

Knowledge Management | **STRATEGY**



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IFAD Knowledge Management Strategy

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Abbreviations and acronyms

ARRI	Annual Report on Results and Impact of IFAD Operations
CDI	Change, Delivery and Innovation Unit
COM	Communications Division
CoP	community of practice
COSOP	country strategic opportunities programme
GSR	grant status reports
HRD	Human Resources Division
ICT	Information and Communications Technology Division
IOE	Independent Office of Evaluation of IFAD
KM	knowledge management
KMCG	KM Coordination Group
LMS	Learning Management System
OPR	Operational Policy and Results Division
ORMS	Operational Results Management System
PMD	Programme Management Department
SDG	Sustainable Development Goal
SKD	Strategy and Knowledge Department
SSTC	South-South and Triangular Cooperation

Recommendation for approval

The Executive Board is invited to approve the IFAD Knowledge Management Strategy.

Executive summary

1. To be effective and ensure value for money, IFAD must leverage the best available and most relevant knowledge based on both evidence and practice, from internal and external sources. Learning must be a continuous process to ensure IFAD becomes more agile, responsive and innovative in the solutions it brings to the challenges of delivering on the Sustainable Development Goals (SDGs).
2. At country level, knowledge underpins IFAD's capacity to deliver relevant products (loan projects and grants), combined with expertise and services (policy engagement, South-South and Triangular Cooperation [SSTC], reimbursable technical assistance) in different contexts. IFAD's decentralization process, in particular the establishment of dedicated knowledge and SSTC centres in three regions, will create a much stronger capacity to maximize field experience and the knowledge generated through engagement in SSTC initiatives.
3. Knowledge management (KM) plays a vital role and can be a powerful tool in this regard. KM, organizational learning and adaptive management are increasingly recognized in the international development community as important routes to more effective development assistance. Development agencies are investing in programmes that focus on building individual and organizational capacity to learn and adapt, and on measuring and demonstrating the links between learning, value for money and better development results.¹
4. Recognizing the importance of KM, IFAD committed to its Member States to develop a new KM strategy during the period covered by the Eleventh Replenishment of IFAD's Resources (2019-2021). The goal of the strategy is for knowledge to be assembled and transformed, including through partnerships, into better development results for poor rural people, and greater impact towards the 2030 Agenda for Sustainable Development (2030 Agenda), especially SDG 1 (no poverty) and SDG 2 (zero hunger). The objective is to improve IFAD's ability to generate, use and share the best available evidence and experiential knowledge to achieve higher quality operations, and greater visibility and influence in the global development community.
5. The new strategy will guide IFAD towards better integrated and more effective KM that is tailored to the new decentralized organizational structure, enhanced business model and development effectiveness framework, and which supports IFAD in achieving greater development impact.
6. In preparation for the new strategy and in order to identify challenges, IFAD conducted a systematic analysis of its KM approach and experience over the past decade since the first IFAD Strategy for Knowledge Management was approved in 2007. The analysis showed that although many of the elements of successful KM are in place, a number of important gaps and challenges remain. In particular, there is a need to prioritize the thematic areas in which IFAD has a comparative advantage in order to strengthen its knowledge base.
7. Further, the analysis indicated that IFAD needs to more systematically embed KM in how it works, so that it can better access, use and re-use both the tacit² and documented knowledge it has at its disposal, especially the knowledge and

¹ For example, Multi-donor Partnership on Organizational Learning for Development, United States Agency for International Development (USAID).

² For definitions of tacit and explicit knowledge, see: <https://bloomfire.com/blog/implicit-tacit-explicit-knowledge>.

know-how of its staff, consultants and partners. This is consistent with the findings of the 2016 Annual Report on Results and Impact of IFAD Operations (ARRI) learning theme on KM.

8. The new organizational structure and decentralized delivery model are opportunities to improve IFAD's KM. This new strategy addresses the challenges identified and builds on the considerable KM work already under way at IFAD. It has a theory of change that will enable IFAD to improve how it generates, acquires, shares, uses and re-uses knowledge from internal and external sources, and how it transforms this knowledge into development results.
9. IFAD defines KM as a set of processes, tools and behaviours that connect and motivate people to generate, use and share good practice, learning and expertise to improve IFAD's efficiency, credibility and development effectiveness. The strategy will be implemented through actions to strengthen IFAD's knowledge generation, knowledge use, and the enabling environment for learning and knowledge-sharing. A detailed three-year action plan is included in annex I.
10. IFAD is placing people at the core of the strategy, recognizing that it is the knowledge of its staff and consultants that ultimately drives the quality of its operations and of the institution overall.
11. Based on these actions and the outputs obtained through them, the theory of change for IFAD's KM has five main expected outcomes:
 - Higher quality project and country programme results;
 - Scaled up development results;
 - Enhanced use of evidence-based and experiential knowledge;
 - Greater visibility, credibility and influence; and
 - A stronger learning culture.
12. If these outcomes can be obtained, the goal and objective of the strategy are likely to be achieved.

IFAD Knowledge Management Strategy

I. Knowledge management and its role in IFAD

1. IFAD has responded to the ambitions of the 2030 Agenda for Sustainable Development (2030 Agenda) by implementing the most significant reforms in its history to step up its development impact, including decentralization and a business model that focuses on results and innovation across all areas of work. The reform process paid particular attention to enhancing how IFAD generates, mobilizes and uses knowledge – with a focus on strengthening the linkages and synergies between operations and knowledge-intensive activities at country, regional and global levels.
2. In order to achieve its full potential as an effective, trusted, relevant and influential development partner, IFAD must be able to transform both its financial and knowledge resources into development results.
3. Knowledge management (KM), organizational learning and adaptive management are increasingly recognized in the international development community as important routes to more effective development assistance. Reflecting this trend, the importance of knowledge, KM and learning is highlighted in the IFAD Strategic Framework 2016-2025.
4. The Strategic Framework notes that if IFAD is to maximize its comparative advantage it must work in a way that is bigger, better and smarter. While finance is needed for IFAD to be bigger, knowledge is crucial in order to work better and smarter. IFAD's comparative advantage lies in its strong targeting of the poorest and most food-insecure people in rural areas, and in its focus on empowering them to increase their productive capacities. From a knowledge perspective, the specificity of its focus combined with IFAD's work in diverse country contexts, enables it to: draw on a wide range of experiences; share lessons learned; bring successes from one country or region to another; and play an important role in shaping global policy discussions on agriculture and rural development. Effective partnerships to innovate, learn and scale up impact form a critical component of this comparative advantage.
5. For this reason, the Strategic Framework states that IFAD's ability to learn, to generate knowledge, to provide evidence of what works, and to leverage the knowledge of others are fundamental to its development impact and its ability to provide value for money. IFAD is prioritizing knowledge development, learning and innovation in selected themes – while not excluding knowledge development in other thematic and technical areas. Priorities currently include the cross-cutting themes of environment and climate, gender, nutrition and youth, and private sector engagement.
6. Knowledge is intrinsic to IFAD's enhanced business model.³ Generating cutting edge knowledge about what works in reducing rural poverty will help to increase IFAD's visibility, credibility and influence as a trusted partner. This in turn will better position the Fund to mobilize greater resources for sustainable and inclusive rural transformation. Stronger systems for learning and results monitoring, combined with more efficient use of the knowledge of staff and partners, will support IFAD in its efforts to achieve optimal resource allocation and use. Transforming resources into development results requires IFAD to use its resources based on evidence. Again, it requires IFAD to systematically capitalize on data and lessons from experience generated through its projects, the knowledge of its staff, consultants and partners, and to foster greater openness to discussing limitations and failures, along with success stories.

³ See: [Enhancing IFAD11 business model to deliver impact at scale](#).

7. This strategy should be seen as integral with other, relevant IFAD strategies and action plans. It articulates how and in which areas IFAD will develop, use and share knowledge, including with its partners (see appendix II for examples).

II. Definition of KM for IFAD

8. The existence of numerous and diverse definitions of KM mean that it is often misunderstood, including within IFAD itself.⁴ For the purposes of this strategy, IFAD defines KM as a set of processes, tools and behaviours that connect and motivate people to generate, use and share good practice, learning and expertise to improve IFAD's efficiency, credibility and development effectiveness.

A. Why a new KM strategy?

9. Despite the continuing relevance of the overarching vision and principles of the first KM strategy,⁵ which was implemented from 2008 to 2010, IFAD needs a strategy that better fits the requirements of its new organizational structure and business model, and increasing demands that it provide value for money in achieving the Sustainable Development Goals (SDGs).
10. IFAD must leverage and use cutting edge knowledge based on both evidence and practice, from both internal and external sources, to be effective and to ensure value for money. It must respond to increasing demands from Member States for knowledge and expertise in addition to financing through its country programmes, including provision of knowledge-intensive services such as reimbursable technical assistance.
11. This calls for more focused investment in knowledge development in areas where IFAD wants to be seen as a global leader. It requires IFAD to strategically leverage the knowledge of partners in the development community, in particular where they have a comparative advantage, for example key organizations that produce evidence.
12. Existing knowledge must be easy to locate and must be maintained and updated through curation and adaptive learning to remain valuable. This calls for a more comprehensive approach to managing IFAD's knowledge base.
13. IFAD needs practical and implementable solutions to address the challenges to effective KM that have been identified, while also building on what it is already doing well.

B. The evolution of KM at IFAD

14. The first KM strategy recognized that IFAD needed to improve its learning from development practice, from its own projects and the practice of others, in order to deliver better results and impact.
15. The strategy was recognized as an example of good practice in a 2016 report on KM in the United Nations system,⁶ and led to a number of important changes, including improved technology infrastructure and an increase in the development and dissemination of knowledge products.⁷ However, many activities were undertaken in isolation, hampering efforts to more consistently embed KM across the organization.
16. In order to address this, in 2014 Management approved a new KM Framework⁸ to update the strategy and to build a more coherent, corporate approach to KM and

⁴ During preparatory work for this strategy, KM definitions from a number of organizations were discussed and reviewed during interviews of IFAD staff. These included the World Health Organization, Syngenta and GlaxoSmithKline.

⁵ See EB 2007/90/R.4: [IFAD Strategy for Knowledge Management](#).

⁶ See the 2016 United Nations Joint Inspection Unit report, "Knowledge Management in the United Nations System".

⁷ See: Progress report on the implementation of the IFAD Strategy for KM and the innovation agenda (2011); Progress report on the implementation of the IFAD Strategy for Knowledge Management (2009 and 2010).

⁸ [IFAD KM Framework 2014-2018](#).

learning. A two-year KM action plan⁹ was implemented from 2016 to 2018 to operationalize priority areas of the KM Framework and to address IFAD10 commitments.

17. The Independent Office of Evaluation of IFAD (IOE) noted in its 2016 Annual Report on Results and Impact of IFAD Operations (ARRI)¹⁰ that while progress had been made towards achieving the objectives of the strategy, "the results fell far short of creating the kind of learning culture needed to sustain and expand those gains and produce the improved operational and development outcomes envisioned". The ARRI identified numerous lessons and good practices, as well as challenges, that indicated the need to adopt a more systemic and resourced approach to KM.
18. A brief inventory of IFAD's existing knowledge assets is provided in appendix I.

C. Analysis of KM in IFAD

19. To build on its success and further advance KM activities, in preparation for the new KM strategy IFAD conducted a systematic analysis of its approach to KM in order to identify and understand weaknesses and challenges, and to learn from its own experience and good practice in other organizations. Both formal and informal methods were used to gather inputs, including: semi-structured interviews; a review of how IFAD is benefiting from the tacit knowledge of its staff in core business processes; an organizational network analysis; and a study of good practice in comparator organizations. Summaries of the preparatory work are provided in appendices III, IV, V and VI.
20. Challenges can be categorized largely into three main areas: building the knowledge base; access to, use and re-use of existing knowledge; and culture of learning and knowledge-sharing. A brief summary of the main challenges is provided in figure 1, and the full analysis in annex III.

Figure 1
Main challenges

Building the knowledge base	Access to, use and re-use of existing knowledge	Culture of learning and knowledge-sharing
<ul style="list-style-type: none"> • Learning from operations • Strategic knowledge development • Leveraging knowledge through partnerships 	<ul style="list-style-type: none"> • Locating knowledge • Knowledge flows in decentralised context • Curating and sharing lessons • Harnessing staff knowledge 	<ul style="list-style-type: none"> • Incentives • Capacity and resources • Acknowledging and learning from failure

21. The analysis highlighted that IFAD needs a more focused, prioritized approach to knowledge development and mobilization, aligned with investment opportunities and in areas where it has a comparative advantage over other international financial institutions and relevant United Nations agencies. It could more systematically and strategically leverage the knowledge of partners, especially other multilateral development banks and the Rome-based United Nations agencies. The 2016 ARRI described the Fund's country programmes as "the centre of IFAD knowledge management", with the country strategic opportunities programme (COSOP) as the fundamental building block of KM and "a major source of direction and support for KM activities". The combination of knowledge

⁹ IFAD KM Action Plan 2016-2018.

¹⁰ See www.ifad.org/documents/38714182/39709860/ARRI_2016_full.pdf/569bcea7-a84a-4d38-867f-89b3bb98e0e4.

generated at country level with thematic knowledge developed across countries through thematic groups and networks "provides ... a powerful knowledge base for IFAD and its development partners". This is not yet fully systematized. Much valuable knowledge is generated and applied in country programmes that does not necessarily make its way into IFAD's broader knowledge base. Improvements in this area "could make IFAD substantially more visible and important as a knowledge source within the rural development community". This implies the need for greater attention to KM in COSOP design and implementation, including attention to knowledge in country contexts, as well as its relevance to the work of IFAD and its partners regionally and globally.

22. Although the outposting of technical and operational staff should facilitate KM, disconnects have been identified among some outposted and headquarters-based staff, even among those working in the same area of technical expertise. Formalized processes to connect IFAD employees with each other or with external partners through communities of practice (CoPs) and networks could help to mitigate such disconnects.
23. While IFAD continues to build the information management and IT infrastructure to support KM,¹¹ staff and Management say it is often difficult to find reliable information and data quickly and easily when needed. This is partly related to searchability across systems, and also to staff behaviours and practices that may limit their willingness to seek out knowledge. Documentation of robust lessons is not yet systematic, especially at country level, and lessons and information available through IFAD systems is not always consistent or kept up to date. It was noted that a lessons learned database will quickly become obsolete if it is not curated and updated.
24. The analysis showed strongly that IFAD needs to better capitalize on the tacit knowledge and know-how of its staff and consultants in core business processes, especially in a more decentralized context. It indicated that the contribution of practice-based knowledge is perhaps under-valued.
25. Limited capacities, incentives and resources – especially at country programme and project levels – are major obstacles to KM and learning, and need to be addressed. A central issue that emerged is the extent to which IFAD should prioritize and allocate resources to KM over other competing priorities, especially those more tangibly associated with measurable results.¹² Also key to fully instilling a culture that values learning, use and re-use of knowledge is a focus on process – bringing people together to openly reflect, discuss and share their ideas. It includes openness to discussing failure.¹³ These are areas that can inhibit learning, and where IFAD needs to improve.

III. Theory of change

26. This strategy builds on the considerable work already under way at IFAD, recognizing that it can do more and better. It also draws on experience and ongoing thinking in the development community about the role of KM (see appendix VII). The theory of change presented in figure 2 below will guide IFAD towards better integrated and more effective KM that is tailored to the new organizational structure and enhanced business model, and which supports IFAD in achieving greater development impact. It will enable IFAD to improve how it generates, acquires, shares, uses and re-uses knowledge from internal and external sources.

¹¹ For example, the Operations Results Management System (ORMS), the Operations Document Centre, the client portal and the new intranet.

¹² See ARRI 2016, para. 256.

