the venues were equipped with computers, projectors, and PowerPoint. The HOMER software clinics included computers with HOMER installed. Dedicated webpages were also created prior to the events that housed the event materials.



» **Operating environment:** Kenya, Myanmar, and Nigeria were selected to host the action learning events because they had the resources to plan and implement the knowledge exchange in the proposed time frame. In addition, Kenya, Myanmar, and Nigeria were already implementing mini-grid solutions and could showcase good practices and lessons learned.



Zambia and Cambodia Exchange—Operating Environment



» **Budget:** US\$102,500

» **Participants:** Zambia (16 participants from various government units at the national, province, district, and community levels)



» **Providers:** Cambodia (participants from various government agencies and Pilot Program for Climate Resilience team and community-level project beneficiaries)

» **Broker:** World Bank Group / Asian Development Bank / Climate Investment Funds



» **Time frame:** 3 months from planning to implementation



» **Technology and resources:** E-mail communication was the most-used technology during the planning and preparation for the knowledge exchange. Video-conferences and Apps were used to ensure that preparation activities were going well and that the exchange was well-organized.



» **Operating environment:** Strong preparation was key because this exchange involved multiple stakeholders from both Zambia and Cambodia.

A strong ownership, knowledge, and passion for solutions related to resilience and livelihood diversification from the government and beneficiary communities resulted in a successful knowledge exchange.

There were very few constraints related to the social, cultural, and language contexts because most communication was carried out in English; interpretation services were made available to overcome any communication barrier during the community member engagement in Cambodia.



STEP
3Design & Develop
the Knowledge
Exchange

Sustainable Forests Exchange—Operating Environment



» **Budget:** US\$350,000 (Costs were shared with the Forest Carbon Partnership Facility [FCPF] for the joint knowledge day as well as for the field visits; participants from multilateral development banks ([MDBs] covered their own costs.)

» **Participants:** 2 government representatives per pilot country, Forest Investment Program (FIP) observers and representatives from MDBs, and other FIP stakeholders



» **Providers:** FIP and FCPF Country Representatives, invited experts, MDB representatives, and CIF Administrative Unit Staff

» **Broker:** CIF Administrative Unit and FCPF Secretariat worked to define the content and agenda



» **Time frame:** 6 months from planning to implementation



» **Technology and resources:** E-mail communication was the most-used technology during the planning and preparation for the knowledge exchange. A number of phone calls were also set up to ensure that preparation activities were going well and the exchange was well-organized. An event Mobile App was created for the meeting to provide participants with all the information on logistics, schedule, agenda, and participant contact information. It also allowed participants to share photos and opinions, as well as provide feedback on the sessions.



» **Operating environment:** Lao PDR was chosen as the location for the 2017 Pilot Countries Meeting because it participates in both FIP and FCPF. In addition, Luang Prabang includes projects funded by the FIP that could be visited by participants.



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

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

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

Instrument roles can vary:

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

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



TIP

Table 5: Knowledge Exchange Instruments

Short-Term Engagement



ACTION LEARNING EVENT

A formal event in which a large number of participants come together to share actionable knowledge and experiences on a specific technical topic/theme. The event focuses on “operationalization,” emphasizing problem solving in a timely fashion with and for the participants, addressing the day-to-day challenges that practitioners are facing in accelerating progress.



CONFERENCE

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



EXPERT VISIT

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



KNOWLEDGE FAIR

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



PILOT COUNTRIES MEETING

A formal event held every 18 months in which several country representatives and sectoral experts who are implementing similar projects come together to share knowledge and experiences on a specific topic/theme/project/fund. In the Climate Investment Fund (CIF) context this means bringing together pilot and contributor country governments, multilateral development banks, and other key stakeholders to enable knowledge exchange and share learning based on the implementation of the CIF investment plans.



STUDY TOUR

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



WORKSHOP

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

Medium-Term Engagement



COMPETITION/CHALLENGE

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



KNOWLEDGE JAM

A facilitated conversation between knowers and doers (change agents) to surface hidden know-how around targeted topics and channel insights into action or a concrete deliverable.



MULTI-STAKEHOLDER DIALOGUE AND CONSULTATION

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

Long-Term Engagement



COMMUNITY OF PRACTICE (COP)

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



TWINNING

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

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

- » Nature of the challenge (straightforward or complex),
- » Time,
- » Participant profile,
- » Group size,
- » Logistical constraints, and
- » Resource availability.

Table 6: Strength of Knowledge Exchange Instruments for Intermediate Outcomes

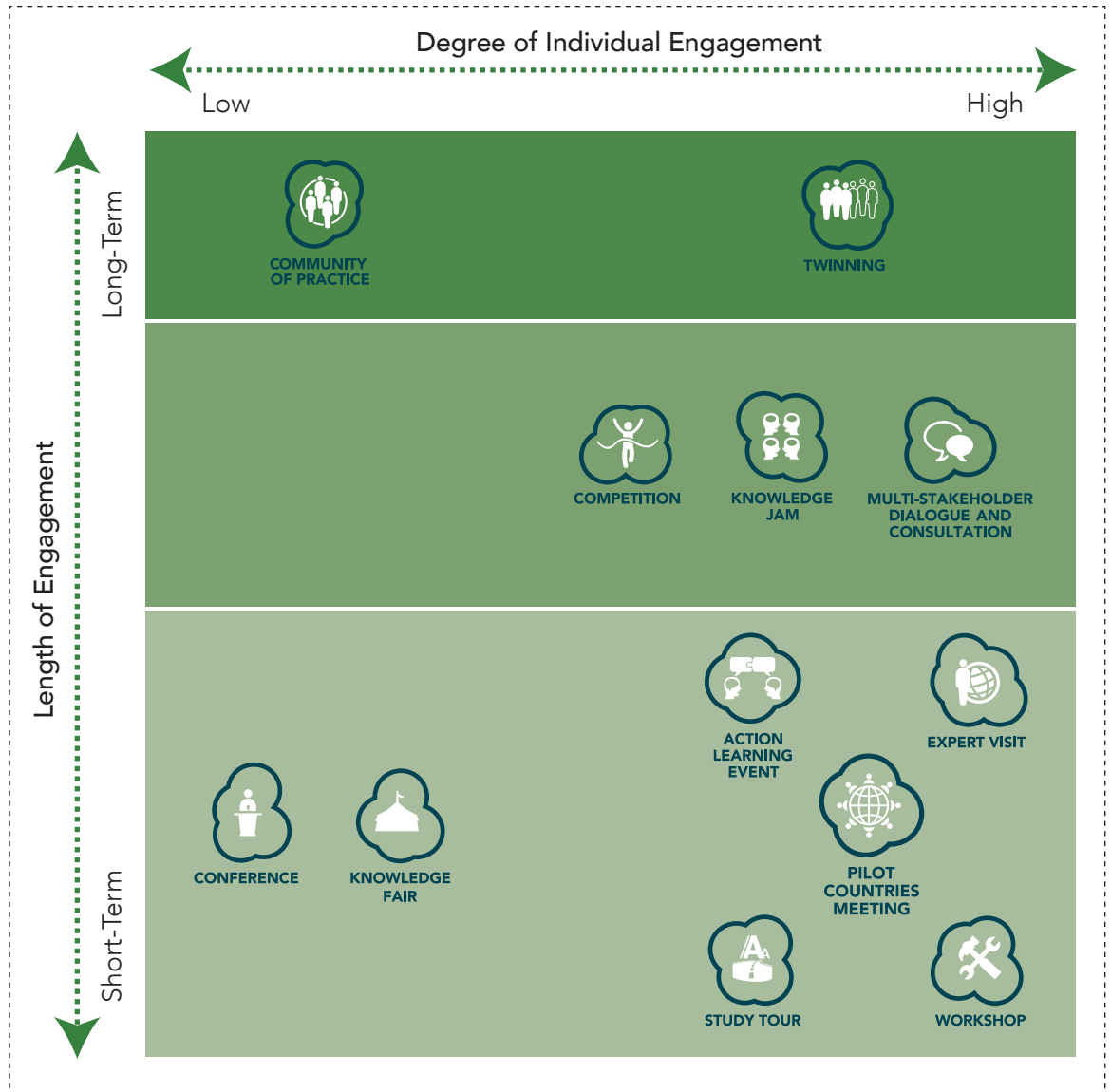
Intermediate outcomes	Stronger	Weaker
 New knowledge	study tour, knowledge fair, conference, community of practice, competition/challenge, expert visit, workshop, action learning event, pilot countries meeting	multi-stakeholder dialogue and consultation, knowledge jam, twinning
 Enhanced skills	action learning event, workshop, expert visit, twinning, study tour, knowledge jam	knowledge fair, conference, multi-stakeholder dialogue and consultation, community of practice, competition/challenge, pilot countries meeting
 Improved consensus	pilot countries meeting, multi-stakeholder dialogue and consultation, study tour, expert visit, workshop	action learning event, community of practice, competition/challenge, conference, knowledge fair, knowledge jam, twinning
 Enhanced connectivity	community of practice, conference, knowledge fair/marketplace, multi-stakeholder dialogue/consultation, pilot countries meeting, study tour, workshop, twinning	action learning event, competition/challenge, expert visit, knowledge jam
 New and improved actions	action learning event, pilot countries meeting, expert visit, workshop, study tour, knowledge jam, competition/challenge, multi-stakeholder dialogue and consultation, twinning	conference, knowledge fair, community of practice

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

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



Sustainable Energy Exchange—Instrument Selection and Sequencing

The Scaling Up Renewable Energy Program in Low Income Countries (SREP) and the Energy Sector Management Assistance Program (ESMAP) wanted to connect the various stakeholders of mini-grid initiatives by bringing them together to discuss common issues and seek solutions to accelerate the uptake of the clean-energy mini-grid sector.

Three exchanges were planned to take place in Kenya, Myanmar, and Nigeria given that these countries had existing min-grid initiatives and were in a position not only to share with other stakeholders but also to gain knowledge on how to increase their own operations. Across the three exchanges in Kenya, Myanmar, and Nigeria, the selected instrument was an action learning event, a hybrid instrument that incorporates components of conference, workshop, and study tour. Even though all three exchanges centered around action learning events, the scope of the events evolved over the three offerings:

- » The first event in Kenya (May 2016) was the smallest in terms of size and included only SREP African countries. Once this exchange took place and demonstrated its success, the action learning event effort was ready to grow.
- » The second event in Myanmar (February 2017) represented a significant jump in terms of size (inviting all SREP countries and extending the group worldwide). It also provided the opportunity for African countries to learn from Asian countries because some had more advanced field operations. Building on the topics and outcomes of the May 2016 Mini-Grid Action Learning Event in Kenya (where several topics were already identified and discussed), participants had the opportunity to explore more in-depth lessons learned in other countries and how these lessons could be tailored to meet the needs of rural electrification in their own countries. For that purpose, this event introduced clinics with the purpose of providing more content options, deeper analysis, and more interaction.
- » The third event in Nigeria (December 2017) introduced a joint session with the Green Mini-Grid Africa group. Because participants had established a greater level of trust and connectivity by the third event, they engaged in more authentic and deeper discussions on sensitive topics such as gender integration. For example, the SREP round-table had as an additional aim analyzing the challenges countries faced depending on where they were in their project phase (getting started, working with the government, implementation, or operational phase).



STEP
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After Cambodia's Minister of Environment H.E. Say Samal formally received the Zambia delegation, a series of multi-stakeholder dialogues and consultations with key government officials allowed the Zambia delegates to better understand the Cambodian context and the decisions that Cambodia made.

After the multi-stakeholder dialogues and consultations, the Zambian delegates participated in a two-day conference on Community-Based Disaster Risk Management (CBDRM) organized by the government of Cambodia with support from Climate Investment Funds' Pilot Program for Climate Resilience (PPCR). The inclusion of participants from Cambodia's neighboring countries enabled the Zambia delegates to connect with participants beyond Cambodia who shared novel approaches on CBDRM. The Zambian delegates increased their understanding of the strong links between community-based adaptation and CBDRM, and of mechanisms to enhance inclusiveness and gender responsiveness of CBDRM. Some members of the Zambia delegation served as speakers and moderators in specific sessions to share their experiences in implementing CBDRM initiatives and approaches in their country.

Once the conference was completed, the Zambia delegation embarked on its two-day study tour, which included field visits to PPCR projects. The Zambia delegation witnessed how the projects were implemented in the communities and engaged with the community members to learn about their experiences and lessons learned. Specifically, they acquired a better understanding of climate change and development challenges in the agriculture and natural resources sector and appreciated the approaches adopted by the communities to cope with the development challenges.



TIP

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





Sustainable Forests Exchange—Instrument Selection and Sequencing

The three-day Pilot Countries Meeting started with a series of interactive presentations about the new Forest Investment Program (FIP) Monitoring and Reporting (M&R) toolkit followed by a stocktaking activity to inventory existing M&R systems and areas for enhancement. Through round-table discussions the country representatives were able to dig deeper into the successes, challenges, and opportunities related to the updated FIP M&R systems. These were followed by a session to explore the emerging lessons from FIP investments and identify key topics and good examples for additional knowledge-sharing, what is needed to deliver on this, and the potential role of the FIP in sharing this knowledge with a wider audience. The first day ended with lightning talks by participants who shared their experiences on the different ways pilot countries engage in capturing and disseminating knowledge about their efforts, and a short role play exercise was used to enable participants to practice capturing FIP stories via video and interviews.

The second day of the meeting was designed in collaboration with the Forest Carbon Partnership Facility (FCPF). The day consisted of a series of expert panels, a knowledge café, and clinics. The expert panels covered topics relevant to both FIP and FCPF participants such as small and medium enterprises financing for sustainable forest management, successes and challenges in combatting illegal logging and deforestation, experiences on tenure in forest programs, and strengthening climate action through stakeholder involvement. The knowledge café included 21 discussion tables where a country presented a challenge or idea for a fast-paced 45-minute peer feedback discussion. These were followed by clinics to help participants gain more knowledge about a variety of topics that could be applied in their own context.

During the last day the participants visited four project sites and were able to learn about each site by engaging with key community members. The following sites were visited: Kuang Xi Waterfall Forest Park; customary law-based community forest land right of ethnic groups in Long Lan Village, Luang Prabang; Pha Tad Kae Botanical Garden; and Teak Smallholder Forestry and Wood Products, Luang Prabang Province.

STEP 3.4C SELECT AND SEQUENCE THE KNOWLEDGE EXCHANGE ACTIVITIES

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

What's the best way to sequence them?

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

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

- » **Presentation activities** primarily consist of a one-way flow of information and require use of creative techniques to engage and involve the audiences. These activities include demonstrations, expert panels, interactive presentations, lightning talks, poster sessions, and storytelling.
- » **Discussion activities** consist of multidirectional knowledge-sharing requiring group participation and are often conducted after presentation-type activities. These activities include anecdote circles, brainstorming, buzz sessions, e-discussions, knowledge cafés, peer assists, and round-table discussions.
- » **Experiential activities** move beyond knowledge-sharing and discussion and allow participants to experience something new, reflect on the experience, and translate the knowledge into action. These activities include action planning, clinics, field visits, fishbowls, role playing, secondments, simulations, and book sprints.
- » **Analytical activities** enable participants to examine and make sense of topics or situations from a prospective and/or retrospective lens. These activities include after-action reviews, focus groups, interviews, reflection circles, self-assessments, stocktaking surveys, and strengths, weaknesses, opportunities, and threats (SWOT) analyses.

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

Well-designed activities should allow participants to

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



Table 8: Knowledge Exchange Activities

Presentation Activities



Demonstration

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



Expert Panel

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



Interactive Presentation

An individual, usually a keynote or expert, sharing information through audio-visual means with clearly allocated time for participant reflections, micro-activities, and questions and answers, either interspersed or immediately following the presentation.



Lightning Talks

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



Poster Session

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



Report

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



Storytelling

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

Discussion Activities



Anecdote Circle

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



Brainstorming

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



Buzz Session

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



e-Discussion

A discussion that takes place online either synchronously or asynchronously.



Knowledge Café

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



Peer Assist

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



Round-Table Discussion

A small-group discussion, usually with participants seated at a round table, that allows for in-depth analysis of challenges, issues, and cases and getting targeted feedback.



TIP

Liberating Structures!

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

Experiential Activities



Action Planning

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



Book Sprint

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



Clinic

A short hands-on session led by an expert for a small group of participants who are looking to solve a specific challenge.



Field Visit

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



Fishbowl

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



Role Play

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



Secondment

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



Simulation

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

Analytical Activities



After-Action Review (AAR)

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



Focus Group

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



Gap Analysis

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



Interview

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



Reflection Circle

A facilitated process where participants have an opportunity to reflect on their experience and learning and share their thoughts with a larger group.



Self-Assessment

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



Stocktaking

A structured process of collecting information, assessing and evaluating current state of things, or ascertaining the level of progress with an objective to inform future action.



Survey

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



SWOT Analysis

A structured examination to identify a program or organization's internal strengths and weaknesses as well as any external/internal opportunities and threats (strength, weakness, opportunity, threat analysis).

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Sustainable Energy Exchange—Activity Selection and Sequencing

			Kenya (May 2016)	Myanmar (February 2017)	Nigeria (December 2017)
Instrument	Stage	Activity	Description		
<p>ACTION LEARNING EVENT</p>	<p>Planning</p>	<p>E-DISCUSSION</p>	» e-Discussions were used to communicate among the various stakeholders about event planning and logistics.		
		<p>ACTION PLANNING</p>	» Action planning was conducted to keep track of the event planning and logistics as well as the program development.		
	<p>Delivery</p>	<p>ROUND-TABLE DISCUSSION</p>	» Round-table discussions were organized to address not only the status of various efforts but also topics related to planning and implementation challenges. The topics varied across the action learning events ranging from geospatial planning to policy and regulatory decisions to platforms for community engagement and more.		
			<p>Key topics included:</p> <ul style="list-style-type: none"> » Issues related to regulatory frameworks » Ways to strengthen local capacity among stakeholders » The role of programs such as the Green Mini-Grids Africa Program 	<p>Key topics included:</p> <ul style="list-style-type: none"> » The role of innovation in financing and contractual structures » Risks in mini-grid development » Proven business models » Issues related to access to financing 	<p>Key topics included:</p> <ul style="list-style-type: none"> » Green Mini-Grid Africa country coordination » Ways to scale up renewable energy based on specific cases » The role of private sector partnerships
		<p>ACTION PLANNING</p>	» Action planning followed to tackle issues surfaced in round-table discussions (specific to each stakeholder—Scaling Up Renewable Energy Program in Low Income Countries, multilateral development banks [MDBs], and individual countries).		

Sustainable Energy Exchange—Activity Selection and Sequencing






			Kenya (May 2016)	Myanmar (February 2017)	Nigeria (December 2017)
Instrument	Stage	Activity	Description		
 ACTION LEARNING EVENT	 Delivery	 EXPERT PANEL	» Expert panels were conducted that documented and shared good practices in order to offer participants the opportunity to explore in detail the host country's mini-grid implementation.		
			<p>Experts from the private sector and financiers involved in the Kenya mini-grid efforts presented their experiences. They shared both challenges and solutions in order to engage participants in further analysis of their own challenges.</p>	<p>Experts highlighted the status, opportunities, and challenges facing mini-grid expansion in Myanmar. They presented on business models to support community ownership, access to financing, experiences from mini-grid operators, and efforts related to training centers and capacity building.</p>	<p>Experts presented on Nigeria's mini-grid sector.</p>
		 LIGHTNING TALKS		<p>Lightning talks offered participants the opportunity to share about mini-grid innovations and solutions from around the world.</p>	
		 CLINIC	» Clinics enabled participants to explore topics of interest related to their own professional and country context (included how-to clinics on HOMER software—modeling software designed to simulate and optimize the design of hybrid power systems).		

