



# KM IMPACT Challenge

*Discovering measures that matter for knowledge management*

## CASE STORY SYNTHESIS REPORT

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KNOWLEDGE MANAGEMENT IMPACT CHALLENGE, 2010 – 2011

**May, 2011**

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## KM Impact Challenge Overview

The Knowledge Management Impact Challenge (KMIC) aims to bring people together to help us focus our efforts and resources and explore different solutions to the challenge of measuring the results and impact of investing in KM and learning. The KM Impact Challenge is an initiative of USAID's Knowledge-Driven Microenterprise Development (KDMD) Project.

The Challenge is hosted on the Knowledge Driven International Development (KDID) web platform at <http://kdid.org/kmic>. The KM Impact Challenge website currently has 278 registered members, representing an emerging community of international practitioners, many of whom have contributed resources and professional experience to a growing, shared knowledge base on the topic. The KMIC Library section contains one of the more comprehensive collections available in one site, with over 60 reports, documents, web links and presentations directly related to measuring and assessing knowledge management results. A blog feature has also been used to share announcements and findings with our online community. The blog includes interviews with members of the KMIC Technical Advisory Group (TAG), and analysis of the KMIC library contents, among other reflections relevant to the KMIC community. The events section of the website contains the list of KMIC events and displays screencasts of interesting presentations and discussions.

In addition to the KMIC website, external outreach and communications was done primarily through the KM4Dev international community via its list serve, blog space and the creation of a KMIC group. Moreover, the use of social media tools such as facebook and twitter were also used. The KMIC Facebook page now has 106 likes, and the #KMImpact tag is being used to follow the Challenge on twitter. All KMIC community members receive a digest to highlight latest content from the KMIC website such as blog posts, library resources, case stories events and latest tweets.

The central feature of the KM Impact Challenge has been the public call for case stories, to compile short, experience-based documents of up to 1200 words each. The KMIC call for case stories has been an important mechanism to engage the international practitioner community within a specific time period and focus attention on sharing experiences and lessons learned that may not have been previously documented. A total of 47 case stories met the basic eligibility criteria and were approved as official case stories between December 2010 and January 30, 2011. All case stories that were approved before the January 30th deadline were put through a transparent peer-review process, with each case story reviewed by at least 5 members of our Technical Advisory Group<sup>1</sup>. We used four core criteria of Clarity, Analysis, Creativity and Replicability. The scores and the comments from the TAG were used to select a pool of top finalists (24 case stories) and from that pool, six case story authors were selected to receive travel awards to share their experience at the upcoming KMIC unConference planned for May 5/6, 2011.

This report is structured to share the findings and identify the key trends across the 47 case stories collected by the KM Impact Challenge. Section 2 presents a brief overview of the range of initiatives that contributed their experiences and reflections to this process. Section 3 then highlights the key findings and lessons learnt from the analysis of case stories and explore some of the common challenges that have emerged across the case stories. These lessons have enabled us to identify some key questions that require further discussion and analysis at the upcoming unConference. A more detailed analysis of the specific themes and issues is provided in section 4 for those who wish to go deeper and explore specific insights identified by the case stories.

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<sup>1</sup> A list of the TAG members who participated in the review process and their organizational affiliations is provided in annex 3

## 2 Overview of Case Stories

A total of 47 case stories representing a variety of sectors were reviewed, mostly coming from the agricultural and health sectors. The case stories represent a diverse geographical spread, the majority coming from North America and Africa.

Table 1 Case Stories by Sector

Sector	Case Stories
Agriculture	11
Health	9
Community development	5
Education	4
Research / policy	4
IT	3
Conservation	2
Governance	2
Private sector	2
Science & Technology	2
Misc	3
<b>Total</b>	<b>47</b>

Figure 1 Case Stories by Region

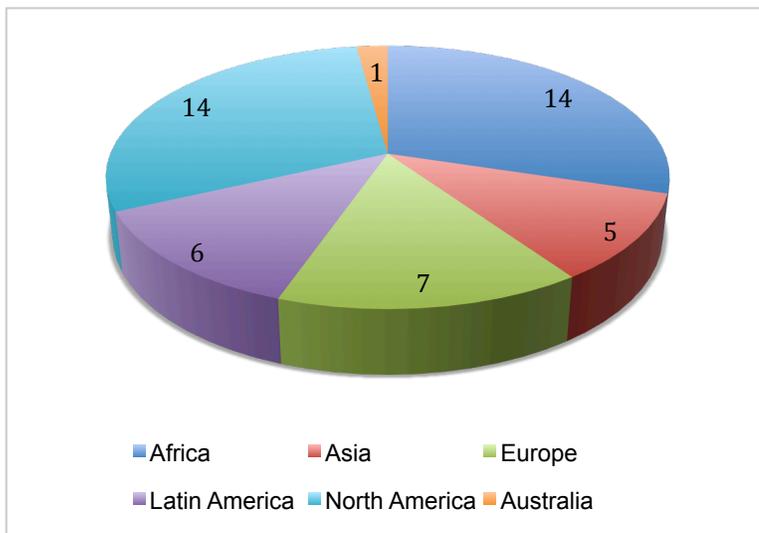


Figure 2 Case Stories by Country



## 2.1 Types of KM Initiatives

One of the difficulties of assessing the impact of KM is that there is considerable definitional diversity around what actually constitutes knowledge management activities. The KM Impact Challenge purposefully avoided placing restrictions on the types of KM experiences we hoped to collect in order to hear about as wide a range of experiences as possible. The case stories can be roughly grouped into the following thematic areas, although it is important to note that there is considerable crossover between cases and many fit into more than one of these categories. Please see annex 1 for a breakdown of which case stories describe which types of initiative.

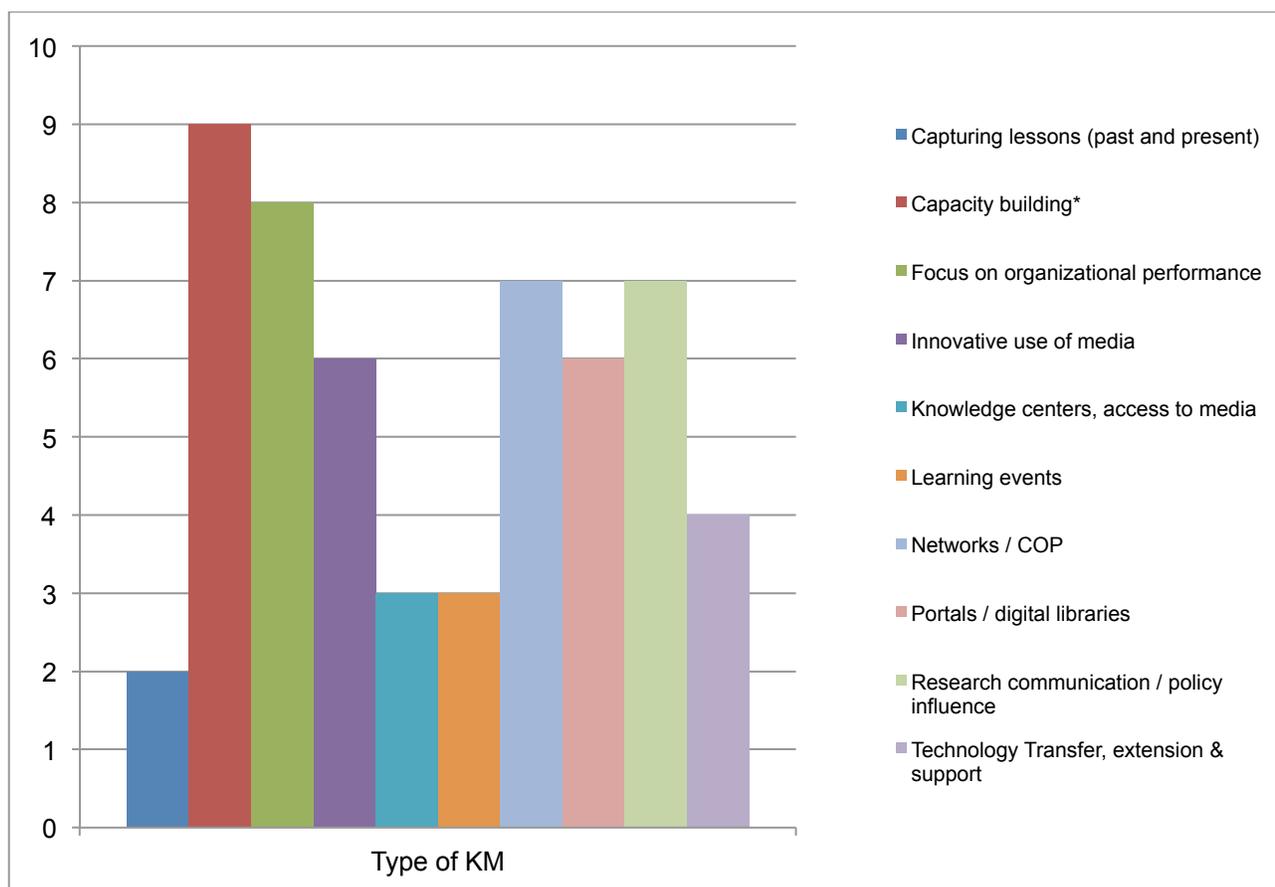


Figure 3 Case Stories by Knowledge Management Theme

\* There was some discussion during the case story peer-review as to whether Capacity Building is actually KM but as the above graphic demonstrates, it also features strongly as a theme across case stories.