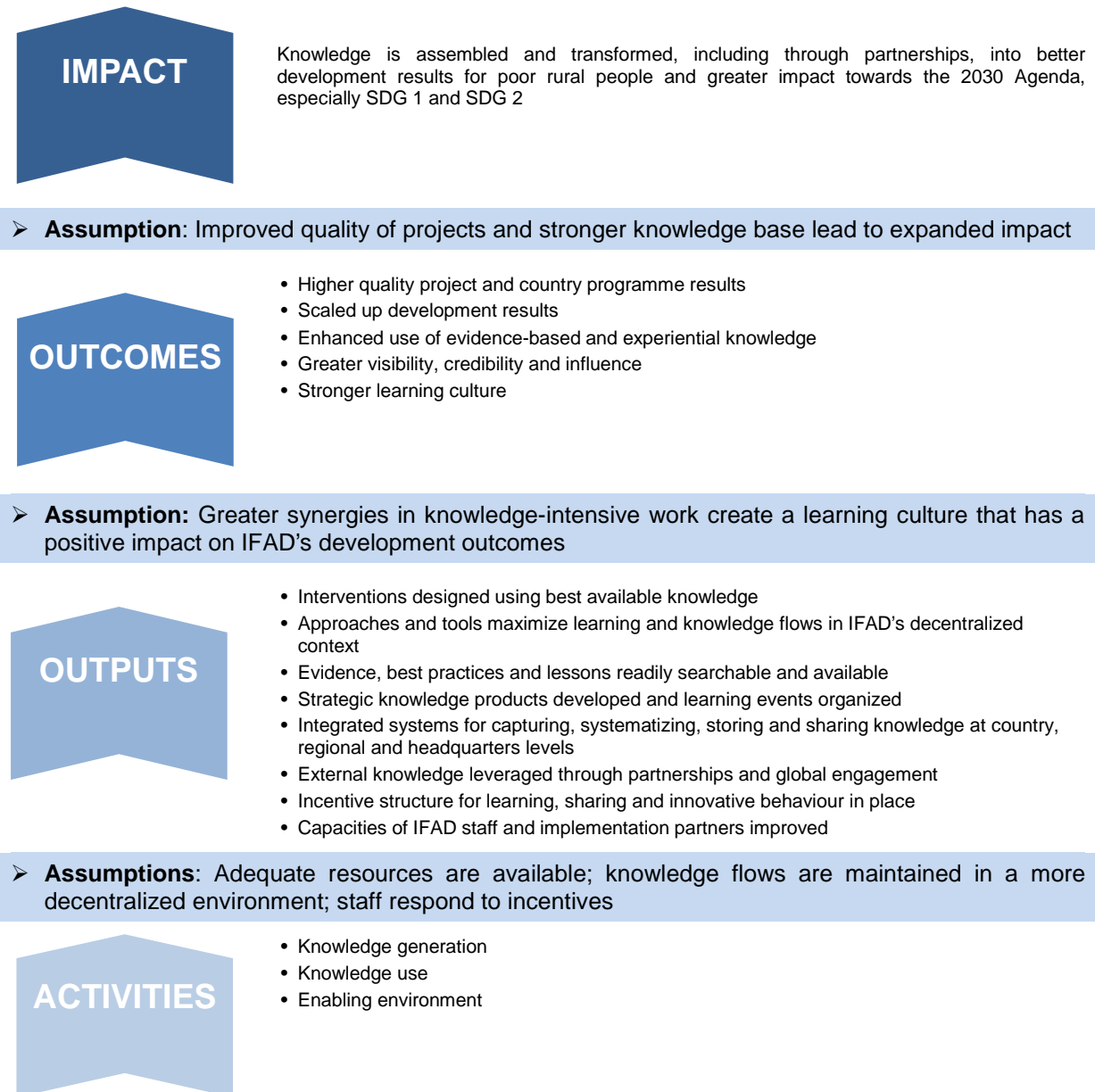
¹³ Alison Evans, Chief KM Commissioner, Independent Commission for Aid Impact, United Kingdom. Quoted in USAID Leaders in Learning podcast series.

27. The goal of the strategy is for knowledge to be assembled and transformed, including through partnerships, into better development results for poor rural people, and greater impact towards the 2030 Agenda, especially SDG 1 and SDG 2.
28. The objective is to improve IFAD's ability to generate, use and share the best available evidence and experiential knowledge to achieve higher quality operations, and greater visibility and influence in the global development community.
29. Activities will be implemented in three broad action areas: (i) knowledge generation; (ii) knowledge use; and (iii) the enabling environment (see summary in figure 3 below). Together, these activities should lead to a series of outputs that: create an evidence base useful to both IFAD and its development partners; systematically embed the best available knowledge in IFAD's operations; and more fully integrate KM and learning into how IFAD works.
30. There is strong coherence across the activities, outputs and outcomes of the KM strategy and action plan. More specifically:
 - The sub-areas of activity under knowledge generation are clearly linked with the outputs: "strategic knowledge products developed", "external knowledge leveraged through partnerships and global engagement", "evidence, best practices and lessons readily searchable and available" and "interventions designed using best available knowledge". These outputs in turn will contribute to the outcomes "greater visibility, credibility and influence", "scaled up development results" and "higher quality project and country programme results". These outputs are also the basis for knowledge use, and thus also contribute to the outcome "enhanced use of evidence-based and experiential knowledge". Good knowledge production and use are necessary, although not sufficient, for building a learning culture.
 - The sub-areas of activity under knowledge use are clearly linked with the outputs: "approaches and tools maximize learning and knowledge flows in IFAD's decentralized context", "evidence, best practices and lessons readily searchable and available" and "integrated systems for capturing, systematizing, storing and sharing knowledge at country, regional and headquarters levels". These outputs in turn contribute to the outcome "enhanced use of evidence-based and experiential knowledge".
 - The sub-areas of activity under enabling environment are clearly linked with the outputs: "incentive structure for learning, sharing and innovative behaviour in place" and "capacities of IFAD staff and implementation partners improved". These outputs contribute to the outcome "stronger learning culture".
31. Success in translating activities into the desired outputs assumes that adequate human and financial resources are available, that knowledge flows are maintained in a more decentralized environment and that staff respond to incentives. For the outputs to lead to the five expected outcomes, it is assumed that greater synergies in knowledge-intensive work will have a positive impact on IFAD's development outcomes.
32. As can be seen in the theory of change, IFAD is placing people at the core of the strategy, recognizing that the knowledge of its staff and consultants is its most important asset – and can give the organization a competitive edge. Approaches and tools that support knowledge flows and joint learning, especially user-oriented technologies and platforms combined with targeted communities of practice¹⁴ and

¹⁴ CoPs are defined by Etienne and Beverley [Wenger-Trayner \(2015\)](#) as groups of people who share a passion for something that they know how to do and who interact: CoPs regularly learn how to do it better. They are comprised of three elements: domain – the definition of the area of shared inquiry and of the key issues; community – the relationships among members and sense of belonging; practice – the body of knowledge, methods, stories, cases,

networks,¹⁵ will be strengthened and given intensive support. They are expected to lead to efficiency gains in operations by providing, for example, faster access to the collective knowledge of staff, more efficient problem solving, and increased knowledge retention (see box 1 in annex III).

Figure 2
Knowledge management theory of change



33. Harmonization will be assured with other relevant internal processes, strategies and policies.

tools and documents. All CoPs are networks in the sense that they involve connections among members. See also [Quick CoP start-up guide](#).

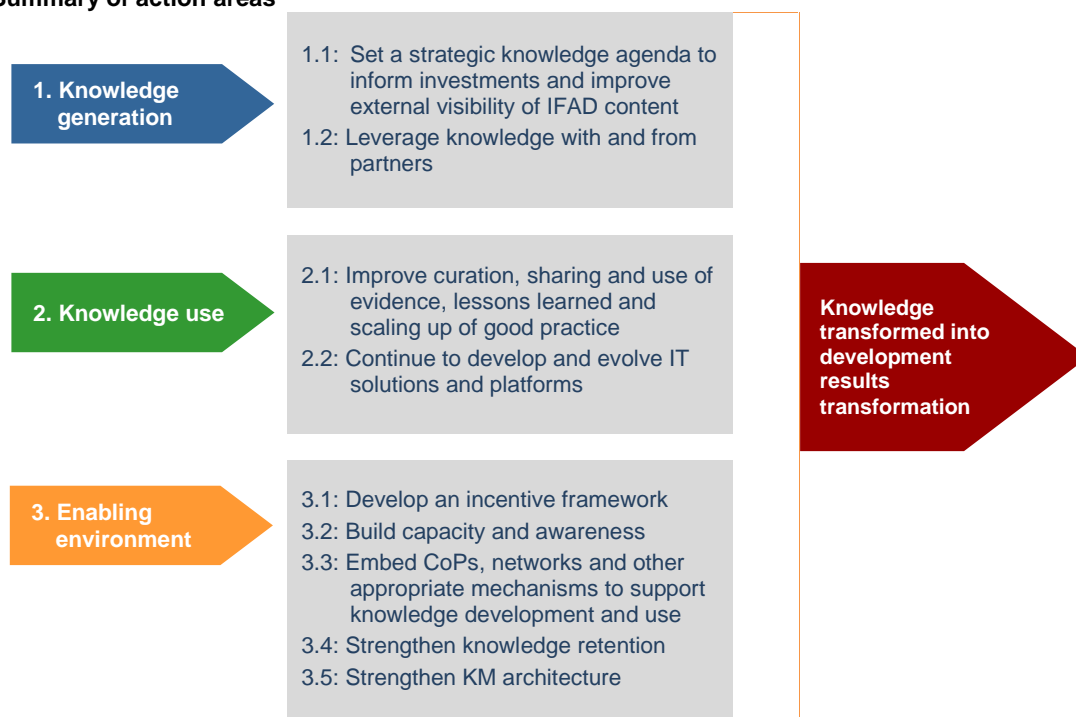
¹⁵ Not all networks are CoPs. Again, [Wenger-Trayner \(2011\)](#) note that a community of practice entails a shared domain that becomes a source of identification. This identity creates a sense of commitment to the community as a whole, not just connections to a few linking nodes. The network aspect refers to the set of relationships, personal interactions and connections among participants that facilitate information flows and helpful linkages.

A. Principal activities

34. The detailed action plan for the period 2019 to 2021 is provided in annex I.
35. Key mechanisms that will trigger transformational change in the results of IFAD's KM, including efficiency gains,¹⁶ will include: strategic and focused knowledge development; improved curation of and access to content; CoPs and networks embedded in work processes; and an appropriate incentive framework.
36. The action plan employs two streams of effort: a foundational approach that will build on IFAD's ongoing knowledge and KM-related activities, and strengthen the required incentives, capabilities and behaviours; and a pilot approach to test and quickly scale up solutions to knowledge challenges.
37. Five initial pilots are proposed: (i) a pre-design knowledge package that consolidates relevant IFAD and external lessons, analytical and technical reports, publications, impact assessments and evaluations, delivery challenges, etc.; (ii) an interactive knowledge exchange system to enhance access to, curation and use of technical content; (iii) three new communities of practice to test models and approaches to better harness staff tacit knowledge in IFAD business processes; (iv) a "learning from leavers" programme to mitigate the risks associated with loss of critical knowledge when staff retire; and (v) a new innovation mainstreaming initiative to develop and test solutions to knowledge challenges.

Figure 3

Summary of action areas



¹⁶ Recent research and experience shows that an organization's learning capability has a positive correlation with organizational performance in both financial and non-financial terms. See S. Goh et al, 2012, "The relationship between learning, capability and organizational performance: a meta-analytic examination", *Learning Organization*, Vol. 19, No. 2, pp. 92-108.

B. Structure, roles and responsibilities

38. Knowledge management is a distributed activity requiring close collaboration and coordination among divisions and departments. As such, KM activities will be carried out at all levels, from project level to hub level to regional level, across themes, across divisions and across departments.
39. New generic job descriptions have clarified specific KM responsibilities for staff in the Strategy and Knowledge Department (SKD) and Programme Management Department (PMD). These responsibilities include knowledge generation, facilitation of connections across regions and between the field and headquarters, building and managing CoPs, technical support to knowledge-sharing and learning, development of knowledge products, and so on.¹⁷ New South-South and Triangular Cooperation (SSTC) and Knowledge Centres in three regions will play a key role in IFAD's KM architecture by strengthening linkages among knowledge activities at the country, regional and global levels.
40. SKD will drive more integrated and better coordinated KM across the organization, providing the guidance and leadership needed for strong teamwork and collaboration. A corporate KM team has been established for the first time in SKD. It will: develop guidelines for KM; build capacity in KM skills and competencies; provide advice and support to networks and communities (including the KM community of practice); and provide best practice KM approaches and tools. It will support staff with KM responsibilities, and in collaboration with technical specialists and regional teams, will provide support, guidance and advice on KM to the SSTC and Knowledge Centres, regional hubs and ICOs as required. The team will coordinate monitoring and reporting on implementation of this strategy and action plan. It will collaborate with the Change, Delivery and Innovation Unit (CDI), in particular in relation to piloting of KM initiatives.
41. The existing interdivisional KM Coordination Group (KMCG) will continue to play an important role in ensuring collaboration across IFAD on KM. The group comprises staff with KM responsibilities and focal points nominated by directors from across IFAD. Additionally, the heads of the three SSTC and Knowledge Centres will join the group. Led by the Senior KM Specialist in SKD, the group will discuss and develop solutions to KM challenges as they arise, identify gaps, propose new initiatives, and contribute to the development of KM guidelines and capacity-building activities. It will support implementation of the action plan as well as reporting on progress.
42. The entire Executive Management Committee will act as IFAD's KM champions. Through their leadership and role modelling of expected behaviours, senior managers will play a crucial role in strengthening IFAD's culture of learning and knowledge-sharing. The mutually reinforcing roles and responsibilities of the different organizational units are set out in appendix III.

C. Risks

43. A detailed outline of risks to successful implementation of the KM Strategy is provided in annex IV. Activities that will mitigate the risks identified are an important feature of the three-year action plan.

D. Measuring success

44. A comprehensive monitoring and learning system, mirroring the theory of change, will be put in place. This will include a mix of quantitative and qualitative approaches to measure success. A results measurement framework (see annex II) includes outcome and output indicators and targets, in many cases drawing on indicators already utilized by IFAD for KM, knowledge products and services,

¹⁷ How these roles fit into the overall KM "architecture" of IFAD, and how they will contribute to implementation of the Strategy will be outlined in more detail in 2019 as part of implementation of the action plan (see annex I, activity area 3.5).

scaling up, lessons learned and SSTC in supervision and project completion reports, client surveys, COSOP completion reviews, IOE evaluations, and so on. Monitoring systems for other corporate action plans, especially for the four IFAD11 mainstreaming themes, will provide more specific information on progress on knowledge generation, sharing and use in various thematic areas.

45. Qualitative methods may include: key informant interviews; Knowledge, Attitudes and Practice surveys; focus groups; storytelling; most significant change studies; appreciative inquiry; and outcome mapping. These methods can be used to track how knowledge products, knowledge exchange, and the use of KM approaches have led to tangible change. The KM and organizational learning maturity model (see appendix VI) will be used as a tool to establish a baseline and targets for improvement at corporate level. It will then be used on a regular basis to assess progress and improvements. A tool¹⁸ associated with the new International Organization for Standardization international standard for KM will be used to assess the robustness and effectiveness of the Strategy's implementation.
46. Participatory "feedback loops" will be built into KM initiatives as one way to get real-time assessments of their value to participants. There will also be a strong focus on gathering evidence that can be used to demonstrate the relevance and value of KM initiatives in terms of efficiency gains and return on investment, in order to justify investment of time and financial resources.
47. Pilot initiatives will be monitored, feedback gathered continuously and lessons documented to support scaling up of successes. Best practice methods will be used to assess the effectiveness of CoPs and networks.
48. The monitoring and learning system will enable not only measurement, but also management of success by setting up mechanisms and processes to use the information obtained – for continuous learning and adaptation, and to support decision-making – ultimately increasing the likelihood of successful implementation of the action plan.
49. The timeframe of this Strategy is aligned with that of the IFAD Strategic Framework 2016-2025. A mid-term review will be carried out in early 2022 and the results presented to the Executive Board for feedback prior to implementing a second action plan. Annual reviews of KM activities, products, outreach and partnerships will be presented to Management.

¹⁸ Collison, C. Corney, P and Eng, P., The KM Cookbook: Stories and Strategies for Organizations Exploring Knowledge Management Standard ISO 30401. Facet Publishing, 2019.

