Knowledge Management Toolkit

Methods and Tools for knowledge sharing and exchange

2023

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WASH KM Implementation Toolkit

The table below highlights actions recommended as part of the process of developing the 2022-25 UNICEF WASH KM Strategy, organized per KM pillar and enabler and the tools to implement the actions. These need to be continuously prioritized based on the most urgent sector needs, and specifically the needs for improving the impact of UNICEF's own WASH programming. Many of these activities are already being addressed at different levels, have processes, tools or checklists in place, some need more attention in this strategic cycle. The table correlates with the Knowledge Loop in Action (Fig. 6, WASH KM Strategy) and provides an overview of status and available tools and processes up until December 2022. [NB: This table shall be updated annually]

No.	What	How (tool/ process/ example)	Why	Who (can tell me more)
Pillar 1: Knowledge Generation				
1	Embed KM at country level into CPD process and cycle	• How to embed KM into your programme cycle: questions to ask and tips to embed KM in every phase of the programme cycle • Good practices in using UNICEF ICT for KM	To embed knowledge generation/ capture/ dissemination/use; promote learning culture	DAPM/HQ teams, ROs and COs
2	Generate new ideas	• Brainstorming : fast method to spark creativity and generate many ideas in a spontaneous way. • Topsy Turvy: generate unconventional ideas and solutions, useful for addressing recurring problems and issues. • VIPP Card Collection and Clustering: facilitated process using cards to gather and organize ideas from group/team. Useful in situations where you expect a diverse range of inputs, or for addressing potentially sensitive issues in a safe and equitable manner.	To generate ideas for creative, innovative knowledge products or problem solving	DAPM Any good examples from RO, CO?

No.	What	How (tool/ process/ example)	Why	Who (can tell me more)
3	Knowledge mapping and synthesis	- MegaMap on Child well-being interventions in LMICs - Overview of global evidence synthesis related to child well-being - Evidence gap map (EGM) - Research Brief on Goal 4: Every Child lives in Clean and Safe Environment - UNICEF WASH Evaluations and the Global WASH Strategy 2016 – 2030 - WASH Knowledge Mapping examples	To gauge if a knowledge product that is being developed meets a need or fills a knowledge gap	Any good examples from RO, CO?
4	Conduct knowledge gap mapping/ exercises	- WASH in Schools Index - Community-led Total Sanitation (CLTS Kenya) - Mapping research and evidence entities for strategic partnerships (Case study 9, Return on Knowledge) - Knowledge Mapping Tool template	To implement a gap mapping exercise prior to programme planning cycles	Any good examples from RO, CO?
5	Improve knowledge inventory	- Knowledge@UNICEF external platform for published external documents and knowledge products - At RO and CO levels, ensure documents also reside in the PD-WASH. For final published documents, ensure publications uploaded to Knowledge@UNICEF.	- To catalogue and share knowledge products (Requesting ROs to share some examples)	Any good examples from RO, CO?

No.	What	How (tool/ process/ example)	Why	Who (can tell me more)
		• Both Knowledge@UNICEF (external platform) and PD-WASH (internal) have subject classification system (taxonomy) that allows users to search the databases and access publications based on interest. • Establish chat-based KM help desk • Periodic basic/ refresher training on Sharepoint and other platforms • Document numbering system		
6	Knowledge prioritization	• Evidence priorities from previous KM Strategy (Table 5, page 20, summarizes priorities for WASH as set forth in the evidence note prepared for Goal Area 4 of the UNICEF Strategic Plan 2018-2021) • Evidence and Gap Map Research Brief: overview of evidence in the Campbell-UNICEF Mega-Map of the effectiveness of interventions to improve child well-being.	To gauge the most urgent sectorial needs and improve the impact of WASH programming for future planning.	Any good examples from RO, CO?
7	Expert roster and hiring	• Share good KM terms of references (ToR), see expert database: Global WASH ToR Library • Guidelines for advertising KM opportunities • Maintain live online list of WASH KM focal points • Revisit staff/ consultant time for KM: o Introduce standards for minimum % of staff/ consultant time for core	• To ensure ToRs reflect the skills that WASH requires from consultants/ staff being hired	Are there any standard KM ToRs with time allocations? Any good examples from RO, CO?

