

The Art of Knowledge Exchange Workshop |
November 18, 2020 |
8:00am-12:00pm EST

Workshop Materials

We have prepared the following materials for use during the Art of Knowledge Exchange workshop on November 18. We have organized them in the sequence that we plan to introduce

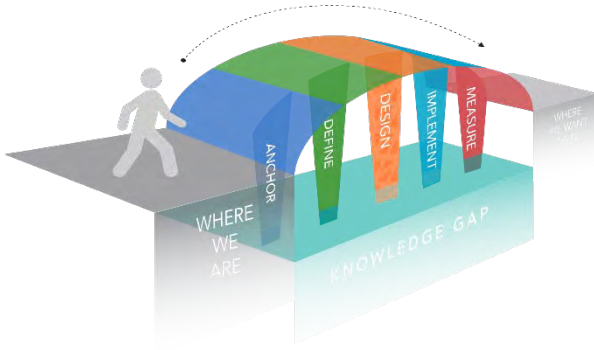
them as part of the workshop. ***Each one of them is a brief handout, but we have consolidated all the handouts in one document for ease of reference. It will take you approximately one hour to do a quick review of all the materials.*** We recommend that you review the materials before the workshop and, if possible, have a print copy available with you during the workshop so that you get the most out of your learning experience.

1. **Checklist:** Art of Knowledge Exchange Methodology
2. **Case Example:** The Philippines Knowledge Exchange Story
3. **Art of Knowledge Exchange Methodology-Step 1-** Institutional challenges blocking the achievement of the development goal *(An Extract from the Art of Knowledge Exchange Guidebook)*
4. **Art of Knowledge Exchange Methodology-Step 2-** Intermediate Outcomes most likely to be achieved from Knowledge Exchange *(An Extract from the Art of Knowledge Exchange Guidebook)*
5. **Knowledge Exchange Instruments** Handout
Note: A specially prepared guidance note/tips on the use of knowledge exchange instruments in a virtual environment will be shared during the workshop
6. **Knowledge Exchange Activities** Handout
Note: A specially prepared guidance note/tips on the use of knowledge exchange activities in a virtual environment will be shared during the workshop
7. **Good Practice Knowledge Exchange Story** – Sri Lanka
8. **Good Practice Knowledge Exchange Story** – Brazil, Colombia, Peru, Guatemala
9. **Lessons of experience** – Emerging from a selection of knowledge exchange results stories from CSOs and CBOs, and good practice example of CSOs and CBOs engagement in a GEF project.
Note: This is a working document which will be used as input into one of the group sessions during the workshop
10. **Roadmap:** Art of Knowledge Exchange Methodology

Feel free to access the full GEF Art of [Knowledge Exchange Guidebook](#) for further reference.



Checklist: Art of Knowledge
Exchange Methodology



Art of Knowledge Exchange Methodology Checklist



Step 1: Anchor

- ☐ Identify the Global Environmental Goal
- ☐ Define the Institutional Challenges
- ☐ Determine the Change Objectives



Step 2: Define

- ☐ Identify the groups of people needed to achieve the change
- ☐ Determine the intermediate outcomes
- ☐ Identify the knowledge providers



Step 3: Design

- ☐ Select the Participants
- ☐ Verify the Change Objective and Desired Intermediate Outcomes
- ☐ Organize the Design and Delivery Team
- ☐ Assemble the Knowledge Exchange Initiative



Step 4: Implement

- ☐ Guide the participants along their learning journey
- ☐ Orchestrate engagement and build relationships
- ☐ Systematically document your implementation and track results



Step 5: Measure & Report

- ☐ Synthesize implementation data
- ☐ Measure effectiveness across expected and unexpected results
- ☐ Report results



Case Example: The Philippines Knowledge Exchange Story



Case Example

STRENGTHENING THE CONSERVATION, PROTECTION AND MANAGEMENT OF MARINE BIODIVERSITY AREAS: CASE STUDY OF THE PHILIPPINES KNOWLEDGE EXCHANGE IN TAÑON STRAIT PROTECTED SEASCAPE (TSPS)

**Knowledge Broker: Rosa Antes, Project Manager for
SMARTSeas PH in Tañon Strait.**

In this knowledge exchange, Tañon Strait, Philippines

**GAINED NEW KNOWLEDGE
ENHANCED SKILLS
IMPROVED CONSENSUS**



Case Example

The Philippines ranks third in the world in marine biodiversity, hosting more than 460 reef-building coral species representing nearly half of all known coral species. In 2006 and 2009, the Philippines Government designated 123 marine-priority conservation areas as “key biodiversity areas”. However, many of these areas, some unprotected or partially protected, face major challenges, including (a) inadequate species, ecosystems, and spatial coverage representation; (b) insufficient and unpredictable funding levels for long-term management; and (c) weak-enabling policy framework for marine biodiversity conservation.

The Philippines Department of Environment and Natural Resources (DENR), supported by United Nations Development Programme (UNDP) and GEF, launched a five-year initiative in 2015, *Strengthening the Marine Protected Area to Conserve Marine Key Biodiversity Areas in the Philippines* (SMARTSeas PH). This initiative focuses on establishing a coordinated approach to conservation efforts in five sites: Verde Island Passage, Lanuza Bay, Davao Gulf, Tañon Strait, and Southern Palawan.

Tañon Strait Protected Seascape is unique in its management complexity as it is under the jurisdiction of the national government, 2 regions, 3 provinces, 42 coastal cities and towns, and 298 villages. The Tañon Strait Protected Area Office was established in 2015 to manage this complex system.

Implementation of the initiative is headed by the DENR Biodiversity Management Bureau in partnership with the National Fisheries Research and Development Institute for the West Sulu Sea Area, Conservation International-Philippines, Haribon Foundation, and the World Wildlife Fund-Philippines. RARE-Philippines, an organization with long-standing presence in the local communities, is the partner organization responsible in implementing SMARTSeas PH in Tañon Strait. In the planning stages of the initiative, knowledge exchanges took the form of multi-stakeholder dialogues that helped in prioritizing various needs and requests, aligning those needs and expectations, and developing a coherent structure to determine what the initiative should achieve.

“The local community wanted to maximize fishing harvests and needed to understand the impact this would have on sustainable resource management. They needed to understand the tradeoffs and how to better manage resources.” ~ Mr. Doley Tshering, Regional Technical Advisor, UNDP

With priorities clarified to support regional and local conservation efforts for each of the five sites, continuing multi-stakeholder dialogues and consultations took place, primarily focused on helping to support the creation of a constituency of informed and empowered fishers, Marine Protected Area (MPA) managers, decision-makers, and influencers. As the only site declared under the National Integrated Protected Area



Case Example

System in the Philippines, Tañon Strait Protected Seascape, the largest MPA in the country, was well underway in pursuing further knowledge exchange activity.

Tañon Strait is unique in its management complexity as it is under the jurisdiction of the national government and encompassing two regions, three provinces, 42 coastal cities and towns, and 298 villages. The Protected Area Office of Tañon Strait Protected Seascape was established in 2015 to manage this complex system. RARE-Philippines, an organization with long-standing presence in the local communities, is the partner organization responsible in implementing the Project in Tañon Strait.