Knowledge management action plan 2019-2021

Action area 1: Knowledge generation					
<p>In order to get the best results using limited resources, IFAD will develop its knowledge base driven by strategic knowledge objectives, targeted to investment priorities and demand for knowledge services such as reimbursable technical assistance, and in areas where it aims to be a recognized thought leader. Knowledge generation will be closely informed by the knowledge gaps and priorities identified in operations, as well as by identification of evidence gaps in the broader context of rural development. IFAD will build on its own knowledge, and will strategically leverage knowledge with and from its partners, including research partners, other multilateral development banks and the Rome-based United Nations agencies, especially in areas where it does not have a comparative advantage. IFAD will systematically make its knowledge available to Member States and other development partners, through its country programmes, including scaling up of results, and through the development and dissemination of high quality knowledge products, as well as through events such as conferences and workshops.</p>					
Activity	Description	Responsible	Milestones	Timeframe	KM results measurement framework indicators (see annex II)
1.1 Set a strategic knowledge agenda to inform investments and improve external visibility of IFAD content <ul style="list-style-type: none"> Contributes to corporate outputs: strategic knowledge products developed and learning events organized; evidence, best practices and lessons readily searchable and available; external knowledge leveraged through partnerships and global engagement; interventions designed using best available knowledge Supports IFAD11 commitments: 3.4 – Strengthen synergies between lending and non-lending engagement; 4.2 – Increase transparency and openness 					
1.1.1	Publish, promote and disseminate through planned outreach, high-quality knowledge products in accessible formats, including: <ul style="list-style-type: none"> 2019 Rural Development Report (RDR) Impact assessments Research series Advantage series How to do notes and toolkits Expert blogs Policy briefs Regional knowledge products 	<ul style="list-style-type: none"> Lead: Strategy and Knowledge Department (SKD) KM team Support: publishing divisions/Communications Division (COM) 	<ul style="list-style-type: none"> Knowledge products published and disseminated 	Ongoing	1.1.1; 1.1.2; 2.1.1; 2.1.3
1.1.2	Identify and address knowledge gaps and priorities at the country, regional and global levels ¹⁹	<ul style="list-style-type: none"> Lead: Programme Management Department (PMD) (West and Central Africa Division [WCA] to pilot)/subregional hubs and South-South and Triangular Cooperation (SSTC) and Knowledge Centres 	<ul style="list-style-type: none"> Synthesis of knowledge gaps and priorities available Evidence gap map developed Pipeline of knowledge products developed addressing knowledge gaps and priorities 	From Q1 2019	1.1.1; 1.1.2; 2.1.1

¹⁹ Based on supervision reports, analysis at regional hub level, portfolio stock-takes, country-level policy discussions, project completion reports (PCRs), results of impact assessments, independent evaluations, policy engagement and evidence "gap maps".

Activity	Description	Responsible	Milestones	Timeframe	KM results measurement framework indicators (see annex II)
		<ul style="list-style-type: none"> Support: SKD 			
1.1.3	Annual review of IFAD KM activities, products, outreach and partnerships, with recommendations on priorities for knowledge development, knowledge partnerships and resource use ²⁰	<ul style="list-style-type: none"> Lead: SKD KM team Support: KM Coordination Group (KMCG) 	<ul style="list-style-type: none"> IFAD KM annual review and recommendations presented 	Delivered in: Q2 2020 and Q2 2021	1.1.1; 1.1.2; 2.1.1
1.1.4	Support and collaborate on initiatives that provide reliable and continuously updated data on rural poverty, hunger and agriculture. For example: <ul style="list-style-type: none"> State of Food Security and Nutrition in the World 50 X 2030 Initiative²¹ World Poverty Clock Ending Rural Hunger project 	<ul style="list-style-type: none"> Lead: SKD 	<ul style="list-style-type: none"> Initiatives supported IFAD is an acknowledged partner and contributor 	Ongoing	1.1.1; 1.1.2; 2.1.3
1.1.5	Improve uptake and dissemination of knowledge and learning generated through independent evaluations	<ul style="list-style-type: none"> Lead: Independent Office of Evaluation of IFAD (IOE)/Operational Policy and Results Division (OPR) 	<ul style="list-style-type: none"> Learning events held Uptake recorded in reporting 	Ongoing	1.2.4; 2.2.3
1.1.6	Encourage IFAD staff to publish externally and participate in knowledge-intensive external activities.	<ul style="list-style-type: none"> Lead: SKD 	<ul style="list-style-type: none"> Simplified internal approval processes 	Ongoing	1.1.1; 2.1.3
1.2 Leverage knowledge with and from partners <ul style="list-style-type: none"> Contributes to corporate output: External knowledge leveraged through partnerships and global engagement Supports IFAD11 commitment: 3.5 – Make strategic partnerships for financing, knowledge, advocacy and global influence a cornerstone of IFAD operations 					
1.2.1	Map existing and potential priority knowledge partnerships, and their comparative advantage, to corporate/regional/national/thematic (e.g. gender, climate, nutrition and youth) knowledge priorities ²²	<ul style="list-style-type: none"> Lead: SKD KM team Support: Global Engagement, Partnerships and Resource Mobilization Division (GPR)/PMD regional teams/SSTC and 	<ul style="list-style-type: none"> Partnerships and their comparative advantage mapped 	Delivered in Q4 2019	1.1.1; 1.1.2; 2.1.3

²⁰ Resources include grants, research, impact assessments, SSTC, supplementary funds, partnerships, technical knowledge and knowledge products.

²¹ IFAD is working with USAID, the Bill & Melinda Gates Foundation, Food and Agriculture Organization of the United Nations and World Bank on the 50 X 2030 Initiative to ensure that 50 countries have agricultural data by 2030.

²² In line with new IFAD partnership framework.

<i>Activity</i>	<i>Description</i>	<i>Responsible</i>	<i>Milestones</i>	<i>Timeframe</i>	<i>KM results measurement framework indicators (see annex II)</i>
		Knowledge Centres			
1.2.2	Systematically generate, distil and disseminate knowledge and innovations emerging from grant portfolio and relevant supplementary-funded initiatives.	<ul style="list-style-type: none"> Lead: Quality Assurance Grants Secretariat/Individual grant sponsors/ Managers of supplementary-funded initiatives /KM focal points 	- Knowledge and innovations disseminated	Ongoing	1.1.1; 1.1.2; 2.1.3
1.2.3	Promote the use of partnering tools to assess the suitability and effectiveness of knowledge partnerships ²³	<ul style="list-style-type: none"> Lead: GPR Support: SKD KM team 	- IFAD partnership framework adopted and tools in use	Ongoing	1.3.2; 2.1.12
1.2.4	Participate in networks ²⁴ and build partnerships that promote knowledge exchange and learning on KM, and organizational learning solutions	<ul style="list-style-type: none"> Lead: SKD KM team Support: KMCG 	- Successful approaches, tools and solutions shared through networking and partnerships	Ongoing	1.3.1; 1.3.2; 2.1.3
1.2.5	Establish visiting expert programme ²⁵ targeted to IFAD knowledge objectives (IFAD staff external placement; and placement of external experts in IFAD) as a component of partnership-building with research, academic and other institutions	<ul style="list-style-type: none"> Lead: SKD Support: Human Resources Division (HRD) 	- Programme established	Starts Q1 2020 then ongoing	1.1.1; 1.1.2; 1.3.1; 2.1.3

²³ Partnership scoping and criteria for assessing effectiveness of partnerships.

²⁴ For example, the United Nations system KM professionals network, Global Delivery Initiative, United Nations library network, Learn4dev and others.

²⁵ Includes formalizing post-doctorate programme already underway in SKD.

Activity	Description	Responsible	Milestones	Timeframe	KM results measurement framework indicators (see annex II)
Action area 2: Knowledge use					
Support for KM planning and implementation will help to build capacity in the decentralized context, and is expected to lead to clarity on knowledge objectives, and more effective capture and use of evidence, good practice and lessons. This will also support staff in regional hubs and SSTC and Knowledge Centres in their efforts to facilitate knowledge exchange and learning among operations staff in the field and with headquarters, and promote linkages between knowledge generated in-country and thematic knowledge generated across countries. A new interactive knowledge exchange system will be piloted to encourage ongoing curation of technical content, and make it easily accessible to staff and partners. The platform will be integrated with the use of communities of practice and networks, which will help to ensure content is curated and kept up to date. Further, the introduction of pre-design knowledge packages – using emerging technologies to compile the most relevant knowledge resources – is expected to lead to efficiency gains in project design. This will build on improved tagging, consistent descriptors across IFAD systems, and a new search function.					
2.1 Improve curation, sharing and use of evidence, lessons learned and scaling up of good practice					
<ul style="list-style-type: none"> Contributes to corporate outputs: (i) Interventions designed using best available knowledge; (ii) Approaches and tools maximize learning and knowledge flows in IFAD's decentralized context; (iii) Evidence, best practices and lessons readily searchable and available Supports IFAD11 commitment: 3.4 Strengthen synergies between lending and non-lending engagement 					
2.1.1	Provide direct support on KM strategy, planning and implementation to regional hubs, SSTC and Knowledge Centres, COSOP design teams and project delivery teams	<ul style="list-style-type: none"> Lead: Regional teams Support: SKD/Regional technical specialists/OPR/GPR 	<ul style="list-style-type: none"> SSTC and Knowledge Centres and regional hubs implement annual KM plans Enhanced guidelines & quality criteria developed (e.g. design and supervision guidelines) 	Ongoing	1.1.1; 1.1.3; 1.1.4; 1.3.2; 2.1.1; 2.1.2; 2.1.3; 2.2.1; 2.2.2; 2.3.2
2.1.2	Maintain and continuously update Rural Solutions Portal for the uptake of development solutions internally and externally to IFAD	<ul style="list-style-type: none"> Lead: GPR Support: SSTC & Knowledge Centres 	<ul style="list-style-type: none"> Rural Solutions Portal updated and maintained At least 5 development solutions taken up in 3 years 	Ongoing	1.1.1; 1.1.2; 1.1.3; 1.1.4; 1.2.12.1.3
2.1.3	Provide enhanced library and information services in the decentralized IFAD	<ul style="list-style-type: none"> Lead: SKD KM team 	<ul style="list-style-type: none"> Library services provided continuously 	Ongoing	1.1.1; 1.3.2; 2.2.1; 2.2.3; 2.3.2
2.1.4	Identify successful approaches to knowledge-sharing by IFAD and partners being used at country and regional levels that can be scaled up	<ul style="list-style-type: none"> Lead: Subregional hubs Support: SSTC and Knowledge Centres/regional hubs/regional teams/technical specialists 	<ul style="list-style-type: none"> Successful approaches documented and shared 	Ongoing	1.1.4; 1.3.1; 1.3.2; 2.2.3
2.1.5	Establish series of regular seminars on "hot topics" in the rural development field, for example the mainstreaming themes of youth, gender, climate and nutrition, drawing on cutting-edge knowledge and IFAD evidence and experience	<ul style="list-style-type: none"> Lead: SKD Support: External Relations and Governance Department/PMD 	<ul style="list-style-type: none"> 6 seminars held annually 	From Q3 2019	1.3.1; 1.3.2

Activity	Description	Responsible	Milestones	Timeframe	KM results measurement framework indicators (see annex II)
2.1.6	Pilot pre-project design knowledge packages for project delivery teams using emerging technologies to draw on internal and external sources, and to leverage lessons learned, including through Operational Results Management System (ORMS) (e.g. delivery challenges, analytical and technical reports on relevant priority themes, impact assessment and evaluation reports)	<ul style="list-style-type: none"> Lead: WCA Support: SKD/OPR/Information and Communications Technology Division (ICT)/Change, Delivery and Innovation Unit (CDI) 	- Pilot completed	From Q2 2019 to Q2 2020	1.2.3; 1.2.4; 2.2.1
2.1.7	Pilot an interactive knowledge exchange system to enhance aggregation, curation, sharing and use of IFAD technical content on priority themes (e.g. Toolkit series), with content updated through communities of practice (CoPs) and networks (see 3.3.2; 3.3.3)	<ul style="list-style-type: none"> Lead: SKD Support: ICT/CDI 	<ul style="list-style-type: none"> - Feasibility study conducted - Pilot for interactive system implemented 	Q4 2020 in place	1.1.1; 1.1.2; 1.3.2; 2.1.1; 2.2.1; 2.2.3; 2.3.1; 2.3.3
2.2. Continue to develop and evolve IT solutions and platforms Contributes to outputs: (i) Approaches and tools maximize learning and knowledge flows in IFAD's decentralized context; and (ii) integrated systems for capturing, systematizing, storing and sharing knowledge at country, regional and headquarters levels					
2.2.1	Establish corporate data and information governance working group	<ul style="list-style-type: none"> Lead: SKD Support: OPR/ICT 	- ToR developed	Q2 2019	1.3.2
2.2.2	Continue to enhance use of data and evidence in decision-making (for example through ORMS, Grant and Investment Projects System (GRIPS), impact assessment reports)	<ul style="list-style-type: none"> Lead: SKD Support: OPR/SKD KM team 	- Development Effectiveness Matrix used in project design	Q2 2019	1.1.1; 1.1.2; 1.1.3; 1.2.3; 1.2.4; 2.2.1
2.2.3	Harmonize descriptors to facilitate and improve tagging and searchability across IFAD systems (including corporate thesaurus/controlled vocabulary and semantic index development)	<ul style="list-style-type: none"> Lead: SKD KM team Support: OPR/COM/ICT/Administrative Services Division (ADM) 	- Consistent/linked descriptors across IFAD systems	From Q4 2019	1.1.1; 1.1.2; 1.2.3; 1.3.2; 2.2.1
2.2.4	Provide innovative technology solutions to support virtual meetings, workshops, communities and networks in decentralized IFAD	<ul style="list-style-type: none"> Lead: ICT Support: SKD 	<ul style="list-style-type: none"> - ICT survey results - Fit-for-purpose tools identified and in use 	From Q3 2019	1.3.1; 1.3.2; 2.3.3

Activity	Description	Responsible	Milestones	Timeframe	KM results measurement framework indicators (see annex II)
Action area 3: Enabling environment					
<p>Stronger incentives will be put in place that more clearly encourage staff to generate, seek out, share, and use and re-use knowledge. Among these incentives will be greater recognition of staff knowledge and efforts to collaborate and exchange knowledge. This will build on job descriptions and the IFAD competency framework, and should be embedded in the performance plans and evaluations of staff. It will require leadership from Management and clear messages that knowledge management is a priority. Training will be provided to develop KM expertise, and KM tools and approaches that are relevant to business processes will be readily available. Innovative approaches will be introduced to mitigate the risks associated with knowledge loss when staff retire or rotate to new positions. Awareness-raising sessions will be held for IFAD Senior Managers and Directors and for all staff (both face-to-face and virtually) on: why KM important is for IFAD; what individuals can do to make it work; and what are the expected behaviours. Innovative approaches to knowledge retention will be introduced to mitigate the risks associated with loss of institutional knowledge as staff rotate and retire, and longer-term consultants move on. Intentional effort, led by Senior Management champions, will be made to open up "safe space" in IFAD for acknowledging and actively learning from failure and less-than-successful initiatives.</p>					
<p>3.1 Develop an incentive framework Contributes to corporate output: Incentive structure for learning, sharing and innovative behaviour in place</p>					
3.1.1	Review and update knowledge-sharing and learning competency	<ul style="list-style-type: none"> Lead: HRD Support: SKD 	- Competency updated	Q1 2020	1.3.1; 1.3.2; 2.3.2
3.1.2	<p>Introduce incentives to motivate knowledge exchange and learning, for example:</p> <ul style="list-style-type: none"> - Annual awards to recognize outstanding collaboration and knowledge-sharing/exchange efforts - Encourage staff to describe their expertise and experience in People: improve tagging and functionalities - Enforce KM requirements in core business processes²⁶ - Acknowledge failure as a learning opportunity - Provide formal time for staff to dedicate to unstructured learning and sharing activities (planned in performance evaluation system) 	<ul style="list-style-type: none"> Lead: SKD Support: HRD/PMD regional directors and regional teams 	<ul style="list-style-type: none"> - Annual staff awards include outstanding knowledge sharing category - Lessons from review of failures included in portfolio stocktaking - Staff feel empowered to dedicate time to learning, sharing and innovating 	Ongoing	1.3.1; 1.3.2; 2.3.1
3.1.3	Pilot a competitive fund to promote innovation in IFAD operations and organizational culture	<ul style="list-style-type: none"> Lead: SKD/CDI Support: GPR 	- Funding secured and programme launched	Start Q3 2020	1.3.1; 1.3.2

²⁶ At the Operational Strategy and Policy Guidance Committee, in disaster risk management, supervision, COSOP completion reviews, staff performance reviews, etc.

