



Knowledge Management in the IUCN Eastern and Southern Africa Region Programme

Issues and Recommendations

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Issues and Recommendations

Report by Rod Abson, Science and Knowledge Management Unit, IUCN

Executive Summary

A knowledge management study was undertaken in the IUCN Eastern and Southern Africa Region by Rod Abson, Science and Knowledge Management Officer in the Science and Knowledge Management Unit of IUCN from the 18th of June to 1st of July 2011.

The overview questions being addressed by the mission were:

- What are the knowledge management needs to deliver the Eastern and Southern Africa Region programme?
- How can the knowledge management practices be targeted to deliver the information and knowledge in a format and time effectively for programme and project managers?

The report is based on:

- 16 staff interviewed directly, 1 completing it online (totalling 4 countries from: Kenya, Mozambique, Tanzania and Uganda). An additional 1 staff member had been invited to participate in the survey but was unable to be reached;
- A trip to Uganda to meet with representatives from the Uganda Ministry of Water and Wetlands (an IUCN Member);
- A field trip to Mount Elgon on the Eastern edge of Uganda to meet with local programme staff, volunteers and local community involved in a Landscapes and Livelihoods Strategy project being coordinated by IUCN.

Knowledge Management Needs

The IUCN Eastern and Southern Africa Regional Programme covers a range of environmental and livelihood needs and the programme and project staff have varying knowledge needs depending on their particular part in the programme. The changes being sought through the programme include improvements to community based natural resource practices, influencing policy development and implementation, building livelihood opportunities for local communities, encouraging regional cooperation and building the capacity of governments and local communities. There was a very strong community based natural resource management focus and could be an interesting case for a lessons learned series.

The respondents required a variety of types of knowledge to support the programme including: technical knowledge, community based natural resource management knowledge, knowledge of regional trends, Programme and project management skills and experience, access to knowledge products and tools such as journals, information about IUCN Programme content and projects portfolio, access to experts from within and beyond IUCN, hot to influence governance and policy decisions and language skills.

They source knowledge through a collection of channels, including: colleagues, IUCN website and tools, Internet and social networking tools, electronic resources such as files on their computer, field experience, libraries and publications, other institutions and involvement with meetings and workshops.

There was mid-level satisfaction from the survey respondents when asked how satisfied they were with being able to access the knowledge they need in a format and timeframe they need to deliver their project. There can be differences in knowledge needs between staff who have been in the system for many years and new staff starting from scratch.

Some investment is made in knowledge management, mostly through time investment, investment in knowledge products, and maintenance of IT tools and systems. There were recommendations that investment in knowledge management and communications needs to be more systematic in the set up of projects, along with training and capacity building.

Knowledge Management Practices

A series of recommendation have been provided below which help address the question of how knowledge management practices can be improved, based on sharing of good existing knowledge management practices, identified gaps and potential hindrances that must be overcome.

People	
1.1	Provide training, tools and support mechanisms to build knowledge management competencies of staff in Eastern and Southern Africa
1.2	Improve access to experts across the Union, particularly within Eastern & Southern Africa
1.3	Review staff development opportunities to improve programme knowledge and competencies to help deliver on the programme.
1.4	Review how knowledge management competencies and responsibilities are incorporated into staff terms of reference, work-plans and appraisal systems.
1.5	Capture and promote the experience from the Eastern and Southern Africa region of working with local communities and application of local knowledge for conservation management.
Processes	
2.1	Clarify 'lessons learned' in IUCN, with supportive tools, processes and repositories accessible across IUCN.
2.2	Improve system to access to programme and project information from across the IUCN portfolio of projects.
2.3	Develop guidelines and lessons learned to assist project proposal writing and financial management of programmes and projects.
2.4	Improve communications capacity, planning and knowledge product sharing procedures.
2.5	Support access to relevant journals and publications to build knowledge competencies and ensure up-to-date professional expertise.
2.6	Review time management practices and challenges to determine if there are ways to address issues of time inefficiencies or to improve processes.
Technology	
3.1	Encourage ongoing review and adoption of appropriate technologies that can assist in delivering the programme and sharing of knowledge about IUCN's work.
3.2	Explore the strategic application of social networking tools, and ongoing enhancement of the IUCN website.
3.3	Implementation and training support for new IUCN IT tools.
3.4	Identify nationally applicable environmental datasets to support decision making.

Introduction

The overview questions being addressed by the mission were:

- What are the knowledge management needs to deliver the Eastern and Southern Africa Region programme?
- How can the knowledge management practices be targeted to deliver the information and knowledge in a format and time effectively for programme and project managers?

Method

Rod Abson of the IUCN Science and Knowledge Management Unit conducted research into knowledge management in the IUCN programme in the Eastern and Southern Africa region from the 18th of June to 1st of July 2011, working closely in particular with Mine Pabari, Regional Programme Coordinator, of the Eastern and Southern Africa Regional Office in Nairobi.

A list of programme and project managers, along with other senior staff within the Eastern and Southern Africa region was provided and these people contacted in advance to notify them of the study and requesting their involvement to respond to an interview with Rod. Wherever possible face-to-face interviews were conducted, usually with one-on-one interviews in person, following a standard set of questions (see Appendix 1). Notes were taken during the interview and afterwards entered into a Survey Monkey web tool to record and analyse the results. The remaining staff unable to be interviewed were invited to complete the survey online. This report is a synthesis of key points, recommendations and support resources to improve knowledge management practices in the IUCN programme and specifically IUCN Eastern and Southern Africa Regional Programme.

The report is based on:

- 16 staff interviewed directly, 1 completing it online (totalling 4 countries from: Kenya, Mozambique, Tanzania and Uganda). An additional 1 staff member had been invited to participate in the survey but was unable to be reached (see Appendix 2);
- A trip to Uganda to meet with representatives from the Uganda Ministry of Water and Wetlands (an IUCN Member);
- A field trip to Mount Elgon on the Eastern edge of Uganda to meet with local programme staff, volunteers and local community involved in a Landscapes and Livelihoods Strategy project being coordinated by IUCN.

Key topics and findings

The survey addressed questions around five main topics:

- What is the change being influenced through the programme?
- What are the knowledge needs, how do people access and share knowledge?
- What investment is made in knowledge management?
- What would people like to know about other parts of the IUCN programme or projects?
- Satisfaction with current state of access to knowledge to do work

The key points are summarized below and elaborated on in the section on recommendations.

What is the change being influenced through the programme?

The programme of work in the Eastern and Southern Africa Region covers a diverse range of issues across the region with links at local, national, regional and global levels (see table 1 and figure 1, noting the people interviewed could nominate involvement with projects at more than one level and did not include all project managers at a national or local level). The study included discussions with colleagues heading up global programmes of work, based in the Eastern and Southern Africa Regional Office in Nairobi, Kenya.

The respondents described the change they are trying to influence as being a mixture of:

- *Improve community based natural resource management practices* (e.g. Contribute to increase local capacity to face problems like climate change, poverty, adaptation and mitigation. Helping people to appropriate power themselves instead of waiting.)
- *Influence policy development and implementation* (e.g. Sitting on working groups of governments, such as REDD working group and steering committee, to influence policy.)
- *Use experience from practitioners and communities to influence policy* (e.g. Document customary law and governance arrangements and strengthening community management through establishing a bylaw.)
- *Build entrepreneurial opportunities for local communities to improve livelihoods* (e.g. Conduct a livelihood audit based on biodiversity and pastoralism, then build entrepreneurial skills to establish conservancy in community based on ecotourism, business, aloe vera, gums and resins.)
- *Encourage regional cooperation* (e.g. Develop bio-security systems based on genetically modified organisms and invasive species prevention and cooperation amongst governments throughout the region.)
- *Capacity building of governments and local communities* (e.g. Build capacity of people that work in forests or impact forest resources to understand the role of forests and forest ecosystems within and outside the forestry sector.)

Table 1: Scope of projects respondents were involved with.

Scope of projects	Response Percent	Response Count
Global	86.7%	13
Regional	100%	15
National	93.3%	14
Local	53.3%	8
Total Responses		15*

* Respondents could indicate involvement with more than one type of project. Not all people interviewed needed to respond to this question.

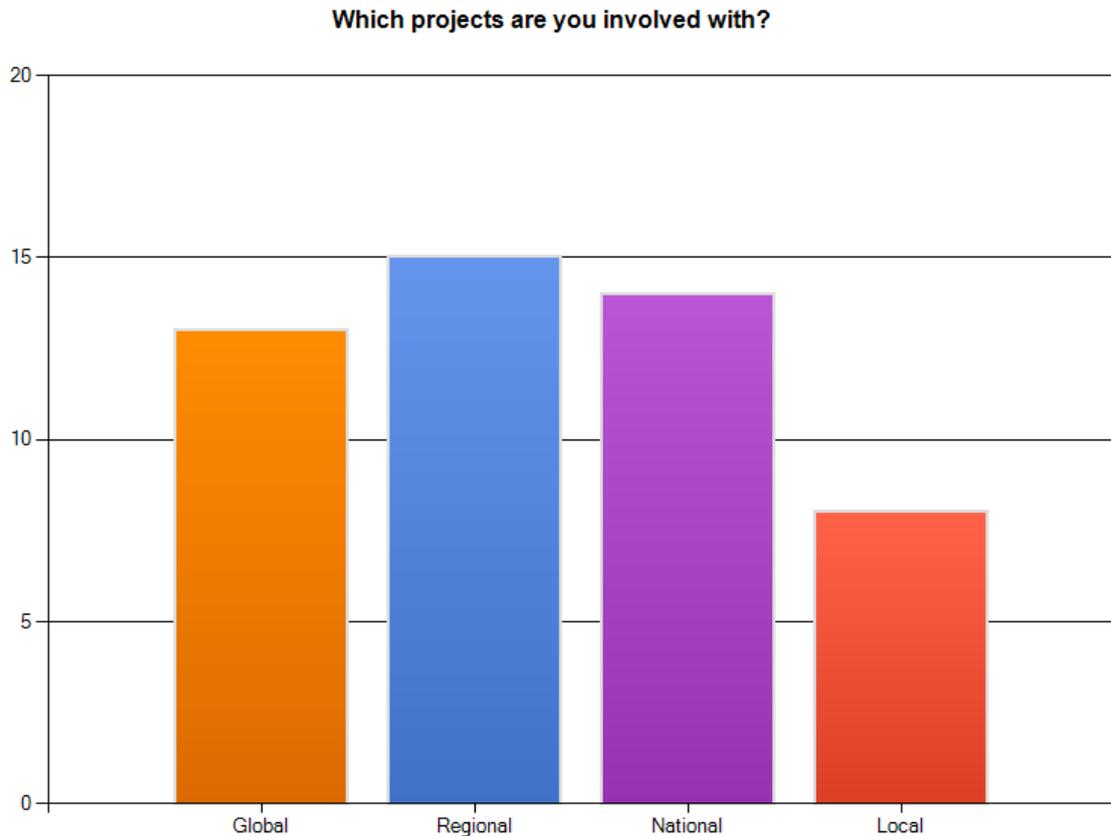


Figure 1: Scope of projects respondents were involved with.

What are the knowledge needs?

Programme and project managers have a diversity of knowledge needs which require them to be able to identify, capture, package and apply the knowledge appropriately to fulfill their programme objectives. The respondents identified their knowledge needs as including:

- **Technical knowledge** (e.g. climate change analysis and impacts; information about forest ecosystems, species, and biodiversity; invasive species status, trends, literature and databases.)
- **Community based natural resource management knowledge** (e.g. best practices to demonstrate and replicate elsewhere; need GPS equipment, expertise and database, maps, visual monitoring is best; access to community unwritten knowledge to develop community environmental management plan e.g. rangeland management.)
- **Knowledge of regional trends** (e.g. emerging issues for the region, policy processes, donor trends across the region; need to know who the actors are within and outside the sector (e.g. forest management), understand what they're trying to do and approaches, communities, governments, NGOs, donors.)
- **Programme and project management** (e.g. strategic planning, team management, financial, IT skills, monitoring and evaluation.)
- **Access to knowledge products and tools** (e.g. practical condensed information to provide to stakeholders in different forms, but we don't usually have that; communications materials such as photographs for marketing materials; tools such as the Water and Nature Initiative (WANI) tools to deal with issues such as climate change, water and conflict issues; access to science in journals, not only Commissions.)

- **IUCN Programme content and projects portfolio** (e.g. better way of knowing key project outputs and outcomes of our projects, need to know what are the results being generated at project level; IUCN position statements on technical issues, able to search by topic, especially controversial issues.)
- **Access to experts** (e.g. the human resources of the institution – who is doing what, need to find an expert quickly; for specific thematic issues, it is not clear who is the person to go to.)
- **Governance and policy influencing knowledge** (e.g. knowledge related to forest management and governance issues.)
- **Language skills** (e.g. we use double of our time to translate English to Portuguese and Portuguese to English.)

Where do people access knowledge to help them do their work?

