

2023

# Knowledge Management in WASH: An Implementation Guide



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This Implementation Guide is a culmination of collective input from the Global Virtual KM team with additional elements from various UNICEF teams. Specific tools are captured in the Toolkit for ease-of-use for UNICEF WASH staff.

## Abbreviations

ASWA	Accelerating Sanitation and Water for All
BAT	Bottleneck Analysis Tool
BB	Building blocks
BOUR	Best of UNICEF Research
CBO	Community Based Organisations
CEED	Climate, Environment, Energy and Disaster Risk Reduction
CLTS	Community Led Total Sanitation
CO	Country Office
COARS	Country Office Annual Reports
CoP	Community of Practice
ESARO	Eastern and Southern Africa Regional Office
EO	Evaluation Office
GTT	Global Technical Team
HQ	Headquarters
IRC	IRC WASH
JMP	WHO/UNICEF Joint Monitoring Programme for Water Supply, Sanitation and Hygiene
KM	Knowledge Management
LACRO	Latin America and Caribbean Regional Office
LTA	Long-term agreement contractual provision
MENARO	Middle East and North Africa Regional Office
PG	Programme Group
PER	Performance evaluation report
PME	Project monitoring and evaluation
RFP	Request for Proposal
RO	Regional Office
ROSA	Regional Office for South Asia
SP	Strategic Plan
SPPME	Social Policy, Planning, Monitoring and Evaluation
ToR	Terms of Reference
WASH	Water, Sanitation and Hygiene
WASHnet	WASH Network
WCARO	West and Central Africa Regional Office

## Executive summary

### Introduction

## Implementing the WASH knowledge management Strategy

This document is a practical guide to implementing the UNICEF [Global WASH Knowledge Management \(KM\) Strategy 2022 – 2025](#). It provides clarity in the direction of WASH KM for the strategic period of 2022 - 2025, focusing on activities that support continuous learning and adaptation and improve existing practices as WASH moves forward towards the attainment of Sustainable Development Goals. This includes “how-to” guidance material, links to relevant references, newly developed resources shared by the Global KM Team, as well as useful KM resources available in the sector and beyond. The KM work shall align with organizational and office priorities and be integrated with existing processes at every level instead of being an ad-hoc activity.

Regional offices are encouraged to assess and customize the Global WASH KM Strategy and the WASH KM Implementation Guide for their region based on the specific opportunities and challenges faced. Countries need not necessarily develop a strategy, but should make their plans inspired by the global and regional strategies and the tools made available.

### 4.1 Getting started with KM: assessing KM practices and levels of maturity

Assessments are valuable tools in knowledge management to help identify the current status of KM practices and potential ways of improving it based on identified strengths and weaknesses. As noted in Chapter 2 of the Global WASH KM Strategy, the WASH KM team conducted an extensive assessment in 2021 and developed the KM Maturity Assessment Tool (KM-MAT) during this process. Box X links to the tools developed during the 2021 assessment, which can be adapted to specific contexts.

[NB: The documents in the links below should be updated in the WASH KM SharePoint site for easy access]

#### **Add Box X. UNICEF WASH KM Maturity Assessment Tool**

This tool was developed by the UNICEF WASH team, drawing from available tools to understand the maturity level of the implementation of its knowledge management strategy in effect from 2017 – 2021 in order to update the new WASH KM strategy for the period of 2022 – 2025 aligned with its Strategic Plan 2022 – 2025. It is recommended that the UNICEF Regional and country WASH teams adopt this tool as the first step of developing a new KM strategy or updating the existing strategy. The link to the tool is available [here](#).

Link to other suggested KM Maturity Assessment tools can be found [here](#) and the guidance and examples from DAPM KM Hub can be found [here](#)

As with many aspects of KM, there is no one-size-fits-all assessment for KM, and there are costs and benefits to each type. For example, a self-assessment will leave out valuable insight from colleagues but is less time-consuming, whereas a full, comprehensive assessment may have more insight but is

more challenging to implement due to the time and resources required. Finding the right balance is important, and it is often best to start small and move to more comprehensive tools as the country WASH KM ambitions expand.

The section below provides tools and guidance on KM Pillars and Enablers as specified in the Global WASH KM Strategy.

## 4.2 Knowledge generation

There are several key components that ensure high quality knowledge generation as illustrated in the Knowledge Loop in Action (Fig. 8, Global WASH KM Strategy 2022 – 2025). These include knowledge product inventory, knowledge gaps/needs assessment, knowledge prioritization and quality assurance. By taking stock of already available resources, UNICEF WASH works pro-actively to guide knowledge generation towards meeting WASH needs, conducting their own knowledge gap assessments where necessary. For this purpose, a wide range of methodologies, tools and examples are shared in the Implementation Toolkit to help staff get started.

### 4.2.1 Establishing knowledge and evidence gaps

A comprehensive approach to establishing knowledge and evidence gaps would ideally include:

- An inventory of knowledge products, both internal and external (i.e., Google Scholar or PubMeds) in order to conduct a literature review.
- Acknowledgement of the priority topics for WASH
- Reviews and evaluations that map for evidence gaps, e.g., tool knowledge product and capacity mapping of DGIS countries from IRC, among others.

Generic tools:

- Guidance on [How to identify the research gap?](#)
- Guidance on [How do you identify knowledge gaps in research?](#)

### ***Knowledge product inventory***

A literature review is often the first step toward identifying knowledge or evidence gaps, and this is conducted through an inventory of existing knowledge products. The WASH staff feedback on knowledge gaps and needs suggest that knowledge management systems – that guide staff to existing resources on topics of interest, that are known to staff, and that are up to date – are poorly functioning. Many ROs and COs are in the process of developing and implementing office-wide KM systems, including cataloguing knowledge products. This is also typically done in preparing new country programmes through the Situation Analysis (SitAn). The WASH KM team is in the process of analyzing these strategies and identifying areas of alignment, good practice, and potential collaboration.

To ensure staff have facilitated access to UNICEF’s own evidence base, a single unified inventory of WASH knowledge products has been initiated with each region contributing its knowledge products from the past 10 years, and building on previous inventories that have been kept by HQ. Postings in

Yammer groups that contain case studies and key documents are also being scanned. The inventory is available [here](#) and needs to be constantly updated. Since 2017, annual knowledge product catalogues have been produced that provide snapshots of publications produced by UNICEF that enables users to filter for categories such as flagship knowledge products, evaluations (including the evaluation quality ratings), cross-cutting equity strategies (e.g., gender, disability), country, region, year and publication type that can be found [here](#).

### **Knowledge gaps and needs assessment**

In the [UNICEF Strategy for WASH 2016-2030](#), based on its understanding of the WASH sector and the challenges moving into the SDG era, UNICEF identified several priority topics for greater focus. See Table X below. In addition, Table X shows emerging gaps in the WASH sector based on analyses by external sources, which highlight specific areas for action, including urban WASH, sustainability and gender-responsive programming.

**Table X. Priority topics identified in UNICEF’s 15 year WASH strategy**

• Achieving ‘safely managed’ standard	• Sustainability
• Value for money (cost-effectiveness)	• Market development
• Urban WASH	• Regulation
• Climate resilience	• Leveraging finance
• Enabling environment	• Accountability / governance
• Understanding social norms and behaviour change approaches	• Bringing development considerations into emergency response
• Reaching vulnerable populations (LNOB)	• Generating materials for advocacy work
• Innovation	• Cross-sectoral links

**Table X. Emerging gaps in the sector**

Topic	Specific areas for action	Resources
<b>Urban sanitation</b>	Issues in latrine management, sewage treatment and disposal; Community-led total sanitation; empowerment of vulnerable groups	<a href="#">Gap Analysis in Emergency, Water, Sanitation and Hygiene Promotion</a>
<b>Hygiene</b>	Weak community participation; lack of well-designed hygiene promotion	<a href="#">Gap Analysis in Emergency, Water, Sanitation and Hygiene Promotion</a>
<b>Gender-responsive programming and evaluation</b>	Consider gender dynamics to ensure equitable solutions, only 20% of studies report sex-specific outcomes	<a href="#">Where are the evidence gaps in the water, sanitation and hygiene sector?; Gender-responsive WASH</a>

<b>Sustainability</b>	Need for better preparation and resilience; exit strategies and environmental considerations. E.g. measuring longer-term behavioural outcomes	<a href="#">Gap Analysis in Emergency, Water, Sanitation and Hygiene Promotion; Where are the evidence gaps in the water, sanitation and hygiene sector?; Sustainability Check Tool</a>
<b>WASH in Health facilities and schools</b>	Lack of improved water source or sanitation in health care facilities and schools. E.g. 35% do not have water and soap for handwashing (WHO estimates)	<a href="#">Where are the evidence gaps in the water, sanitation and hygiene sector?</a>
<b>Vulnerable populations</b>	Studies that incorporate disability and diseases such as HIV	<a href="#">Where are the evidence gaps in the water, sanitation and hygiene sector?</a>
<b>Climate change</b>	Need to demystify climate resilient WASH; address lack of capacity; nature-based solutions and better monitoring indicators	<a href="#">Knowledge and Practice Gaps in Climate Resilient Inclusive WASH</a>
<b>Localization</b>	Need to engage with communities to harness local knowledge; build bottom-up advocacy on WASH and climate change	<a href="#">Knowledge and Practice Gaps in Climate Resilient Inclusive WASH</a>
<b>Capacity building</b>	Context-specific training; lack of capacity in risk assessment and vulnerability analysis	<a href="#">Knowledge and Practice Gaps in Climate Resilient Inclusive WASH</a>

### ***Knowledge prioritization through reviews and evaluations***

In recent years, various reviews have been conducted to identify the priority gaps in evidence. See Box X, X and X for examples which include i) MegaMap on Child Well-being Interventions in LMIC's developed jointly by UNICEF Office of Research-Innocenti and Campbell Collaboration, ii) Evaluation Synthesis of UN System and Development Bank work towards SDG 6, and iii) a mapping of WASH systems related knowledge and capacities under the Partnership for WASH Systems in Africa.

**Add in Box X:** MegaMap on Child Well-being Interventions in LMIC's developed jointly by UNICEF Office of Research-Innocenti and Campbell Collaboration

This MegaMap provides an overview of global evidence synthesis products related to child wellbeing in low- and middle-income countries. It includes 484 Systematic Reviews and 25 Evidence and Gap Maps. Evidence is mapped against the five goal areas of UNICEF's Strategic Plan (2018-2021). This is a 'living map', updated annually as new evidence emerges. Accompanying research briefs summarize findings in each goal area including Goal Area 4: [Every Child Lives in a Clean and Safe Environment](#).



**Add in box X: [Evaluation Synthesis of UN System and Development Bank work towards SDG 6](#)**

Topline findings of this review of SDG 6 evaluations by United Nations entities and development banks are extracted below:

- Better coordination and expanding stakeholder engagement were consistent themes across all evaluations. Ensuring high involvement from a variety of stakeholders was a key component for success, as was defining clear roles and expectations.
- Multi-sector synergies and coordination critical for achieving SDG 6 and its contribution to other SDG targets (e.g., health, nutrition, climate change, agriculture)
- Political will and acceleration of funding efforts is needed for attainment of SDG 6 targets as progress is falling behind at the current scale of programming
- Complicated measurement and reporting of specific SDG 6 indicators.
- Evaluation gaps with SDG 6 Targets 6.3, 6.4 and 6.6 least evaluated of all SDG 6 targets; Funding gaps with no comprehensive SDG 6-wide tracking of the funding status by target.
- Sustainability was one of the weakest findings among the evaluations.