No.	What	How (tool/ process/ example)	Why	Who (can tell me more)
		KM functions at HQ, RO, CO ○ More than 50% of KM staff/ consultant time to cover core KM functions in HQ team and ROs		
8	Knowledge retention during transitions	• WASH has initiated 5 questions as a knowledge retention approach, example: 5 Questions with Anne Sheeran • Handover note template (DAPM)	• When staff transition from one position to next or when they leave	Any good examples from RO/CO?
9	Develop a Methodology Guide for Country case studies	• Example: Measuring affordability of WASH	To implement country case studies to test out methodologies	Any good examples from RO, CO?
10	Facilitate peer reviews of draft journal articles to support journal submissions	• Process: Peer Review checklist for WASH publications • Upon request, Global WASH to facilitate sessions for various author groups early in the writing phase	For guidance on challenging aspects of a topic.	Global WASH Any good examples from RO, CO?
11	Maintain an overview of links to free WASH journals, KM hubs and newsletters	• List of Journals where knowledge products will have the highest chance of publication and impact.	To assist staff in the journal submission process	Office of Research or Evaluation Office
12	Introduce a formal review mechanism via the Global Task Team (GTT)	• To be incorporated in early 2024	M&E	
Pillar 2: K documentation and customization				
1	Identify potential studies that should be developed into journal articles	• Discuss potential journal options based on topic and article quality (contact Sr. Advisor on KM, NYHQ) • List of preferred journals for publication of WASH research • Source from Office of Research, Innocenti, the Best of UNICEF Research	To produce high quality knowledge products for journal submission	

No.	What	How (tool/ process/ example)	Why	Who (can tell me more)
		• Source from conference papers		
2	Develop UNICEF WASH publications	• Guidance for authors of UNICEF WASH publications • Example of Lessons learned: WASH response to dual crisis, COVID-19 and drought, Vietnam • Dos and Don'ts of documenting good practices and lessons learned	To aid the development of knowledge products for specific audiences using guided templates.	
3	Knowledge product number assignment	• Assignment of KP number	To ensure each KP has a unique KP number and avoid duplication.	
4	Formal peer review checklists for various WASH publications	• Checklist for Peer Review of UNICEF WASH Publications. • Checklist for Menstrual Health and Hygiene formative research reports	To ensure the development of high quality WASH publications through systematic peer review process.	
5	Roster of writers	• Share good ToRs; compile at RO and (include HQ) • List of dedicated writers based on needs (LTA, PCA, individual consultants) • Rosters of Writers and Editors (DAPM)	To ensure the right person is hired for the right job (especially for specific writing needs)	
6	Ensure documentation adheres to UNICEF WASH Strategy (2016 – 2030) and to UNICEF quality assurance procedures as issued by DRP	• UNICEF Policy on Research • UNICEF Procedure for Quality Assurance in Research • Dos &Don'ts of Documenting Good Practices and Lessons Learned • Documenting, Validating and Sharing Good Practice in Europe and Central Asia	For quality assurance of documentation	

No.	What	How (tool/ process/ example)	Why	Who (can tell me more)
7	Translation of key knowledge products	• Criteria for selecting K products: relevance outside of country of origin, category of K product, length. • Guidance from regional advisers/ product leads of English-language product on what to translate	To ensure UNICEF knowledge is shared optimally	
8	Use audio-visual materials (e.g., videos, cartoons and infographs)	• Digital tools to support KM (DAPM) • Example: EAPRO WASH Animated video series See more information under chapter 4.3.4	To disseminate and share evidence widely, by targeting diverse audiences through creative graphics	
9	Use social media to support knowledge exchange based on CO or RO needs	• Guide to using social media tools appropriately for more impact, i.e., increase readership, subscription etc. • How-to guides e.g., How to write a blog • Knowledge-based blog: how to engage site users (DAPM)	To disseminate and share evidence widely, by targeting diverse audiences	
Pillar 3: Knowledge dissemination, communications, advocacy and use				
1	Develop a dissemination/ communications plan for every new knowledge product yearly.	• Plan in advance to leverage on the necessary human and financial resources. • Develop communications plan: Create, package, and disseminate knowledge products (DAPM) • How to develop a communication plan for your knowledge product –one pager • Guidance on documentation • Dos and Don'ts of using UNICEF ICT for KM	To ensure a systematic dissemination process for a knowledge product prior to development or in the early stages of development Improve visibility and discoverability of knowledge products	Any good examples from RO, CO?