A two-week exchange was organized in September 2016. This “boot camp” workshop was part of Fish Forever Flex, an alternative mode of delivery program to raise awareness on how to contribute to better governance and effective management of Tañon Strait among fishers, MPA managers and enforcers, communities, and local and national government officials. The workshop was also designed to increase participant knowledge and understanding on how to implement each local government campaign for sustainable protected areas and fisheries management. Seventeen local government units were involved in this exchange, working in their own teams and across teams to share new ideas and learn from the experiences of their peers.

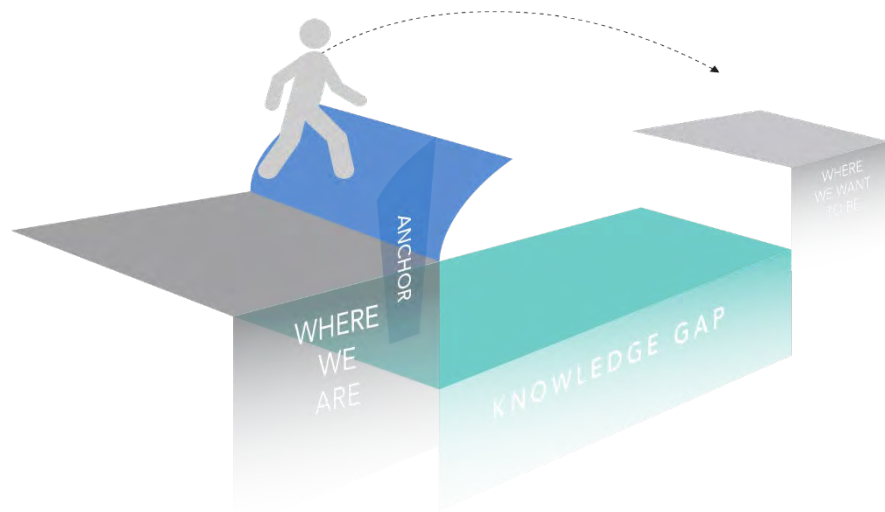
Another exchange followed in November 2016 that focused on furthering the work of the 17 local government units on their own campaigns, advocacy, and monitoring and evaluation efforts. Several campaigns are now underway, showing great potential for raising awareness within local communities. The partners in SMARTSeas PH have recognized a key factor to the success so far of the initiative: ensure follow-through at the local level by identifying the most effective local government unit representatives and organization leaders who can lead and implement the campaigns and advocacy work.

“Tañon Strait is very unique among all sites because protecting the whole area is under the mandate of the national government, but it is necessary to ensure that close working relationship with local government units along Tañon. The challenge lies in harmoniously working together and sharing the resources to manage sustainably the largest protected area in the country. This is where the project comes in. We bring together the actions of all stakeholders.” ~ Dr. Vincent V. Hilomen, SMARTSeas PH Project Manager



3

Art of Knowledge Exchange Methodology-Step 1





Anchor the
Knowledge
Exchange

STEP 1.1 IDENTIFY THE GLOBAL ENVIRONMENTAL GOAL

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

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

An effective global environmental goal is locally owned, generates global environmental benefits, 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 global environmental goal. It is important to recognize that a knowledge exchange initiative alone will not achieve the global environmental goal but will contribute to it.



Philippines Exchange — Global Environmental Goal

The global environmental goal in the Philippines was to strengthen the conservation, protection, and management of key marine biodiversity areas.



Honduras, Nicaragua, and Colombia Exchange — Sustainable Development Goal

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

STEP 1.2 DEFINE THE INSTITUTIONAL CHALLENGE(S)

What challenges are blocking the achievement of the global environmental goal?

Reaching a global environmental 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 an 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 an global environmental goal;
- » **Ineffective organizational and institutional arrangements** characterized by inadequate systems, financing, staffing, incentives, citizen feedback mechanisms, and other resources for achieving a global environmental 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?



Anchor the
Knowledge
Exchange

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 (e.g., Parliament, Ministry) or a mechanism that can support efforts and formally guide the new approach?*
- » *Is the current process for defining and achieving the global environmental 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 (e.g., unintended negative effects)?*
- » *Can the policy instrument accommodate revisions if needed?*
- » *Do new policies and regulations minimize opportunities for corruption?*

Assessing Organizational Arrangements

- » *Can existing institutions realize the global environmental goal? Do new institutions need to be developed?*
- » *Do existing institutions have to be reformed?*
- » *Does the institution have:*
 - › *Mandate, vision, and/or mission to implement the new approach?*
 - › *Viable business plan with clear objectives?*
 - › *Defined set of activities accompanied by a budget, timeline, and assigned personnel?*
 - › *Robust monitoring and evaluation system?*
 - › *Funds to sustain its operating costs?*
 - › *Adequate financial systems in place?*
 - › *Sound leadership?*
 - › *Governing board or system to oversee management?*
 - › *Adequate staffing with technical and administrative skills to meet business needs?*



Anchor the Knowledge Exchange

- » *And does the institution:*
 - › *Report regularly on progress?*
 - › *Issue annual income and expenditure reports?*
 - › *Find ways to regularly improve its processes?*
 - › *Adapt to changing circumstances?*



Philippines Exchange — The exchange focused on two interrelated challenges in Tañon Strait, the largest marine biodiversity protected area in the Philippines:

- » **Weak environment for change:** Lack of an integrated approach and weak coordination and communication among key stakeholders—such as the Protected Area Management Board, a multi-sectoral and decision-making body for each protected area; and the local government units—makes it difficult to settle territorial disagreements and work harmoniously to effectively manage and protect Tañon Strait.
- » **Ineffective organizational arrangements:** Insufficient funds and technical capacity of the Protected Area Office hinders the ability to lead and oversee the management of the Tañon Strait and to implement a coordinated social marketing strategy.



Honduras, Nicaragua, and Colombia Exchange — This exchange tackled two challenges

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

STEP 1.3 DETERMINE THE CHANGE OBJECTIVE(S)

What results will help overcome the institutional challenges?

A change objective is the change your clients and stakeholders believe will best address the institutional challenge(s) they've identified. Work with your counterparts and stakeholders to answer the 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.



