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UNICEF Global WASH Knowledge Management Strategy 2022 - 2025

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Contents

Abbreviations	4
Executive summary	5
Foreword	10
1. Introduction	11
1.1 Knowledge management within WASH: a brief overview	12
1.2 Knowledge management within UNICEF	13
2. Current status of WASH knowledge management practices	19
2.1 Assessment approach	19
2.2 Overall findings	20
2.3 Knowledge management coordination, resourcing, roles and responsibilities	21
2.4 Systems for generating knowledge	23
2.5 Systems for customizing knowledge	24
2.6 Knowledge sharing and systems (organisation-wide and external knowledge)	26
2.7 Targeting capacity building efforts, knowledge retention and learning	27
2.8 Measuring and assessing the impact of knowledge management.....	28
3. Strategic elements of WASH knowledge management	29
3.1 Vision and goals	29
3.2 Working definition of knowledge management.....	32
3.3 Theory of Action for the generation, management and use of knowledge	32
3.4 Strategic pillars.....	33
3.5 Strategic enablers.....	39
3.6 Strategic partnerships.....	40
3.7 Monitoring the Strategy	41
4. Implementing the Strategy	45
Annex 1 Glossary of terms	47
Photo credits	52
Reference list alphabetical	53
Acknowledgements	55

Abbreviations

ASWA	Accelerating Sanitation and Water for All (UNICEF project)
CEED	Climate, Energy, Environment and Disaster Risk Reduction
CO	Country Office
CoP	Community of Practice
CPD	Country Programme Document
DAPM	Data, Analytics, Planning and Monitoring
ECM	Electronic Content Management
EE	Enabling Environment
ESARO	Eastern and Southern Africa Regional Office
FTE	Full-time equivalent
GTT	Global Task Team
HQ	Headquarters
ICTD	Information and Communication Technology Division
IRC	IRC WASH
JMP	WHO/UNICEF Joint Monitoring Programme for Water Supply, Sanitation and Hygiene
KM	Knowledge Management
KP	Knowledge Product
KRC	Key Results for Children
LACRO	Latin America and Caribbean Regional Office
MENARO	Middle East and North Africa Regional Office
OMP	Office Management Plan
PCA	Programme Cooperation Agreement
PERs	Performance evaluation reports
PME	Project monitoring and evaluation
RO	Regional Office
ROMP	Regional Office Management Plan
ROSA	Regional Office for South Asia
SDGs	Sustainable Development Goals
SP	Strategic Plan
ToC	Theory of Change
ToR	Terms of Reference
WASH	Water, Sanitation and Hygiene
WASHnet	WASH Network
WCARO	West and Central Africa RO

Executive summary

Introduction

Knowledge is the foundation of all UNICEF's programmes and advocacy work. It is therefore critical how knowledge is developed, managed and utilised in pursuit of the survival, development, and protection of the world's most vulnerable children.

UNICEF has more than seven decades of experience in WASH, with WASH programmes in 143 countries in 2021 and considerable sectoral expertise in its over 700 WASH staff. UNICEF's support is concentrated in fragile countries and areas affected by humanitarian crises. Given the tremendous breadth and depth of UNICEF's work on WASH, from community water management to national WASH strategy development, UNICEF is a knowledgeable organisation, producing and using research, evaluation and data to meet policy or programming

needs together with innovations that have been successfully adapted, scaled up, and sustained. The recently published Global Knowledge Management Medium-Term Strategy (2021-2022) sets out the path towards achieving the following vision.

'Our vision is one of UNICEF as an organisation that puts knowledge to work to achieve results for children and fulfil their rights.'

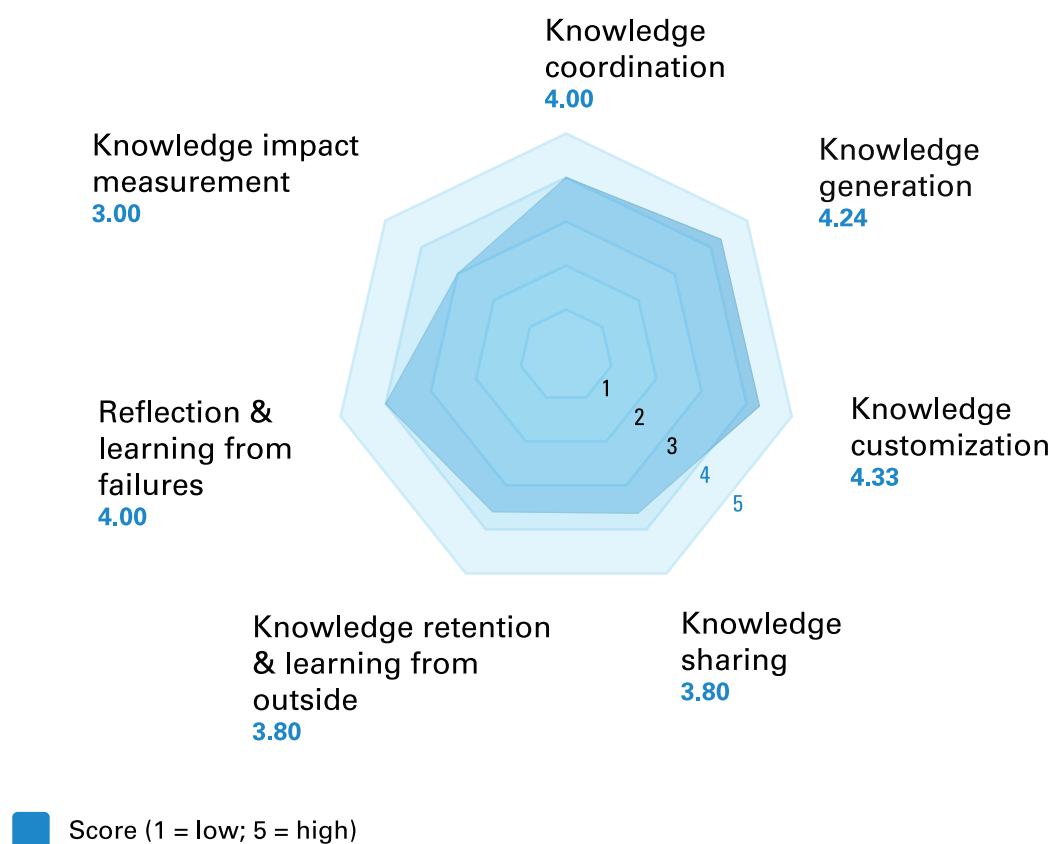
(United Nations Children's Fund, 'UNICEF Global Knowledge Management Medium-term Strategy 2021-2022: putting knowledge to work to achieve rights and results for children', UNICEF, New York, 2020, p. 2)

This vision underpins UNICEF's WASH Knowledge Management Strategy and outlines how UNICEF WASH will continue to refine and improve its programming and influencing through the systematic use of knowledge.



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FIGURE A. KM MATURITY PARAMETERS AND SCORES ACCORDING TO THE 2021 ASSESSMENT (SCORES 1-5)



As part of the strategy update for 2022-2025, the UNICEF WASH team carried out a Knowledge Management (KM) benchmarking exercise utilising the KM Maturity Assessment Tool in line with its KM accountabilities at Headquarters (HQ), Regional Office (RO) and Country Office (CO) levels. The assessment looked at whether the 2017–2021 WASH KM strategy is still fit for purpose to support UNICEF’s role as the ‘Global Thought Leader’ in WASH (see Figure A). It reviewed how well it is operationalised at different levels; assessed quality assurance mechanisms; and, identified capacities for applying KM concepts, methods and tools across UNICEF.

Overall, in terms of human resources, the assessment identified the importance of improving dedicated KM functions across the organisation through ensuring appropriate funds and staff time are available. Another recommendation around the knowledge sharing culture of UNICEF WASH is to diversify the knowledge sharing platforms used (including traditional and non-traditional, internal and external channels). A key area for improvement is updating how the impact of UNICEF WASH KM initiatives is measured through developing SMART indicators at input, output, outcome and impact levels.

Vision and goals of the new strategy

The vision of UNICEF WASH is **putting knowledge to work in order to ensure that the basic human rights of access to safe, clean water and safe and hygienic sanitation are fulfilled for every child.**

The three goals of the WASH KM strategy are to:

- (i) embed learning from experience and use of knowledge and evidence in UNICEF's WASH programming, business processes and advice to partners;
- (ii) build staff capacity to do WASH knowledge management effectively; and,
- (iii) strengthen UNICEF's leadership role in the generation and exchange of WASH knowledge across the sector both nationally and globally.

WASH is part of UNICEF's Strategic Plan 2022-2025 Goal Area 4, which states that 'every child, including adolescents, has access to safe and equitable WASH services and supplies, and lives in a safe and sustainable climate and environment' (United Nations Children's Fund, [Theory of Change, UNICEF Strategic Plan, 2022–2025, E/ICEF/2021/23](#), UNICEF, New York, 4 August 2021, p. 64). The Theory of Change for UNICEF's 2022-2025 Strategic Plan classifies 'data, research, evaluation and knowledge management' as one of the change strategies for Goal Area 4, with a specific focus on support to the WHO/ UNICEF Joint Monitoring Programme for Water Supply, Sanitation and Hygiene (JMP) and addressing critical gaps in the mapping of Sustainable Development Goal 6, including in middle and higher-income countries'. (United Nations Children's Fund, [Theory of Change, UNICEF Strategic Plan, 2022–2025, E/ICEF/2021/23](#), UNICEF, New York, 4 August 2021, p. 64)

The WASH Knowledge Management framework which supports an effective environment for WASH KM is depicted as a knowledge learning loop consisting of four **Pillars** supported by four drivers or **Enablers** with nine priorities (see Figure B). The 'Pillars' represent elements of the KM life cycle. Each knowledge pillar: supports identifying KM boundaries; defines work streams; lends to standardisation and consistency across the organisation related to WASH work; helps coordinate efforts; and, achieves synergies between HQ, regional and COs.

The four strategic pillars include:

Pillar 1 – Knowledge Generation.

Improving our systems for generating knowledge. This pillar applies appropriate methodologies and study designs focusing on WASH services that impact children, and it improves and standardises quality assurance.

Pillar 2 – Knowledge Customization.

Improving our systems for documenting and customizing knowledge. This pillar amplifies the impact of the knowledge UNICEF compiles and generates through its correct application in its WASH projects and programmes.

Pillar 3 – Communication, Advocacy & Use.

Expanding our processes and networks for dissemination, communication, advocacy and use of WASH knowledge. This pillar focuses on providing opportunities to connect people for exchanging tacit knowledge, and on engaging staff around global advocacy priorities for WASH, knowledge, tools and KM systems to increase their uptake and inform decision making.

Pillar 4 – Capacity Building. Targeting capacity building efforts to ensure the professional development needs of WASH staff are met to achieve programme objectives and making learning tools

widely accessible to support broader capacity building of sector stakeholders. Capacity building of staff is UNICEF’s strategic approach in supporting the organisation’s learning culture internally and with partners in the sector. ‘Enablers’ are four key factors required to implement the WASH KM Strategy. While the Pillars largely correspond to the nine priorities as described in [UNICEF Global Knowledge Management Medium-term Strategy 2021-2022](#), the Enablers are the drivers that ensure the implementation of the four Pillars.

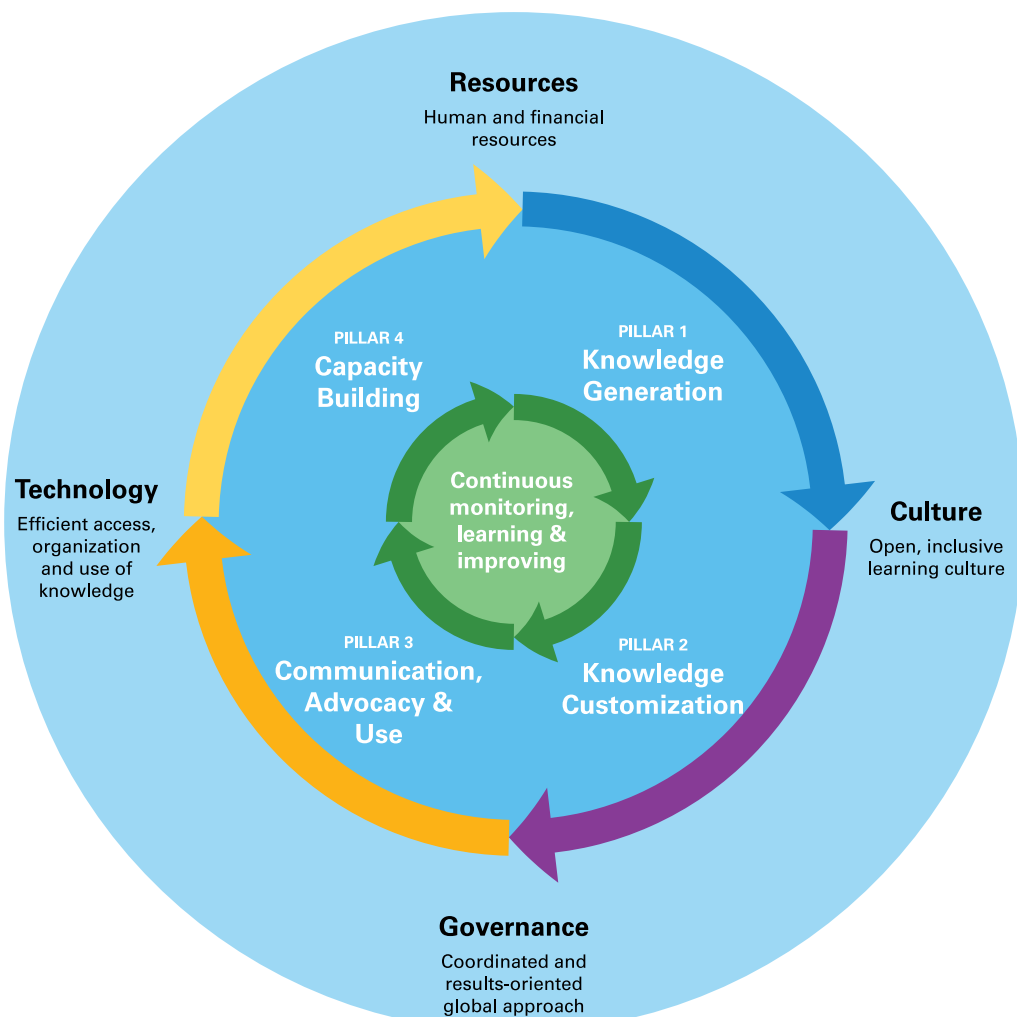
1. **Resources** – An organisation’s most valuable resource is the knowledge of its people. Both financial and human resources are needed to implement and sustain the WASH KM Strategy.