The breadth of these categories highlights an important issue for further discussion as it highlights the need to be clear about what types of knowledge we are sharing and for what purposes. Greater clarity over our objectives is essential to help us explore the range of options for measuring the impact of these different activities and define which assessment approaches are most suitable for different types of projects and programs.

## 2.2 Types of Methods Used to Evaluate KM Initiatives

In addition to the diversity of KM approaches, the case stories also identified a wide range of approaches to assess impact and capture learning. These lessons will be explored in detail in section 4 but this section provides a brief overview of the breakdown between qualitative and quantitative approaches and the types of methods and data collection strategies used.

### 2.2.1 Qualitative vs. Quantitative Approaches

The case stories clearly highlight the dynamic between the application of qualitative and quantitative methodologies. Of the 47 cases analyzed to date, 43 mention some sort of qualitative approach, demonstrating the high value that practitioners place on feedback and other mechanisms that describe how new knowledge is applied and valued. In comparison, only 24 case stories mention the use of quantitative approaches, with significant overlap between different approaches. Twenty-one of these 24 case stories combine quantitative assessment with more qualitative methods, meaning only 3 case stories rely solely on quantitative measures of success.

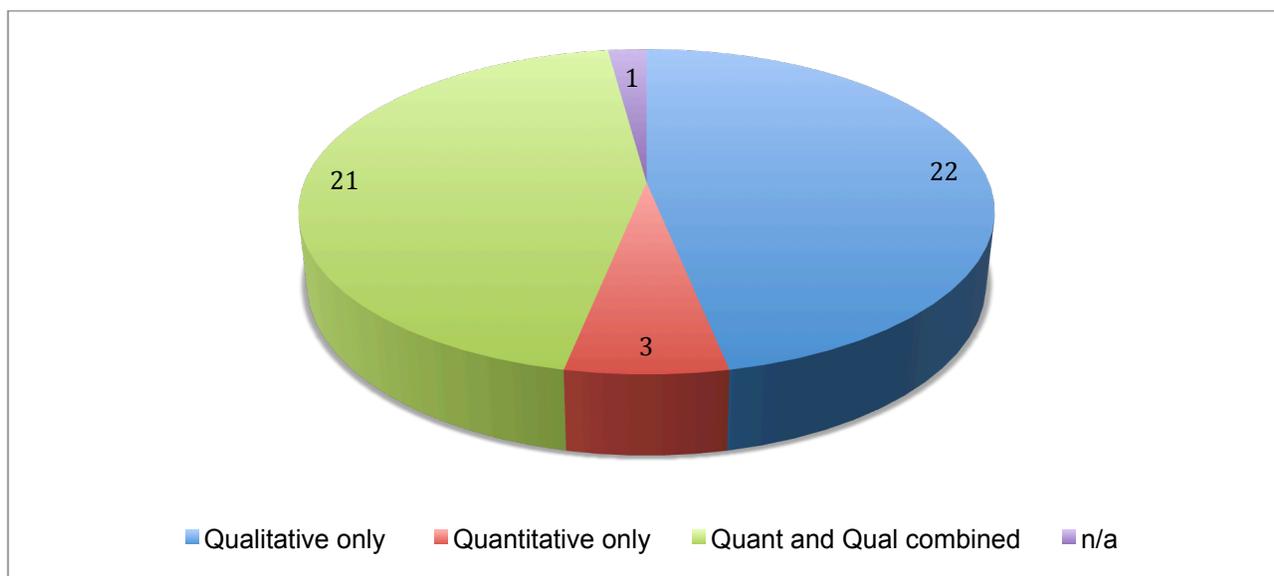


Figure 4 Quantitative vs. Qualitative Data in Case Studies

An additional consideration to these figures is the significant role played by web-generated statistics - or webstats - with 12 out of 24 quantitative cases relying on this tool. Also worth noting is that 11 of the 12 cases that describe the use of webstats supplement these data with qualitative feedback. This demonstrates that despite the convenience of these automatically generated data we also recognize their limitations to inform decision-making and project improvements.

### 2.2.2 Range of Methods

The case stories identified a range of methodologies, some which are well known, and others which require further research to understand the context in which they were developed and their potential for wider replication in other areas. Outcome Mapping, Most Significant Change, Social Network Analysis and Results Based Management were all mentioned twice, although it was a surprise that such established methodologies were not more prevalent across the case stories. Scorecards, SWOT analysis and Needs assessment also emerged as useful tools in different contexts.

Other familiar methods mentioned were After Action Reviews, Cost-Benefit Analysis, Situation Analysis and Performance Management. Specific mention was made to PACT's Organizational Capacity Assessment Tool<sup>2</sup> and Kirkpatrick's Learning and Training Evaluation Theory.<sup>3</sup>

Amongst the less familiar methodologies were the Gender Analysis Matrix, Tangible and Intangible benefits log, Think aloud Approach, Proactive Review, and Schematic Maps and Chronologies.

### 2.2.3 Data Collection Strategies

Surveys emerged strongly as an important data collection mechanism and will be discussed in detail in section 4.5. As mentioned above, webstats are also a key method to generate data on online behavior and will be discussed in section 4.2.1. There are also a number of innovative examples of using visual media to collect data that will be discussed in section 4.7. There was strong emphasis on qualitative methods, supported by workshops and focus groups, as well as meetings and reviews. Diaries and field observations are also described as potential methods to collect data on changes in behavior. Despite several cases that describe KM applications of SMS there are no examples of how this media could be used in data collection.

## 3 Preliminary Findings

### 3.1 Lessons learned from Case Stories

The case stories provide important insights into how development professionals are addressing the challenges associated with the measurement of KM. This section provides an overview of key lessons from our analysis of case stories presented in section 4.

#### **Keep monitoring systems simple**

The most important lesson is to keep things simple. The more data that monitoring systems require, the more cumbersome and less useful they will become.

#### **Develop monitoring systems as part of project planning**

Stronger monitoring and assessment systems are those that are developed as an integral part of project design and that generate data to inform ongoing planning and project improvements.

#### **Create a shared vision and realistic expectations of monitoring systems**

Those responsible for implementing monitoring systems must feel a strong sense of ownership and incentives for data collection and analysis. It is necessary to recognise the reality and demands of data collection and have a clear strategy for using data so that systems do not become unmanageable.

#### **Create actionable indicators and adjust metrics to the needs of projects**

Monitoring systems should be useful and flexible. Indicators must be realistic and relevant, while including periodic assessment to reflect upon how systems are supporting project implementation and where adjustments could be made. Projects should not have to align themselves with monitoring systems and continue with activities for the sole purpose of responding to demands for assessment data.

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<sup>2</sup> <http://www.pactworld.org/galleries/resource-center/Intro%20to%20OD%20First%20Edition.pdf>

<sup>3</sup> <http://www.businessballs.com/kirkpatricklearningevaluationmodel.htm>

## **Invest in facilitation and promote dialogue between stakeholders**

Case stories demonstrate the complexity of measuring the use and application of new knowledge, suggesting that methodologies to capture and quantify these changes require a working knowledge of development theory. The increasing emphasis on multi stakeholder dialogue also creates a need for facilitation skills, so projects should be willing to invest in developing capacity of team members to understand, design and implement monitoring systems.