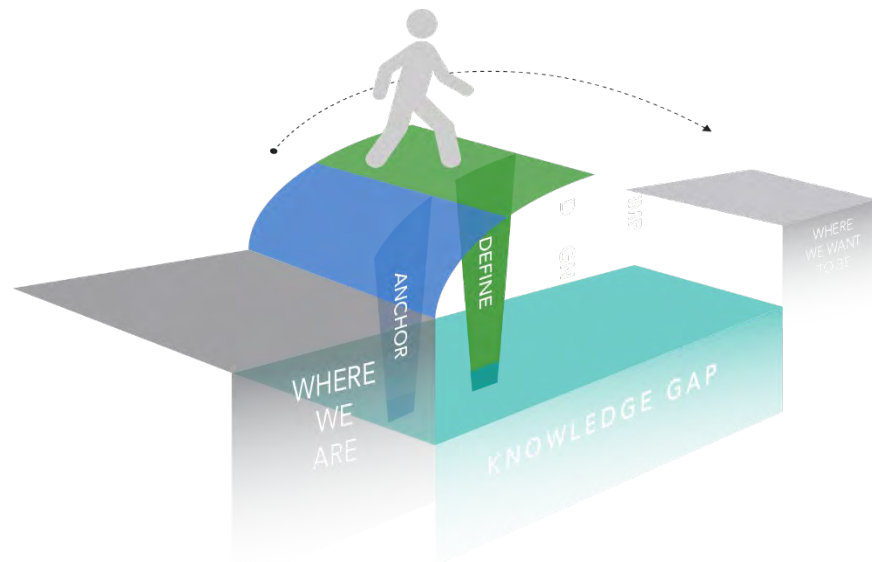
TIP

Make sure the change objective is

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

4

Art of Knowledge Exchange Methodology-Step 2







Define the Knowledge Exchange

Table 2: Sample Intermediate Outcomes and Indicators


Table 2 illustrates the following process for developing results indicators for knowledge exchange:

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

Intermediate Outcome	Type of Progress	Example Indicators of Success
New Knowledge  A person is more likely to act because of a change in awareness, attitude, or understanding.	Raised awareness	At the end of the initial workshop, all campaign teams will be aware of basic principles and processes in project management, facilitation, and effective communication for the creation of their own team's social marketing campaign plan.
	Improved motivation/attitude	By the end of the exchange, all participants from national meteorological institutions identify at least one protocol for ongoing information sharing among scientists on glacier dynamics.
	Greater confidence	By the end of the exchange, all 70 technical officers of environment ministries self-report increased confidence in their ability to analyze dioxins.
	Increased understanding	At the end of the exchange, at least 90% of Honduran participants improve their knowledge of legal frameworks, stakeholder roles, consultation procedures, and governance for communal lands.
	Acquisition of knowledge	At least 90% of participants can, at the end of the exchange, identify eight key characteristics of sustainable water resource projects in their region.
Enhanced Skills  A person is more capable of acting because of a new or developed proficiency.	Application of knowledge	By the end of the exchange, key stakeholders draft action plans that reflect improved consensus and a strategy document on demarcation and titling of Miskito communal lands.




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	The percentage of team members sharing and articulating their views during meetings will increase from 20% to 80% within three months of the exchange.
	Stronger coordination	By the end of the exchange, there will be agreement on the roles and responsibilities of key project delivery team members drawn from the various ministries and agencies.
	Increased cohesion	After the exchange, all participants are unified in the need to broaden inter-agency collaborations within Peru and to deepen the support of pivotal decision-makers and civil society.
	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 water resources and outlines key roles of federal and regional levels.
	Increased commitment to agenda/group	Following the exchange, absenteeism from group meetings will decrease from 50% to less than 10%.
Enhanced Connectivity  A group is more likely or able to act because of new or improved relationships, greater affinity, improved trust, and reduced isolation.	Increased membership	One year after the exchange there is 50% growth in the number of government institutions that report receiving help or advice through the network on water security.
	Increased network density	Double the number of partners to support an expanded awareness campaign on climate change impacts and adaptation options within six months of the exchange.
	Increased sense of belonging	The numbers of members who invite others to join the group will double (from 20 to 40) within one month of the exchange.
	Improved trust	The percentage of network members that self-report trusting advice from other members will increase from 30% to 50% in the next annual member survey.
	Faster communication	Within six months, questions posted to the online forum will be answered satisfactorily in an average of three days (down from eight).
	Fewer isolated members	In the next quarterly member survey, at least 75% of members will report having contacted at least one other member (e.g., by phone, email, or meeting).



Define the Knowledge Exchange

Intermediate Outcome	Type of Progress	Example Indicators of Success
New and Improved Actions  A person or group initiates or modifies their or its activity/actions because of what was learned, practiced, realized and/or as a result of improved collaboration and relationships.	Preparation for action	Within six months after the exchange, the Lima Water Fund in collaboration with the Latin American Water Funds Partnership will have a plan to develop a toolkit to improve the skills of actors working in water governance. After the exchange, which focused on mapping and understanding the stock structure of Indian mackerel in the Bay of Bengal, project leads engage in strategic action planning for the next phase of the project – joint management of fish stocks.
	Change in routine or working in new ways	Within one year following the exchange, the Philippines, Thailand, and Vietnam integrate BAT/BEP provisions into their existing regulations and introduce dioxin standards.
	Maintenance of change	Within three months of the exchange, the ministry will produce an operational manual for implementation of the new policy and form a community of practice for water regulators.

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



TIP

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

Aligning intermediate outcomes with change objectives prioritized by participants will increase the likelihood that something will happen once everyone goes home.

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



Knowledge Exchange Instruments Handout

INSTRUMENTS

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



ENGAGEMENT



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.



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).



ENGAGEMENT



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.



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.

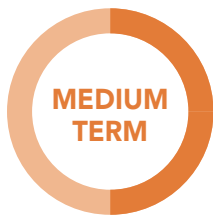


Workshop

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

BEST USED FOR

- » enhancing skills or developing a new proficiency.
- » addressing specific knowledge and learning needs that require a structured learning environment
 - › at a global, regional, country, community, and/or institutional levels.
 - › for a small number of people (maximum 35).
 - › in multiple modes (face-to-face or virtual).
- » writing reports, documenting opinions and suggestions, or creating collaboratively developed plans on a specific issue.
- » building networks and skills to help launch new initiatives.



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).

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 Jam

A facilitated conversation between knowers and doers (change agents) to surface hidden know-how around targeted topics and to translate knowledge into action.

BEST USED FOR

- » initiating new and improved actions.
- » eliciting hidden know-how around targeted topics
 - › with brokers (doers or change agents) who are driven to make sense of the ideas, as they are charged with the responsibility to act.
 - › in a systematic and efficient way. It is a five-step process and the primary elicitation process takes approximately 90 minutes.
- » channeling knowledge into action by explicitly propelling the group towards a deliverable from the knowledge exchange.
- » solving problems using a task force model: the brokers' deliverables drive the agenda.
- » surfacing facts, ideas, and insights that no one person could have on their own.
- » inquiring safely into what did or could happen, capturing participants' words, protecting anonymity.



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.



ENGAGEMENT



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.



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 Activities Handout

KNOWLEDGE EXCHANGE 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



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.

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.



EXPERT PANEL

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

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.



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.

USE IT TO

- » raise awareness about one or more topics in a short amount of time.
- » report on project or group results and good practices.
- » enhance individual or group capacity to prepare succinct reports or presentations.
- » offer new perspectives.



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.

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.



REPORT

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

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.



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.

USE IT TO

- » share and capture tacit knowledge.
- » support deep understanding.
- » draw and focus attention on a topic.
- » enable knowledge sharing.

DISCUSSION



ANECDOTE CIRCLE

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

USE IT TO

- » support process change such as team and relationship building
 - › conflict resolution.
 - › collect stories to evaluate complex projects.
- » enable knowledge sharing.



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.

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.



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.

USE IT TO

- » tap into the knowledge and experience of each participant.
- » energize the group or as an icebreaker.
- » identify needs/solicit quick feedback on a narrow topic.
- » support generation of a large number of ideas.
- » generate group-level questions for speakers.
- » re-focus on core issues.



E-DISCUSSION

A discussion that takes place online either synchronously or asynchronously.