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Sustainable Energy Exchange—Activity Selection and Sequencing


















			Kenya (May 2016)	Myanmar (February 2017)	Nigeria (December 2017)
Instrument	Stage	Activity	Description		
 ACTION LEARNING EVENT	 Delivery	 FIELD VISIT	» Field visits were organized to help participants see how various mini-grid projects were implemented and how the communities benefitted from such implementation.		
			Entasopia village: The participants observed how the mini-grid system was implemented. This system is one of the 25 mini-grids operated by SteamaCo, which installed and operates renewable energy microgrids in several rural communities in Kenya and Tanzania. SteamaCo developed hardware and software to remotely monitor energy use and payments.	Myin Chi Naing (Solar Mini-Grid) and Ton Lon (Diesel Mini-Grid): During the field visits the participants learned more about the operations of the solar array, distribution network, and the pre-pay purchase kiosk. They met with customers and the operator to better understand the day-to-day needs and efforts.	Bisanti (Solar Mini-Grid) and Kperegi/Swas un (Solar Mini-Grid): Bisanti implemented a three-month 37.8 kilowatt-peak photovoltaic solar-based mini-grid pilot project to field-test the technical and commercial viability of adopting renewable energy for off-grid rural electrification. The participants visiting Bisanti learned more about the mini-grid project’s conceptualization, implementation, and impact from discussions with operators and members of the community. The Kperegi/Swas un community was approved to implement a solar mini-grid project in June 2017, and the participants could see the project at its early stages. The project aimed at scaling up renewable energy adoption for off-grid rural electrification and planned to use a pay-as-you go platform for access to electricity.

Sustainable Energy Exchange—Activity Selection and Sequencing

Instrument	Stage	Activity	Description
 ACTION LEARNING EVENT	 Follow-Up	 AFTER-ACTION REVIEW	» After-action reviews were conducted by the Climate Investment Funds (CIF) Administrative Unit to identify areas for improvement regarding the programming and design of the event.
		 SURVEY	» A survey was administered to get participant feedback and suggestions on topics/themes for future mini-grids action learning events.
			» An ESMAP and CIF official report for each of the mini-grids learning events was prepared and disseminated after the event.



Zambia and Cambodia Exchange—Activity Selection and Sequencing

















Instrument	Stage	Activity	Description
 MULTI-STAKEHOLDER DIALOGUE AND CONSULTATION	 Planning	 GAP ANALYSIS	» Small-group discussions and gap analysis activities helped the knowledge brokers to identify the various needs of the key stakeholders.
		 ACTION PLANNING	» Action planning was used to organize the next steps of the dialogues.
	 Delivery	 INTERACTIVE PRESENTATION	» Interactive presentations highlighted good practices for enhancing flood and drought management, adaptation practices for agriculture, and biodiversity conservation.
		 ROUND-TABLE DISCUSSION	» Round-table small-group discussions on adaptation practices enabled a more in-depth exploration of the issues.
		 DEMONSTRATION	» A demonstration of the Climate Change Action Plan of the Ministry of Agriculture, Forestry and Fisheries, "Agriculture Sector Development Strategy of Cambodia," highlighted the climate change issues.
 Follow-Up	 REFLECTION CIRCLE	» A reflection circle was conducted to help participants identify ideas to pursue further.	
 CONFERENCE	 Planning	 E-DISCUSSION	» e-Discussions to plan conference programming and logistics were used (participants included Zambian delegates and representatives from the Ministries of Water Resources and Environment in Cambodia).
		 INTERACTIVE PRESENTATION	» Interactive presentations to stress the need for partnerships with communities were conducted (participants included key stakeholders from the Ministries of Water Resources, Management, and Environment; the Asian Development Bank; CIF; and others).
	 Delivery	 STORYTELLING	» Storytelling enabled participants to share their approaches on reducing risks of natural disasters.
		 POSTER SESSION	» A poster session enabled participants to share lessons learned on the implementation of community-based disaster risk management (CBDRM).



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Zambia and Cambodia Exchange—Activity Selection and Sequencing

Instrument	Stage	Activity	Description	
 CONFERENCE	 Delivery	 FIELD VISIT	» A field visit was organized as part of the conference to an irrigation and drainage canal system in Battambang Province supported by Cambodia’s Strategic Program for Climate Resilience (SPCR) to reinforce concepts discussed.	
		 ROUND-TABLE DISCUSSION	» Round-table discussions allowed participants to share challenges and solutions in relation to CBDRM and disaster risk reduction practices.	
	 Follow-Up		» Reports were to be generated after the exchange in order to capture the conference proceedings.	
 STUDY TOUR	 Planning	 ACTION PLANNING	» Action planning was used to identify the sites and organize the logistical aspects of the study tour (efforts included senior policy decision makers at the national and provincial levels in Cambodia).	
	 Delivery	 FIELD VISIT	» Five field visits to community-based adaptation and disaster risk reduction projects allowed the Zambia delegation to see and meet communities and officials involved in two SPCR projects: <ul style="list-style-type: none"> › Climate-Resilient Rice Commercialization Sector Development Program › Greater Mekong Sub-Region Flood and Drought Management Project 	
		 INTERVIEWS	» Interviews were conducted with community members and officials working on the SPCR projects visited as part of the field visits to reveal experiences, best practices, and lessons learned.	
	 Follow-Up	 REFLECTION CIRCLE	» The reflection circle allowed the Zambia team to highlight some of the lessons learned from the field visits. A common reflection among participants was the need for establishing effective institutional arrangements.	
	Overall Exchange Follow-Up			
			 FOCUS GROUPS	» Focus groups were conducted to help participants unpack the lessons learned from the exchange and to uncover ideas in relation to establishing effective institutional arrangements.
		 INTERVIEWS	» Video interviews, captured during the study tour, were edited and disseminated to reinforce learning.	
		 ACTION PLANNING	» Action planning helped participants from Zambia surface the knowledge gained during the exchange and identify next steps in the establishment of the new multisectoral climate change coordination agency.	





Sustainable Forests Exchange—Activity Selection and Sequencing

Instrument	Stage	Activity	Description
 PILOT COUNTRIES MEETING	 Planning	 BRAINSTORMING	» Brainstorming was used to prepare the agenda, and agree on content and other details of the meeting.
		 E-DISCUSSION	» e-Discussions were used to agree upon the location and dates, confirm logistics of the meeting, and design and finalize the creation of the event Mobile App.
	 Delivery	 INTERACTIVE PRESENTATION	» Interactive presentations were done to share experiences on implementing the new Forest Investment Program (FIP) Monitoring & Reporting (M&R) toolkit, and present preliminary findings of the “FIP—Lessons Learned from Country Investment Plans” report.
		 STOCKTAKING	» Stocktaking enabled participants to take an inventory of existing M&R systems, areas for enhancing the implementation of M&R efforts, and lessons learned from FIP investments.
		 ROUND-TABLE DISCUSSION	» Round-table small-group discussions were conducted to explore successes, challenges, and opportunities related to the updated FIP M&R system, as well as FIP lessons learned.
		 LIGHTNING TALKS	» Lightning talks allowed participants to share approaches that pilot countries, MDBs, and CIF used to capture and share knowledge with their stakeholders and the general public.
		 ROLE PLAY	» Role play was used to enable participants to practice capturing FIP stories via video and interviews.
		 EXPERT PANEL	» Expert panels offered participants the opportunity to learn from experts on topics of relevance to both CIF and Forest Carbon Partnership Facility (FCPF) participants such as financing for sustainable forest management and combatting illegal logging and deforestation (joint CIF–FCPF activity).
		 KNOWLEDGE CAFÉ	» Knowledge café was included to support participants in exchanging challenges and ideas for peer feedback (joint CIF–FCPF activity)
		 CLINIC	» Clinics were designed to offer participants a forum for deepening their understanding on the FCPF Emission Reductions-Program development and for putting together external communications strategy (joint CIF–FCPF activity).
 FIELD VISIT	» Field visits to see four project sites and engage with key community members were organized. The following sites were visited: Kuang Xi Waterfall Forest Park; customary law-based community forest land right of ethnic groups in Long Lan Village, Luang Prabang; Pha Tad Kae Botanical Garden; and Teak Smallholder Forestry and Wood Products, Luang Prabang Province.		



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Sustainable Forests Exchange—Activity Selection and Sequencing

Instrument	Stage	Activity	Description
 PILOT COUNTRIES MEETING	 Follow-Up	 REPORT	» Reports were created to summarize the meeting proceedings and lessons learned.
		 SURVEY	» Surveys were administered to learn about how participants have applied what they learned from the meeting in their own contexts.

STEP 3.4D DESIGN THE ACTIVITIES

How should each activity be designed and delivered?

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

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

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

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



TIP

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

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

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

How can technology tools increase engagement?

There are numerous technology tools that can be used to engage participants. You will want to be aware, of course, of the technology-related constraints for your knowledge exchange (see page 40). But, even within resource-constrained environments, technology tools can play a critical role in engaging participants during planning, delivery, and follow-up phases of your knowledge exchange.

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

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



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How can technology tools expand reach?

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

- » **Increase reach:** Many knowledge exchange activities are of interest to a much larger audience than just the participants in the activity (such as an expert panel, demonstration, simulation, knowledge café). Engage those audiences by streaming the video or audio of the activity live online. Consider technology tools such as Facebook Live, Periscope, or YouTube Live Stream to engage a much larger audience.
- » **Provide flexible access:** Many activities do not require all of your participants to be in the same room at the same time (such as knowledge café, demonstration, poster session, e-discussions, self-assessment). For example, you can use videoconferences (with tools such as Skype, Webex, and Zoom) during the planning, delivery, and follow-up of many activities. To increase flexibility, you can also record activities and post the videos online on sites like YouTube and Vimeo.
- » **Create consistent contact:** The time to engage participants in sharing knowledge typically begins before any specific events. Once you have your participant list developed, start interacting with your participants. You can, for example, develop a self-assessment or survey activity, and use online tools (such as Google Forms or Survey Monkey) to collect ideas and information from participants. Continue the conversations and keep participants engaged by sharing information throughout the planning of the knowledge exchange. For example, connect with participants using chat technologies (such as WeChat, SMS text, Skype, or Facebook Messenger) to keep them informed. Setting routine communications, such as weekly videoconference calls to share experiences, can keep your participants engaged. You can continue to use these tools through the delivery and follow-up phases.

How can technologies enhance impact?

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

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

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

How can you use technologies in resource-constrained environments?

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

- » **Cost:** Face-to-face sessions and videoconferencing behave similarly in terms of cost. Cost per participant is less with videoconferencing, but in both cases there are few economies of scale. E-learning, on the other hand, requires a lot of up-front investment, but once ready is the cheapest delivery mode.
- » **Access:** Participants must have access to technology tools, which sometimes means you have to provide access (such as videoconferencing tools like WebEx) and other times means you can use free access tools (such as Skype, Facebook, or Twitter). Many good communication platforms are either free to use or cost very little.
- » **Internet:** In many countries and rural areas Internet access is limited, unstable, or slow. In these situations, consider older technologies (such as e-mail rather than Skype) and have contingency plans for when the technology doesn't work as expected.
- » **Audience characteristics:** The schedules and profiles of high-level people are best suited for synchronous delivery modes such as face-to-face sessions and videoconferencing, whereas large or distributed audiences are best reached through asynchronous delivery modes.
- » **Literacy (including digital literacy):** Your participants should feel comfortable with the technology used for delivery in order to engage effectively in the activity.
- » **Language:** Accommodating multiple languages can be challenging. Simultaneous interpretation is easier for presentations and more structured activities. Asynchronous activities allow time for translation.
- » **Cultural background and individual learning preferences:** Some people prefer learning passively (for example, through presentation or demonstration) and others prefer active, experiential learning (for example, through role play, simulation, or dialogue).
- » **External environment:** Disasters and unrest/conflicts can affect the possibility of travel, convening, or access to technology.

**STEP
3**
**Design & Develop
the Knowledge
Exchange**

EXAMPLE
Multi-Stakeholder Dialogue/Consultation Is Key to Enhancing Engagement of Indigenous Peoples in CIF

The Climate Investment Funds (CIF) organized a multi-stakeholder consultation in Addis Ababa, Ethiopia, in 2018 focused on “*Enhancing the Engagement of Indigenous Peoples in the Climate Investment Funds.*” Groups participating in this consultation included relevant national and subnational government agencies, community and indigenous people’s organizations, civil society organizations, the private sector, United Nations agencies, and other development partners. The engagement of indigenous peoples in the CIF is based on the principles of direct participation, which generates a strong sense of ownership in decision making and benefit sharing that goes beyond general consultative approaches. The dialogue aimed to strengthen CIF’s collaboration with indigenous peoples and maintain continuous interaction. The consultation therefore explored ideas, mechanisms, and approaches for enhancing indigenous peoples’ engagement in the CIF. These included the CIF results so far, future strategic directions, and ways to enhance indigenous peoples’ engagement in the CIF; discussion on ways forward of the Dedicated Grant Mechanism; discussion on “Contribution of Traditional Knowledge and Technology to Climate Change Solutions”; and a dedicated session on the selection process, roles, responsibilities, and performance of indigenous peoples observers. The consultation helped build consensus and encourage action.

Source: Fisseha Tessema Abissa, Senior Operations Officer, Climate Investment Funds





HARNESSING LOW-COST, LOW-CARBON POWER: The Geothermal Dialogues



KNOWLEDGE
EXCHANGE
STORY

✓ The Challenge

Geothermal energy has the potential to provide significant amounts of low-carbon, low-cost electricity in many developing countries and is the cheapest reliable source of power available in some. Its ability to provide low-cost, low-carbon power reliably, flexibly, and continuously means it is well-placed to meet developing countries' growing energy needs while displacing polluting fossil fuel power plants.

High costs and high risks of development, however, significantly limit geothermal expansion in many markets. Up to 90 percent of geothermal project investments use some aspect of public debt or equity support. The private sector has demonstrated willingness to invest in geothermal technologies but rarely in early exploration and drilling phases. Enabling developing countries to benefit more from this renewable energy resource requires determining the most effective use of public funds and private financing.

✓ The Solution—Who Did What?

Climate Investment Funds (CIF) is a leader in driving global investments to support climate-smart development planning and action. CIF partnered with the Climate Policy Initiative (CPI) on in-depth analytical work to produce recommendations for effectively targeting public finance and public policy to scale up geothermal deployment. Comparative analysis of various financing and policy models around the world, including case studies on projects in Indonesia, Kenya, and Turkey, provided useful lessons in how public finance and public policy can work together to increase private investor confidence and participation.

CPI and CIF organized a series of three stakeholder dialogues—the Geothermal Dialogues—that brought together key industry leaders and major financing actors to share experiences and explore emerging lessons in the quest to scale up effective geothermal finance. The dialogues assembled countries receiving CIF support for geothermal projects, host countries involved in other (non-CIF) geothermal projects, donor countries, project developers and financiers, multilateral

development banks, representatives of the CIF Administrative Unit, and selected additional participants.

The Energy Sector Management Assistance Program, administered by the World Bank, partnered with CPI and CIF on the first dialogue, which took place in Copenhagen, Denmark, in 2014, under the theme "Effective Financing of Geothermal Development—What Have We Learned?" Among other topics, participants discussed a case study on the Gümüşköy Geothermal Power Plant Project by BM Holding Group in Turkey. This relatively small-scale project was entirely developed by the private sector from the exploration stage, providing significant lessons for the expansion of geothermal development in Turkey and globally. The second dialogue, hosted by Munich Re in Munich, Germany, in 2015, focused on the same theme. One session discussed a case study on the Olkaria III Geothermal Power Project in Kenya, the first privately funded and developed geothermal project in Africa and the first in the country to be operated by a private independent power producer. The third dialogue, held on the

sidelines of the 2015 Vienna Energy Forum in Austria, discussed “Lessons on the Role of Public Finance in Geothermal.” Building on the first two dialogues, it examined different policies and public finance instruments that can enable more private exploration. Participants discussed regulatory and institutional frameworks, access to finance, private sector participation, innovative solutions, and the role of international development finance in supporting commercial banks to assist geothermal projects.

During each dialogue, country representatives shared the status of their geothermal development—resources, policies, targets, investments, technologies, and business models—and of CIF-financed projects. A country knowledge exchange immediately followed the third dialogue, with participants from Armenia, Colombia, Mexico, the Philippines, Turkey, and the private sector. Armenia and Colombia shared challenges faced and progress made so far. The Philippines presented how its well-designed regulatory framework has encouraged private sector participation in geothermal development. Turkey discussed challenges—common to countries in early stages of market development—like predictability of a regulatory and institutional environment, finance and local capacity constraints, and access to quality data on resource availability.

✓ Results

The dialogues resulted in the development and co-creation of case studies on geothermal power development in Indonesia, Kenya, and Turkey, and a comparative

analysis of various financing and policy models around the world.

Following the dialogues, and drawing lessons from the three case studies, a 2015 Webinar, “Driving Geothermal Deployment in Developing Countries,” shared recommendations from policy makers and development finance institutions on the effective delivery of public finance to enable fast and cost-effective deployment of geothermal in developing countries.

Policy makers and donors gained knowledge on how to cost-effectively support the scale-up of geothermal energy deployment in developing and emerging countries, particularly through the use of financing and nonfinancing tools that encourage private investment.

✓ Lessons Learned

- » Sustained engagement of relevant stakeholders—in a series of knowledge-sharing events on a single thematic topic—enhances knowledge exchange, uptake, and use.
- » Link the topics/questions addressed in the series. Outcomes of one dialogue should feed into the next.
- » A multi-pronged approach (for example, combining dialogues with case studies and a Webinar) effectively deepens knowledge and learning.
- » Invite participants who can be effective change agents and influence policy development or implementation.
- » Including practitioners from outside the usual networks (in this case, countries involved in non-CIF projects) increases knowledge exchange and learning.

- » Piggybacking on a major event (for example, holding the third dialogue in conjunction with the Vienna Energy Forum) ensures maximum, relevant, and useful participation.

- » Involvement of key partners broadens participants’ knowledge. Munich Re, host of the second dialogue, shared its experience in underwriting geothermal risk, opening up opportunities for further exploration of financing geothermal risk.

✓ Instruments

Multi-stakeholder dialogue

✓ Knowledge Brokers

Joint team from CPI and CIF

✓ Multimedia

- » First Geothermal Dialogue: Effective Financing of Geothermal Development—*What Have We Learned?*; Copenhagen, October 24, 2014
- » Second Geothermal Dialogue: Effective Financing of Geothermal Development—*What Have We Learned?*; Munich, March 2, 2015
- » Third Geothermal Dialogue: Lessons on the Role of Public Finance in Geothermal; Hofburg, Vienna, June 16, 2015
- » San Giorgio Group Report: The Role of Public Finance in Deploying Geothermal—Background Paper: <https://bit.ly/2z1LNzp>
- » The Climate Investment Funds: <https://www.climateinvestmentfunds.org/theme/geothermal>



STEP 4

IMPLEMENT THE KNOWLEDGE EXCHANGE

IN STEP 3 YOU DESIGNED THE KNOWLEDGE EXCHANGE BY

- ✓ Selecting the participants
- ✓ Verifying the change objective and desired outcomes
- ✓ Organizing your delivery team
- ✓ Assembling the knowledge exchange initiative



REMEMBER

IN STEP 4 YOU WILL

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


 STEP
4

 Implement the
Knowledge
Exchange

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



- » Don't fall in love with your plan!
 - › Even if you began with the perfect design, expect to make some mid-course corrections. Implementation happens in the real world, not at the desk.
- » Planning is key, not the plan!
 - › Remember that this is not about you. It is about the participants. Make decisions based on a clear understanding of their needs.