Respondents expressed they searched for information and knowledge from a diverse range of sources (figure 2) including (in no particular order):

- **Colleagues** (Technical coordinators, colleagues seen as experienced within the institution of IUCN and particular subject matters, some connections with HQ colleagues as well)
- **IUCN website and tools** (particularly to find information about other programmes, and use of tools such as WANI)
- **Internet and social networking tools** (Google searches, twitter feeds, email, list-serves related to subject matters of interest)
- **Electronic resources** (content within own computer, common drives or file-sharing platforms established by the project coordinators)
- **Field experience** (local community interviews, years working in the field on conservation and community development work)
- **Libraries and publications** (personal and professional libraries, libraries of IUCN and other institutions, journals, newsletters, books)
- **Other institutions** (other partners in country, other institutions that work on particular subject matters of interest)
- **Meetings** (meetings, training courses, workshops)

When searching for information or knowledge to help deliver the IUCN programme, it may be necessary to explore multiple avenues before being certain to have sufficient content to support the enquiry. Knowledge can be accessed through explicit knowledge, which is codified and published (e.g. websites, publications, notes) and tacit knowledge (held in people's heads through experience, accessible through person-to-person enquiries, conversations and observations).

Where do you search for knowledge?

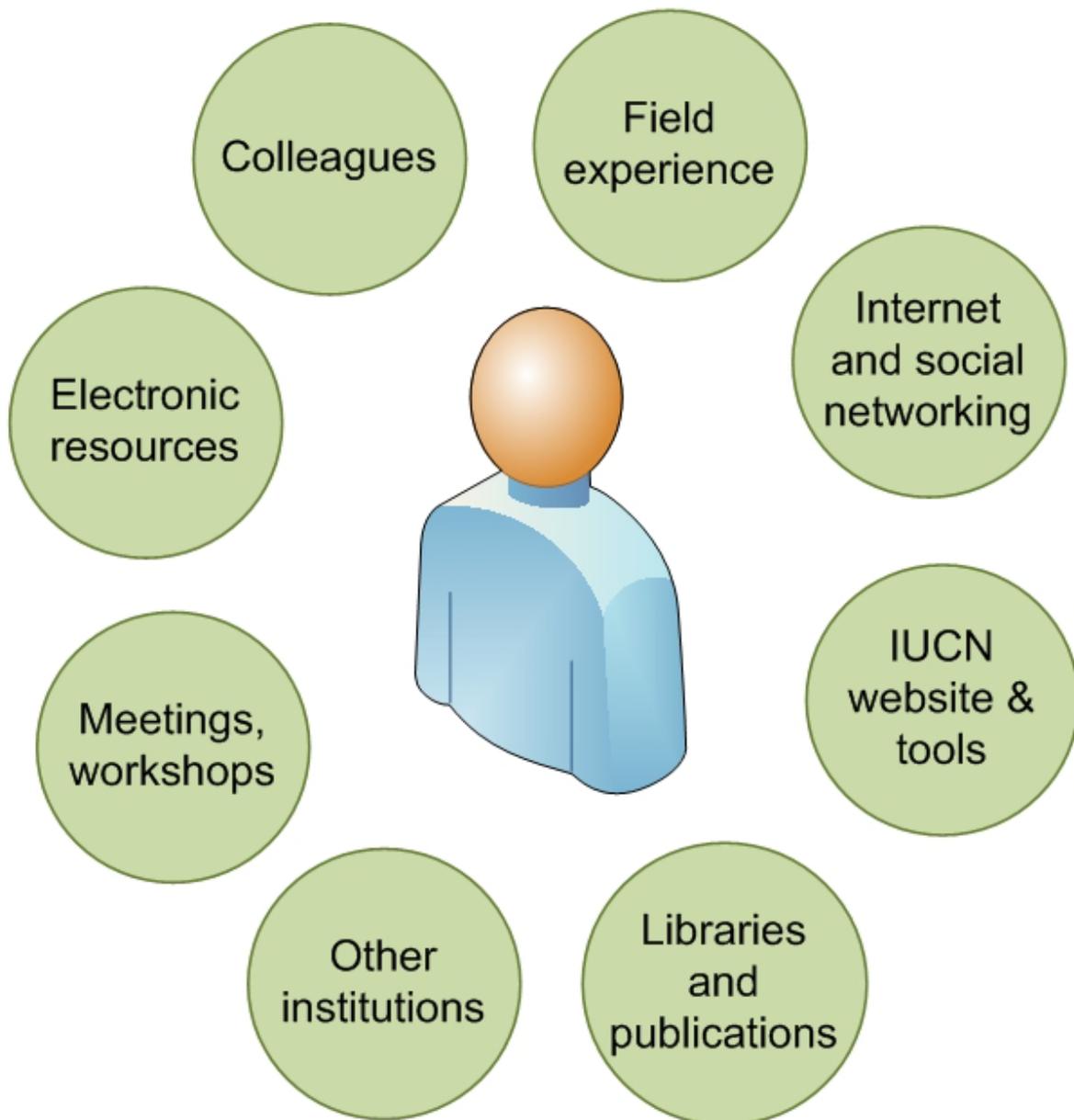


Figure 2: It may be necessary to explore multiple avenues to gather all of the information needed.

What knowledge do people share about their programme and projects? With whom do they share it and in what format?

Respondents in the Eastern and Southern African Region share knowledge about their programmes and projects through a combination of:

- Knowledge products and information products (e.g. policy briefs, briefing notes, local-community targeted fliers and posters, project outcome reports and summarized booklets, academic reports, lessons learned reports, trip reports, CDs and USB sticks. These are sometimes translated into other languages. They are shared with government agencies, schools, general public, partner organisations, IUCN HQ and UN agencies)
- Involvement in meetings (e.g. directly influencing decisions of government, sharing examples, stories, reporting in staff meetings)
- Media (e.g. radio is seen as an effective communication tool in Africa)
- Facilitated learning (e.g. action learning meetings, local community field visits, government representative field visits, running training courses and developing training packages)
- File sharing platforms (e.g. Google docs, google groups, email list serves)
- Presentations to other organisations
- IUCN website
- GPS recording and mapping (particularly useful for field work)
- Sponsorship and supervision of post-graduate student scholarships to take on topics of interest as part of their studies (undertaken in the past, but not currently)
- Semi-social gossip (the lunch time or water cooler discussions)

What investment is made in knowledge management?

Many staff indicated there was insufficient investment in knowledge management, though there was an interest to invest more, the system needed to be able to accommodate it. There are multiple investments being made in different types of knowledge management, but this could be further enhanced. The investments identified include:

- Technology – computers, server, database.
- Producing knowledge products – production of communications materials and publications, including videos, posters, calendars, though this was identified as an area needing further capacity.
- Buying knowledge products – purchase of books for personal or professional libraries, subscriptions to journals.
- Sharing and learning – lessons learned activities, facilitated stakeholder meetings involving local communities and other organisations, writeshops.
- Staff – there was interest in potentially having a person with job responsibilities to support knowledge management, particularly facilitating lessons learning in conjunction with some of the major projects being undertaken in the Region. The energy which staff put in on a day-to-day basis as knowledge workers is worth considering as an investment in knowledge management.
- Time – staff time was critically important in the region and some people seemed constrained by the need to continually move from one project to the next to invest more time in knowledge management related activities. Inefficiencies in the system may be making some tasks more time consuming than they necessarily need to be.
- Money is invested in many of the above activities either directly through production of a product, maintenance of equipment or undertaking an activity, or indirectly through the allocation of staff time.

What would people like to know about other parts of the IUCN programme or projects?

100% of respondents said that they would like to know about other parts of the IUCN programme or projects. What they wanted to know varied from person-to-person, with key themes summarized below:

- Overview of the IUCN structure, of the programme and project portfolio to be able to search for similar interests and be able to access briefing notes and more detailed information about each project as needed (e.g. who is working on invasive species? Climate change adaptation? Disaster risk reduction? Coastal and marine management?)
- Lessons learned, best practices, case studies, key highlights, results and practical help that has come from the experiences of programme and project implementation
- Examples of different funding models, successful fundraising proposals, how to work with donors and potential donors that would be good to work with, how to use livelihoods as an entry point for conservation
- How do you make a 3 – 5 year project sustainable?
- How is IUCN involved in major events like UNFCCC, UNCDD, CBD, UNFF?
- To be able to have an input to the major programme development decisions and process
- The ability to work with the Commissions and know what they are working on
- Annual face-to-face meetings of peers working on similar functions (e.g. the WANI annual meeting), to know what they are working on and share experiences
- To know more about key IUCN products such as the Red List, protected areas categories, law and policy work on various subjects, such as climate change

Satisfaction with current state of access to knowledge to do work

Survey respondents were asked: 'On a scale of 1 to 5 (1 being lowest satisfaction, 5 being highest satisfaction) how satisfied are you that you are currently able to access the knowledge you need in a format and timeframe you need to deliver your programme or project?'

Whilst no one said they were not at all satisfied, no respondent said they were very satisfied, with the majority of respondents (66.7%) giving a score of 3 (table 2 and figure 3). This indicates that there is still more work needed to be done to improve people's access to the knowledge they need to do their work.

Table 2: Satisfaction with current state of access to knowledge to do work

1. Not at all satisfied	2.	3.	4.	5. Very satisfied	Rating average	Response count
0.0% (0)	20% (3)	66.7% (10)	13.3% (2)	0.0% (0)	2.93	15

On a scale of 1 to 5 (1 being lowest satisfaction, 5 being highest satisfaction) how satisfied are you that you are currently able to access the knowledge you need in a format and timeframe you need to deliver your programme / project objectives?

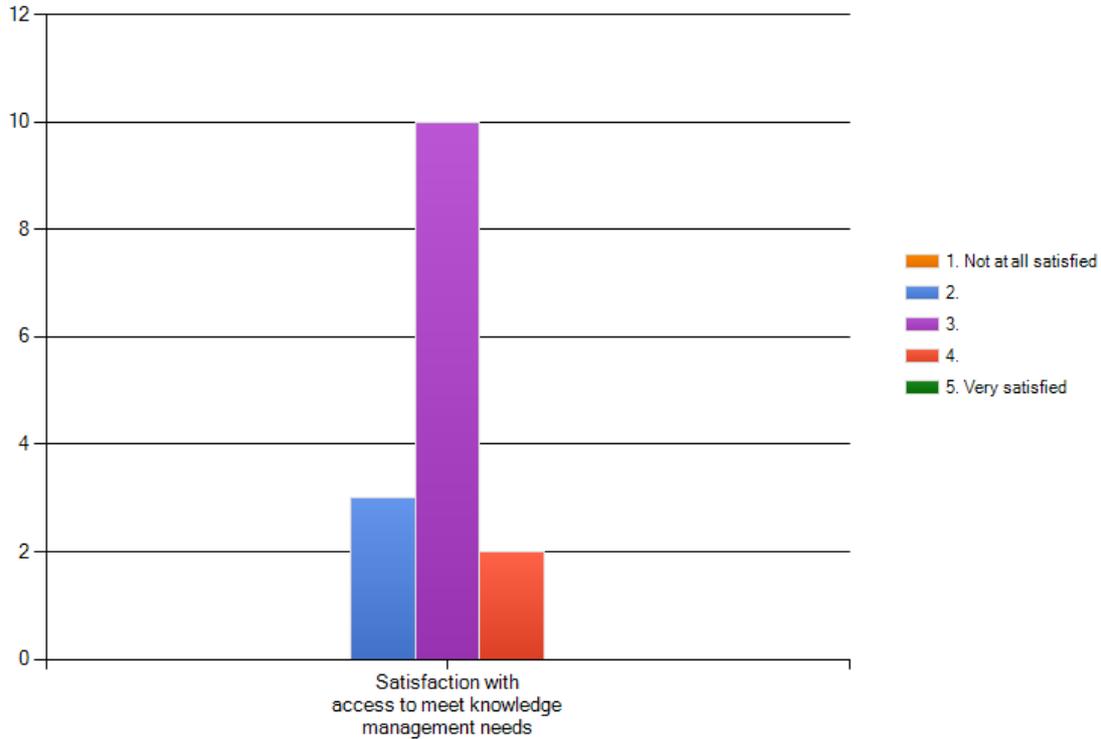


Figure 3: Satisfaction with current state of access to knowledge to do work

Regional Programme Planning Meeting and East Africa field research visits

The mission involved visiting Kenya and Uganda to interview colleagues, observe the Regional Programme planning meeting in Nairobi, visit an IUCN Member and field sites to look at knowledge management at the project level.

Kenya

The mission coincided with the Regional programme planning meeting, which provided an opportunity not only to talk with the colleagues based in Kenya, but several other programme colleagues from other countries in the region that met at the Eastern and Southern Africa Regional Office in Nairobi (figure 4). This was useful to observe some of the challenges that the region faces, the focus the programme is taking and how the regional planning was undertaken. It also presented an opportunity to talk to all of the staff about knowledge management, how it relates to the programme and present some initial findings.



Figure 4: Programme planning at the Eastern and Southern Africa Region office, Nairobi, Kenya

Given the close proximity of the Nairobi National Park to the centre of the city, there was also the opportunity to see this national park which is managed by the Kenya Wildlife Service (Ministry of Environment and Natural Resources), which is an IUCN Member. This was a good opportunity to see some of Africa's wildlife face-to-face (figure 5).



Figure 5: A lion in the Nairobi National Park which is managed by the Kenya Wildlife Service, an IUCN Member

IUCN Uganda country office, Uganda Ministry of Water and Environment, and Mount Elgon

The visit to Kampala, Uganda enabled a meeting with the staff of the Uganda Ministry of Water and Environment to discuss their programme of work and particularly the support they receive from IUCN as a Member. Through discussions with Vincent Barugahare, Senior wetlands officer, we talked about their needs to focus on:

- Policy formulation;
- Wetland resource user guidelines;
- Creating awareness about wetlands; and
- Assessment of wetlands resources – inventory, research.