Activity	Description	Responsible	Milestones	Timeframe	KM results measurement framework indicators (see annex II)
3.2. Build capacity and awareness					
Contributes to corporate output: Capacities of IFAD staff and implementation partners improved					
3.2.1	Develop training modules in KM-related capacities, methods and tools for IFAD staff and consultants and deliver through the Operations Academy and a corporate staff development programme: <ul style="list-style-type: none"> - How to design and implement KM initiatives - How to analyse, capitalize on and document lessons - Elements of a good story - How to develop and facilitate CoPs and networks 	<ul style="list-style-type: none"> • Lead: SKD KM team • Support: HRD/OPR 	<ul style="list-style-type: none"> - Training modules developed and delivered (e-learning and face-to-face) 	Q2 2020 then ongoing	1.3.1; 1.3.2; 2.3.2; 2.3.3
3.2.2	Implement an internal communications plan for KM strategy roll-out, including awareness raising sessions for Senior and Middle Managers, and for all staff on why KM is important, and what they can do to make it work	<ul style="list-style-type: none"> • Lead: SKD KM team • Support: COM/KMCG 	<ul style="list-style-type: none"> - Communication plan implemented. - 100% of Senior Managers and Directors attend session 	First cohort completed by Q2 2020, then ongoing as required	1.3.1; 1.3.2; 2.3.2
3.2.3	Build KM awareness and capacities among IFAD-supported projects and national partners	<ul style="list-style-type: none"> • Lead: SKD • Support: Sub-regional hubs, regional teams 	<ul style="list-style-type: none"> - Demand-driven capacity building delivered in at least 25 countries 	Grant implementation starts by Q4 2020	1.2.3; 1.2.5; 1.2.6; 1.2.7
3.3. Embed CoPs, networks and other appropriate mechanisms to support knowledge development and use.					
Contributes to corporate outputs: (i) approaches and tools maximize learning and knowledge flows in IFAD's decentralized context; (ii) external knowledge leveraged through partnerships and global engagement; and (iii) interventions designed using best available knowledge.					
3.3.1	Assemble, curate and facilitate use of key KM tools and approaches for use in IFAD business processes, integrated with Operations Manual	<ul style="list-style-type: none"> • Lead: SKD KM team • Support: OPR/KMCG 	<ul style="list-style-type: none"> - Interactive quick reference guide to tools and approaches - KM start-up kits for projects developed and available to all to hubs, IFAD Country Offices and projects 	From Q3 2019 ongoing	1.2.2; 1.2.3; 1.3.1; 1.3.2; 2.2.1; 2.3.3
3.3.2	Provide intensive support to three existing CoPs or networks to align their focus to business needs in decentralized IFAD	<ul style="list-style-type: none"> • Lead: SKD • Support: Regional specialists/subregional hubs/CDI/KMCG 	<ul style="list-style-type: none"> - 3 existing CoPs supported and well-functioning - Lessons from CoP experience systematized, documented and shared 	From Q4 2019 ongoing	1.1.1; 1.1.2; 1.3.2; 2.1.3, 2.3.3

Activity	Description	Responsible	Milestones	Timeframe	KM results measurement framework indicators (see annex II)
3.3.3	Establish three new CoPs/networks to test new models and approaches and strengthen knowledge flows and learning in decentralized IFAD	<ul style="list-style-type: none"> Lead: SKD Support: Regional specialists/technical specialists/subregional hubs/ CDI/KMCG 	<ul style="list-style-type: none"> 3 new CoPs and/or networks set up and well-functioning Lessons from pilots systematized, documented and shared 	From Q1 2020	1.1.1; 1.1.2; 1.3.2; 2.1.3, 2.3.3
3.4 Strengthen knowledge retention Contributes to corporate outputs: i. Approaches and tools maximize learning and knowledge flows in IFAD's decentralized context; ii. Integrated systems for capturing, systematizing, storing and sharing knowledge at country, regional and headquarters levels; iii. Incentive structure for learning, sharing and innovative behaviour in place.					
3.4.1	Introduce enhanced handover processes to mitigate risk of knowledge loss due to staff mobility/separation, and when consultants leave	<ul style="list-style-type: none"> Lead: HRD Support: SKD/CDI 	<ul style="list-style-type: none"> Use of enhanced handover checklist is mandatory 10 structured handover sessions held Initiative reflected in talent management framework 	From Q3 2019	1.3.1; 1.3.2
3.4.2	Introduce a "learning from leavers" programme to reduce loss of business critical knowledge when staff retire	<ul style="list-style-type: none"> Lead: HRD Support: SKD/CDI 	<ul style="list-style-type: none"> Programme introduced and reflected in talent management framework 	From Q4 2019	1.3.1; 1.3.2
3.5 Strengthen KM architecture					
3.5.1	Strengthen KM architecture	<ul style="list-style-type: none"> Lead: SKD KM team 	<ul style="list-style-type: none"> Governance structure for KM established Clear organigram of staff with KM roles and responsibilities Recognition of the role of consultants as "knowledge brokers" across regional hubs and regions 	By Q1 2020	1.3.2
3.5.2	Comprehensive monitoring and learning system in place for KM action plan implementation.	<ul style="list-style-type: none"> Lead: SKD Support: COM/KMCG 	<ul style="list-style-type: none"> Monitoring and learning system and dashboard in place Annual progress report on KM performance and progress against selected indicators 	By Q4 2019	

Knowledge Management Strategy Results Measurement Framework

The tables below present the set of key results indicators (both outcome and output level) to measure and manage implementation progress of the KM strategy. The framework has a simplified two-level structure: Level 1 – Outcomes – focuses on the increased visibility, credibility and influence that IFAD can have with its partners through more effective KM: by strengthening the strategic link between knowledge flows and use, and higher quality operations in IFAD; and by fostering a stronger learning culture within IFAD. Level 2 – Outputs – includes the deliverables (products and services) resulting from activities within the three broad work streams: knowledge generation, knowledge use and enabling environment.

Table 1

Code	Outcome indicator	Source	Baseline	IFAD11 target (end-2021)
Level I – Outcomes				
1.1	Visibility, credibility and influence			
1.1.1	Timely, relevant and useful knowledge products (ratings 3 and above) (percentage)	Client survey	New indicator. Baseline in 2019*	TBD*
1.1.2	High quality knowledge products (ratings 3 and above) (percentage)	Readership survey	New indicator. Baseline in 2020	TBD
1.1.3	Relevant knowledge-intensive services (ratings 3 and above) (percentage)	Client survey	New indicator. Baseline in 2019	TBD*
1.1.4	SSTC knowledge exchange and cross learning (ratings 3 and above) (percentage)	Client survey	New indicator. Baseline in 2019	TBD*
1.2	Knowledge flows and quality operations			
1.2.1	COSOPs with comprehensive SSTC approach at design (percentage)	COSOP	50	66
1.2.2	KM in country strategies (ratings 5 and above) (percentage)	CCR/CSPE**	13	33
1.2.3	Lessons learned from supervision missions and project completion reports (PCRs) (in Operational Results Management System [ORMS]) used in project design (percentage)	Project identification form	New indicator. Baseline in 2020	TBD
1.2.4	Uptake of recommendations from evaluations (percentage)	PRISMA***	87	95
1.2.5	KM ratings at supervision (ratings 5 and above) (percentage)	ORMS	21	35
1.2.6	Scaling up (ratings 5 and above) (percentage)	PCR***	31	60
1.2.7	Lessons learned (ratings 5 and above) (percentage)	PCR	62	80
1.3	Learning culture			
1.3.1	Learning score	Learning survey	11	15
1.3.2	KM maturity (ratings 3 and above across the eight capabilities)	KM maturity model	New indicator Baseline in 2019	TBD

* Revamped client survey will be applied in 2019 to establish baselines and targets for IFAD11.

** COSOP completion reviews (CCRs) will be used as a source to set baseline, target and track progress, whenever information is systematically available. As a proxy, ratings from country strategy and programme evaluations (CSPEs) will be used to track progress on this indicator. Numbers presented for baseline and target are based on CSPEs ratings database.

***: PRISMA = President's Report on the Implementation Status of Evaluation Recommendations and Management Actions; PCR = project completion report validation.

Code	Output indicator	Source	Baseline	IFAD11 target (end-2021)
Level II – Outputs				
2.1	Knowledge generation			
2.1.1	Knowledge products developed according to knowledge gaps (percentage)	KM annual review	0	50
2.1.2	Knowledge products and services developed with external partners (percentage)	KM annual review	TBD	TBD
2.1.3	Knowledge products viewed	KM dashboard	Baseline 2019	30% increase from baseline
2.1.4	Knowledge products downloads	KM dashboard	Baseline 2019	30% increase from baseline
2.1.5	Knowledge products cited	KM dashboard	Baseline 2019	30% increase from baseline
2.1.6	Knowledge product social media likes and retweets	KM dashboard	Baseline 2019	30% increase from baseline
2.1.7	Publications and papers by IFAD staff available on external platforms/library catalogues/ e-repositories of partner institutions (percentage)	KM dashboard	0	60
2.1.8	Grants rated 5 or better for KM and sharing in grant status reports (GSRs) (percentage)	GSRs	57	70
2.1.9	Publications undergoing external peer review (percentage)	KM annual review	34	70
2.1.10	Knowledge products with strategic publishing plan at the outset (percentage)	KM annual review	30	60
2.1.11	Evaluations presented at learning events (percentage)	IOE	30	40
2.1.12	Knowledge management partnerships established (number)	KM annual review	Baseline in 2020	5
2.1.13	Staff participating in visiting expert programme (number)	KM annual review	0	6
2.2	Knowledge use			
2.2.1	Projects designed with support of knowledge packages (percentage)	Project design report (PDR)	0	30
2.2.2	Supervision missions with quality review of KM (percentage)	ORMS	Baseline 2019	60
2.2.3	Regional hubs and IFAD Country Offices (ICOs) receiving library services (number)	KM annual review	100	100
2.2.4	Library users satisfied with service provision (percentage)	KM annual review	34	60
2.2.5	COSOPs with detailed KM plans (percentage)	COSOPs	7	40
2.2.6	Successful approaches to knowledge-sharing documented and adopted (number)	KM annual review	Baseline 2019	10
2.3	Enabling environment			
2.3.1	Staff expertise and experience accessible on IFAD internal platforms (percentage)	People	0	50
2.3.2	Staff trained in KM-related capacities using new skills (percentage)	KM annual review	0	50
2.3.3	Retiring staff with critical knowledge participating in structured handovers (percentage)	KM annual review	0	100
2.3.4	Communities of practice (CoPs) support knowledge flows and use (number)	KM annual review	0	5

Table 2

Definitions and data sources for the IFAD11 KM RMF indicators

<i>Code</i>	<i>Outcome indicator</i>	<i>Source</i>	<i>Definition</i>
Level I – Outcomes			
1.1	Visibility, credibility and influence		
1.1.1	Timely, relevant and useful knowledge products (ratings 3 and above) (percentage)	Client survey	Simple average of percentage of respondents giving a rating of 3 or above to relevance (Q10.1), percentage of respondents giving a rating of 3 or above to timeliness (Q10.2), and percentage of respondents giving a rating of 3 or above to usefulness (Q10.3) of IFAD's knowledge products.
1.1.2	High quality knowledge products (ratings 3 and above) (percentage)	Readership survey	Percentage of respondents giving a rating of 3 and above for quality, relevance and usefulness of IFAD's corporate knowledge products. This information will be complemented with more in-depth qualitative assessment.
1.1.3	Relevant knowledge-intensive services (ratings 3 and above) (percentage)	Client survey	Percentage of respondents giving a rating of 3 or above to relevance of knowledge-intensive services (Q4.2).
1.1.4	SSTC knowledge exchange and cross learning (ratings 3 and above) (percentage)	Client survey	Percentage of respondents giving a rating of 3 or above to whether IFAD is effective in leveraging SSTC to exchange knowledge and promote cross-learning across projects (Q7.7).
1.2	Knowledge flows and quality operations		
1.2.1	COSOPs with comprehensive SSTC approach at design (percentage)	COSOP	Percentage of COSOPs approved in the last 36 months with a comprehensive approach to SSTC.
1.2.2	KM in country strategies (ratings 5 and above) (percentage)	CCR/CSPE	Percentage of country strategies evaluated in the last 36 months rated 5 or above for knowledge management. CCRs will be used as a source to set baseline, target and track progress, whenever information is systematically available. As a proxy, ratings from CSPEs will be used to track progress on this indicator. Numbers presented for baseline and target are based on CSPE ratings database.
1.2.3	Lessons learned from supervision missions and PCRs (in ORMS used in project design) (percentage)	Project identification form	Percentage of lessons learned from supervision and completion, registered in ORMS, used in projects designed and approved in the last 12 months.
1.2.4	Uptake of recommendations from evaluations (percentage)	PRISMA	Percentage of lessons learned from evaluations registered in PRISMA that have been addressed in project and/or country strategy design and implementation. The indicator is calculated on a yearly basis each September, counting the recommendations being followed up or ongoing up to June of each year, out of evaluations being both completed up to June of previous cycle and not counted before (i.e. new ones). Some additional evaluation recommendations (that weren't followed up or on going in previous cycles) may be added to the sample coming from previous cycles.
1.2.5	KM ratings at supervision (ratings 5 and above) (percentage)	ORMS	Percentage of ongoing projects with at least one supervision mission or projects completed in the last 12 months or less rated satisfactory (5) or better for knowledge management during the last supervision mission.
1.2.6	Scaling up (ratings 5 and above) (percentage)	PCR/V	Percentage of completed and evaluated projects in the last 12 months rated satisfactory (5) or better for scaling up. Scaling up refers to whether the project is positioned to translate its approach and/or innovations on a larger scale by government, donors and or partners.
1.2.7	Lessons learned (ratings 5 and above)	PCR/V	Percentage of completed and evaluated projects in the last 12 months rated satisfactory (5) or better for lessons learned. Lessons learned refers to whether the project documented and applied lessons learned throughout its implementation.
1.3	Learning culture		
1.3.1	Learning score	Learning survey	Simple average score out of the average score (0 to 20) of each of the eight dimensions evaluated: creating a supportive culture, gathering internal experience, accessing external

Code	Outcome indicator	Source	Definition
			learning, communication systems, mechanisms for drawing conclusions, developing an organizational memory, integrating learning into strategy and policy, and applying the learning.
1.3.2	KM maturity (rating 3 and above across the eight capabilities)	KM maturity model	Self-assessment of IFAD's KM and organizational learning maturity, using a model (developed with staff) that defines and scores eight capabilities on a 1-5 scale

Level II – Outputs

2.1	Knowledge generation		
2.1.1	Knowledge products developed according to knowledge gaps (percentage)	KM annual review	Number of knowledge products elaborated in the last 12 months based on knowledge gaps identified in evidence gap maps and operations, using new KM architecture to formally define knowledge gaps, needs and objectives on a routine basis.
2.1.2	Knowledge products and services developed with external partners (percentage)	KM annual review	Percentage of knowledge products and RTA services completed in the last 12 months developed with external authors with affiliations to IFAD's knowledge partners.
2.1.3	Knowledge products viewed	KM dashboard	Views of IFAD publications from IFAD website per last 12 months
2.1.4	Knowledge products downloads	KM dashboard	Downloads of IFAD publications from IFAD website per last 12 months
2.1.5	Knowledge products cited	KM dashboard	Citations of publications by IFAD and IFAD staff per last 12 months
2.1.6	Knowledge product social media likes and retweets	KM dashboard	Likes and retweets of IFAD publications per last 12 months
2.1.7	Publications and papers by IFAD staff available on external platforms/library catalogues/ e-repositories of partner institutions (percentage)	KM dashboard	Percentage of publications and papers written or co-authored by IFAD staff in the last 12 months available on external platforms, library catalogues or e-repositories of partner institutions.
2.1.8	Grants rated 4 or above for KM and sharing in GSRs	GSRs	Percentage of ongoing grants currently rated 4 and above for knowledge management in GSR.
2.1.9	Publications undergoing external peer review (percentage)	KM annual review	Percentage of publications and papers written by IFAD staff in the last 12 months undergoing peer review by IFAD's external knowledge and institutional partners.
2.1.10	Knowledge products with strategic publishing plan at the outset (percentage)	KM annual review	Percentage of knowledge products published by IFAD in the last 12 months with strategic publishing plan from the outset
2.1.11	Evaluations presented at learning events (percentage)	IOE	Percentage of IOE evaluations presented at learning event in the last 12 months.
2.1.12	Knowledge management partnerships established (number)	KM annual review	Number of partnerships developed with the purpose of knowledge exchange on and use of KM solutions
2.1.13	Staff participating in visiting expert programme (number)	KM annual review	Number of IFAD staff participating in the visiting expert programme with IFAD's knowledge partners in the last 12 months.
2.2	Knowledge use		
2.2.1	Projects designed with support of knowledge packages (percentage)	PDR	Percentage of projects approved in the last 12 months designed with support of knowledge packages.
2.2.2	Supervision missions with quality review of KM (percentage)	ORMS	Percentage of supervision missions in the last 12 months with KM rating coherent with narrative justification.
2.2.3	Regional hubs and ICOs receiving library services (number)	KM annual review	Number of regional hubs and ICOs accessing library services in the last 12 months
2.2.4	Library users satisfied with service provision (percentage)	KM annual review	Percentage of users accessing IFAD's library services who are satisfied or highly satisfied with service provision
2.2.5	COSOPs with detailed KM plans	COSOPS	Percentage of COSOPS in the last 12 months with detailed KM plans.