STEP 4.1 GUIDE THE PARTICIPANTS ALONG THEIR LEARNING JOURNEY

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

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

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

STEP 4.1A HELP PARTICIPANTS ACHIEVE THEIR LEARNING OUTCOMES

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

Focus on facilitating an experience that allows participants to:

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

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



TIP

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

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

- » Introduce simple techniques for self-documentation early in the exchange. Provide examples, templates, and guidelines. This step is especially useful for field visits and other learning expeditions.
- » Encourage participants to keep a journal (written, photo, audio, or video). A simple notebook and a pen are great enablers. Go the extra mile and print the knowledge exchange title and date on the cover. People will use it, keep it, and refer back to it.
- » Allocate reflection time at the end of each day. Ask participants to use this time to journal and share with the group.
- » Set up an online group space and ask participants to post content, questions, and thoughts from the day. Monitor it and regularly refer to it to increase participant engagement.
- » Encourage participants to create a simple, visual representation of day or event highlights. Hang the results on the wall and ask participants to tour the “group gallery.” As an extra step, have them add to one another’s representations as they walk around.
- » Capture group reflection on flip charts or, even better, on sticky notes that you stick to the wall. This “data wall” is a great way to collaboratively capture and sort information. It can help a team surface new insights and identify emerging patterns during implementation.
- » Track contributions by developing meaningful and frequent checkpoints and refining indicators for the expected outcomes. This will help you improve activities and respond to the “real” needs of participants. Indicators are covered in detail in Step 2 (see page 15).

STEP
4Implement the
Knowledge
Exchange**Sustainable Energy Exchange—Reflecting, Internalizing, and Documenting**

"I learned from the Nigeria meeting that adoption of mini-grids will make it possible for a country like Kenya to realize the achievement of universal electricity by the year 2020. In addition, I was able to understand the different models of deploying the mini-grids and the financing models available." ~ Senior Economist, Ministry of Energy, Kenya

**Zambia and Cambodia Exchange—Reflecting, Internalizing, and Documenting**

"Droughts, floods and high temperatures are a major drain to our economy and a strain on our people. We have been so surprised to learn from our visit to Cambodia that though our countries are thousands of miles apart from one another, the threat of climate change is strikingly similar. Fortunately, we are learning that local solutions can help us adapt to this global problem." ~ Dr. Auxilia Ponga, Permanent Secretary, Ministry of National Development Planning, Zambia

"We are here in Cambodia to exchange knowledge about how to better tend our farms in a more cooperative way.... The field visits offered a great opportunity to learn how this is done on the ground." ~ Barrytone Kaambwa, Deputy Director, Department of Maritime, Ministry of Transport and Commerce, Zambia

"Our communities are highly dependent on agriculture, so any change in their productivity in food production has a huge impact. You can see the same here in Cambodia." ~ Chitembo Kawimbe Chunga, National Coordinator, Pilot Program for Climate Resilience, Zambia

**Sustainable Forests Exchange—Reflecting, Internalizing, and Documenting**

"The best experiences during the meeting were the field visits. They allowed me to understand the reality of others and to connect the theory to the real facts." ~ Government representative, participant from the Democratic Republic of Congo

"We toured tree plantations and saw excellent and well-tended trees as well as tree product processing [which helped me] acquire additional skills in tree planting, maintenance/tending young trees and also wood processing." ~ Forest Investment Program non-governmental organization observer, participant from Uganda



TIP

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

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

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

- » Having participants apply their learning early on in the exchange initiative, following up with "application check-ins" at regular intervals, and concluding with more detailed action planning; and

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

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

"The Pilot Countries Meeting] is a very important meeting because we are bringing together 3 different [groups]—FIP, FCPF, and DGM...to promote good forest management... Bringing all these groups together was very rich and interesting because even by talking with people you start finding common solutions that have been applied in different countries"

~ Multilateral development bank focal point for the Forest Investment Program

Sustainable Energy Exchange—Action Plans for Change

"The three events were unique in their own right. Myanmar was a great experience. The site visits showcased two distinct mini-grid models (small diesel genset powered mini-grid with rudimentary distribution network and management arrangement and the solar-powered mini-grid with a well-structured management system). The lessons provided inputs for the next generation of mini-grids being developed in Ghana, particularly areas of gender and PUE." ~ Myanmar Action Learning Event participant, Ghana



Zambia and Cambodia Exchange—Action Plans for Change

"The issue of sustainability needs to be addressed...Empowering communities actually means we are making them resilient, and that is an important aspect that needs to happen." ~ Dr. Auxilia Ponga, Permanent Secretary, Ministry of National Development Planning, Zambia

"It is very important that early warning reaches the community in time, the message should be precise, so that the people don't doubt the information" ~ Zambia delegation participant

"We were impressed with stakeholder involvement and the critical level of political will in Cambodia. The feedback we received helps us move forward in a way that could trigger more policy reform." ~ Carol Mwape Zulu, Environment and Social Inclusion Manager, Pilot Program for Climate Resilience, Zambia



Sustainable Forests Exchange—Action Plans for Change

"The most useful experience for me during the meeting is when I have the opportunity to moderate the small-group learning and knowledge-sharing discussion on the challenges and perspectives in involving private sector in REDD+ and forest investment activities. During this exchange, I learned a lot about the experience of DRC, Cambodia, and Brazil. Each country has a specific approach to involve the private sector, and one could learn how to adapt them in one's own situation." ~ Government representative, participant from Cameroon





STEP
4

Implement the Knowledge Exchange



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

STEP 4.2 ORCHESTRATE ENGAGEMENT AND BUILD RELATIONSHIPS

How can you ensure participant needs are being met?

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

How can participants share and leverage their delivery know-how?

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



Orchestrating Engagement

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

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

Building relationships with and among participants

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



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

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





Implement the Knowledge Exchange



EXAMPLE

CLIMATE INVESTMENT FUNDS AND THE GLOBAL DELIVERY INITIATIVE: Helping Development Practitioners Overcome Delivery Challenges

The Global Delivery Initiative (GDI), a collaboration across a growing group of organizations, seeks to bring development practitioners together to share and leverage delivery know-how and operational knowledge. Its goal is to assemble existing but fragmented knowledge on international development—what works, why, and most important how—and to support practitioners in using these insights to deliver consistent results on the ground. The Climate Investment Funds (CIF) joined forces with GDI to strengthen knowledge-sharing across a portfolio and help countries address global challenges that need local responses. Four case studies from the Clean Technology Fund (CTF), the Pilot Program for Climate Resilience (PPCR), the Forest Investment Program (FIP), and the Scaling Up Renewal Energy Program in Low Income Countries (SREP) examine underexplored complex delivery problems and processes that development actors routinely grapple with: what they are, when they arise, and how they can be addressed.

Finding Common Cause in Climate-Smart Cocoa through the “Enhancing Natural Forest and Agro-Forest Landscape Project” in Ghana (FIP)

The project aimed to improve forest and tree management practices among key forest stakeholders to reduce forest loss and degradation in selected landscapes in Ghana's high forest zone, a core cocoa-producing area.

A major challenge was the lack of coordination between two key institutions, the state-owned Ghana COCOBOD Company and the Forestry Commission. The challenge arose because of their competing mandates: COCOBOD focused on increasing cocoa production, which tended to put pressure on existing forests, whereas the Forestry Commission aimed to protect the forest. Through the project, the two institutions began working together to identify, prioritize, and achieve joint, effective responses as their awareness and interest in climate change challenges in cocoa production increased.

~ Implementing agency, Ghana: World Bank

<https://bit.ly/2SDdxx9>

Facilitating Geothermal Field Development through Public–Private Partnerships in Menengai, Kenya (SREP)

Kenya, with rapidly growing energy demands and increasingly unsustainable hydropower and fossil fuel thermal generation, needed to secure a reliable, sustainable, and affordable power supply to meet current and future demand. Tackling this challenge required increasing renewable energy supply by generating geothermal energy at an affordable cost through appropriate public–private partnerships.

The main delivery challenge was mitigating the resource, credit, and financial risks in order to attract public and private investment in geothermal energy development. To address these limitations, the government of Kenya received concessional finance and technical capacity building from SREP and the African Development Bank, and co-financing from other development institutions.

~ Implementing agency, Kenya: African Development Bank

<https://bit.ly/2C3rxe0>



EXAMPLE

Pioneering Private Sector Utility-Scale Wind Power through the “Theppana Wind Power Project” in Thailand (CTF)

The Thai government decided to use renewable energy to provide a sustainable, affordable, and reliable electricity supply and reduce dependence on increasingly expensive imported fossil fuels. To deal with this challenge, the government pursued the development of private sector wind power projects under its Small and Very Small Producers program to increase renewable energy supply and de-risk project financing in a region with relatively low-speed wind.

Given the reluctance of commercial banks to provide the longer-than-usual-term financing required for wind power, there were challenges in closing the gap in available project financing. To overcome this challenge, financing from the CTF and the Asian Development Bank helped to increase private sector confidence in the project. Subsequently, a local commercial bank provided the required loan.

~ Implementing agency, Thailand: Asian Development Bank

<https://bit.ly/2LaW8cx>

Strengthening Climate Resilience in Zambia (PPCR)

The project targeted strengthening Zambia's national institutional framework for climate resilience and improving the adaptive capacity of vulnerable communities in the Barotse sub-basin of the Zambezi floodplain. To address these challenges, the project provided capacity building and financial support to an interim interministerial national climate change secretariat in the Ministry of National Development Planning. It also provided facilitation and technical capacity building to mainstream climate change into local-level development plans and community decision making. Additionally, communities, wards, and districts received direct subproject grants for climate adaptation measures.

~ Implementing agency, Zambia: World Bank

<https://bit.ly/2RPlpdX>

<https://www.climateinvestmentfunds.org/>

<http://www.globaldeliveryinitiative.org/>


 STEP
4

 Implement the
Knowledge
Exchange

Sustainable Energy Exchange—Relationship Building

"It is a great opportunity for us in terms of knowledge and networking. We are learning from other SREP member countries what they are doing best, and what is not working, the lessons that we can take back home to improve our program." ~ Nigeria Action Learning Event participant, Ghana

"I learned many lessons from Nigeria and other African experiences in mini-grid development that are transferable to Haiti. There was a lot of lesson sharing during this event." ~ Nigeria Action Learning Event participant, Haiti


Zambia and Cambodia Exchange—Relationship Building

"We cannot make decisions without the Zambian people being at the center of the whole planning process because, ultimately, they have to live with it. I think this has resonated strongly with the Zambia team." ~ Iretomiwa Olatunji, Senior Environmental Specialist, World Bank Group, Lusaka, Zambia

During the study tour, the Zambia delegation saw firsthand how Cambodia went about implementing cooperatives and how communities adopted an entrepreneurial approach to their development.

"The rice cooperatives are inspiring us.... We can get our people to work together in bigger numbers, and also to help them build capacity—to turn their farms into firms—what I mean is turn their farms into businesses." ~ Barrytone Kaambwa, Deputy Director, Department of Maritime, Ministry of Transport and Commerce, Zambia


Sustainable Forests Exchange—Relationship Building

"I understood more what the FIP is about. It was clear to me that FIP is constantly evolving and adapts to national circumstances. Besides, to know the lessons learned and experiences from other pilot countries was really useful for us, because we are just beginning with the development of our project." ~ Government representative, participant from Ecuador.

"We shared experiences with other countries on REDD+ and DGM [Dedicated Grant Mechanism]; specifically, on the importance of collaborative work and good faith between state institutions and organizations of indigenous peoples in other countries." ~ FIP indigenous peoples observer, participant from Peru

"During the meeting and the small-group discussion, I met one participant from DRC, with whom I exchanged a lot on his experience. And since then we have been having mail and WhatsApp on our activities, challenges faced, and exploring tighter solutions." ~ Government representative, participant from Cameroon

STEP 4.3 DOCUMENT IMPLEMENTATION AND TRACK RESULTS

How can you adjust to necessary changes in direction?

How can you track these changes?

How can you capture real-time evidence of results?

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

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

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

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



TIP

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

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

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

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


**STEP
4**

Implement the Knowledge Exchange



TIP

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



Sustainable Energy Exchange—Documenting the Implementation Journey

The implementation journey was documented through:

- » Photos
- » Interviews
- » Videos



Zambia and Cambodia Exchange—Documenting the Implementation Journey

The implementation journey was documented through:

- » Photos
- » Video interviews with Zambian delegates
- » A range of informative videos especially during the field visits



Sustainable Forests Exchange—Documenting the Implementation Journey

The implementation journey was documented through:

- » Photos
- » Interviews
- » Videos





SHARED LEARNING & KNOWLEDGE EXCHANGE: Empowering Indigenous Peoples and Local Communities

KNOWLEDGE
EXCHANGE
STORY

✓ The Challenge

Indigenous Peoples and Local Communities (IPLCs) make up 5 percent of the global population but manage or have tenure rights over at least a quarter of the world's land surface. Despite having little representation in the bodies making decisions on forests and climate action, IPLCs safeguard 80 percent of the world's remaining biodiversity and are among the most important stewards of forests. Amplifying their voice is a powerful way to protect the ecosystems that play a critical role in mitigating the effects of climate change; it also requires capacity building and knowledge sharing among IPLCs.

The World Bank Group works with IPLCs to enhance their sustainable economic growth and livelihoods, implement culturally appropriate conservation and development, and design and execute strategies to address multiple sources of disadvantage. It does so by taking into account IPLCs' views, experience, and development priorities.

✓ **The Solution—Who Did What?**
The Dedicated Grant Mechanism (DGM), a special window under

the Climate Investment Funds' Forest Investment Program (FIP), is a global initiative that supports projects in 13 pilot countries and a Global Learning and Knowledge Exchange Project (DGM Global). IPLC representatives direct all aspects of the DGM through Global and National Steering Committees, supported by Conservation International, DGM's Global Executing Agency. Through its unique design, the DGM aims to establish recognition of IPLCs as effective leaders in efforts to reduce deforestation and forest degradation.

To expand impact and sustainability, DGM Global facilitates knowledge exchange, learning, and capacity building at regional and global levels. The project also supports strengthening networks and alliances of community organizations within and across regions to enhance their representation and voice in regional and global policy fora.

In 2017–18, DGM Global conducted regional exchanges in Africa, Asia, and Latin America, in which program beneficiaries shared best practices and

experiences. Each exchange engaged DGM partners, including subproject beneficiaries, IPLC networks, and IPLC leaders from non-FIP countries, and featured a mix of technical sessions, plenaries, participatory learning activities, field visits, and lessons learned from DGM progress in their respective countries. Global- and national-level DGM bodies collaborated to develop the content and thematic focus of each exchange. Topics included land titling, climate finance, climate international policy, gender, agroforestry, sustainable forest management, and sustainable livelihoods. The exchanges included field visits to IPLC-led initiatives, facilitating synergies across projects.

The four-day Africa Exchange (August 2017 in Kumasi, Ghana) focused on agroforestry and community forest management. It assembled 34 IPLC participants from ten African countries, a representative from a DGM project in Nepal to foster cross-regional exchange, community leaders, policy experts, forest specialists from Benin and Burundi, and the International Alliance of Indigenous and Tribal



STEP 5

MEASURE & REPORT THE RESULTS

IN STEP 4 YOU IMPLEMENTED THE KNOWLEDGE EXCHANGE BY:

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



REMEMBER

IN STEP 5 YOU WILL

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

**STEP
5****Measure &
Report the
Results**

In many ways your knowledge exchange journey is almost complete.

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

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

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

**TIP****Reporting on Long-Term Exchange Initiatives**

Large knowledge exchange efforts require a different approach than smaller, short-term exchanges. In these cases, you need to develop a monitoring plan to examine the initiative's direct results and influence at multiple stages. These stories take longer to develop but often have more substance. If possible, describe how one or two individual participants have benefitted and applied their learning from one exchange to the next. Personal stories add depth to the numbers and analysis.

STEP 5.1 SYNTHESIZE IMPLEMENTATION DATA

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

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

Sustainable Energy Exchange—Synthesis

Once gathered through interviews and surveys, data were organized to determine the achievement of the intermediate outcomes.

**Zambia and Cambodia Exchange—Synthesis**

Data were collected through interviews of exchange participants and organized to identify key learning outcomes.

**Sustainable Forests Exchange—Synthesis**

Data were collected through interviews of participants to the exchange and organized to identify key learning outcomes. In addition, a survey was distributed to participants after the exchange to get more information as to how their experience at the meeting transferred to their own contexts.

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

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

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

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

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

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



TIP

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



TIP

STEP 5

Measure & Report the Results






STEP 5.2 MEASURE RESULTS

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

STEP 5.2A MEASURE ACHIEVEMENT OF INTERMEDIATE OUTCOMES

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

Template 1. Measuring Achievement of Intermediate Outcomes

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

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

Table 9. Ways to Gather Information on Results

Intermediate outcomes	Sample ways to measure results
New knowledge	<ul style="list-style-type: none"> ✓ E-mail participant survey 6 weeks after the exchange. ✓ Interview participants in person at the end of the exchange. ✓ Ask participants to give presentations on the last day of the exchange. ✓ Use a knowledge-based pre-test and post-test with exchange participants. ✓ Video participants each day of a study tour.
Enhanced skills	<ul style="list-style-type: none"> ✓ Review monthly application of skills (e.g., error logs, number of reports) at 1, 2, and 3 months after the exchange. ✓ Use a skills-based pre-test and post-test of exchange participants. ✓ Survey participants about the application of skills 9 months after the exchange. ✓ Directly observe participant performance 6 months after the exchange.
Improved consensus	<ul style="list-style-type: none"> ✓ Attend weekly team meetings to observe collaboration. ✓ Review meeting minutes to determine if the group has been able to reach consensus on key issues. ✓ Follow up with group members to assess progress toward change objective. ✓ Send e-mail survey to team members at 3, 6, and 9 months after the exchange to self-assess effectiveness of collaborations.
Enhanced connectivity	<ul style="list-style-type: none"> ✓ Review documentation of group to determine if it is growing (e.g., more individuals, strategic partners, member organizations) at 3, 6, and 9 months after the exchange. ✓ Interview members about their experience with group (e.g., numbers of conversations with other members, trust in peers, satisfaction with peer responses) before and then again 6 months after the exchange. ✓ Track data from quarterly surveys of group member activity (e.g., conversations with group members), satisfaction (e.g., useful guidance), and results (e.g., what came from conversations).
New and Improved actions	<ul style="list-style-type: none"> ✓ Document participants' agreement on an action plan at the end of the exchange. ✓ Call (or e-mail) participants 3 months after the exchange to learn if they have started new (or improved) processes within their organizations.

STEP
5Measure &
Report the
Results

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

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

If you lack evidence of results at this stage, Table 9 on page 87 suggests how to obtain additional input from your participants.



Sustainable Energy Exchange—Intermediate Outcomes and Results

- » **New knowledge.** Scaling Up Renewable Energy Program in Low Income Countries (SREP) country representatives identified challenges and solutions that could help accelerate the uptake of the mini-grid sector for low-cost and timely access to electricity services.
- » **Enhanced skills.** Many of the SREP country representatives gained technical skills for using specific tools such as HOMER software for analysis of distributed generation and microgrids.
- » **Improved consensus.** SREP country representatives reached agreement on priorities and next steps by developing an action plan that incorporated overall lessons generated through the exchange.
- » **Enhanced connectivity.** During and between the action learning events, participants increased their trust for ongoing collaboration, advice, or technical assistance.
- » **New and improved actions.** Following the exchange, several SREP countries have reported initiating and modifying specific activities and actions related to mini-grid and off-grid solutions as a direct result of what they saw, learned, and shared during the action learning events.