Vincent mentioned many ways in which IUCN staff in the Uganda office and Regional office were very helpful and there was obviously a close working relationship and collaboration at multiple levels.

Rod Abson also interviewed colleagues in the Uganda country office to look at their knowledge needs and practices. In a small office, the staff are still expected to be able to access the knowledge of IUCN as a whole and be able to respond to any of the requests which come in from Uganda Members and other people. Some of the issues they are working on include wetland management, forests and community development projects, and oil has been discovered in Uganda, so this is an emerging issue drawing their attention.

Rod travelled with Sophie Kutegeka to the Eastern edge of Uganda to Mount Elgon, on the border of Kenya. IUCN have been involved with this region for many years and it is one of the sites in the Livelihoods and Landscapes Strategy (IUCN, 2008).

During this time we met Awadh Chemangei (Natural Resources Officer, Kapchorwa District) Charles Omuge, (Chief Administrative Officer, Kapchorwa district) Martin Sokuton, (Coordinator, Kapchorwa Community Development Association (KACODA)) and Dennis Mayamba (volunteer supporting the project). We also met with many of the local community who took us around the forest, fields and into their homes to share with us the challenges they have faced, the progress made and the future plans. There have been various direct knowledge transfer initiatives at the community level to support the implementation of this project (see the box below which describes the Mount Elgon project).

Field visit: Mount Elgon, Eastern Uganda, Livelihoods and Landscapes Strategy

This region had faced challenges on many fronts: soil erosion, loss of crops, limited options for livelihood generation, little electricity, dependence on grazing cows in the adjacent national park and illegal timber extraction for fuel and income. These stresses affected the health and wellbeing of the community and adjacent forest.

A number of initiatives have been established to help the local community and the forest environment. One of these is bee keeping to produce honey. While walking through the forest to look at the bee hives, we stopped in a clearing and one of the men picked up a piece of vine (figure 6). Through Martin's interpretation it was explained to us that once every seven years this plant flowers all over the mountain. This then causes all of the bees to die and they know that as soon as the plant called 'shedet' in the local language flowers, they should immediately harvest the honey available. The plant then sets its seed and the cycle continues another seven years later. This was an interesting example of the tacit knowledge held in the heads of the local community.



Figure 6: Discussing bee keeping at Mount Elgon, Uganda

We were able to observe some of the alternative farming techniques that had been applied, including the digging of large trenches to help slow water flow and soil erosion. This was coupled with other initiatives such as crop diversification, growing new types of fodder for cows and collecting milk on a community wide scale. Through alternative farming practices, some of the men were able to set up barns in their homes, with biogas digesters to capture the manure. This produced gas for cooking and lighting in the evening, as well as the manure being able to improve the matoke (banana) crops.

The combination of all of these things meant these families had more money, they were more self sufficient, their crops were better and more resistant, they reduced their impact on the adjacent forest, were able to generate income through co-management with the park authorities, they were able to have enough money to send their children to school and they had light in the evening to spend time together as a family.

IUCN helped to collect and process the milk and established the market mechanisms to help sell the milk and honey in the local town (figure 7).



Figure 7: IUCN helps the KACODA Enterprises selling milk and honey from the local farmers in the town of Kapchorwa District

Summary and Recommendations

Knowledge management can be approached from three main angles: people, processes and technology which are expanded in Appendix 3 and used as the basis for recommendations.

1. People

*Enabling **people** to access, create, share and apply knowledge for the conservation of nature and encourage a culture of learning and innovation.*

1.1 Knowledge Management Training

“All IUCN staff have to go through training in knowledge management and communications. Otherwise we end up with ‘I will not look from the perspective of the recipient.’”

“Need knowledge management training. To have standardised format for people in IUCN on basic knowledge management standards, what it is, manual, model, uniform implementation.”

“Send out one page guidance on knowledge management for the inter-sessional planning.”

“De-centralise knowledge management to the Regions will give it more of an impact.”

Several respondents called for the need to clarify the meaning of knowledge management and to provide training and capacity building for staff in the region. Knowledge management is a diverse subject and touches on areas of programme and project management, networking, information technology, human resources, communications and publications. In this sense, it is possible to look at knowledge management from multiple angles. It should not be seen as additional work for people on top of their normal job, but methods and tools to help make their work easier, more efficient and effective. A couple of short videos to help introduce knowledge management are:

- Discover What You Know (Lotus, 2000):
http://www.youtube.com/watch?v=f_x78XLBBVM
- KM Inspiration Part 1 (KnowledgeThoughts.com, 2007):
<http://www.youtube.com/watch?v=PcwO47ujCs4&feature=related>

IUCN is working on a revised set of definitions for knowledge management and a strategy for implementing knowledge management in IUCN, which will be distributed after senior management approval. In the interim, we could consider knowledge is actionable information based on prior learning and experience. Knowledge management is the constructive application of accessible knowledge to achieve organisational objectives.

The Science and Knowledge Management Unit of IUCN is tasked with providing knowledge management leadership in the IUCN programme and has a cross cutting support role for IUCN. This unit should continue to develop and disseminate knowledge management awareness raising materials and tools throughout IUCN. These may be general purpose or targeted application on the basis of need. This work will be enhanced through collaboration with IUCN colleagues in the Eastern and Southern Africa Region. It would be useful to identify a person within the region that has responsibilities to support knowledge management in the region. An IUCN Knowledge Management Community of Practice is going to be established, which would benefit from input from the Eastern and Southern Africa Region and help build on the knowledge from the region.

Recommendation	1.1	Provide training, tools and support mechanisms to build knowledge management competencies of staff in Eastern and Southern Africa
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1.2 Access to experts

“Experience from the union should inform our work.”

“Need to know who the key players are. Who do we need to talk to to get things done. Some topics we don’t know whom to go to.”

“I need to know who’s doing what? I struggle to get information on what individual members do. The knowledge network is difficult. I need to find an expert quickly.”

“Because of my position I can pick up the phone and get what I need. I know who the players are because of my years in the institution. Very difficult for a new person.”

“I have spies where I need them.”

“You are expected to be an expert. You’re in the forest and see a bird. People ask you ‘what is it?’ ‘I don’t know.’ ‘How can you not know – you’re from IUCN!’”

“Many people never get to go to HQ, but it is very helpful for those who do to make contacts.”

“I can get anything within a few days.”

“We have been the science organisation – we know it all – so people think they need to be the know it all, which closes learning. New people say ‘I don’t know’, which will enable them to learn.”

In many ways IUCN draws its strength from the networked knowledge of the thousands of people across the secretariat, commissions, members and partners of the union. Whilst there are thousands of people across the union with expertise in a great many fields, it is challenging to access this, particularly for new staff that do not have the benefit of having established a network over many years. IUCN has the reputation of being a science and knowledge based organisation and this expectation extends to all of the offices and people associated with IUCN. This is particularly evident in country offices who may not have many staff, yet someone contacting IUCN for information on a particular subject often expect the people working in those offices to be able to provide them with answers, knowledge or tools to address their need. Everyone can’t be an expert in everything. However, we should be able to enable knowledge to flow from wherever it is in the union (and beyond) to wherever it is needed.

There are two main ways in which people could access relevant experts for their particular need:

Personal networks – networks established through prior collaboration, meetings, similar interests. Also people can tap into the networks of those people who are well connected to help identify the key people or organisations that are knowledgeable on a particular topic.

Knowledge directories – electronic directories of collated information about the people and organisations involved in IUCN.

The knowledge network had an ‘experts’ directory, but it had little information beyond simply the contact details of the person. Some effort is underway to map the IUCN Members, but ultimately a system is needed that can effectively map the thousands of people and organisations involved in the union, their fields of expertise and enable connections to be made anywhere throughout the union on an as needs basis. This requires a technological investment to develop the tools, as well as the investment of time by people to gather and update the information within the system.

Recommendation	1.2	Improve access to experts across the Union, particularly within Eastern & Southern Africa
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1.3 Staff development

“In Africa people are used to development delivery through face-to-face interaction. Certification holds a lot of weight. A piece of paper recognised outside of IUCN would help increase uptake. In this part of the world certificates are everything.”

“How do we foster the desire for knowledge?”

“Semi-social gossip is a very effective way of transferring knowledge.”

Staff are one of the major knowledge assets of IUCN. The Eastern and Southern Africa has on one hand a depth of experience within IUCN, with twelve professional or management staff members working for IUCN from between 9 to 23 years (figure 8) (for more information see Appendix 4). On the other hand, there is the potential for knowledge to disappear from the organisation because people often work in small units of one or two people, making it challenging to maintain the programmatic knowledge of the organisation over time if staff leave. This is particularly evident in country offices with few professional staff. Ensuring there is knowledge transfer amongst staff through collaborative work practices can help maintain the body of knowledge. The knowledge needs of new staff are likely to be different from staff who have been around for many years, in terms of understanding the IUCN institution and how to navigate your way through the various networks of the union.

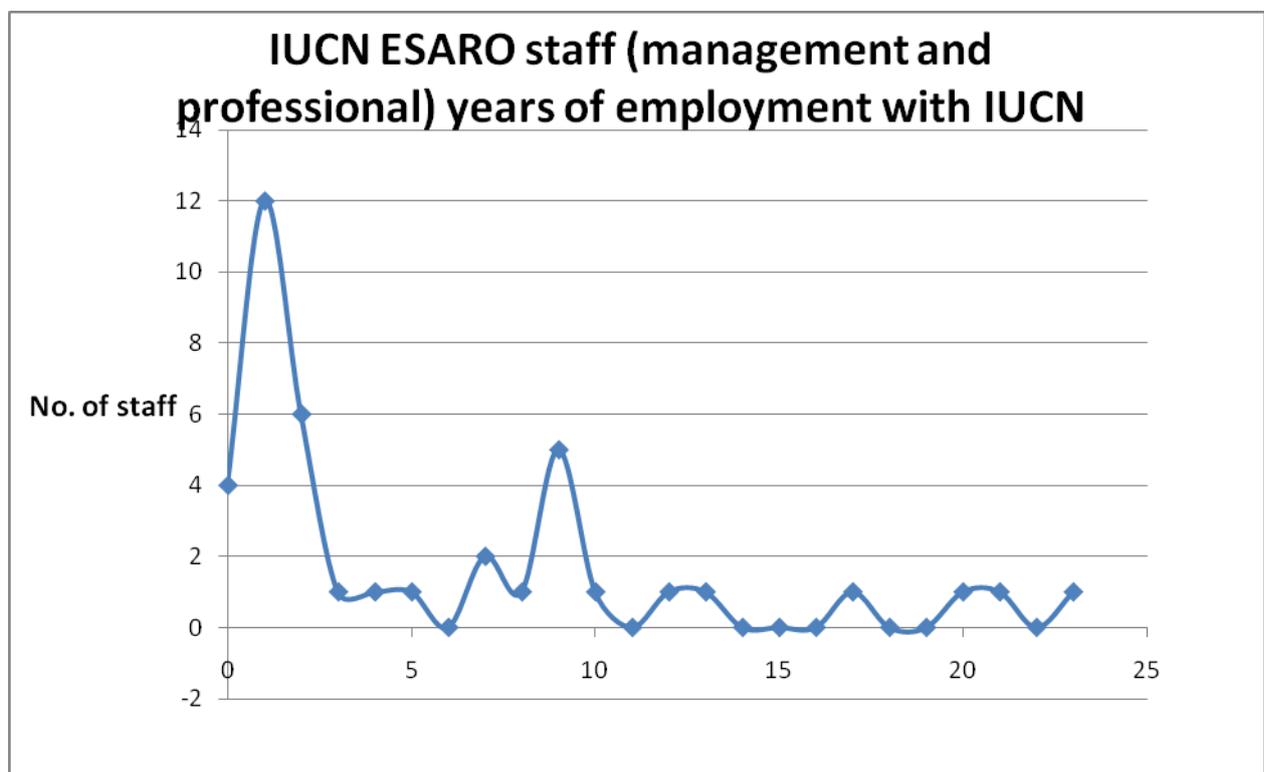


Figure 8: IUCN Eastern and Southern Africa Region staff years of employment with IUCN

As an organisation, it is important for staff to be able to continually develop new skills and knowledge to help them to fulfil their job responsibilities. This capacity building can be delivered in multiple ways, whether informally through, for example, peer-to-peer interaction, presentations, working on field projects or through formal training, such as courses and recognised qualifications.

IUCN has chosen a path of providing opportunities to undertake online learning opportunities, which is facilitated through the HR department. When reviewing the stats of the uptake of these courses, only four courses have been completed in the Eastern and

Southern Africa Region since 2010. There may be multiple reasons for this small number of courses being completed and it would be worth investigating with the programme staff whether this approach meets their needs.

In discussions with James Okaka, the Regional Head of Human Resources, he mentioned that in Africa, people are used to development delivery through face-to-face interaction. They also prefer to undertake a course that will be recognised through an institution, which enables them to demonstrate their qualification, as well as the learning that has occurred as a result of completing the course.

One other reason for potentially low uptake of courses are time constraints for the staff that in many cases do not feel they have time to undertake such courses because of other work responsibilities, even if there is provision for capacity building within the HR system.

Recommendation	1.3	Review staff development opportunities to improve programme knowledge and competencies to help deliver on the programme.
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1.4 Knowledge management in terms of reference, work-plans and appraisal

“Do we recruit the right people? Conceptual thinkers are needed in IUCN, but I don’t see the creativity, visionary thinking within the region. Colleagues seem happy to let HQ do the thinking for them.”