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.



KNOWLEDGE CAFÉ

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

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.



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.

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.

EXPERIENTIAL



ACTION PLANNING

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

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.



FIELD VISIT

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

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.



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.

USE IT TO

- » encourage different or new behavior.
- » encourage exploration or discovery.
- » develop appreciation for another's point of view.
- » strengthen consensus among multiple stakeholders.
- » develop skills to handle a conflict or make difficult decisions.



SECONDMENT

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

USE IT TO

- » develop new proficiencies or enhance skills and expertise.
- » enable knowledge transfer.



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.



A FISHBOWL

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

A fishbowl is an experiential exercise that enables active participation through discussion by those inside the "fishbowl" and active observation by those outside of the "fishbowl." Think of the fishbowl as a center stage with observers sitting around it. A typical fishbowl setup has an inner circle of chairs for about five to eight people with more chairs for observers set around the inner circle.

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.



SIMULATION

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

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.

ANALYTICAL



AFTER-ACTION REVIEW

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.

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.



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.

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.



INTERVIEW

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

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.



SELF-ASSESSMENT

An evaluation of how an individual rates him/herself on a specific set of competencies, behaviors, or attitudes.

USE IT TO

- » learn what participants need from the knowledge exchange.
- » gauge changes in participant competencies, behaviors, or attitudes after the exchange.



SURVEY

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

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.



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 (SWOT = Strengths, Weaknesses, Opportunities and Threat Analysis).

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.



Good Practice Knowledge Exchange Story – Sri Lanka

Engagement of People to People Volunteers to ensure PCB-free welding sector in Sri Lanka

Background

The management of polychlorinated biphenyls (PCBs) is a key priority for Sri Lanka. In 2001, Sri Lanka became a signatory to the Stockholm Convention which was then ratified in 2005. The National Implementation plan of Sri Lanka states that no one could “collect, transport, store, recover, recycle or dispose waste containing or contaminated with PCBs or establish any site or their disposal, except under the authority or a license issued by the Central Environment Authority (CEA) of Sri Lanka” ([National Implementation Plan, 2015](#)).

Even though Sri Lanka is required to phase out the use of PCBs and dispose of any stocks of PCB in an environmentally- safe manner by 2028, the government of Sri Lanka has encountered various constraints in its efforts to improve PCB management. It is a well-known fact that PCBs are released into the environment by unauthorized human activities including releases in welding activities. Given the lack of adequate legislation to control imports, lack of acceptable treatment, disposal and storage systems for PCB-contaminated oils and equipment, and the problem of cross contamination implementing effective PCB management is a major challenge.

Challenge

The challenge that Sri Lanka faces is related to organizational and institutional arrangements, citizen feedback mechanisms, and other resources for achieving the disposal of PCBs by 2028. In fact, lack of information about the impacts of PCBs on health and the environment is a major factor in effective PCB management.

In Sri Lanka used oil from transformers is sold to welders, garage owners, and people using oil for domestic purposes. This practice of reusing transformer oil is a major cause of concern as used oil may come from old transformers. In several reports published by the People to People Volunteers (PTPV), a non-governmental organization in Sri Lanka, it was verified that transformer oil was being used as a coolant oil in welding plants and the possibility of self- and cross-contamination among welders and families was high due to lack of awareness on the ill-effects of PCBs.

Solution

Given the lack of and/or limited information about the impacts of PCBs in the welding sector, it became necessary to identify ways to raise awareness about the following:

- the impacts of PCBs to human health and the environment by the welding sector in Sri Lanka
- the use of PCB-contaminated oil in welding activities in the small-scale welding sector in Sri Lanka

The overall goal of the Global Environment Facility (GEF) project, “Environmentally-sound Management of PCB wastes and PCB-contaminated equipment,” is to build capacity in Sri Lanka to introduce and implement an environmentally-sound management of PCB waste, stockpiles, and PCB-containing equipment. The project worked with PTPV to 1) conduct awareness raising activities for small-

scale welders in different districts of Sri Lanka and 2) to reach decision-makers within the broader welding and power sector in order to influence decision makers and ensure that the used oil market is regulated (PCB-free).

PTPV staff ran an awareness raising campaign which included:

- personal visits to over 3,500 small-scale welders all around Sri Lanka to make them aware about the impact of PCBs on health and environment
- individual and group demonstrations through the use of mobile units equipped with computers and large screens
- distribution of information brochures in local languages
- street dramas
- radio programs

Newspaper articles were also published to reach broader audiences and increase understanding at all levels about the effects of PCB and used oil on health and the environment.



Knowledge Exchange: Street Drama

Additional services were also offered by the PTPV such as testing of the welding oils being used and offering oil replacement once the oil proved to be PCB-contaminated. A mobile app was developed to track the testing and the results. The data recorded in the app was then used in awareness raising activities targeting policy-makers and other relevant stakeholders to support both scientific and fiscal decision-making.



Used oil testing in a laboratory



PCB-contaminated oil cleaning activity

Results

The interventions of the GEF project, with extensive support from People to People Volunteers, ensured that the small-scale welding sector gained **new knowledge and increased understanding** about the health risks and impacts of PCBs. Additional services offered by the PTPV such as testing of the welding oils being used and offering oil replacement once the oil proved to be PCB-contaminated contributed to an increased understanding among the small scale welders about the critical importance of changing their practices. A positive and noticeable change in behavior among the welders has been noted in the following areas:

- mindful handling of used oil due to heightened awareness of the impact of contaminated oil on health

- actively ensuring that they are not using PCB contaminated oil and following up on the results of testing
- taking the initiative to interact with the government and communicating their demands/concerns that the PCB pollutants be removed

PTPV has **built trust** with small-scale welders all over Sri Lanka as part of the broader efforts of the Sri Lanka PCB project. Through its smart data collection and testing of used oil, it has also succeeded in **raising awareness** of policy makers and other key stakeholders regarding the critical need to address the PCB issues in the welding sector. The development of the mobile app and GPS-based database for data collection, meant that contaminated samples and their location could be traced allowing for improved monitoring. Such **new and improved actions** motivated a need for a policy-based decision on the used oil market in Sri Lanka to ensure that only PCB-free oil is available in the market.

“Preventing further dispersion of PCB chemicals within the country is a great challenge. Taking one step at a time is the only way. We have been able to identify new means of PCB management such as temporary storing mechanisms of PCB contaminated transformer oil prior to incineration. We have been able to pass on this information to the relevant authorities. Through this project we were able to motivate all stakeholders especially the local level workers towards sound PCB management by sharing knowledge and information. We will continue to work in line with the objectives of the Ministry of Environment and Natural Resources, the Central Environment Authority and PEN (PCB Elimination Network) an international partner, towards the goal

of eliminating PCB chemicals in Sri Lanka”. ([Recognizing Health Hazards for Safer Livelihood](#))



Anuradha Prabath,
PTPV

Lessons Learned

There were many lessons learned during different phases of the project design and implementation of activities. Some key lessons which stand out and have potential for broader application are the following:

- It is critical to design activities which are relevant for your audience group. For example, our target audience of small-scale welders was best reached in their own environment where they are comfortable and do not have to forego their income to attend formal awareness raising workshops or conferences. With this approach, PTPV also gained a first-hand understanding of the constraints under which they operate and what would it take to motivate a change in behavior.
- To gain the trust of your audiences and communicate your message successfully, the right messenger is key. In this case, having a reputable NGO, People to People Volunteers, reach out to small-scale welders on an individual basis helped build trust, enabled open conversations, and a receptiveness to change in practices.
- Involving multiple stakeholders to solve problems as part of a decision-making process helps buy in, deepens the long-term commitment, and builds a bridge to success. PTPVs collaboration with the Ministry of Public Administration and the Ministry of Environment were integral to expanding the reach and impact of the project.
- The use of various awareness raising instruments is important to ensure that

the appropriate message is continually inculcated with the target audience. A single visit, a single brochure, usually will not make an impact but proper messaging should be done with various means to guarantee understanding.