TIP

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

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



Zambia and Cambodia Exchange—Intermediate Outcomes and Results

- » **New knowledge.** The Zambia delegation gained a better understanding of the use of climate adaptation approaches for building climate resilience, particularly in the agriculture and water resources sector. They were also exposed to novel approaches to community-based disaster-risk management (CBDRM), the strong links between adaptation and CBDRM, and ways to strengthen gender-responsive and inclusive community-based preparedness/responses. The delegation also learned the importance of reliable weather and climate data to inform the design of projects and initiatives and make them resilient to climate change impacts.

“After visiting Cambodia and attending the CBDRM Conference in Siem Reap, we learned that the Zambia Meteorological Department requires much more investment in weather and climate instruments, capacity building in order to observe and record worsening weather patterns, as well as data generation for the purposes of strong data.”

~ Martin Kameya Swaswa, Assistant Director, Meteorological Department, Zambia

“The knowledge-sharing opportunity between Cambodia and Zambia opened up innovative ideas and effective ways to empower communities to make decisions on how to improve their quality of life and enhance their resilience.” ~ Lorie Rufo, Climate Change Specialist, Climate Investment Funds

- » **Improved consensus.** Key stakeholders (government agencies and project beneficiaries) from Zambia came to an agreement on strategies for implementation, replication, and adoption of best practices as they embark on improving the work plan for implementing the Pilot Program for Climate Resilience (PPCR) from the national to the community level.
- » **Enhanced connectivity.** Participants not only expanded their professional networks but also went away with a deeper appreciation of the importance of expanding their network of climate resilience contacts.
- » **New and improved actions.** After the exchange, key stakeholders (all levels of government including community leaders) in the Zambia delegation integrated new mechanisms and approaches to implement climate-smart agriculture, water, and natural resources management, and community-based adaptation and disaster-risk management. Their adaptations are reflected in the revised work plan of activities under the Zambia PPCR. The study tour was instrumental in supporting this outcome because it provided a forum for participants to interact with the communities benefitting from the Cambodia PPCR.

STEP
5Measure &
Report the
Results

Sustainable Forests Exchange—Intermediate Outcomes and Results

- » **New knowledge.** Forest Investment Program (FIP) pilot country representatives gained new knowledge and deepened their understanding of issues related to the design and implementation of FIP investment plans and other forestry activities.
- » **Improved consensus** FIP pilot country representatives identified ways to best comply with FIP and monitoring and reporting (M&R) requirements. Through round-table discussions on M&R systems, country representatives agreed on ways to track and report key data in their own projects.
- » **Enhanced skills.** The participants enhanced their communication skills to better capture and tell stories related to their FIP projects. Specifically, they got the opportunity to use the newly acquired skills by interviewing and recording fellow participants.
- » **Enhanced connectivity.** The representatives from the FIP pilot countries established an expanded professional network as part of the meeting. With improvements in the speed of communication through the use of apps such as WhatsApp, participants continued their connections beyond the meeting.
- » **New and improved actions.** Following the meeting, FIP pilot country representatives contributed to identification and implementation of new actions that stemmed from the experiences and knowledge gained as part of the exchange.



TIP

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

STEP 5.2B ASSESS PROGRESS ON THE CHANGE OBJECTIVE

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

Use Template 2 to guide your inquiry about the influence of your knowledge exchange on the change objective(s). To attribute these results to your exchange you will need to describe how they were achieved, including measuring the effectiveness of what happened.



TIP

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

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

Template 2: Assessing Progress toward Change Objectives

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

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

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

Sample Post-Exchange Participant (or Client) Checklist

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




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

STEP
5



Measure &
Report the
Results



Sustainable Energy Exchange—Direct Results and Influenced Results Achieved

Knowledge exchange instruments	Direct results (i.e., intermediate outcomes)	Influenced results (i.e., influences on institutional challenges)
 <p>ACTION LEARNING EVENT</p>	<p>Scaling Up Renewable Energy Program in Low Income Countries (SREP) representatives from Ghana, Haiti, Honduras, Kenya, Liberia, Maldives, Rwanda, and the Solomon Islands reported that they were able to better understand the challenges and solutions for the operational upscaling of mini-grids.</p> <p>Many of the SREP country representatives from Haiti, Honduras, Kenya, Liberia, Maldives, Rwanda, and the Solomon Islands indicated that they gained technical skills for using specific tools such as HOMER software for analysis of distributed generation and microgrids and solar hybrid technology.</p> <p>Because of improved consensus reached during the meetings, Liberia representatives reported that they increased their engagement with local authorities in the project areas and deployed a community outreach officer to increase sensitization in the project areas.</p> <p>During and between the action learning events, participants increased their trust for ongoing collaboration, advice, and technical assistance. Haiti representatives indicated that they made many connections with their counterparts from Benin, Ghana, Mali, and Rwanda working in development of mini-grids. They also extended their network by meeting with development partners not yet active in Haiti and other stakeholders involved in sustainable energy.</p> <p>After participation in mini-grid action learning events, Rwanda representatives decided to pursue and incorporate off-grid solutions in their plan. In addition, Ghana representatives incorporated inputs in their plans for the next generation of mini-grids from the lessons learned shared at the events on issues related to gender and productive use of electricity.</p>	<p>These direct results have helped SREP countries to accelerate/initiate a path to address the three institutional challenges identified: environment for change, policy instruments, and organizational arrangements.</p>

Zambia and Cambodia Exchange—Direct Results and Influenced Results Achieved

Knowledge exchange instruments	Direct results (i.e., intermediate outcomes)	Influenced results (i.e., influences on institutional challenges)
 <p>MULTI-STAKEHOLDER DIALOGUE AND CONSULTATION</p>	<p>Expected results</p> <ul style="list-style-type: none"> » Through the dialogues, the Zambia delegation recognized that integrating community participation with all the necessary data and weather information is essential in risk management and adaptation. » Results from the consultations were integrated in the planning of another knowledge exchange program to be scheduled as part of the Asia-Pacific Adaptation Network. 	<p>Upon their return to Zambia, representatives from the Meteorology Department reached out to collaborating partners and other institutions to discuss how to work with the Zambia Meteorological Office. The primary aim of this new outreach was to enable the dissemination of weather and climate information for economic sectors, communities, and other institutions to strengthen Zambia's institutional framework for enhancing the adaptive capacity of vulnerable communities.</p> <p>The Zambia delegation, upon its return to Zambia, shared the outcomes of the knowledge exchange through a briefing with the Barotse Royal Establishment (BRE). The BRE agreed to relax the "status" of the land to make it more available for commercial purposes. The BRE saw great opportunity for expanding rice production in these areas given the changing rainfall patterns in the western province of Zambia.</p>
 <p>CONFERENCE ON COMMUNITY-BASED DISASTER RISK MANAGEMENT AND ADAPTATION</p>	<p>Expected results</p> <ul style="list-style-type: none"> » The conference enabled the Zambia delegation to interact with participants from Cambodia and other South Asian countries in discussing such topics as community adaptation efforts and approaches to financing participatory adaptation. <p>Unexpected results</p> <ul style="list-style-type: none"> » Zambia invited Cambodia to come to Zambia to learn from Zambia's experience in implementing the Pilot Program for Climate Resilience (PPCR). This invitation represents to an even greater degree the success of the conference: both countries acknowledged and appreciated the benefits they reaped from the knowledge exchange efforts. 	<p>Knowledge gained on the variety of approaches for risk management and adaptation fed into discussions for additional financing of Zambia PPCR, including a private sector approach to guide farmer groups into becoming entrepreneurs and producers. As of 2018, the additional financing was just starting.</p>




STEP
5

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Zambia and Cambodia Exchange—Direct Results and Influenced Results Achieved



Knowledge exchange instruments	Direct results (i.e., intermediate outcomes)	Influenced results (i.e., influences on institutional challenges)
 <p>STUDY TOUR</p>	<p>Expected results</p> <ul style="list-style-type: none"> » The study tour enabled Zambia delegates to gain an in-depth understanding of how community efforts contribute to the success of the PPCR in Cambodia. » Because of the success they saw in Cambodia, the Zambia delegates aimed to adopt the idea of using non-governmental organizations as extension services in rural Zambia. » Zambia, like Cambodia, wants to create a forum where civil society and government can engage in dialogue and address issues such as gender, in particular the role of women in climate adaptation practices. » These ideas were reflected in the revised work plan of activities under the Zambia PPCR. In addition, gender considerations and stakeholder engagement ideas that emerged from the study tour were fed into the PPCR Phase II plan. 	<p>Climate Investment Funds funding of 14.6 million was approved in April 2018 to extend the efforts of the Zambia PPCR Phase II from 2019 to 2022. The PPCR Phase II efforts aim at improving the livelihoods and resilience of rural communities in the Barotse sub-basin.</p> <p>After the exchange, Zambia is more actively exploring pioneering approaches and institutional arrangements, especially in relation to potential involvement of the private sector.</p>

CASE EXAMPLES



Sustainable Forests Exchange—Direct Results and Influenced Results Achieved

Knowledge exchange instruments	Direct results (i.e., intermediate outcomes)	Influenced results (i.e., influences on institutional challenges)
 <p>PILOT COUNTRIES MEETING</p>	<p>Expected results</p> <ul style="list-style-type: none"> » Deepened understanding of key issues around the design and implementation of Forest Investment Program (FIP) investment plans and other forestry activities. » Agreed-on ways to track and report key data in own projects. » Enhanced communication skills to better capture and tell stories related to FIP projects. » Established new bilateral exchanges and learning from each other. Cameroon representatives connected with Democratic Republic of Congo representatives to share experiences during the meeting and continued to do so after the meeting through a social networking app. A representative from a civil society organization in Uganda was able to network with the indigenous people from Kenya (Maasai) during the meeting, and they continued to work together on advocacy projects after the meeting. » Following the exchange, Brazil implemented better monitoring and reporting (M&R) systems to enhance the quality of its M&R efforts. <p>Unexpected results</p> <ul style="list-style-type: none"> » A civil society organization, Support for Women in Agriculture and Environment (SWAGEN), in Uganda designed a program on gender-responsive shared responsibility in access and decision making on forest resources, and equity in sharing benefits in conservation. » The Lao People's Democratic Republic implemented forest restoration activities, transfers to villagers in relation to the village livelihood grant, and capacity-building activities. 	<p>The government of Peru decided to move forward the preparation of the ER-PD.</p> <p>The Cameroon REDD+ Technical Secretariat created a benefit mechanism for the REDD+ process in Cameroon to encourage private sector investment. This was incorporated as part of the REDD+ national strategy.</p> <p>The Bangladesh Forest Department designed a people-oriented forestry project.</p>



**STEP
5**

 Measure &
Report the
Results

STEP 5.2C ASSESS DESIGN AND IMPLEMENTATION

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

Step 1 Anchor

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

Step 2 Define

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

Step 3 Design & Develop

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

Step 4 Implement

- » *Did the exchange have adequate attendance and participation?*
- » *Were you and participants able to adapt to changing circumstances as necessary?*
- » *Did the participants have an opportunity to share their delivery know-how and operational knowledge?*


TIP




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

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

Results from Other Knowledge Exchanges



EXAMPLE

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

Immediately after the exchange

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



CHECKLIST

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

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



CHECKLIST

STEP
5Measure &
Report the
Results**STEP 5.3 REPORT THE RESULTS**

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

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

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

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

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

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

Share your experiences. Sharing your own experiences will give you insights into your next knowledge exchange journey as well as add to the collective understanding of what works and what doesn't in knowledge exchange. Share your results, for example, in a brief video or a blog post and keep connected with your peers.



TIP

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

An Inclusive and Collaborative Approach to Enhancing the Effectiveness, Utility, and Relevance of the Climate Investment Funds' Monitoring and Reporting System



EXAMPLE

As the Climate Investment Funds (CIF) move toward greater levels of implementation, the development and climate finance communities are also looking to the CIF for lessons on how to effectively move toward low-carbon and climate-resilient development.

CIF's monitoring and reporting (M&R) system tracks the performance of CIF projects and programs to ensure accountability and improve ongoing decision making through learning. The M&R Toolkits approved for each of the four CIF programs contain a set of core indicators used by MDBs (in the cases of the Clean Technology Fund [CTF] and Scaling Up Renewable Energy Program in Low Income Countries [SREP]) and pilot countries (in the cases of the Pilot Program for Climate Resilience [PPCR] and the Forest Investment Program [FIP]) to report project, program, or national progress. These core indicators are measured annually, and then aggregated across projects or countries per program to enable the CIF to meaningfully report on achievements. The CIF Administrative Unit administers and supports this reporting process.

A three-phase stocktaking review was devised to review the effectiveness, utility, and relevance of the CIF M&R system. Phase 1 reviewed FIP/PPCR policies, strategies, and guidance documents; similar relevant indicators and toolkits; portfolio analysis; and data collected through the multilateral development banks' (MDBs) results frameworks. Phase 2 featured in-depth Interviews with key stakeholders—recipient countries, MDB focal points, task team leaders, and donors. In Phase 3, a workshop enabled participants to collaboratively review the M&R frameworks and develop and enhance the toolkits.

Source: *Sandra Maria Romboli, Senior Monitoring and Evaluation Specialist, Climate Investment Funds*



STEP
5Measure &
Report the
Results**Sustainable Energy Exchange—Reporting Results**

The results from the action learning events were captured through video interviews and official reports summarizing each event. These reports are publicly available on the Climate Investment Funds and Energy Sector Management Assistance Program websites.

» <https://bit.ly/2QFuhmY>

» <https://bit.ly/2K2P9BU>

**Zambia and Cambodia Exchange—Reporting Results**

The results from each instrument of the exchange were captured through video interviews, reports, press releases, and featured articles. These were finalized into artifacts shared publicly on the Web through the Climate Investment Funds and World Bank Group (WBG) websites as well as through medium.com, the Environment and Natural Resources Global Practice, WBG and the Africa Regional Operations, WBG Twitter handles. An Instagram story was also shared by the WBG.

» <https://bit.ly/2B6SkEA>

» <https://bit.ly/2C4gf9p>

» <https://bit.ly/2zNjgJV>

**Sustainable Forests Exchange—Reporting Results**

The Climate Investment Funds Administrative Unit prepared a report with the summary of the main activities during the meeting, including the key takeaways and messages from each session. This report was published and disseminated to the participants as well as the entire Forest Investment Program (FIP) community (FIP subcommittee members, multilateral development banks, etc.).

» <https://bit.ly/2zbUUZX>

Table 10. Sample Formats for Reporting Results

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

**STEP
5****Measure &
Report the
Results****END ONE JOURNEY, BEGIN THE NEXT**

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

This is also a good moment for a team debrief and lessons sharing through an after-action review (in Toolbox, page 195). After designing, implementing, and reporting on a knowledge exchange initiative, take a moment to reflect—on your own and with your team—on what went well, what did not work, and what could be done differently next time.

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

Step 1 Anchor

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

Step 2 Define

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

Step 3 Design & Develop

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

Step 4 Implement

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

Step 5 Measure & Report Results

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



PARTNERING TO DEVELOP CLIMATE RESILIENCE STRATEGIES IN LATIN AMERICAN AND CARIBBEAN COUNTRIES

KNOWLEDGE
EXCHANGE
STORY

✓ The Challenge

Climate change has brought new challenges for Latin American, Caribbean, and Asian countries that already suffer annually from severe weather conditions such as hurricanes and typhoons. The Pilot Program for Climate Resilience (PPCR) supports developing countries and regions in building their adaptation and resilience to the impacts of climate change. At the frontline of climate change are Small Island Developing States such as those in the Caribbean.

Although officials responsible for developing resilience programs could learn from the practical experience of other countries that have gone through or are going through similar challenges, limited institutional capacities made continuous learning exchanges difficult, particularly where exchanges necessitated resources such as travel expenses. Additionally, low levels of institutional knowledge about how to implement solutions, including how to overcome barriers, prevailed. Therefore, in-country climate resilience teams were not necessarily the best sources for learning on a given initiative or idea. The result was that transformational approaches to building climate resilience were sometimes out of reach.

✓ The Solution—Who Did What?

To operationalize a continuous exchange of knowledge among the PPCR countries, PPCR has developed a work program that promotes constant dialogue and collaboration on effective and scaled-up action on adaptation. PPCR takes a lead role in identifying learning opportunities within and outside of PPCR, particularly those efforts that advance learning and capacity to integrate adaptation and climate risk management approaches in development planning and investments. These include, among others, initiatives such as regional and country exchanges, site visits, participation in relevant events and forums, and related follow-up activities.

The PPCR Latin America and the Caribbean (LAC) knowledge exchange and regional dialogue event was designed to further learning and foster dialogue among PPCR countries on issues and challenges related to the design and implementation of PPCR and other adaptation-related programs and activities. Representatives from Dominica, Grenada, Honduras, Jamaica, St. Lucia, and St. Vincent and the Grenadines; the Caribbean Regional Track of the PPCR; the Administrative Unit of the Climate

Investment Funds (CIF); and the Inter-American Development Bank (IDB) participated in the exchange during September 17–20, 2017, in St. George's, Grenada. Microfinance and community-level climate finance stories to share were selected from Jamaica, St. Lucia, and Tajikistan, noting that Jamaica and St. Lucia were among the few PPCR countries to have climate finance mechanisms targeted at the private sector.

On the first two days, field visits to sites of the Regional Disaster Vulnerability Reduction Project (RDVRP) in Grenada provided useful insights on the importance of decentralized water resource management (DWRM) as a climate resilience solution that directly responds to the increasing frequency and intensity of extreme weather events such as hurricanes. In particular, the site visit to the island of Carriacou highlighted the importance of rainwater harvesting as a reliable means of domestic and commercial water supply. Interestingly, the LAC exchange took place during hurricane events in neighboring Caribbean countries.

The final two days featured a combination of country presentations and discussions facilitated by staff from the CIF





Glossary

Change agent. An individual who has a stake in the issue and who can and will initiate the actions needed to achieve the change objective.

Change objective. The change needed for participants to address the institutional challenges.

Counterpart. The individual or group with whom you engage in relation to a project or program and/or whom you identify as your client. Counterparts often request the support of the broker to facilitate a knowledge exchange and are consulted at the earliest stages of planning and design. Counterparts can refer to knowledge seekers or providers, depending on who you work with. Some counterparts may be involved as actual participants.

Delivery challenges. Unexpected problems that hinder development interventions and that prevent practitioners from translating technical solutions into results on the ground.

Development challenges. Issues that countries face which, if resolved, would significantly contribute to ending poverty and/or enhancing the quality of life of their citizens, associated with the concept of development.

Development goal. The result or achievement that would address a problem of ultimate concern to your stakeholders.

Indicators. Evidence of the achievement of intended intermediate outcomes from your knowledge exchange that is specific, measurable, attainable, relevant, and time-bound (otherwise known as SMART indicators).

Institutional challenges. Problems in three areas that limit the realization of the development goal. These include the environment for change, policies for change, and organizational arrangements for change.

Intermediate outcomes. *New knowledge, enhanced skill, improved consensus, increased connectivity, and new and improved actions;* these are results at the individual and group levels and are stepping stones toward the change objective.


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

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


Knowledge seeker. An individual or institution that would like to explore solutions to a challenge.

Participant. An individual who is taking part in the knowledge exchange initiative. Participants may be knowledge providers or seekers.

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



ART OF KNOWLEDGE EXCHANGE TOOLBOX

The background features a complex, abstract geometric design. It consists of several overlapping, semi-transparent orange shapes that create a sense of depth and three-dimensionality. A prominent white diagonal line cuts across the composition from the bottom left towards the top right. The overall aesthetic is clean, modern, and professional.