2. **Culture** – To encourage the application of knowledge and evidence, as well as the documentation and sharing of learnings and shortcomings in UNICEF’s work, it is essential that the management promotes and supports an open, inclusive learning culture to allow collaboration among staff and teams. This is an essential driver that fosters the sharing and use of knowledge.

3. **Governance** – This driver is needed to maintain a coordinated and results-oriented global approach for the implementation of the WASH KM Strategy at all levels.

4. **Technology** – An important driver and an enabler that supports a learning organisation by improving efficiency in the way knowledge is accessed, organised, shared and used.

FIGURE B. UNICEF WASH KNOWLEDGE MANAGEMENT FRAMEWORK





Strategic Partnerships

Building and maintaining effective partnerships is key to strengthening UNICEF's leadership role in the generation and exchange of WASH knowledge both nationally and globally, and is vital for achieving Goal 3 of the WASH KM Strategy.

The success of external partnerships will depend on how UNICEF's WASH KM can add value to other organisations' impact, and vice versa. It is therefore essential that WASH KM staff collaborate with KM specialists from other organisations and sectors via Communities of Practice, and that a learning culture is encouraged through engaging with UNICEF's internal initiatives working on culture change, innovation and communication strategies.

Monitoring the Strategy

While some relevant KM indicators exist, there is no organisation-wide agreement on key KM indicators and tracking approaches. HQ provides technical guidance to ensure that strong processes and robust measurements for all KM

activities. Input, output, outcome and impact indicators have been developed, which will form the basis for a monitoring framework. Examples of indicators include: the percentage of WASH funding proposals with a KM component; the number of knowledge and evidence gap assessments conducted; the number of knowledge products accessed and used; the numbers of staff attending training initiatives; the numbers of partnerships with WASH sector stakeholders; and, the level of appreciation of UNICEF as a global WASH knowledge leader.

Implementing the Strategy

The strategic direction of travel for 2022-2025 requires a focus on activities that support continuous learning and adaptation, improve existing practices and help expand and move in new directions. Implementation is supported through a separate guidance document, which includes detailed process explanations per Pillar, Priorities and per Enabler, as well as references to tools and templates.

Foreword

Knowledge is the currency of the 21st century and is the power to discover hidden abilities, untapped passions, and undiscovered purpose of any organization. With knowledge as our most important resource, UNICEF is embarking upon the fulfilment of the 2030 Agenda. As an organization, UNICEF is in a pivotal position to leverage and develop knowledge to improve national and international efforts on achieving the Sustainable Development Goals related to Water, Sanitation and Hygiene (WASH). Success depends on our ability to provide governments and other WASH actors with knowledge and expert advice to help ensure their decisions and actions are based on the best information available and deliver the best possible outcomes for children and the poor, as efficiently as possible.

In the new UNICEF Strategic Plan 2022-25, UNICEF has renewed its commitment to being a global knowledge leader, a facilitator and a convener for children and this is well reflected in the Global Knowledge Management Medium-Term strategy 2021-2022. The strategy aims to put knowledge to work to achieve rights and results for children, globally.

The Global WASH Knowledge Management Strategy 2022-2025 is very well aligned with the organization-wide drive in putting its actions on the best available data and evidence to influence policies and actions for children and the underserved communities in both development and humanitarian contexts. While the primary audience of this strategy is our staff working on WASH

in more than 130 countries, we also believe that this strategy contributes to the impact of our global and our regional- and country-based knowledge partners as well as our financial supporters.

Unique to UNICEF is its reach, not only in terms of number of countries and breadth of coverage but also types of context and target audiences: hence UNICEF has a unique advantage of fostering cross-sectoral and multi-sectoral integration that includes education, health, nutrition and social policy, and in a range of contexts from peaceful to complex, protracted humanitarian settings, and for the best interests of the child. Given the tremendous breadth and depth of our work on WASH, UNICEF plays a major role as a learning organization that documents and shares global evidence for learning and adaptation in local contexts for the attainment of shared goals and targets.

As we are making a strategic shift from a primarily service delivery role to one of convening, influencing and brokering global knowledge and change for children, we believe that this strategy will be instrumental in adopting a systematic approach to knowledge management and learning in the WASH sector to achieve WASH results collectively.

Kelly Ann Naylor

Director, WASH and CEED Programme Group, UNICEF

1. Introduction

Knowledge is the foundation of all UNICEF's programmes and advocacy work, being based on the best available evidence and learning from experience. It shares what it learns with the broader development and humanitarian communities. It is therefore critical how knowledge is obtained, managed and utilised in pursuit of the welfare of children globally.

UNICEF has more than seven decades of experience in the field of WASH. In 2021, there were WASH programmes in 143 countries and over 700 WASH staff worldwide. A considerable share of UNICEF's resources is concentrated in low-income and fragile countries, and areas affected by humanitarian crises. Given the tremendous breadth and depth of UNICEF's work on WASH, from community water management to national WASH strategy development, UNICEF is already a knowledgeable organisation. It produces evidence and uses research, evaluation and data to meet policy or programming needs and promotes innovations that have been successfully adapted, scaled up, and sustained. The recently published 'Global Knowledge Management Medium-Term Strategy (2021-2022)' sets out the path towards achieving the following vision for UNICEF.

'Our vision is one of UNICEF as an organisation that puts knowledge to work to achieve results for children and fulfil their rights.'

(UNICEF Global Knowledge Management Medium-term Strategy 2021-2022, p. 2.)



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This WASH Knowledge Management Strategy sets forth this vision and details how UNICEF WASH knowledge management will continue to refine and improve through systematically basing its actions on the best available evidence. A Glossary in Annex 1 provides an explanation of key terms.

1.1 Knowledge management within WASH: a brief overview

The first WASH Knowledge Management Strategy was prepared for the period 2015-2016, with the aim to support the UNICEF Strategic Plan 2014-2017. An update of the WASH KM strategy was conducted in 2017 for the period 2017-2021 and incorporated the objectives contained within the [UNICEF WASH Strategy 2016-2030](#), specifically, the WASH Strategy's five strategic shifts in addressing emerging practices, knowledge and expertise, and achieving transformational change¹. This 2017-21 WASH Knowledge Management Strategy was also reflected in the UNICEF Strategic Plan 2018-2021 and in knowledge initiatives in the Programme Division which called for priority to be given to evidence as a driver of change for children.

KM systems building is a cornerstone of the WASH Strategy 2016-2030. Developing knowledge systems

'... ensures that internal and external global networks of knowledge and expertise are effectively used both to improve UNICEF's own programmes of support, and to inform decision making within the sector.'

(United Nations Children's Fund, 'Strategy for Water, Sanitation and Hygiene 2016-2030', UNICEF, New York, August 2016, p. 44)

One of the five strategic shifts required to implement the WASH Strategy 2016-2030 is managing and sharing the knowledge

and experience of programming. To achieve this, the Strategy envisions the strengthening of KM systems on several fronts ([Strategy for Water, Sanitation and Hygiene 2016-2030](#), p. 44).

- Ensuring that internal and external global networks of knowledge and expertise are effectively used both to improve UNICEF's own programmes of support and to inform decision making within the sector.
- Sharing evidence, innovations and emerging and good practices from UNICEF's experience in countries around the world.
- Synthesising knowledge for UNICEF and external sources – including from outside the WASH sector – into state-of-the-art technical and programmatic guidelines for use by UNICEF staff and other stakeholders.

Additionally, KM activities as envisioned in the previous WASH Strategic Plan 2018-2021 have a strong staff capacity building orientation, as shown in the following excerpt.

'UNICEF will also build its internal capacity within WASH programmes to define research and evaluation priorities, commission and manage research initiatives, and report on results in sectoral publications (including open access papers in high impact, peer reviewed journals). To achieve this, UNICEF will make the best possible use of internal organisational capacity, draw on the resources of academic institutions, and help build the capacity of local research partners.'

(Strategy for Water, Sanitation and Hygiene 2016-2030, p. 44)

¹ The five strategic shifts were: (1) Our programme is recognised as the benchmark of best practice; (2) Our programme achieves scale and transformational change; (3) We demonstrate outcomes across sectors and corporate agendas; (4) We provide leadership in responding to emergencies; and (5) We make the best use of our global network of knowledge and expertise.



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The WASH knowledge management strategy outlined in this report covers the period 2022-2025 and is an evolution of previous WASH knowledge management strategies. It draws on a knowledge management maturity assessment (see Chapter 2) and is aligned with the [UNICEF Strategic Plan 2022-2025](#) as well as with the [UNICEF Global Knowledge Management Medium-Term Strategy 2021-2022](#).

1.2 Knowledge management within UNICEF

1.2.1 Overall approaches

Data, research, evaluation and knowledge management is identified as a Change Strategy in the [UNICEF Strategic Plan 2022-2025](#) and will be key to linking upstream and downstream work to ensure that the policies UNICEF promotes are changing lives on the ground and that UNICEF is providing critical knowledge that can further inform policy and programme design. Various Divisions and Offices have different leadership and supporting roles in knowledge management.

Drawing on and amplifying the findings of the broad consultations undertaken during Phase I of the Reimagining Business Models of UNICEF exercise in 2020, the 'Knowledge & Learning: Using the wisdom of the world' G12 Report outlines five transformational game-changers – **Planning, Partnerships, Presence, People and Knowledge** – by which UNICEF and an expanded, inclusive collection of global partners can 'supercharge' results for all children around the world.

Knowledge, learning and data for action: Our convenorship should be backstopped by our capacity to be a credible, external-facing broker of knowledge and learning that is relevant for taking action, and of data intelligence relevant to predicting, preventing, prompting and promoting change for children. ([The road to 2.3 billion: From some to all](#). UNICEF, 2021, page 22)



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The report states that the power of data intelligence and citizen engagement will help move away from the current transactional model of moving information from one place to another, to an impact model that establishes a transparent link between resources and impact, and shows the added value of UNICEF’s convening power.

The shifts proposed in UNICEF’s data and knowledge investments include the following.

- From knowledge management to facilitated knowledge exchange with global informants.
- From information-sharing to mutual, continual learning.
- Data for accountability (open, bottom-up data systems).
- Data for influence (political economy and network analysis).
- Knowledge management embedded in planning in ways that account for complexity and nonlinearity of impact and enable self-adjustment in programming.
- Evolving change analysis through:

- i) questioning assumptions; (ii) searching for alternative questions and explanations; and, (iii) reflecting on UNICEF’s positioning and added value.

1.2.2 Division of Data, Analytics, Planning and Monitoring

Knowledge management is reflected as a priority in UNICEF’s structure, with the Division of Data, Analytics, Planning and Monitoring (DAPM) overseeing the knowledge management functions led by the Organisational Learning and Knowledge Management Unit that developed the first organisation-wide KM strategy that provides a strategic direction on KM ([UNICEF Global Knowledge Management Medium-term Strategy 2021-2022](#)). The organisation’s KM strategy sets the vision, goals and nine strategic priorities for UNICEF and is aligned with the principles of a learning organisation that is results-focused and accountable to partners and beneficiaries. It seeks optimal performance, provides knowledge leadership, and puts staff at the centre, recognising that their growth and development matters as they are its most precious resources (see Figure 1).

FIGURE 1. VISION, LONG-TERM GOALS AND STRATEGIC PRIORITIES WITHIN THE UNICEF GLOBAL KNOWLEDGE MANAGEMENT MEDIUM-TERM STRATEGY 2021-2022.

VISION FOR KM AT UNICEF

UNICEF is an organization that puts knowledge to work to achieve results for children and fulfill their rights

Long-Term GOALS

- Embed learning from experience and use of knowledge and evidence in UNICEF’s programming and business processes
- Build UNICEF’s organizational capacity to do knowledge management effectively
- Strengthen UNICEF’s ability to exercise its technical leadership externally and effectively engage in knowledge exchange with partners

Strategic PRIORITIES (2020-2022)

Aligning KM with programming cycle and other business processes within UNICEF	01	Adoption of basic elements to do KM work by each office within UNICEF	04	Enhancing digital workplace tools to support effective KM (Expertise Location, AI, ECM) & promotion of their adoption	07
Ensuring offices have access to and guidance in rolling out effective KM approaches that can be customized according to their needs	02	Providing staff with the knowledge and skills needed to do KM effectively	05	Development of an external knowledge platform for partners & relevant practitioners to easily access UNICEF knowledge products & engagement	08
Investing in systematic documentation of what works and what doesn’t in programming & in transferring staff knowledge as they move	03	Establishing key KM competencies, ToRs, and a talent pool	06	Strengthening the capacity of COs to choose and deliver effective knowledge exchange approaches with partners	09

Resources
(People, \$\$ existing and new)

Culture
(Building a culture of sharing and using knowledge)

DRIVERS

Governance
(Accountability, roles, coordination, M&E, links to other initiatives)

Technology

1.2.3 Programme Group

The Programme Group (PG) – formerly Programme Division (PD) – leads UNICEF’s global programmatic vision and provides global thought and technical programme leadership to achieve results for the most disadvantaged and excluded children everywhere. PG is guided by the overall framework of the UNICEF Strategic Plan 2022-2025 and responds to the universal scope of the Sustainable Development Goals (SDGs). The new PG structure includes six Programme Teams covering: i) Health (with anchored HIV/AIDS and Public Health Emergencies teams); ii) Nutrition and Child Development (with anchored ECD team); iii) Education and Adolescent Development (with anchored ADAP team); iv) Child Protection (with anchored Migration team); v) WASH and Climate, Energy, Environment and Disaster Risk Reduction (with anchored Climate, Energy and Environment, and DRR teams - CEED); and, vi) Social Policy and Social Protection (with anchored Urban team).