## **Identify the best methodologies to collect relevant and useful data**

The case stories demonstrated that there are a range of innovative approaches and methods to capture the lessons learned from KM interventions. Projects should not limit themselves to well known methods, such as Outcome Mapping and Most Significant Change, or easy-to-generate data, such as webstats; rather, they should seek new tools that suit their specific purposes.

## **Make monitoring data available to all stakeholders**

This is vital for transparency and a shared sense of ownership, not only of the monitoring system, but also of lessons learned. If stakeholders can see how data is being used, they are more likely to participate in assessment activities and contribute feedback.

## **Create space and time for monitoring systems**

People need time to complete surveys or give interviews and need to have an incentive to give up their time. For internal organizational assessments, senior management support ensures that employees are given this time to complete surveys. For assessments with external stakeholders it is useful to be clear about the objectives of the assessment system so that participants know how providing their feedback and opinions will benefit them.

This list of lessons invites reflection around how many of these points are specific to knowledge management as all of these points appear would be relevant to any discussion of good monitoring practice. This suggests that we approach monitoring of KM in the same way as we would for other types of development activities suggesting a need for further reflection on the specific challenges of monitoring different aspects of KM.

## **3.2 Our Common Challenges**

The case stories highlight a number of common challenges that we face in measuring the impact of KM activities in the international development sector. Many of these will come as no surprise, but it is important that we acknowledge the difficulties that we all face to work together towards shared solutions.

### **Lack of established methods to measure how new knowledge is used**

We know that outputs are much easier to determine than outcomes and that it is easier to measure products than processes. We also understand that outreach and dissemination is not the same as uptake and behavior change; however, there is no consensus on how to measure the latter. We lack established tools to simply measure how new knowledge is used and leads to behavior change.

### **Analysis and aggregation of qualitative data**

Guidelines are needed on how to systematize the collection, compilation and analysis of qualitative data on a regular basis without creating systems that are too time intensive and unrealistic for overstretched project staff. We also need to be able to present this data in succinct and straightforward formats that can be used to inform decision-making processes.

### **Mechanisms to combine qualitative and quantitative data**

Many projects collect both qualitative and quantitative data, but there are very few experiences that provide insights into mechanisms to combine numerical and anecdotal evidence to present compelling evidence of change.

## **Limitations of online surveys**

Survey monkey and other internet based survey systems offer convenience in survey design and analysis of data, as well as potential to target international audiences; however, they often need to be supported by more personal approaches, such as phone calls, to ensure adequate response rates. There are also limitations to the amount of qualitative data and feedback that can be collected as this is more time consuming for respondents.

## **KM not included in the institutional measurement framework**

One of the key functions of KM is to improve organizational performance. KM is too often seen as a specialist area and is still not viewed as a central element in project management. KM activities need to be integrated into wider organizational assessment in order to gauge its contribution to increasing efficiency and organizational performance.

## **Longer-term follow-up of knowledge products**

In addition to lacking tools to measure the use of new knowledge, we lack mechanisms to include temporal considerations into our analysis. New knowledge may not be used immediately when it is created or shared, but that does not mean that it will not eventually have impact. We are restricted by project cycle mentality that expects changes to happen within specific time frames.

## **Aggregating measurement of access to knowledge from different media**

We now have access to so many media that it is impossible to know which particular piece of knowledge or which combination of media may have led to a particular change in behavior. Our KM strategies involve multiple media, but we need sophisticated yet simple assessment systems to capture the influence of different types of media and how they reinforce each other.

## **Timeliness of assessment data**

There is a limited appreciation of the time needed to collect and collate data and write reports that present compelling evidence in easily digestible formats that can inform decision-making and improve organizational performance.

## **Need to invest in training**

Insufficient training is provided to ensure quality facilitation of evaluation processes or timely analyses of data.

## **Barriers of low Internet access**

This has widely been recognized, but increasingly sophisticated technologies have led to ever more sophisticated knowledge repositories, which still exclude user groups with low bandwidth.

## **Translating assessment methods from one context to work in another**

We have limited understanding of how tools developed in one context can be applied in others. Methodologies like Outcome Mapping and Most Significant Change are so successful because they can be adapted to different contexts, but we have limited experience of aggregating data from these methods to demonstrate tendencies and provide evidence of social change.

Having identified these common challenges, we need to work together to explore potential solutions that will support us to generate evidence and assess the efficacy of our investments in KM and learning. These challenges provide us with a starting point but this is only the first step in a journey of shared discovery and exploration as we strengthen our community of practice and continue to share our lessons and ideas. Section 4 provides more detailed analysis and specific insights of how the different case stories are addressing these challenges which have enabled us to identify a number of priority areas to help us move thinking forward towards practical solutions to complex problems

### **3.3 Areas for Further Action**

The information and analysis compiled in this report will be carried forward as we prepare for the UnConference on May 5<sup>th</sup> and 6<sup>th</sup> 2011. Our findings have provided some initial ideas for issues to address in break out groups and the types of questions that these may tackle. These are only some preliminary ideas to stimulate discussion and we welcome comments and feedback as well as any suggestions of other topics that are not addressed in these findings.

Possible topics for further discussion at UnConference include:

#### **Explore mechanisms to compile and aggregate qualitative data**

- How can we simplify the analysis of qualitative data to rapidly identify key lessons and tendencies?
- How can we aggregate qualitative data across different experiences and contexts?

#### **Explore how data generated by monitoring systems is used, by whom and mechanisms to make this data more transparent**

- How do decision makers use monitoring reports?
- How would this data support decision-making in other stakeholder groups?
- What are the barriers to making monitoring data more widely available?
- How can we use our KM skills to make monitoring data accessible to different stakeholder groups?

#### **Explore innovative use of social media for data collection**

- How can we capitalize on the potential of SMS to simplify data collection processes?
- Does visual media improve utility of monitoring systems and made data more actionable?

#### **Seek greater clarity around how we can actually measure the application of knowledge?**

- Is it possible to measure uptake of new knowledge?
- Are there proxy indicators that can help us to draw conclusions about how knowledge is used?
- How can we measure the influence of multiple media sources?

#### **Discuss the funding and resources required for effective evaluation**

- What percentage of project resources should be allocated to monitoring KM activities?
- How can we improve access to training and confidence with diverse methodologies?
- How does the purpose of evaluation (i.e. donor accountability / internal learning) affect availability of resources and incentives to participate?

#### **Explore how monitoring data can be integrated into project activities**

How can monitoring data be used to improve project performance and meet reporting requirements?

These and other questions will be discussed in more detail during the UnConference in May to work towards some practical guidelines that can help both KM and M&E practitioners to address their challenges. This will inevitably involve agreement on questions that we are unable to answer and exploring how to find the correct balance between rigor and flexibility to support the design and implementation of monitoring systems that generate the evidence that donors need without placing an unrealistic burden on project staff.

## 4 Emerging Lessons and Tendencies

In this section, we will present a thorough analysis of the KMIC case story collection. This will include an examination of experiences and emerging themes and issues, drawing on examples from across the case stories and highlighting key lessons learned.

### 4.1 Use & Uptake

The quotation to the right from *Knowledge Sharing for Democracy Assistance* captures a central theme that runs throughout the diverse range of case stories collected by the KM Impact Challenge and highlights the key weakness in our efforts to measure the impact of our investments in KM; we have limited tools and resources to explore how new knowledge is used and applied, and whether it leads to behavior change, increases organizational efficiency and ultimately improved lives.

“...application of knowledge is the most meaningful and practical measure of success...knowledge that is captured and not applied cannot be said to have impact”

Knowledge Sharing for Democracy Assistance

The need to generate evidence of how knowledge is applied corresponds to the challenge of moving from outputs to outcomes to demonstrate behavior change. Currently the tendency is to measure access to outputs, but the case stories acknowledge that access measures provides very little evidence of how information is used and all recognize that it is much harder to capture evidence of the application of this knowledge. Those stories that did refer to monitoring the use of new knowledge are quite vague when it comes to describing this process and reflecting on their lessons and challenges.

Some examples of how different initiatives have tried to address this issue;

The *Improving Malawi's Health Through Knowledge Management* case story simply states;

“We have not yet been able to systematically measure if/how information has been put to use – though we do have anecdotal evidence. The final evaluation will measure level of use.”