2.2.6	Successful approaches to knowledge sharing documented and adopted (number)	KM annual review	Number of successful approaches to knowledge-sharing documented and adopted across regions in the last 12 months.
2.3	Enabling environment		
2.3.1	Staff expertise and experience accessible on IFAD internal platforms (percentage)	People	Percentage of staff whose expertise and experience is accessible on IFAD internal platforms.
2.3.2	Staff trained in KM-related capacities using new skills (percentage)	KM annual review	Percentage of staff trained in KM-related capacities in the last 12 months who are successfully applying these new skills. To be measured through follow-up interviews and value-creation stories.
2.3.3	Retiring staff with critical knowledge participating in structured handovers (percentage)	KM annual review	Percentage of staff retiring from IFAD identified with critical knowledge participating in structured handovers in the past 12 months.
2.3.4	Communities of practice support knowledge flows and use (number)	KM annual review	Number of CoPs active for at least the last 12 months that are supporting the flow of knowledge into and out of IFAD's business processes (e.g. project and COSOP design, thematic knowledge development, knowledge product development) to be measured by methods including value-creation stories, semi-structured interviews, Knowledge, Attitudes and Practice surveys and social network analysis.

Analysis of knowledge management in IFAD

1. IFAD conducted a systematic analysis of its approach to knowledge management in order to identify and understand weaknesses and challenges, and to learn from its own experience and good practice in other organizations. Both formal and informal methods were used to gather inputs, including: semi-structured interviews; a review of how IFAD is benefiting from the tacit knowledge of its staff in core business processes; an organizational network analysis; and a study of good practice in comparator organizations.
2. Broadly, the analysis showed that challenges to be addressed by KM in IFAD are interconnected and do not always lend themselves easily to simple solutions and "quick wins". Challenges fall largely into three areas: building the knowledge base; access to, use and re-use of existing knowledge; culture of learning and knowledge-sharing.
3. Mirroring the findings of the Annual Report on Results and Impact of IFAD Operations (ARRI), the analysis showed that IFAD needs to more systematically embed KM in how it works, so that it can better access, use and re-use both the tacit and documented knowledge it has at its disposal, especially the knowledge and know-how of its staff, consultants and partners. IFAD is yet to fully instil a culture that values learning, use and re-use of knowledge. Improving the quality of evidence and learning, and ensuring systematic documentation of and access to lessons, is no guarantee that they will make their way into an organization's decision-making. In addition to the evidence itself, this also requires a focus on process – bringing people together to openly reflect, discuss, and share their ideas. It includes openness to discussing failure.²⁷ These are areas which can inhibit learning, and where IFAD needs to improve.
4. This underlines the need for more compelling incentives for learning and sharing, including providing time and space for staff to think and reflect, and creating a safer environment for taking a learning approach to failure. Expected behaviours have been defined in IFAD's competency framework, but follow-up during annual staff performance evaluations is patchy. The required capabilities need to be developed from the field to corporate level, and adequate resources provided.
5. Of note is the perception among staff that IFAD does not place adequate value on their knowledge and expertise. This issue goes to the heart of IFAD's capacity to build a stronger knowledge-sharing and learning culture, and implies a crucial role for Senior Management in providing leadership and role modelling of the required behaviours.
6. The analysis highlighted that IFAD needs a more focused approach to development and mobilization of cutting edge knowledge. This will require identifying priority areas, and strategically investing available resources. IFAD must more systematically and strategically leverage the knowledge of partners, especially other multilateral development banks and the Rome-based United Nations agencies.
7. More coordinated efforts are needed to better define the objectives of knowledge partnerships, and then to identify and prioritize partnerships accordingly in support of more focused knowledge development at country, regional and corporate levels, especially in areas where IFAD does not have a comparative advantage.
8. The 2016 ARRI described the country programmes as "the centre of IFAD knowledge management", with the country-strategic opportunities programme (COSOP) as the fundamental building block of KM and "a major source of direction and support for KM activities". The combination of knowledge generated at country

²⁷ Alison Evans, Chief Commissioner, Independent Commission for Aid Impact, United Kingdom. Quoted in USAID Leaders in Learning podcast series.

level with thematic knowledge developed across countries through thematic groups and networks "provides ... a powerful knowledge base for IFAD and its development partners". The ARRI noted however that this was not yet fully systematized, "but improvements in this area ... could make IFAD substantially more visible and important as a knowledge source within the rural development community".

9. There is widespread agreement that more effort is required to address persistent weaknesses in how IFAD and its partners learn from operations. Much valuable knowledge is generated and applied in country programmes, at project level and through non-lending activities that does not necessarily make its way into IFAD's broader knowledge base. Beyond reporting requirements on portfolio performance, knowledge feedback loops can be weak between country, regional and corporate levels.
10. It has been assumed that the decentralization of operations staff to regional and subregional hubs, and the establishment of three regional South-South and Triangular Cooperation (SSTC) and Knowledge Centres, will facilitate KM. Staff have expressed concern that this may be over-optimistic, especially given that many are already overloaded with other, higher priority areas of work, and that knowledge flows and connections are often already weak.
11. Initiatives are already in place or being developed to address challenges in this area.²⁸ SKD has a key role to play in strengthening the connections between knowledge generated at country level (including robust lessons from experience), IFAD's highly specialized thematic knowledge, and the evidence generated through impact assessment and research and with partners.
12. Additionally, at country programme and project level, limited capacities, incentives and resources are major obstacles to KM and learning, and need to be addressed. An IFAD-supported initiative implemented in East and Southern Africa from 2009 to 2012 demonstrated that well-funded, targeted KM capacity-building efforts can get results, especially when linked to day-to-day project management.²⁹ KM approaches and tools can also be used to greater effect by IFAD in country programmes to facilitate knowledge-sharing and uptake by partners, including through support to policy engagement and scaling up. Stronger connections and synergies need to be ensured between KM-related activities in-country and IFAD's SSTC initiatives, given the strong potential for cross-fertilization between the two areas.
13. An important issue that cuts across all of these areas is how to keep staff connected and knowledge flowing in a more decentralized IFAD. While the overall appearance is one of a highly connected organization, there are for example areas where functional groups (individuals with the same role description) are less connected than would be expected (see summary of organizational network analysis findings in appendix IV).
14. This finding was echoed in the review of IFAD's knowledge architecture (see appendix V), which looked at how IFAD can better capitalize on the knowledge of its staff, consultants and partners in core business processes, especially in a more decentralized context. The review noted the absence of structured processes connecting IFAD employees with each other or with external partners through formal or informal networks. This can affect IFAD's capacity to fully capitalize on staff knowledge, as well as documented knowledge.

²⁸ These include: impact assessment and enhanced self-evaluation; country programme evaluations; capacity-building in monitoring and evaluation for project officers; revision of procedures for project design and supervision, and for COSOP design; and feedback mechanisms throughout the project cycle.

²⁹ Hagmann, J and Gillman, H. 2017, *The future of knowledge management in large development programmes and organizations: lessons from a large-scale institutional experiment*. Knowledge Management for Development Journal, Vol. 13, No 1. www.km4djournal.org/index.php/km4dj/article/view/345.

15. The Operational Excellence for Results exercise highlighted the important role of networks and communities in making knowledge work for IFAD – noting their potential value in supporting knowledge flows across regions, as well as among staff engaged in knowledge-intensive work.
16. Additionally, the United Nations Joint Inspection Unit (UNJIU), in its 2016 report on knowledge management in the United Nations system, recommended that executive heads of system organizations "sponsor the use of communities of practice [CoPs] in their respective organizations, as a means of stimulating interaction, knowledge sharing and solution searching within their respective organizations and system-wide. To do that, they should, in particular, task the CoPs with debating, brainstorming and reporting on topics in their areas of expertise and take their conclusions into account, when appropriate, in decision-making".
17. CoPs and learning networks are already used by staff, especially technical specialists, to support learning, knowledge development and sharing both internally and externally. However, they tend to be used more on an ad hoc basis, usually with external budget sources, and not as a standard working modality. There is no clear strategy for developing and sustaining CoPs or learning networks, and existing communities and networks do not necessarily receive the support in house (financial and non-financial) that they need in order to thrive. See box 1 for a brief outline of some potential benefits to IFAD of CoPs and learning networks.

Box 1

Potential benefits for IFAD of CoPs and learning networks

- Efficiency gains through better and faster access to collective knowledge of staff.
- Lessons kept alive by ongoing reflection and insight.
- Improved knowledge flows, collaboration and joint learning.
- Constant improvement in staff professional capabilities.
- More efficient problem-solving.
- Increased retention of expertise and know-how of retiring staff.
- Reduction of the learning curve for new and re-located staff.
- Better uptake of innovations.
- Promotion of synergies across divisions, countries and regions.
- Better use of existing knowledge resources.
- Increased organizational visibility at international forums.

18. Keeping staff connected is also about effective and efficient use of the most appropriate enabling technologies, for example to connect out-posted staff seamlessly to headquarters, to provide easy access to documents, or to support communities and networks. The analysis found that staff often felt that existing solutions were not fully meeting their needs.
19. Although IFAD continues to build the information management and IT infrastructure to support KM,³⁰ staff and Management say it is still difficult to find reliable information and data quickly and easily when needed. This is partly because work to reduce the fragmentation of information systems is ongoing, and may need to be more comprehensive in scope. Additionally, staff say that it is also because documentation of robust lessons is not yet systematic, and information that exists in systems is not always consistent and kept up to date. Both of these issues relate to a lack of prioritization and inadequate resources (time and financial) to encourage staff to undertake these tasks as part of their normal work.
20. Making it easier for staff and consultants to find and utilize IFAD knowledge assets requires new ways of thinking, especially about how individuals contribute to the content and efficacy of existing systems and tools, and how content leads the

³⁰ For example, the Operations Results Management System, the Operations Document Centre, the client portal and the new intranet.

reader to connect with the author. For example, a lessons learned database will quickly become obsolete if it is not curated and updated by the staff members who learned the lesson in the first place. This will also be the case with data, key facts and figures and other information that needs to be updated regularly.

21. A study of KM good practice in other organizations, including the United Kingdom's Department for International Development (DFID), the German Agency for International Cooperation (GIZ), the United Nations Children's Fund (UNICEF) and World Bank, produced numerous examples and insights that have influenced the strategy. For example: DFID's approach to organizational learning; GIZ's use of networks as part of its way of working; UNICEF's systematic approach to knowledge exchange in the field, and its user-focused portals; and the World Bank's experimental approach to KM solutions, use of artificial intelligence, and alignment of KM with business strategy.

Risks to successful knowledge management

<i>KM area</i>	<i>Risk</i>	<i>Impact</i>
1. Understanding priority thematic areas important to future direction of IFAD	<ul style="list-style-type: none"> • Lack of guidance on where IFAD should be concentrating limited resources for knowledge development. • IFAD departments do not collaborate on knowledge development. 	<ul style="list-style-type: none"> • Reputation damage as IFAD not seen to be global leader or a good partner. • IFAD cannot respond to demand from clients for its knowledge. • IFAD not working effectively with strategic partners to develop knowledge. • Grants not used strategically. • IFAD thematic areas demonstrate a significant gap in knowledge and competencies. • Waste of resources due to uncoordinated investment in knowledge development.
2. Informing strategic thinking	<ul style="list-style-type: none"> • Quality information resources are not connected to corporate strategy and IFAD's key thematic knowledge areas. 	<ul style="list-style-type: none"> • IFAD loses a sharp competitive edge. • IFAD's capacity to engage in forward thinking is negatively affected. • IFAD loses its ability to look at things from different perspectives. • IFAD cannot improve its global positioning.
3. Developing services and products	<ul style="list-style-type: none"> • Information services and products (for example website, intranet, thematic publications, reports, research papers, briefs etc.) are not easy to use or locate. • Information services and products are not linked to strategic intent or key thematic areas. 	<ul style="list-style-type: none"> • Reputational damage if IFAD's website offers outdated, inaccurate or unreliable resources. • External confusion over the IFAD brand and strategic focus. • Loss of employee productivity (time wasted in searching for desired content). • IFAD not seen as global leader in rural development.
4. Developing, sharing and transferring tacit knowledge	<ul style="list-style-type: none"> • Decentralization obstructs rather than enhances knowledge flows. • No corporate processes for on-the-job knowledge-sharing; or articulated processes (e.g. handover) not being followed. • Inadequate or no processes to benefit from the tacit knowledge and know-how of retirees, rotating staff, etc. 	<ul style="list-style-type: none"> • Diminished benefits to IFAD of specialized technical knowledge. • Silos are stronger. • Loss of corporate knowledge if tacit knowledge (i.e. unarticulated expertise and skills) is not transferred to younger generation by retiring workforce; • IFAD cannot on-board new employees quickly or ramp up productivity. • The unexpected loss of a critical expert or group of experts leads to a key knowledge gap. • IFAD is less innovative.
5. Strengthening knowledge networks and learning	<ul style="list-style-type: none"> • No clear strategy for developing and sustaining communities of practice or learning networks. • No formal processes for connecting IFAD employees with each other or with external partners through formal or informal networks. • No systematic, robust learning from experience. 	<ul style="list-style-type: none"> • Decrease in new knowledge being generated. • IFAD is less innovative and solution-oriented. • Missed opportunities for scaling up. • IFAD's strategic positioning suffers, as it cannot identify resources/people it should concentrate around a priority thematic area.
6. Ensuring effective information access	<ul style="list-style-type: none"> • Fragmented responsibility for information resources. • No effective information and data governance framework. • Fragmented information resources. 	<ul style="list-style-type: none"> • Users could potentially be accessing outdated information – impacts on sound decision-making. • Content is not sufficiently linked or categorized leading to loss of productivity due to search time. • Business inefficiency – time wasted in locating appropriate/misplaced documents/files. • Brand reputation affected because IFAD cannot access information promptly and meet client/external needs. • Negative impact on productivity (number of hours per week employees spend searching for accurate/reliable information). • Teams are not able to quickly mobilize accurate/reliable information. • IFAD cannot determine the return on investment of its information management practices and investments.
7. Making knowledge management a priority	<ul style="list-style-type: none"> • Insufficient resources. • Managers do not "walk the talk". • Pressure to deliver leaves little space for KM, learning and sharing. • KM is not seen as a core business process. • No incentive structure. 	<ul style="list-style-type: none"> • KM strategy is not fully implemented. • Staff become disenfranchised when they see inconsistent leadership role modelling.

Inventory of IFAD's knowledge resources

IFAD has many existing knowledge resources that are fundamental to its overall knowledge management system. The wealth of collective knowledge and know-how that resides in IFAD's staff is recognized as IFAD's most important asset.

I. In business processes

- Country strategies (COSOPs) draw on experience from previous country programmes and projects, lessons and findings from evaluations and relevant research, and tap into knowledge from consultation with experts, government officials, development partners and beneficiaries. The 2015 COSOP guidelines emphasize KM as necessary to generate and share knowledge from operations, and to learn from IFAD's own and other experiences in order to achieve greater impact. COSOP completion reports are an important knowledge source for ongoing country programmes.
- Development Effectiveness Framework (DEF) enhances IFAD's capacities to manage for results, and helps us and our project partners make well informed decisions based on timely and reliable data and evidence.
- Project delivery teams (PDTs) are the main mechanism for cross-divisional and interdepartmental knowledge-sharing during project development and implementation. The PDT is led by the country director/country programme manager, in close collaboration with the project technical lead. Its composition varies, including over time, and includes staff members from the Financial Management Services Division, the Office of the General Counsel and the Environment, Climate, Gender and Social Inclusion Division (to address cross-cutting themes), in addition to the Senior Regional Procurement Officer and other technical specialists as required.
- Quality assurance (QA) process ensures that both internal and external peer reviewers provide their knowledge and expertise to improve project designs. Lessons that emerge during each QA cycle are analysed and discussed in order to inform the entire portfolio.
- Results and Impact Management System (RIMS) is used to monitor and report on project performance during implementation at output and outcome levels. It is a source of data for corporate reporting.
- Supervision reports describe compliance with financing covenants, procurement and disbursement agreements and report on effectiveness, efficiency and good governance. They focus on development impact based on an assessment of progress against agreed indicators, joint identification of problems and solutions with recipients and implementers, and agreement on suitable actions to achieve the project's development objectives.
- Midterm reviews are part of project supervision and implementation support, but have a stronger and more in-depth evaluative dimension. They constitute a decision point at which IFAD and the borrower assess the project's implementation achievements and challenges, and decide whether and how to continue project implementation.
- Project completion reports are a tool to self-assess performance and results at the end of a project. They provide analysis of experience and lessons that feed into new project design. Project completion reports are reviewed by a country programme management team composed of staff members from various divisions.
- Portfolio reviews and corporate stocktaking events serve as a management tool for IFAD to monitor and self-assess its loan and grant portfolio in terms of impact, and to draw lessons for future operations' quality assurance, policy development processes and knowledge management.