Instrument Used

Multi-stakeholder Dialogues and Consultations

Knowledge Brokers

Implementing Agency:

UNIDO

Knowledge Providers:

- Sri Lanka Ministry of Environment
- People to People Volunteers

Knowledge Recipients:

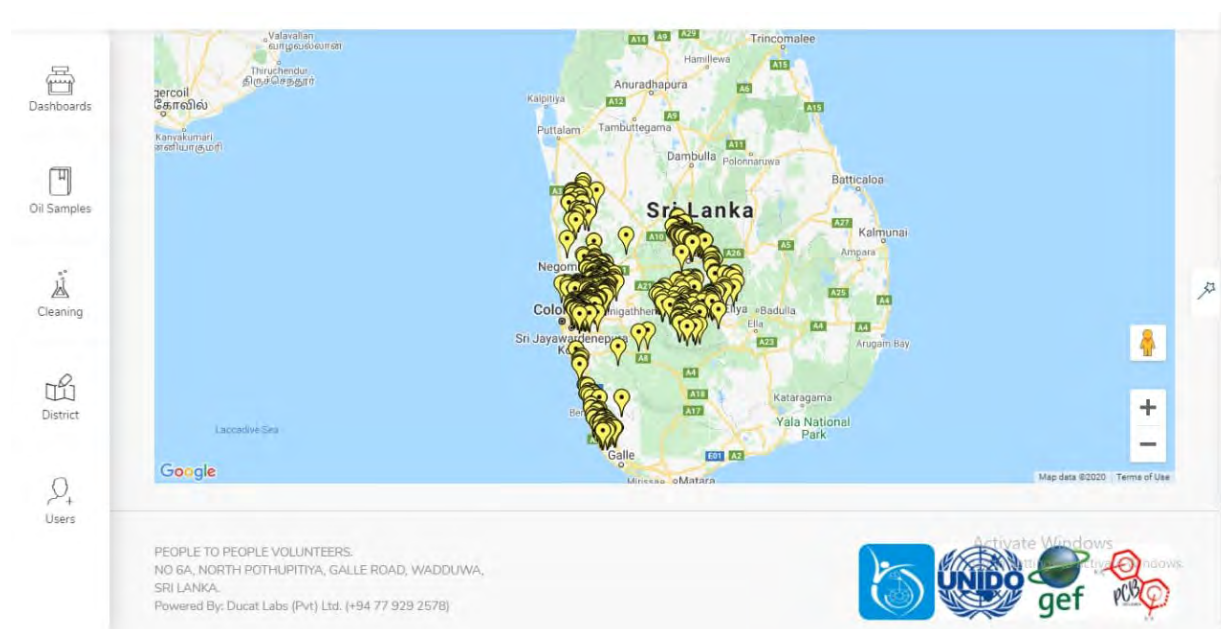
- Small-scale welders in different districts of Sri Lanka
- Decision makers in the government

Learn More

- [Environmentally Sound Management and Disposal of PCBs Wastes and PCB Contaminated Equipment in Sri Lanka](#)
- [National Implementation Plan under the Stockholm Convention on POPs for Sri Lanka](#)
- Unido Stockholm Convention Unit Post about Sri Lanka project:
<https://www.facebook.com/UNIDOSTockholmConventionUnit/posts/2562921270392797>

Submitted by

Carmela Centeno, UNIDO Project Manager



Interface of mobile app developed for field data collection and sample collection for the inventory development on welding sector



Good Practice Knowledge Exchange
Story – Brazil, Colombia, Peru,
Guatemala

Forestry Community Selva Maya-Amaonia: Working Together for the Forest, Life, and Peace

Background

Sustainable forest management involves establishing a system that is ecologically sound, economically viable, and socially responsible. Proper forest management is essential not only for the sustainability of the Amazon's forests and the goods and services they provide but for improving the social and economic wellbeing of people who live in the region. A key ingredient for the success of any initiative related to sustainable forest management is the active engagement of the communities whose wellbeing is most impacted. Enabling this active community engagement requires strong local organizations to work together with public and private stakeholders within a legal framework favorable to land security and community forestry.

Promoting community forestry involves an understanding of forest ecosystems, sustainable and productive systems for timber and non-timber forest products, effective governance structures, equitable benefit sharing schemes, positive community dynamics and empowerment, and a combination of traditional and scientific knowledge.

In 2015 Brazil, Colombia, and Peru (which together represent over 80% of the Amazon basin) came together to develop the Amazon Sustainable Landscape program (ASL), which aims to protect globally significant biodiversity and implement policies to foster sustainable

land use and restoration of native vegetation cover. Within the ASL, promoting community forestry management through an integrated approach has been prioritized.

Challenge

To promote community forestry management in the Amazon, the ASL identified as key challenges:

- legal frameworks that allow for communities to have legal rights for the use and management of forests (forest concessions)
- knowledge about mechanisms for shared benefits among all stakeholders
- capacity for developing sustainable forest value chains
- promoting community forest management within broader landscape multisectoral approach

Solution

In the context of the above challenges, the following objectives were identified:

- raise awareness about sustainable development for the Amazon via community-led forestry management
- build capacity and consensus around the benefits of promoting community-based sustainable forest management

With these objectives in mind, the ASL coordination project supported a knowledge exchange in July 2019 among key stakeholders involved in forest management in the Amazon region of Brazil, Colombia, and Peru. The aim was to have these key stakeholders learn from the successful community management experiences of the Guatemala Maya Biosphere Reserve, where the Association of Forest Communities of Petén (ACOFOP) with the support of many NGOs and governmental cooperation agencies have been effective in

establishing a strong community forestry model with clear social, economic and environmental benefits.

Since the late 1990s, the Government of Guatemala has granted 12 community organizations and two private industrial companies the usufruct rights to administer timber and non-timber forest products in the Multiple Uses Area of the Maya Biosphere Reserve - MBR (community and industrial forest concessions). Undoubtedly, the practical experience that the community organizations have had for almost 30 years in the MBR developing sustainable forest management is unique for Central and South America and represents a valuable learning opportunity for others on what it takes to design and implement a successful community forestry program.