“As a knowledge-based and learning organisation it needs to be in terms of reference and the performance appraisal system. The soft skills needed in staff. Need the finance to allow individuals to invest in that.”

Many of the secretariat staff of IUCN are knowledge workers (Drucker, 1999), in that they are primarily involved in creating or using knowledge in their day-to-day work. They have a high level of self management and responsibility and are both learners and teachers in a particular area of specialised knowledge (Wikipedia, 2011). In this context, it is useful to consider how do knowledge management responsibilities appear in the terms of references of positions, the work-plans and appraisal systems. If it is something which IUCN is willing to invest in, there needs to be a financial and time contribution to enable staff to work on knowledge management tasks.

Below are some examples of knowledge management related competencies which could be incorporated into the terms of reference of staff. The roles and tasks should be targeted to improve broader programmatic objectives.

Example knowledge management competencies

Identify paths to access knowledge, research skills

- Analysis of available data, information and knowledge

Building and maintaining networks

Subject matter expertise based on

- Field experience
- Literature-based updates
- Transfer of knowledge through communities of practice

Facilitated knowledge transfer

- Drawing out tacit knowledge in groups

Learning

- Interest to learn and experience new concepts, tools

Teaching

- Interest in transferring knowledge and teaching others

Packaging knowledge

- Writing skills
- Oral communication skills
- Presentation skills
- Audio-visual skills
- Web-presentation skills

Information Communications Technology

- Use of appropriate ICT tools to suit the purpose

Strategic planning, monitoring and evaluation

- Identification of strategic knowledge needs, resources, gaps, opportunities
- Monitoring and evaluation skills to synthesise key findings and next steps

It may be appropriate for new staff to be recruited with particular responsibilities in knowledge management and communications to support the other programmatic staff across the region.

Recommendation	1.4	Review how knowledge management competencies and responsibilities are incorporated into staff terms of reference, work-plans and appraisal systems.
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1.5 Community based knowledge for natural resource management

“Just because someone can’t write, doesn’t mean they’re stupid.”

“We need a better way of trapping knowledge from the field.”

“Local, indigenous, scientific knowledge are all of equal importance and complimentary. Need to respect knowledge of local landholders. Start with what they know and bring in other systems. It is a challenge to get scientists, technicians, experts to understand local knowledge.”

“The only way you’ll know how to plant a tree is when you’ve done it and get your hands dirty.”

“We should look at how to bring in knowledge to a local level more.”

It is evident that there is a strong connection and a lot of experience with local community based natural resource management in Eastern and Southern Africa. This is a particularly specialized area of knowledge management, particularly when working with communities that may have multiple local languages and varying degrees of literacy. There is a potentially very powerful approach to knowledge generation in combining local community knowledge, scientific and legal-policy based knowledge for community based natural resource management and results on the ground. The Eastern and Southern African region just published a new book ‘Community Environment Action Planning: A Guide for Practitioners’ (Wandago et. al., 2011) (see figure 9). The experience from ESARO could be drawn upon to support other community based natural resource management projects around the world. This could be a strong candidate subject for a lessons learned study (see section 2.1 Lessons learned).

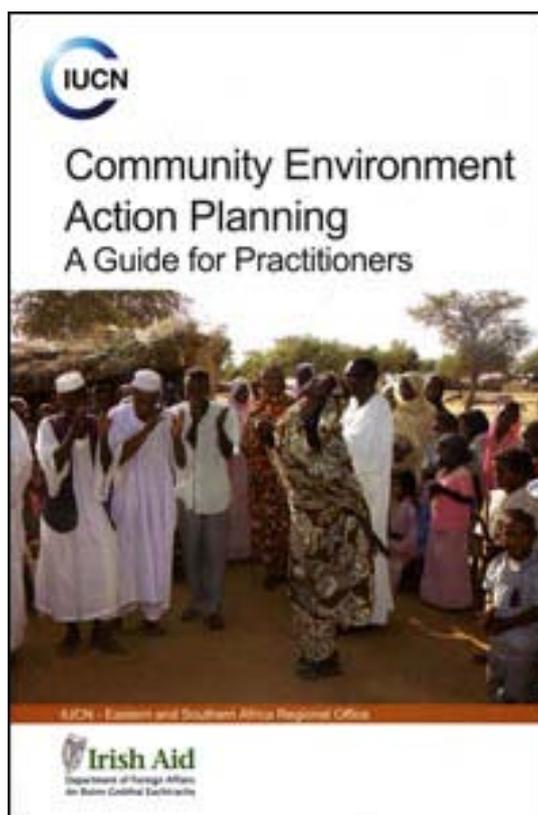


Figure 9: Community Environment Action Planning: A Guide for Practitioners is a recent addition to the knowledge base in Eastern and Southern Africa for community based natural resource management

Recommendation	1.5	Capture and promote the experience from the Eastern and Southern Africa region of working with local communities and application of local knowledge for conservation management.
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2. Processes

Ensure clear **processes** are in place throughout IUCN to facilitate access and sharing of knowledge.

2.1 Lessons learned

“As an agency implementing lots of field project, you’re expected to provide lessons learned.”

“We produce a lot as IUCN, need to learn lessons, how to take this outside the bounds of IUCN, we haven’t really reached out.”

“We share lessons for government to feed into policy”

“\$2 million from disaster risk reduction can include a warm body to do lessons learned.”

“We need mechanisms to share experiences and lessons learned. We need to consider an annual process for how we can learn.”

Many respondents mentioned that they share lessons learned from their projects with others and it was also an area that they would like to know from other projects what their key lessons learned are.

The Ecosystems Management Programme has a \$3.2 million project from January 2011 to December 2014, looking at Ecosystem Based Adaptation in mountain regions in Nepal, Peru and Uganda. Learning is a key component that has been built into the project plan so that it captures and shares learning at landscape level, national, regional and global level. Both the donor (The German Federal Environment Ministry, BMU) and IUCN were interested in the lesson learning, and both parties will have ownership of that knowledge as it comes out of the project.

Lesson learning can be captured from local projects as well through audio recordings, storytelling and facilitated processes to talk with people and have someone to transcribe the key points. The Mount Elgon project in Uganda included taking local community groups to different parts of the mountain to see what the other villagers were implementing (figure 10). Of their own accord, they established a system where they would assess different elements of their counterparts progress, creating a peer-to-peer learning environment and mechanism for continual improvement. IUCN has several projects across the Eastern and Southern Africa region that have been running for multiple years, as well as people who have the memory and experience of what has changed over that time to help capture some of the knowledge.



Figure 10: Community exchange visits help transfer knowledge locally.

There does appear to be some different ideas about what a lesson learned is and few clear processes for capturing, sharing, storing and applying these lessons. There is a need for quality control to ensure that lessons learned are a valuable resource people wish to access, use and contribute their own experience to. It is an area worth focusing on within IUCN's programme to help document some of the key outcomes of the programmatic work, as well as assist people involved within IUCN to engage in sharing, learning and continual improvement. There is also a need for this to be supported by people to help facilitate the

capturing, documenting and circulation of lessons learning, which would require it to be built into project proposals to enable time and resources for this task. Outlined in Appendix 5 is some information to help clarify lessons learned and propose a process for managing this.

Potential subjects that would be worthwhile to undertake targeted lessons learned studies in Eastern and Southern Africa, and beyond include:

- How to make a 3-5 year project sustainable beyond this timeframe
- Successful conservation fundraising models and tips
- How to capture and apply local level community based knowledge for conservation

Recommendation	2.1	Clarify 'lessons learned' in IUCN, with supportive tools, processes and repositories accessible across IUCN.
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2.2 Develop IUCN Programme knowledge overview tools

“Everyone’s so busy, I tell people IUCN hasn’t got any information on this subject, and then get told by someone else that we have.”

“I am starting from scratch. I was given a pile of books, which were not helpful. I asked others for useful summaries. Incredibly difficult to get that. Others will have the same challenges. Starting a completely new programme from scratch is particularly difficult.”

All of the respondents said that they would like to know more about other parts of the IUCN programme or projects. What they would like to know in particular differs from one person to the next, but generally it includes who else is working on the same issue I am, or what experience or publications do we have that relate to this issue. Whilst it is possible, using multiple approaches and a bit of luck, to dig into all of the various programmes and projects that have been undertaken, it is not currently easily accessible or systematic.

It would be useful to establish a programme wide portal and mechanism to access information about each of the programme areas that IUCN is working on and the related projects, that are consistently presented to enable targeted searches and information gathering. There may be requirements for projects of a particular value range to provide more detailed information and this would collectively build up over time to help people to access information about what projects IUCN has worked on, are currently working on, and are planning to work on in the future. The programme knowledge can extend beyond the project portfolio to identify other sources of knowledge that relate to that particular part of the programme. As an example, it could be useful to capture and share information on the points below in a brief programme knowledge mapping exercise.

Programme knowledge mapping exercise (choose a topic related to the Programme)

Three people with expertise on this topic:

Three communities of practice related to this topic:

Three institutions that work on this topic:

Three key publications related to this topic:

Three journals related to this topic:

Three field sites that have best practice examples related to this topic:

Three datasets related to this topic:

Three websites that have critical content related to this topic:

Three social networking channels related to this topic:

Recommendation	2.2	Improve system to access to programme and project information from across the IUCN portfolio of projects.
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2.3 Financial management of programmes and projects

“High value projects on knowledge management would be useful in an alliance with other partners, but it is difficult to fundraise for.”

“Unless knowledge management is explicitly built into a project it is a luxury we can’t afford. We don’t learn from experience.”

“We know the rules but how can we understand all of the systems.”

“Perhaps we can allocate 10% of time, one half day per week, to know what’s going on within and beyond IUCN, for keeping professional knowledge up-to-date.”

“WISP was developed primarily as a knowledge management platform.”

“Knowledge management was always an afterthought, along with monitoring and evaluation. Now for budget to be approved we must have knowledge management and monitoring and evaluation components.”

For knowledge management to be incorporated into the delivery of the IUCN Programme, it also requires an appropriate investment to enable this to happen. A significant investment is being undertaken in the development of new IT tools which should help with some of the challenges in accessing and sharing information and knowledge. There is also the need to consider how the financial model can provide funding for things such as:

- Staff time to maintain up-to-date subject matter expertise
- Facilitated lesson learning and knowledge transfer
- Production of knowledge products and outputs as a result of the projects

If these points can be incorporated into the discussions with donors who are funding the programmes of work so that this is a recognised objective of the work, coupled with the necessary funding and time allocation, it may help the programme staff to enhance the delivery of the programme.

Another point which respondents brought up was the desire to have examples of successful project proposals that have received funding. This can be coupled with experience and lessons learned about the approaches for funding the programme. This should be linked to sound financial management practices that help the programme managers to deliver the programme. One respondent said that “We know the rules but how can we understand all of the systems,” meaning there is also a need for the financial know-how and tips to be provided for programme managers, not only the rules.

Recommendation	2.3	Develop guidelines and lessons learned to assist project proposal writing and financial management of programmes and projects.
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2.4 Knowledge products and communications capacity

“I don’t see attitudes changing because of producing publications.”

“We produce CDs, DVDs, but they’re not distributed.”

“We cannot afford to generate knowledge for knowledge sake.”

“There is an inclination to produce materials without thinking who the audience is. We produce a policy brief and everybody’s happy.”

“We don’t do much sharing - that is the problem. Just share with IUCN forest colleagues.”

“I look for photographs for marketing materials, but can’t find them. I end up giving my own photographs to be used.”

There is a need for enhanced capacity for communications in the Eastern and Southern Africa Region to support packaging and sharing of knowledge in appropriate ways. There has been a vacancy for over one year of a communications officer and several staff indicated this was an area where capacity was needed in the region. This limits the ability of

the region to reach out internally to IUCN and externally, such as through mainstream media.

There is potentially a role for the Global Communications Unit to provide greater support to help with training colleagues in communications skills. The Commission on Education and Communication has 67 members associated with Eastern and Southern Africa which may be another potential support network.

Communication should be a strategic choice, linked to programme objectives. The IUCN Knowledge Management Study (Creech, 2004) recommended IUCN needs to begin with a focus on what the change is that it wants to influence, then feed into a cycle that identifies which relationships need to be developed with the person that has the influencing capacity; what knowledge needs to be acquired to advise that person and how will that be provided? (Figure 11).