**Add in box X: WASH systems knowledge and capacity mapping (2021).** Conducted recently under the Partnership for WASH Systems in Africa between UNICEF, IRC and Water For People, some topline findings from the knowledge mapping:

- A common bottleneck is inadequate coordination, resulting in duplication of efforts.
- Cross-sectoral KM coordination receives little attention, which is of importance for addressing priority topics where the nexus between WASH and other areas
- Lack of a clear publication pipeline and KM strategy/ plan limits CO possibilities to contribute to the most pressing gaps the sector is grappling with.
- Most knowledge products lack variety, and are too lengthy. Need for audio-visual formats, or other dynamic, customised products. Key global WASH resources were constrained by only being available in English.
- Issues with the general availability of knowledge on appropriate online platforms (sometimes only internal to UNICEF) and keeping these platforms up to date.
- Sharing knowledge products and knowledge gained from trainings is primarily directed at immediate colleagues and partners only.

A method document is available [here](#) and can be used as a basis for conducting similar assessments.

### **Improving the evidence for WASH programming in the new UNICEF Strategic Plan period**

In parallel with the development of the Strategic Plan, the Evaluation Office (EO), in consultation with Programme Group (PG) colleagues, developed the Plan for Global Evaluations (PGE) 2022-2025. The PGE aims to build evidence in areas deemed the most critical for organization accountability and learning, in support of the SP and SDGs, to achieve results for children. The PGE is focused on global evaluations but was developed through a consultative process with regional and country offices as well as PG staff. For Goal Area 4, the EO and PG-WASH identified key areas for future assessment, based on existing evaluation coverage, findings and recommendations from the previous quadrennium's evaluations, and strategic priorities for WASH and CEED. Goal Area 4 evaluations in the 2022-2025 PGE are:

- Mid-Term Evaluation of UNICEF Strategy on Water, Sanitation and Hygiene, 2016-2030

- Evaluation of the Accelerated Sanitation and Water for All programme (DGIS ASWA II)
- Evaluation of UNICEF work in disaster risk reduction and climate

Additional evaluations or assessments of WASH and climate topics are expected in response to emerging needs. One planned exercise is a baseline assessment of environmental and social safeguard implementation at country level.

The EO will work with PG-WASH to ensure dissemination of lessons and key conclusions from evaluative work amongst staff, as well as support the development of management responses. All evaluations are available publicly on the EO site and selected WASH evaluations will be featured on the WASH Evaluation SharePoint and WASH Bulletin.

The ROs and COs also have evaluation plans, which will be compiled and stored in the SharePoint site to enable common access. Learning sessions are organized regularly on topics of emerging interest for global learning. The first Global WASH Knowledge Fair was organized in 2022 to guide WASH programming with three webinars to celebrate the KM-related work that WASH colleagues had undertaken as well as show appreciation to the various contributors of knowledge.

#### 4.2.2 Knowledge ethics

UNICEF is committed to ensuring that all research, evaluation and data collection processes undertaken by UNICEF and its partners are ethical.

To this end, procedures and guidelines have been created to embed ethical principles and practices in all our evidence generation programmes. UNICEF recognizes the critical importance of children's voices in evidence generation and is developing tools to support and advocate for ethical evidence generation involving children. The [UNICEF Procedure on Ethical Standards in Research, Evaluation, Data Collection and Analysis \(2021\)](#) provides ethical standards and guidance. For more information on ethical research for children, refer to the Office of Research- Innocenti site [here](#).

#### 4.2.3 Knowledge localization

Knowledge localization within the development context is necessary for long-term sustainability. There is often a divide in how knowledge is articulated in local language and culture that is not easily transferable to a global setting or vice versa. It is implicit and requires meaningful participation and leadership of local stakeholders. There needs to be a place at the 'planning' table for local WASH knowledge holders to contribute more inclusively. In practical terms this includes valuing local knowledge and expertise, ensuring that local WASH priorities are in alignment, and strengthening their capacity.

A USAID case study on Local Knowledge and Equity in Development from the [Return on Knowledge](#) publication provides some guidance on methods and tools to help them include more local knowledge in their processes, i.e., [Whole-system-in-the-room multi-stakeholder workshop](#), [SDC How-to-Note: Beneficiary Assessment](#).

At CO and RO level, it can be achieved by building the capacity of local staff in knowledge generation, i.e., targeted skill-building, co-authorship by local authors in all country publications and others. It also includes promoting and publishing translations of key and flagship publications, practitioner guides and hygiene promotion materials into non-European national languages.

#### 4.2.5 Quality assurance in knowledge generation

To strengthen the pipeline process for producing quality knowledge products, the Knowledge Generation pillar has an increased focus on peer review processes and expectations. The objectives of these processes are:

- To support staff in better documenting their work;
- To check the document adheres to UNICEF WASH strategy (2016-2030), [UNICEF Brand Guidelines and Resources](#), [UNICEF Brand Book<sup>1</sup> \(Brand Assets, Brand Development Messages and Protecting UNICEF's Brand\)](#);
- To enhance and protect UNICEF's international reputation as a thought leader in the sector.

Formal peer review checklists have been developed, consulted globally, and put in place for each of the 9 WASH templated publication types. These templates may be expanded, and for now include: WASH Diary, Technical Paper, Discussion Paper, Fact Sheet, Guidelines, Field Note, Reference Guide, WASH Results and COVID-19 WASH Response. Access to the templates and previous publications is available [here](#).

#### **Insert Box X: Peer review checklists**

Peer reviewers will use the checklists as a guide to help judge the quality of each section of a document. The checklists cover topics such as the clarity of key points and methods, and why the subject matter is important/timely for the sector. They also include guidance on the roles and responsibilities of each stakeholder in the process, including the publication lead, WASH Chief, External Reviewer, Regional Advisor, and HQ. The steps in the peer review process are shown in Figure X below, illustrating the case for country office knowledge products.

For HQ staff, the process of peer review will be adapted to meet the needs of each specific product. For example, the reviewers might include other Advisors/Specialists in HQ, Regional Advisors, Country Office colleagues, or external experts as appropriate.

The [standards for evaluation reports](#) and the [handbook](#) are defined by the Evaluation Office for the entire organization.

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<sup>1</sup> [UNICEF Brand Book and Brand Manual Version 3.2, May 2021](#)

### 4.3 Knowledge customization

In addition to documenting impacts at the end of a project, documentation of key learnings and experiences throughout the programme cycle helps adjust programming in real-time and increases impact. This supports the production of 'right sized' knowledge in accessible formats customized for different audiences. Documentation and customization require appropriate processes, tools and templates, peer review (see Figure X above) and quality assurance, guidance on language-use and suggested formats.

#### 4.3.1 Value-added building on available knowledge:

UNICEF has a wealth of knowledge to contribute to planning and decision-making in the WASH sector as well as UNICEF-specific planning processes. Key evaluation reports and findings have been highlighted under Evidence Generation Pillar in 4.2.1. To further ensure that pipeline studies build on available knowledge and provide new and timely information for the sector, a system is required to enable staff to determine whether their study is new and adds value to sector knowledge, thus avoiding duplication of existing studies or investment in low value knowledge.

This is recommended to be conducted at planning stage, and information then is fed into the Integrated Planning and Monitoring Plan (IMEP) of the Countries and Regional Offices. In country offices, Social Policy, Planning Monitoring and Evaluation team (SPPME) reviews the plan and feeds back to WASH teams. The process for assessing the knowledge gap being filled and the value-added of an additional study needs to be made more rigorous in countries. Hence, each study lead should access the global knowledge inventory, and provide a clear justification for why an additional study is justified. (Validity to be confirmed by ROs)

It is expected that countries also share their plan with regional offices and HQ at the same moment that they share it with SPPME, to provide an opportunity for feedback. The WASH CPD Clinics that are done typically at the time of CPD Planning amongst HQ, RO and CO provide an opportunity to review the study and evaluation needs and further customize the available knowledge for informed decision-making in the sector and within UNICEF.

#### 4.3.2 Identification of key knowledge for customization

Knowledge is generated from the moment a study begins. However, it is important to consider what will be captured and documented in order to use resources effectively. There already are 9 WASH knowledge product templates available (see section 4.3.4 below) to help capture learning. In addition, DAPM's [Guidance on Documentation](#) provides tips on how to identify key knowledge from a study and assess results that lead to capturing lessons or good practices.

Beyond tools such as the Peer review checklist (Section 4.2.5), systems are in place to ensure staff are able to customize knowledge into academic publications and other external facing knowledge products. These systems shall be promoted in WASH KM related presentations, Yammer and WASH Bulletin in regular intervals.

Customized writing programs will be conducted yearly to motivate and support staff in improving writing skills and building their confidence. These programs should ideally include infographs and audio-visual content to engage people who are visual learners as well.

#### 4.3.3 Systematic documentation, learning and knowledge retention

As continuous learning is the core aim of our knowledge management approach in WASH, it is critical to reflect on and learn from our experiences, and to capture key issues, approaches, challenges and learning. A distinction is needed between [‘tacit’ and ‘explicit’ knowledge](#). Tacit knowledge is the experience and lessons that our staff and partners have, while explicit knowledge is knowledge that has already been documented in reports, journals, webinars, videos, etc. The two types of knowledge are strongly linked, and a key component of a knowledge management strategy is to propose ways for converting tacit to explicit knowledge, and to strengthen ways of increasing staff’s tacit knowledge. The process of converting tacit knowledge into explicit knowledge requires opportunities for learning, reflection and dialogue to identify emerging issues from project activities, as well as tools and knowledge capture opportunities to document experiences, such as invitations to write blog posts, deliver a webinar or a writing workshop.

For documentation of learning systematically, UNICEF already uses tools like [Joint Sector Reviews](#) and After Action Reviews to capture lessons from our humanitarian response; and efforts will be made to document these practices for global learning. (Refer to DAPM KM Hub on After Action Review Experiences in UNICEF [here](#))

For capture and transfer of knowledge from rotating and retiring staff, an exit interview of how WASH teams at HQ/RO and COs are currently facilitating the transfer of knowledge from staff retiring, rotating, or moving onto other jobs is ongoing. Guidance and templates developed by the DAPM team will be adapted for handover of critical knowledge and insights for smooth succession of the roles and responsibilities (Refer to DAPM KM Hub on Retaining Critical Knowledge [here](#))

#### 4.3.4 Templated knowledge products

Specifically, model publication typologies, or templates are now in place to support WASH staff in documenting and sharing innovations and good practices, so that information reaches intended audiences effectively. The templates cover nine publication types which have been selected from a longer list of knowledge product categories defined by the Programme Group, and include programme instructions or guidance (which are issued by PG Director), strategies, reports and training materials.

For any new templated knowledge product, the nature of the information that is going to be shared will be considered in relation to (i) who is the intended audience (internal, external, or both), and (ii) what communication channels can be leveraged to promote distribution of the knowledge product. These considerations are part of the planning process at country level (annual plans, CPD), and they are also supported through multi-country projects with KM components as well as the WASH virtual KM Working Group.