The knowledge exchange was designed and led by the ASL coordination team and the Foundation for Conservation and Sustainable Development (FCDS), a Colombian CSO which was granted the leadership for the exchange given its long-term experience, technical capacity and involvement in these matters. The exchange consisted of a **Study Tour** and **Workshop** that included 21 participants (35% being women, including two community leaders) from Brazil, Colombia, and Peru, representing local communities, indigenous peoples, national and subnational governments, and civil society to learn from the community forestry model implemented in Petén, Guatemala. Even though the number of participants was limited - constrained by the budget available, the participants were selected by the national projects keeping in mind their ability to lead, convene, share or act upon what they have learned.

FCDS, in collaboration with ACOFOP, identified key activities as part of the study tour and workshop to support the participants in gaining

new knowledge and an increased understanding on topics such as territorial governance based on social participation, regulatory framework and governance strengthening, and diversified models of forest use. In addition, the exchange was designed to **improve consensus** among the participants on what it takes to build a successful community forestry program. There were several field visits organized to communities in Carmelita, Uaxactún, and Bloque Melchor de Mencos as well as presentations involving experts in community forestry management. The workshop was planned for the last day of the study tour as it was designed to support participants in reflecting on the similarities, differences, and lessons learned from Guatemala and to determine next steps upon returning to their countries.



[*Study Tour Participants - Selva Maya, December 2019*](#)

Results

The knowledge exchange in, Guatemala (including Petén and Guatemala City) provided the participants from Brazil, Colombia, and Peru with **new knowledge as well as increased understanding** about the conservation benefits (economic, social, and environmental -global and local) that community forest management can provide. The exchange also provided a motivation to strengthen their individual capacity to develop and enact strategies for

sustainable use and management of the Amazon forest. A key lesson learned from Guatemala that resonated with the participants was the need to secure long-term land rights and tenure for sustainable use. In some cases, states retain ownership of lands and in other cases these could be private/communal lands.

The exchange directly supported participants in achieving **improved consensus and stronger coordination** around opportunities for regional cooperation and exchange between the three countries (Brazil, Colombia, and Peru). Participants recognized that despite geographic differences, the know-how shared by Guatemala was applicable to the Amazon region and informed their thinking in relation to processes associated with their local and regional actions.

Besides learning from the Petén experience, the shared experience of learning together **enabled a stronger network and improved relationships** between the stakeholders of the ASL projects.

As a follow-up to the exchange, participants have created a Whatsapp group allowing them to stay in touch, reach out to each other for help, and share experiences on priority topics related to their ongoing efforts in community forestry management. Having a shared learning experience with Guatemala allowed participants to understand and appreciate different perspectives related to community forestry and to identify, integrate, and promote those lessons learned in their own Amazon regions.

In addition to the above, participants were able to initiate several actions in their own countries described below:

Colombia

Participants were motivated after the study tour and workshop to reach out to policy makers and initiate discussions to strengthen

the legal frameworks that will allow for community-based sustainable forest management. Colombia also has plans to invite community forestry /experts from Guatemala to visit Colombia to continue the process of learning initiated with the study tour and to also bring the Guatemala experience to a broader stakeholder group in Colombia.

“A key result from this exchange is the interest of high-level representatives within the Colombian government to learn more about the Guatemala forest concession process and identify its applicability at the policy level, an effort Botero will lead and the ASL will support.” (from the [The dream of community forestry in the Amazon: An interview with Rodrigo Botero García](#))



Rodrigo Botero –
FCDS Director

Brazil and Peru

The participants organized meetings at different levels (ministries, environmental authorities, and communities) to share what they learned from Guatemala. In **Brazil**, opportunities for increased development of non-timber products and sustainable value chains are being discussed, and in **Peru** discussions with the regional governments were focused on increasing community-based ecotourism and expanding concession models.

Lessons Learned

Following are some key lessons learned from the planning and implementation of the knowledge exchange:

- Successful knowledge exchange initiatives are demand-driven and respond to the needs of the countries, governments, beneficiaries.

- A good selection of members to participate from each country is essential. Recommended criteria:
 - A mix of stakeholders (in this case, farmers, technical staff from governmental agencies, and international cooperation agencies)
 - A mix of participants from different levels (local, regional and national) to better understand different contexts and solutions at multiple scales
 - Gender balance
 - Participants with the right skills, so they have the capacity/ability to share lessons with peers upon return.
- Using participatory design in planning a knowledge exchange may take longer but it is better at the end as it engages all stakeholders up front, solidifies the knowledge needs to be addressed, and promotes key priorities – for example, gender balance.
- Flexibility to adapt to changing circumstances, especially logistics, and yet remain focused on a clear objective is critical.
- Good planning involves having realistic expectations about what can be achieved from a knowledge exchange, and how to continue communication among participants beyond the exchange. It is also about capturing the experience and sharing it more broadly with those who could not be a part of the knowledge exchange. A trainer of trainee's approach is key.
- Addressing known constraints up front such as potential language barriers, logistical support, and facilitation can ensure effective participation for all.
- Including a mix of technical knowledge, practical application, and fun activities in the knowledge exchange helps to increase bonding among participants

and can make the follow-up to the exchange easier.

- Having co-financing from the participant institutions adds to the commitment, buy in, and interest.
- Knowledge events should promote a two-way dialogue where every institution has something to give and take and minimize the distinction between knowledge providers and knowledge recipients.

Instruments Used

- Study Tour
- Workshop

Knowledge Brokers

Implementing and Executing Agency:

- IA: World Bank
- Executing Agency: Foundation for Conservation and Sustainable Development (FCDS)

Project Leader for the activity:

- Ana Maria Gonzalez – WBG
- Rodrigo Botero – FCDS Director

Knowledge Exchange Partners (if any) (e.g. local resource person/ agency/ GEF team members):

- Regional Program of Research on Development and the Environment (PRISMA) – El Salvador
- University of San Carlos – Guatemala
- Rainforest Alliance – Guatemala

Knowledge Providers:

Guatemala, Petén, Maya Biosphere Reserve (RBM)

- Association of Forest Communities of Petén (ACOFOP) – Guatemala
- Forest Services Community Enterprise (FORESCOM) – Guatemala

- National Council of Protected Areas (CONAP) – Guatemala

Knowledge Recipients:

Brazil, Colombia, and Peru – Amazon region.

Brazil:

- Secretariat of Environment of the State of Acre
- Secretariat of Environment of the State of Amazonas

Colombia:

- Community forestry program – ASOCAPRICHIO
- Colombian Amazon Scientific Research Institute – SINCHI
- Ministry of Environment and Sustainable Development – Forest Direction
- Regional Environmental Authorities of the Amazon region - CORPOAMAZONÍA and CDA

Peru:

- Regional Government of Ucayali
- Regional Government of Huánuco
- National Forest and Wildlife Service - SERFOR
- National Forest Program
- Sustainable Productive Landscapes in the Peruvian Amazon Project
- Regional Association of the Indigenous Peoples of the Central Rainforest – ARPI
- Regional Organization Aidesep Ucayali – ORAU
- Confederation of Amazon Nationalities of Peru – CONAP

Learn More

- Knowledge exchange [report](#) (in Spanish)
- Online [report](#) in Spanish
- [Video](#) of the knowledge exchange (in English and Spanish)

- Article about the knowledge exchange in [Portuguese](#)
- Other information compiled: <https://fcds.org.co/intercambio-de-experiencias-de-foresteria-comunitaria-selva-maya-amazonia-por-los-bosques-la-vida-y-la-paz-2/>

Submitted by

- Amazon Sustainable Landscape Program - (GEF ID: 9272)
- Activity for the project - AMAZON Coordination Technical Assistance (GEF ID: 9339)



9 Lessons of Experience

Lessons of Experience: Knowledge Exchange and CSO and CBO Engagement in GEF Projects

Working Document | November 2020

It is to be noted that this is a work in progress and has been put together specifically for use in a participant session for this workshop. It will continue to be fine-tuned before it is shared more broadly or prepared as a knowledge product.