As a Programme Group, WASH and CEED have greater autonomy than under the previous Programme Division structure in making programmatic decisions that impact how results are delivered.

The Programme Group Office Management Plan (OMP) 2022-2025 identified the following focus areas to facilitate the implementation of programme priorities in the Strategic Plan 2022-2025 (p. 14).

- Knowledge management.
- Learning and sharing, including south-south cooperation and local learning.
- Capacity development.
- Technical assistance.

The WASH Programme Group collaborates closely with other UNICEF Divisions, including DAPM, Evaluation

Office, Supply Division, and the Division of Global Communications and Advocacy. PG WASH also collaborates closely with other programme groups such as Education, Health and Social Policy, and Social Protection, and cross-sectoral programmes including Gender Equality, Disability, Human Rights, Social and Behaviour Change, and Adolescent Development and Participation, some of which are located within Programme Groups.

1.2.4 Digital Transformation and Maturity

The Strategic Plan 2022-2025 identifies Digital Transformation as a change strategy to achieve results for children. The primary mission of the Information and Communication Technology Division (ICTD) is to continue developing and scaling the digital maturity of the organisation and to lead it on the next steps of a transformative journey to accelerate progress toward the 2030 SDGs. The transformative effect of the modern SharePoint on the ways UNICEF shares and communicates knowledge has been unprecedented, especially in times of COVID-19. It has led to organisational efficiency and increased effectiveness in programme delivery and knowledge sharing. Adequate resourcing, both human and financial, is critical to achieving digital maturity for increased and sustained adoption and use of technologies.

1.2.5 Evaluation Office

The Evaluation Office helps UNICEF drive results for children by fostering evidence-based decision making by undertaking a diverse set of evaluations to ensure UNICEF learns from past experiences to improve future programming. The work of the Evaluation Office assesses the effectiveness of UNICEF global activities,



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identifying challenges and opportunities that support strategic planning, allow for course correction, and improve accountability – to the benefit of donors, partners and, above all, the children UNICEF serves.

1.2.6 Office of Research

The Office of Research (Innocenti) is the dedicated research centre for UNICEF and exercises a leadership role on research and related activities across the organisation. Innocenti has a mandate to develop a research agenda that focuses on knowledge gaps relevant to the strategic goals of UNICEF and its key partners. Innocenti is responsible for developing appropriate guidelines, establishing standards of research ethics and quality, facilitating the wider

organisation's research agenda, providing technical assistance and promoting best practices for learning and adaptation. Some of Innocenti's core research facilitation functions include evidence synthesis, capacity building and research uptake and impact. The Mega-Map, which is a living map, shows global evidence synthesis products related to child well-being in low and middle-income countries that include 536 Systematic Reviews and 25 Evidence and Gap Maps. The [Evidence and Gap Map Research Brief on Goal Area 4 of the UNICEF Strategic Plan 2022-2025](#) gives the available evidence of the effectiveness of interventions to improve child well-being in low and middle-income countries that can influence research needs in the UNICEF Strategic Plan 2022-2025.



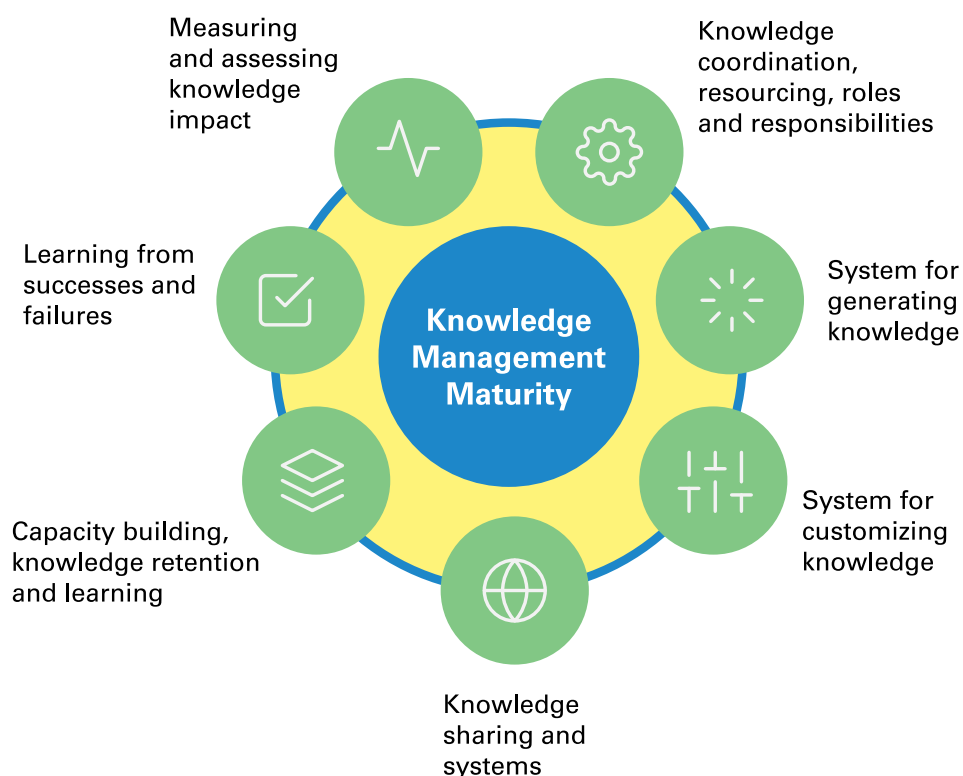
2. Current status of WASH knowledge management practices

2.1 Assessment approach

As part of the Global WASH Knowledge Management Strategy update for 2022-2025, the UNICEF WASH team carried out a knowledge management benchmarking exercise of UNICEF WASH programmes,

using the Knowledge Management Maturity Assessment Tool in line with its KM accountabilities at HQ, RO and CO levels.

FIGURE 2. KEY FOCUS AREAS OF THE 2021 KM MATURITY ASSESSMENT



The assessment aimed to answer the following questions.

1. Was the 2017-2021 WASH KM strategy fit for purpose to support UNICEF's role as 'Global Thought Leader' in WASH?
2. Was the 2017-2021 WASH KM strategy well operationalised at the HQ, RO and CO levels?
3. Is there a mechanism in place to ensure the quality and robustness of our knowledge products and evidence generated?
4. Are UNICEF WASH staff well capacitated to apply KM concepts, methods and tools for fostering learning and exchange to maximise impact?

This assessment enabled teams to self-identify their level of knowledge management maturity ranging from Level 1 (Novice) up to Level 5 (Expert) across 37 knowledge and learning criteria assembled from the previous WASH KM strategy and categorised under seven key areas (Figure 2).

2.2 Overall findings

Most focus areas scored relatively high (3.8 and above out of 5.0, with the exception of KM measurement systems that scored 3.0), which suggests that the strategy was fit for purpose and was applied extensively, although some improvements can still be made (see Figure 3). The main strengths, challenges and recommendations are presented under each focus area.

Most staff were aware of the KM strategy at HQ, RO and CO levels and training on KM focal points was conducted. Areas for improvement include: organising regular (annual or biannual) training on

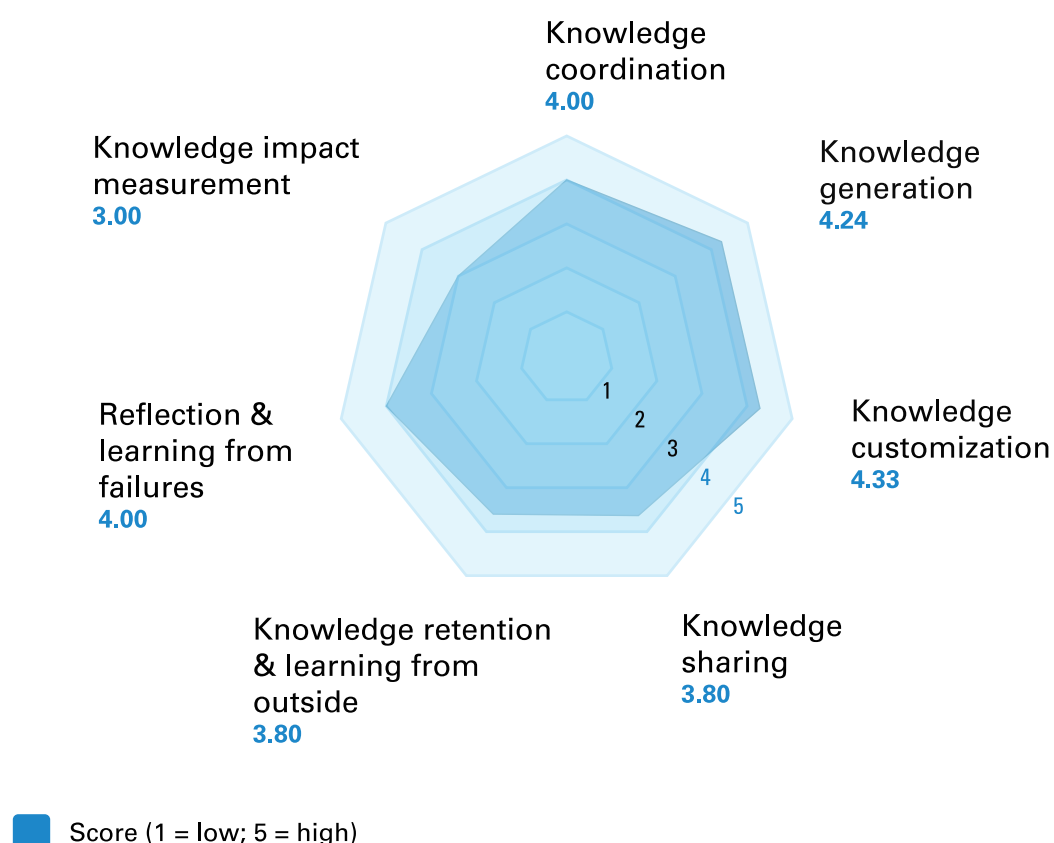
the strategy; sharing examples of how the strategy is being implemented; reviewing the results the strategy implementation is achieving; and, increasing efforts on dissemination of knowledge products.

In terms of systems for generating knowledge, the coordination and systematisation of how knowledge mapping is done as a first step needs attention. While quality control varies for each specific product, procedures are generally being followed. Streamlining mechanisms to measure the quality of each knowledge product is a suggested way forward. Another recommendation around improving the knowledge sharing culture of UNICEF WASH is to expand the diversity of knowledge sharing platforms used (including traditional and non-traditional, internal and external channels).

Overall, with regard to human resources, the assessment identified the importance of improving dedicated KM functions across the organisation through ensuring that appropriate funds, terms of references and staff time are available.

A key area for improvement identified in the assessment is measuring the impact of UNICEF WASH knowledge initiatives. In the Strategic Plan 2018-2021, inputs (e.g., availability of tools, templates etc.) were mainly provided and assessed, and some outputs were monitored (e.g. number of knowledge products, women authorship, courses completed). No comprehensive reporting of KM indicators was conducted to assess the status and performance of the KM activities. While many of the new KM indicators will continue to be monitored, it is important to have key moments at least once a year to bring together data on all the indicators for a status check.

FIGURE 3. KM MATURITY SCORES BY FOCUS AREA FROM THE 2021 ASSESSMENT EXERCISE



2.3 Knowledge management coordination, resourcing, roles and responsibilities

There is general KM strategy awareness at all levels with some staff having undertaken training on the 2017-2021 WASH KM Strategy. Senior leadership buy-in at UNICEF shows the clearest commitment at HQ level where senior leaders have taken full responsibility for improving KM within the WASH team, even though this is not yet reflected in Performance Evaluation Reports (PERs).

As far as incentives for KM are concerned, at HQ level there are some mechanisms to incentivise sharing through exposure and

learning opportunities. However, *‘while KM sharing is encouraged (across WASH) it is not yet being rewarded’*. In 2021, WASH KM focal points were available in most teams at HQ and RO levels, while the key challenges remain that of funding this role, and the stability of contracts. At CO level focal points are available in larger offices, but dedicating staff to this role remains a challenge in smaller ones. Some ROs hold regular communications with CO KM focal points.

KM Coordination, Resourcing, Roles and Responsibilities

Strengths	Challenges	Key recommendations
High level of awareness on KM strategy at all levels.	Lack of a systematic mechanism for reward and incentives.	Establish clear mechanisms for rewards and incentives.
Strong senior leadership buy-in, particularly at HQ level.	KM in HQ and ROs relies on grants, not thematic – hence risk of funding cliff.	Develop a generic ToR for WASH KM focal points in countries.
Some mechanisms exist to incentivise sharing through exposure and learning opportunities.	Challenges remain in funding KM positions, especially in smaller COs.	Include tangible KM results in PERs with time allocations.
Dedicated KM Specialists and Focal Points at HQ, RO, and larger Cos.	Time constraints for staff performing multiple functions.	KM strategy dissemination at all levels for greater understanding and operationalisation.
KM roles embedded in multi-country grants.		Embed KM functions in all funding proposals at all levels.

Given various degrees of commitment from senior leadership at RO and CO levels, it is recommended that senior leaders (WASH Director, PG Director, Regional Directors, Country representatives) engage in knowledge management initiatives recognising good KM practices for motivation. It is also key that global teams, regional advisers, and country WASH chiefs recognise and reward good KM practices. To increase KM strategy awareness, opportunities include:

- Disseminating the KM strategy, including key elements of the strategy in annual or biannual KM webinars and in-person WASH NET meetings.
- Organising dedicated regional online training on KM and sharing how the strategy is being implemented and how results are being achieved.
- Organising in-person KM training at regional level.
- Incorporating KM messages into other training.