Figure X. Peer review process for country office WASH knowledge products

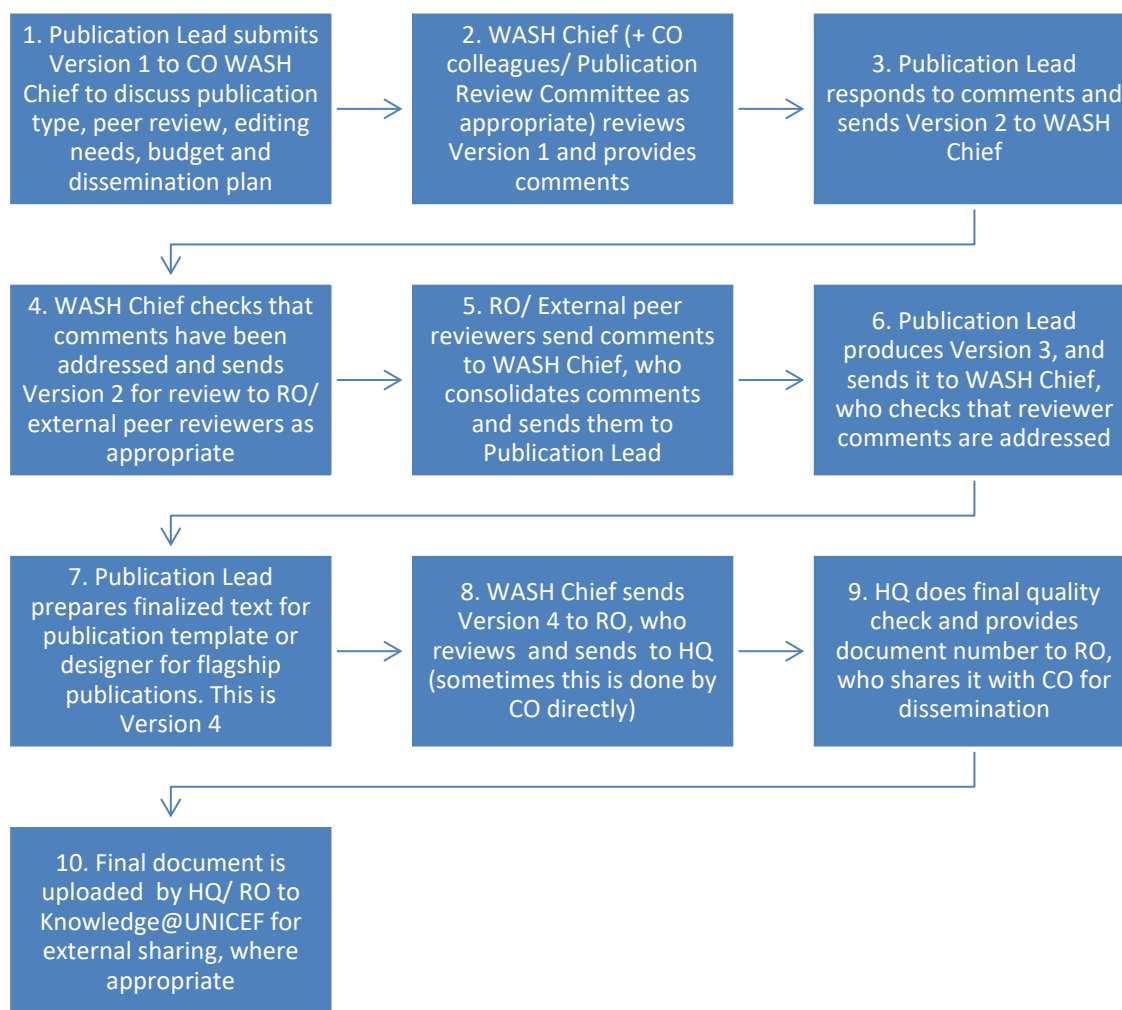
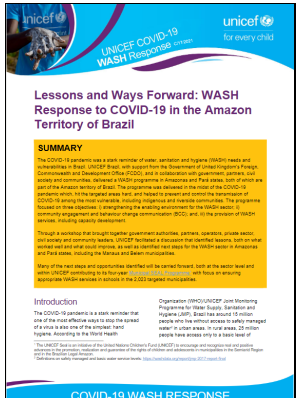

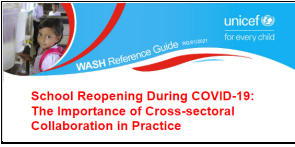



Table X. WASH templated knowledge products and the target audience

WASH Templated Knowledge Product	Target Audience
<p><b>WASH COVID-19 Response – compile lessons learned on UNICEF’s COVID-19 response and how to ensure continuity of WASH services and supplies during and after the pandemic. <a href="#">Link to template</a></b></p> 	<p>Internal/ External (WASH professionals including NGO and government partners, cross-sectoral and resource partners, senior managers)</p>

<p><b>Technical Papers</b> – present the results of in-depth research and evaluations, advancing WASH knowledge in a key topic. <a href="#">Link to template</a></p> 	<p>Internal/ External (WASH professionals including NGO and government partners, cross-sectoral and resource partners, senior managers)</p>
<p><b>Discussion Papers</b> – explore concepts and evidence from a discursive, open angle on a topic that is new and where evidence is lacking. Their purpose is to advance understanding and stimulate debate and further research on an emerging topic. <a href="#">Link to template</a></p> 	<p>Internal/ External (WASH professionals including NGO and government partners, cross-sectoral and resource partners, senior managers)</p>
<p><b>Guidelines</b> – describe a specific methodology for WASH programming, research or evaluation – drawing on substantive evidence, and based on UNICEF’s and other partners experiences in the field. <a href="#">Link to template</a></p> 	<p>Internal (Written for experts using technical language)</p>
<p><b>Field Notes</b> – share innovations in UNICEF’s WASH programming, detailing its experiences implementing these innovations in the field. <a href="#">Link to template</a></p> 	<p>Internal (WASH professionals, but amenable for a wider audience such as resource partners, senior managers)</p>
<p><b>Fact Sheets</b> – summarize the most important knowledge on a topic in less than four pages in the form of graphics, tables and bullet points. <a href="#">Link to template</a></p> 	<p>Internal/ External (WASH professionals, but can be used by wider audiences such as donors)</p>
<p><b>WASH Diaries</b> – explore the personal dimensions of WASH, and remind us why a good standard of water, sanitation and hygiene is important for all to enjoy. <a href="#">Link to template</a></p> 	<p>Internal (written for non-WASH professionals)</p>
<p><b>Reference Guide</b> - presents systematic reviews on topics with a</p>	<p>Internal/ External</p>



<p>developed evidence base or a compilation of different case studies to indicate the range of experience associated with a specific topic. <a href="#">Link to template</a></p> 	<p>(WASH professionals including NGO and government partners, cross-sectoral and resource partners, senior managers)</p>
<p><b>WASH Results</b> - show solid evidence of how UNICEF is achieving the goals outlined in Country Programme Documents, Regional Organizational Management Plans, and the Global Strategic Plan or WASH Strategy, and contributes to our understanding of the WASH theory of change or theory of action. <a href="#">Link to template</a></p> 	<p>Internal/ External (WASH professionals including NGO and government partners, cross-sectoral and resource partners, senior managers)</p>

To make our knowledge products accessible to persons with disability, efforts will be made to convert the templated knowledge products in disability accessible formats. Accessibility of knowledge products ensures these guidelines are met, including [Web Accessibility Standards and Training](#), [tips on making a Word document accessible](#), and [organizing accessible events and meetings](#). Other resources include Disability Connect which provides [UNICEF Disability Inclusive Procedures and Guidance](#), [Disability-inclusive language and communications](#) and [Assistive Technology Share Point page](#).

To encourage staff with limited writing experience to consider producing these knowledge products, peer support/ training could be offered to assist them through the process. This may involve customized writing workshops for staff to work on their reports in order to turn them into articles. Peer support is to be elicited through the Global Technical Team, where a list of staff members interested in supporting the peer review process is compiled. To incentivize staff, decisions around attendance at international events can be linked to the successful publication of these knowledge products.

#### 4.3.5 Flagship Knowledge Products

As the custodian of SDG 6.1 and 6.2, UNICEF jointly with WHO and other partners produce a number of collaborative products to inform the sector of latest data, information and research related to WASH services. The [WHO/UNICEF Joint Monitoring Programme](#) is a flagship endeavor between UNICEF and WHO that provides cutting-edge data and information globally to the member states to inform national plans and policies. UNICEF also produces a number of tools and guidance to help UNICEF and partners design and deliver WASH programmes globally. The link to tools and guidance can be found [here](#).

#### 4.3.6 Other knowledge product formats/prepared media

As well as written knowledge products covered above, audio-visual material such as videos and cartoons are often chosen by UNICEF country offices as the best way to reach their target audiences.



This KM Strategy supports the production of such materials, if justified in the same way as other knowledge products (i.e., required to meet programme objectives and can be completed in a cost-effective way). The knowledge product inventory has been expanded to include videos, which will be available via link on SharePoint and later on Knowledge Domains and external platform Knowledge@UNICEF. Examples of the use of such tools can be found in Table X.

Table X. Examples of other knowledge product formats/ media

Knowledge Product Formats/Media	Related tool or process
Digital Tools	<a href="#">Using Digital Tools to Support KM</a> (DAPM) <a href="#">Ask Me Anything: Videos, Infographics, e-Newsletters</a>
Animated Videos	<a href="#">WASH Animation Video Series in EAP Region - Infogram</a>
Infographics	<a href="#">Repackaging Knowledge Products into Infographics</a> (Lebanon CO example) <a href="#">Ways to condense knowledge products</a>
E-Newsletters	<a href="#">WASH Bulletins</a>
Storytelling	<a href="#">Asian Development Bank</a> (external)
Podcasts	<a href="#">Podcast for the KM Learning Programme</a>
Cartoons	<a href="#">My Hero is You</a>

Some best practice examples include spin-offs of written formats with audio-visual formats, such as the [Good practice for WASH in Ghana : meeting the targets for water, sanitation and hygiene by 2030](#) publications, collated by the National Development Planning Commission together with IRC Ghana. This is one of a series of documents initiated by, co-produced with and co-branded by government, increasing ownership, usage and dissemination of these resources.

#### 4.3.7 Academic publishing: author/ peer review guidelines

For peer-reviewed publications, staff are assisted in identifying which pieces of work should be considered for submission to a peer-reviewed journal. Once the decision has been made, staff have access to a [list of journal options](#) so that the right journal is selected. Guidance on external academic publishing is available [here](#). Staff are motivated to publish academically through explicit recognition they get from publishing their work in peer-reviewed journals, through recognition in meetings, through features in the WASH Bulletin and through building their publications list in their CVs. Commitments to academic publishing can be made in the PER exercise either by the staff themselves or as a motivation from the supervisor. The [Best of UNICEF Research](#) (BOUR) competition, facilitated by the Office of Research-Innocenti, is another opportunity for WASH studies to undergo internal and external peer review. Conference papers are also encouraged, which might lead to academic publication. Once it is decided to submit a paper for a conference, it would follow the same peer

review process as outlined in Section 4.2.5 (Box X). Formal peer review checklists with clear steps defining responsibilities and roles for global, HQ and CO authors facilitate the publishing process.