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		[Communications](#) • An [example](#) of a targeted dissemination campaign by the Ethics Office (EM2020). This may be used to develop an internal plan as well. • Other examples: ESARO		
2	SharePoint as an internal platform to share WASH relevant information and knowledge.	• [PD-WASH](#) (WASH knowledge portal that was revamped as part of the Digital Workplace project) contains WASH-relevant news, knowledge products, training, expert roster and databases.	To establish PD-WASH as the go-to site for all staff to obtain any information on WASH.	
3	[UNICEF's public website with general WASH](#) content in several languages.	• Update of content as needed, targeted to general audience • Global and RO WASH to identify knowledge products that meet current needs and/or fill specific knowledge gaps and develop short knowledge pieces for the website user. • Source from Office of Research, Innocenti, the [Best of UNICEF Research](#)	For general outreach on WASH	
4	Partner website resource	• Many UNICEF partners are members of the Sanitation and Water for All (SWA) partnership. Through its Research & Learning constituency, the [SWA Tools Portal](#) provides a one-stop shop for the benefit of sector practitioners, policy and decision-makers. • Guidelines for mapping of external knowledge platforms: Link to Partner Tools and Platforms [here](#)	To share UNICEF WASH tools; Access and learn from internationally sourced tools to support the implementation of WASH, external to UNICEF	
5	Sharing knowledge with partners	• Efficient ways to share knowledge with partners: [The Partnership Resource Brochures](#) which include government and civil society partnership resources	To promote a learning culture and establish UNICEF's role as a leader in WASH.	

No.	What	How (tool/ process/ example)	Why	Who (can tell me more)
		• Knowledge sharing approaches and tools when working with partners		
6	Develop content for partner websites	• Knowledge products such as brochures or infographic briefs that highlight/ address an issue of interest to partners. • Guest blog posts by UNICEF WASH RO/ CO staff with expertise • Link content to Knowledge@UNICEF external platform so website users are directed to the UNICEF public website to learn more. • Guidance on publishing to K@UNICEF (draft still in progress)	For communications and advocacy in the WASH community	
7	Use of Yammer groups (and other networking groups in Whatsapp or Telegram) as communities of practice	• KM focal points to encourage Yammer usage for colleagues to connect with each other, learn and share knowledge, e.g.: global WASH Network, Asia WASH Network, WASH in Schools, WASH in Health Care Facilities, CATS Connect are some of the WASH Yammer sites that see a lot of traffic. • KM focal points to identify potential KM champions to spearhead discussion in these Yammer groups • UNICEF WASH Yammer cheat sheet (similar to UNICEF Yammer group cheat sheet) for all WASH staff as a guide to help them identify the right audience with which to build relationships to further advocate their work	• Tool for KM reflection and learning among peers • Knowledge sharing on a day to day basis as well as at global, regional and national events to establish expertise in WASH	

No.	What	How (tool/ process/ example)	Why	Who (can tell me more)
		• Make Yammer CoPs an integral part of staff duties (stipulated in ToRs) so that it is not frowned upon at work. • Senior staff in the respective COs and ROs should be active on Yammer and encourage their staff to join the conversation.		
8	The WASH Bulletin is an email newsletter developed by HQ to share news updates, knowledge products and announcements.	• WASH Bulletin is a comprehensive knowledge product that can be shared with anyone interested in our work. • A quarterly version for UNICEF Developmental partners is in the works. • This can be duplicated for partners and regional bulletins. Guidance note on developing a bulletin	To share WASH-related news with internal and external audiences	
9	Email updates to relevant regional and country listservs, websites or knowledge networks as well as partner networks.	• Email posts to these networks need to be strategic in how much and how often knowledge is shared. It is important to prioritize what knowledge is shared to which audience. • Example: the announcement of a new knowledge product via partner email lists can include a link to the full publication on the UNICEF website in order to generate interest in the work UNICEF does. • Develop a Contact Database to determine key stakeholders. To be sourced from mailings lists of HQ, RO and CO based on input from the respective offices.	Targeted information sharing with specific audience networks; Avoid information overload.	
10	Conduct KM Webinars	• WASHNET is an annual meeting that brings WASH staff together	Engage the WASH community with	