They propose social network analysis (SNA) as the most suitable tool to overcome this challenge of moving beyond anecdotal evidence, by comparing baseline data collected at the start of the project. While the case story does not explain how this method will generate data on use, or the types of indicators they will be measuring, it does demonstrate an innovative attempt to tackle this question that may generate some interesting lesson for the rest of us once the process is complete.

The *Connecting Arid Lands Communities With Knowledge*' continuous monitoring system has both quantitative and qualitative elements, tracking the demand patterns through user logging supported by field visits and focus group discussions to understand how this information is used.

“ALIN endeavors to capture change by monitoring the extent to which best practices get adopted in the field by communities and therefore the change their adoption is causing with respect to the improvement of household livelihoods over time...”

Central to this approach is the role of the field officer who captures data on gender, age range, organizational affiliation, type of information requested and whether or not specific user information needs are fulfilled in an excel spread sheet, generating quantitative information to monitor trends and respond to changing information needs. However the more qualitative impact of the work is assessed through direct observation via field visits and in focused discussions convened by staff. A key lesson from this approach is the need to keep monitoring systems as simple as possible; it is better to have less data that can be easily and efficiently collected than developing systems that are more complete but are seen as a burden. Training is also a key requirement to introduce data collection into daily activities.

The *Potential for training local communities on adaptation to climate change* case story also highlights observation as an important method to report on change. This initiative promotes environmental awareness and targets the parents of school children who have a pivotal role in the relationship between their parents and teachers, reinforcing the environmental messages and also reporting on behavior changes at the household level. While this case does not provide any detail on the methods used

to compile this data it describes an innovative approach to capturing uptake of new knowledge and could provide insights into how to aggregate data across communities and track changes in attitude and behavior resulting from educational campaigns.

## 4.2 Monitoring Use of Portals

Many of the case stories that deal with the issue of how knowledge is used, are written from the perspective of web portals, with 14 case stories describing the use of some sort of web based platform or portal. A summary table with an overview of the different portals is provided in annex 2. Many of these case stories emphasized the challenge of measuring how this knowledge is used compared to more quantitative web stats which give a clear indication of levels of access but tell us very little about how this information is applied to support organizational performance and behavior change.

### 4.2.1 Webstats

Google analytics, Youtube insight and Facebook insight were all mentioned with a general consensus that webstats are insufficient to measure uptake and use, but are widely used as they provide a convenient measure of access.

An interesting lesson from the *Improving Malawi's Health Through Knowledge Management* is that these metrics are based on access by IP addresses, meaning they are not suitable to measure levels of access within community knowledge centres as they will only count each computer as one visitor for that day, despite the fact that various users may have used the machine. In this case these statistics were supplemented by self-reporting.

The *Breaking the Walls of a KM Class Room with YouTube* found YouTube Insight useful to incorporate the measurement system 'into' the KM project. However they supplement the basic YouTube Insight activity measures on number of hits views and visits, by monitoring mentions of the channel and videos on other social networking sites. They also describe more elaborate feedback systems from trainees on the KM curriculum and its anticipated utility in the workplace.

Tracking of content contributions is a mechanism used by the *Knowledge sharing among multiple partner organizations and country offices* case story to supplement webstats on user page views, frequency of document downloads, forum participation and registration of community members;

"We can correlate the components of the website and intranet most visited with the frequency of content provided to sections of the website and intranet by content owners, ensuring that the components of the site used the most are kept updated"

This measurement of the quality and regularity of content contributions from staff to build the KM system recognises that there is not a clear cause-effect relationship between access to tools and their application, so assessment should be framed within a broader analysis of organizational communications processes through which knowledge flows to and between field offices.

An observation from the *UNDP Bolivia promotes democratic governance through gobernabilidad.org.bo web 2.0 platform* case was that while webstats are abundant and appear to be ready-to-use, they require some reformatting to make them more accessible. UNDP addresses this issue by developing two different reports, an internal one with the detail and a brief summary to share with decision makers within UNDP and the other institutions involved in the network.

Finally the *Connecting researchers from the Global South to those with the power to make a difference* case story describes how their external evaluators compared their web statistics with other similar organizations to give greater context to what these figures actually mean. This highlights the problems that stand-alone numbers have very little meaning unless used to track usage over time or in comparison to hits of similar websites.

### 4.2.2 Reflections on Measuring Portal Use

A key issue that KM initiatives face is that the more information sources that we make available, the harder it becomes to attribute changes in behavior to specific sources. Several cases highlight this challenge of knowing how particular pieces of information are absorbed

“Staff often take information gleaned from the website, intranet, e-newsletter and forums as part of the decision making process, but may not be able to point to a specific tool and attribute it to the knowledge sharing experience” (Knowledge sharing among multiple partner organizations and country offices)

“It is hard to determine precisely which pieces of information are absorbed, what they mean to the recipient, and to what extent they modify behavior” (Knowledge Sharing for Democracy Assistance)

However beyond this broad challenge there are steps that can improve our ability to measure uptake of new knowledge. For example, identifying the audience for these information products helps to keep track of who is accessing and downloading, as described in *The Measuring the Impact of Learning Events and Publications* case that explains how they used a dialogue box to collect data on who is accessing their information, providing an indicator for access but also enabling them to follow up to find out whether and the information has been used. In this case the publications are the end result of an elaborate process which engages stakeholders to define the focus of learning events and so the web audience is a secondary focus for the evaluation which seeks to understand the utility of these products within a broader context of increased collaboration and application of new technical capacity from the events themselves.

The benefits of combining qualitative and quantitative measurement approaches is also described by the *UNDP Bolivia promotes democratic governance through gobernabilidad.org.bo web 2.0 platform*. This experience uses Outcome Mapping to capture changes in practice in the way people search for and use information to in their decision making process, use social media to share their activities and the quality of spontaneous debates on the site. However it is not clear the breadth of the Outcome Mapping exercise or level of engagement with external stakeholders and this process appears to have been internal to the implementing team at 6-monthly intervals.

Monitoring levels of information access is not the only reason to measure portal use and feedback from users is also important to improve systems and assure that they respond to users’ demands.

The HRH Global Resource Center: Strengthening the Global Health Workforce through KM case story describes an initiative to develop a ‘user –driven site’ and places particular emphasis on ongoing monitoring of portal use. They state that quantitative measures of access are only meaningful when combined with qualitative feedback and they share an important lesson that their best response rates and quality feedback comes from users with whom they have engaged directly and they have incorporated a request for feedback when they provide users with support, highlighting the benefit of personalizing services, both to support users to get the most out of the site but also as an essential element to incentivize users to provide feedback to improve services.

The Power of a New, Web-Based Collaborative Tool to Deliver Essential Information to Health Professionals in Developing Countries emphasizes how ongoing monitoring of user feedback and technical support questions has helped to inform improvements to the toolkit application. This focus on improving the functionality of the portal through usability testing was complemented by the ‘think-aloud’ technique that provides insights into users’ thought processes, to understand not only how they used the portal but why they used it in the way that they did. This case story focuses on the pilot usability testing and it is not clear if any of these techniques were applied to testing use of the information from the portal.

A final reflection emerging from this discussion is that providing access to tools and information through portals are strengthened by creating spaces for face to face interactions to discuss the potential of these tools and how they can be adapted for use in different contexts and understand not only which resources are downloaded but also why they have been selected and how they are used.

“Providing access to information is not enough. We need opportunities to discuss technical approaches and tools with one another”  
(Managing Technical Knowledge for Global Staff)

In this case measurement of access to tools and information is supplemented with data on the number of individuals who knew how to deliver or describe the technical benefits of the tool.

### 4.2.3 Scoping of Knowledge Needs and Existing Use Patterns

An additional lesson is the benefit of conducting a diagnostic or scoping of knowledge needs by consulting stakeholders, to determine their existing levels of knowledge where gaps exist and the mechanisms currently used for accessing information.

“Staff should be consulted on their knowledge sharing needs – what information is required to do their job what information can they provide others?” (Knowledge sharing among multiple partner organizations and country offices)

This scoping should also identify current mechanisms for information access, particularly in regions with low connectivity.

“we started with the field staff in mind in terms of thinking how they would search the database, we did not engage them in what the best method would be for providing them with information. We found that there was not a culture among our field staff to use the Internet to find information” (Managing Technical Knowledge for Global Staff)

Another reflection from this case is that is critical to get upper management’s support to ensure that resources and time would be allocated and also that the initiative would be communicated within the organization.