#### 4.3.8 Translation

Being a global organization with presence in more than 190 countries, many knowledge products often have to be translated into other languages so that they can be used in countries where English is not the first language or commonly spoken or understood. In past Strategic Plan periods, a major proportion of knowledge products globally were produced in English, currently only few are translated to a second language. In francophone, hispanophone and lusophone countries, knowledge products are most commonly produced in the local language, with some translated to English.

With this language divide, it is clear that UNICEF's knowledge is not being shared optimally between countries. However, to translate all knowledge products to all UN languages poses a significant burden and cost to the organization, including the additional formatting cost of translated publications. Hence the decision to translate must be made selectively based on the expected demand for a particular knowledge product in another language. This process should be led by the regions containing countries where French, Spanish, Portuguese and Arabic are spoken.

The following criteria should be applied to decide which knowledge products are translated to which languages:

1. The degree of relevance of the main findings of the knowledge product outside the country of origin, and specifically in countries where translation would be needed. Assessment: low, medium or high.
2. The category of the knowledge product, and whether the main global audiences (outside the country of origin) do not understand the language sufficiently for the knowledge product to be useful. Assessment: few, many, or most of the target audience do not understand the language of original publication.
3. The length of the knowledge product, and hence cost of translation and additional formatting required. Assessment: short (<10 pages), medium (10-30 pages), long (>30 pages).

For global and regional products, responsibility for the translation will rest primarily with the product lead. For these products, it is proposed that the product lead of an English-language product approach regional advisers for WCARO, LACRO, ESARO and MENARO to determine the strength of argument for translation to each language. This should be done at the product planning stage. A strong argument is made where the knowledge product relevance is high and many/most of the potential audience does not understand the original language. However, if the publication is long, then consider translating a shortened form of it (e.g., Executive Summary). For product leads of a non-English publication, both HQ and all regional advisers need to be approached to assess the necessity of translation to English and other languages.

For country knowledge products, decisions about translation are likely to be made at a later stage, once the quality and content of the publication is known. The draft product should be circulated to other regions to invite requests for translation. With the current absence of a global service and budget line for translating of WASH products, the responsibility for the translation (and paying for it) will need to be determined on a case-by-case basis. However, those preparing non-English language products should plan from the start to translate the product to English, as a minimum.

Guidelines on the use of LTAs for UNICEF HQ offices to use translation services in French, Spanish and Arabic are available [here](#). Some free translation tools include [Google Translate](#) to translate phrases or short paragraphs and [TranslatePress](#) to translate websites. While there are many more free translation tools available, for security reasons, it is recommended that staff use them cautiously, with IT guidance.

#### 4.3.9 Quality assurance in knowledge customization

Quality assurance needs to be enhanced to ensure all UNICEF WASH publications meet a minimum standard, both technically and brand-wise. The process for peer review of knowledge products was presented in Figure X to assure the technical quality. In addition, an instructional [Guidance for Authors](#) is available to support authors in selecting the correct type of knowledge product and in ensuring that the primary audience is clear and targeted.

The author guidance describes each standard template in relation to the following attributes: author(s), purpose, approximate length, audience and style, and structure. It further provides instructions on the peer review process, editing requirements, and sign off. Finally, the guidance breaks down the process of placing the information into the template. This covers issues such as formatting the text, tables, and figures (e.g., font size and type, line spacing), language, photos and photo credits, partner logos, abbreviations, references, acknowledgements and “about the author.” The “Read-Me” text on page 1 of the template, includes a separate file which opens to summary information on key aspects to be aware of. For more information, see example of [Read-Me](#) from [WASH Technical Paper template](#).

#### ***Approval at CO, RO, HQ levels***

It is important to maintain accountability at all times. By putting in place various guidance and peer review checklists at CO, RO and HQ level, author(s) are assured of a standardized product development process; while resources are directed to generate high quality knowledge products that can be shared with intended audiences.

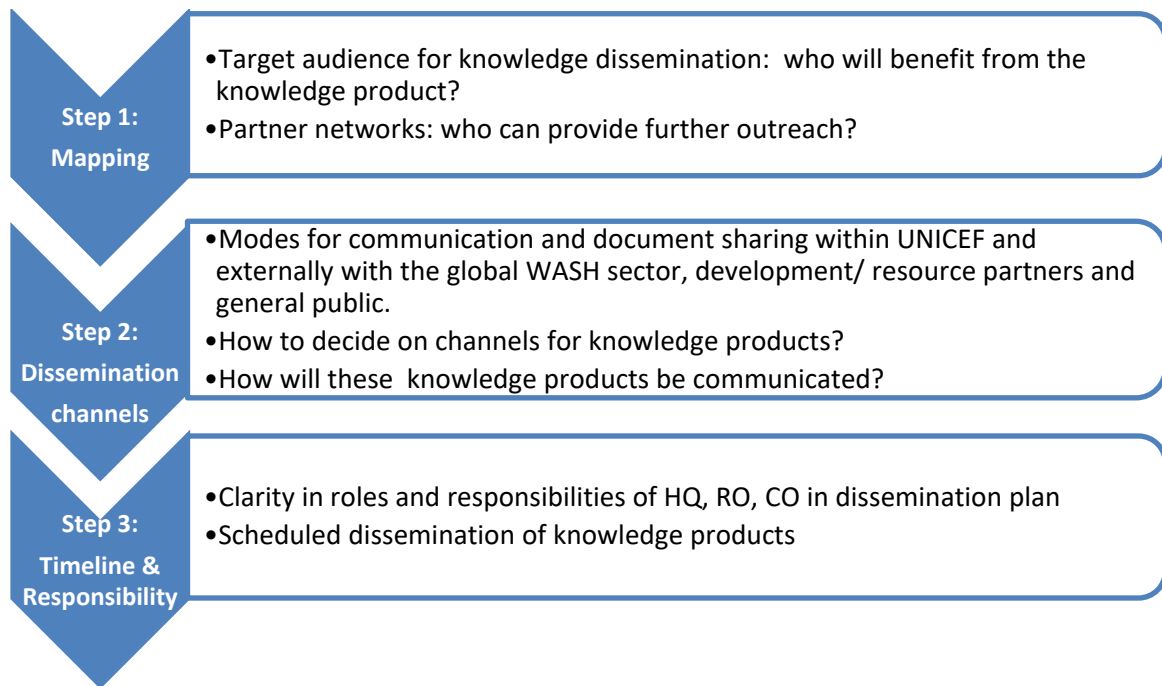
#### 4.4 Knowledge dissemination, communications, advocacy and use

UNICEF has identified water insecurity and climate change as [global advocacy priorities](#) with the aim of influencing the predominant narrative so that decision makers understand that these are urgent child rights issues. To this end, the [UNICEF Global Communication and Advocacy Strategy](#) set its target audience as individuals with the potential to be advocates, donors or volunteers; young people under 24; and policy decision makers and influencers. Therefore, WASH knowledge products have an important role, not only in information sharing, but also in ensuring that the knowledge can be used in advocacy.

From developing content that can be customized for use on multiple channels to co-creating content with network partners for larger audiences, there needs to be deliberate thought that goes into each knowledge product. There is a multitude of ways to disseminate knowledge products and communicate knowledge effectively in UNICEF (see [Knowledge Exchange Toolbox](#)). A point of emphasis is that early-stage planning for knowledge products, including dissemination strategy,

identification of target audience(s), and publication format (printed, online, etc.) should be agreed upon. Ideally, the dissemination plan is discussed at the beginning when a knowledge product is being developed (see Peer review checklist in Section 4.2.5 on Quality Assurance). This Implementation Guide shares a systematic approach to develop a cohesive dissemination plan for WASH knowledge products (Figure X).

Figure X. Systematic approach to develop a dissemination plan



#### 4.4.1 Systematic approach to developing a dissemination plan

A dissemination plan encapsulates several important elements such as who the knowledge product is developed for; what the communication plan is for internal and external audiences; roles and responsibilities in implementation.

##### 4.4.1.1 Mapping of audiences for dissemination of WASH knowledge products

Identifying who will use the knowledge is important to ensure meaningful engagement and maximize potential for advocacy. Whether the knowledge product raises awareness, provides understanding or calls one to action, prospective audiences are both internal and external:

- Internal:
  - Staff at UNICEF Headquarters, Regional Offices, Country Offices
- External:
  - Government and national policymakers
  - Donors/ Development Partners / Resource Partners
  - National academic and training institutions
  - Private sector organisations
  - NGOs / CBOs
  - Communities of Practice / Networks

- Media
- Social media networks

Table X maps prospective audiences to general knowledge products and corresponding dissemination avenues. Both internal and external audiences have specific communication needs. Based on the purpose, i.e., raise awareness, aid understanding or advocacy, knowledge products can be disseminated accordingly. Donors and resource partners may require a more formal reporting structure. Media and social media networks on the other hand, can easily be reached through informal briefs such as media releases and human interest stories.

**Table X. Mapping different audiences with various knowledge products and dissemination avenues**

Audience	Who	Aim	Knowledge Products	Dissemination Avenues
<b>INTERNAL</b>				
UNICEF Staff	CO, RO, HQ	Reporting on commitments, fundraising, awareness raising	Progress reports, human interest stories, WASH Bulletin	To feed into RAM, COAR
<b>EXTERNAL</b>				
Donors/ Development/ Resource Partners	Bilaterals, private sector, individuals	Reporting on commitments, fundraising, awareness raising	Progress reports, human interest stories	Formal sharing via HQ & donor report;  M&E indicator sheets, technical briefs via field offices, human interest stories via UNICEF website
Government and National Policymakers	Government	Policy influencing	Situational analyses, policy briefs	High level meeting, technical briefs, peer-reviewed papers, government websites
	WASH sector actors (IDBs, NGOs, CBOs),	Evidence-based advocacy via review, consolidating key viewpoints from experts, roundtables, etc.	Policy briefs, media briefs, peer-reviewed papers, surveys, trials, etc.	High level meetings, national events
Partners - district & sub-district	Government	Evaluation of implementation, processes, monitoring & impact (health, nutrition, empowerment)	SOPs, process documentation, working papers, baseline / endline, qualitative & quantitative	Case studies, field notes, technical briefs via internal & external websites, RO dissemination, peer-reviewed papers
	WASH sector actors (NGOs,	Evaluation of implementation,	SOPs, process documentation,	?

Audience	Who	Aim	Knowledge Products	Dissemination Avenues
	CSOs, front-line workers, CHWs)	processes, monitoring & impact (health, nutrition, empowerment)	working papers, baseline / endline	
<b>National academic and training institutions</b>	WASH sector actors, think tanks and academia	Evidence-based advocacy via review, consolidating key viewpoints from experts, roundtables, etc.	Policy briefs, media briefs, peer-reviewed papers, surveys, trials, etc.	journals, peer reviewed articles
<b>Private sector organisations</b>	Private sector actors involved in WASH	Evidence-based advocacy via review, consolidating key viewpoints from experts, roundtables, etc.	Policy briefs, media briefs, peer-reviewed papers, surveys, trials, etc.	
<b>Communities of Practice/ Networks</b>	WASH portioners, experts	Evaluation of implementation, processes, monitoring & impact (health, nutrition, empowerment)	SOPs, process documentation, working papers, baseline / endline	Latest evidence and practices
<b>Media</b>	Media houses	Evidence-based advocacy via review, consolidating key viewpoints from experts, roundtables, etc.	Policy briefs, media briefs, human interest stories etc.	Press releases, statements, briefs
<b>Social media networks</b>	Social media networks, platforms	Evidence-based advocacy via review, key viewpoints from experts, etc.	Media briefs, policy briefs, human interest stories	Public website UNICEF social media networks

For WASH templated knowledge products, the target audience is shared in Table X in section 4.3.4. Many of these templated products can be easily shared with both internal and external audiences since the formats provide quick, easy, right sized information.