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		to engage in meaningful knowledge exchange. • Reach a wider global audience with partners such as RWSN, CLTS Hub, WaterAid, SuSanA, WSSCC and SNV. • Consider a global webinar event targeted at WASH partners organized by WASH HQ: identify potential topics based on partner needs (COs/ ROs). These topics could be organized into a 1 or 2-day thematic series, incorporating UNICEF and partner collaboration/ experience. Event to be moderated, with speakers from both UNICEF and partner organizations. • Targeted one-off webinars based on needs and availability of a specific partner should also be considered. • Link to all Global WASH Webinars here. • EAPRO example: Guidance in WASH disability data collection, monitoring and reporting • ROSA WASH Learning Series	minimal financial resources.	
11	Optimize conferences/ events: these could be dedicated research-oriented events or high profile events set on a global, regional or national level.	• Ensure such conference opportunities are documented and shared. • Each CO should maintain an internal country-level events calendar by liaising with both government and NGO partners. • For global and regional events,	For communication and advocacy; Establish UNICEF's role as a leader in WASH.	

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		these two calendars are kept up-to-date: Agenda for Change WASH Systems Calendar; IRC WASH Events Calendar • Staff attending these conferences should document their insights and share in brown bag lunches or other informal knowledge sharing avenues. Yammer is also a great place to give a quick short update.		
12	Nurture knowledge champions	• Identify staff to benefit from KM-related training • WASH Mentoring Programme began in Jan 2022 with the first cohort of mentors and mentees. The programme runs for 2 years.	To motivate / encourage exemplary staff and promote a continuous learning culture.	
13	Promote templated knowledge products	• Blogs and opinion pieces by CO, RO, HQ and partners on a variety of platforms. These include Huffington Post, RWSN website, CLTS Knowledge Hub, among others. Opportunities to be decided by the offices directly. • How to blog for WASH - one pager • ROs and COs working with regional and national level media can generate awareness of WASH issues, especially during special days such as World Water Day or World Toilet Day. (at the discretion of ROs and COs)	For awareness raising of knowledge products and of UNICEF WASH	
Pillar 4: Capacity building				
1	Mapping staff capacities	• Key staff capacity gaps were identified from the WASH Knowledge Survey as well as the UNICEF Urban WASH Capacity Assessment and Mapping in 2019	For COs to prioritize which staff capacity gaps need to be filled most urgently in order to meet their CPD and	

No.	What	How (tool/ process/ example)	Why	Who (can tell me more)
			WASH challenges.	
		• Capacity mapping around WASH systems strengthening related skills was conducted in 2021 (UNICEF, Water for People, IRC Partnership), link to methodology here. • ROs/ COs to maintain staff/partner capacity maps, with copy to WASH HQ		
2	Conduct writing workshops, for press releases and briefs, as well as for social media related writing of blogs, Yammer and others.	• Global WASH KM to organize online courses featuring different tutors who have mastered the art of writing such pieces (based on demand from COs) • Link these training sessions to the available literature in UNICEF Knowledge Exchange Toolkit, e.g., Blog Post Template Guide, Yammer, Yammer Cheat Sheet	For self-improvement, to develop better writing skills, understand how to write impactful messages for social media.	
3	Identify major training gaps	• COs and ROs play an important role in identifying demand for training. • Based on staff feedback, several priority topics they work in, lack training courses (see Table X in 4.5.3 of Implementation Guide) • This Table X should be maintained and updated every two or three years by CO, RO and HQ (master list)	To gauge internal demand for training and prioritize those that support UNICEF programming and decision-making in the long term.	
4	Training to meet capacity needs	• HQ to coordinate the promotion of training courses and webinars via WASH Bulletin periodically; broad dissemination of training courses sent twice a year to WASH staff. • Promote usage of the WASH Training Catalogue by HR of the	For staff capacity and career development; raise awareness and build a sustainable learning culture over the longer term	