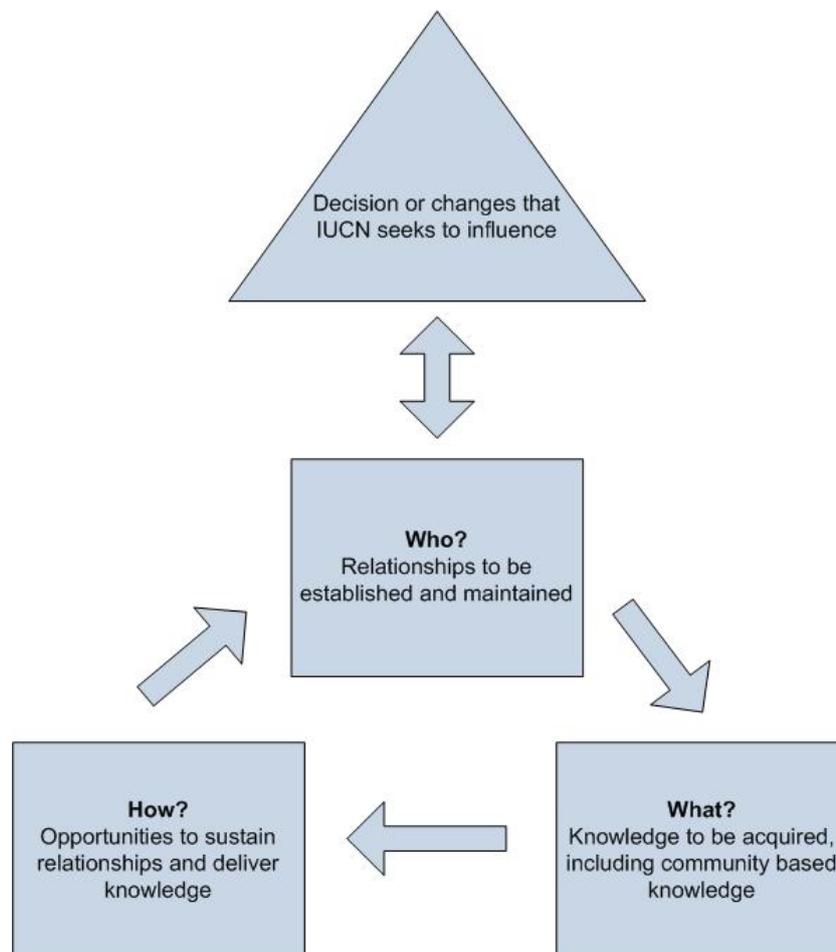


Figure 11: Approach to knowledge management to support influencing change through the programme as proposed by Creech (2004)

As well as building the capacity for communications, it may be necessary to incorporate communications activities and outputs into the project plans. Having some clear expectations from the start about what will be produced, having appropriate funding, timelines and the ability to produce the relevant knowledge products will help ensure this happens as a normal part of project management.

It is of critical importance to consider early on in the process of programme and project management:

- What is the change we are trying to influence?
- Who has the knowledge needed on this topic?
- Who do we need to influence? and
- How do those people wish to receive that knowledge?

When thinking about how we package and present knowledge, we can use a bicycle analogy. Just giving someone a beautiful bicycle does not guarantee they know how to ride it. Producing a big publication does not necessarily mean the recipient is going to know what to do with it. Likewise, someone may not want to receive all of the possible information available on a particular topic, but instead receive a summary, overview or key results, they may prefer to hear a story or see an example in the field (see figure 12).

We may think people want a bicycle (or knowledge product) like this...



When perhaps they actually want a bicycle (or knowledge product) like this (or vice-versa)...



Figure 12: A bicycle analogy applies to the types of knowledge products we produce and how we need to package the knowledge in a way the recipient wants to receive it. Wikimedia Commons (2006b; 2009)

There are some projects in IUCN Eastern and Southern Africa which are producing a lot of knowledge and information products, such as WISP. It is important to link the work in the regional office with the HQ so that the materials produced in the region can be accessible by the wider IUCN community, and also draw upon the support the HQ can provide.

The IUCN library catalogue recognises there are 12 publications authored and co-authored by Eastern and Southern Africa Regional Office and another 102 publications authored and co-authored by Eastern Africa Regional Office (the name for the region prior to amalgamation between Eastern and Southern Africa). Through some enquiries as part of this study it was identified that there were almost 30 publications that were produced in the Eastern and Southern Africa Region that were able to be added to the central catalogue in hard copy and/or electronic copy. By including the publications team of IUCN in the distribution of publications produced across the region it helps to disseminate the content more widely in the union and to general public enquiries, especially when electronic PDF versions are available.

Another way of ensuring knowledge products have an impact is to have translations into local languages. This is not an easy task and can be time consuming, as mentioned by the Mozambique office who need to do a lot of translation between English and Portuguese. It could be useful to look at providing translation support tools to aid this work, as well as sharing resource responsibilities in partnerships with other institutions.

Recommendation	2.4	Improve communications capacity, planning and knowledge product sharing procedures.
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2.5 Access to knowledge products

“We were told we’re not allowed access to journals like Science and Nature.”

Several respondents mentioned the importance of having access to up-to-date literature on their particular programmatic topics. This particularly included access to journals and publications, though there was a sense of frustration that they were unable to access the material that they needed.

There are many academic journals, some with open access permissions, and others which require a fee for access. Fees systems range considerably whether it is a personal subscription, institutional subscription, print and/or electronic copy, the number of licences provided for electronic subscriptions and whether the subscription is for the current year or also for access to the archives as well. For journals such as Science and Nature, which are popular journals, this can cost thousands of Euros for an institutional subscription (currently €2,609 for one year institutional print only access to Nature, €1,096 for one year institutional print only access to Science).

IUCN has a Library in HQ with a qualified librarian, Katherine Rewinkel El-Darwish, who is happy to help explore options for access to journals and publications that staff feel are necessary for their work.

Recommendation	2.5	Support access to relevant journals and publications to build knowledge competencies and ensure up-to-date professional expertise.
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2.6 Time management

“I’m in all of the networks and don’t have time to meaningfully contribute to any of them. I haven’t read the messages from these forums for the past two years – I simply don’t have the time. It can only be used by core funded people. Project funded people don’t have time to contribute. Knowledge generation is driven by HQ, it’s hard to contribute. The region felt like a distant partner.”

“What do I invest in knowledge management? Time. A lot of time. Far too much time because of inefficiencies in our system.”

“I don’t have time to read. We have information overload.”

“Good to have people from HQ see country offices to see the reality. More people from HQ should come and see the Region and how it works. A lot of time is spent in the field, doing on site practical work. Directly in the boat dealing with the plants, no internet, no email, and many times no telephone.”

One of the concerns that was raised several times in the Eastern and Southern Africa region was the challenge of time and how to manage time. Information overload, and email overload in particular (see Appendix 6), were seen as major hurdles, along with unrealistic expectations and timeframes placed on staff in the region. Dean and Webb (2011) of McKinsey offer a thought provoking paper on ‘Recovering from information overload’ which offers some useful insight into why we may be suffering from information overload and what we can do about it.

Koenig and Srikantiah (2004) says that white-collar professional workers spend consistently around 20-25% of their time seeking information. They propose that even when savings are made, this proportion of time remains consistent. There are many tips and suggestions for time saving, with some further information provided in Appendix 7.

What may be of most use with regard to knowledge management and time management in the Eastern and Southern Africa Region is to look at what are the objectives that are trying to be achieved and what is the knowledge needed to deliver this. Then to identify what are the channels that are used to access this and determine whether there are inefficiencies in the system and processes. Which parts of the business processes are the most time consuming? What are the most time efficient ways to manage knowledge? What changes could be made?

Recommendation	2.6	Review time management practices and challenges to determine if there are ways to address issues of time inefficiencies or to improve processes.
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3. Technology

*Applying the most suitable **technology** to enable best knowledge management practices.*

3.1 Ongoing review and adoption of appropriate technologies to deliver the programme

“Internet connection sometimes disappears completely. When the internet is down, there’s no OCS, no Skype.”

“Internet connection has been a problem in the past. Fiber optic cable was installed 6-8 months ago. Wires are stolen. Radio and telephone lines get stolen. Something new can be stolen. It’s a constraint and always will be.”

“At 17:00 local time the manual phone connection finishes. If there is a conference call scheduled for Friday evening at 16:00 in Gland, we cannot join in. We would love to have an automated phone system.”

Technology is continuously evolving and is an important part of knowledge management. It is important to consider how technology can be used as a tool to assist the programme objectives we are trying to achieve, to try out new approaches and tools and find ways of working that are useful for the people responsible for delivering the programme. A few examples of technology related knowledge management issues are provided below.

Reduce email overload

“I am currently overloaded with emails and information, so time is the problem.”

“People send a 50 page document with a one line email.”

Email is one of the most widely used knowledge management tools. It helps us to contact people around the world, share documents, initiate and maintain contacts, share links and virtually anything that we want to communicate with other people electronically. Email does have its challenges and limitations as too many emails can lead people to feel overwhelmed and unable to keep up. It is a limited method of communication, dry in terms of emotion and able to be misinterpreted. Expectations of response times from the sender to the recipient can be unrealistic, de-railing other important tasks. It was regularly mentioned that people are bombarded by email and it takes up a significant amount of their time. Email is a tool and should be managed that way, not that email should decide how you manage your work. It is up to each person to choose how they wish to manage email as a sender and a recipient, with some tips in Appendix 6 to help manage email and information overload.

GIS and mapping tools

“Need GPS equipment, expertise and database. Need maps. Visual monitoring is the best.”

“I take GPS records of invasive species to do mapping.”

Mapping is a useful tool for presenting information and engaging people in conservation management. These maps can take many forms, from relatively simple sketch maps through to fully integrated GIS maps with many layers of data attributed to them. The community environmental action planning publication (Wadango et. al. 2011) promotes the use of GPS equipment to help map community resources over time.

There are other tools such as IUCN’s work in the protected areas programme to develop Protected Planet (www.protectedplanet.net), which can incorporate the factual information of the IUCN datasets with community knowledge, integrated into one open source system (see figure 13).

Geoffrey Howard, Co-ordinator of the invasive species programme, often uses GPS references when he is on field trips to help track the presence of invasive species.

It is a useful tool, requiring some training, equipment and relevant software to be able to make the most of it. The Information Systems team can help with some free and some fee paying software for GIS mapping.

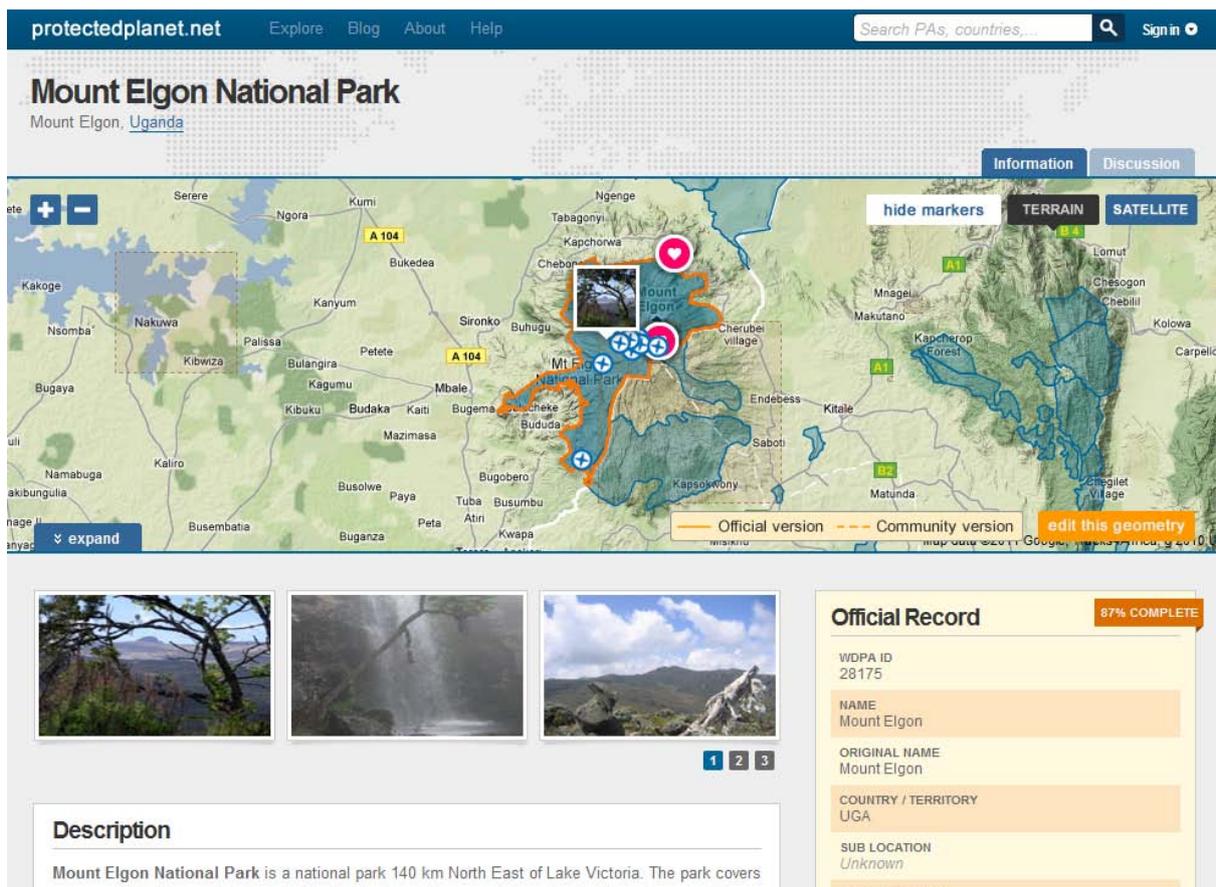


Figure 13: Protectedplanet.net is a new mapping tool developed by IUCN

There are many other uses for technology, and it is important to continually see how we can adapt our technological systems to help meet the programmatic needs.

Recommendation	3.1	Encourage ongoing review and adoption of appropriate technologies that can assist in delivering the programme and sharing of knowledge about IUCN's work.
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3.2 Web communications, social networking and mainstream media

"There are 2 or 3 staff at a senior level that know about Twitter and how to use it."

"The IUCN website is only good for news."

"I'm not able to get information from the IUCN website."