Partner networks present a significant opportunity to disseminate and promote knowledge generated by UNICEF and are already heavily utilized. However, these need to be better coordinated to ensure all worthy knowledge products can utilize these networks. That said, UNICEF needs to be strategic about how much and how often knowledge is circulated, to avoid information overload; hence this will need some prioritization and targeting of audiences.

#### 4.4.1.2 Dissemination channels

To date, the main platforms for sharing knowledge have been SharePoint, Yammer, WASH Bulletins and targeted training (via Agora, webinars or face-to-face). However, email remains an important form of communication and document sharing. These work with varying degrees of success. For instance, according to the 2016 WASH Knowledge Survey, it was found that as much as 30% of staff attend only one technical training a year and 10% do not attend any. Over one third of respondents read the WASH Bulletin every month, but most read it only ‘sometimes’.

[UNICEF uses multiple communication strategies](#) (i.e., fundraising, youth engagement, awareness raising, etc.) to share information with target audiences, including through face-to-face interactions at workshops, meetings, local forum presentations, and international conferences; as well as through online networks via webinars, news portals, blogs, and publication portals. Figure X shows the dissemination channels that are in use within UNICEF HQ, regional and country level, as well as the global WASH sector.

**Figure X. WASH communication and knowledge product dissemination channels**

Within UNICEF	Regional and Country level	Global WASH Sector
<ul style="list-style-type: none"> <li>•Public website (UNICEF.org WASH)</li> <li>•Knowledge@UNICEF</li> <li>•Blogs</li> <li>•Email lists</li> <li>•Meetings</li> <li>•SharePoint</li> <li>•Virtual group meetings</li> <li>•Webinars</li> <li>•Yammer groups</li> </ul>	<ul style="list-style-type: none"> <li>•Public website (UNICEF.org WASH)</li> <li>•Knowledge@UNICEF</li> <li>•Email updates to listservs, websites, knowledge networks</li> <li>•Local events, seminars, conferences</li> <li>•Information packages, policy briefs</li> <li>•Hard copies</li> <li>•Stakeholder workshops</li> </ul>	<ul style="list-style-type: none"> <li>•Public website (UNICEF.org WASH)</li> <li>•Knowledge@UNICEF</li> <li>•Annual report</li> <li>•Circulation documents</li> <li>•Conferences</li> <li>•Journal articles</li> <li>•Presentations/ events/ seminars</li> <li>•Press releases</li> <li>•Public websites</li> <li>•Social media (Twitter, Facebook)</li> </ul>

#### **Possible uses of these communication platforms for dissemination:**

Dissemination channels are selected depending on the knowledge product and the intended audience. A balance needs to be achieved in deciding on the amount of effort and range of channels with which to share a product. Considerations should be made to avoid information overload or fatigue.

**Emails:** Email announcements with a link to the full publication on UNICEF website and/or Knowledge@UNICEF external platform to generate interest in new research or knowledge products. The email should include a short covering letter to announce the new publication. Emails should be



selective however, with high profile products for global mailing lists, and individual or sub-group targeted for most other products, e.g., region or sanitation specialists, or course attendees.

**Contact database:** Determine key stakeholders, based on the mailing lists of HQ, RO and CO. Each office manages their own contact databases. External partners' contact lists will also increase the reach and influence of KM outputs, however these should be considered prudently. Mass-mailing platforms and mailing lists can also be used to disseminate the findings further (i.e., WASH Bulletin).

**Media outreach:** When appropriate, work with regional and national level media to generate public awareness of WASH issues and enable dissemination of knowledge products, e.g., World Toilet Day or World Water Day as well as feed into UNICEF GCA activities. Prepare a press release with key messages or an editorial to engage the media, in collaboration with and with prior approval from the media team.

**Webinars:** Explore opportunities with partners to contribute to facilitated external web-based seminars to reach larger audiences globally.

**Blogs:** Opinion pieces and blogs (by HQ, ROs, COs and partners) to raise awareness of knowledge products. Partner websites and other WASH publication platforms are typically happy to host blogs (i.e., the [RWSN website](#); the [CLTS Knowledge Hub](#))

**Digital resources and Social Media:** UNICEF and partners can host publications on their websites. Electronic versions of products will be posted on UNICEF websites and intranet, accompanied by a one-paragraph description that generates interest and creates visibility. UNICEF HQ, RO and CO should also work with partners to ensure that knowledge products are disseminated through their partners' respective website and other online media to improve visibility [e.g., [RWSN](#), [CAWST](#), [SUSANA](#), [WEDC](#)].

UNICEF has presence in [Instagram](#), [Twitter](#), [YouTube](#), [Facebook](#) and [LinkedIn](#). Of note for WASH is the UNICEF Water [Twitter account](#), [Instagram](#) and [Facebook page](#) (all @UNICEFwater) that can be used to alert followers to new knowledge products or research. Similarly, the social media channels of partner organisations, institutes and universities within the region can also be harnessed for this purpose in line with [UNICEF's digital strategy](#) to encourage greater collaboration between UNICEF and partners, as well as increase its supporter base.

**Public-Facing Website:** [UNICEF's public website](#) contains pages with general WASH content, with versions in multiple languages, intended for a broader audience, rather than WASH professionals. Several relevant global publications are uploaded in the website, although the Knowledge@UNICEF external portal is likely to be the place to go in terms of UNICEF technical publications. SharePoint will continue to be used for internal documents and as a repository.

**Events and conferences:** HQ, ROs and COs will determine the events (conferences, roundtables, meetings and workshops) where staff can engage with a wide variety of key stakeholders and organisations, conduct their knowledge sharing activities, and ensure their messages are effectively communicated. HQ, ROs and COs may convene dedicated events to discuss research and knowledge products with partners, as well as participate in relevant high profile events at global, regional and national levels where a significant number and variety of stakeholders are likely to attend. Staff should work to document these opportunities and share them within their respective offices.

Events for dissemination of knowledge products within UNICEF include the WASH Network meeting and Virtual Group Meetings. Please see Section 4.4.3 on "Knowledge use through the broader WASH knowledge landscape" for more information on potential opportunities.

Overall, it is challenging to keep a comprehensive list of all the events across all UNICEF offices. It is suggested offices liaise with partners, including both government and NGOs, and create an internal,



country level events calendar. This calendar should be shared widely in the office so UNICEF can participate and support initiatives. For global and regional events, a [calendar](#) is routinely kept up to date.

**Other opportunities:** HQ, ROs and COs should remain alert to opportunities to further influence or inform sector decision-making with technical advice, inputs and briefings based on their knowledge and know-how. A calendar with upcoming events is included in the monthly WASH bulletins.

#### 4.4.1.3 Timeline and Responsibility

A comprehensive dissemination plan needs to be specific on how each knowledge product shall be disseminated, which includes:

- Activity: what product is being disseminated through which channel
- Timeline: annual calendar with a schedule for when products are going to be disseminated
- Role/ Responsibility: staff at HQ, RO, CO, as applies (depending on the team developing the knowledge product)
- Budget: manage outreach expectations, and ensure product is shared in the most efficient and effective manner
- Monitor impact: some indicators to measure success

For more information, the [Updated UNICEF Global Communication and Advocacy Strategy 2019 – 2021](#) provides greater clarity. See also the [WASH Advocacy and Dissemination Strategy by EAPRO](#).

#### 4.4.2 Key internal platforms for sharing knowledge

**SharePoint** is the main platform for sharing knowledge, namely internal sharing but it is also usable for external sharing and collaboration with partners. The Digital Workplace project which began in 2017, is a cross-divisional collaboration aiming to modernize the way UNICEF staff access and exchange all types of knowledge and information to do their work and accomplish their personal and section objectives. This has culminated in the development of Knowledge@UNICEF which is primarily used for external sharing of finalized online documents. The Electronic Content Management (ECM) is a major component of the Digital Workplace (DWP), for classifying all electronic media in a standardized way to ensure consistency across the entire organization. The ECM provides a systematic and comprehensive taxonomy for document classification.

Knowledge Domains are a component of the Digital Workplace with important implications for a programming area such as WASH. [PD-WASH](#) is a well-established portal that contains information on what UNICEF WASH does at a global and regional level, knowledge products, latest news, an expert roster and databases of relevance for UNICEF staff all over the world. The New Digital Workspace/ECM, i.e., PD-WASH provides:

- Homepage: contains navigation bars that are intuitive and easy to use. This main page showcases important information like the WASH KM Strategy. When scrolling down, users can access WASH areas of work, latest publications, quick links and events;
- Horizontal navigation bar: provides access to WASH Topics, Tools & Guidelines, Document Library (by programme areas) and Collaboration Sites;
- Vertical navigation bar: enables staff to access files and sites that they use often, providing a customized workspace.
- The site is country facing to ensure that country and regional staff have access to all the global knowledge available. Regional SharePoint sites are inter-connected to ensure all have easy access. To learn more, click on [this training package](#).

**Yammer** is the platform chosen by UNICEF for discussion groups and sharing of knowledge, providing an alternative source of information and means of communication to emails and shared drives. Yammer groups are essentially CoPs. A Global [WASH Network Yammer Group](#) already exists. Groups have also been established on specific themes, such as Community Approaches to Sanitation ([CATS Connect](#)) or [WASH in Schools](#). Some regions and countries have also created Yammer Groups. By 2021/ 2022, Yammer activity has grown to great levels, with the global community reaching more than 22,000 members, within the [UNICEF Community](#) yammer group. There are at least 6 active WASH yammer groups, including [WASH Network](#) with more than 700 members, [Asia WASH Network](#) and [Knowledge Exchange and Learning in WASH](#).

Table X shows the Yammer Groups that are currently managed by WASH along with their membership. For comparison, membership figures from 2017 and 2022 have been included. Over a five-year period, several Yammer groups became more popular, with membership rising to 716 (WASH Network) and 457 (WASH in Schools). This is common for ‘social media’ type community messaging sites, which tend to flow with a community’s interest and focus. For some of the groups that either closed or stopped being active, there could have been a variety of reasons, notwithstanding that these Yammer groups are like CoPs that served a specific purpose for a limited time, and eventually came to a natural end. Table X. Yammer groups managed by WASH, with member numbers (updated December 2022)

Yammer Group	No. of Members (2017)	No. of Members (2022)
WASH Network	398	716
WASH in Schools	332	457
WASH in Health Care Facilities (newly added)	-	281
ASIA WASH Network (newly added)	-	241
Knowledge Exchange and Learning in WASH (newly added)	-	15
CATS Connect	158	220
UNICEF WASH Strategy Consultation and Development	29	closed
Strengthening the EE for WASH (not found)	664	-
UNICEF WASH SA KM (not found)	115	-
Linking Nutrition and WASH (not found)	75	-
EAPRO WASH Team (not found)	56	-
WASH Team Ethiopia (not found)	31	-
CATS COP (of facilitators) (not found)	21	-
WCARO WASH (not found)	7	-
WASH Policy and Practice (not found)	7	-
WASH Cluster Partners (not found)	2	-

Yammer Groups will continue to be used by UNICEF staff to share knowledge (internally and externally), enable them to get quick answers to their questions or solve problems as well as connect to staff that they would not otherwise have gotten to know. Training will be provided so that both new and current staff learn how to use Yammer effectively.