To ensure adequate KM staffing, funds should be sufficient to cover at least 50% of dedicated KM staff or consultants in each HQ team and in each RO. Different percentages of KM focal points time need

to be defined in COs depending on their size. Another option is to draw on Project monitoring and evaluation (PME) staff time by engaging them in WASH at both RO and CO levels. It is key that WASH is aligned with PME staff at country level. This will ensure that the WASH KM strategy is implemented through participation of the WASH KM focal point in the office-level KM working group, for instance. A generic ToR for WASH KM focal points in countries (and alternate focal points) should be developed for COs which can customize it. It is recommended to adapt global resources to WASH KM needs, which include a KM focal point TOR template. All staff with KM responsibilities need to have these and their time commitment captured and monitored within their individual workplans/PERs.

The following is recommended to ensure better KM resourcing.

- Include KM in all funding proposals to avoid the HQ team relying on a few donors.
- Carry out an organisational assessment on KM resourcing.
- Readjust staff workload to integrate KM.

- Use KM resources more effectively and efficiently – e.g. be more rigorous in selecting knowledge products, and support efficient implementation.
- Identify knowledge gaps and assess capacity in each CO, and reflect the results in CO planning processes for improvement.
- Consider grouping small offices together to collaborate on KM across offices (e.g. 1 KM staff for more than one office).
- HQ provides technical guidance and lessons learned.

2.4 Systems for generating knowledge

As part of programmatic cycles, both HQ and RO conduct a knowledge gap

assessment of every CPD/SP cycle to inform WASH knowledge planning and prioritisation. The level at which this is done varies across ROs. COs conduct a knowledge gap assessment in every CPD/SP cycle to inform WASH knowledge planning and prioritisation in some regions. The 19 Accelerating Sanitation and Water for All (ASWA) countries conducted a WASH systems knowledge product and capacity mapping in 2021 through Partnership for WASH Systems in Africa (with IRC and Water For People). There is a database of knowledge products at HQ level for which products are gathered through the Bulletin newsletter and are aggregated at the end of every year into an annual publications catalogue. Each team’s product is reflected on their communications pages, while the KM pages, under the *publishing your work* heading, includes all the templated products.

Systems for generating knowledge		
Strengths	Challenges	Key recommendations
Knowledge gap assessment carried out as part of CPD/SP cycle to inform WASH knowledge planning and prioritisation in some offices.	Lack of a systematic approach and mechanism to identify knowledge gaps and needs.	Systematise internal and external knowledge mapping at least once in every strategic plan cycle on each WASH topic and sub-topic.
Updating of a knowledge products database and annual publication catalogues.	Knowledge gap analysis at HQ is patchy.	Produce a guidance document on knowledge mapping.
	Knowledge gaps are rarely identified in CPDs and translated into clear Annual Work Plans.	Strengthen methodologies and peer review processes.

Taking knowledge gap assessments as a starting point for knowledge generation, the following opportunities have been identified from the maturity assessment.

- Map the global internal and external knowledge at least once in every strategic plan cycle on each WASH topic and sub-topic, and make synthesised and reference materials available on SharePoint communications pages. Engage regions to avoid duplication of effort.
- Coordinate and systematise how and when knowledge mapping and reviews are done in countries to link with the Strategic Moment of Reflection (SMR) and Country Programme Document (CPD). Ensure mapping draws on global and regional exercises.

- Utilise the ongoing experience from ASWA on how to do country knowledge and capacity development mapping – produce a guidance document by the end of 2022.

For knowledge product databases, it is recommended that: SharePoint is improved for profiling published templated products, both in terms of accessibility and presentation (or provide alternative ways of accessing – list as well as carousel); key external knowledge products are included on communications pages (until ShareX is made available); and, a coherent way for all regions to maintain a database of their products is explored, and not duplicate HQ compilations.

To improve evidence generation and quality of knowledge products it is recommended to:

- Review implementation of guidelines provided by HQ and ROs.
- Identify gaps in guidelines or available methodologies for important areas of UNICEF’s evidence generation and fill those gaps.

- Revisit the quality of knowledge that is needed for different purposes.
- Strengthen proposed methodologies at the ToR stage, hire the right consultants, and ensure guidelines are available and used.
- Improve rigorous peer review (and allow enough time) through the Global TaskTeam (GTT).

2.5 Systems for customizing knowledge

While there are standard tools and templates to capture and customize knowledge and learning, the degree of awareness among staff members in where to find and how to use them varies widely. Many staff members do not feel confident that they have the skills to write external publications to reach wider audiences. Access to peer reviewers or mentors needs attention at all levels.

Systems for customizing knowledge		
Strengths	Challenges	Key recommendations
Existence of standard tools and templates to capture and customize knowledge and learning.	Compliance with templates and peer review process varies by region and country.	Support in staff writing skills through training.
Some level of awareness on academic publishing.	Quantity versus quality of knowledge products.	Greater awareness of knowledge product templates and peer review process.
Production of external facing knowledge products with Peer Review Process.	Usage of knowledge products.	Explore agile options for documentation, in written form and through audiovisuals.
Strong history of developing publications by partnering with universities for academic publications.		



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To improve systems for customizing knowledge the following are recommended.

- Include sensitisation on the usage of KM templates in KM training.
- Play a stronger role in ensuring the use of KP templates through ROs through promoting templates through regular RO/CO calls, for example.
- Explore more agile options for documentation in written form as well as audiovisuals.
- Include the production of templated products in deliverables of consultant ToRs.
- Make contracts with writers who can ensure formatting in templates at ROs.
- Provide customised training to improve writing skills and encourage publication – e.g. support writing workshops where staff and consultants bring their reports which can be turned into articles.
- Improve the peer review process by asking staff to attach the peer review form to KPs.
- Through the Global Technical Team, compile a list of staff members interested in supporting the peer review process and ensuring a formal process is maintained (e.g. a publication review meeting).

2.6 Knowledge sharing and systems (organisation-wide and external knowledge)

While systems and technologies used to manage organisational knowledge are generally fit for purpose, at most levels observation shows that the functionality of KM systems has important gaps and deficiencies to be addressed. Guidance

and training need to be available on the use of knowledge sharing platforms. Non-traditional knowledge-sharing platforms (e.g. social media, blogs) are considered to various degrees, with HQ and some regions using these more extensively. Reflecting on UNICEF's knowledge sharing culture, there is general consensus at all levels that methods for sharing knowledge across the organisation are user-friendly, while the preferred means varies between HQ and regional teams: webinars, emails, Yammer, network meetings, and so on.

Knowledge sharing and systems		
Strengths	Challenges	Key recommendations
Existence of good systems and technologies for KM (SharePoint and Digital tools).	Inadequate guidance on the usage of knowledge sharing platforms at RO/CO level.	Use ShareX for external sharing.
Guidance developed on use of knowledge systems.	Limited engagement in generating blogs and videos and use of non-traditional knowledge sharing platforms.	Conduct more dissemination campaigns for selected publications based on solid communications plan.
Non-traditional knowledge-sharing platforms adopted in some offices.	Limited investment and effort in dissemination of KPs.	Promote good examples of RO and CO SharePoint sites and hold regular training on SharePoint usage.
Some teams use Yammer and Communities of Practices.	Access issues for external partners and audience.	Raise and discuss bulletin stories in staff meetings.
Methods for sharing knowledge across the organisation are user-friendly.		Establish help desk for one-to-one technical support.
		Train staff on the use of Yammer and CoPs.
		Monitor and analyse the use of knowledge

To improve knowledge sharing and systems, the following are recommended.

- Make use of ShareX, a web portal where all UNICEF WASH resources and documents are accessible and searchable systematically for both internal and external audiences.
- Conduct more dissemination

campaigns for selected publications targeted at both staff and partners.

- Maintain best practices for file upload, managing meta data and avoiding file duplication.
- Ensure all finalised products are tagged in communications pages (global and/or regional) and not just sitting in a library where people are

- unlikely to search for them.
- Organise regular training on SharePoint and Yammer and promote good examples from regions and countries.
- Encourage staff to diversify their use of non-traditional knowledge sharing platforms, and disseminate and share best practices.
- Leaders draw attention to Bulletin stories in staff meetings and encourage a sharing culture (and indirectly, increase readership of the Bulletin), and request each CO to share at least two news items a year through global and/or regional Bulletins.
- Ensure a communication plan is included in the early stages of knowledge development, to identify connectors and users of knowledge, and refer to the Theory of Change (ToC).
- Develop and implement a tool to monitor and analyse the use of our knowledge, and review major knowledge products.

2.7 Targeting capacity building efforts, knowledge retention and learning

There is significant variation in the level of staff understanding of KM concepts, methods and tools. At HQ and some ROs, designated staff (knowledge champions) are tasked with building staff capacity through training, mentoring and sharing best practices. To address knowledge retention and conversion, staff should be encouraged to engage in informal knowledge sharing activities prior to staff changing roles or leaving. There is documented guidance for this, however there is no systematic procedure for ensuring this guidance is followed. In most offices a learning culture has been developed and time recognition and resources to learning allocated. Reflection on successes and failures is ad hoc in some offices, whereas in others planned and structured reflection on key areas of work is routine.

Targeting capacity building efforts, knowledge retention and learning		
Strengths	Challenges	Key recommendations
Most staff are very familiar with KM programming.	Reflection on successes and failures is ad hoc in some offices.	Capacity building on KM for new staff.
Trained KM focal points in most ROs and HQ teams.	Guidance on handover and knowledge retention is not systematically followed across offices.	Leverage and adapt UNICEF's learning programme to improve KM capacities of WASH staff.
Formal and informal reflection at various levels.	Limited time, capacity, and resources for sharing and documenting good practices and lessons.	Promote a culture of embracing learning on both successes and failures
Well established hand over mechanisms for retaining institutional knowledge.		
KM is part of onboarding and offboarding processes.		
Innovations and best practices are promoted with double or even triple loop learning approaches in some ROs.		



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To improve targeted capacity building, knowledge retention and learning, the following is recommended.

- Leverage and adapt UNICEF’s KM Learning Program to improve KM capacities of WASH personnel.
- Train new staff to bring them up to speed with KM concepts, methods and tools.
- Repeat standard online KM training (Agora), with live sessions once or twice a year.
- Include the requirement for staff changing roles or leaving to prepare a detailed handover note >2 weeks prior to them leaving their post. Ensure that all relevant files are placed in shared sites, and conduct an exit interview. Dedicate sufficient time to complete onboarding across all job descriptions.
- Integrate all consultants and staff deliverables in a SharePoint site on an ongoing basis.

- Promote a culture of embracing programmes and approaches that have not worked well, to question why, and encourage thinking about how to improve an approach.

2.8 Measuring and assessing the impact of knowledge management

Monitoring systems for KM look different across the organisation. While KM indicators have been developed, and in some cases are robust and relevant, there is no organisation-wide agreement on key KM indicators and tracking approaches.

Measuring and assessing the impact of knowledge management		
Strengths	Challenges	Key recommendations
KM indicators have been developed, and in some cases are robust and relevant.	A lack of organisation-wide agreement on key KM indicators and tracking approaches. Inconsistent monitoring practices across offices.	Develop standardised KM indicators and strengthen the knowledge monitoring system. HQ to provide technical guidance and lessons learned on monitoring KM.

3. Strategic elements of WASH knowledge management

3.1 Vision and goals

The WASH KM strategy adopts the global KM vision, which is for UNICEF to be a global thought leader, facilitator and partner, and put knowledge to work to achieve results for children and fulfil their rights.

Specifically, the Global Knowledge Management Medium-Term strategy (2021-22) states:

‘UNICEF bases its actions on the best available evidence, it learns from experience, and it shares what it learns with the broader development and humanitarian community. In this environment staff are continuously learning and becoming better at what they do, thus driving UNICEF’s ongoing improvement, and in turn, that of partners.’

Global Knowledge Management Medium-Term strategy (2021-2022), p. 12.