II. Capacity-building

- The Operations Academy is an institutionalized learning platform that is mandatory for operational staff, to continuously develop their core operational competencies and technical capacities. It provides a peer-to-peer platform where staff can learn from each other or from external experts who can provide the latest cutting edge knowledge to help IFAD become a more competitive and relevant IFI. Training is carried out both at HQ and regionally. The Academy ensures that operations staff are updated and equipped to deliver on IFAD's mandate and commitments.
- Induction programmes provide training for new staff to bring them up to speed on the Fund's corporate requirements and processes, and to ensure that they are familiar with the results that the organization has committed to. They also provide an opportunity for newcomers to network and find resource people for the information they require to do their work.
- LAC Learning LAB gives staff the opportunity to share knowledge and lessons from operations within their department and beyond. The Lab is targeted specifically to HQ and field staff in IFAD's Latin America and the Caribbean Division, and is also open to other staff and external participants.
- Philanthropy Learning Lab is a new learning and support platform developed by the Private Sector and Foundations team in the Partnerships and Resource Mobilization Office to help IFAD expand its partnerships and fundraising from philanthropic foundations.
- Regional implementation workshops provide an opportunity for staff to come together in a region to share their knowledge and experience with other colleagues. Learning events on specific topics relevant to the region are usually organized during these workshops.
- Project completion workshops: some regional divisions have introduced learning events on project completion reports, which focus on sharing the results and lessons learned from recently completed projects.
- Ag-Scan is an initiative that will enable IFAD partners to assess in-country monitoring and evaluation (M&E) systems and capacities, and develop action plans to address identified gaps. Upgrading country M&E capacities and systems is crucial to IFAD's agenda for improved results management.
- PRiME is a three-year M&E training and certification program designed and implemented by the Centers for Learning on Evaluation and Results (CLEAR) and IFAD. PRiME works with government officials and ministries engaged with IFAD, improving their knowledge of M&E as a tool for greater impact in the rural sectors they manage. Participants are nominated by their respective governments, based on pre-established criteria.
- Learning routes, a methodology developed by IFAD partner Procasur, are widely used by IFAD and the projects it funds. A learning route supports peer-to-peer knowledge-sharing and is based on the idea that successful solutions to existing problems are already in use in rural areas.
- Gender breakfasts are a monthly learning event that provide a space to discuss and share knowledge on specific gender issues.
- Informal seminars provide a platform to discuss corporate strategic issues with Member States.
- Knowledge-sharing seminars are organized by the Independent Office of Evaluation to present and discuss the main findings and recommendations arising from evaluation reports.

- Learning events, both formal and informal, are regularly organized on agricultural and rural development issues, with contributions from high-profile scholars and visitors from other organizations. These events need to be more carefully and proactively planned and reported on.

III. Evaluations/assessments

- Impact Assessment Initiative employs rigorous (experimental and non-experimental) approaches to gather the evidence needed to understand if an investment project has achieved what it set out to do. Impact assessments are conducted of selected IFAD-supported projects that are representative of the entire portfolio for two main reasons: so that IFAD can measure and report on the aggregate impact of its investment projects at the corporate level; and to generate lessons that can be used to inform future project design and implementation, as well as policy dialogue.
- Report on IFAD's Development Effectiveness (RIDE) is IFAD's main corporate document reporting on institutional and development effectiveness. It reports on progress against the indicators and targets in the corporate Results Management Framework, including impact indicators through the Impact Assessment Initiative. Its main objectives are to strengthen accountability and learning, as well as identify systemic issues that need attention for improving organizational performance and results.
- Annual Report on Results and Impact of IFAD Operations (ARRI) is issued by the Independent Office of Evaluation of IFAD and examines IFAD's overall programme performance each year. It is IFAD's principal external accountability tool and allows us to monitor the effectiveness of our work. The ARRI also includes a specific learning theme.
- Independent evaluations by the Independent Office of Evaluation of IFAD analyse IFAD policies, strategies and operations. Evaluations include corporate level evaluations, country strategy and programme evaluations, project evaluations, evaluation syntheses, impact evaluations and project completion report validations. From a KM perspective, these evaluations are a vital tool for learning – making sure that evaluation results and lessons feed back into the strategies and programmes. Lessons and insights generated through these evaluations allow the organization to assess and analyse operations and strategies, with a view to better understanding what is working well, what is not working well and the factors that have an impact on performance.
- Multilateral Organization Performance Assessment Network (MOPAN) report provides IFAD with evidence that, as a multilateral organization, it has the systems, practices, or behaviours in place that MOPAN considers to be important factors in an organization's effectiveness. The report also provides evidence of the organization's contributions to development, humanitarian and normative results.

IV. Research

- Research: Working with partners inside IFAD and externally, IFAD produces rigorous evidence by conducting methodological and applied research both in IFAD-funded projects and on themes relevant to our investments: agricultural and rural transformation; economic mobility and social inclusion; environment and resilience; agriculture, nutrition, and food security; and migration, remittances and employment.
- Grants are a highly valued "premier" IFAD instrument to advance smallholder farming, rural transformation and the fight against rural poverty. Grants have special value for supporting policy engagement, research and partnerships, and for generating, testing and implementing innovative ideas and approaches, not only with partner governments but also with actors in civil society, academia and the private sector.

V. Digital learning and sharing platforms

- Operational Results Management System (ORMS) supports reporting on project outputs and outcomes. The ORMS is a key part of the effort to streamline project cycle processes and enhance data analytics. The system is used to manage and track project related data – including the logical framework, performance, action tracker and lessons learned.
- Learning Management System (LMS) is a one-stop shop for all training activities in IFAD. Through the LMS staff can sign up for training, learn new skills, review past training participation and keep abreast with mandatory training requirements. It also includes e-learning courses that are available to staff on subjects such as the Social Environmental and Climate Assessment Procedures (SECAP), M&E and financial management.
- IFAD intranet is the primary channel for internal communications, knowledge-sharing and digital collaboration. It provides staff with access to internal information resources including corporate news and updates; IFAD's policies and procedures; corporate applications to conduct day-to-day work; internal and external blogs; senior managers' calendars; and minutes of corporate committees. It supports a digital workplace that provides social and collaborative communication tools to connect staff in both the field and HQ.
- xdesk sites on SharePoint 2013 is a browser-based collaboration and document management platform used by all IFAD staff that can be accessed both from HQ, country offices and externally by IFAD staff. It allows groups to set up a centralized, password protected space for document sharing. Documents can be stored, downloaded and edited, then uploaded for continued sharing.
- Electronic Records Management System (ERMS) is the corporate repository of IFAD official records. The system is designed to allow electronic filing, retrieval and management of all IFAD operational and administrative records.
- Operations Document Centre (ODC) is the corporate system for sharing and managing operations documents produced in all IFAD interventions. It is designed to manage project and programme documents from design through completion, as well as documents across global/corporate, regional and country portfolios.
- Financial Management Dashboard (FMDB) is a one-stop shop for key financial management information and risk ratings of the loan and grant portfolio.
- IFAD Country Pages Access provides an overview of useful country information, including generating a country brief from a clickable world map.
- People is a directory of IFAD employees and their roles and contact information within the organization.
- QUASAR, the Quality Assurance Archiving System, is an online platform used to manage and share the QA review of all project designs and grants, concept notes and COSOPs.
- Corporate dashboards retrieve project data from the Data Warehouse and provide up-to-date reports to Management and staff on the status of the portfolio.
- IFAD's corporate website (www.ifad.org) is the main digital window of the Fund. IFAD continuously works to ensure that the website reflects relevant, accurate and updated information on the Fund's activities around the world, that it is utilized fully by the entire organization as the digital source of IFAD's corporate messages, and that it is a flexible channel that adapts to the organization's needs.
- IFAD's Social Reporting Blog provides a platform to discuss and share experiences on themes relevant to agricultural and rural transformation.

- Rural Solutions Portal provides a space for solution sharing and connects people and ideas for the benefit of rural communities everywhere. The Portal showcases innovations and solutions for agriculture and rural development and promotes knowledge-sharing and peer-to-peer learning supporting South-South and Triangular Cooperation (SSTC).
- Member States Interactive Platform facilitates information exchange and communications between the Fund and its Member State representatives with respect to IFAD governing bodies meetings and other official events.

VI. Library

- IFAD Library provides access to external information and resources supporting IFAD's business activities in all areas. All IFAD staff, including consultants and temporary staff, have access to the library. Staff from other international organizations and permanent representations may also use the library's services. Students and researchers may request admission through a letter of introduction. The library supports corporate KM efforts by identifying targeted audience(s) for IFAD's knowledge products.

VII. IFAD publications

- Rural Development Report is IFAD's flagship publication that reports on the state of the evolving rural landscape in order to inform the programmatic and policy choices of local, regional and global development practitioners, including IFAD.
- Research series brings together cutting-edge thinking and research on smallholder agriculture, rural development and related themes.
- Annual reports share a yearly status regarding IFAD's work, investments and results. It provides stories about the rural women and men we empower, and provides facts and figures that are shared regularly with our Member States and partners.
- Results from the Field series documents in a succinct manner the results and lessons emerging from IFAD-funded projects and programmes, and make them easily accessible to policy and decision makers, development practitioners, researchers and others. The series is a means to ensure that IFAD's extensive experience may inform the design and implementation of policies and operations in the agriculture and rural sectors.
- How to do notes and toolkits provide practical suggestions and guidelines to country programme managers, project design teams and implementing partners to help them design and implement programmes and projects. They present technical and practical aspects of specific approaches, methodologies, models or project components that have been tested and can be recommended for implementation and scaling up, including best practices and case studies that work and can be used as a model in that particular field.
- Advantage series provides insights on the advantages of investing in environment and climate, contextualized in the broader aspects of IFAD's work.
- Grants results sheets development by the technical divisions (PMI and ECG) provides a summary of the main results and findings of grant-funded initiatives.
- Other IFAD publications: in addition to the series listed above, IFAD publishes a number of articles, brochures, and operational guidelines and tools available in the online IFAD knowledge base.

VIII. Multimedia

- Image bank shares visual images of IFAD's work around the globe. The bank includes both project and corporate photographs.
- Videos share stories of IFAD's operations on the ground, often through the voices of our beneficiaries.
- Infographics have been developed on a series of themes and processes to easily convey complex messages and provide facts and figures.
- Climate cinema is regularly hosted by ECG to raise awareness and experiences on climate change.
- Recipes for Change is a series of recipes from developing countries which bring to you a taste of someone else's life. Recipes for Change looks at the threats rural communities face through climatic changes that affect some of the essential ingredients used in their main meal of the day and how farmers can adapt to these changes.

IX. Thematic groups

- Thematic groups and communities of practice in IFAD include active communities in the areas of gender, nutrition, micro-insurance, weather risk knowledge, remittances, food loss reduction, scaling up, evaluations, etc. The functioning of these thematic groups has been to a large extent sporadic as they are not funded adequately and planned strategically. To be scaled up to thematic networks, they need to: be sourced accordingly; be increased in number; include participation from the policy level; and be better connected with field operations and external knowledge centres.

Interface with other IFAD policies, strategies and action plans: Some examples

The KM Strategy and Action Plan should be seen as integral with other relevant IFAD strategies and policies, as well as with other action plans that more specifically articulate how and in which areas IFAD will develop, use and share knowledge, including with partners. The KM Strategy plays an overarching role in terms of ensuring a consistent and comprehensive approach to knowledge generation and use, and it plays a supporting role in creating an enabling environment for knowledge development, and continuous learning, sharing, use and re-use of knowledge.

The Strategic Framework 2016-2015 underlines the relevance of KM and learning to IFAD's mission, stating that IFAD's ability to learn, to generate knowledge, to provide evidence of what works, and to leverage the knowledge of others are fundamental to its development impact and its ability to provide value for money. IFAD's grant portfolio, guided by its Policy for Grant Financing, has a strong focus on knowledge generation and sharing, and on developing, testing and promoting innovative, pro-poor approaches and technologies. IFAD management provides strategic guidance on priority areas for grants, which are currently aligned with IFAD11 priorities, particularly the four mainstreaming themes.

The KM Action Plan has an activity area that will support the sharing and uptake of knowledge generated by the grants. There is a strong intersection with IFAD's work on SSTC. The KM Action Plan for example includes activities in support of both the Rural Solutions Portal and the regional SSTC and Knowledge Centres.

IFAD has developed action plans for the four mainstreaming themes – gender, environment and climate, youth and nutrition. These action plans have an especially strong synergy with the KM strategy. They articulate how IFAD will innovate and learn from its own experience, as well as from partners, to develop knowledge and specific content related to those themes, and their integration.

For example, through implementation of the Strategy and Action Plan on Environment and Climate Change, IFAD will identify emerging environment and climate-related issues affecting smallholders' livelihoods through horizon-scanning processes at the global and regional levels, and it will develop lessons learned on effective approaches to integrating environmental sustainability and climate resilience. In addition, IFAD will invest in learning by analysing past experiences and emerging trends to build the capacity for adaptive management and continuous improvement within the organization, among partners and in borrowing countries.

In another example, through implementation of the Nutrition Action Plan, IFAD will enhance its engagement with research partners, recognizing that partners are commissioning relevant research, producing publications and hosting platforms for knowledge-sharing. Areas identified that could benefit from research conducted by IFAD and its partners include: how neglected and underutilized species can help reap the agronomic, dietary, and cultural benefits of biodiversity, including preservation of traditional crops, animals, fisheries, agricultural practices, and gastronomy; nutrition friendly metrics and technologies; how to incorporate nutrition into project economic and financial analyses; innovative approaches to engage women and youth effectively and sustainably in nutrition-sensitive agriculture and nutrition sensitive value chains; a structured approach to address overweight and obesity through agricultural investments.

The tables on the next pages provide an overview of the knowledge and KM-related action areas for the four mainstreaming themes, including identifying priority areas for knowledge development and dissemination.

NUTRITION ACTION PLAN 2019-2021

Action Area 4: Knowledge, communications and evidence

Output	Indicator
Improved generation, packaging, dissemination and use of evidence on nutrition-sensitive agriculture and food systems.	<ul style="list-style-type: none"> • 100% of nutrition-sensitive projects reporting on core nutrition indicators by 2025 • At least one strategic knowledge product developed and being used to guide nutrition-sensitive project design, implementation, M&E, policy engagement (toolkits, How-to-do notes, videos) annually • Dissemination strategy promoting uptake of research and other knowledge products developed and implemented by 2025
Activities	
1. Institutionalize a systematic approach to consistently capture best practices and lessons learned from projects and develop a compendium of good practices of mainstreaming nutrition at design and implementation.	
2. Conduct research on nutrition-friendly metrics and technologies for better results in nutrition sensitive projects.	
3. Develop a dissemination strategy to promote effective uptake of research and knowledge products within IFAD.	
4. Develop guidance and toolkits: <ul style="list-style-type: none"> • Design: support nutrition sensitive design (e.g. situation analysis, theory of change, costing templates, assess implementation capacity) • Implementation: detailed guidance on supervision ratings, guidance on when and how to consider retrofitting nutrition into on-going investments. • M&E: use of nutrition outcome and output project level indicators (including RIMS core indicators), baselines and other nutrition surveys during the project cycle 	
5. Develop knowledge products on issues of specific relevance (e.g. the operational toolkit to analyse indigenous people food systems, and approach to address overweight and obesity).	
6. Include the nutrition performance score in project completion reports.	

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RURAL YOUTH ACTION PLAN 2019-2021

Action area 3: Evidence-based knowledge management and strategic communication. Build and manage the evidence base to support better project design and implementation, and effective policy engagement

Outcome	Indicator
Improved generation and use of evidence-based knowledge and strategic communication around successful youth-focused development models.	<ul style="list-style-type: none"> Utility/application and accessibility of youth-focused communication and knowledge products authored by IFAD
Outputs	Indicator
1. An IFAD youth-specific knowledge generation and dissemination plan.	<ul style="list-style-type: none"> Number of studies and databases focused on rural youth Number of conferences where the RDR is presented Number and type of youth-focused KM multimedia products for project design, implementation and policy engagement Number of downloads from IFAD Rural Youth webpage Number of corporate events including rural youth as a topic
2. Five IFAD-specific case studies focusing on rural youth as a contribution to the Rural Development Report 2019.	
3. Six youth-focused multimedia knowledge products.	
4. An updated communication strategy that includes a focus on mainstreaming areas, including rural youth.	
5. A number of knowledge-sharing events around regional portfolio reviews and South-South and Triangular Cooperation.	