Yammer activities were informed by staff feedback from the WASH Knowledge Survey staff, and from the findings of a broader Yammer user assessment carried out by the Learning and Knowledge Exchange group, DRP. This called for a managed roll out of a limited number of Yammer groups, including incentives and training courses (provided mid-year), improved facilitation and participation of senior staff. It includes monitoring of Yammer use, and the benefits staff get from it

**The WASH Bulletin** (email newsletter) is developed by HQ and used to share summaries of knowledge products, news stories and announcements. The purpose of the Bulletin is to help maintain a relationship between the WASH staff, share success stories, distribute interesting content, shine a spotlight on the work of countries or regions on a particular theme, promote upcoming events and capacity development opportunities. The Bulletin highlights a number of aspects of UNICEF WASH programme that supports a knowledge management agenda:

- Research
- Journal Papers
- Regular items on Innovation, Evaluation and JMP
- WASH in Emergencies
- Blogs
- Videos
- A schedule of trainings and webinars
- Resources from UNICEF and Partners
- WASH Strategy Stories
- Ways to stay connected: Yammer Groups, Facebook, Twitter, Instagram

The newsletter is sent to all WASH staff and can be forwarded to anyone who may be interested in our work. Efforts are underway to increase readership of the Bulletin through optimizing of content, incentivizing staff through having their achievements featured. A 'best of UNICEF' feature might be an incentive for staff who have published good research or achieved good results. The HQ KM team will engage in continuous monitoring and adjustment of the Bulletin based on readership patterns and information provided by the distribution channel (MailChimp) as well as expectations from the WASH Knowledge Survey. User feedback will be solicited through a survey to continue strengthening quality and content of the bulletin. The Bulletin is also disseminated to UNICEF development partners on a monthly basis to a pool of over 400 partners.

#### 4.4.3 Knowledge use through the broader WASH knowledge landscape

Knowledge is growing at an exponential rate; hence, it is a major task to be able to capture it all in one place and to constantly update it. Many sector organizations at the global, regional and country level are active in generating and broadcasting knowledge within the WASH sector.

At the country level, there have been efforts in some countries to coordinate the knowledge agenda and bring together partners through regular meetings and/or via an online platform; some of these efforts have covered the entire WASH sector while others cover specific issues or sub-sectors. What has been clear from these efforts, though, is that it is challenging to build and maintain momentum on the knowledge agenda, and many of these specific knowledge initiatives have not sustained over time. Some countries have government-led working groups dedicated to sector knowledge, while many countries bring the discussion on evidence into regular sector coordination meetings. Again, the sustainability of these platforms is a challenge.

At the regional level, the WASH teams have started regional Bulletins which are shared both internally and externally, e.g. LACRO, EAPRO, ROSA.

There are few regional organizations playing a knowledge role, although some global organizations do bring together knowledge activities at the level of the region. At the global level, there are a handful of organizations who play a knowledge management role at regional level, and it is

important to ensure that UNICEF knowledge products are available for their databases and vice versa.

Additionally, many organizations have partnered with UNICEF in the development of knowledge products which include, but are not limited to:

- UN and Multilateral
  - World Bank (around global evidence and SGD6, WASH costing/financing, city-wide inclusive sanitation etc.)
  - UN-Water (Water and health, water and climate, water for peace and capacity building)
  - WHO (joint monitoring programme and progress on SDG6, wash in healthcare facilities, WASHfit, Public health and emergencies, infection prevention and control)
  - UN-Habitat (urban wash, wash in slums, informal settlements)
- Research and Learning Community:
  - IRC WASH in The Netherlands (partnership on wash system strengthening in Africa)
  - Stockholm International Water Institute (SIWI) (WASH bottleneck analysis and sector-wide sustainability checks)
  - WaterAid (rethinking rural sanitation)
  - Sustainable Sanitation Alliance (SUSANA, secretariat provided by GIZ) (learnings on sanitation and hygiene)
  - Rural Water and Sanitation Network (hosted by Skat foundation).
  - UNESCO-IHE
  - Bill and Melinda Gates Foundation (sanitation innovations)
  - LSHTM London School of Hygiene and Tropical Medicine, UK (evidence on handwashing and hygiene)
  - Leeds University, UK
  - Bristol University, UK
  - Oxford University, UK
  - WEDC (Water Engineering and Development Centre) at Loughborough University, UK
  - University of Colorado Boulder, USA
  - Emory University, USA (Wash in schools)
  - University of North Carolina at Chapel Hill, USA (broader WASH)

Many of these organizations are members of the [Sanitation and Water for All](#) (SWA) partnership. SWA contains six main types of stakeholders and through its' Research & Learning constituency, plays a huge role in KM, in particular, with the development of a website containing various tools and knowledge products of sector organizations. The [SWA Tools Portal](#) allows sector practitioners, policy and decision-makers to select tools to support the implementation of WASH based on context and purpose.

#### 4.5 Capacity development

UNICEF WASH has developed a [Capacity Building Plan](#) to support sector processes and enhance in-house capacity as well as the capacity of partners and stakeholders including government (primarily) in collaboration with sector partners at country, regional and global levels. The multi-pronged plan aims to maintain and strengthen UNICEF's position in the global WASH sector, builds its capacity to be a global thought leader in topics that are critical to achieving SDG WASH targets, and meet

UNICEF's commitment of Leaving No One Behind in WASH in realizing human rights to water and sanitation for all. This is achieved by mapping existing skills in order to identify capacity gaps that can be filled as appropriate, not only for staff, but also for sector partners via Agora online courses, South-South learning and on demand training.

#### 4.5.1 Mapping of staff capacities

The WASH community faces many fundamental challenges when it comes to activities in both development and emergency contexts. These include knowledge management related capacity gaps such as designing proper ToRs and RFPs for research and evaluation activities, conducting quality assurance on inception and final reports, effectively managing research and evaluation teams, and ensuring the effective uptake of results.

The 2019 global WASH capacity mapping assessment revealed several capacity gaps, both in WASH technical areas and core competencies such as knowledge management, data visualization and writing skills (Box X).

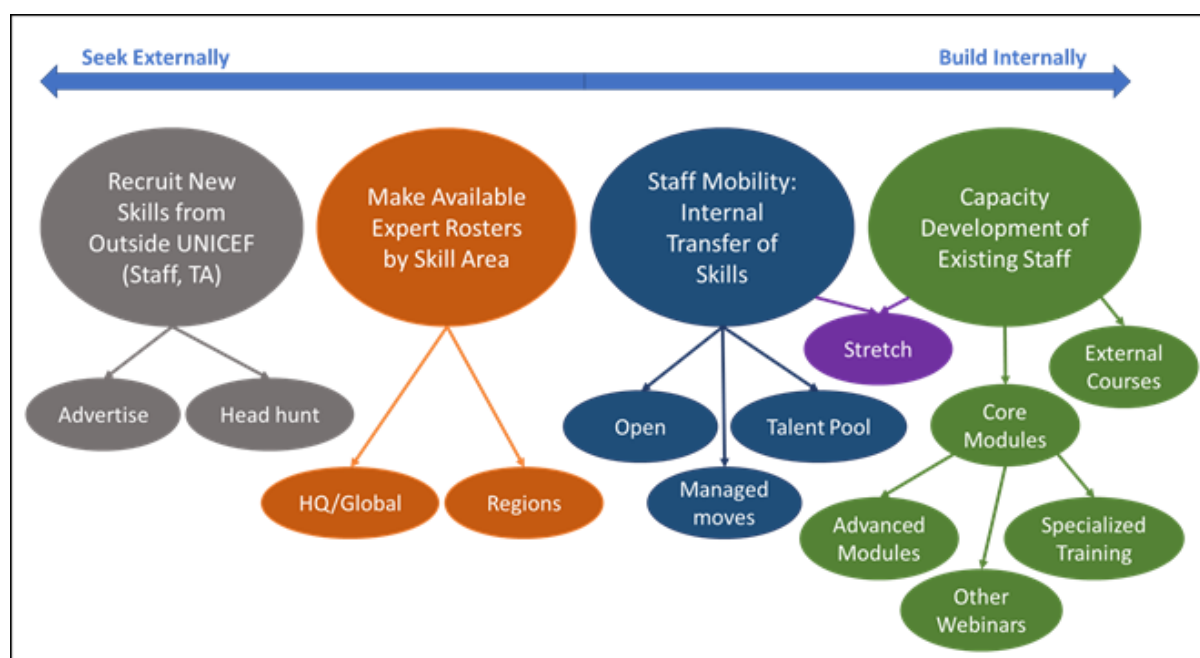
When designing knowledge initiatives, countries and regional offices need to further assess their key capacity gaps. A 2021 capacity mapping around WASH Systems in Africa identified clear capacity building areas for each country WASH sector. For more on the methodology, see Box X.

**Add in Box X. [WASH Global Capacity Mapping Survey \(2019\)](#)** The [survey](#) outlines the capacity gaps and needs in key WASH programming areas of UNICEF. The major technical gaps and needs as expressed by staff:

1. Implementing the WASH Climate Resilient Framework (96%)
2. Climate financing (81%)
3. Public Finance for children (PF4C) (78%)
4. Innovative / Commercial Finance (78%)
5. Climate-resilient programming (66%)
6. Bankable project development (56%)

Based on these needs, existing trainings are delivered on demand, while new training and learning packages are developed in collaboration with strategic partners and academic institutions. Staff also expressed training needs for several core competencies, including knowledge management; data visualization and use of digital technology; research and evaluation; writing skills among others. To achieve optimal capacity within the UNICEF WASH team, efforts are ongoing to identify the skills gap and fulfill the gaps through these mechanisms below. (Figure X)

Figure X. UNICEF WASH approach to capacity building



This plan seeks to build capacity in such a manner that all UNICEF staff working in WASH are familiar with the topics that fall under their responsibility, and that a core number of staff at all levels are competent in these topics to lead sector dialogues and build capacity of other staff. The WASH approach to capacity building (Fig. X) emphasizes specialized training modules and managed movement of staff to build capacity; there is also an external component that looks to fill skill gaps through strategic recruitment, so that UNICEF staff working on WASH can develop knowledge and skills in new and emerging areas.

**Box X:** Through the UNICEF, Water For People, IRC Partnership for WASH Systems in Africa, a capacity mapping around WASH systems strengthening related skills was conducted in 2021. A link to the method document, which can be adapted to contextual needs can be found [here](#).

- The first stage of the knowledge product, evidence and capacity mapping included a review of secondary sources of what exists and what is being planned in UNICEF and with sector partners, including a mapping of publications, training courses and webinars.
- The second phase incorporated the findings of the review, into a survey shared with IRC, UNICEF and Water For People staff as well as key sector partners. The [survey](#) was developed to understand both UNICEF internal and external KM and capacity gaps in national WASH systems strengthening.
- Next steps include validating findings and recommendations, discussions with key stakeholders on opportunities to fill knowledge and capacity gaps as identified in this mapping.