"I go to the IUCN website to get information I need."

Strategic use of social networking can help to share the work that IUCN is doing, engage with people already involved in the work we are doing or share an interest, encourage others to further promote our resources or news through 'social pollination', and also provide an avenue to learn about what other organizations and people are working on.

Social networking sites cover very diverse topics and media and IUCN is engaging with this more and more (Figure 14). An example of how the Commission on Education and Communication has used social networking is available from:

<http://www.iucn.org/about/union/commissions/cec/?6208/Follow-CEC-Online>

It would be beneficial for all of IUCN to share good content at the programmatic level such as videos, photographs, major news stories with the Global Communications Unit so that

they can integrate this into the pool of resources promoted globally, such as the IUCN YouTube Channel: <http://www.youtube.com/user/iucn>

Other programmes within IUCN may also consider using social networking sites as a tool. The Global Communications Unit has guidelines for how to use social networking tools and can assist in helping to explain how these tools can be applied.

It could be useful for colleagues in the Eastern and Southern Africa region to share their experiences with social networking tools, how it helps them professionally as individuals and how these tools could be strategically applied for their work.

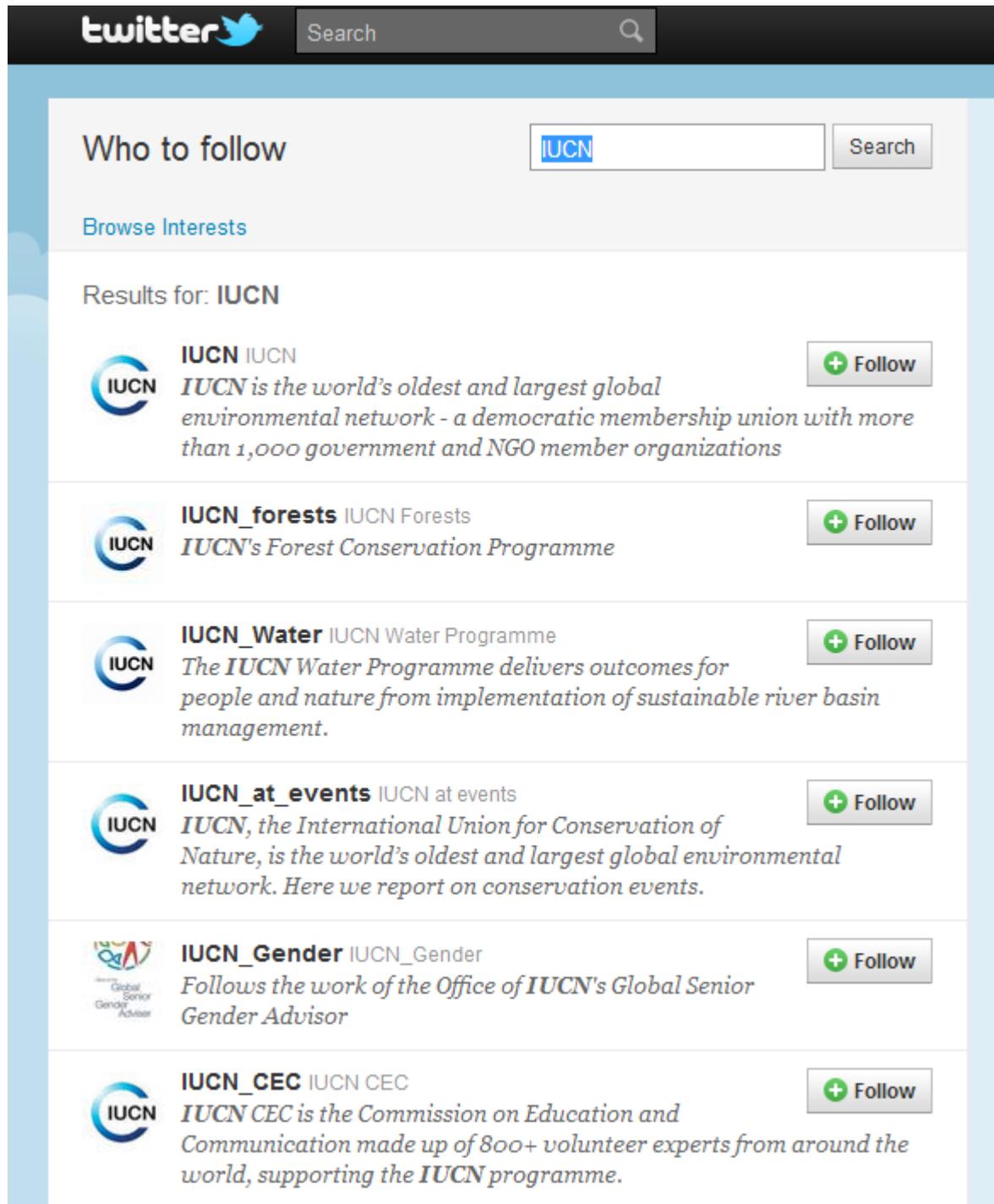


Figure 14: IUCN is using Twitter for many of its programmes

Review IUCN Eastern and Southern Africa website content

The IUCN website is one of the main communication channels available to share information with a wide audience about the programme of work IUCN is involved in. There is some useful content about the Eastern and Southern Africa Region programme, but some areas could be enhanced further. There could be some standards and expectations of programmes for minimum content to be included in the website. For example, one of the initiatives IUCN has been involved with since 2009, COBWEB (Extending Wetland Protected Areas through Community Conservation Initiatives Project) in conjunction with some IUCN members and partners is a multi-year \$900,000 project, but there is no information about this on the IUCN website, save for reference in a chapter of a pdf publication.

Some people felt there were limitations with the options to present content on the website beyond news. The Global Communications Unit are available to discuss ways of evolving the website to better meet the needs of the users.

Recommendation	3.2	Explore the strategic application of social networking tools, and ongoing enhancement of the IUCN website.
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3.3 Training and adoption of ERP tools

"I find the knowledge network useless and I don't understand SharePoint."

"Knowledge network is not helpful. Will the new tools be?"

"We send lots of documents by email and I can never find them again."

A significant investment has been made in upgrading the information technology tools of IUCN, through an Enterprise Resource Planning (ERP) suite of programmes. This is ongoing and currently in the process of being rolled out across the union, tested and modified.

These tools should help with many of the processes, information and knowledge management needs of IUCN. The Information Systems team are available to provide more information about the ERP modules. It is important that when these new tools are being developed and applied, that sufficient training and support is given to the people who will be using the tools to ensure they have a good understanding of how to use them to help them to do their work.

Recommendation	3.3	Implementation and training support for new IUCN IT tools.
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3.4 Datasets for decision making

"It would be good to have country level databases, software."

Having access to conservation science datasets can help to make informed decisions. It can sometimes be challenging to know where to look for the data and decision support tools on particular topics. It would be useful to identify the available datasets for different programmes of work that IUCN is involved with at a global, regional, national and local level (as applicable) and make this more widely available, to help inform decisions.

Recommendation	3.4	Identify nationally applicable environmental datasets to support decision making.
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Next steps

The next steps required following this knowledge management study and subsequent report include:

- Review of knowledge management report by management in the Eastern and Southern Africa Region with feedback
- Development of detailed knowledge management action plan from recommendations agreed by the Eastern and Southern Africa Region and other groups as appropriate
- Presentation of a Brown Bag Lunch at IUCN HQ of results of the study
- Circulation of knowledge management report within IUCN staff in the Eastern and Southern Africa Region
- Publish report on IUCN website for general circulation
- Ongoing implementation of agreed action plan

Acknowledgements

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Summary of Recommendations for Knowledge Management in the IUCN Eastern and Southern Africa Region Programme

People	
1.1	Provide training, tools and support mechanisms to build knowledge management competencies of staff in Eastern and Southern Africa
1.2	Improve access to experts across the Union, particularly within Eastern & Southern Africa
1.3	Review staff development opportunities to improve programme knowledge and competencies to help deliver on the programme.
1.4	Review how knowledge management competencies and responsibilities are incorporated into staff terms of reference, work-plans and appraisal systems.
1.5	Capture and promote the experience from the Eastern and Southern Africa region of working with local communities and application of local knowledge for conservation management.
Processes	
2.1	Clarify 'lessons learned' in IUCN, with supportive tools, processes and repositories accessible across IUCN.
2.2	Improve system to access to programme and project information from across the IUCN portfolio of projects.
2.3	Develop guidelines and lessons learned to assist project proposal writing and financial management of programmes and projects.
2.4	Improve communications capacity, planning and knowledge product sharing procedures.
2.5	Support access to relevant journals and publications to build knowledge competencies and ensure up-to-date professional expertise.
2.6	Review time management practices and challenges to determine if there are ways to address issues of time inefficiencies or to improve processes.
Technology	
3.1	Encourage ongoing review and adoption of appropriate technologies that can assist in delivering the programme and sharing of knowledge about IUCN's work.
3.2	Explore the strategic application of social networking tools, and ongoing enhancement of the IUCN website.
3.3	Implementation and training support for new IUCN IT tools.
3.4	Identify nationally applicable environmental datasets to support decision making.

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Appendices

Appendix 1: Survey questions used in interviews

Interview Number:

Name:

Position title:

Gender:

Office location:

Contact details: email, telephone, postal address, Skype:

- 1. Which projects are you involved with: global, regional, national, local (check box):**
- 2. What is the title of the programme or projects you are working on?**
- 3. What change are you trying to influence through the programme?**
- 4. What knowledge do you need to do your work?**
- 5. Where do you prefer to go to access knowledge to help you do your work?**
- 6. What knowledge will you share with others about your project? Who will you share it with and in what format?**
- 7. What resources do you invest in knowledge management?**
- 8. Would you like to know about other IUCN parts of the IUCN Programme or projects?**
- 9. If yes, what would you like to know about other parts of the IUCN Programme or projects?**
- 10. On a scale of 1 to 5 (1 being lowest satisfaction, 5 being highest satisfaction) how satisfied are you that you are currently able to access the knowledge that you need in a format and timeframe that you need?**
- 11. Any other comments or recommendations that you have regarding knowledge management and your project?**

Appendix 2: IUCN Eastern and Southern Africa Region staff surveyed

Name	Position	Office	Method of Survey
Jonathon Davies	Regional Drylands Coordinator	ESARO, Nairobi, Kenya	Face-to-face interview
Pablo Manzano	Global Coordinator World Initiative for Sustainable Pastoralism (WISP)	ESARO, Nairobi, Kenya	Face-to-face interview
John Owino	Programme Officer Water and Wetlands	ESARO, Nairobi, Kenya	Face-to-face interview
Geoffrey Howard	Co-ordinator Invasive Species, Species Programme	ESARO, Nairobi, Kenya	Face-to-face interview
Marta Monjane	Forest Coordinator ESARO	ESARO, Nairobi, Kenya	Face-to-face interview
Guyo Roba	Drylands Programme Officer	ESARO, Nairobi, Kenya	Face-to-face interview
Barbara Nakangu Bugembe	Head of IUCN Uganda Office & Senior Programme Officer	IUCN Uganda Country Office, Kampala, Uganda	Face-to-face interview
Sophie Kutegeka	Programme Officer	IUCN Uganda Country Office, Kampala, Uganda	Face-to-face interview
Robert Bagyenda	National Project Coordinator	IUCN Uganda Country Office, Kampala, Uganda	Face-to-face interview
Leo Niskanen	Technical Coordinator Conservation Areas and Species Diversity	ESARO, Nairobi, Kenya	Face-to-face interview
Regina Cruz	Head of office, Mozambique	IUCN Mozambique Country Office	Face-to-face interview
Mine Pabari	Regional Programme Coordinator	ESARO, Nairobi, Kenya	Face-to-face interview
Abdalla Said Shah	Head of Office, Tanzania	IUCN Tanzania Country Office	Completed survey online
Katherine Cross	Acting Water & Wetlands Coordinator	ESARO, Nairobi, Kenya	Face-to-face interview
Ed Barrow	Acting Head Ecosystem Management Programme	Global Programme, working from ESARO, Nairobi, Kenya and Gland, Switzerland	Face-to-face interview
Gordon Arara	Publications Officer	ESARO, Nairobi, Kenya	Face-to-face interview

James Okaka	Regional Head of Human Resources	ESARO, Nairobi, Kenya	Face-to-face interview
Hezekiah Odhiambo	Garden & Nursery Clerk	ESARO, Nairobi, Kenya	Informal face-to-face discussion
Awadh Chemangei	Natural Resources Officer, Kapchorwa District	Kapchorwa District, Uganda	Informal face-to-face discussion
Charles Omuge	Chief Administrative Officer, Kapchorwa district	Kapchorwa District, Uganda	Informal face-to-face discussion
Martin Sokuton,	Coordinator, Kapchorwa Community Development Association (KACODA)	Kapchorwa District, Uganda	Informal face-to-face discussion
Dennis Mayamba,	Volunteer KACODA	Kapchorwa District, Uganda	Informal face-to-face discussion
Contacted but unable to interview			
Hasting Chicoko	Head, IUCN South Africa	IUCN South Africa Country Office	Emailed survey

Appendix 3: People, Processes and Technology approaches to Knowledge Management

Knowledge management can be approached from three main angles: people, processes and technology which are expanded on below and used as the basis for recommendations.