STRATEGY AND ACTION PLAN ON ENVIRONMENT AND CLIMATE CHANGE 2019-2025

Action Area 5: Knowledge management and horizon scanning

Outcome	Indicator
<p>IFAD becomes a global leader in generating knowledge on managing sustainable rural livelihoods – enabling IFAD to play a greater advocacy role in supporting global efforts to build a healthy planet.</p>	<ul style="list-style-type: none"> • Number of projects reporting on core environment and climate change indicators • Number of knowledge products developed to support environment and climate change-sensitive project design implementation, M&E and policy engagement • Dissemination strategy promoting uptake of research and other knowledge products
Outputs	
<p>1. Lessons learned on effective approaches to integrating environmental sustainability and climate resilience compiled and disseminated (drawn from ASAP, GEF, IFAD grants and other programmes).</p>	
<p>2. IFAD country programme managers and environment and climate specialists linked with their counterparts in other United Nations agencies including RBAs, multilateral financial institutions and regional organizations through regional-level environment and climate learning networks.</p>	
<p>3. South-South exchange and learning platforms for country management units established (potentially including study tours and exchanges).</p>	
<p>4. Emerging environment and climate-related issues affecting smallholders' livelihoods identified through horizon-scanning processes at the global and regional levels, and used to inform IFAD's biennial Rural Development Report.</p>	

GENDER ACTION PLAN 2019-2025

Action area 2: IFAD as a catalyst for advocacy, partnerships and knowledge management

Output	Indicator
IFAD contributions to advocacy, partnerships and knowledge management on gender equality improved.	<ul style="list-style-type: none"> • Increase in IFAD's visibility on gender issues in international fora and publications • Inclusion in key IFAD policy documents and knowledge products of references to GEWE • Increase in focus on gender issues in policy dialogue and scaling up • Increase in joint initiatives on gender-related activities with other institutions, agencies and NGOs
Activities	
1. Develop a communication and advocacy strategy.	
2. Develop and disseminate knowledge products.	
3. Enhance gender dimensions of country policy engagement	
4. Organize and maintain knowledge-sharing and advocacy events, knowledge sources and tools, roster of experts.	
5. Create and strengthen thematic networks/communities of practice for mainstreaming and scaling up innovations at global and regional levels.	
6. Represent IFAD and participate in international and regional for a.	
7. Design and manage grants for innovation.	
8. Organize regional gender awards for IFAD-supported operations.	
9. Work with interagency initiatives.	
10. Co-organize and participate in joint RBA gender activities.	

Mutually reinforcing KM roles of IFAD divisions

Change, Delivery and Innovation Unit (CDI) ensures organizational reforms are sustained, monitored and strengthened, while also promoting innovation in IFAD's products and approaches. CDI helps IFAD to improve its capacity to produce better results more quickly, and to develop a culture and framework for promoting change, delivery and innovation. Its work includes facilitating behaviour change, and improving the performance of relevant delivery systems across the institution. CDI will serve as a laboratory to promote the identification and validation of proven rural development innovations and solutions, and to support their use and scaling up.

Communications Division (COM) is a strategic partner for IFAD departments, divisions, offices and units in Rome and across the globe and leads implementation of IFAD's Communication Strategy. The division has a team of expert staff in media relations, video production, writing, publishing, web and other digital media (who manage IFAD's website and intranet), graphic design, visual identity, photography, brand management, internal communication, celebrity engagement and events management to meet IFAD's communication priorities. Within this context, COM provides guidance and support in conceptualizing, writing and producing content that promotes awareness of IFAD's work and achievements through early engagement with key staff and engages with technical and operational colleagues so that knowledge that shows tangible examples of IFAD innovation and effectiveness is better leveraged for external communications needs.

Environment, Climate, Gender and Social Inclusion Division (ECG) and Sustainable Production, Markets and Institutions Division (PMI). These two divisions housing a large proportion of IFAD's technical expertise play a key knowledge brokerage function. Technical specialists (either in regional hubs or at HQ), provide their knowledge and experience in the design and implementation of country programmes guaranteeing the high technical quality of IFAD's programmes. ECG in particular takes the lead in mainstreaming cross-cutting themes of environment and climate, gender, nutrition, youth and indigenous peoples into IFAD's portfolio to achieve greater impact in these areas. These two divisions are expected to play a key role in the development and facilitation of thematic networks or CoPs.

Global Engagement, Partnership AND Resource Mobilization Division (GPR) has a specific focus on global engagement, partnerships, and on driving the resource mobilization efforts with traditional and non-traditional donors and partners. Global engagement is a key mechanism for IFAD to influence discussions and decisions in global policy and is a provider and user of IFAD knowledge. Additionally, GPR will use evidence-based results and convincing messaging to identify and mobilize resources to increase the impact of IFAD operations. GPR also has overall responsibility for IFAD's engagement in South-South and Triangular Cooperation (SSTC). There are strong synergies between IFAD's KM and SSTC initiatives.

Human Resources Division (HRD) plays a significant role in managing staff development and corporate learning, and is one of the most important partners in the organization's knowledge management system. The engagement of HRD in the KM "bigger picture" is crucial in order to ensure that IFAD has the appropriate incentive structure in place for the IFAD workforce to build the competencies, capabilities and behaviours necessary to strengthen and sustain a culture of learning and knowledge-sharing.

Independent Office of Evaluation of IFAD (IOE). By conducting independent evaluations of IFAD operations and processes, IOE plays an important role in IFAD's KM system. Accountability and learning are the key principles that govern the evaluations carried out by IOE, which capitalizes on the knowledge generated through the evaluation process, and shares findings and results both within IFAD and with wider audiences.

Information and Communications Technology Division (ICT) is another key partner to ensure that the right ICT tools are available to access knowledge quickly and to facilitate knowledge exchanges, especially with increased decentralization.

Records Management Team is responsible for ensuring the correct management and preservation of records, including ensuring that correct tagging is applied for easy retrieval. As part of daily activities, the Records Management Team monitors metadata to ensure standardization of keywords and development of a corporate business thesaurus. The team fosters sharing and collaboration among IFAD employees by maintaining a common electronic repository that ensures records are not spread across different repositories.

Regional divisions. PMD will remain primarily responsible for designing and implementing IFAD's portfolio of loans and grants. PMD is on the front-line in the implementation of the KM strategy. The Department's regional economists, portfolio advisers and regional officers play an essential role in assessing knowledge needs and identifying new areas of investment demand from developing countries.

Operations Programming and Results Division (OPR). Leading many corporate commitments and steering the main procedural, policy and system changes to improve operational efficiency and programme impact, OPR is a key player in achieving the objectives of the KM strategy.

Quality Assurance Group (QAG) carries out arms-length quality assurance for IFAD's loans and grants. Knowledge flows must be maintained with QAG to identify areas requiring improvement in the design of operations.

Research and Impact Assessment Division (RIA). At the core of generating evidence and insights to inform IFAD's priorities for investments and policy reform to effectively promote inclusive and sustainable rural transformation.

Office of the Secretary (SEC). SEC is responsible for the repository of Governing Bodies documents. It is tasked with sharing information on all governance related issues with Member States and governing bodies, through documentation in the official languages, and through customised inductions. This is designed to enable Members to play their respective roles efficiently.

Organizational network analysis

All staff and consultants were asked to complete a short survey about their key connections, and why, when and how they interact with each of them. The purpose was to gather insights into how IFAD staff and consultants work together and to identify bridges and connectors, and areas where more can be done to improve the flow of knowledge.

By the closing date, and after a number of targeted ‘chaser emails’ to staff, 363 staff (43%) had fully completed and 281 staff (33%) partially completed the survey. Note that the target audience was undifferentiated and encompassed knowledge-workers, support and administrative staff (including drivers) and external consultants.

Organizational network analysis (ONA) surveys collect data bilaterally (i.e. recipients who choose not to participate are still ‘implicated’ as connections by others completing the survey), hence response rates of 50 per cent still produce statistically valid results. Against this background, a response rate of 76% complete or partially complete provides the basis for meaningful analysis.

Following is a brief summary.

The Big Picture

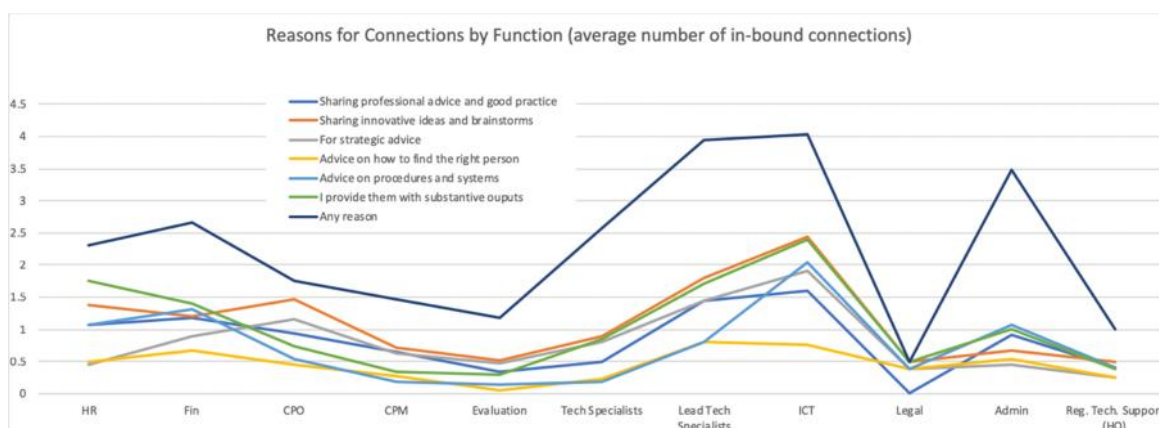
The Organizational Network Analysis provides a number of views which confirm the overall IFAD structure. Knowledge and information flows largely follow a hub-and-spoke, HQ-centric model, with a number of individuals central to the requesting of data, evidence and ‘substantive inputs’.

Country Offices interface, as would be expected, with specific counterparts in HQ.

While the overall appearance is one of a highly connected organization, there are areas where functional groups (individuals with the same role description), are less connected that would have been expected. The same is true for connections between staff in country offices.

Connecting and sharing within functions.

The graph below shows the relative connectedness of different functional groups, broken down by the reason for the connection.



Legal and Evaluation and Regional Technical support (HQ) staff are relatively unconnected (or to put it more accurately, they selected few connections within their function as part of their top 20 connections). It may be appropriate to introduce additional ways for them to connect, for example through the introduction of CoPs. In contrast ICT, HR and Finance show higher levels of connection, with ICT scoring highly in ‘sharing innovative ideas and brainstorming’ and, unsurprisingly, on ‘providing advice on procedures and systems’. Country Programme Officers are consistently more connected than Country Programme Managers. Similarly, Lead Technical Specialists

Use of Messaging, Lync and Skype was more limited, and appeared to revolve around a smaller number of enthusiasts. There may be potential to learn from these individuals and identify good practices to enhance the uptake more widely.

Review of IFAD's knowledge architecture

A review of IFAD's "knowledge architecture" was commissioned in preparation for the Strategy. The review examined the current knowledge architecture for three core business processes – operational policies and strategies for IFAD's programming process (country strategies and project portfolios), knowledge products, and staff capacity-strengthening.

Following is a brief summary of highlights, findings and recommendations from the review. The full report is available at: [IFAD Knowledge Architecture Review](#).

Each business process offered significant scope for leveraging staff knowledge, but this potential was found to be relatively untapped.

It is noted that finding out about what works, what doesn't and what needs to be improved seems already well embedded in IFAD's culture. Even so, the review found that digesting this knowledge and factoring it into organizational learning – future project design, operational improvements and staff capacity-strengthening – warrants attention.

Fifty-four staff members were interviewed. A possible future knowledge architecture is proposed that would leverage the power of networks and communities to enhance the business processes examined and address the challenges faced by staff in the operational realignment.

For the purposes of the review, a knowledge architecture is defined as the part of a KM strategy that connects an organization's knowledge flows with its business processes to produce "knowledge-enabled business processes" and enhance organizational effectiveness. Specifically, it ensures that corporate business processes are informed by the tacit knowledge of an organization's staff and partners, and the documented knowledge from experts and research.

Because knowledge is "owned" by a person, knowledge management only works if the knowledge remains associated with the individual whose knowledge it is. KM strategies often focus on developing knowledge bases – for example, repositories of lessons learned from project monitoring reports and evaluations. However, knowledge bases are more effective when the knowledge can be attributed to a person – simply because if people trust the contributor, then they will trust their knowledge. Knowledge management strategies can therefore be more effective when they also focus on knowledge-sharing, by building familiarity and trust and promoting interaction across groups of people with common interests. This is best done through networks and communities. When networks are used for people to quickly and directly share solutions to address their peers' expressed pain points or knowledge gaps, time is saved and effectiveness enhanced.

This is particularly relevant for IFAD because rapid decentralisation poses challenges and risks for maintaining connections and strengthening knowledge flows, collaboration and learning across countries, hubs, regions and between the field and HQ. Strengthening IFAD's ability to draw robust lessons and evidence from operations and to bring the best global knowledge into operations are explicit priorities that cannot be addressed adequately by establishing databases or repositories of lessons-learned. The report notes that a lesson learned, like all knowledge, is not a free-floating construct; it is connected with the person who learned it. Lessons are learned by someone, and a useful purpose of a lessons learned database would be to facilitate contact with that person, and have a conversation about what that person found, and how it could apply in your context.

Networks and communities are presented as approaches that can contribute to higher performance by providing access to the collective knowledge of members. Enabling collective and corporate learning through real-time peer-to-peer sharing can be a powerful instrument with numerous benefits.

The suggestions for a future knowledge architecture are intended to create the necessary linkages between individual knowledge and organizational learning. As such, according to the review, the benefits of the new procedures and tools introduced can be measured in terms of successful innovations replicated, delivery challenges reduced, staff time saved, careers enhanced – and increased influence of IFAD as the go-to organization on sustainable rural development.

The report proposes four types of virtual networks organized around people having the same interests: the same job, the same project, the same professional domain or the same project delivery challenges.

They would in some cases absorb existing networks, and they would not preclude creating other types of networks, once their benefits become apparent and IFAD's "network readiness" is sufficiently advanced so that networking becomes part of the organizational culture. Networking governance arrangements would be introduced to ensure that proliferation and growth proceeds rationally, network performance and value-added is tracked and actions taken when performance targets are not met, and moderators are trained and supervised to ensure satisfactory performance.

The issues covered by these virtual networks would relate directly to factoring knowledge into the three business processes covered. Lessons learned discussed and documented by Thematic Practice Communities could contribute to country strategy and project designs. Project-based networks could enable stakeholders to be in continual contact so that they could flag and resolve implementation issues early on.

Thematic Practice Communities could be used for building up a deep bench of consultants to help newly assigned or out-posted specialists maintain global coverage, and could build up a "story bank" to tap into for advocacy material. Knowledge products, identified and disseminated through thematic practice communities, could be strategically aligned with project portfolios to support policy engagement and facilitate adoption of new ideas and approaches.

The proposal to include Thematic Practice Communities in the knowledge architecture would incorporate the communities that already exist or have existed in the past, giving them a new format and a new purpose, and focusing discussions on topics designed to sharpen their practice and contribute to more effective IFAD programmes and projects.

Prospective thought leaders could gain recognition through their participation in thematic communities, motivating them to publish and present at forums. Peer-to-peer staff learning modules addressing capacity gaps identified in the job-based and delivery challenges networks could be introduced by the Operations Academy, or be incorporated into the corporate training programme. Job-based networks could help geographically distributed peers stay connected, and share tips, tricks and workarounds that could lighten workloads. Project-based networks, built with multidisciplinary teams, could mitigate the possibility for "silo-ization".

An example of each type is developed as a "leaflet" in the report on the review, describing its focus, issues covered, its members and its governance. These network types would be introduced as pilots to establish proof-of-concept, and then be subject to replication. Each network type being proposed would have different technical specifications for the networking platforms they interact through and the repositories to capture the knowledge resources provided. There is no one-size-fits-all alternative, and

all options meeting the requirements should be considered. Getting the platform that suits the characteristics of each network or community can be the difference between success and failure – between staff who are encouraged and motivated to contribute and staff who see it as one more chore. Network participation is voluntary, and so networking can only succeed if it makes its members more efficient, effective or professionally valued. To achieve these results for both the staff as well as for IFAD as a whole is the overriding goal of the knowledge architecture.

IFAD KM maturity model

During preparatory work for the Strategy, IFAD adapted an approach employed by DfID to both describe and measure internal capability in organizational learning. DfID's methodology involved engaging 50 senior staff in a workshop process to identify critical capabilities and to describe 'what good looks like' for each of these, such that a team or department could self-assess and score themselves on a 1-5 scale.