## 4.3 Feedback

A fundamental element of successful monitoring systems which emerges strongly in the case stories is the issue of how the data generated is used to create feedback loops which support organizational learning and project and portal improvements. There are 184 cases which mention the importance of using monitoring systems as an integral element to project planning and efforts to improve project or portal implementation.

“applied knowledge influences project outcomes, especially when it involves the application of key lessons into project designs”  
(*Knowledge Sharing for Democracy Assistance*)

Moreover sharing feedback can help to strengthen relationships with external stakeholders, increasing transparency in the system and creating an additional incentive to provide feedback as they are able to see how this is used to guide project direction and influence adjustments.

“...create mechanisms to engage stakeholders in this knowledge exchange initiative right from the beginning and throughout the process in order to build their ownership in it and to ensure we all have a shared vision for it... we recognize the importance of showing stakeholders how we use their input and feedback in the design and implementation of these learning initiatives” (The Measuring the Impact of Learning Events and Publications)

“It is not only important to measure and monitor to improve internal decisions and activities, but it is also necessary to inform results and achievements to people who are benefiting from the KM system, so they can use the platform to share their information and knowledge. In this way, the project gains legitimacy. (UNDP Bolivia promotes democratic governance through [governabilidad.org.bo](http://governabilidad.org.bo) web 2.0 platform)

“We complete several active knowledge feedback loops by using this data in analysis and reporting and illustrating our conclusions with demonstrative video clips embedded in our reporting documents. These results are also fed back to beneficiaries as they are utilized in future surveys and dialogue processes” (EthnoCorder: An Innovation in Mobile Data Collection and Use)

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<sup>4</sup> You cannot manage sustainability if you cannot measure it; Participatory Video for Monitoring & Evaluation in Community Based Adaptation to Climate Change; The Power of a New, Web-Based Collaborative Tool to Deliver Essential Information to Health Professionals in Developing Countries; UNDP Bolivia promotes democratic governance through [governabilidad.org.bo](http://governabilidad.org.bo) web 2.0 platform; Measuring the Impact of Learning Events and Publications; Knowledge Sharing for Democracy Assistance; EthnoCorder: An Innovation in Mobile Data Collection and Use; Knowledge sharing among multiple partner organizations and country offices; Assessing Innovations in International Research and Development Practice; Linking Policy and Practice-The ECDPM "Weekly Compass"; Global Health eLearning Center: Learning and Evolving; Connecting Arid Lands Communities With Knowledge; The CGIAR Knowledge Sharing Project, 2004-2006: Phase 1 Evaluation Results; Agency-Wide Knowledge Management System; The HRH Global Resource Center: Strengthening the Global Health Workforce through KM; Evaluation of the IKM Emergent Research Programme: taking a complexity perspective to evaluation; Potential for training local communities on adaptation to climate change; Unicef Communities

This leads to an emerging hypothesis from the case story analysis that more effective monitoring systems are those that are designed to generate feedback to inform organizational learning and support project improvements.

### 4.3.1 Feedback 2.0

Many of these experiences take advantage of the advent of social media to create mechanisms for instant feedback, using spaces such as Facebook and Twitter to enable ongoing communication with stakeholders

For example the *Global Health eLearning Center: Learning and Evolving* case story describes how they use Facebook to supplement course evaluations on levels of satisfaction with course content that includes questions as to how learners expect to put practice in use. However given the open-ended nature of these questions they have had trouble analysing the data and find Facebook to provides a simple solution;

“Thanks to a GHeL Facebook page, learners can also provide real time feedback on their learning experience and how they have used the knowledge gained from completing the courses. For example, an official from the Egypt Ministry of Health recently reported on Facebook that the Ministry had used the information from GHeL courses to update the country’s national family planning training package. This feedback is invaluable in helping the team to make courses more user-centric. Thanks to social media GHeL no longer has to rely completely on traditional evaluation methods to obtain feedback from users.”

The UNDP Bolivia promotes democratic governance through [governabilidad.org.bo](http://governabilidad.org.bo) web 2.0 platform and Agency-Wide Knowledge Management System case stories also describe use of Facebook to engage with stakeholders. In the UNDP case Facebook is used in combination with Twitter, Scribd and Youtube to encourage knowledge and exchange and dialogue between network members and reflects upon the importance of facilitators who understand the dynamics of these virtual communities and also have insights into mechanisms to promote engagement and knowledge sharing within face-to-face communities.

The Episcopal Relief & Development reflects on the importance of planning how to use these tools and incorporating them into the wider KM strategy:

“we jumped onto Facebook and other platforms because we thought we “should have a presence.” While we have since developed a strategy to evaluate whether these efforts support our overall goals, we would have been better served by starting with the plan.”

### 4.3.2 Measuring Relationships

Despite this rich experience in strengthening networks to create spaces for people to share their knowledge, opinions and experiences there is very little discussion of how to measure changes in relationships as an indicator of network strength.

One approach is described by the *Fire Management Learning Community* case story that provides a detailed description of 19 indicators related to outcomes; membership and partnership; governance, strategy and structure; and communications and technology that support effectiveness of networks. Their list is a good example of the variety and disparity of qualitative indicators which characterize the case stories. Although the case story does not provide any explanation or reflection on the tools and techniques used to capture these data, it does provide both a useful checklist to assess network performance and a clear example of the great disparity of indicators required to measure strengthened relationships.

Networks are intended to bring together diverse experiences across stakeholder groups which creates an inherent challenge in designing monitoring systems that respect this diversity of perspectives. The *Diagnosing processes of K4D* story highlights key insights in measuring relationships between different stakeholders and embraces the diversity of different types of knowledge – academic, practitioner, educational and cultural –assuming that this diversity encourages diverse stakeholders to use and share their knowledge. This case story describes the logic that supported the Mid-term review of the HIVOS Knowledge Program and the decision to focus on a ‘diagnostic’ rather than evaluation approach. Interviews with stakeholders about their views of the program, understanding of its objectives and achievements and ideas for improvements and changes highlighted conflicting demands and expectations that were used to identify the challenges of bringing together different knowledge and practices. This approach recognised that knowledge sharing is more about process than products, but our attempts to measure are focused on fixes rather than mobility, failing to understand change as an evolving process.

## Defining Qualitative Indicators

“What type of indicators could we elaborate to measure KM initiatives more accurately?” (UNDP Bolivia promotes democratic governance through [governabilidad.org.bo](http://governabilidad.org.bo) web 2.0 platform)

The importance of feedback and relationships across the case stories demonstrates the tendency towards the use of qualitative data to measure the impact of KM activities. Moreover, there is limited discussion across the case stories of the specific indicators and methods used to generate this data and while several of the cases mention the challenges of compiling this data, few explain their process for doing so.

As mentioned above the majority of the case stories described some sort of qualitative data collection process with approximately half supporting these with quantitative statistics, a large proportion of which correspond to web stats. As discussed above, webstats can generate useful indicators to track how knowledge is being accessed but when it comes to questions around use, things get a lot more fuzzy. On the qualitative end of the spectrum case stories mention indicators such as ‘number of lessons learned’<sup>5</sup>, ‘ability to creatively apply KM concepts in the work place’<sup>6</sup>, ‘change in confidence and ability’<sup>7</sup> and ‘policy contributions’<sup>8</sup> yet rarely mention how they collect the data to provide evidence of these outcomes or how these indicators have been selected.

It is noteworthy that across 47 case stories there is not a single mention of Theory of Change, while well established methodologies that address the challenge of defining indicators in behavior change processes, such as Outcome Mapping and Most Significant Change, are only mentioned twice each. This requires further investigation as it suggests that there is still a wealth of experience that we have not yet captured and / or that these methodologies are not as ubiquitous as our initial analysis had suggested<sup>9</sup>. However, it does imply that there is limited consensus around the challenge of allocating indicators to change processes.

There are a number of case stories that do tackle the challenge of selecting indicators. The *Improving the Social Value of Knowledge for Women Entrepreneurs* provides important insight into the challenge of selecting indicators that will be relevant across multiple project sites. They start by defining the perspective of the indicator, which they describe as the area in which they hope to see change, for example internal processes, community outreach, growth and learning. They then define the category of indicator, which relates to the type of metric measure that will be used, highlighting the practicalities of coordinating data collection across multiple sites and actors. Finally, they describe the focus of the indicator, which highlights the importance of knowing how the data will be used.