ART OF KNOWLEDGE EXCHANGE TOOLBOX

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INTRODUCTION

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

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

The Toolbox has two sections:

Section 1, “Instruments,” provides a detailed description of each instrument (vehicle for knowledge exchange), when and how to use it, and case examples.

Section 2, “Activities,” provides a detailed description of each activity (building block of instruments), when and how to use it, and case examples.

INSTRUMENTS

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

SHORT-TERM ENGAGEMENT



ACTION
LEARNING
EVENT



CONFERENCE



COMPETITION/
CHALLENGE



KNOWLEDGE
JAM



COMMUNITY
OF PRACTICE



TWINNING



EXPERT VISIT



KNOWLEDGE
FAIR



MULTI-STAKEHOLDER
DIALOGUE AND
CONSULTATION



PILOT
COUNTRIES
MEETING



STUDY TOUR



WORKSHOP

INSTRUMENTS

SHORT-TERM ENGAGEMENT



ACTION
LEARNING
EVENT



CONFERENCE



EXPERT VISIT



KNOWLEDGE
FAIR



PILOT
COUNTRIES
MEETING



STUDY TOUR



WORKSHOP



ACTION LEARNING EVENT

WHAT IS AN ACTION LEARNING EVENT?

A formal event in which a large number of participants come together to share actionable knowledge and experiences on a specific technical topic/theme. The event focuses on “operationalization,” emphasizing problem solving in a timely fashion with and for the participants, addressing the day-to-day challenges that practitioners are facing in accelerating progress.

BEST USED FOR

- » Gaining actionable knowledge
- » Problem solving and addressing operational challenges
- » Engaging a large number of participants in finding solutions to common challenges
 - › As multi-day events
 - › With multiple thematic tracks/immersion in select topics
 - › With parallel sessions and clinics on topics related to the main technical focus area
- » Networking, and building relationships across participants

KNOWLEDGE EXCHANGE INSTRUMENTS

HOW TO USE IT

PLANNING PHASE

6+ MONTHS before the event:

- » Prepare a concept note.
- » Determine budget and source of funding.
- » Decide on target audience.
- » Identify implementation team.
- » Initiate discussions with interested host countries.
- » Identify possible partners.
- » Visit event location to identify possible venues or seek help from local partners.

3+ MONTHS before the event:

- » Select event venue.
- » Contract all vendors, including local event manager, catering, transportation, and interpretation (if needed).
- » Use feedback from previous action learning events to identify focus themes.
- » Draft agenda based on discussions with partner organizations and host country agency.
- » Contact potential facilitators, speakers, and resource persons; prepare terms of reference.
- » Send out invitations, travel forms, and registration materials.
- » Draft presentation templates for use by focal points.
- » Make travel arrangements and prepare per diem for sponsored participants and speakers.
- » Monitor progress on logistics.
- » Create conference handbook for participants/speakers, including agenda, resources, bios, hotel information, and travel information.
- » Explore field visit ideas.
- » Finalize memorandum of understanding with host country/agency.

1 MONTH before the event:

- » Follow up and confirm all logistics (hotel, travel, transport, per diems, catering, conference room(s), media, technology).
- » Ensure all participants have proper documentation to travel.
- » Circulate field trip summary note to participants.
- » Finalize session moderation assignments. Draft moderator instructions and rapporteur note sheets for sessions.

DELIVERY PHASE

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

FOLLOW-UP PHASE

- » Gather all invoices and cross-check with receipts.
- » Close out finances and create a statement of expenditures.
- » Conduct evaluation.
- » Create a final check, including lessons learned and follow-up actions.
- » Write action learning event summary report and circulate to all participants and key stakeholders.

KNOWLEDGE EXCHANGE INSTRUMENTS

ILLUSTRATIVE EXAMPLE: SEQUENCING ACTIVITIES FOR YOUR ACTION

LEARNING EVENT	
 PLANNING	 Brainstorming and action planning meeting to agree on key change objectives
	 e-Discussion to identify participants, key speakers, sites for field visits, and partners, and to decide on implementation team
 DELIVERY	 Expert panel to discuss trends and challenges, followed by a Q&A session
	 Buzz session on the challenges presented by experts
	 Lightning talks to share innovations and solutions from around the world
	 Round-table discussions to address not only the status of various efforts but also topics related to planning and implementation challenges
	 Clinics to focus on specific challenges and sub-themes
	 Report on key findings and proposed possible solutions
	 Field visit organized on last day to get firsthand experience
 FOLLOW-UP	 Survey distributed to assess impact and usefulness of the event
	 After-action review to identify areas for improvement regarding the programming and design of the event
	 Action planning to prioritize key findings and follow-up actions

CASE EXAMPLE: ACTION LEARNING EVENTS ENHANCE TECHNICAL CAPACITY

The Energy Sector Management Assistance Program of the World Bank Group and the Climate Investment Funds organized and delivered mini-grids action learning events to support operational upscaling of mini-grids and to enable countries to share lessons and seek solutions to accelerate the uptake of mini-grids for low-cost and timely access to electricity. Three such exchanges took place in 2016 and 2017. These included a broad stakeholder group with participants from Scaling Up Renewable Energy for Low Income Countries (SREP) and non-SREP countries, multilateral development banks (MDBs), private sector and other experts. The first exchange took place in Kenya with approximately 200 participants from 20 countries. The second, in Myanmar, brought together 300 participants from 52 countries in Africa, Asia, and Latin America. The third exchange, in Nigeria, assembled 600 participants from over 50 countries for continued action planning efforts to address mini-grid operations and sustainability. The action learning events were designed to engage participants in problem solving, sharing actionable knowledge, and establishing networks for further engagement. The events also offered participants the opportunity to enhance their technical capacity. The action learning events included activities such as round-table discussions, clinics, field visits, expert panels, reflection circles, and action planning.

Source: *Action Learning Event: Upscaling Mini Grids for Low Cost, Timely Access to Electricity*
<https://bit.ly/2QFuhmY>





CONFERENCE

WHAT IS A CONFERENCE?

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

BEST USED FOR

- » Gaining new knowledge
- » Outreach to a large number of participants, especially when targeting high-level audiences
 - › As single or multi-day events
 - › With multiple thematic tracks/immersion in select topics
 - › With parallel workshops and knowledge fairs dealing with the same topic or theme
- » Networking, building partnerships, and strengthening communities
- » In-depth knowledge exchange activities designed to support knowledge transfer
- » Giving a topic high visibility or launching global initiatives
- » Communicating program impact or changes in strategy

KNOWLEDGE EXCHANGE INSTRUMENTS

HOW TO USE IT

PLANNING PHASE

6+ MONTHS before event:

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

3+ MONTHS before event:

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

1 MONTH before event:

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

DELIVERY PHASE

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

FOLLOW-UP PHASE

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

KNOWLEDGE EXCHANGE INSTRUMENTS

ILLUSTRATIVE EXAMPLE: SEQUENCING ACTIVITIES FOR YOUR CONFERENCE


CASE EXAMPLE: CONFERENCES AS PLATFORMS FOR STAKEHOLDER ENGAGEMENT AND KNOWLEDGE EXCHANGE

The Climate Investment Funds (CIF) Partnership Forums are designed for participants to network, build partnerships, gain new knowledge, and communicate CIF program impacts, common vision, and strategy going forward. The Inter-American Development Bank co-hosted the CIF 2014 Partnership Forum, which brought together 500 people in Jamaica. The conference included plenary sessions and a series of smaller parallel sessions intended to address the multiple interests of CIF stakeholders and enable open discussions to explore ways to maximize CIF investments. More specifically, sessions addressed issues related to, among other things, unlocking climate finance for the private sector; programmatic approach to climate resilience; engaging stakeholders for climate-smart development; mini-grids; geothermal; adaptation champions in Small Island Developing States; and REDD+ investment. Development experts, business leaders, and prominent climate change thinkers presented lessons on managing climate change programs, unlocking finance, and building partnerships for low-carbon, climate-resilient development. The forum featured special private sector sessions, as well as discussions on technical and scientific approaches to climate change. The event helped to solidify and strengthen long-term partnerships among stakeholders of all levels. Participants gained new knowledge and established networks to further strengthen climate action in their countries.

Source: *CIF 2014 Partnership Forum Proceedings*, <https://bit.ly/2DCf2rV>

KNOWLEDGE EXCHANGE INSTRUMENTS

TIPS FROM THE FIELD

Planning

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

Delivery

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

Consider Social Media

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



EXPERT VISIT

WHAT IS AN EXPERT VISIT?

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

BEST USED FOR

- » Enhancing skills and developing a new proficiency
- » Gaining an in-depth diagnosis of a development challenge and recommendations for adapting a good practice or solution to the local context
 - › Over the span of several days or as a series over the span of months, as needed
 - › With small groups of participants
 - › With expert-to-expert interaction
 - › At the institutional level
- » Getting hands-on guidance and coaching or mentoring through various stages of implementation
- » Times when travel to the knowledge-supplying country is not possible (for whatever reason)

KNOWLEDGE EXCHANGE INSTRUMENTS

HOW TO USE IT



PLANNING PHASE

3+ MONTHS before event:

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

2+ MONTHS before event:

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

1+ MONTH before event:

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



DELIVERY PHASE

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



FOLLOW-UP PHASE

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

KNOWLEDGE EXCHANGE INSTRUMENTS

ILLUSTRATIVE EXAMPLE: SEQUENCING ACTIVITIES FOR YOUR EXPERT VISIT

**CASE EXAMPLE: EXPERT VISITS TRANSFER SPECIFIC KNOWLEDGE QUICKLY AND EFFICIENTLY**

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

Source: *The World Bank, Using Stress-Testing to Enhance Bank Regulatory Capacity and Maintain Financial Stability in Nepal*, <https://bit.ly/2Eb74X4>

KNOWLEDGE EXCHANGE INSTRUMENTS

TIPS FROM THE FIELD

Planning

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

Delivery

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

Consider Social Media

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



KNOWLEDGE FAIR

WHAT IS A KNOWLEDGE FAIR?

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

BEST USED FOR

- » Forging networks and partnerships
 - › At a global, country, community, or institutional level
 - › As a single-day or multi-day event
 - › For a large number of attendees
 - › In multiple modes (face to face and/or virtual)
- » Raising awareness
- » Sharing innovations and/or identifying good practices
- » Getting visibility for team efforts on a particular project or topic

KNOWLEDGE EXCHANGE INSTRUMENTS

HOW TO USE IT



PLANNING PHASE

12+ MONTHS before event:

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

6+ MONTHS before event:

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

3+ MONTHS before event:

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



DELIVERY PHASE

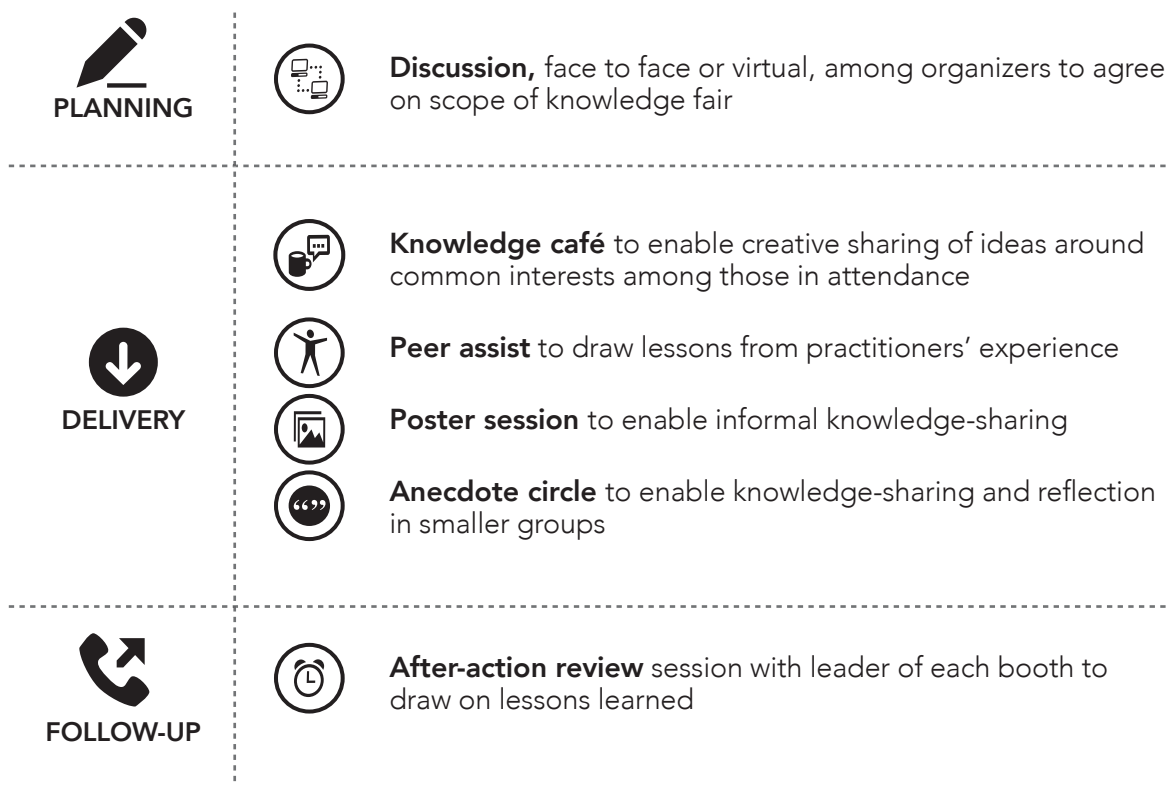
- » Ensure booths are set up.
- » Open the fair by welcoming participants and introducing each booth.
- » Ensure the fair is properly documented with video and/or photographs.
- » Interview participants.



FOLLOW-UP PHASE

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

KNOWLEDGE EXCHANGE INSTRUMENTS

ILLUSTRATIVE EXAMPLE: SEQUENCING ACTIVITIES FOR YOUR KNOWLEDGE FAIR**CASE EXAMPLE: KNOWLEDGE FAIRS AS PARTICIPATORY PLATFORMS FOR SHARING BEST PRACTICES**

At the 2018 Pilot Program for Climate Resilience (PPCR) Pilot Countries Meeting held in Manila, Philippines, attendees were invited to participate in a knowledge fair. Designed and facilitated by Oxford Policy Management and One World Sustainable Investments—the PPCR Learning Partners team—the fair provided participants with an opportunity for cross-learning and knowledge-sharing. Booths hosted by PPCR countries, regions, multilateral development bank representatives, and the Learning Partners team showcased their experiences, achievements, and innovations:

- » The Caribbean Regional Track presented its recently developed systems for scaling climate information from global and regional levels down to local levels.
- » A team from the World Bank Group presented a recently completed online course for developing the capacity of state and nonstate actors in the resilience community to bring climate science and policy into practice.
- » Papua New Guinea sought advice from other PPCR countries on good practice in sustainable programming, specifically the problems for sustainability when projects are scaled up.
- » The Inter-American Development Bank and Jamaica jointly focused on Jamaica's experience with extending a line of credit to small enterprises and households through a mutual bank.
- » Tajikistan gave an overview of its innovative microfinance for resilience project, CLIMADAPT, which has had great success in creating access to finance for resilience throughout the country.
- » Mozambique shared its experiences and challenges in getting commercial banks to support climate finance projects.

Source: PPCR Learning Partners—Oxford Policy Management and One World Sustainable Investments

KNOWLEDGE EXCHANGE INSTRUMENTS

TIPS FROM THE FIELD

Planning

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

Delivery

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

Consider Social Media

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



PILOT COUNTRIES MEETING

WHAT IS A PILOT COUNTRIES MEETING?

A formal event held every 18 months in which several country representatives and sectoral experts who are implementing similar projects come together to share knowledge and experiences on a specific topic/theme/project/fund. In the Climate Investment Funds (CIF) context, this means bringing together pilot and contributor country governments, multilateral development banks, and other key stakeholders to enable knowledge exchange and share learning based on the implementation of the CIF investment plans.

BEST USED FOR

- » Fostering peer-to-peer learning among countries on practical issues related to the design and implementation of similar projects
- » Gaining new knowledge
- » Outreach to a large number of participants, especially from pilot countries,
 - › As multiday events
 - › With multiple thematic tracks/immersion in select topics
 - › With parallel sessions and knowledge fairs dealing with different topics related to the pilot countries projects
- » Networking, and building relationships across pilot countries
- » In-depth knowledge exchange activities designed to support knowledge exchange
- » Communicating program impact or changes in strategy
- » Providing feedback to funders and governing bodies
- » Building a vibrant community of practice

KNOWLEDGE EXCHANGE INSTRUMENTS

HOW TO USE IT

PLANNING PHASE

6+ MONTHS before the event:

- » Prepare a concept note.
- » Determine budget and source of funding.
- » Decide on target audience (designated focal points from pilot countries).
- » Identify implementation team.
- » Initiate discussions with interested host countries.
- » Identify possible partners.
- » Visit event location to identify possible venues or seek help from local partners.
- » Create project database and pilot country action plan.

3+ MONTHS before the event:

- » Select hotel/conference venue.
- » Contract all vendors, including hotel/venue, local event manager, catering, transportation, and interpretation (if needed).
- » Draft agenda based on discussions with program coordinators, multilateral development banks, and pilot country representatives.
- » Use feedback from previous pilot countries meetings to identify focus themes.
- » Contact potential facilitators, speakers, and resource persons; prepare terms of reference.
- » Send out invitations, travel forms, and registration materials.
- » Draft presentation templates for use by focal points from pilot countries.
- » Make travel arrangements and prepare per diem for sponsored participants and speakers.
- » Monitor progress on logistics.
- » Create conference handbook for participants/speakers, including agenda, resources, bios, hotel information, and travel information.
- » Explore field visit ideas.

1 MONTH before the event:

- » Follow up and confirm all logistics (hotel, travel, transport, per diems, catering, conference room(s), media, technology).
- » Ensure all participants have proper documentation to travel.
- » Circulate field trip summary note to participants.
- » Finalize session moderation assignments. Draft moderator instructions and rapporteur note sheets for sessions.



DELIVERY PHASE

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



FOLLOW-UP PHASE

- » Gather all invoices and cross-check with receipts.
- » Close out finances and create a statement of expenditures.
- » Conduct evaluation.
- » Create a final check, including lessons learned and follow-up actions.
- » Write pilot countries meeting summary report, and circulate to all participants and key stakeholders.

KNOWLEDGE EXCHANGE INSTRUMENTS

ILLUSTRATIVE EXAMPLE: SEQUENCING ACTIVITIES FOR YOUR PILOT COUNTRIES MEETING**CASE EXAMPLE: PILOT COUNTRIES MEETINGS ARE A POWERFUL VEHICLE FOR FOSTERING PEER-TO-PEER LEARNING AND COLLABORATION AMONG KEY STAKEHOLDERS**

This meeting was part of the CIF's ongoing commitment to fostering peer-to-peer learning among Scaling Up Renewable Energy Program for Low Income Countries (SREP) countries on practical issues related to the design and implementation of SREP investment plans and renewable energy activities as well as to identifying concrete opportunities for collaboration between SREP and other relevant funds and programs. Participants discussed topics including the design and implementation of SREP investment plans; financing renewable energy projects and role of the private sector; scaling up renewable energy to rural and remote areas; monitoring and reporting; gender; and procedures for selection of SREP subcommittee members. A field visit to Villimalé, an island on the northern side of Male Atoll, allowed participants to observe a solar PV installation at the Muhyiddin School and to hear a presentation on the "Six Island Solar PV" project, a joint power-purchasing agreement between the State Electric Company and REM, with funding and technology transfer provided by German solar power firm Wirsol. With knowledge gained from this meeting, participants can accelerate progress in implementing their SREP Investment plans, operationalize specific activities to ensure productive use of energy, and facilitate in-country discussions on how to align renewable energy and initiatives to achieve universal energy access in their countries. The feedback provided on the challenges faced by pilot countries has enabled the CIF Administrative Unit and multilateral development banks to provide the needed support to unclog the blockages.