IFAD applied the same process³¹, inviting around 40 staff to build a model for IFAD's context, using the same independent consultant employed by DfID to facilitate the workshop in May 2018. The capabilities identified, and expanded on a 1-5 scale were:

- Leadership role modelling
- Supporting & scaling innovation
- Building a high-impact learning culture
- Learning in connected networks
- Using platforms, systems and processes for sharing knowledge and learning
- Building internal capacity
- Applying evidence and experience to policy engagement & programmes
- Engaging and learning with development partners

The full model is below. It will be used by IFAD as both a benchmarking and self-assessment tool during implementation of the KM strategy.

³¹ Parcell, G and Collison, C., *No More Consultants. We know more than we think*. Chichester. Wiley 2009. Print.

IFAD KM & organizational learning maturity model

	Leadership role modelling	Supporting & scaling innovation	Building a high-impact learning culture	Learning in connected networks
5	<p>Senior managers reinforce trust, build a sharing culture and act as role models. They are open about what they don't know, and are willing to ask for help.</p> <p>Leaders reinforce the principle that sharing knowledge and learning is everyone's responsibility.</p>	<p>The organization protects and values space for trying out and scaling up new approaches.</p> <p>There is a clear process for identifying, analysing, validating and documenting successful innovation and for rapidly sharing and using it internally and externally to IFAD.</p>	<p>A balanced picture of IFAD successes, failures and learning is communicated openly to internal and external audiences.</p> <p>Space and time is protected for learning within and between levels in the organization.</p> <p>Learning is viewed as a priority and is embedded in business processes.</p> <p>Incentives are aligned to seeking, applying and sharing lessons. Learning across boundaries is routine, responsive and demand-driven.</p>	<p>Networks are comprehensive, open, active and provided with the resources they need.</p> <p>Network leadership competencies are highly valued and supported.</p> <p>Networks align strategically around IFAD business needs and provide projects with the state-of-the-art knowledge they need to thrive.</p> <p>People have full confidence and competence in sharing and collaboration tools for inter-office working.</p>
4	<p>Most leaders act as mentors and coaches to share their experiences and encourage reflection and improvement.</p> <p>At process level, knowledge brokers take the lead and implement efficiencies whilst engaging others.</p> <p>Leaders challenge to ensure that projects are using the best available knowledge and learning.</p>	<p>Other partners regularly pick up on our innovations and collaborate with us.</p> <p>Grants are used to allow testing of innovative ideas.</p> <p>Innovations are based on robust lessons and evidence.</p> <p>They are well documented and the learning is shared through effective platforms.</p>	<p>There is a culture of sharing failures and successes transparently and proactively.</p> <p>Learning and sharing knowledge is valued and people are recognised for their efforts.</p> <p>Structured approaches to learning (such as Learning Routes) are valued and widely used in the field.</p>	<p>Peer learning is valued; people are curious and willing to reach out.</p> <p>Personal and organizational networks include connections beyond our sector in order to discover new ideas and insight.</p> <p>CoPs, networks and other lateral mechanisms are a natural part of how we work. They enable us gain grassroots input, and to replicate and upscale processes.</p>
3	<p>Senior leaders support specific knowledge initiatives but it is not yet embedded in business processes.</p> <p>At process level, some initiatives are well-led and teams are brought together to learn and share knowledge but this is not the general case.</p>	<p>Innovation is generally valued, and is seen as a positive selection criterion for projects.</p> <p>There is growing curiosity to adapt intellectual property from outside IFAD.</p> <p>Most successful innovations are reviewed and lessons are shared.</p>	<p>IFAD invests some time and resources in organizational learning, but not consistently.</p> <p>People think about knowledge and sharing when there is need and incentive.</p> <p>Failures are shared beyond the team but not to external audiences.</p>	<p>Networking is seen as a core business practice, not just a personal choice.</p> <p>Most individuals build and share their networks with each other, and collaborate to strengthen and use their connections.</p> <p>People can easily find and join the networks they need in order to fill gaps in their knowledge and experience.</p>
2	<p>Senior managers talk about learning being important, but don't always walk the talk.</p> <p>Team learning is generally kept for</p>	<p>Innovations are documented and shared, but not systematically.</p> <p>Sometimes people and/or</p>	<p>People understand the need to learn lessons and share experience, but there is limited incentive to make time.</p> <p>Failures are discussed and sometimes</p>	<p>People will make connections beyond personal contacts but only when they can't easily find the knowledge they are seeking.</p>

	formal events.	projects innovate an approach from scratch when they could have adapted or reused knowledge from another team.	shared beyond the team.	Networks and CoPs are viewed as a 'part-time' activity and little time is provided.
1	There is a lack of leadership on KM processes, and as a result most people work in silos. Urgent issues almost always take precedence over learning activities.	There is a general lack of curiosity, and a belief that ideas are rarely acted upon. Platforms for sharing and developing ideas and innovations are not widely available.	Failure is hidden – people don't talk about it or share the lessons. Time for learning is seen as a cost.	Networking is a personal choice rather than a core business practice. Networks and communities are not seen as delivery or learning tools.
	Using platforms, systems and processes for sharing knowledge and learning	Building internal capacity	Applying evidence and experience to policy engagement & programmes	Engaging and learning with development partners
5	Information management systems are fully integrated, transparent and comprehensive. They meet the diverse needs of teams, help to connect people across distances, and connect people, teams and communities to the information they need to do their work effectively and efficiently. All country programmes are actively using platforms and processes for learning, sharing and reusing knowledge which are fully connected with and complement systems and processes at HQ.	Well-functioning/diverse opportunities for peer learning and cross-level learning, e.g. Learning Routes. People use a widely range of opportunities for high-quality training (multi-language) and mobility. Capacity building includes consultants/TCI/ partner institutions in IFAD.	There is integrated capacity across the organization to generate and use robust evidence & lessons across the portfolio. Country strategies and projects are designed and implemented using knowledge and evidence about what works best. Country Directors and CPMs have the support and access to knowledge they need to engage successfully in policy dialogue.	A wide range of stakeholders, including governments, other development partners and rural people, and their organizations are consulted and learning with IFAD – before, during and after - enabling us to adapt and continuously improve our projects, programmes and services. IFAD is called to lead national level thematic dialogue. Partners openly share good and bad experiences because of their mature relationship with IFAD.
4	Systems and platforms meet IFAD's needs and the level of staff participation is high. People regularly post, extract and apply knowledge from IT systems. Knowledge feedback loops between business processes fully established and supported by systems. Research, evaluation results and lessons are easy to access and retrieve, and are used and shared by most people.	Staff are motivated to learn and supported with effective platforms and processes. External training available and promoted. Decentralized learning opportunities exist and uptake is positive. Opportunities in place for trainees to train others, e.g. through mentorship programmes. Developed capacity is used and valued by the institution.	Platforms, networks and other methods are widely used in country programmes to share and develop knowledge collectively with development partners to influence policy and programmes. Tools, structures and partnerships are in place to enable IFAD to build and leverage evidence and lessons from operations. Knowledge-sharing crosses organizational & geographic boundaries.	Stakeholder involvement and consultation is embedded in most institutional processes and there is an effective use and dissemination of this knowledge. Many governments recognise IFAD as an institution with valuable knowledge. Topics of exchange are clearly priorities.

3	<p>Strategic knowledge and learning is often captured, but is not consistently managed or distilled.</p> <p>IFADs structure and business processes are widely understood and well 'signposted' for newcomers.</p> <p>Systems/ platforms are in place that make research, evaluation results, and lessons accessible, but they are not widely known and used.</p>	<p>Training opportunities are available, but are not considered as a priority.</p> <p>Training is available but not accessible to everyone (based on contract type or functions).</p> <p>The organization will generally use the skills acquired by the trainees, but it is not yet common practice.</p>	<p>Capacity to generate evidence exists, but is inconsistent across the organization.</p> <p>Systems are not leveraged to their full potential.</p> <p>Knowledge-sharing and learning happens mainly at regional/country level. Lessons from operations are not always shared and used across the organization.</p>	<p>Valuable knowledge is generated from engagement with stakeholders, and it is usually acted upon.</p> <p>Regular consultation processes are in place. Several governments recognise IFAD as a learning institution and could cite evidence/examples.</p> <p>Topics for exchange are relevant but not always completely streamlined.</p>
2	<p>Platforms and other tools are in place, but for compliance purposes rather than for learning.</p> <p>Expertise is difficult to locate without good personal networks.</p> <p>Lessons are sometimes identified, but not really learned by others.</p>	<p>Training opportunities only available in HQ.</p> <p>Training available but not certified/customised for our needs.</p> <p>There is a reluctance to leverage staff for learning opportunities, and little incentive for or recognition of informal learning.</p>	<p>Generation and use of evidence relies on few individuals because capacity is limited across the organization.</p> <p>Resources and incentives are in place but are not adequate, and incentives to produce evidence are driven by reporting, compliance and accountability.</p>	<p>Consultation processes are in place but are not institutionalised. Some governments recognise IFAD as having valuable knowledge.</p> <p>Knowledge is generated from stakeholder consultation, but is not always shared or applied.</p> <p>Regular interactions with partners but composition and willingness to share still limited.</p>
1	<p>Systems contain incomplete and fragmented information. Little know-how is captured, and access is limited.</p> <p>Lack of transparency about how IFAD works.</p> <p>People by-pass the knowledge, research and evidence systems that are available and prefer personal contacts. IT systems do little to facilitate the creation of internal or external connections.</p>	<p>Training is supply-driven and offers little innovation or external perspective.</p> <p>There is a 'what's in it for me' mentality and little incentive to build capacity for others.</p>	<p>Capacity to generate evidence is low.</p> <p>Participation in a learning environment is desired but engagement is limited (resource, time, etc.).</p> <p>Evidence is disconnected from country and corporate-level policy dialogue.</p>	<p>Ad hoc and superficial involvement of stakeholders.</p> <p>There is low willingness to share and interactions are sporadic.</p> <p>Exchanges among partners are often unfocused.</p>

What can we learn from other international development agencies?

	Approach	Processes	Tools and products
ADB	<ul style="list-style-type: none"> Highly strategic approach. "Knowledge solutions" are part of ADB's Strategy 2020 and cover activities such as research; policy advisory services; country diagnostics and outlook; economic, sector, and thematic work; technical assistance; capacity development; evaluations. Focus on improving outreach and impact of knowledge products. Communication department provides guidelines for writing and quality assurance. All KM activities tie into the Country Partnership Strategies (CPS) and each CPS includes a country knowledge plan. 	<ul style="list-style-type: none"> KM and knowledge-sharing are embedded across the entire organization. Project completion reports have a mandatory lessons learned section. Staff members designing new projects need to show that they have consulted these lessons learned. All publications go through an external peer review process. Public communication policy which governs the release of ADB information and documents to its external stakeholders. ADB market their publications through social media and marketing campaigns. 	<ul style="list-style-type: none"> Online learning platform called Development.Asia promotes knowledge-sharing between HQ and the field. Content on Development.Asia includes case studies, policy briefs, explainers, insights, summaries and online courses. Author-driven marketing tool called Kudos introduces ADB publications to new audiences. Launching a new ADB Data Library – a platform to provide access to economic, project, financial, and corporate data and databases in digital form.
DFID	<ul style="list-style-type: none"> Focus on developing an internal learning culture. Regular self-assessment of KM and organizational learning, accompanied by staff training and sensitization. Emphasis on learning from experience and good practice in other organizations. Abstract concepts broken down into processes and behaviour that staff can identify with. Deliberate effort to avoid framing KM as an IT or information management issue. 	<ul style="list-style-type: none"> Extensive consultation with staff to define what "good" KM and organizational learning looks like. Staff performance management system includes four core learning behaviours. Operating procedures put a strong emphasis on learning and adaptation, and the use of rigorous evidence. High-level leadership and support. 	<ul style="list-style-type: none"> Use of organizational learning benchmarking framework (developed internally with staff) to help define KM and learning objectives and measure progress.
GIZ	<ul style="list-style-type: none"> Focus on networks – to connect people, and collect and co-create knowledge needed to address a specific topic. New KM strategy will focus on both networks and information management to make it easier to access and retrieve knowledge products produced by the networks. Self-guided and socially collaborative training approach, with a focus on creating and sharing knowledge, exchanging opinions and building CoPs; training delivered via an externally accessible global e-learning platform. 	<ul style="list-style-type: none"> A secretariat (1.5 people) at GIZ HQ coordinates all sector networks; each network has its own governance structure, part-time community manager, and technical support team. Networks have a regional and thematic focus. Bi-annual face-to-face meetings bring together network members and external experts, who bring their perspectives on relevant global trends. 	<ul style="list-style-type: none"> Networks use email as their main platform for discussions, supplemented by use of Sharepoint for sharing and storing documents. GIZ's e-learning portal, Global Campus 21, also hosts virtual learning networks, including a peer-to-peer advisory network for human rights professionals from fragile states. Networks targeting users in developing countries keep virtual tools to a minimum.
IDB	<ul style="list-style-type: none"> Focus on increasing the intellectual capital of IDB, its staff, and strategic partners, and on creating an organizational culture of continuous learning. Strong training focus – on expanding training opportunities for staff and external partners and on transforming knowledge products into highly-replicable training formats. Aim to strengthen links between operations and KM 	<ul style="list-style-type: none"> The Knowledge Management Division is part of IDB's Knowledge and Learning Sector - responsible for designing and developing face-to-face, online and blended training and learning activities for employees and partners. Network of Vice-Ministers to feed knowledge into regional policy dialogue. The library manages the publishing programme. A 	<ul style="list-style-type: none"> Comprehensive project management training programme aimed at external partners, delivered face-to-face, online and through MOOCs. Learning material is published as a public good. Use of creative commons licenses and publications available through an open repository.

	<p>activities to generate knowledge that feeds into a continuous process of improving interventions and actions.</p> <ul style="list-style-type: none"> • A publishing policy provides guidelines for each type of knowledge product. 	<p>committee reviews books, working papers, etc. while technical notes and discussion papers are reviewed and authorized by middle management.</p> <ul style="list-style-type: none"> • Annual call to gather evidence of how knowledge products have led to policy dialogue, better operational work or loans. 	
UNDP	<ul style="list-style-type: none"> • Focus on turning individual knowledge into organizational learning. • KM is people-centred rather than document-centred. Processes and technology play a supporting role while people's experiences are valued. • Past experience with CoPs to generate, capture and share knowledge at country and local levels and to transforming this knowledge into action. 	<ul style="list-style-type: none"> • Managers launch a "challenge" and ask participants for ideas or solutions to operational challenges. The winning solution gets financial backing to run a pilot. • UNDP tracks how useful knowledge products are by seeking user feedback through the website. 	<ul style="list-style-type: none"> • Solution Exchange was a highly successful network initiative in India – eventually with over 30,000 members, and full time moderators for each of its 12 communities. It brought together practitioners, researchers, policy makers and others. • Active communities transferred to Yammer.
UNICEF	<ul style="list-style-type: none"> • Iterative, action-oriented approach based on identified needs, and feedback and lessons. • "Knowledge exchange" is defined as a systematic approach for sharing tacit knowledge to support programmes, operations and advocacy by UNICEF and its partners. 	<ul style="list-style-type: none"> • Knowledge exchange facilitators. • Integration of learning into guidance. • Face-to-face and virtual exchanges of experience and peer support. • On-line communities and thematic networks cutting across sectors and geography to promote knowledge exchange. 	<ul style="list-style-type: none"> • Practical guides and training on processes and tools for knowledge exchange. • User-focused portals that bring together people, content and collaboration. On-line "knowledge domains" provide information on a topic in a single location. • Staff "who's who" – combines official staff data with self-completed professional information. • Documented knowledge and experience: case studies, lessons learned and good practice.
World Bank	<ul style="list-style-type: none"> • New strategy/action plan approved in 2017. • Integrated and inter-related business model for KM encompassing people, technology and processes. • Operations focused approach to ensure knowledge assets are at the fingertips of all staff. • Working in parallel on two approaches: experimental to quickly identify pressure points and scale up knowledge-based solutions; and foundational to instil the fundamentals of well-functioning KM. 	<ul style="list-style-type: none"> • Knitting together the fundamentals: content flow; roles and responsibilities; incentives; tools and technology; connectivity; leadership 	<ul style="list-style-type: none"> • Global Delivery Initiative: a collaborative effort by partners to create a "collective and cumulative evidence base of delivery know-how". An on-line platform allows mining of project data and lessons to predict and address development challenges. • Consolidation of platforms: to make good quality, manageable content readily searchable and available in a variety of formats. • Pre-design knowledge packages put together using text analytics, network analysis and artificial intelligence. • Handover checklists for project team leaders. • Knowledge systems that are intuitive, well-integrated and process-driven.