People

At the heart of IUCN's knowledge bank is the people who make up the secretariat, commissions, member organisations and wider networks. The tacit knowledge held within the minds and experiences of the thousands of people within this wider IUCN family is where the largest portion of the knowledge is held and accessible. This tacit knowledge is sometimes transformed into explicit knowledge which becomes more accessible through knowledge products such as documents, books, databases, websites or videos that can be more widely shared and stored. This tacit/explicit, people/products breakdown is similar to an iceberg (figure 15) with very little of what we know is visible as knowledge products, perhaps like the 20% of an iceberg that shows above the water's surface, the bulk of knowledge is held in the tacit knowledge of people's experience and knowledge that is not visible (Brown 1999, Schenk et. al., n.d.). Knowing where to find the right person or right product can be the biggest challenge.

This survey focused mostly on the secretariat staff involved in programme and project management within the Eastern and Southern Africa Region of IUCN, so the responses and recommendations are mostly related to this audience. There may be additional knowledge management needs and approaches for the other people involved in the wider IUCN family not touched upon in this report.

Summaries of key points raised during the study and recommendations relating to people are covered in section 1.

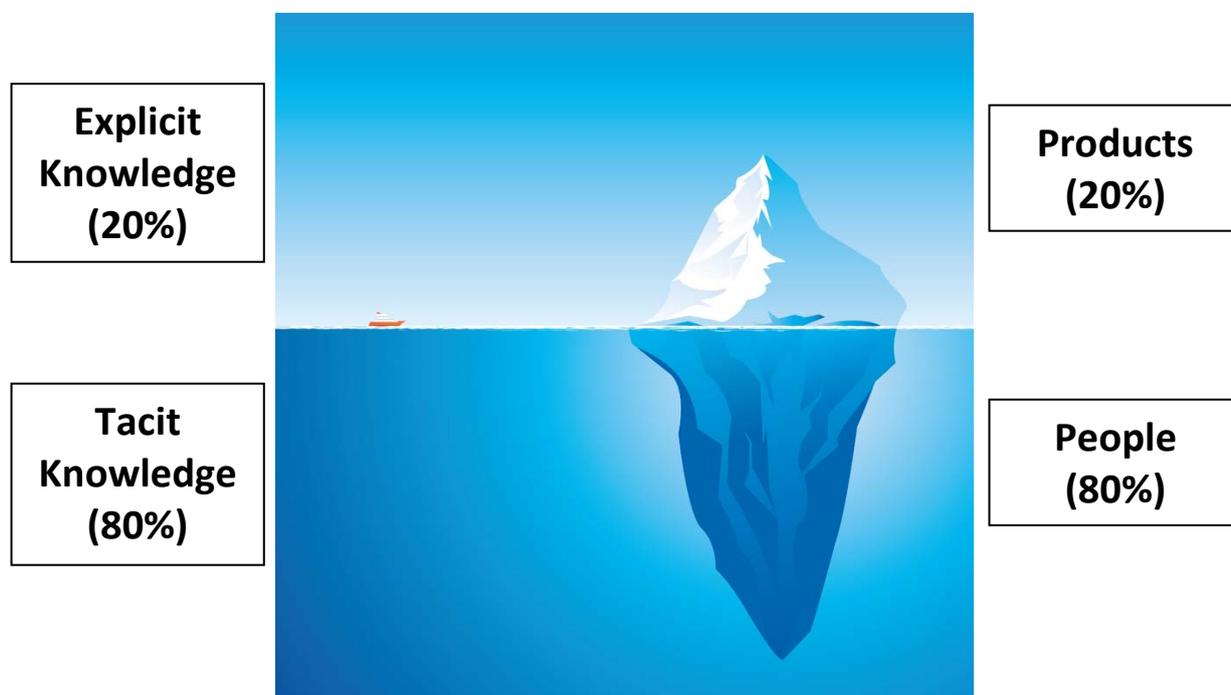


Figure 15: The IUCN knowledge iceberg (Vpublic, Dreamstime.com)

Processes

Processes can help make knowledge management practices clearer, more effective and efficient. Processes can relate to both tacit knowledge (stored in people's heads) and explicit knowledge (codified knowledge in databases or documents) and should help people to perform core tasks. When we analyse where there are knowledge gaps or challenges, it could be due to unclear, outdated or incomplete processes. Knowledge management needs organic and ad hoc knowledge practices, as well as systematic and planned processes. It can be helpful to establish cyclical processes that can be implemented with minimal additional effort required. Like a butterfly is a part of a cyclical process of laying eggs, hatching into a caterpillar, becoming a pupa and then hatching as a butterfly to lay eggs and begin the cycle again (see figure 16); cyclical processes can be built into the way that we manage knowledge. Summaries of key points raised during the study and recommendations relating to processes are covered in section 2.

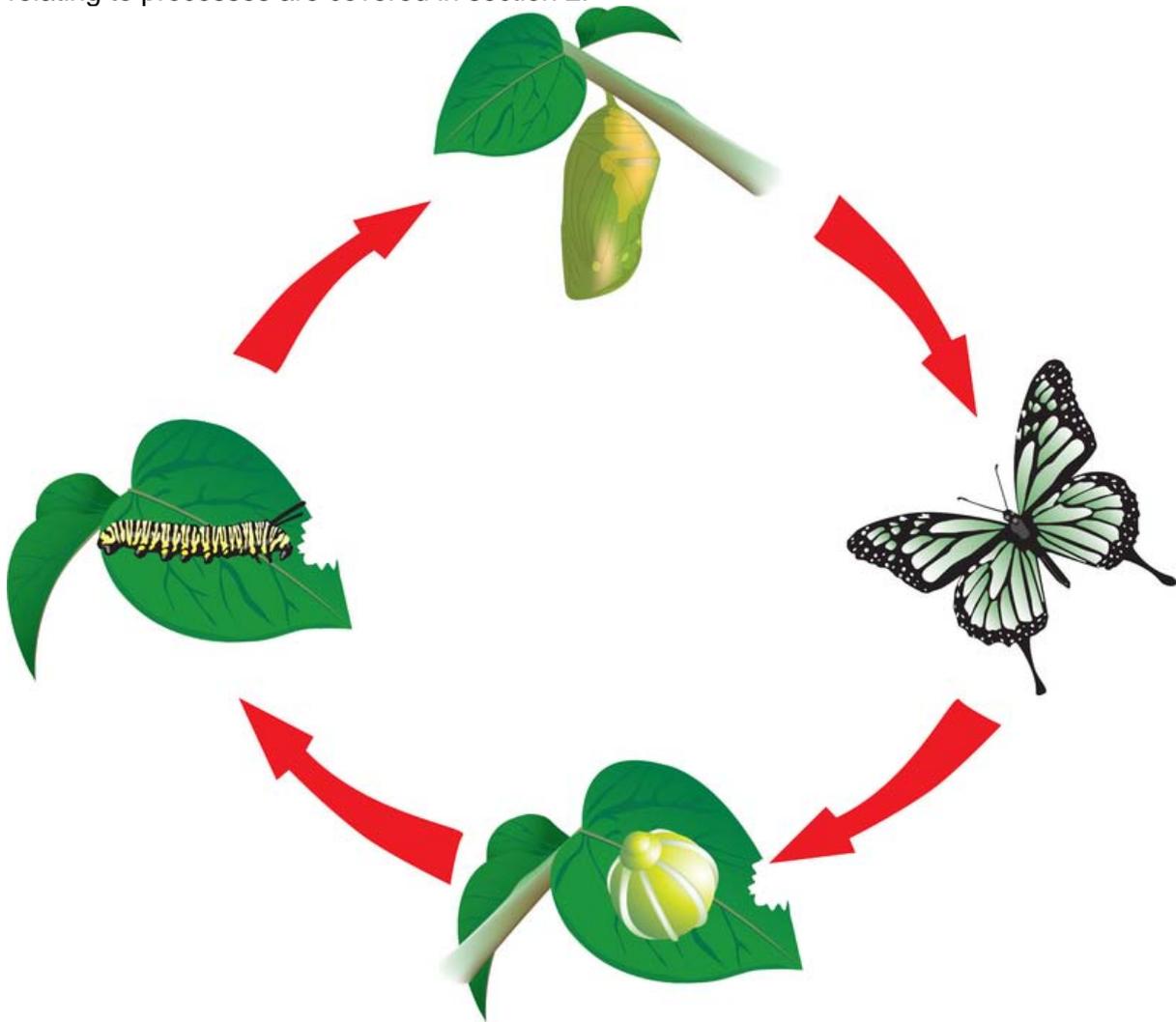


Figure 16: Like the continual life cycle of a butterfly, cyclical processes can be built into work processes to help improve knowledge management practices. (Dannphoto 80, Dreamstime.com)

Technology

The clown fish and sea anemone have a symbiotic relationship (Figure 17). The sea anemone is poisonous to fish, which it catches and eats. The clown fish however, has developed immunity to the stings of the anemone, allowing it to reside safely away from predators within the anemone. In return the clown fish feeds on small invertebrates and helps to keep the anemone clean and healthy. So what does this have to do with technology?



Figure 17: The clown fish and sea anemone have a symbiotic relationship, like knowledge management and technology have a symbiotic relationship. Wikimedia Commons (2010)

Like the clown fish and sea anemone, knowledge management and technology have a symbiotic relationship. We use technology to help support production and sharing of knowledge, whilst technology alone will not produce knowledge, so needs the knowledge management input to make useful content.

There are many applications for technology in supporting knowledge management. Like a mechanic would select the right tool to fix a particular part of a car (figure 18), knowledge workers should ensure they are using the right technological tool for the task. Summaries of key points raised during the study and recommendations relating to technology are covered in section 3.



Figure 18: A mechanic chooses the right tool to fix a car, so should a knowledge worker choose the right technological tool for the task. Wikimedia Commons (2006a)

Appendix 4: Staff in Eastern and Southern Africa, years of employment and office location

Table 3: Number of IUCN staff per country in ESARO

Country	Number of staff (all)	Management & Professional staff only
Kenya	46	21
Mozambique	10	3
South Africa	12	8
Tanzania, United Republic Of	12	4
Uganda	13	7
Zambia	3	1
Zimbabwe	2	-
Total	98	44

Table 4: Number of years average employment with IUCN per country in ESARO

Country	Number of years average employment with IUCN (all)	Management & Professional staff only
Kenya	8.9	5.2
Mozambique	7.5	5
South Africa	7.1	7.8
Tanzania, United Republic Of	2.8	1.8
Uganda	3.7	3
Zambia	6	12
Zimbabwe	15.5	-
Total Average	7.2	5.3

Table 5: Number of years average employment with IUCN in ESARO

Number of years working with IUCN	Number of employees (all)	Management & Professional staff only
0 (less than 1 year)	4	4
1	12	12
2	6	6
3	1	1
4	1	1
5	1	1
7	2	2
8	1	1
9	5	5
10	1	1
11	0	0
12	1	1
13	1	1
14	0	0
15	0	0
16	0	0
17	1	1
18	0	0
19	0	0
20	1	1
21	1	1

22	0	0
23	1	1
Total	98	

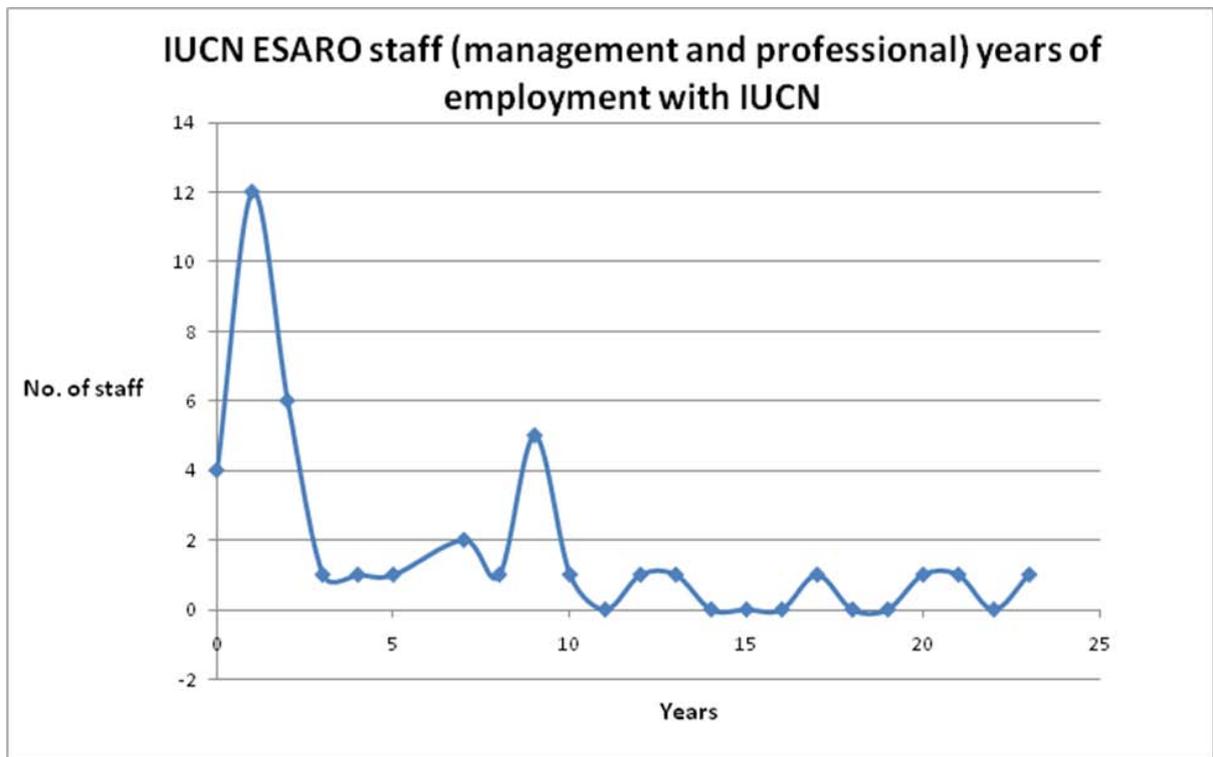


Table 6: Category of staff in ESARO Region

Category	Number of staff with IUCN ESARO
Management	5
Professional	39
Service	54
Total	98

Appendix 5: Lessons Learned

What are lessons learned?