Source: *The Fifth Meeting of Pilot Countries Participating in the Scaling-Up Renewable Energy Program in Low Income Countries (SREP)*, <https://bit.ly/2zUCo8a>





STUDY TOUR

WHAT IS A STUDY TOUR?

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

BEST USED FOR

- » Gaining new knowledge
- » Raising awareness of what is possible
 - › With a designated coordinator for the host and the visitors
 - › With no more than 25 participants; ideally less than 20 participants
 - › As single or multi-country/area tours
 - › Over the span of several days or even weeks
- » Seeing and learning different ways of doing things
- » Forging networks and partnerships with people working in similar areas
- » Developing shared understanding and motivation for collaborative action among different stakeholder groups

KNOWLEDGE EXCHANGE INSTRUMENTS

HOW TO USE IT



PLANNING PHASE

4+ MONTHS before event:

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

2+ MONTHS before event:

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

1+ MONTHS before event:

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



DELIVERY PHASE

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



FOLLOW-UP PHASE

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

KNOWLEDGE EXCHANGE INSTRUMENTS

ILLUSTRATIVE EXAMPLE: SEQUENCING ACTIVITIES FOR YOUR STUDY TOUR



CASE EXAMPLE: DETAILED PLANNING LEADS TO A SUCCESSFUL STUDY TOUR

The government of Bhutan's Pilot Program for Climate Resilience (PPCR) team sought to enhance its knowledge about sustainable land management (SLM) and innovative finance models, and to use evidence to mainstream SLM into policies, plans, and programs that improve community livelihoods. Inspired by an interaction at the Regional PPCR Knowledge Exchange, they decided to learn from their colleagues in Tajikistan. With geographical similarities to Bhutan and successful implementation of SLM projects to increase climate resilience, food security, and land health, Tajikistan was an ideal learning partner. Before the study tour, officials from three Bhutanese institutions identified their learning priorities—objectives, key questions, how to avoid pitfalls, and expected outcomes. A Bhutanese team visited Tajikistan in June 2018, meeting with implementing partners and PPCR project beneficiaries, such as farming communities. Visits to project sites that focused on reducing carbon and gas emissions, and interactions with local water and land use management associations, provided the team the opportunity to hear firsthand about the issues and challenges of project implementation. Using the answers obtained and lessons learned, Bhutanese officials now look forward to harnessing benefits similar to those they saw in Tajikistan when implementing their own Strategic Programme for Climate Resilience.

Source: Svetlana Negroustoueva, *Evaluation and Learning Specialist, Climate Investment Funds*

KNOWLEDGE EXCHANGE INSTRUMENTS

TIPS FROM THE FIELD

Planning

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

Delivery

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

Consider Social Media

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



WORKSHOP

WHAT IS A WORKSHOP?

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

BEST USED FOR

- » Enhancing skills or developing a new proficiency
- » Addressing specific knowledge and learning needs that require a structured learning environment
 - › At a global, regional, country, community, and/or institutional level
 - › For a small number of people (maximum 35)
 - › In multiple modes (face to face or virtual)
- » Writing reports, documenting opinions and suggestions, or creating collaboratively developed plans on a specific issue
- » Building networks and skills to help launch new initiatives

KNOWLEDGE EXCHANGE INSTRUMENTS

HOW TO USE IT



PLANNING PHASE

3+ MONTHS before event:

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

2+ MONTHS before event:

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

1 MONTH before event:

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



DELIVERY PHASE

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



FOLLOW-UP PHASE

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

KNOWLEDGE EXCHANGE INSTRUMENTS

ILLUSTRATIVE EXAMPLE: SEQUENCING ACTIVITIES FOR YOUR WORKSHOP


CASE EXAMPLE: WORKSHOPS AS USEFUL INSTRUMENTS FOR SHARING TECHNICAL KNOWLEDGE AND ON-SITE WORK FOR CAPACITY BUILDING

In 2016, the government of Tonga hosted a four-day regional workshop on Pilot Program for Climate Resilience (PPCR) Results Monitoring, Reporting and Stakeholder Engagement covering the Pacific region countries. Participants exchanged lessons learned, discussed progress, and examined options for improved monitoring and reporting on the Pacific regional PPCR for the next reporting cycles. This first Climate Investment Funds' workshop in the Pacific created enthusiasm among the participants and provided an opportunity for representatives of the three PPCR Pacific countries to exchange knowledge, know-how, and lessons learned during the implementation of their respective Strategic Programs for Climate Resilience. The knowledge gained enabled all the participants to be fully prepared for the PPCR reporting cycles.

Source: Kouassi Emmanuel Kouadio, *Monitoring and Evaluation Specialist, Climate Investment Funds*

KNOWLEDGE EXCHANGE INSTRUMENTS

TIPS FROM THE FIELD

Planning

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

Delivery

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

Consider Social Media

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

THREE COMMON TYPES OF WORKSHOPS

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

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

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

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



INSTRUMENTS

MEDIUM-TERM ENGAGEMENT



COMPETITION/
CHALLENGE



KNOWLEDGE
JAM



MULTI-STAKEHOLDER
DIALOGUE AND
CONSULTATION



COMPETITION/ CHALLENGE

WHAT IS A COMPETITION/CHALLENGE?

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

BEST USED FOR

- » Gaining new knowledge
- » Providing recognition and rewards for innovative ideas
 - › At a global, regional, country, local, or institutional level
 - › In multiple modes (face to face or virtual)
 - › With jury of experts
 - › According to a set of guidelines
- » Helping launch new initiatives
- » Showcasing quality work
- » Generating new ideas

KNOWLEDGE EXCHANGE INSTRUMENTS

HOW TO USE IT



PLANNING PHASE

6+ MONTHS before event:

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

2+ MONTHS before event:

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

1+ MONTH before event:

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

1 WEEK before event:

- » Review and finalize all logistical aspects.



DELIVERY PHASE

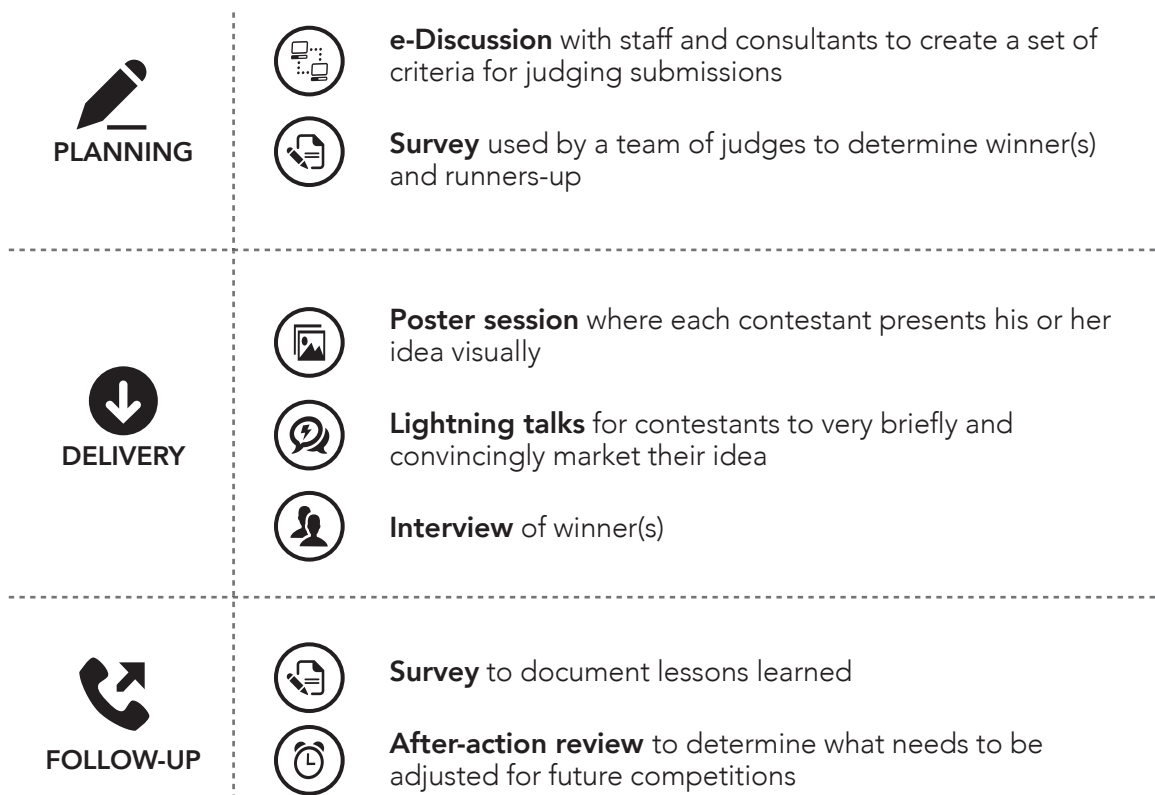
- » Register participants/competition winner(s).
- » Document award ceremony with video, photographs.
- » Conduct interviews with competition winner(s).
- » Hold networking and knowledge-sharing activities.



FOLLOW-UP PHASE

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

KNOWLEDGE EXCHANGE INSTRUMENTS

ILLUSTRATIVE EXAMPLE: SEQUENCING ACTIVITIES FOR THE COMPETITION/CHALLENGE**CASE EXAMPLE: A CALL FOR PROPOSALS GENERATES NEW IDEAS**

Under the Climate Investment Funds (CIF) Evaluation and Learning Initiative, the Call for Proposals (CfP) is one way to contribute to building evidence on the priority learning topic of transformational change. The purpose of the CfP is to solicit ideas from the broad CIF stakeholder community for strategic, demand-driven evaluation and learning (E&L) activities, with a focus on further understanding and assessing transformational change in the CIF context. Two rounds of CfPs in 2016 and 2017 attracted 25 proposals from the CIF implementing institutions and stakeholder community. All proposals were reviewed for compliance with the criteria outlined in the guidance document by the senior E&L specialist and the E&L consultant and thematic experts in the CIF Administrative Unit, and the E&L Advisory group. Twenty-one collaborative and user-centric proposals were selected for funding, and since then have produced learning that is practical, relevant, grounded in evidence, and facilitates decision making and strategy development. The proposals leveraged the extensive expertise and insights of CIF implementing institutions and stakeholders to implement E&L activities that can contribute important learning to the wider CIF community and climate finance sector. Teams leading the selected proposals were invited to present their studies and findings at various platforms, including the Trust Fund Committee Meetings, Pilot Countries Meetings, Transformational Change Learning Partnership workshops, evaluation conferences, and knowledge fairs.

Source: *Evaluation and Learning Special Initiative FY18 Annual Report and FY19 Work Plan*
<https://bit.ly/2DDmFOT>

KNOWLEDGE EXCHANGE INSTRUMENTS

TIPS FROM THE FIELD

Planning

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

Delivery

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

Consider Social Media

- » **Microblogging** using tools such as Twitter or Tumblr generates buzz and builds awareness of the competition. Use them for open dialogue on the benefit of the competition and its rules and solicit feedback to help improve the competition's overall implementation.
- » **Photo sharing** tools such as Flickr and Instagram visually document your event and invite audience members to submit photos using a designated hash tag. This will drive traffic back to your site.
- » **Social networking** sites such as LinkedIn, Google+, and Facebook can facilitate conference registration and engagement with the participants. These sites have tools to promote the event and manage event entry on-site, as well as extend networking opportunities beyond the conference.



KNOWLEDGE JAM

WHAT IS A KNOWLEDGE JAM?

A facilitated conversation between knowers and doers (change agents) to surface hidden know-how around targeted topics and to translate knowledge into action. It is a five-step process and the primary elicitation process takes approximately 90 minutes.

BEST USED FOR

- » Initiating new and improved actions
- » Eliciting hidden know-how around targeted topics
 - › With brokers (doers or change agents) who are driven to make sense of the ideas, as they are charged with the responsibility to act
 - › In a systematic and efficient way
- » Channeling knowledge into action by explicitly propelling the group toward a deliverable from the knowledge exchange
- » Solving problems using a task force model: the brokers' deliverables drive the agenda
- » Surfacing facts, ideas, and insights that no one person could have on their own
- » Inquiring safely into what did or could happen, capturing participants' words, protecting anonymity

KNOWLEDGE EXCHANGE INSTRUMENTS

HOW TO USE IT



PLANNING PHASE

3+ MONTHS before event:

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

2+ MONTHS before event:

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

1 MONTH before event:

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



DELIVERY PHASE

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



FOLLOW-UP PHASE

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

KNOWLEDGE EXCHANGE INSTRUMENTS

ILLUSTRATIVE EXAMPLE: SEQUENCING ACTIVITIES FOR YOUR KNOWLEDGE JAM

A knowledge jam involves a five-step process:

1. Select

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

2. Plan

- » **Interview** participants to foster curiosity.
- » **Organize** the knowledge jam, agree on role of each player, and prepare scaffolding (for example, an agenda).



- » **Conduct focus group** with knowledge originator and broker to draw up a list of topics for discover-capture step.

3. Discover-capture

- » **Use scaffolding and good facilitation** to engage the group in sharing experiences.
- » **Use conversation disciplines:** poster of openness, pursuit of diversity, and practices of dialogue.

4. Broker

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

5. Reuse

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

CASE EXAMPLE: KNOWLEDGE JAM CAN MAKE AN "IMPROVISED" SUCCESS REPEATABLE

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

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

KNOWLEDGE EXCHANGE INSTRUMENTS

TIPS FROM THE FIELD

- » Make sure that the brokers have the authority to act. Hold a planning meeting with representatives of the originator and broker groups to outline the agenda and determine what the participants will capture during the knowledge jam.
- » The process can be accelerated to capture knowledge before it “walks out the door.” As knowledge jams are usually done virtually, do pre-interviews and get participants’ photos to improve trust.
- » Edit the knowledge jam notes and send them to participants within 24 hours. Have them make corrections or share additional thoughts.
- » Don’t let up—work with brokers to help them translate the knowledge into action.
- » Sometimes you need multiple knowledge jams as topics need more attention, or you need to include another originator or broker.
- » Use a template for capturing notes in real time with three columns: Topics (prepared ahead, with one row each), Discussion (to capture words of the speakers), and Summary (often filled in after the event).

Consider Social Media

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

IDEA JAMS VS. KNOWLEDGE JAMS

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

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



MULTI-STAKEHOLDER DIALOGUE AND CONSULTATION

WHAT IS A MULTI-STAKEHOLDER DIALOGUE AND CONSULTATION?

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

BEST USED FOR

- » Facilitating trust and communication among key stakeholders
- » Enhancing commitment to agenda/group
- » Sharing practical experience and diverse perspectives
- » Strengthening multi-stakeholder coalitions
- » Increasing access to resources and practitioners

KNOWLEDGE EXCHANGE INSTRUMENTS

HOW TO USE IT



PLANNING PHASE

4+ MONTHS before event:

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

2+ MONTHS before event:

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

1+ MONTH before event:

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



DELIVERY PHASE

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



FOLLOW-UP PHASE

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

KNOWLEDGE EXCHANGE INSTRUMENTS

ILLUSTRATIVE EXAMPLE: SEQUENCING ACTIVITIES FOR YOUR MULTI-STAKEHOLDER DIALOGUE/CONSULTATION**CASE EXAMPLE: DIALOGUE IS A KEY MECHANISM FOR KNOWLEDGE EXCHANGE AND CO-CREATION OF KNOWLEDGE PRODUCTS**

Climate Investment Funds (CIF) commissioned Carbon Trust to undertake an analysis of the Clean Technology Fund (CTF) Energy Efficiency project portfolio and to organize two dialogues to promote an open exchange of information and lessons learned for participants from the CTF countries and multilateral development banks (MDBs) involved in implementing these projects, as well as other experts and stakeholders. The 2nd CTF Energy Efficiency Dialogue took place in 2017 in Mexico City, with more than 30 participants including country representatives from Brazil, Chile, Colombia, Mexico, and the Philippines, as well as officials and experts from the Inter-American Development Bank, KfW Bank, United Nations Industrial Development Organization, International Energy Association, and International Partnership for Energy Efficiency Cooperation. The aim of this dialogue was for experts to freely voice their opinions on lessons learned from financing energy efficiency projects and how to improve these programs in the future. This second dialogue focused on a range of financial mechanisms used to catalyze energy efficiency markets, with the goal of reaching a shared understanding on best practice recommendations to inform a CIF "check list" for appraising future programs. Carbon Trust published a final report in autumn 2017 that included this check list as well as inputs from participants and MDBs.

Source: Zhihong Zhang, Senior Program Coordinator, Climate Investment Funds

KNOWLEDGE EXCHANGE INSTRUMENTS

TIPS FROM THE FIELD

Planning

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

Delivery

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

Consider Social Media

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

CASE EXAMPLE: BUILDING TRUST CAN BE ACHIEVED THROUGH TRANSPARENT, ACCOUNTABLE, AND INCLUSIVE ENGAGEMENT

When Indonesian civil society and indigenous peoples demanded more transparent, accountable, and inclusive stakeholder engagement from the Forest Investment Program (FIP) of Indonesia in September of 2013, Dr. Archana Godbole, the India-based regional FIP observer for Asia Pacific, quelled the discontent by expanding and deepening the level of multi-stakeholder engagement in the country. Civil society organizations and indigenous peoples staged protests against the FIP, wrote letters communicating their discontent to the World Bank and the Asian Development Bank (ADB), and had their displeasure featured in the *Jakarta Post*, the local newspaper. Through a series of consultations and dialogues to address concerns surrounding accountability, monitoring of climate financing, and the type of ecosystems being built in-country, as well as mediating with the government, Dr. Godbole facilitated a satisfactory resolution. By enhancing transparency, accountability, and inclusiveness in FIP practices, the process created an atmosphere of trust. Today, recommendations that come out of the consultation process have been implemented by the government and ADB and have helped to create cooperation among diverse stakeholders and attain the FIP's project goals.

Source: Fisseha Tessema Abissa, Senior Operations Officer, Climate Investment Funds



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



INSTRUMENTS

LONG-TERM ENGAGEMENT



COMMUNITY
OF PRACTICE



TWINNING



COMMUNITY OF PRACTICE

WHAT IS A COMMUNITY OF PRACTICE?