“In our case our time horizon was long term, the planning was strategic, the type was qualitative, and the view internal, the level was outcome and the purpose planning.” (*Improving the Social Value of Knowledge for Women Entrepreneurs*)

Another case which explores the process of selecting indicators is the *You cannot measure sustainability if you cannot measure it* story that highlights the need to adjust these to the reality of local partners on the ground while at the same time ensuring that they can be aggregated across crops and countries to develop evidence to inform international debate on sustainability questions. While this story does not provide any specifics, it does suggest the need to balance contextualization and ownerships of indicators at the field level with the need for aggregation and meta-analysis across programs to support wider decision-making processes.

A further two cases provide another perspective on adjusting metrics to project reality. The *Participatory Video for Monitoring & Evaluation in Community Based Adaptation to Climate Change* case this involved simplifying metrics to respond to the challenge

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<sup>5</sup> Fostering Research and Scholarship through Knowledge Sharing Activities

<sup>6</sup> Breaking the Walls of a KM Class Room with YouTube

<sup>7</sup> Connecting researchers from the Global South to those with the power to make a difference

<sup>8</sup> Decades of KM-enabled health records put to use in South Sudan

<sup>9</sup> Both Outcome Mapping and Most Significant Change emerged strongly in the working group discussion held on this subject at the Share Fair in Addis Ababa.

of data collection in Malawi. The *HRH Global Resource Center: Strengthening the Global Health Workforce through KM* story states that metrics need to be adjusted to ensure that they are still useful and relevant

“Periodically assessing these metrics is also valuable. For example, at one time we tracked the number of countries accessing the GRC. Once geographic usage became ubiquitous (e.g. more than 175 countries in 2010), it was no longer a useful measure. As new HRH topics emerge, we must adjust the metrics to ensure the GRC meets changing information needs.

Over 30 more stories mentioned the use of some sort of qualitative measurement but provided no analysis or reflection on either how indicators were selected or the specific challenges of collecting and compiling data leading to the conclusion that there is still a huge question mark over the right qualitative indicators to measure KM.

## 4.4 Surveys

An essential element in the collection of monitoring data is the use of surveys, with case stories highlighting a range of issues related to survey design and implementation, particularly with regard to our growing dependence on web based surveys and the challenges these create for sampling and relative response rates.

### 4.4.1 Survey Design

Across the case stories there was repeated support for simple surveys that facilitate both the collection and analysis of data, with general agreement that less is more. While there is a necessary trade off between the level of detail and number of questions that can be asked with expectations on response rate, this emphasizes the need to ask the right questions and have a clear strategy for analyzing the data collected and using it to inform future planning.

A key challenge across the case stories is the analysis of qualitative data with a clear consensus in the importance of asking open-ended questions to gauge insights that would not be possible from closed questions, despite recognition that this analysis is time consuming and it is extremely difficult to draw conclusions across diverse experiences.

The only story that provides clear examples of how they overcome this challenge is the *EthnoCorder: An Innovation in Mobile Data Collection and Use* story which is an initiative which aims to develop mechanisms to;

“leapfrog the burdens of manual data entry and qualitative data analysis to enhance its contextual responsiveness”

The importance of qualitative data to measure the impact is a key theme across all case stories and more innovative approaches to collect, compile and act upon it are needed to help us to generate actionable evidence.

### 4.4.2 Online Surveys

A strong area of consensus across the case stories is concerning the use of online surveys to collect monitoring data with a number of cases agreeing that the use of online surveys resulted in a low response rate. The “Linking Policy and Practice-The ECDPM “Weekly Compass” case estimated this to be between 3.5 and 8% and similar to the response rate of private sector mail surveys. The cases agreed on the need to supplement online surveys with more personalized follow up, either through phone calls and workshops

“targeted surveys by phone and email to increase the response rate and obtain more detailed information; it is not enough to simply disseminate an electronic survey to evaluate these initiatives, even if your target audience has regular access to the Internet. Competing priorities often prevent a sizable and meaningful online survey response. Instead, we use a multifaceted approach to hear directly from stakeholders, as we utilize online surveys, the phone, email, and increasingly, social networking platforms” (*Measuring the Impact of Learning Events and Publications*)

“...instead of using only a Survey Monkey tool to implement the RAPPAM Methodology, we would have a workshop to conduct an in-person assessment” (*Marine Protected Area Management Capacity Building Program for the Gulf of California*)

However the challenge of getting a representative sample is not restricted to online surveys and when collecting feedback from network it is important to recognize the inherent sample bias in responses.

“the difficulty of surveying a user-based service such as GDNNet; the sample is biased to people who have registered with GDNNet, combined with the problem that those people who respond to the survey are likely to be those who feel sufficiently invested in GDNNet to take the time to participate. To counter this, ITAD also surveyed those who were target audiences but not yet users of GDNNet” (*Connecting researchers from the Global South to those with the power to make a difference*)

## 4.5 Trainings and Learning Events

Another theme that appears across a number of case stories is the evaluation of learning and training events. Two very different case stories asked course participants to predict how they would apply the new knowledge from training but both agreed that this was insufficient to understand how the knowledge was actually applied;

“Learners are also required to submit brief action plans which detail how they intend to use their newly acquired knowledge; still a need for more in-depth assessment of how learners apply the knowledge obtained from a course after completion and the effect of the knowledge obtained on job performances” (*Global Health eLearning Center: Learning and Evolving*)

“The assessments and essays were mere post learning thoughts and ‘input metrics’ and scoring well, didn’t mean usage” (*Breaking the Walls of a KM Class Room with YouTube*)

The FAO provided 2 case stories which describe their efforts to measure the impact of KM trainings within the organization and also from share fair events which bring sector experts together to share knowledge and experiences. Both the *Measuring impact of Knowledge Sharing Trainings within an Organization* and *Measuring impact of interactive and networking events such as Knowledge Share Fairs* describe how this follow up was conducted using surveys. In the case of institutional trainings it was possible to keep participants a few extra minutes to answer 3 quantitative and 1 open-ended question, and while this approach does not provide detailed information it highlights the benefits of immediate feedback. After the Share Fair events an online survey was used, facing the same challenges as discussed above. An interesting reflection from this case is the use of follow up events as an indicator of success.

The most complete description of measurement of a learning event is provided by *Measuring the Impact of Learning Events and Publications* in which the monitoring system forms an integral part of planning for learning events and stakeholders are engaged through an initial consultation. These events are evaluated by a four-month post conference evaluation that explores whether information, resources or connections have led to new partnerships or program changes. This case highlights the importance of engaging stakeholders to ensure that they have a sense of ownership of the Learning Events and therefore an incentive to participate in monitoring activities and reflects on the importance of investing in design of monitoring systems and getting to the right questions to make sure that the data collected generates information on the impact of events.

### 4.5.1 Change Agents

Several of the case stories emerging from the grassroots describe the role of change agents or community champions who are responsible for training in their communities.

The *Marine Protected Area Management Capacity Building Program for the Gulf of California* describes their efforts to create a “capacity-building domino effect,” creating a professional network of Gulf of California Marine Protection Area managers; the *Preventing HIV/AIDS among Rickshaw Pullers in India through Knowledge Management* works through community peer educators while the *Connecting Arid Lands Communities With Knowledge* works with field officers who are young men and women trained in information retrieval, capture and dissemination. Moreover community champions are also implicit in the *Participatory Video for Monitoring & Evaluation in Community Based Adaptation to Climate Change* case.

In the Indian and African cases these change agents have an integral role in implementing the monitoring system and these cases highlight the importance of making data collection as simple as possible to incorporate into their other activities. The Indian case in which peer educators keep diaries raises the question of how this data is analysed and acted upon, finding that face to face methods such as magnet theatre, workshops and games were more effective tools to gauge changes in attitudes.

An element that none of these case stories consider is the impact of skills training and empowerment of these community based change agents which in some cases may have longer lasting and further reaching impacts than the activities of specific projects.

## 4.6 Use of Social Media as Monitoring Tools

### 4.6.1 Visual Media

As mentioned above, web 2.0 tools are increasingly being used to facilitate real time feedback loops, inviting reflection on how non-web based social media can be applied to support assessment processes.

Two cases in particular demonstrate how new technological applications have the potential to revolutionize M&E by incorporating visual data to overcome some of the challenges associated with handling large amounts of qualitative data. These cases highlight the reciprocal relationship that exists between KM and M&E, both of which require some sort of exchange of experience between different stakeholder groups.