After review of 12 to 14 examples of successful knowledge exchange embedded in GEF projects and designed and implemented with CSO and CBO engagement, we bring to you lessons of experience from implementing these initiatives for enhanced global environmental impact. Our hope is that these valuable lessons will form the basis of rich learning and become a checklist for those who are looking to embark on similar initiatives. The lessons of experience are clustered around specific quality assurance criteria and effort and directly reflect the voice of your peers.

Contents

Engaging the Communities/Networks and Promoting Stakeholder Ownership	2
Sustainability of Reforms	3
Planning, Design and Implementation of Knowledge Exchange and Capacity Building Efforts.....	4
Communication and Networking.....	5

Engaging the Communities/Networks and Promoting Stakeholder Ownership

- **Strong relationships, and in particular gaining communities' trust, is essential for the development of effective and sustainable adaptation measures.** Four main actions that have proven to work are: (i) establishing a sincere dialogue, (ii) fulfilling specific commitments, (iii) demonstrating respect for technical and community knowledge and (iv) building a common language that simplifies and clarifies key messages.
- **Highlight the value that each member brings** to the network and support them to promote their message through different channels and knowledge products.
- **Build a common understanding of the impact of climate change** and the ecosystems linked to them and support the establishment of a common agenda with long term targets/goals to implement climate change adaptation measures.
- **A stakeholder committee is a space to recognize, empower and generate accountability** among local stakeholders towards delivering on commitments and goals. This is of particular importance for conservation and climate action.
- **Dedicate time to listen to the priorities of network members** and get their input into how the network should operate and what training topics are important to them. You want them to feel it is their network.
- **Creating space (physical or virtual) for civil society organizations** to interact and exchange best practice is an effective means of building partnerships to exchange knowledge and replicate approaches.
- **An interactive and collaborative approach to governance** of natural resources facilitates tapping into the full potential of different sectors of society to contribute to positive regional (and global) change.

Sustainability of Reforms

- **At the heart of any successful long-term adaptation is the recognition that the communities need to see tangible short-term benefits.** Adaptation is achieved by incorporating - in addition to the necessary scientific studies, simple but very profound aspects for the well-being of communities such as subsistence, affection, protection, understanding, participation, recreation, and recognition.
- **The challenge is to spread awareness and urgency of climate protection and make it economically viable for the communities to support the environment.** The communities have to be trained in alternative economic activities so they have increased confidence and capacity to deal with challenges and have an alternate livelihood means. In some cases, rapid and substantive income and food security benefits for local communities are needed to motivate participation in adaptation initiatives.
- **Do not outsource to external actors.** Active involvement of local community members and community-based organizations in the design and implementation of adaptation measures contributes to its sustainability. Outsourcing to external actors, is not effective. The community needs to own the actions. Provide technical skills to local people so others are inspired to replicate and learn from them. In one of the projects with active community involvement, the “trained” families encouraged others to join the project by sharing their experiences and knowledge, using their own language, and acquired know-how. Formal transfer of this knowledge was facilitated by the project by means of frequent field days or “knowledge fairs” aimed at allowing a diverse range of actors from one region to visit the intervened areas and see the implemented measure first-hand.
- **Not every successful approach has good potential for replication.** It is necessary to consider the relevance of the approach to different contexts, as well as its adaptability for long term sustainability.
- **In terms of project management, the engagement of reputable NGOs is especially important** as they know how to connect with people and it is easier for them to gain the trust of communities. In some projects, use of consulting firms did not work as well as that of NGOs.
- **Involving all relevant stakeholders who are part of the enabling environment** (government, private sector, local government unit and NGOs) to solve problems as part of a decision-making process helps buy in, deepens the long-term commitment, and builds a bridge to success.
- **To go beyond learning and knowledge exchange to actual replication of best practice, financial support is required.** Delivering this through an open call for proposals or other form of competitions and follow up grants can be an effective means of generating innovation and catalyzing partnerships.

Planning, Design and Implementation of Knowledge Exchange and Capacity Building Efforts

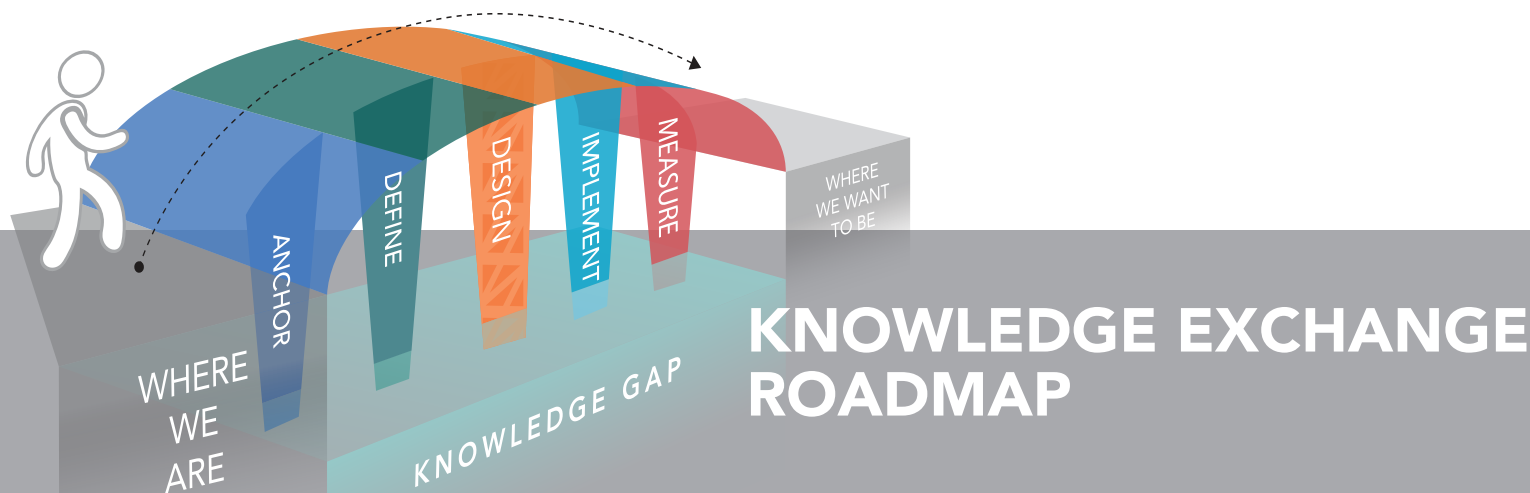
- **For capacity building, it is important to explore tools beyond the traditional training sessions**, where technical support and exchange of experiences and knowledge also contribute to strengthening the social fabric. However, care must be taken not to exhaust communities with too many activities, as this can ultimately discourage engagement.
- **It is important to learn from most relevant experiences** rather than the best experience which cannot be adapted in the local context.
- **Successful knowledge exchange initiatives are demand-driven and have built in flexibility** to respond to changing circumstances and needs of the countries, governments, beneficiaries.
- **Using participatory design in planning a knowledge exchange** may take longer but it is better at the end as it engages all stakeholders up front, solidifies the knowledge needs to be addressed, and promotes key priorities – for example, gender balance.
- **Addressing known constraints up front** such as potential language barriers, logistical support, and facilitation can ensure effective participation for all.
- **Including a mix of technical knowledge, practical application, and fun activities** in the knowledge exchange helps to increase bonding among participants and can make the follow-up to the exchange easier.
- **Community theater and comedy shows are an effective means to communicate key messages** and raise awareness for large audiences and local communities. Messages communicated through laughter and appreciation where all segments of society learn together are powerful. Delivering key messages as short radio broadcasts are also very effective.
- **Develop a common roadmap and common checklist for collective action** by civil society and raise awareness and skills to enable adoption of the common roadmap.
- **It is critical to design activities which are relevant for your audience group.** For example, train the trainer approach, and formal conferences and workshops do not work with audiences who have limited time and financial means and are engaged in earning their livelihood. They are best reached in their own environment where they are comfortable and do not have to forego their income to attend formal awareness raising workshops or conferences. Some group training can be done by setting up mobile units equipped with large screens. This approach also provides a first-hand understanding of the constraints under which your audiences operate and what would it take to motivate a change in behavior.