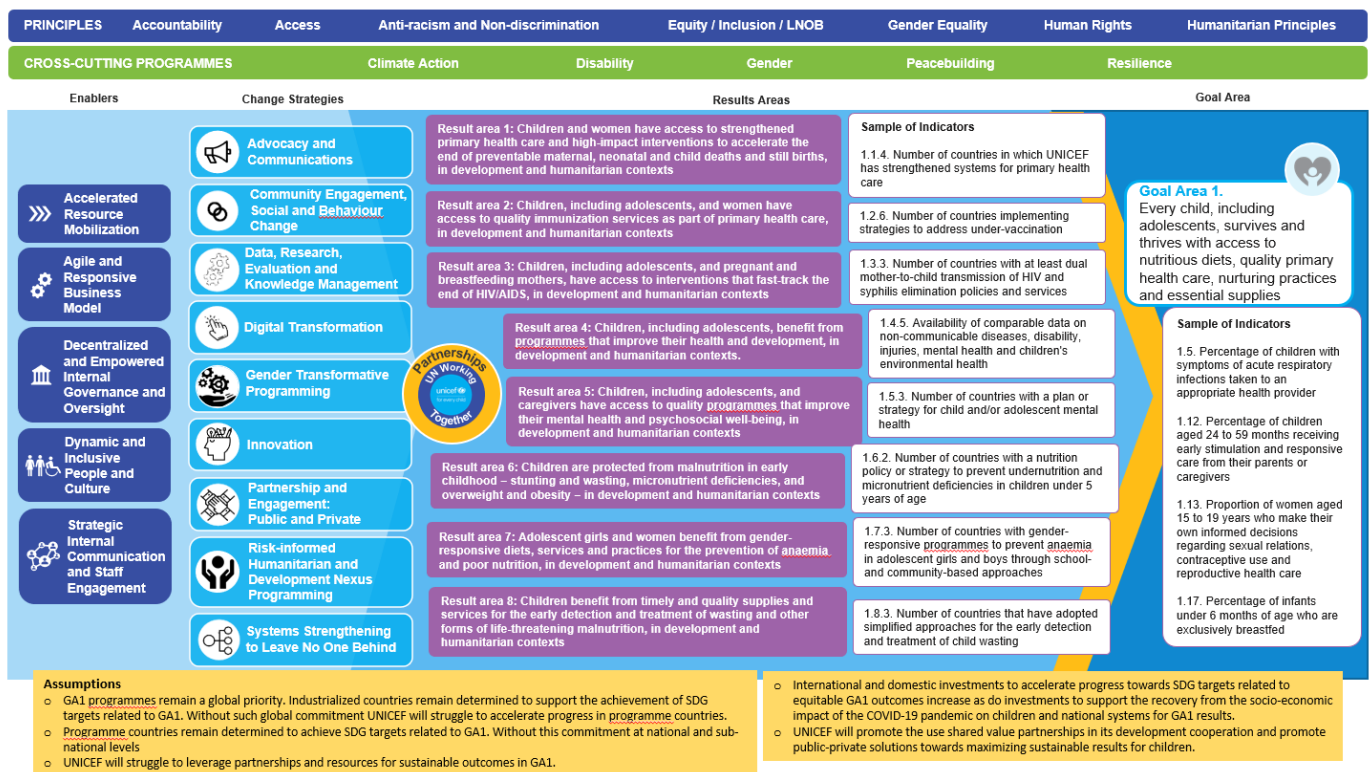
For UNICEFWASH, this means putting knowledge to work to ensure the realisation of the human rights to water and sanitation for all, and specifically ensuring that every child, including adolescents, has access to safe and equitable water, sanitation and hygiene services and supplies, and lives in a safe and sustainable climate and environment. UNICEF bases its actions on the best available evidence, it learns from experience, and it shares what it learns with the broader development and humanitarian community. In this environment staff are continuously learning and becoming better at what they do, thus driving UNICEF’s ongoing improvement, and in turn, that of partners. Furthermore,

‘This vision aligns with that of a learning organisation which is results-focused and accountable to partners and beneficiaries, seeks optimal performance, provides knowledge leadership, and puts staff at the centre, recognising that their growth and development matters as they are its most precious resources.’

Global Knowledge Management Medium-Term strategy (2021-2022), p. 12.



FIGURE 4. UNICEF GOAL AREA 4 THEORY OF CHANGE



Source: UNICEF, 2021c,66



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Aligned with the UNICEF Global Knowledge Management Medium-Term Strategy 2021-2022, the three goals of the WASH KM strategy are to:

- (i) embed learning from experience and use of knowledge and evidence in UNICEF's WASH programming, business processes and advice to partners;
- (ii) build staff capacity to do WASH knowledge management effectively; and,
- (iii) strengthen UNICEF's leadership role in the generation and exchange of WASH knowledge across the sector both nationally and globally.

WASH is articulated under Goal Area 4 of UNICEF's Strategic Plan 2022-2025, which states that 'every child, including adolescents, has access to safe and equitable WASH services and supplies, and lives in a safe and sustainable climate and environment' ([Theory of Change, UNICEF Strategic Plan, 2022-2025](#), p. 64). The ToC for UNICEF's 2022-2025 Strategic Plan classifies 'data, research, evaluation and knowledge management as one of the change strategies for Goal Area 4 (Figure 4), with a specific focus on support to the WHO/UNICEF Joint Monitoring Programme for Water Supply, Sanitation and Hygiene (JMP) and [addressing] critical gaps in the mapping of Sustainable Development Goal 6, including in middle and higher-income countries' ([Theory of Change, UNICEF Strategic Plan, 2022-2025](#), p. 73).



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3.2 Working definition of knowledge management

The UNICEF Global Knowledge Management Medium Term Strategy 2021- 2022 defines KM as ‘The capture, organisation, sharing, and use of knowledge for improved organisational performance towards development and humanitarian results for children’.

The WASH KM Strategy adopts this global definition as a management activity to identify, capture, organise, share, and use WASH knowledge to improve organisational performance towards development and humanitarian results for children. This knowledge should be disseminated and targeted to further inform WASH policy, programme design and delivery with ‘a continued emphasis on evaluation, data collection and analysis – including through co-creation with partners’ (United Nations Children’s Fund, UNICEF Strategic Plan, 2022-2025, E/ICEF/2021/25, United Nations Economic and Social Council, New York, 4 August 2021, p. 19). This requires building ‘internal capacity within WASH programmes to define research and evaluation priorities, commission and manage research initiatives, and report on results in sectoral publications (including open access papers in high impact, peer reviewed journals)’. It also requires making ‘the best possible use of internal organisational capacity, [drawing] on the resources of academic institutions, and

[helping to] build the capacity of local research partners’ (Strategy for Water, Sanitation and Hygiene 2016–2030, p. 44).

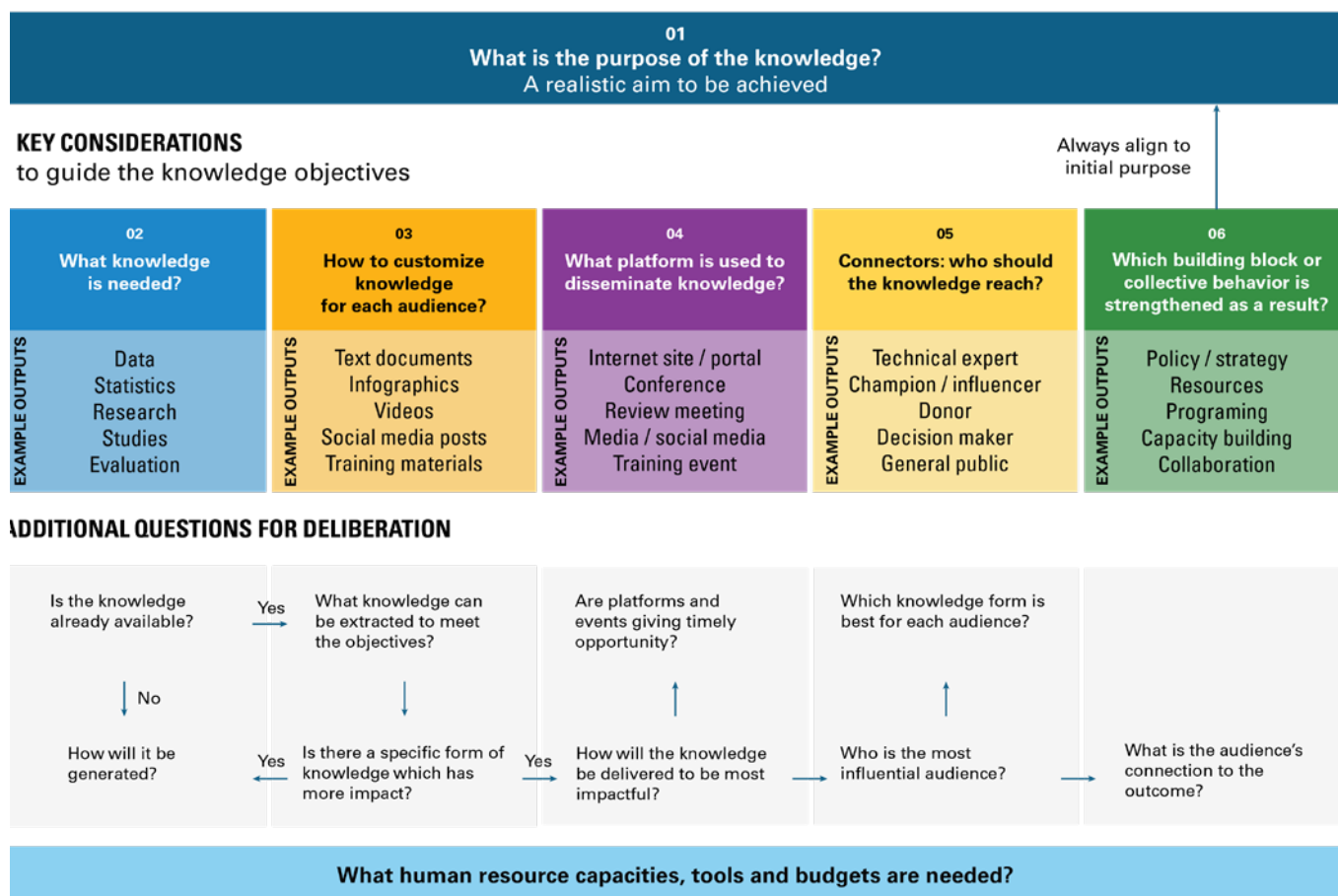
3.3 Theory of Action for the generation, management and use of knowledge

As mentioned above, data, research, evaluation and knowledge management are regarded as one of the change strategies needed to achieve UNICEF’s Goal Area 4, which includes access to safe and equitable WASH services. UNICEF uses a Theory of Action specifically for the generation, management and use of knowledge (Figure 5). Boxes 2-5 correspond with the first three Knowledge Pillars presented in the next section (3.4). The critical role of knowledge connectors needs to be considered in a dissemination plan, and the people or organizations that do this are called Knowledge Brokers. Box 6 represents the desired KM outcomes: strengthened buildings blocks and collaborative behaviours, as outlined by Sanitation and Water for All. These outcomes include not only those listed in Box 6, but also the three overall Goals of KM outlined in Chapter 3.1. In order to achieve this, the human resources, tools and budgets need to be available, and should be assessed when planning what knowledge to generate, manage or use.

FIGURE 5. THEORY OF ACTION FOR THE GENERATION, MANAGEMENT AND USE OF WASH KNOWLEDGE

VISION

Main purpose of the knowledge



3.4 Strategic pillars

The WASH Knowledge Management (KM) framework is depicted as a knowledge learning loop consisting of four 'Pillars' supported by four drivers or 'Enablers' (Figure 6). This section covers the four pillars, while section 3.5 covers the enablers.

The Pillars represent elements of the KM life cycle and the Enablers are the key factors required to implement the

KM WASH Strategy. The Enablers are the drivers described in UNICEF Global Knowledge Management Medium-term Strategy 2021-2022: the Resources – financial and human – needed to implement and sustain the Strategy; the Culture essential to foster the sharing and use of knowledge; the Governance needed to maintain a coordinated and results-oriented global approach; and, the Technology required to support a learning organisation.