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

BEST USED FOR

- » Enhancing connectivity and strengthening relationships among peers
- » Energizing professional networks
 - › At global, regional, country, community, and institutional levels
 - › In multiple modes (face-to-face and virtual activities)
 - › As formal or informal arrangements
 - › With a lead coordinator for management purposes
- » Sharing experiences, lessons learned, and best practices
- » Generating new ideas
- » Capturing and sharing tacit knowledge

KNOWLEDGE EXCHANGE INSTRUMENTS

HOW TO USE IT



PLANNING PHASE

4+ MONTHS before event:

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

2+ MONTHS before event:

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

1+ MONTH before event:

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

2+ WEEKS before event:

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



DELIVERY PHASE

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



FOLLOW-UP PHASE

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

KNOWLEDGE EXCHANGE INSTRUMENTS

ILLUSTRATIVE EXAMPLE: SEQUENCING ACTIVITIES FOR YOUR COMMUNITY OF PRACTICE**CASE EXAMPLE: A COMMUNITY OF PRACTICE FACILITATES LONG-TERM KNOWLEDGE EXCHANGE AND COLLABORATION**

In 2018, the Pilot Program for Climate Resilience Community of Practice (PPCR CoP) working with the PPCR Learning Partner co-created several knowledge products under the Knowledge for Resilience series—country case studies, infographics, policy briefs, and key learnings on decentralized water resources management and on microfinance for climate adaptation. The series aims to share the observations of and lessons learned by countries implementing PPCR projects. Such lessons facilitate evidence-based learning to advance climate resilience goals, both in the PPCR and globally. The origin of the PPCR CoP can be traced back to the first meeting of the PPCR pilot countries at the end of October 2009 when the practitioners working with the Climate Investment Funds Administrative Unit (CIF AU) began to exchange experiences and to document good practices and early lessons. From its beginning, this CoP has focused on evolving with the changing needs of its members, and those members have been meeting regularly, in person and online, to share knowledge and learn from each other. A formal workshop CoP was initiated by the CIF AU in April 2014 to respond to pilot country requests for guidance on monitoring and reporting in the relatively new field of climate resilience, and to promote continued South–South learning through the sharing of country challenges, concerns, and successes while implementing the PPCR results framework. Comprising practitioners such as country focal points, monitoring and evaluation specialists, multilateral development bank focal points, consultants, and task team leaders, the CoP provides weekly guidance and tools that facilitate countries' progress toward annual reporting rounds, as well as collected and shared questions, insights, and on-the-ground stories. The group now uses Facebook Groups as its online knowledge-sharing and exchange platform.

Source: *Sailas Nyareza, Senior Knowledge Management Officer, Climate Investment Funds; Loreta Rufo, Climate Change Specialist, Climate Investment Funds*

KNOWLEDGE EXCHANGE INSTRUMENTS

TIPS FROM THE FIELD

Planning

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

Delivery

- » Identify and encourage champion members (that is, those who contribute actively to the community).

Consider Social Media

- » **Social networking** sites such as LinkedIn, Google+, and Facebook increase awareness and generate buzz about the community.
- » **Google Apps** allows seamless collaboration among community members through access to YouTube, Google maps, and online conferencing with Google+ Hangout. Participants can also share and edit documents with Google docs.
- » **Microblog** using tools such as Twitter or Tumblr. Use them to broadcast events, report out recent activities, share photos, and host online events such as Twitter chats.

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

Governments around the world spend an estimated US\$9.5 trillion every year through contracts. Yet contracting information is often unavailable for public scrutiny. Adding to the problems stemming from lack of transparency, money spent through these contracts is often poorly managed or misappropriated. Open contracting, norms and practices for increased disclosure and participation in public contracting, can address these challenges. The World Bank Group Institute brought together 17 practitioners from the open contracting CoP, representing countries ranging from Brazil to Afghanistan, in a unique facilitated process called a book sprint—a race to collaboratively write and publish a “how-to” guide to open contracting in five days.

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

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

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



TWINNING

WHAT IS TWINNING?

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

BEST USED FOR

- » Initiating new and/or improved actions
- » Enabling long-term cooperation
 - › At the institutional level as one-way or two-way twinning
 - › To meet the needs of both institutions involved
 - › As a formal or informal arrangement
- » Sustainable cooperation that continues after project completion
- » Enhancing organizational capacity
- » Integrating training and technical assistance

KNOWLEDGE EXCHANGE INSTRUMENTS

HOW TO USE IT



PLANNING PHASE

7+ MONTHS before event:

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

Prepare a project plan (based on option picked).

- » **Option 1:** Clarify expectations and agree on objectives.
- » **Option 2:**
 - › Prepare request for proposals for twinning arrangement.
 - › Collect proposals from knowledge providers.
 - › Select twinning partner.

5+ MONTHS before event:

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

1 MONTH before event:

- » Organize a meeting to agree on launch.



DELIVERY PHASE

12+ MONTHS

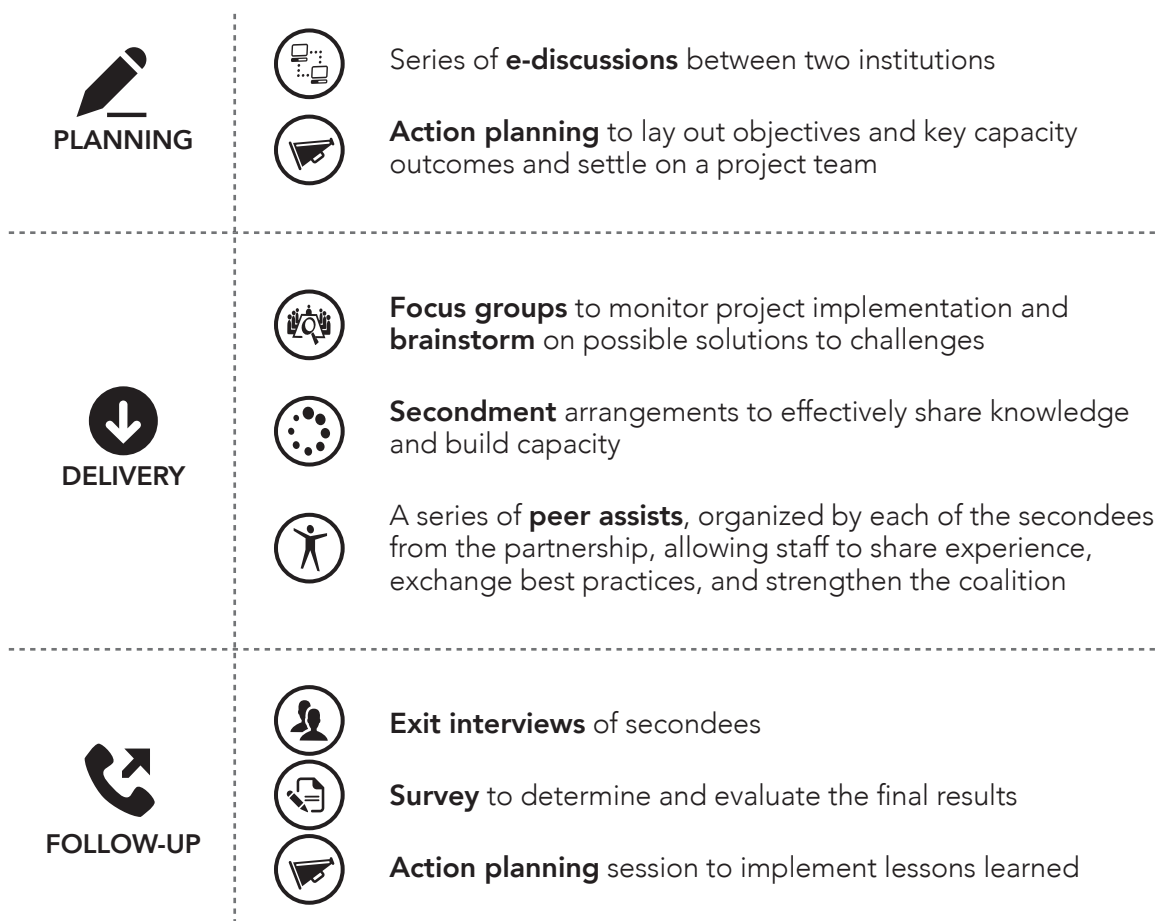
- » Have experts from recipient institution implement the activities as agreed in contract.
- » Organize (virtual or face-to-face) monthly meetings to touch base, assess progress, and brief on new developments.
- » Monitor progress of twinning arrangement through quarterly reports.



FOLLOW-UP PHASE

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

KNOWLEDGE EXCHANGE INSTRUMENTS

ILLUSTRATIVE EXAMPLE: SEQUENCING ACTIVITIES FOR YOUR WINNING ARRANGEMENT**CASE EXAMPLE: TWINNING ARRANGEMENTS FOSTER PARTNERSHIP AND SHARING OF KNOWLEDGE**

With years of experience in addressing challenges similar to those currently facing southern African countries, Brazil is well suited to share its knowledge and lessons learned. To that effect, Brazil and Mozambique signed a memorandum of understanding (MoU) in 2017, which spans issues ranging from land management and biodiversity to climate change mitigation and adaptation. This MoU is intended to strengthen the relationship and twinning arrangement of the two countries, which share many similar challenges and opportunities: they are both internationally recognized for their natural resources, ecological richness, and biodiversity hotspots; and both grapple with resource exploitation challenges. With experience in supporting natural resource-dependent communities and managing large forest ecosystems, Brazil offers capacity in areas relevant to Mozambique's efforts to enhance the living conditions of its rural population and promote sustainable natural resource management.

Source: *Collaborating Across Continents: Mozambique, Brazil and the World Bank Deepen South-South Cooperation on Sustainable Rural Development*, <https://bit.ly/2zQ2gSp>

KNOWLEDGE EXCHANGE INSTRUMENTS

TIPS FROM THE FIELD

Planning

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

Delivery

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

Consider Social Media

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

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



ACTIVITIES

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

PRESENTATION ACTIVITIES



DEMONSTRATION



EXPERT
PANEL



INTERACTIVE
PRESENTATION



LIGHTNING
TALKS



POSTER
SESSION



REPORT



STORYTELLING

DISCUSSION ACTIVITIES



ANECDOTE
CIRCLE



BRAINSTORMING



BUZZ
SESSION



E-DISCUSSION



KNOWLEDGE
CAFÉ



PEER
ASSIST



ROUND-TABLE
DISCUSSION

ACTIVITIES

EXPERIENTIAL ACTIVITIES



**ACTION
PLANNING**



**BOOK
SPRINT**



CLINIC



**FIELD
VISIT**



FISHBOWL



**ROLE
PLAY**



SECONDMENT



SIMULATION

ANALYTICAL ACTIVITIES



**AFTER-ACTION
REVIEW**



**FOCUS
GROUP**



**GAP
ANALYSIS**



INTERVIEW



**REFLECTION
CIRCLE**



**SELF-
ASSESSMENT**



STOCKTAKING



SURVEY



**SWOT
ANALYSIS**

ACTIVITIES

PRESENTATION ACTIVITIES



DEMONSTRATION



EXPERT
PANEL



INTERACTIVE
PRESENTATION



LIGHTNING
TALKS



POSTER
SESSION



REPORT



STORYTELLING

DEMONSTRATION



WHAT IS A DEMONSTRATION?

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

A DEMONSTRATION ACTIVITY MAY BE ORGANIZED

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

USE IT TO

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

HOW TO USE IT

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



EXPERT PANEL*

WHAT IS AN EXPERT PANEL?

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

AN EXPERT PANEL MAY BE ORGANIZED

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

USE IT TO

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

HOW TO USE IT

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

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

INTERACTIVE PRESENTATION



WHAT IS AN INTERACTIVE PRESENTATION?

An individual, usually a keynote or expert, sharing information by involving/engaging the audience through audiovisual means with clearly allocated time for participant reflections, micro-activities, and questions and answers, either interspersed throughout or immediately following the presentation.

AN INTERACTIVE PRESENTATION MAY BE ORGANIZED

- » At planning, delivery, or follow-up stages of a knowledge exchange initiative
- » As a moderated activity to reach large groups
- » Either virtually or face to face
- » With audiovisual and other technology support
- » As a part of action learning events, conferences, pilot countries meetings, and workshops

USE IT TO

- » Share pertinent knowledge and know-how with large groups of people.
- » Introduce topics, and highlight issues and priorities.
- » Detail real-world cases.
- » Share, engage, and interact with expert knowledge.
- » Trigger individual and group reflection.
- » Generate focused discourse.

HOW TO USE IT

The design and delivery team members ensure that:

- » The appropriate moderator is selected to moderate the activity
- » The keynote/expert is in communication with the moderator
- » The design, especially the audiovisual needs and other technologies, is pilot tested
- » Participants are engaged in micro-activities that encourage reflection and deepen understanding
- » Micro-activities are interspersed throughout the activity, especially when the duration of the interactive presentation is over 30 minutes

The keynote/expert is responsible for:

- » Sharing his/her presentation with the moderator ahead of time and discussing the format of the activity
- » Preparing the final presentation slides and sharing with the moderator and other support team members

The moderator is responsible for:

- » Being in communication with the keynote and other team members to ensure that all are on the same page
- » Doing a practice run
- » During delivery, taking the lead in
 - › Explaining the format of the activity
 - › Introducing the speaker
 - › Facilitating the developing discourse by paraphrasing, summarizing, and/or asking questions
 - › Describing any follow-up



LIGHTNING TALKS

WHAT ARE LIGHTNING TALKS?

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

LIGHTNING TALKS MAY OCCUR

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

USE THEM TO

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

HOW TO USE THEM

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

POSTER SESSION



WHAT IS A POSTER SESSION?

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

A POSTER SESSION MAY BE ORGANIZED FOR

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

USE IT TO

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

HOW TO USE IT

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



REPORT

WHAT IS A REPORT?

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

A REPORT MAY BE ORGANIZED

- » Virtually or face to face (oral)
- » As a moderated activity (oral)
- » For large audiences (either oral or written)
- » To structure/standardize the core message (either oral or written)
- » At any stage of a project

USE IT TO

- » Share results from a project/survey/assessment or to provide an update.
- » Raise awareness, especially on topics where information is difficult to obtain.
- » Stimulate new perspectives.
- » Capture and reuse tacit knowledge.
- » Enable knowledge-sharing.

HOW TO USE IT

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

STORYTELLING*



WHAT IS STORYTELLING?

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

STORYTELLING MAY INCLUDE

- » Reference to original source, if story is being retold
- » Context to set the scene
- » People involved
- » Challenge that triggered the intervention/action
- » Description of intervention/action
- » Results and lessons learned
- » Images and objects

USE IT TO

- » Share and capture tacit knowledge.
- » Support deep understanding.
- » Draw and focus attention on a topic.
- » Enable knowledge-sharing.

HOW TO USE IT

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

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

ACTIVITIES

DISCUSSION ACTIVITIES



ANECDOTE
CIRCLE



BRAINSTORMING



BUZZ
SESSION



E-DISCUSSION



KNOWLEDGE
CAFÉ



PEER
ASSIST



ROUND-TABLE
DISCUSSION

ANECDOTE CIRCLE



WHAT IS AN ANECDOTE CIRCLE?

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

AN ANECDOTE CIRCLE MAY BE ORGANIZED

- » Around themes using anecdote-eliciting questions
- » For settings with a group of 4 to 12 participants
 - › Who are often peers
 - › Who have often worked on the same project
- » With participants sitting in a circle or at a round table
- » With a facilitator experienced in
 - › Anecdote-eliciting questioning techniques
 - › Blending with the group

USE IT TO

- » Support process change such as
 - › Team and relationship building, and
 - › Conflict resolution.
- » Collect stories to evaluate complex projects.
- » Enable knowledge-sharing.

HOW TO USE IT

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

ANECDOTE CIRCLES VS. FOCUS GROUPS

Anecdote circles differ from focus groups in the following ways:

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



BRAINSTORMING

WHAT IS BRAINSTORMING?

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

A BRAINSTORMING ACTIVITY MAY BE ORGANIZED

- » As a facilitated activity that motivates participants to contribute ideas or solutions
- » At the initial stages of a project or process
- » Virtually or face to face

USE IT TO

- » Generate new and creative ideas.
- » Generate lists/checklists.
- » Facilitate problem solving, consensus building, and teamwork.
- » Motivate participants to invest in an idea or solution.
- » Enable knowledge-sharing.

HOW TO USE IT

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

Q-STORMING VS. BRAINSTORMING

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

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

BUZZ SESSION



WHAT IS A BUZZ SESSION?

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

A BUZZ SESSION MAY BE ORGANIZED

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

USE IT TO

- » Tap into the knowledge and experience of each participant.
- » Energize the group or as an icebreaker.
- » Identify needs/solicit quick feedback on a narrow topic.
- » Support generation of a large number of ideas.
- » Generate group-level questions for speakers.
- » Refocus on core issues.

HOW TO USE IT

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



E-DISCUSSION

WHAT IS AN E-DISCUSSION?

A discussion that takes place online either synchronously or asynchronously.

AN E-DISCUSSION MAY BE ORGANIZED

- » As an open informal discussion
- » As a moderated discussion

USE IT TO

- » Engage members of a community of practice.
- » Examine topics in depth and allow for deeper reflection.
- » Support coaching/mentoring.
- » Enable planning and collaboration at any stage of a project or program—especially among geographically dispersed teams.
- » Plan agendas with several participants and sustain learning and engagement among workshop and conference participants.

HOW TO USE IT

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

KNOWLEDGE CAFÉ



WHAT IS A KNOWLEDGE CAFÉ?

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

A KNOWLEDGE CAFÉ ACTIVITY MAY BE ORGANIZED

- » Virtually or face to face
- » As a part of large conferences, workshops, and knowledge fairs

USE IT TO

- » Provide multiple perspectives on a topic.
- » Surface and collect tacit knowledge and experience from a large group of participants.
- » Support collective learning and build networks.
- » Identify best practices.

HOW TO USE IT

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



PEER ASSIST

WHAT IS A PEER ASSIST?

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

PEER ASSISTS ARE ORGANIZED

- » As facilitated sessions
- » For groups of no more than 15 or 20 people, which include the host team (asking for input/assistance) and the resource team (peers from outside the team sharing knowledge and insights)
- » Either as a short session (90 minutes) or long session spread over several days, with length depending on
 - › The complexity of the challenge
 - › The geographic range participants are coming from

USE IT TO

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

HOW TO USE IT

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

ROUND-TABLE DISCUSSION



WHAT IS A ROUND-TABLE DISCUSSION?

A small-group discussion, usually with participants seated at a round table, that allows for in-depth analysis of challenges, issues, and cases and for getting targeted feedback.

A ROUND-TABLE DISCUSSION MAY BE ORGANIZED

- » At the delivery stage of a knowledge exchange initiative
- » Virtually or face to face
- » With a facilitator
- » With a small number of participants (up to 10)
- » As a part of action learning events, communities of practice, expert visits, conferences, multi-stakeholder dialogues and consultations, pilot countries meetings, and workshops

USE IT TO

- » Give voice to every participant.
- » Examine multiple perspectives in a limited time.
- » Encourage deeper learning and knowledge-sharing.
- » Engage in critical debate guided by questions or cases examining a key theme/topic.
- » Identify problems and potential solutions.

HOW TO USE IT

- » The facilitator contacts participants prior to the round-table to share resources, the agenda, and other necessary preparation.
 - › If participants need to read or otherwise prepare ahead of time in

- order to be able to fully participate, make that clear before the discussion.
- » The facilitator ensures that the room is set up in round-tables.
 - › Depending on the number of discussions taking place in the same space, signage may be needed so that participants know which table to go to.
 - › If the round-table discussion is taking place virtually, ensure that each participant has video access so that all participants are visibly present.
- » The facilitator introduces her/himself and shares with the participants the objective of the round-table discussion and agenda.
- » Each round-table participant introduces her/himself.
- » The facilitator then poses a question and asks participants to share their initial thoughts.
 - › Depending on the desired intermediate outcome, the design of the round-table discussion may be more or less structured.
- » The facilitator ensures that the key points/answers are recorded as part of the discussion and then shared with the broader audience or with key stakeholders depending on the purpose.

VARIATION OF ROUND-TABLE DISCUSSION: DEEP DIVE DISCUSSION

A small-group discussion that immerses a group of practitioners in in-depth discussions on specific challenges and themes to collectively generate practical solutions and actionable ideas.

ACTIVITIES

EXPERIENTIAL ACTIVITIES



ACTION
PLANNING



BOOK
SPRINT



CLINIC



FIELD
VISIT



FISHBOWL



ROLE
PLAY



SECONDMENT



SIMULATION

ACTION PLANNING



WHAT IS ACTION PLANNING?