#### 4.5.2 Capacity needs to meet goals

The attainment of Sustainable Development Goals will largely depend on the capacities and abilities of the national governments, partners and professionals managing WASH programme at various levels. With its presence in more than 120 countries, UNICEF's team of WASH professionals needs to

be well-equipped to play its normative and convening role at the global, regional and national levels in ensuring that national targets on WASH SDGs are effectively met.

#### 4.5.3 Identify major training gaps

Table X highlights priorities in the UNICEF Strategy for WASH 2016 – 2030 that could be general areas for capacity building. Capacity mapping enables the identification of training gaps, based on staff feedback. In order to identify major training gaps, the 2019 capacity mapping survey provides more specific guidance. Several tools and methodologies are presented in section 4.5.1 above. WASH staff expressed the need for training/ capacity building in these priority areas:

- Implementing WASH Climate Resilience Framework
- Climate-resilient programming
- Innovative/ commercial financing
- Public finance for children
- Bankable project development
- WASH Bottleneck analysis tool

Table X. Priority topics in UNICEF Strategy for WASH 2016 - 2030

Priority topics in the UNICEF Strategy for WASH 2016-2030
Water safety, sustainability and access
Sanitation social norms, access and sustainability
Hygiene: supporting others to promote behavior change
Humanitarian: delivery of services, breaking silos, national coordination
Enabling environment: strengthen capacity and systems to enable all actors to contribute effectively
Accountability: support transparency, monitoring and people’s participation as anchors of good governance
Working inter-sectorally: WASH as a contribution to education, health, nutrition and other outcomes, including WASH in institutions, gender and disability
Leverage resources for WASH
Climate resilient WASH
Urban
Private sector

#### 4.5.4 Training and building capacity

While the primary target of UNICEF’s capacity building is internal, i.e., staff, it also extends to external audiences via AGORA online courses, South-South learning as well as blended training on demand.

UNICEF WASH shall ensure training opportunities are distributed regularly and explore external needs and partnerships to meet those needs effectively. Staff training needs to be better budgeted, and staff need to know what they can claim in terms of time spent and budgets available for annual training. This should be discussed in the PER.

#### Existing Training Course

An overview of WASH courses, both internal and external, is compiled each year to help WASH staff plan their capacity/ career development. A newly designed training catalogue was first released in



2021, see [UNICEF WASH Training Catalogue](#). Training modes include self-guided e-learning courses, short-term in-person courses as well as Massive Open Online Courses that run over several weeks and repeated periodically.

The KM team in headquarters maintains an inventory of both internal and external trainings offered to the WASH team and the inventory is updated periodically. The offer of WASH trainings available is updated at least twice a year and distributed to staff by email (prior to PER review) and via the WASH Bulletin.

### **Design New Training Courses**

The development of new training courses on emerging topics is an ongoing activity. Knowledge management courses are regularly delivered, tailored to the regions as needed, and these can be used in face-to-face meetings as well as webinars. To further meet staff demand, considerations have been given to conducting face-to-face trainings at global and regional WASHnet meetings. For some courses that are high in demand but only available externally, consideration may be given to design a similar course, tailored to UNICEF needs.

WASH staff are also invited to participate in new training courses developed by the Evaluation Office and other programme teams in HQ, which are available on Agora. These include an online, self-paced Introduction to KM and a blended self-paced online course with clinics for more advanced practitioners. These in-depth clinics may be organized for various topics of WASH interest based on staff demand, e.g., 'How to conduct capacity mapping?' or 'How to write a blog post?'

In addition, four new courses are being developed within the UNICEF, Water For People, IRC Partnership for WASH Systems in Africa: a WASH systems strengthening course and a finance course, basic and advanced for both topics.

#### **4.5.5 Training and meeting internal demand**

Training is important for individual capacity building and career development. Improved capacity will support improved performance as well as help ensure that UNICEF knowledge contributes to national WASH debates and country-level advocacy. Meeting internal demand for capacity for training is intended to translate into improved UNICEF programme design or decision-making. Country and regional offices have an important role in identifying demand for training. Headquarters will continue to support the development of these courses and supporting staff to participate in these courses where appropriate (online or in person). **Announcements for new trainings will be communicated through various channels including the WASH bulletin, e-mail and Yammer to keep staff informed of upcoming training, at the beginning of the year to allow inclusion of training plans within the staff plan and PERs.**

To facilitate broader dissemination of information about what training courses are available and where, the [WASH Training Catalogue](#) is sent to all staff in the first quarter of every year. This is followed by a discussion between staff and supervisors on matching the training modality (e.g., online, webinar, face-to-face, tacked on to regional WASHnet and other events) to the available courses, and to enhancing the global webinars on offer. SharePoint pages provides calendar of events, the monthly WASH Bulletin provides a list of upcoming trainings and through Yammer.

While staff expressed considerable interest in existing as well as new training courses, even if these are available, there remains a major impediment to staff taking these courses because training is not



prioritized in staff work plans. While training needs are clearly specific to the individual, all staff should have a right to demand a minimum number of days to be 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. The right balance needs to be found between achieving performance targets on the one hand, and skills and career development on the other.

#### 4.5.5.1 Online training for staff via webinars

Organizing webinars and meetings for capacity development purposes has accelerated in the last few years, with greater access to all staff through both live and self-paced online learning. UNICEF webinars have been used to inform staff of new developments in WASH, both from global and regional levels. The Foundational Course delivered in 2020 included 8 modules and was received by 684 staff, while the Essential Course for the New Strategic Plan 2022-2025 was delivered in 2022 including 9 modules and was received by 69 staff.

Based on country demand and in line with the WASH strategy, a regular [calendar of webinars](#) on advanced topics is provided by HQ. HQ teams and regional offices will coordinate to optimally plan the timing and spacing of these webinars, as well as provision of simultaneous translation. All webinars are recorded and shared on the [global WASH SharePoint site](#), which become an additional resource for staff to access and watch the webinars at their convenience. Webinar providers are encouraged to conduct polls at the end of their webinar to gauge interest and obtain feedback on whether they have met expectations and ideas for further improvement.

#### 4.5.6 Meeting external demand and training partners

Headquarter teams have developed several training courses and tools with external partners. Some country offices are also engaging more explicitly with partners, e.g., City-wide inclusive training with World Bank and WASH Bottleneck Analysis Training, etc.. The approach is to engage with external policy, practice and research partners through sharing and promoting UNICEF trainings as well as tools and other knowledge products. The intention is that this will increase the potential reach and influence of UNICEF knowledge and enable the wider (global, regional and national) WASH sector to use the information to inform their own programming and policy-making decisions or to advocate for specific programmes and policies.

Headquarters will continue to support these efforts as well as to help to ensure that these opportunities are well communicated to the key players. As of 2020, 16,505 external participants have attended and completed training on core WASH courses including Introduction to WASH and Programme Guidance for the second decade-Programming with and for Adolescents

#### 4.5.7 Training partnerships for capacity building

Partnership with key research and learning institutions as well as other sector stakeholders will be the strategic approach in designing and delivering high quality training and learning programmes. UNICEF will continue to engage in global high-level forums and events like Sanitation and Water for All (SWA) High Level Political Forum and Sector Ministers Meeting, World Water Week, UNC Water Conferences, UN Water Assemblies etc., to showcase our progress, innovations and lessons for global learning and adoption (Table X).

Table X. Partnerships and collaborations to achieve capacity building goals

<b>Programme Areas</b>	<b>Strategic Partnership</b>	<b>Areas of Collaboration</b>
Water, Environment and Climate	Global Water Partnership	Climate Resilient WASH
	WHO	Water Quality Monitoring
	SIWI	Regulations and Accountability around sustainable WASH services
Sanitation and Hygiene	World Bank	City Wide Inclusive Sanitation
	WHO	Safely Managed Sanitation
	WaterAid	Rural Sanitation Approaches and Knowledge Management
	London School of Hygiene and Tropical Medicines	Hand Hygiene For All
	WASH United	Menstrual Health and Hygiene
	Sanitation Learning Hub	Learning and Knowledge Management
WASH in Institutions	Emory University	WinS foundational Course
	WHO	WSH FIT and WASH and IPC
WASH in Emergencies and Fragile Contexts	UNHCR	Refugees' response
	IHE DELFT	Diploma Course on
	Global WASH Cluster	WASH Cluster Coordination and Capacity Building
WASH Enabling Environment, Financing and Knowledge Management	SWA	Leadership of Sanitation and Water For All Global Partnership
	SIWI	WASH BAT and Enabling Environment
	IRC	Capacity Building and Training courses, Knowledge Management

#### 4.5.7.1 Learning from outside the organization and sector-wide training

UNICEF adopts the practice of South – South cooperation where knowledge exchange and learning takes place, which is an important factor for capacity development. Guidance is available via DAPM for [South-South and Triangular Cooperation](#), with a [Technical Assistance Facility](#) tool that seeks to facilitate better matchmaking to support effective government leadership and mutual learning

Some recent examples of external cooperation include [ESARO's WASH Trilateral South to South Study Visit to Brazil](#); [Trilateral South South Cooperation of Brazil-Ethiopia-UNICEF programme on water and sanitation](#); [UNICEF China: Rural sanitation clinic and south-south exchange session on WASH technology](#). Collaboration with governments, promoting south-south exchange: e.g., EAPRO UNICEF Wash Team collaborates with the Ministry of Foreign Affairs, Singapore and the Singapore Water Academy to deliver trainings on various areas of interest, including climate resilience.

#### **Add in Box X**

**Box X:** Trilateral South-South Cooperation (TSSC) between the IBSA Fund, the government of Angola and UNICEF, supported by the United Nations Office on South-South Cooperation (UNOSSC).

Implemented within the area of Water, Sanitation and Hygiene (WASH) and in line with SDG 6 (Clean Water and Sanitation), the initiative is focused on Condominium Sewerage systems, Waste Management and Public Health in the peri-urban municipality of Viana, Luanda, Angola. Through financial support from the IBSA Fund, this TSSC aims for innovation and change in the sanitation sector of Angola. The [partnership between Angola, UNICEF and the IBSA Fund](#) demonstrates how South-South Cooperation can add value to a sector with limited resources to boost new possibilities with evident potential for mutual learning.

## 4.6 Putting enablers in place for KM

### 4.6.1 Resources

Resources include both budget requirements and human resources.

#### **Budget Requirements**

KM is cross-cutting across many teams and activities, and its implementation is largely decentralized to regional and country levels. Hence, the actual budget to allocate for KM activities specifically does not have to be substantial in percentage terms.

The Programme Group's WASH Section, which includes KM planning as part of their Enabling Environment Output, has set aside an annual budget for KM activities. Regarding donor funds for WASH, some are already more directed towards KM-specific activities while others have explicit KM components, thus ensuring that their KM work is adequately funded. The WASH KM strategy calls for a set of standards for global, regional and country levels for the minimum amount of time spent on core KM activities. In their application, standards can be tailored to context, such as office and budget size, sector opportunities, and partnerships.

To implement the KM Strategy, budget is needed for the following:

- PCA with universities and consultants for knowledge development and evidence reviews
- Funds to enhance the quality assurance process (peer review and editing services)
- Design of new courses, redesign of existing courses and delivery of those courses
- SharePoint maintenance, including regular updating of webpages
- Manage Communities of Practice / Yammer groups
- Conference participation and side-meetings
- WASHnet and topic-specific meetings
- Translation of all non-English products to English, and translation of selected products from English into other priority languages.