FIGURE 6. WASH KNOWLEDGE MANAGEMENT FRAMEWORK

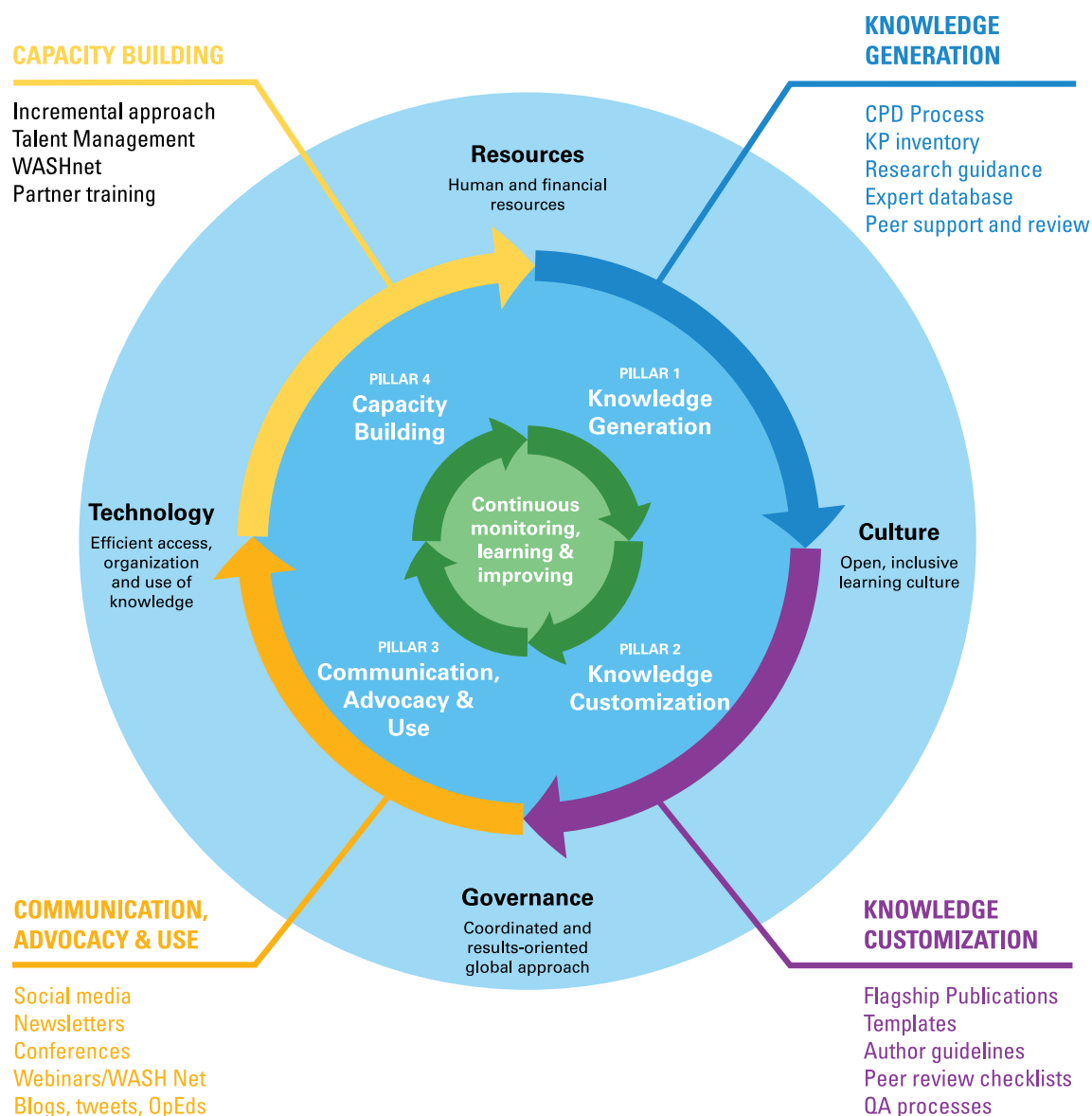
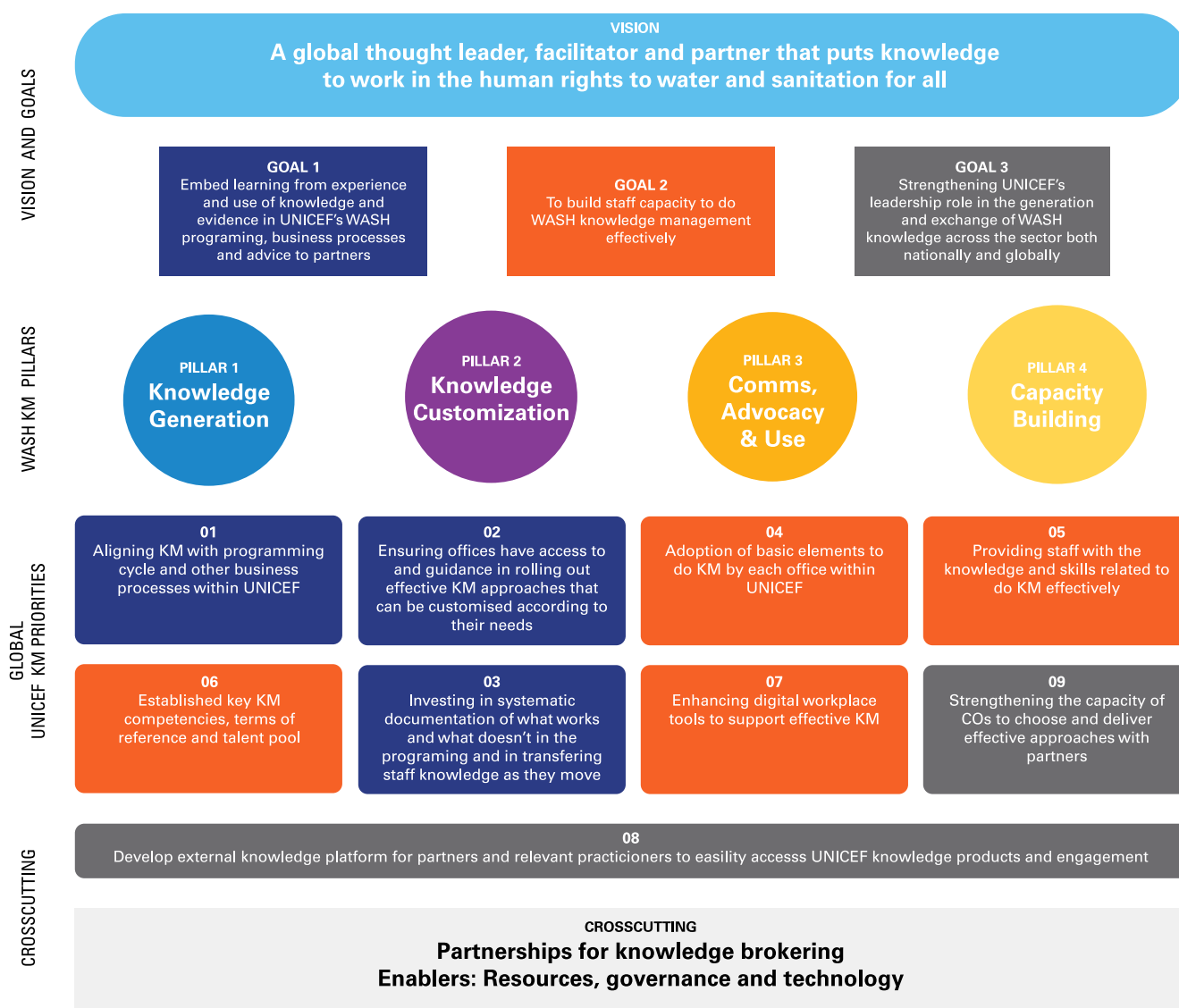


Figure 7 shows the alignment of WASH vision, goals and pillars with the global vision as well as the nine global KM priorities described in [UNICEF Global Knowledge Management Medium-term Strategy 2021-2022](#). While global priorities 1 and 6 largely correspond to Pillar 1 of the WASH KM strategy, priorities 2 and 3 correspond to Pillar 2 relating to our systems for documenting and customizing knowledge products. Priorities 4 and 7, with the focus on enhancing our digital workspace tools for an effective knowledge management culture, largely correspond to Pillar

3. Priorities 5 and 9, which relate to enhancing our internal capacity to meet the external knowledge demands and needs, are largely aligned with Pillar 4. Priority 8 cuts across all the pillars of the WASH KM strategy, focusing on the need for UNICEF to create an external knowledge platform for partners and practitioners with easy access to our key resources. Similarly, partnership for knowledge brokering will cut across all goals, pillars and priorities for increased visibility and credibility of UNICEF knowledge pool and resources.

FIGURE 7. COMBINED FRAMEWORK OF THE GLOBAL KM VISION, WASH KM PILLARS, GLOBAL PRIORITIES AND CROSS CUTTING AREAS



Note: Colouring of the nine global UNICEF KM priorities matches the most aligned WASH strategy goal

The four pillars and KM priorities are described as follows.

Pillar 1 – Improving our systems for generating knowledge.

This pillar applies a holistic approach through appropriate methodologies and study designs focusing on WASH services that impact children, and it improves and standardises quality assurance. Knowledge generation is most efficient and least duplicative when the first step concentrates on establishing knowledge and evidence gaps. This pillar

therefore emphasises the importance of ‘knowing what we know’ and identifies key knowledge gaps so that UNICEF can support the sector to fill these gaps. An increased focus on knowledge ethics and knowledge localisation is expected while creating and maintaining knowledge inventories, developing new knowledge, and strengthening the pipeline process to assure quality of research and knowledge products. Peer reviews at design and ToR phase, and review at key milestones, will support the quality and relevance of the final knowledge products and ensure that

outputs adhere to UNICEF WASH policy. The Knowledge Loop in Action figure illustrates some components of Pillar 1 to help ensure quality knowledge generation. UNICEF WASH, at all levels, shall utilise existing knowledge gap analyses to inform knowledge generation, and work to conduct their own knowledge gap assessments and knowledge inventories. Planning and evaluation periods such as the Strategic Plan and Plan for Global Evaluations should also be used to inform knowledge generation. Pillar 1 will address priorities 1 and 6 of the Global Medium Term KM Strategy by ensuring that KM work is aligned with organizational and office priorities and integrated with existing processes at every level instead of being an ad-hoc activity. Offices will be able to access a repository of proven KM approaches they can choose from and integrate into existing processes to improve the quality of programmes using knowledge and evidence and continual learning. Linkages will WASH Talent Management Initiative will be established to ensure that staff have essential KM competencies and talents to fulfil the roles and expectations.

Resources and guidance for supporting knowledge generation will be elaborated in the UNICEF WASH KM Implementation Guide.

Pillar 2 – Improving our systems for documenting and customizing knowledge.

This pillar amplifies the impact of the knowledge UNICEF compiles and generates through its correct application in UNICEF's projects and programmes. Documentation is key throughout the project cycle and organisational life. 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 their impact. This means capturing what happens in a process of change, how it happens, reflecting and analysing why it happens and amplifying knowledge generated by strengthening the link between their content and the intended audience. Doing so supports the production of 'right sized' and digestible knowledge in accessible formats customised for different audiences. Eventually, these activities strengthen the culture of learning and reflection and lead to strengthened corporate branding.

Documentation and customization require appropriate processes, tools and templates, peer review and quality assurance, guidance on language-use and suggested formats (e.g. written, audiovisual, journal articles) based on (i) the intended audience (internal, external, or both), and (ii) the communication channels that can be leveraged to promote distribution of knowledge products.

Both tacit and explicit knowledge needs to be documented. The DAPM KM Hub has developed tools to capture lessons from our programming, and WASH will adapt these tools for global learning. DAPM has also developed tools to help facilitate the transfer of knowledge from staff as they rotate, retire, or move to other jobs which will be referred to.

UNICEF WASH has also developed 9 different templates for various publications including UNICEF COVID-19 WASH Response, Field Notes, Fact Sheets, Reference Guide, Technical Papers, Guidelines, Discussion Papers, WASH Diaries, Results Paper and there are being widely used by staff to document learning and experiences. Flagship knowledge products in collaboration with other UN organisations



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(such as the WHO) and partners will be produced. Special attention will be given to strengthening existing and developing new partnerships with Global South institutions and networks. Publication in high-impact academic journals will be stimulated. Other knowledge product formats including audiovisual and academic publications should also be explored, and guidance is available through DAPM.

As language can be a barrier in knowledge sharing and transfer, translation of outputs should be done when needed to reach target audiences.

Broadly, Pillar 2 will address priorities 2 and 3 of the Global Medium term KM strategy by providing guidance and support around approaches, tools and formats that facilitate systematic documentation of practices and knowledge transfer between staff will improve the learning among staff and offices thus helping UNICEF better address humanitarian crisis and accelerate strategic results for children. A full list of resources and guidance for documenting and customizing knowledge will be elaborated in the Implementation Guide.

Pillar 3 – Expanding our processes and networks for dissemination, communication, advocacy and use of WASH knowledge.

UNICEF WASH will provide opportunities to connect people for exchanging tacit

knowledge. It will also focus on engaging staff around global advocacy priorities for WASH, knowledge, tools and KM systems to increase their uptake and inform decision making.

Effective dissemination and communication for diffusion of internal knowledge and uptake of external learnings must make systematic and optimal use of our internal and external dissemination and knowledge sharing platforms, tools and opportunities. We must also expand our Communities of Practices and other networking opportunities for increased advocacy and use of our knowledge. This requires increased sharing of our knowledge and learning in global/regional/national events and utilisation of internal and external platforms to reach key internal and external audiences for greater knowledge uptake.

UNICEF already has global presence and leadership in global partnerships and forums through which we share our lessons and experiences, and continued efforts will be made to expand our internal and external networks and platforms for sharing and transferring the global goods. UNICEF staff at all levels should work to identify audiences and platforms relevant to their work and build upon existing networks and relationships to increase the reach of their work. Staff should also build on existing mapping of products and audiences to identify the best means of communication and ideal outputs for audiences.

Internally, the Digital Workplace Project and the ECM provides a great platform as a “one-stop-resource” for networking, collaboration and sharing knowledge and lessons across the programmes. Continued improvement in the usage of SharePoint and Yammer will be prioritised as key to meeting Pillar 3 objectives. Other tools, such as the global, regional and country WASH Bulletins, emails, newsletters, will be continued for wider sharing. For external sharing of UNICEF resources, ShareX (an external knowledge platform) will be initiated and expanded to foster greater sharing and collaboration with external audience, partners and stakeholders.

This pillar will broadly address priorities 4 and 7 of the Global Strategy with greater emphasis on enhancing digital workplace tools to support effective KM. Resources and guidance for knowledge sharing, communication and advocacy will be elaborated in the Implementation Guide.

Pillar 4 – Targeted capacity building efforts to ensure the professional development needs of WASH staff are met to achieve programme objectives and by making learning tools widely accessible to support broader capacity building of sector stakeholders.

Capacity building of staff is UNICEF’s strategic approach in supporting the organisation’s learning culture internally and with partners in the sector. Its approach is to identify capacity gaps through mapping existing skills and pinpoint those areas that benefit from further capacity building activities for its own staff, in order to inform evidence-based planning for and implementation of new activities (e.g. webinars, training courses) to fill gaps identified. While

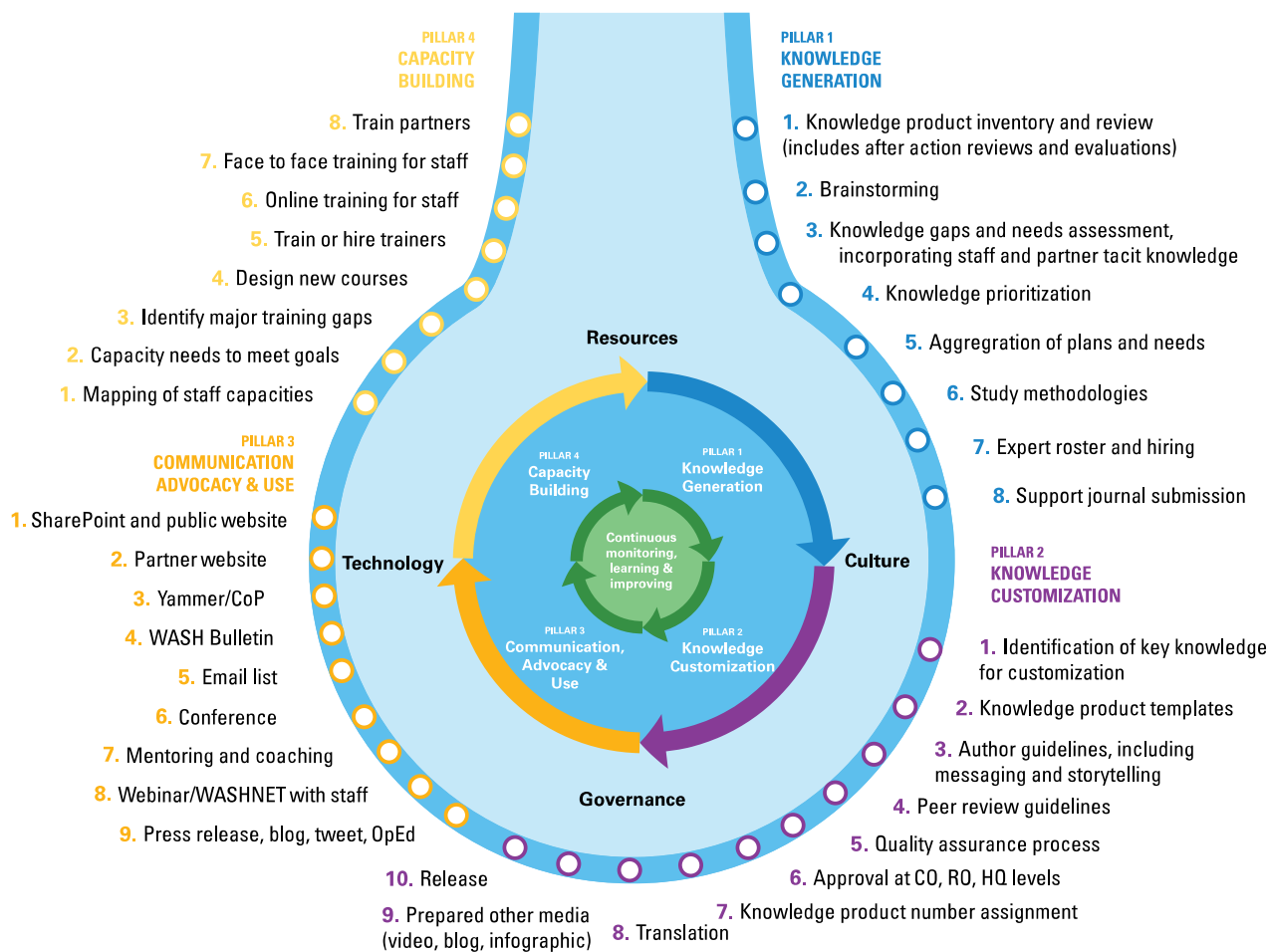
UNICEF’s capacity building effort primarily targets an internal audience, it also caters to the external training and capacity building needs of sector partners through Agora online courses, South-South learning as well as blended training on demand. More systematic effort is needed to fill this need. Alignment with UN-Water’s Capacity Development Pillar under SDG 6 Acceleration Framework can be instrumental in responding to member states’ training demand for accelerating WASH results.