Communication and Networking

- **Constant and clear communication with project stakeholders from the very beginning is key.** The design and implementation of a project's communications strategy and the strengthening of capacities significantly contribute to the use of knowledge and behavior change.
- **It is important to use a wide range of communication tools** to reach different actors. Audio visual aids when combined with traditional writing pieces and art, facilitate the communication, documentation, and knowledge transfer processes.
- **To gain the trust of your audiences and communicate your message successfully, a right messenger is key.** In this case, having a reputable NGO, People to People Volunteers, reach out to small-scale welders on an individual basis helped build trust, enabled open conversations, and a receptiveness to change in practices.
- **The use of various awareness raising instruments is important** to ensure that the appropriate message is continually shared with the target audience. A single visit, a single brochure, usually will not make an impact but proper messaging should be done with various means to guarantee understanding.
- **Good planning involves having realistic expectations about what can be achieved from a knowledge exchange,** and how to sustain communication among participants beyond the exchange. It is also about capturing the experience and sharing it more broadly with those who could not be a part of the knowledge exchange.

10

Roadmap: Art of Knowledge
Exchange Methodology



ANCHOR

STEP 1.1 IDENTIFY THE DEVELOPMENT GOAL

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.

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

STEP 1.2 DEFINE THE INSTITUTIONAL CHALLENGE(S)

Weak environment for change: characterized by weak stakeholder ownership, lack of consensus on a development approach, or failure to conceptualize or consider a better approach.

Inefficient policy instruments: characterized by weak administrative rules, laws, regulations, standards, and other formal incentives that guide action towards a development goal.

Ineffective organizational arrangements: characterized by inadequate systems, financing, staffing, incentives, and other resources for achieving a development goal.

What challenges are blocking the achievement of the development goal?

STEP 1.3 DETERMINE THE CHANGE OBJECTIVE(S)

A change objective is the change your clients and stakeholders believe will best address the institutional challenge(s) they've identified.

What results will help overcome the institutional challenges?





DEFINE

STEP 2.1 IDENTIFYING PARTICIPANTS PROFILES

Which people/groups are most likely to make this change happen?

Why are they best placed to do so?

Who will Lead?	Who will Influence?	Who will Convene?	Who will Act?

STEP 2.2 DETERMINE THE INTERMEDIATE OUTCOMES

What specific, measurable changes do participants seek?

What does success look like?

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

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

STEP 2.3 IDENTIFY THE MOST APPROPRIATE KNOWLEDGE PROVIDERS

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

Do they have the resources and capacity to share it?

- ☐ **Demonstrated success**
in effectively addressing similar development challenges.
- ☐ **Relevant experience**
in providing this knowledge to people from other places, cultures, and learning backgrounds.
- ☐ **Familiarity**
with the cultural and historical contexts of participant groups.
- ☐ **Resources**
to plan and implement the knowledge exchange in the proposed timeframe.
- ☐ **Readiness**
to deliver, shown by confirmed commitment and understanding of responsibilities & prior relationship with the knowledge-receiving institutions, groups, or individuals.





DESIGN & DEVELOP

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

STEP 3.1 SELECT THE PARTICIPANTS

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?

STEP 3.2 VERIFY THE OBJECTIVE AND OUTCOMES

How can you organize for a successful knowledge exchange?

Who should be in your core design and implementation team?

STEP 3.3 ORGANIZE THE DESIGN AND DELIVERY TEAM

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

STEP 3.4 ASSEMBLE THE KNOWLEDGE EXCHANGE

3.4A CONSIDER THE OPERATING CONSTRAINTS & OPPORTUNITIES



Budget



People



Time



Technology



Environment

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

SHORT-TERM ENGAGEMENT



CONFERENCE



EXPERT VISIT



KNOWLEDGE FAIR



STUDY TOUR



WORKSHOP

MEDIUM-TERM ENGAGEMENT



COMPETITION/ CHALLENGE



MULTI-STAKEHOLDER DIALOGUE AND CONSULTATION



KNOWLEDGE JAM

LONG-TERM ENGAGEMENT



COMMUNITY OF PRACTICE



TWINNING



STEP 3

DESIGN & DEVELOP

3.4C SELECT AND SEQUENCE THE KNOWLEDGE EXCHANGE ACTIVITIES

What is the best way to sequence activities?



Some activities are more suitable in the knowledge exchange planning phase, while others are more effective in delivery and follow up.

Instrument:



Planning



Delivery



Follow Up

3.4D DESIGN THE ACTIVITIES

After selecting and sequencing the activities, you need to think about how to design and deliver them.

How should each activity be designed and delivered?



IMPLEMENT

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

STEP 4.1 GUIDE THE PARTICIPANTS ALONG THEIR LEARNING JOURNEY

How can you ensure participant needs are being met?

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

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?





MEASURE & REPORT RESULTS

STEP 5.1 SYNTHESIZE IMPLEMENTATION DATA

What did you learn during implementation?

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.

Consider ways to fill information gaps. You may, for instance, interview the participants or ask them to share with you their post-event reports, key takeaways, or action plans.

STEP 5.2 MEASURE RESULTS

Did the exchange build the capacity, confidence and/or conviction of participants to act?

Measure Achievement of Intermediate Outcomes

Did the exchange influence results at the institutional and systemic levels?

Assess Progress on the Change Objective

Assess Design and Implementation

STEP 5.3 REPORT RESULTS

Identify the Audience and Define the Goals

What results should you highlight for different audiences?

How can you disseminate results?

Summary Report

Final Report

Results Story

Memo

Briefing

Press Release

Presentation

Webinar

Facebook Page

Blog Posting

Email

Webpage

Other

END ONE JOURNEY... BEGIN THE NEXT