Both the EthnoCorder: An Innovation in Mobile Data Collection and Use and the Participatory Video for Monitoring & Evaluation in Community Based Adaptation to Climate Change share a focus on making M&E data as useful and accessible as possible by capturing audio-visual footage which can be shared with communities to increase their ownership of the monitoring system.

The Ethnocorder case story presents an innovative tool to overcome the data management capacity of a small NGO in Burundi which was overcome by developing;

“a tool to facilitate the incorporation of multimedia content in a mobile data collection process that enabled real-time data processing.”

This tool overcomes the cumbersome burden of data entry and analysis, to generate qualitative data that can be quantified by instant tagging generating monitoring data and also providing inputs that can be used to support future data collection. The case story highlights the versatility of the tool by describing how it is used to assess its own utility, generating data to improve functionality.

The Participatory Video (PV) case emphasizes community research into climate change adaptation and outlines very clear objectives for using PV to improve M&E in order to enhance accountability, amplify community voice, support community ownership and action research, improve communication between stakeholders and develop knowledge archives. To do this different groups were invited to select the participatory M&E tool that was most suitable for their process, leading to experience of using PV to support Outcome Mapping, Results-based management, Performance Monitoring Frameworks and GIS mapping. This approach helped to make monitoring real and palpable by encouraging communities to identify their own indicators of climate adaptation and defining their own calendar for the collection of visual data. It also demonstrates how a visual approach can be used to support a different types of M&E frameworks.

Another case describing the use of visual media is the *Breaking the Walls of a KM Class Room with YouTube* which relies on social media to provide and measure access and use of content. This case raises an interesting question about how to scale out its approach and is exploring the possibility of supplying the videos on mobile phones where bandwidth and internet access are issues but recognising that while the expectation is that this will increase user adoption it will also weaken the existing measurement systems.

### 4.6.2 SMS

There are also several cases which describe the use of SMS applications, although while both the *Agricultural Value chain development* and *Improving Malawi's Health Through Knowledge Management* case stories describe innovative applications of SMS to provide information, they do not explicitly explore the potential of this media to support monitoring systems.

The exception is the *International Volunteering/Voluntourism – Do it yourself Foreign Aid* case story, which describes an exciting approach to use mobile phone technology to capture GPS data of volunteer initiatives. This case story describes a work in progress so it is still not clear what the lessons or wider applications of this approach will be.

#### **4.7 Internal vs. External: Training Facilitators or contracting Consultants**

Several case stories mention the need for training in M&E approaches, particularly for grassroots level initiatives that aim to incorporate monitoring data into other project activities. For example the *Ex ante evaluation of improved cassava varieties on gender relations in Migori district, Kenya* story explains how a lack of researcher training in the Gender Analysis Matrix led to a less than optimal implementation of the methodology. The *Connecting Arid Lands Communities With Knowledge* case agrees in the need for training for community workers as essential to the success of monitoring systems and to help them to understand the purpose of capturing and recording monitoring data.

This highlights the internal – external dimension of monitoring systems with many smaller projects developing mechanisms to incorporate data collection into other day to day project activities while other larger institutional monitoring systems rely on external consultants and facilitators.

Many of the case stories from larger institutional initiatives such as HIVOS, IKM Emergent, GDNet and ICT-KM all describe processes that were implemented by external consultants, with all of these reflections highlighting the need for consultants to balance an objective position with strong sector experience and the ability to integrate themselves into project teams. An element which none of these cases mention is the need for a budget to support these processes which is not always feasible for smaller projects.

The need for facilitation skills should not be underestimated, particularly when compiling qualitative data of diverse stakeholders experiences.

“Facilitators must find ways by which all stakeholders have a channel to express their opinions and to provide feedback, and that this is all taken into account.” (*Documenting the documentation processes*)

The *Providing Academic Support and building Life Skills of children from poor families* case story also emphasizes the key role of facilitation in various stages of the M&E process. This example is the only case story to describe an application of the Most Significant Change technique, which it describes as both “an intensive process of engaging with people at different levels” and “not a stand-alone technique.” This story highlights the importance of combining MSC with other techniques, providing support to story authors to improve the quality of stories and facilitation skills to ensure that the story selection process is transparent and supports consensus building; all of which require strong facilitation skills. A key element is that in methodologies like MSC (and also Outcome Mapping although this did not come across strongly in stories) is that the evaluation process is as important as the results themselves. A final characteristic of successful facilitation highlighted by *The more we use the knowledge, the more we gain* story is neutrality to support dialogue processes.

## 5 Next steps

As mentioned above, these findings will be shared and discussed with our community of practice to keep the dialogue alive and continue to build our community as we prepare for the upcoming UnConference. This event will create a space to learn more about some of the case stories discussed in this report and will have an open space format to discuss key questions as well as new thoughts and ideas as they emerge in the coming weeks and at the event itself. This report is a first step to encourage further discussion of the emerging lessons and findings and is very much a work in process, we are still open to contributions, either by providing feedback and comment on this report, sharing your experience with us in the form of a case story or by supporting us as we prepare for the UnConference.

We welcome your feedback and opinions on the issues raised in this report and any other topics that you feel have not been adequately addressed and would like to see included in our discussion as we move forward. Above all, our hope is to continue to build and strengthen our community of practice and engage in meaningful dialogue to move towards a shared understanding of this challenge and consensus of areas where we can develop a common framework and work towards practical guidelines and approaches.

Send your comments and suggestions to: <mailto:kmicinfo@kdid.org>

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## Disclaimer

The views expressed in this publication do not necessarily reflect the views of the U.S. Agency for International Development or the U.S. Government.

## Annex I - KM Impact Challenge Case Stories

Case Story	Country	Type of KM	Type of monitoring mentioned
Achieving employee retention through T3RET Knowledge Management initiative ★	Nigeria	Focus on organizational performance	Qualitative
Activating the Primary Agents of Change in Ethiopia (APACE)	Ethiopia	Capacity building	Quantitative & Qualitative
Africa Knowledge Management Awards	South Africa	Learning events	Quantitative (webstats)
Africa Knowledge Transfer Partnerships AKTP	Nigeria	Research communication / policy influence	Qualitative
Agency-Wide Knowledge Management System	United States	Focus on organizational performance	Quantitative
Agricultural Value chain development	Uganda	Innovative use of media	Qualitative
Assessing Innovations in International Research and Development Practice	Canada	Research communication / policy influence	Qualitative
Breaking the Walls of a KM Class Room with YouTube ★	India	Capacity building, Innovative use of media	Quantitative (webstats) & Qualitative
Connecting Arid Lands Communities With Knowledge ★	Kenya	Knowledge centers- access to media	Quantitative & Qualitative
Connecting researchers from the Global South to those with the power to make a difference ★	Egypt	Research communication / policy influence	Quantitative (webstats) & Qualitative
Cultivating KM practices in a large School District	Canada	Focus on organizational performance	Quantitative & Qualitative
Decades of KM-enabled health records put to use in South Sudan	Sudan	Capturing lessons (past and present), Portals / digital libraries	Quantitative (webstats) & Qualitative
Diagnosing processes of K4D ★	Netherlands	Research	Qualitative

			communication / policy influence	
Documenting the documentation processes ★	Netherlands	Capturing lessons (past and present)	Qualitative	
E-Sri Lanka Project---Wisdom Outlet Nenasala	Sri Lanka	Innovative use of media	Qualitative	
EthnoCorder: An Innovation in Mobile Data Collection and Use ★	Burundi	Innovative use of media	Qualitative	
Evaluation of a Pilot Phase of Cultivating Knowledge Sharing Networks and Communities	Italy	Capacity building	Qualitative	
Evaluation of the IKM Emergent Research Programme: taking a complexity perspective to evaluation ★	Germany	Research communication / policy influence	Qualitative	
Ex_ante evaluation of improved cassava varieties on gender relations in Migori district, Kenya	Kenya	Technology Transfer, extension & support	Quantitative & Qualitative (GAM appears to combine)	
Fire Management Learning Community	Mexico	Networks / COP	Qualitative	
Fostering Research and Scholarship through Knowledge Sharing Activities ★	United States	Focus on organizational performance	Quantitative and qualitative	
Global Health eLearning Center: Learning and Evolving ★	United States	Capacity building, Portals / digital libraries	Quantitative (webstats) and qualitative	
Improving Malawi's Health Through Knowledge Management ★	Malawi	Knowledge centers- access to media	Qualitative	
Improving the Social Value of Knowledge for Women Entrepreneurs ★	Argentina	Capacity building	Qualitative	
International Volunteering/Voluntourism - Do it yourself Foreign Aid	Bolivia	Innovative use of media	Qualitative	
Knowledge sharing among multiple partner organizations and country offices ★	United States	Networks / COP, Portals / digital libraries	Quantitative (webstats) and qualitative	
Knowledge Sharing for Democracy Assistance ★	United States	Focus on organizational performance	Quantitative (webstats) and qualitative	