Staff need to communicate their needs and UNICEF WASH needs to ensure training opportunities are regularly distributed. Efforts will be made to explore the external needs and partnerships for meeting these needs.

Pillar 4 addresses priorities 5 and 9 of the Global KM strategy that focus on strengthening both internal as well as sector capacity to support effective KM. Resources and guidance for capacity building will be elaborated in the Implementation Guide.

These four pillars identify the KM boundaries, define work streams, lend to standardisation and consistency across the agency, and help coordinate effort and achieve synergies between HQ, ROs and COs. Figure 8 shows the priority areas pictorially as a closed loop. Key to achieving these are incentives, continuous monitoring, learning and improving. It will be key throughout all the listed activities to turn tacit knowledge that is possessed by each staff member into explicit knowledge, and to use tacit knowledge to make the best possible use of explicit knowledge.

FIGURE 8. THE KNOWLEDGE LOOP IN ACTION



While these four pillars contain separate elements and activities, they should not be planned and implemented in isolation. The ToC for the generation, management and use of WASH knowledge illustrates how the knowledge product and dissemination strategy need to be tied to the audience and the objectives of generating the knowledge. While implementing the elements of these pillars, capturing tacit and experiential knowledge through various formal and informal processes will be prioritised as depicted in figure 8.

3.5 Strategic enablers

To make the implementation of the four Pillars possible, the following driving factors, or Enablers, need to be in place.

1. Resources

An organisation’s most valuable resource is the knowledge of its people. Both financial and human resources are needed to implement and sustain the WASH KM Strategy. As KM helps to reduce inefficiencies, investing in it will lead to savings in time and money. Knowledge Management in the WASH sector is led and managed by the Scaling Up team which is primarily responsible for the strengthening of the enabling environment to facilitate effective KM and learning. Each WASH team assigns a KM focal point for managing the day-to-day operation of the team and sets aside a budget for KM activities. Some donor funds for WASH are specifically allocated for KM activities for documenting and exchange of lessons and key learnings. While budgeting for dedicated WASH KM staff at HQ and some ROs is ensured

by integrating KM in the proposals, resourcing WASH KM focal points at country and field offices is essential for optimising KM's contribution to WASH results. Continued advocacy for integrating KM activities in the work plans and funding proposals is needed to ensure KM is prioritised to fulfil UNICEF's role as a global knowledge leader in WASH.

2. Culture

To encourage the application of knowledge and evidence, as well as the documentation and sharing of learning and shortcomings in UNICEF's work, it is essential that the management promotes and supports an open, inclusive learning culture to allow collaboration among staff and teams. At the same time, the existence of formal incentives for identifying contributions to KM work in office work plans, annual reviews, individual performance plans and staff performance evaluation reports (PERs) are put in place to value KM as an organisational enabler towards the attainment of our Strategic Programme goals. Collaboration among staff and teams working on culture change, knowledge management, innovation, and internal communication strategies is needed to share information and lessons learned for synergetic efforts.

3. Governance

The implementation of the WASH KM Strategy will be the primary responsibility of the Scaling Up Team at HQ and will be supported by a 'Virtual KM Implementation Group' that comprises the members of the 'Global Technical Team' as well as the HQ/RO Extended Team. The Group will include the staff that were involved in the update process of the WASH KM Strategy and will be responsible as the advisory group for 'regionalisation' and 'localisation' of the KM strategy implementation process at all levels.

4. Technology

Technology is an important driver and an enabler that can significantly improve efficiency in how knowledge is accessed, organised and shared. Given that 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 the knowledge needed to carry out their work. While enabling multiple channels for knowledge sharing and collaboration, technology should support an efficient work culture and avoid unnecessary duplication (e.g. overly repetitive messages coming through multiple channels). It should also make it easy to find colleagues with relevant expertise, to connect, and to collaborate digitally. While WASH KM staff are mostly users of existing UNICEF KM technology tools and platforms, they should also be encouraged to test and propose new KM technologies under the guidance of the ICTD and the Global KM Strategy Implementation Team.

3.6 Strategic partnerships

Building and maintaining effective partnerships is key to strengthening UNICEF's leadership role in the generation and exchange of WASH knowledge both nationally and globally, and vital for achieving Goal 3 of the WASH KM Strategy.

It is recommended that WASH KM staff collaborate with internal and external KM specialists from other sectors through KM CoPs, such as through KM4DEV. Further, as mentioned in the section on knowledge enablers in encouraging a learning culture, it will be important to collaborate with other relevant UNICEF initiatives

working on culture change, innovation, and internal communication strategies.

The success of external partnerships will depend on how UNICEF's WASH KM can add value for others and vice versa. The following recommendations will help enhance UNICEF's leadership role and the quality of knowledge products.

- Improve branding and the appearance of knowledge products.
- Produce fewer but higher quality knowledge products each with a dedicated communication plan.
- Introduce tailored bulletins for partners.
- Publish more externally accessible knowledge products on SharePoint pages and ShareX, and in peer-reviewed journals.
- Promote the use of UNICEF online CoPs among key partners.
- Improve visibility and discoverability of knowledge products.
- Develop criteria for the selection of most value-adding partnerships.

There are WASH Programme Cooperation Agreements (PCAs) that include a focus on knowledge management. However, more PCAs with academic institutions or training institutes are recommended to support the development of WASH training courses and generation of

evidence in the sector.

An extensive list of UNICEF's key WASH partnerships is provided in the UNICEF Strategic Plan 2022-2025 ([Theory of Change, UNICEF Strategic Plan, 2022–2025](#), pp. 75-76).

3.7 Monitoring the Strategy

This section draws on the strategic recommendations in the reports produced by the WASH Knowledge Management Strategy working groups. The indicators shown in Table 1 are categorised as input, output and outcome indicators. Indicative descriptions and data sources are provided, as well as proposed monitoring frequency and the level at which the monitoring will be collected. The impact of UNICEF's KM strategy will be a combination of the indicators in Table 1 and together will lead to: improved UNICEF WASH programming, business processes and advice to partners (Goal 1); improved staff capacity to do WASH knowledge management effectively (Goal 2); and the strengthened role of UNICEF leadership in the generation and exchange of WASH knowledge across the sector nationally and globally (Goal 3).



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TABLE 1. PROPOSED INDICATORS AND DATA SOURCES FOR MONITORING THE KM STRATEGY

#	Indicator	Definition / data source	When	Who
Impact indicators				
1	# and % of WASH sector stakeholders that rate UNICEF as a global thought leader and knowledge facilitator in WASH.	Cumulation of indicators #2, 3 & 6.	Every programme cycle (4 years)	HQ
Outcome indicators				
2	# and % of high-quality KPs available including in disability-friendly format.	HQ monitoring system.	Annually	HQ, ROs & COs
3	# of UNICEF KPs accessed (all KPs on SharePoint/external platform). # of UNICEF KPs used (random or selected knowledge products).	User survey.	Annually Every 2 years	HQ
Output indicators				
4	# of Knowledge and evidence gap assessments conducted.	Listed as outputs in Regional Office Management Plan (ROMP) / Country Programme Document (CPD) planning cycles. Online KM mapping tool filled by countries.	Annually	HQ, ROs & COs
5	# and % of ROs with a tailored KM strategy and COs with a KM plan.	Strategies shared from RO to HQ. Country strategic indicators. Online KM mapping tool filled by countries.	Annually	ROs & COs
6	# and type/quality of partnerships with key WASH sector stakeholders on knowledge/learning.	Annual WASH report.	Annually	HQ
7	# of high-quality knowledge products (KPs) produced.	High quality = peer reviewed / SharePoint & ShareX.	Annually	HQ, ROs & COs
8	# and % of high-quality KPs translated into other languages (French/Spanish).	HQ monitoring system.	Annually	HQ, ROs & COs

Input indicators				
9	# of FTEs for core WASH KM functions / total # of WASH KM staff FTEs in HQ, ROs and COs.	KM functions as defined in UNICEF function profiles.	Annually	HQ, ROs & COs
		Online KM mapping tool filled in by countries.	Ongoing	
10	% of WASH funding proposals with a KM component.	KM (or KM & learning, KM & communication) listed as activity with dedicated budget.	Annually	HQ & ROs
11	# and % of internal WASH staff who followed KM capacity building sessions both online and in global/ regional WASHnet or other meetings.	Training registration systems and attendance.	Annually	HQ, ROs & COs
12	# and % of WASH staff who enrolled and finalised WASH training courses and webinars.	Training registration systems and attendance.	Annually	HQ, ROs & COs



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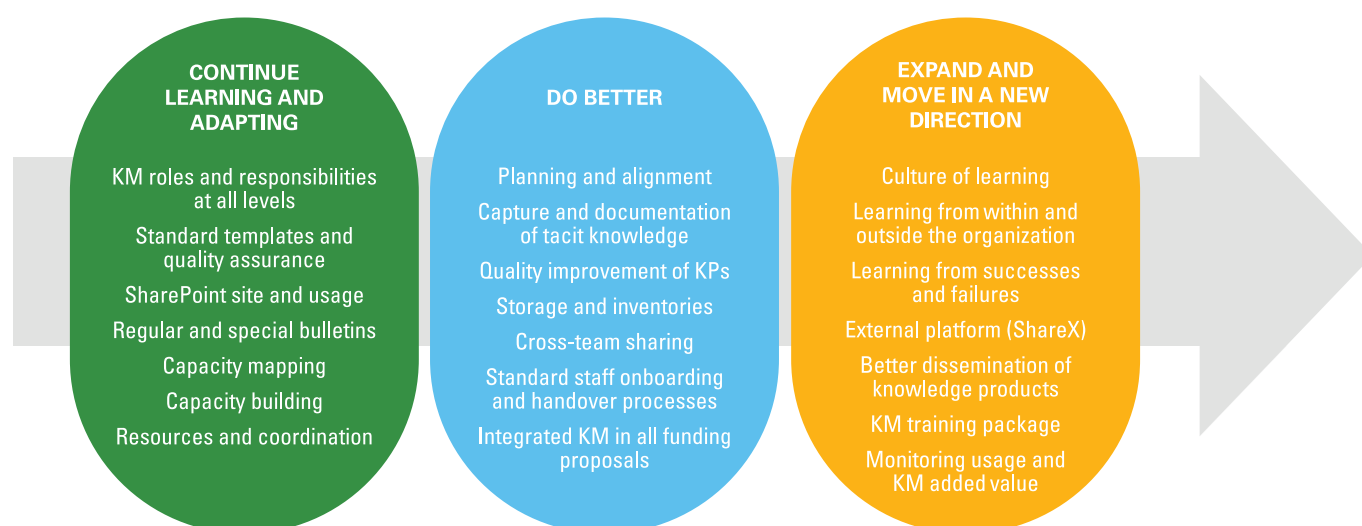
4. Implementing the Strategy

The implementation of the Global WASH KM strategy will be driven by the Scaling up team in UNICEFWASH at HQ with a dedicated KM Specialist under the overall guidance of a Senior WASH Adviser and with support from a Virtual KM Implementation Group comprising members of the Global Technical Team as well as the HQ/RO Extended Team. KM focal points in each WASH unit will support the implementation of the strategy for each programme area. At the ROs, dedicated WASH KM Specialist/Focal

Points will oversee the KM functions and coordinate with COs on KM priorities for the region.

Based on the assessment and the emerging priorities, the strategic direction of travel for the 2022-2025 strategic period will focus on activities that support continuous learning and adaptation, improve existing practices, and help expand and move in new directions (see Figure 9).

FIGURE 9. STRATEGIC DIRECTION OF TRAVEL FOR THE NEXT FOUR YEARS





The WASH Knowledge Management Implementation Guide provides the detailed tools and ways in which this KM strategy will be implemented. The guide will address the recommendations in the maturity assessment, and the intended major activities outlined by Pillar in section 3.4 and by enabler in section 3.5. KM maturity assessments are valuable tools to use periodically to understand the current status, review the direction of travel, and identify potential ways of improving KM based on identified strengths and weaknesses.