No.	What	How (tool/ process/ example)	Why	Who (can tell me more)
		respective CO/ RO/ HQ especially during PER; Supervisors and HR in COs to pro-actively highlight relevant training courses.		
5	Onboarding training packages for new staff and consultants	• [Onboarding Guidebook for Supervisors](#) from DHR • WASH onboarding checklist similar to [DAPM checklist](#) • Onboarding training package (needs to be developed) • [Handover note template](#) (DAPM)	To orient new staff/ consultants on UNICEF and WASH priorities; Create a culture with regards to standardized onboarding and staff handover.	
6	Incorporate KM capacity building both online and in global/regional WASHNET or other meetings	• COs, ROs and HQ to include KM in all their webinars, events and trainings they conduct where relevant. • Develop a regular webinar series focusing on knowledge exchange tools for use in WASH, based on CO, RO needs (e.g., webinars on the use of SharePoint) • Refer [WASH Knowledge Management](#) and DAPM's [Knowledge Management Hub](#) for ideas to incorporate KM • Example: [Setting up KM in your office](#) • Example: ROSA T4D [Tip of the Week](#) shares quick and easy IT tips	• To encourage staff to learn about KM in action and see it in use. • For staff learning • Office type guidance for basic KM elements • Suggested KM approaches in terms of budget, resources and technology for small/ medium/ large offices • To demystify technology	ROSA T4D
7	Design new training courses	• New courses are developed consistently	• To keep up-to-date with new ideas and maintain relevance	

No.	What	How (tool/ process/ example)	Why	Who (can tell me more)
		• For courses available externally, that are in high demand, it may be possible to tailor the course to UNICEF needs.	• To enable staff access to valuable external courses are costly	
8	Online training for staff	• WASH HQ to monitor country and regional level participation for training courses • COs and ROs have a responsibility to ensure sufficient time for their staff to take online training courses at UNICEF. • Training material are available in UNICEF AGORA; similarly KM courses issued by DAPM are available (introductory and advanced modules)	To enable staff participation when there is a time constraint or limited budget for travel and training	
9	Face to face training for staff	• This decision is made during the PER between supervisor and supervisee in the respective office • Staff should have a right to a minimum number of days spent in training per year, including the opportunity to travel to face-to-face training meetings. The latter requires sufficient budget to be allocated for travel and per diem.	To motivate staff with learning opportunities for self-improvement as well as work-related training.	
10	Training of partners	• HQ support is ongoing, COs and ROs to advise on what training key partners need • COs and ROs engage with external policy, practice and research partners through sharing of UNICEF training courses as well as other resources (tools, knowledge products)	For external capacity building of WASH communities and to develop rapport with partners; Establish UNICEF's role as a leader in WASH.	
11	Learning from outside the organization (South-South learning)	• Guidance from DAPM on South-South and Triangular Cooperation, with a Technical Assistance Facility tool • Examples of external	Knowledge exchange; to support effective government leadership and mutual learning	

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		cooperation include o ESARO's WASH Trilateral South to South Study Visit to Brazil; o Trilateral South South Cooperation of Brazil-Ethiopia-UNICEF programme on water and sanitation; o UNICEF China: Rural sanitation clinic and south-south exchange session on WASH technology. o Trilateral South-South Cooperation between the IBSA Fund, Angola and UNICEF aimed at innovation and change in the sanitation sector		
12	Promote a learning culture that embraces both successes and failures	• Learning and reflecting (DAPM) • Learning from failures (DAPM) • Example: Buddy program (China)	To ensure knowledge exchange and application	
13	Reward and incentivising good KM practices	• Public recognition/ Acknowledgement • Submission of emerging and good KM practices to BOUR etc.	To encourage and motivate staff	