In addition to these, regional and country offices hire consultants and firms to achieve their KM objectives. Existing KM consultancies and partnerships in the ROs are listed [here](#) (ROs to fill out as appropriate). When planning on hiring consultants or organizations, KM activities should be written into their terms of reference to reduce the burden on WASH staff to conduct these activities.

### Human Resources

UNICEF HQ and RO have dedicated KM staff while COs have at least a focal point in place. The HQ maintains an updated [list of focal points](#), (which may be updated by ROs as needed).

The following human resources are currently available for global KM:

1. A Senior Adviser at HQ leading KM globally (25%): currently vacant
2. A WASH KM Specialist at HQ supporting KM globally (75%)
3. KM Specialists/Focal points in all 7 ROs (50% to 100%?)
4. KM focal points in all units in WASH at HQ
5. Other dedicated KM staff in place in a number of countries and regional offices (25% to 100%?).
6. A Virtual Global KM Group, to advise on strategy and activities, and serve as a link to the field (through regional offices)

As shown in Table X, contributors to the WASH KM virtual working group include staff at global, regional and country levels in WASH and knowledge management. The group holds minuted meetings bimonthly.

Table X. Members of the Global Virtual KM Group

Representation	Affiliation/ Representation
Global Teams and Staff	Scaling Up Team (Chair)
	Water and Climate Team
	Sanitation and Hygiene Team
	WASH in Emergencies Team
	Results and Resources Team
	Division of Global Communications and Advocacy
	Evaluation Office
	WASH Cluster Coordination

Regional Advisors and KM Staff	EAPRO ROSA WCARO ESARO MENA LACRO ECARO
Country WASH Chiefs	2 countries per región (initial 2 year term)

#### Recommended activities for strategic cycle on HR:

- Determine the size of the office when allocating resources using the DAPM Knowledge Hub's guide to setting up KM in the office: [What type of office do you work at?](#) Whether it is a small, medium or large, there are suggested activities and systems that can be easily adopted by any office to enable KM.
- Introduce standards for minimum percentage of staff/consultants time for core KM functions for global, regional and country offices, taking into account the no. of WASH staff at each office and its size (see bullet point above). (Click on [link](#) to update proportion of time allocated to KM by regions, countries and HQ teams)
- More than 50% of KM staff or consultant time should cover core KM functions in each HQ team and all Regional Offices
- Develop generic TOR for WASH KM focal points for country offices
- Maintain a live online list of [KM WASH focal points](#) (updated periodically: click on [link](#) to update the status for your office; click on [link](#) to update the proportion of time allocated to KM)
- Write KM into all funding proposals, where appropriate (donor regulations, etc.)
- Secure new or make use of existing innovation budgets to test new KM solutions

(Note: The actions on these recommendations are elaborated in the Toolkit)

#### 4.6.2 Culture

To encourage knowledge management, it is essential to better formalise incentives for staff engagement, and this includes every staff having a basic understanding on KM, making KM more inclusive, recognition by management and peers, and finding ways to innovate KM. Supported by technology and resources, integrating KM into everyday work should become a habit and not an additional unconnected task. It is therefore recommended that staff working on the implementation of the culture change, knowledge management, innovation and internal communication strategies share learning from their respective relevant initiatives and identify opportunities for collaboration. (UNICEF, 2020, 24-25)

#### Linking KM with UNICEF's Internal Processes

KM must be given more attention throughout UNICEF's internal processes, both formal and informal. There are many internal processes which KM should be linked to, summarized in Table X. Long term vision for KM can be set every four years during the development of Strategic Plans and

Office Management Plans for HQ and regional levels and every five years during the development of Country Programme Documents (CPDs).

Annual opportunities for incorporating KM include the annual planning process in each country, as well as ROs and HQ – where programmes are planned and the proposals for new knowledge products and knowledge activities made. These plans must include robust justification and reference what is already known on the topic. KM needs should clearly be stated in compacts between COs and RO and between RO and HQ, resulting from the joint annual planning process. Monitoring of the plans is encouraged (at least) every quarter and an end of year review made on status, progress and challenges.

Based on the annual plans and compacts, the PER needs to include commitments by individuals and their role, and their training needs and opportunities identified. Implementation is characterized by key moments of monitoring as well as conversations to review progress/needs between supervisors and the responsible staff. Some of these are more formal (e.g., monthly calls between RO and HQ) while others need to be arranged by those involved.

Table X. Key UNICEF internal processes and their implications for KM

Process	Detail	Frequency	Key link to KM
<b>Annual Processes</b>			
Country annual work planning and Integrated Monitoring and Evaluation Plan (IMEP)	Country team planning exercise, with indicative budget	Annual (Dec-Feb)	Identify knowledge products and budget needs. Reviewed by RO; should be sent to HQ as well.
PER Planning	Individual results planning, and assessment of training needs	Annual (Dec-Jan), reviewed at least once (mid-year)	Include KM activities and indicators to motivate staff, and identify training to take from existing courses
PER Results	Individual results assessment against previous PER	Annual (February)	Assess
Compact (HQ-Regions)	Agreement between HQ and regions on the main areas of collaboration and responsibilities of each. Captures IMEP items.	Annual (January)	Identify specific areas of support for KM, and that KM Strategy being implemented
Quarterly calls of the Global Technical team (HQ and RO)	Agreement on identifying priority sprints for the year and monitoring progress	Quarterly	Document progress and learnings
Regular calls between HQ, RO and multi-country programme countries (FCDO and DGIS)	Each programme country will share regular updates and issues and challenges	Every two months (or more)	During these calls, the progress, challenges and needs of the programme country are discussed, with opportunities to provide enhanced support.
Country annual results reporting	Country annual reports (COARS)	Annual (SMQ) and twice annually (RAM)	Results need to be cross-tabulated with targets and with activities conducted. COARS contain

Process	Detail	Frequency	Key link to KM
	RAM and SMQs		significant amount of information that is not extracted for the global ARR. Potential to ask for KM headings to be included in the COAR.
Global annual results report (ARR) publications (UNICEF, PD and WASH)	Summary of all the programmes and their impact	Annual (April)	Opportunity to pull together the KM achievements for the year, and communicate them both internally and externally
Donor discussions and reporting	Thematic and project funds are discussed bilaterally with each donor; some donors demand specific reports while thematic funding is reported against using annual results report. Countries report directly to donors for the majority of UNICEF's WASH funds, available in VISION.	Periodically  Annually	Sufficient resources need to be planned for KM, both as a core function within HQ and ROs, plus included in each project document to ensure funds for publications. Use of knowledge and extent of KM can be extracted from reports to donors.
HQ – RO management calls	Calls between HQ and all regional advisers are planned to cover issues of common interest.	Monthly	Various aspects of the KM strategy can be raised at these monthly calls.
<b><i>Multi-Year Processes</i></b>			
Strategic plan (HQ and regions)	SP and OMP	Every four years (with mid-term review)	Draws on evidence to support decisions on priorities and main programming approaches
Country Programme Document	Six month CPD development process includes several key elements: <ul style="list-style-type: none"> <li>• SitAn and evidence review (refer PPP Manual for Guidance)</li> <li>• Strategic note</li> <li>• <a href="#">Costed Evaluation Plan</a></li> </ul>	Typically every 5 years	Group reflection for planning (internal visioning), based on evidence from the SitAn and other resources. Reflective thinking among colleagues (their own experience/thinking, tacit knowledge). Using technology to better organize information and documents during the process (use of SharePoint/ECM). How to repackage and disseminate knowledge/evidence work done for the CPD development process, so that it can be used. (Refer to DAPM-in progress).
Global Evaluation	<a href="#">Global Evaluation Dashboard</a>		Opportunity to monitor KM approaches and course correct as



Process	Detail	Frequency	Key link to KM needed

### Recommended activities for strategic cycle on Culture

- Put KM on WASH meeting agendas
- Refer to WASH bulletin / news sources from other development agencies
- Engage with project monitoring and evaluation (PME) staff in country offices
- Produce standardised handover notes
- Promote a learning culture that embraces both successes and failures
- Disseminate KM WASH strategy to the designated target group: senior WASH managers, WASH KM managers and WASH KM practitioners
- Ensure good SharePoint practice (filing, updated communication pages]

(Note: The actions on these recommendations are elaborated in the Toolkit)

#### 4.6.3 Governance

The implementation and monitoring of the WASH KM Strategy will be led by a KM WASH Strategy Implementation Team, comprised of UNICEF WASH KM specialists and other staff with relevant WASH or KM expertise. Depending on the office, i.e., CO or RO or HQ, the implementation process will be regionalized or localized accordingly based on their KM plans. Findings will be presented to the global virtual KM group and to WASH Director.

#### Adoption by Regional and Country Offices

As mentioned in the introduction, ROs are encouraged to review how this global strategy relates to their region and customize it based on the opportunities and challenges of each region. Countries do not need a strategy, but should make their plans inspired by the global and regional strategies.

Developing a support tool for this process is being considered, similar to the guidance developed for implementing the Global KM Strategy, [available here](#).

### Recommended activities for strategic cycle on Governance

- Ensure senior leadership prioritise KM as a key change strategy to drive evidence based programming
- Include KM in all PERs and include a minimum percentage of time to be spent based on a list KM task options
- Include KM in [generic WASH JDs](#) with certain amount of time dedicated for KM
- [Create TORs](#) for KM focal points
- Motivate senior WASH leaders to engage in KM
- Reward good KM practice and recognize achievements publicly
- Ensure regular communication on KM with Regional and Country Office focal points via meetings, in a KM Community of Practice and in the GTT
- Update the KM roles and responsibility sheet with all HQ teams and ROs

- Regional and Country Offices will draw on the global KM strategies to develop their own tailored KM strategies
- Submit KM emerging and good practices to [BOUR - Best of UNICEF Research](#)

(Note: The actions on these recommendations are elaborated in the Toolkit)

#### 4.6.4 Technology

Technology is an important driver that can significantly improve efficiency in the way we access, organize and share knowledge. Because people are at the centre of KM, technology should be built around staff needs and be as easy and as intuitive as possible. It should enable staff to easily find relevant data, information, and knowledge needed to carry out their work. It should also make it easy to find colleagues with relevant expertise, to connect, and to collaborate digitally.

##### **Recommended activities for strategic cycle on Technology**

- Contribute to and build the Knowledge@UNICEF external platform
- Establish a chat-based WASH KM help-desk
- Provide periodic [basic and refresher trainings](#) on the [SharePoint and other platforms](#)
- Actively seek and budget for KM innovations

(Note: The actions on these recommendations are elaborated in the Toolkit)

#### 4.7 KM impact measurement

The impact of UNICEF's KM Strategy will lead to improved WASH programming, business processes and advice to partners; improved staff capacity to do WASH KM effectively; strengthened role of UNICEF leadership in generating and exchange of WASH knowledge across the sector. Measuring the impact is often challenging, due to its intangible nature, however UNICEF will put in the effort towards monitoring on a periodic basis. Guidelines will be developed to monitor the implementation across the sector as needed.

Indicators have been identified as specified in the KM WASH Strategy and categorized as input, output, outcome and impact indicators. Indicative descriptions and data sources are provided, as well as proposed monitoring frequency and at which level the monitoring will be collected.

##### 4.7.2 How to track these indicators

To track these indicators a monitoring toolkit will be developed by the scaling up team for adoption by HQ, RO and CO.