In implementing the KM Strategy, it will be key to continually strengthen the enablers. In terms of resources (human and financial) the WASH KM strategy calls for a set of standards for global, regional and country levels and for the minimum amount of staff time spent on core KM activities, tailored to office and budget size, sector opportunities, and partnerships. On culture, linking KM with UNICEF's internal processes is key to better formalising incentives for staff engagement. On technology, activities in this strategic cycle will concentrate on optimising the existing SharePoint platform, building the ShareX external platform, establishing a KM helpdesk, providing periodic training on SharePoint and other platforms, and promoting innovations on the use of technology in KM.

As the first point of contact for COs, ROs are encouraged to review and customize this global WASH KM strategy and the related Implementation Guide for their region based on specific opportunities and challenges faced. COs are not required to develop a strategy as a matter of course, but should base their multi-annual KM plans on the KM mapping tool and global and regional strategies.

ANNEX 1

Glossary of terms

Approach (vs Tool)

A methodology or technique that is used to do KM, whether it's to capture, organize, share or facilitate the use of knowledge, facilitate group reflection and learning, or assess and plan KM. In the Knowledge Exchange Toolbox, the term "tool" is used synonymously with "approach" (United Nations Children's Fund, 'KM Glossary, UNICEF', UNICEF, New York, n.d.).

Community of Practice

A self-organized group of people who share a profession or area of work and are motivated to develop relationships with one another to share knowledge and collaborate across organizational boundaries, becoming better at what they do and building a body of actionable knowledge as they interact regularly (KM Glossary, UNICEF)

Critical Knowledge

Knowledge that is fundamental to the business or operational processes of the organisation supports mission delivery and mission success. Knowledge that is critical to the future of the business and that requires expertise continuity. Critical knowledge needs always to be reviewed and updated (KM Glossary, UNICEF)

Data

Facts and figures which are useful but in an unorganised manner. See also Information and Knowledge (KM Glossary, UNICEF)

Emerging Practice

A new and potentially effective method, approach or strategy that is aimed to scale up Key Results for Children (KRC) for which anecdotal evidence backed up by presumptions of positive results and effectiveness is available. This category of practices may serve to inspire further consideration by COs. The practice requires further investigation/review to be considered for replication and eventually evaluation for higher categorization (KM Glossary, UNICEF) (see also **Good Practice** and **Promising Practice**)

Evaluation

An assessment, conducted as systematically and impartially as possible, of an activity, project, programme, strategy, policy, topic, theme, sector, operational area or institutional performance. It analyses the level of achievement of both expected and unexpected results by examining the results chain, processes, contextual factors and causality using such appropriate criteria as relevance, effectiveness, efficiency, impact and sustainability. An evaluation should provide credible, useful evidence-based information that enables the timely incorporation of its findings, recommendations and lessons into the decision-making processes of organizations and stakeholders (United Nations Evaluation Group, Norms and Standards for Evaluation, UNEG, New York, 2016).

Evidence

In scientific research evidence is accumulated through observations of phenomena that occur in the natural world, or which are created as experiments in a laboratory or other controlled conditions. Scientists tend to focus on how the data used during statistical inference are generated. Scientific evidence usually goes towards supporting or rejecting a hypothesis ([‘Knowledge Broker’, Wikipedia](#), accessed 21 September 2022)

Explicit Knowledge

Knowledge that has been rendered visible (usually through transcription into a document or an audio/visual recording); typically, captured and codified knowledge (UN-JIU report 2016) Individual and collective knowledge that has been codified, typically in objects, words, and numbers in the form of graphics, drawings, specifications, manuals, procedures, etc and can therefore be easily shared and understood (KM Glossary, UNICEF) (see also **Tacit Knowledge**).

Facilitation

The art of supporting a group to work together (in a workshop, event, community or project) to effectively solve problems, make decisions, learn together and achieve its objectives (KM Glossary, UNICEF)

Goal Area 4

UNICEF’s 4th strategic Goal Area states that “Every child, including adolescents, has access to safe and equitable water, sanitation and hygiene services, and lives in a safe and sustainable climate and environment.” With Goal Area 4, the first two result areas are WASH related: (1)

Safe and equitable water, sanitation and hygiene services and practices; and (2) Water, sanitation and hygiene systems and empowerment of communities (United Nations Children’s Fund, UNICEF Strategic Plan, 2022-2025, E/ICEF/2021/25, United Nations Economic and Social Council, New York, 4 August 2021)

Good Practice

By definition a proven method, approach or strategy that provides **evidence** of success or impact and which can serve as a model for inspiration, replication, or adoption. It aims to accelerate Key Results for Children (KRC) at scale and for which strong evidence of positive results/impacts is available, including through peer-reviewed evaluations. Good practice has been replicated successfully in at least two different countries and/or contexts (urban/rural, development/emergency) and it deserves to be closely watched by UNICEF staff and may want to be carefully considered for replication by CO in contexts where the practice is relevant and applicable. (see also **Emerging practice** and **Promising practice**)

Information

Contextualized, categorised, calculated, and condensed **data**. See also **knowledge** (KM Glossary, UNICEF)

Knowledge

Contextualized information, know-how, perceptions, skills, experience. See also **data** and **information** (KM Glossary, UNICEF)

Knowledge Brokerage

The work of intermediaries (organisations or people) that develop relationships

and networks with, among, and between producers and users of knowledge by providing linkages, knowledge sources, and in some cases knowledge itself to organizations in the network. ('Evidence', Wikipedia, accessed 21 September 2022)

Knowledge Generation

Creation of new knowledge through data collection and analysis, research, monitoring or evaluation, or through the codification of **tacit knowledge** into a **knowledge product** (KM Glossary, UNICEF)

Knowledge Management

The capture, organisation, sharing, and use of knowledge for improved organizational performance towards development and humanitarian results for children. This definition incorporates the following tenets: KM is an enabler to achieve results and it should be aligned to UNICEF's strategic priorities and existing work goals and objectives both at global and office levels. **People** (staff, partners, stakeholders, beneficiaries) are at the center of KM, supported by effective technology and processes. In particular, the Strategy recognizes that within UNICEF all staff are owners and users of knowledge, hence the most important and valuable KM resource.

KM should leverage existing business processes so that both the organization and its staff continually learn and improve. The role of KM is to ensure that the existing processes maximize the use of knowledge and continual learning to improve performance and results. Additionally, **KM is a connector** that runs across the evidence functions in UNICEF and connects with other knowledge work (programme content in guidelines, knowledge products, and tacit knowledge sharing) so that the

evidence and knowledge that we capture and generate is well-organized, easily shared, and – most importantly – used in our programmes and partnerships. (KM Glossary, UNICEF)

Knowledge Management Enablers

The driving factors needed to achieve organisational or office-level goals through effective knowledge management. These are the resources - financial and human - needed to implement and sustain KM, the culture essential to foster the sharing and use of knowledge, the governance needed to maintain a coordinated and results-oriented approach, and the technology required to support a learning organization (KM Glossary, UNICEF)

Knowledge Management Pillars

These represent the four elements of the KM life cycle: **Knowledge Generation**; Documentation and Customization; Dissemination, Communication, Advocacy and Use; and Capacity Building. These four linked areas of activity identify the KM boundaries, define work streams, lend to standardisation and consistency across the agency, and help coordinate effort and achieve synergies between HQ, ROs and CO

Knowledge Products

Information compiled to help others (colleagues, stakeholders, partners, donors, governments, etc in their decision-making process. To be a product a "knowledge product", it must carry knowledge and must enable action by the reader (knowledge is, after all, the ability to take effective action). It must be actionable.

Programme Division (PD)

Knowledge Products include Strategies, Programme Guidance, Frameworks, Technical Note (also known as technical or programme guidelines), Technical papers or research papers, Study reports, Training materials (non-ICT training materials), Working papers or discussion papers, Briefs or fact sheets, Reports, Case studies, lessons learned and field notes, Human interest stories, Systematic reviews, synthesis and Knowledge Mappings. (KM Glossary, UNICEF)

Learning Organization

Is a collective effort that applies the individual learning principles (see **Organizational Learning**) but this time, exhibited by everyone; thus, contributing to a sustainable environment where all employees move forward. In learning organizations, both success and failure are felt by all (Senge, Peter) (See also **Organizational Learning**)

Senge, Peter et. al., *The Fifth Discipline Fieldbook: Strategies and Tools for Building a Learning Organization*, 1994

Lessons Learned

Detailed reflections on a particular project, initiative, or major work activity, and identification of learning points based on experiences and results achieved during implementation, usually captured as a document or documents. These lessons may be positive (successes) or negative (failures). You should be able to state the lesson(s) learned in a few sentences and provide verifiable results that are evidence of the lesson(s). Evidence could be quantitative or qualitative and from either internal monitoring and evaluation or formal evaluations. The example

template included in this document consists of the major fields (i.e., types of information) that together make up a complete, well-documented lesson learned. (See United Nations Children's Fund, 'UNICEF Template Guide', UNICEF, New York, n.d.)

Monitoring

The continuous measurement and improvement of programme performance throughout the implementation phase, including verifying activities, assessing contribution to results, testing programme assumptions, tracking changing risks, and engaging our stakeholders.

Organizational Learning

Reflects the individual practice of learning (core disciplines, systematic thought, innate learning cycle, etc) whose goal is to improve individual capacities by pushing them outside the comfort zone. (P. Senge) (see also Learning Organization)

Reflection

The act of taking time out of the ongoing implementation of work to think about past implementation to assess successes, failures and lessons learned as objectively as possible. This can be done individually or collectively (KM Glossary, UNICEF)

Research

The systematic process of the collection and analysis of data and information in order to generate new knowledge to answer a specific question or to test a hypothesis. Its methodology must be sufficiently documented to permit assessment and replication. Research at

UNICEF should examine relevant issues and yield evidence for better programme and policy advice (KM Glossary, UNICEF)

Synthesis (Knowledge)

The act of reviewing multiple sources of knowledge and summarizing and extracting key conclusions including considerations of the quality of the knowledge and the consistency of different sources with one another.

Tacit Knowledge

Knowledge that is very difficult to articulate, put into words or images. It is typically highly internalized knowledge such as knowing how to do something or recognizing analogous situations (Dumitriu, Peter, Knowledge Management in the United Nations System, JIU/REP/2016/10, Joint Inspection Unit, United Nations, Geneva, 2016) (see also **Explicit knowledge**).

Theory of Action

A Theory of Action is the delivery model for a **Theory of Change**. It articulates the mechanisms through which the activities are being delivered, e.g. through which type of actors and following what kind of processes (Tetra Tech). UNICEF uses a Theory of Action specifically for the generation, management and use of knowledge.

George, Rachel, [What is a Theory of Action?](#), 2020

Theory of Change

A methodology for planning, participation, adaptive management, and evaluation that is used to promote social change. It defines long-term goals and then maps backward to identify

necessary preconditions. Theory of Change explains the process of change by outlining causal linkages in an initiative, i.e., its shorter-term, intermediate, and longer-term outcomes. The identified changes are mapped – as the “outcomes pathway” – showing each outcome in logical relationship to all the others, as well as chronological flow and feedback loops. The links between outcomes are explained by “rationales” or statements of why one outcome is thought to be a prerequisite for another ([‘Theory of Change’, Wikipedia](#), accessed 29 September 2022)

Tool (vs Approach)

When we talk about Tools, we refer to digital tools and good practices in using ICT to support KM. In the Knowledge Exchange Toolbox, the term tool is used as a synonym of approach.

Photo credits

- PAGE 1 On 13th June 2022, eleven year old Sadaf Samadi (centre) holds a bar of soap at the UNICEF-supported Fatah Girls School in Herat, Afghanistan.
- PAGE 5 Kids in Mathare informal settlement in Nairobi, Kenya, help each other to wash hands at a hand washing station.
- PAGE 9 On 5 November 2021 in Glasgow, Scotland, people take part in a Fridays for Future demonstration for climate action, led by youth climate activists and organized on the sidelines of the 2021 UN Climate Change Conference (COP26).
- PAGE 11 Rizki, 4, washes his face in front of his home in Tlogopakis village, Central Java province, Indonesia.
- PAGE 13 On the 26th November 2020, ten year old Minala Sam looks at her reflection in a container of water in Yambio, South Sudan.
- PAGE 14 One of the five boreholes drilled in Mazabuka District.
- PAGE 17 Verónica Anchaya Huamán, 24, washes her son Liam, 1, outside their home in Yaurisque District, Paruro Province, Peru on 10 April 2019.
- PAGE 18 A mother and her child who were forced to flee from their home when Tropical Storm Ana made landfall in Tete Province.
- PAGE 25 Bali devi ensures correct handwash for son Bhuma (7 yrs) during covid 19 pandemic. Location: Sanwlor Village, Barmer, Rajasthan, India.
- PAGE 28 A donation of 200 hygiene kits for adults and 200 kits for boys and girls in response to tropical storm ETA.
- PAGE 31 Children playing at the playground of their school in Gaoui, a suburban of Ndjamena, the capital of Chad.
- PAGE 32 Young climate activists gathered in front of the Shahid Minar and giving speeches and slogans in the global climate strike in Barisal Town Hall Road, Barishal on 24 September 2021.
- PAGE 37 Children demonstrate handwashing with soap at a school in Dhar, Madhya Pradesh as we mark Global Handwashing Day, 2021.
- PAGE 41 On 14 January, a woman helps a young boy wash his hands in disinfecting chlorine solution, at their home in Conakry, Guinea.
- PAGE 43 Children washing their hands at their school EP Mobutu, in Kinshasa, the capital of the Democratic republic of Congo.
- PAGE 44 Fiona Dawn, 12 of Dreketi Primary School, smiles while standing in front of the newly set up UNICEF-supplied temporary school classroom.
- PAGE 46 A family who was forced to flee from their home (Bairro Joaquim Chissano) when Tropical Storm Ana made landfall in Tete Province.
- PAGE 53 A girl is washing her hands in the village of Piandrou, in the West of Côte d'Ivoire.
- PAGE 54 UNICEF supports a school in Ulang village in Upper Nile State with COVID-19 protection items like buckets, soap, masks and hand sanitizer.

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