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

ACTION PLANNING MAY BE ORGANIZED

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

USE IT TO

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

HOW TO USE IT

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



BOOK SPRINT

WHAT IS A BOOK SPRINT?

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

USE IT TO

- » Capture tacit knowledge.
- » Codify knowledge, practitioners' experiences, and lessons learned.
- » Exchange knowledge and results.
- » Create a tangible product: produce a book.
- » Build, further develop, or engage a community of practitioners or team.
- » Encourage ownership of follow-up actions.
- » Enable knowledge transfer.

HOW TO USE IT

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

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

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

CLINIC



WHAT IS A CLINIC?

A short hands-on session led by an expert for a small group of participants who are looking to solve or learn how to solve a specific challenge.

A CLINIC MAY BE ORGANIZED

- » At the delivery stage of a knowledge exchange initiative
- » Virtually or face to face
- » With experts and practitioners
- » With a small number of participants looking to solve the same challenge
- » As a part of action learning events, communities of practice, expert visits, pilot countries meetings, workshops, and twinning arrangements

USE IT TO

- » Provide expert guidance to practitioners.
- » Engage participants in hands-on exercises related to solving their challenge:
 - › Practicing new skills in a safe environment
 - › Identifying key components of the challenge to solve
 - › Examining potential solutions

HOW TO USE IT

- » The expert practitioner shares resources with the participants who plan to join the clinic activity.
 - › These materials may be worksheets, checklists, and other supporting documents that offer step-by-step guidance on the different facets involved in problematizing the challenge.
 - › These resources could be shared prior to the clinic or at the beginning of the clinic.
- » The expert practitioner reviews with the participants the materials shared and asks each participant to succinctly state the challenge he/she wishes to solve.
- » Through guided design thinking micro-activities (empathy mapping, client journey mapping), hands-on exercises, and practice, participants move toward a solution.



FIELD VISIT

WHAT IS A FIELD VISIT?

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

A FIELD VISIT MAY BE ORGANIZED TO

- » Last for one or several days
- » Include a team consisting of
 - › A team lead, who works closely with organizers on the field visit program and is the point of contact during the visit
 - › Visitors, who contribute to field visit conversations and report based on their expertise
 - › Observers, who participate in field visit but do not have any reporting responsibilities

USE IT TO

- » Gain new knowledge and/or learn directly from a project or program.
- » Establish direct contact with beneficiaries, community members, and/or key stakeholders.
- » Identify good practices.
- » Build networks and partnerships.
- » Support decision making.

HOW TO USE IT

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

FISHBOWL



WHAT IS A FISHBOWL?

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

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

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

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

USE IT TO

- » Increase understanding of difficult or controversial topics.
- » Support multiple perspectives and debate.
- » Support problem solving, especially for complex problems with no single-answer solutions.
- » Encourage active listening and reflection.
- » Enable knowledge transfer.

HOW TO USE IT

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



ROLE PLAY

WHAT IS A ROLE PLAY?

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

A ROLE PLAY ACTIVITY MAY BE ORGANIZED

- » As a combination of virtual and face-to-face interactions
- » At any stage of a project
- » With decision makers and practitioners

USE IT TO

- » Encourage different or new behavior.
- » Encourage exploration and discovery.
- » Develop appreciation for another's point of view.
- » Strengthen consensus among multiple stakeholders.
- » Develop skills to handle a conflict or make difficult decisions.

HOW TO USE IT

- » Provide guidance for those participating in the role play. Participants need a set time limit and clear objectives.
- » Do not underestimate the importance of the facilitator in a role play.
- » Use the following checklist to prepare and conduct a role play.
 - › Identify an overall objective for the role play.
 - › Define the problem and establish a real-life scenario that is relevant to participants.
 - › Determine which roles are needed for the scenario and establish the characteristics of each role.

- › Cast the roles, either by soliciting volunteers or suggesting individuals to play particular roles.
 - › Provide participants with a synopsis of the role they are to play.
 - › Advise remaining participants what they should look for and note as observers.
 - › Facilitate the discussion and analysis.
- » To be effective, role plays should be unscripted and allow spontaneous action and conversations among the participants. In the discussion and analysis phase,
- › Ask the role players to comment first on the enactment to set the tone of the discussion.
 - › Ask observers to
 - ‹ Discuss what took place during the role play.
 - ‹ Offer their own related experience and knowledge, not just their opinions.
 - ‹ Discuss how the role play situation or problem relates to their work.
 - ‹ Suggest how the situation could have been addressed differently or more quickly.

SECONDMENT



WHAT IS A SECONDMENT?

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

A SECONDMENT ACTIVITY MAY BE ORGANIZED

- » Across departments within a single organization
- » Across organizations—from home organization to host organization
- » With a formal agreement such as a memorandum of understanding
- » For a specific duration

USE IT TO

- » Develop new proficiencies or enhance skills and expertise.
- » Enable knowledge transfer.
- » Support transparency and openness.
- » Encourage different or new behavior.
- » Support deep understanding of a subject area.

HOW TO USE IT

- » Make sure to have a formal agreement and terms of reference for a secondment. Consider including the following in that agreement:
 - › Exact duration, with start and end dates
 - › Payment responsibilities
 - › Duties to be performed
 - › Performance supervision and evaluation responsibilities, including leave
 - › Notice period for changes to the agreement, especially if the agreement allows for extension
 - › Contacts for home and host organizations and departments
 - › Approval signatures
- » Through a secondment, participants are able to contribute as well as gain new knowledge and skills.
- » At the end of the secondment, the secondee takes new skills back to the home organization/department along with in-depth understanding of other contexts.



SIMULATION

WHAT IS A SIMULATION?

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

A SIMULATION ACTIVITY MAY BE ORGANIZED

- » Virtually and/or face to face
- » To last for a few hours or days, depending on its complexity
- » With the involvement of an experienced facilitator and/or team of facilitators and resource people
- » For decision makers and practitioners
- » At any stage of a project

USE IT TO

- » Practice new skills in a realistic, “real-world” environment.
- » Develop proficiency in handling a complex role or specific equipment.
- » Enable knowledge transfer.
- » Analyze a given situation in depth.
- » Support deep understanding of a subject area.

HOW TO USE IT

- » Developing a simulation is time and resource intensive. It requires detailed planning and expertise.
- » In the planning phase, you need to
 - › Identify the purpose of simulation: education, research, training, decision making, planning, socialization, communication, or other.
 - › Decide on the nature of the interaction among players and between players and the game.
 - › Decide on the media in which the simulation will be represented and played. Examples include cardboard, paper, or plastic playing pieces in board games; metal figures and model buildings in tabletop games; and virtual worlds and figures in a computer game. For digital games, media technology includes all kinds of digital technologies, such as software programming, video technology, digital animation, and network languages.
- » See if there is an existing simulation and/or game available that you can use before creating a simulation from scratch.
- » Do a full run-through of the simulation and/or game before the learning event. Debrief and encourage the pilot-testing group to evaluate their experience.
- » Capture the pilot group’s feedback to improve the simulation and/or game and better align it with learning objectives before the launch.



ACTIVITIES

ANALYTICAL ACTIVITIES



AFTER-ACTION
REVIEW



FOCUS
GROUP



GAP
ANALYSIS



INTERVIEW



REFLECTION
CIRCLE



SELF-
ASSESSMENT



STOCKTAKING



SURVEY



SWOT
ANALYSIS

AFTER-ACTION REVIEW



WHAT IS AN AFTER-ACTION REVIEW (AAR)?

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

DURING AN AAR, THE PARTICIPANTS ANSWER THE FOLLOWING QUESTIONS:

- » *What were the anticipated results?*
- » *What were the actual results?*
- » *What produced the actual results?*
- » *What will the team sustain or enhance?*
- » *What are some future opportunities to apply what was learned?*

AAR MAY BE ORGANIZED

- » As a formal or informal review process.
- » With an external facilitator or with the team lead as facilitator.

USE IT TO

- » Capture best practices and identify lessons to be learned from implementation experience.
- » Capture multiple perspectives of what happened and why.
- » Encourage feedback for improved performance.
- » Enable knowledge transfer.

HOW TO USE IT

- » Keep in mind the following if you are the team leader and are facilitating an AAR:
 - › Remain unbiased.
 - › Do not permit personal attacks among team members.
 - › Engage all team members in providing feedback and solutions.
- » Within a knowledge exchange initiative, AARs can be conducted at various times: after an event, activity, task, etc.
- » Create and maintain an open and trusting environment during an AAR so that participants may speak freely. This is important to achieve best results.



FOCUS GROUP

WHAT IS A FOCUS GROUP?

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

A FOCUS GROUP MAY BE ORGANIZED

- » Generally for groups of six to eight
- » With a facilitator experienced in focus-group processes
- » As a facilitated interview-based interaction that also allows for group discussion
- » To be brief, but lasting at least one hour
- » To record the discussion and its outcomes

USE IT TO

- » Test assumptions for improved decision making.
- » Test target audience response/reaction to products/services/campaigns before they are launched.
- » Support development of a strategic focus.
- » Encourage participants to build on each other's perspectives.

HOW TO USE IT

- » Find an experienced facilitator who can
 - › Be objective.
 - › Listen well.
 - › Draw people into conversations in a group environment.
 - › Foster an atmosphere that enables information sharing.
- » Prepare an introduction script that
 - › Explains the purpose,
 - › Explains how the focus group will be conducted, and
 - › Describes the facilitator's role.
- » Make sure you explain to participants how you will capture their opinions.
- » Consider using consent forms, especially if the focus group is to be audio or video recorded.
- » Select a room that is conducive to discussion.
- » Prepare minutes or a summary document in a timely fashion (within three to five days after the focus group session is completed); review carefully before making decisions about next steps.

FOCUS GROUP VS. QUESTIONNAIRE

Focus groups can capture more qualitative information than a questionnaire because discussion is organized around an interview approach. Questionnaires, however, are better for reaching a much larger audience; you don't have to schedule face time (virtual or face to face).

FOCUS GROUP VS. INTERVIEW

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

GAP ANALYSIS



WHAT IS A GAP ANALYSIS?

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

A GAP ANALYSIS ACTIVITY MAY BE ORGANIZED

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

USE IT TO

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

HOW TO USE IT

- » Determine the desired future state.
 - › Consider the following indicator: 90 percent of project stakeholders improve their knowledge of legal frameworks, stakeholder roles, consultation procedures, and governance for communal lands. This indicator represents the desired future state.
- » Analyze the current state.
 - › Through a series of analytical activities, such as surveys, focus groups, and structured interviews, gather and synthesize the information and analyze the current state. For example, the current state is that only 10 percent of participants have the necessary functional knowledge to implement the project successfully.
- » Identify the gap(s).
 - › In comparing the future state with the current state, determine the difference between the two. This is the gap. For example, in this analysis, 80 percent of project stakeholders need to improve their functional knowledge of legal frameworks, stakeholder roles, consultation procedures, and governance for communal lands.
- » Propose possible next steps to close the gap(s).
 - › The proposed next steps depend on context. If the identified gap relates to learning, a learning intervention might be called for. To identify next steps, consider an action planning activity.



INTERVIEW

WHAT IS AN INTERVIEW?

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

AN INTERVIEW ACTIVITY MAY BE ORGANIZED

- » With well-known experts and practitioners
- » Following a formal, semiformal, or informal protocol
- » In real-time, virtually, or face to face
- » To be captured and shared

USE IT TO

- » Raise awareness about a topic, issue, or cause.
- » Capture tacit knowledge.
- » Lend credibility to a topic by providing an expert perspective.
- » Share practical experience.
- » Enable knowledge-sharing.
- » Replace a presentation.

HOW TO USE IT

- » Before conducting the interview, prepare your questions and a clear protocol. Share these with the interviewee ahead of time.
- » Be ready to dig deeper into the topic with follow-up and clarification questions.
- » Make sure you capture the interview in print, or as an audio or video recording.
- » Decide how you plan to promote and share the interview.
 - › Depending on your audience, you may select one or more ways to disseminate the interview: print, radio/podcast, and/or video/TV.
 - › If you plan to broadcast the interview, consider if it is going to be live or pre-recorded and edited.

CELEBRITY INTERVIEW

A celebrity interview allows high-profile individuals to

- » Express their perspectives on a topic or theme.
- » Contribute to the mass appeal of a development initiative.
- » Give visibility to social causes.

Celebrity interviews can be conducted in a structured or informal way. It is important for the interviewer to establish rapport with the celebrity being interviewed.

REFLECTION CIRCLE



WHAT IS A REFLECTION CIRCLE?

A facilitated process where participants have an opportunity to reflect on their experience and learning and share their thoughts with a larger group.

A REFLECTION CIRCLE MAY BE ORGANIZED

- » At planning, delivery, or follow-up stages of a knowledge exchange initiative
 - › As a facilitated face-to-face activity with participants and facilitator seated in a circle (virtual engagement could be supported but more planning will be necessary to ensure that all participants are participating)
 - › For small groups (up to 10–15)
- » As a part of action learning events, conferences, multi-stakeholder dialogues, pilot countries meetings, study tours, and workshops

USE IT TO

- » Support intra- and inter-personal reflection.
- » Allow time for individual reflection and deep thinking.
- » Surface issues and priorities.
- » Generate new ideas and/or questions.
- » Recognize individual contributions.
- » Get individual feedback at the end of a specific session or in the wrap-up session of the knowledge exchange initiative.

HOW TO USE IT

- » The facilitator ensures that the room is set up with chairs in a circle (no table) and that he/she is seated with participants in the circle.
- » The facilitator poses a reflection question and encourages participants to offer their responses.
 - › The facilitator focuses on getting full participation and enables an environment where participants feel their responses/ideas are valued.
 - › The facilitator does not interject his/her opinion so that participants do not feel discouraged if their ideas/opinions differ.
 - › The facilitator stays alert to group dynamics and uses paraphrasing and summarizing opinions and ideas to ensure that understanding is strengthened.
- » Reflection questions may be identified ahead of time on the basis of a theme/issue being addressed and/or may flow out of the developing conversation among the participants. The approach will depend on context and the participants involved.
 - › Use open-ended questions.
 - › Use follow-up questions that encourage participants to share specifics or examples.



SELF-ASSESSMENT

WHAT IS A SELF-ASSESSMENT?

An evaluation of how an individual rates him- or herself on a specific set of competencies, behaviors, or attitudes.

A SELF-ASSESSMENT MAY BE ORGANIZED

- » Using online or paper surveys
- » As an in-person interview
- » At the beginning or end of a project

USE IT TO

- » Learn what participants need from the knowledge exchange.
- » Gauge changes in participant competencies, behaviors, or attitudes after the exchange.

HOW TO USE IT

- » Prepare a self-assessment plan that includes
 - › The goal of self-assessment,
 - › When to begin the assessment,
 - › How often to assess, and
 - › Who will complete the assessment.
- » Create self-assessment instrument.
- » Compare results of self-assessments to at least one of the following:
 - › Actual performance data
 - › Manager assessments
 - › Industry standards
- » Draw lessons learned.

STOCKTAKING



WHAT IS STOCKTAKING?

A structured process of collecting information, assessing and evaluating current state of things, or ascertaining the level of progress with an objective to inform future action or improvements.

STOCKTAKING MAY BE ORGANIZED

- » At planning, delivery, or follow-up stages of a knowledge exchange initiative
- » As part of broader institutional and/or project priorities
- » In collaboration with key stakeholders
- » As a part of workshops, expert visits, communities of practice, action learning events, and pilot countries meetings

USE IT TO

- » Examine a body of information to support future direction.
- » Assess project approach and strategy.
- » Summarize in a systematic way critical issues, results, and lessons learned.
- » Identify cross-cutting themes.
- » Provide recommendations on next steps (e.g., improved toolkits or guidance documents).
- » Generate a tangible knowledge product (report, repository, toolkit, guidelines, etc.).

HOW TO USE IT

- » Confirm the purpose of the stocktaking activity and key stakeholders.
- » Develop the methodology and determine the scope.
 - › Depending on the purpose and key stakeholders, the methodology may be structured, semi-structured, or exploratory. A more structured methodology tends to demand more resource-intensive efforts.
- » Once the methodology and scope are determined, detail the implementation procedures. Ask yourself the following questions to help you identify the stocktaking activity procedures:
 - › *What is the cumulative progress made to date?*
 - › *What was learned during project/ activity implementation?*
 - › *Are there common lessons learned from the various implementation contexts?*
 - › *On the basis of the progress and lessons learned, what adaptations should be made?*



SURVEY

WHAT IS A SURVEY?

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

A SURVEY ACTIVITY MAY BE ORGANIZED

- » Virtually and/or face to face
- » In real time with immediate feedback
- » Over a set period of time
- » At any stage of a project

USE IT TO

- » Monitor progress.
- » Evaluate results.
- » Capture participants' perspectives and opinions or surface areas of consensus.
- » Conduct a needs assessment or prioritize areas of action.
- » Enable knowledge-sharing.

HOW TO USE IT

- » Use surveys before, during, or after a knowledge exchange to make learning more relevant, interactive, and useful for the participants.
- » Surveys are effective polling tools to prompt discussions, surface areas for consensus or stakeholder ownership, and prioritize important next steps or action items and outputs from knowledge exchanges.
- » Make sure you are asking the right questions. Once you determine the right questions for your context, check that they are written clearly and concisely. Keep the following in mind:
 - › Include simple instructions.
 - › Use brief, tightly focused questions that cover one subject.
 - › Check that the questions are not general, ambiguous, or leading.
 - › Follow good practice in designing the response options.
- » Use close-ended questions when appropriate and if you plan to aggregate responses. Developing the right questions is more time-consuming up front, but makes analysis of results simpler.
- » Use open-ended questions when you require a narrative response, and limit the number of response options. Carefully consider your capacity to process open-ended responses and how you will use them; narrative responses require more intensive data analysis for interpreting the results.
- » Use balanced rating scales and label each option on the scale to increase the likelihood that respondents understand the scale.
 - › Provide space for additional explanation or comments at the end of your survey.
- » Pretest your survey before distribution—ideally, with individuals similar to your respondents.

SWOT ANALYSIS*



WHAT IS A SWOT ANALYSIS?

A structured examination to identify a program or organization's internal strengths and weaknesses as well as any external/internal opportunities and threats (strengths, weaknesses, opportunities, and threat analysis).

A SWOT ANALYSIS MAY BE

- » Conducted by a facilitator
- » Done individually by participants or in groups
- » Face to face or virtual

USE IT TO

- » Manage and eliminate weaknesses.
- » Help increase awareness and as a prelude to strategy formation.
- » Stimulate new ideas and uncover opportunities.
- » Enable knowledge transfer.

HOW TO USE IT

- » Create a worksheet to help participants document their answers to these key questions:
 - › Strengths
 - ‹ *What do you do well?*
 - ‹ *What unique resources can you draw on?*
 - ‹ *What do others see as your strengths?*
 - › Weaknesses
 - ‹ *What could you improve?*
 - ‹ *Where do you have fewer resources than others?*
 - ‹ *What are others likely to see as weaknesses?*

- › Opportunities
 - ‹ *What opportunities are open to you?*
 - ‹ *What trends could you take advantage of?*
 - ‹ *How can you turn your strengths into opportunities?*
- › Threats
 - ‹ *What threats could harm you?*
 - ‹ *What is your competition doing?*
 - ‹ *What threats do your weaknesses expose you to?*
- » Ask participants to identify the relative importance of strengths, weaknesses, opportunities, and threats in relation to the knowledge exchange context.
- » Determine how you will analyze the answers and debrief with participants.
 - › Consider creating a SWOT chart that shows the results visually.
 - › Consider how you will involve the participants in consensus building.
 - › Consider using the final SWOT analysis matrix to identify additional knowledge exchange needs or build a road map of next steps.

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

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