Linking Policy and Practice-The ECDPM 'Weekly Compass' ★	Netherlands	Research communication / policy influence	Quantitative (webstats) & qualitative
Managing Technical Knowledge for Global Staff	United States	Portals / digital libraries	Quantitative (webstats) and qualitative
Marine Protected Area Management Capacity Building Program for the Gulf of California ★	Mexico	Capacity building, Networks / COP	Quantitative and qualitative
Measuring impact of interactive and networking events such as Knowledge Share Fairs	Italy	Learning events	Quantitative and qualitative
Measuring impact of Knowledge Sharing Trainings within an organization ★	Italy	Focus on organizational performance, Networks / COP	Quantitative and qualitative
Measuring the Impact of Learning Events and Publications ★	United States	Learning events	Qualitative
Participatory Video for Monitoring & Evaluation in Community Based Adaptation to Climate Change ★	Kenya	Innovative use of media	Qualitative
Potential for training local communities on adaptation to climate change	Uzbekistan	Capacity building	Qualitative
Preventing HIV/AIDS among Rickshaw Pullers in India through Knowledge Management ★	India	Capacity building, Technology Transfer, extension & support	Qualitative
Providing Academic Support and building Life Skills of Children from poor families ★	India	Knowledge centers- access to media	Qualitative
Tacit and Explicit knowledge on African Fatherhood	Zimbabwe	Research communication / policy influence	Quantitative
The CGIAR Knowledge Sharing Project, 2004-2006: Phase 1 Evaluation Results	Colombia	Focus on organizational performance	Qualitative
The HRH Global Resource Center: Strengthening the Global Health Workforce through KM ★	United States	Portals / digital libraries	Quantitative (webstats) & qualitative
The Ivory Tower	Australia	Capacity building	n/a

The more we use knowledge, the more we gain	United States	Focus on organizational performance	Qualitative
The Power of a New, Web-Based Collaborative Tool to Deliver Essential Information to Health Professionals in Developing Countries ★	United States	Networks / COP	Qualitative
UNDP Bolivia promotes democratic governance through gobernabilidad.org.bo web platform ★	Bolivia	Networks / COP, Portals / digital libraries	Quantitative (webstats) and qualitative
UNICEF Communities	United States	Networks / COP	Quantitative (webstats) & qualitative
You cannot manage sustainability if you cannot measure it	United States	Technology Transfer, extension & support	Quantitative & qualitative
Zambia's HBC Food Security Project Safety Nets for HIV/AIDS- Infected and Affected	Zambia	Technology Transfer, extension & support	Quantitative and qualitative

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★CM Impact Challenge Top Finalist

## Annex 2 - Range of Portals Identified by Case Stories

The following table describes some of the different portals described in case stories:

Case Story	Description of Web Portal
UNDP Bolivia promotes democratic governance through <a href="http://governabilidad.org.bo">governabilidad.org.bo</a> web 2.0 platform	15 institutions; internal & external focus <a href="http://governabilidad.org.bo">http://governabilidad.org.bo</a>  Concentrates its efforts in the production of information (reports, studies, etc.) but does not give same importance to the dissemination and promotion of the use of this information
The Power of a New, Web-Based Collaborative Tool to Deliver Essential Information to Health Professionals in Developing Countries	The portal design was an iterative process, where health professionals identified specific goals, tasks, etc., and software developers “adapted the open-source software to meet the defined goals.” This allowed for a highly interactive creation of a portal where professionals could locate toolkits and other resources that are highly relevant to their work.
The HRH Global Resource Center: Strengthening the Global Health Workforce through KM	KHealth e Toolkit - aggregates free resources, provides search and browse tools, offers personalized librarian support and hosting services, and produces original HRH news and content. New resources added used as indicator
Agency-Wide Knowledge Management System	This portal consists of four major components, including a database of upgraded program management practices and an agency-wide Program M&E database, that are designed to help the organization relate their progress and achievements both internally and externally via social media (website, media/press/Facebook/Twitter).
Knowledge sharing among multiple partner organizations and country offices	13 private sector, nongovernmental and faith-based organizations portal to showcase key program information and enable both staff and colleagues to connect; project website; resources, intranet; staff directory, web based forums
Global Health eLearning Center: Learning and Evolving	Platform for course materials; bandwidth issues addressed eg use of CD Rom, flash drive
Connecting researchers from the Global South to those with the power to make a difference.	Eight Regional Network Partners  16,700 documents, profiles of around 11,000 southern researchers, and features more than 4,500 organisations
Africa Knowledge Management Awards	Web-based portal where “individuals would submit their stories of how they have succeeded or failed in their KM efforts, and what lessons they learnt in the process.”

Decades of KM-enabled health records put to use in South Sudan	Database - is designing an intranet system that incorporates best practices in KM, including open linkages of documents to projects, somewhat borrowing from a wiki approach, in which staff can collaboratively add to each other's work
Breaking the Walls of a KM Class Room with YouTube	Open content repository, Asks very specific KM question and capture expert opinion on the subject; understanding measured by a battery of informal tests – a conversation with KM managers about KM concepts and a small essay on the topic of choice

Managing Technical Knowledge for Global Staff	Creates an accessible internet-based database for information on CLM tools in a user friendly format; should have thought about how staff access information, no real culture of internet access. Classifying tools as emerging, mature or legacy to identify those ready for rapid scale-up and those needing additional work
Tacit and Explicit knowledge on African Fatherhood	“Quantifying information access was relatively easy from web based stats but getting information on how information was used and is provoking attitudinal and institutional change far more difficult”)
Africa Knowledge Transfer Partnerships (AKTP)	Includes partnerships between the private sector in Sub-Saharan Africa and Higher Education Institutions (HEIs) in Africa and the UK Huddle Workspace
Knowledge Sharing for Democracy Assistance	Focuses on local knowledge, solutions; toolkits, guides, and case studies
Fire Management Learning Community	Focuses on network effectiveness but not explicit on use of web
UNICEF Communities	Highlights an integrated web 2.0 technology and social networking functions: “a platform that integrates Web 2.0 technologies and social networking in August 2009: people are now using blogs, discussion forums, document and photo libraries, webinars. Some groups pioneered online wiki spaces to co-create resources in real time and micro-blogging to communicate immediately.”

## Annex 3 - TAG members that participated in peer review of case stories

<b>Name</b>	<b>Organizational Affiliation</b>
Adeboye Adeyemo	African Capacity Building Foundation
Aimee Maron	Independent
Antonella Pastore	CGIAR's ICT-KM Program
Awa Faly Ba Mbow	Innovation Environnement Développement Afrique
Brenda Bucheli	Independent
Ewen Leborgne	International Rescue Committee
Gauri Salokhe	Food and Agriculture Organization of the United Nations
Jorge Chavez-Tarfur	Center for Learning on Sustainable Agriculture, ILEIA
Julie Wechsler	Independent
Julius Nyangaga	International Livestock Research Institute / Evaluation Society of Kenya
Louise Clark	Impact Alliance
Lucie Lamoureux	KM4D Associates
Marie-Ange Binagwaho	International Resources Group
Mike Powell	IKM Emergent
Nancy White	Full Circle Associates
Margaret D'Adamo	United States Agency for International Development
Pete Cranston	IKM Emergent
Peter Ballantyne	International Livestock Research Institute
Peter Hobby	International Resources Group
Riff Fullan	Helvetas
Simone Staiger	International Center for Tropical Agriculture / CGIAR's ICT-KM Program
Sophie Alvarez	International Center for Tropical Agriculture
Stacey Young	United States Agency for International Development
Tony Pryor	International Resources Group

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Willem Bettink

International Fund for Agricultural Development

Jeff Kwaterski

Impact Alliance

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