Lessons learned can be considered as a recommendation for future action, based on experience, to replicate success or improve processes for the future.

A lesson is not learned unless something changes, otherwise it is only a lesson identified. A lesson learned should be something you could teach to another person.

For an explanation of lessons learned watch these short YouTube videos from knowledge management consultant Nick Milton:

<http://www.youtube.com/watch?v=JPB7WmERzkQ> (Milton, 2009)

<http://www.youtube.com/watch?v=rHoVQSBriGo> (Milton, 2010a)

It is helpful to use a process to capture, share, store and apply lessons learned, such as the process outlined in figure 19.

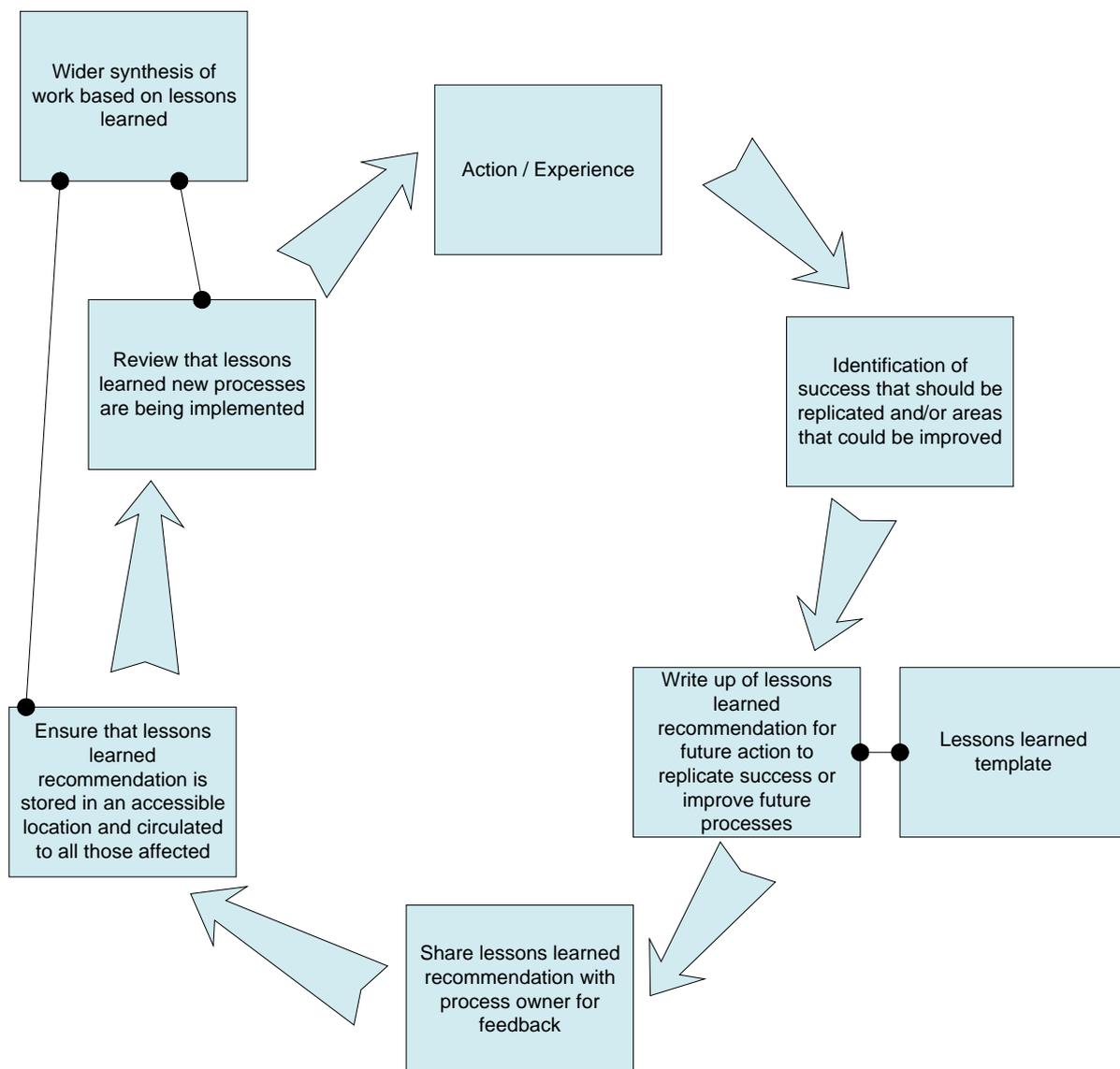


Figure 19: A lessons learned process

Gathering lessons learned

Three main approaches to gathering lessons learned:

1. Through facilitated face-to-face workshops where guiding questions are asked and people share their experiences to identify lessons learned about the subject.
2. Through the regular reporting requirements mechanism.
3. Through the voluntary contribution of people in an ad-hoc manner, as opportunities arise to contribute lessons learned.

Some questions to help get people thinking about lessons learned

Consider the types of issues and challenges which many people may be facing and use this to tease out the tacit knowledge people carry with them, to turn it into explicit knowledge which can be widely accessible.

When reviewing a project consider undertaking an After Action Review as a way of quickly gathering information based on experience:

- What was supposed to happen?
- What actually happened?
- What were the differences?
- What should be done in the future?

Some lessons learned about lessons learned

There can be challenges to implement a lessons learned process. Common reasons why lessons learned processes may fail (and should be considered in forward planning for IUCN in how to manage lessons learned) include:

- There is no request or requirement to capture lessons learned or people responsible for the process
- There is no clear guidance on what a lesson learned is and how to record it (see below for a sample lessons learned template)
- There is no central place to store and access lessons learned or an expectation that people should look to lessons learned before starting a project
- The lessons learned documents are of low quality, too long, out-of-date, irrelevant
- There is no facilitated support to capture the lessons learned from project managers
- People perceive the lessons don't apply to them
- People want to get things done, don't have time to look at lessons learned documents

(Milton, 2010)

Sample Lessons Learned Template

Title:

Introduction

Context / Challenges

What change occurred?

Lessons Learned (what will you teach others based on this experience?)

Who is this lesson directed to

Follow up steps

For further information (contacts, links, file names, photographs etc.)

Appendix 6: Managing email overload

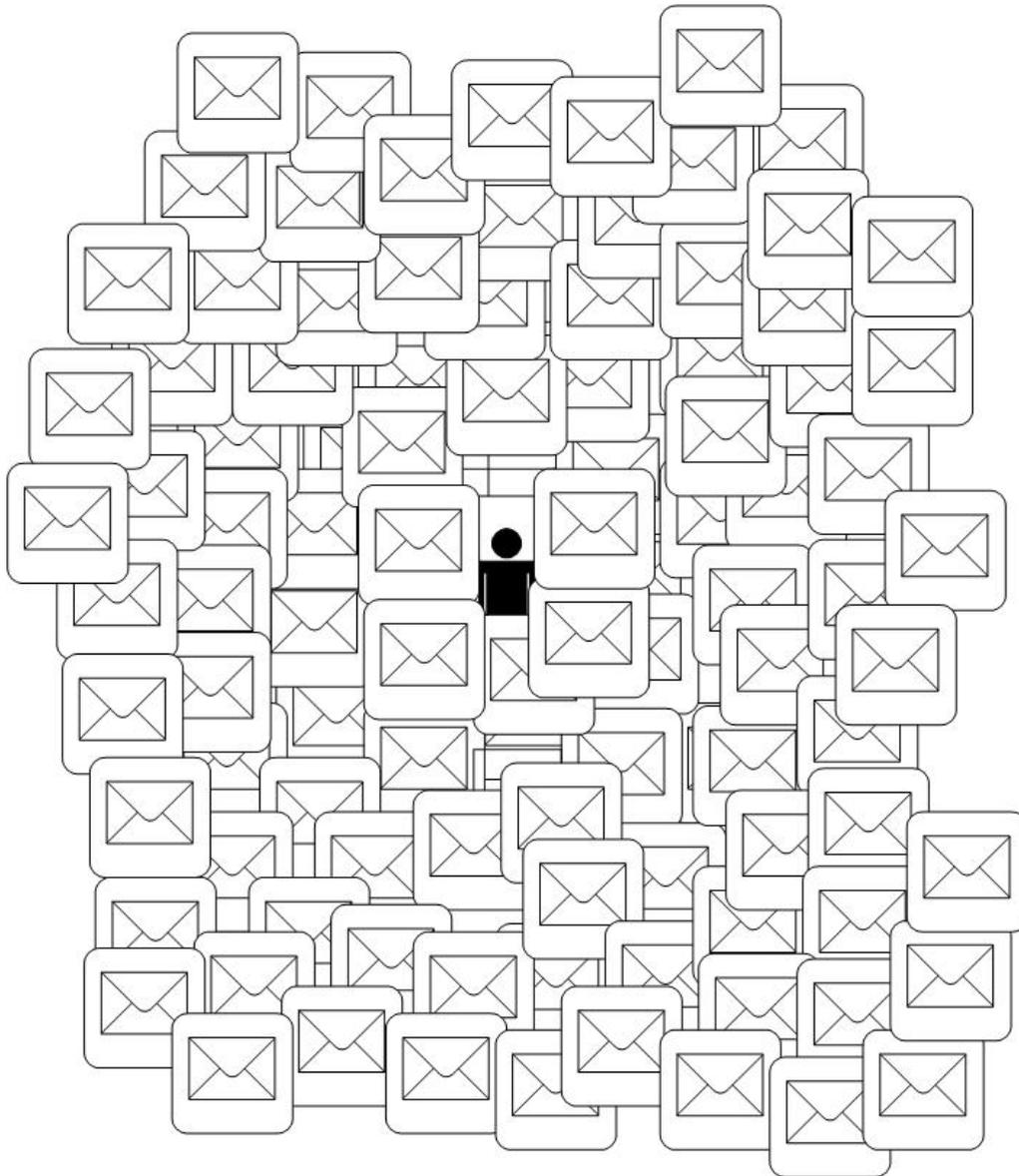


Figure 20: Email overload is a problem many IUCN staff face. This is what 100 emails would look like.

10 Tips for managing the email beast!

As a sender:

- Ask yourself if you really need to send the email. If it is a small point, very complex point or might be misunderstood, it may be better to try to contact the person directly in person, using an instant messaging system like Skype or Office Communicator System (OCS), or phone the person. Perhaps social networking tools or forums can be more helpful for reaching out to people. Choose the right knowledge tool for the job.
- Can you write the point of your message in 3-5 sentences, being as brief and clear as possible, so that the recipient of the email knows what is expected of them as a result of receiving the email. If there is a specific task required of someone, try including their name so they know exactly what they need to do.
- Do you really need to send the email to all of the people in the list? If you have received an email from someone who has sent it to a group, can you just reply to the sender instead of replying to all?

- If the matter is urgent, you can try sending an email, but understand you may not receive a response in time. You may need to follow up with other means of communication. If someone hasn't responded to your email in time, don't just send another email a day later, try contacting them another way.
- Be clear in your subject line so that people will know from the first glance what your email is about. If you have multiple points to raise with someone that could be confused, try sending them under several emails if necessary so that they can action them accordingly.

As a recipient:

- Don't have your email on all of the time. Allocate some hours of the day when you will work on your emails and otherwise switch it off so that you can have dedicated attention to other tasks.
- Review the group of emails and decide then what you will do with each of them. If it will take less than two minutes of your time to prepare a response, better to do it straight away. If you need to gather more information or discuss with other people, make a note of it so that you can follow up later.
- Be ruthless! Decide what is important and what is not. You don't have time to read every document and link you receive. Unsubscribe yourself from newsletters or email distribution lists you don't read.
- Don't feel that you are expected to respond to every email within seconds.
- If you need to send lengthy documents or large files use links or try websites that facilitate transferring large files.

Appendix 7: Effective time management

Stephen Covey (1989), author of 'the 7 habits of highly effective people' developed the Urgent/Important matrix to help map out the tasks we have and how we spend our time (see figure 21). It is easy to get swept up into the matters which seem 'urgent and important' – that email which has just popped into your inbox, the meeting you need to go to, that new task you've been given which has to be completed by the end of the day. Some of these are actually urgent and not important to the overall work you need to deliver. Not every email is of critical importance, not every interruption from a colleague needs your engagement and actually fits better in the 'urgent and not important' category. The fourth box is the place where we may escape if there are too many 'urgent and important' tasks thrown at us. The little time wasting activities, some phone calls, things that are not at all related to our work. What will be of most benefit are those items which are 'important but not urgent'. This is where the planning, preparation, ideation, long-term thinking and personal development happens, which can help us to reduce the number of urgent and important tasks and free up some of our time.

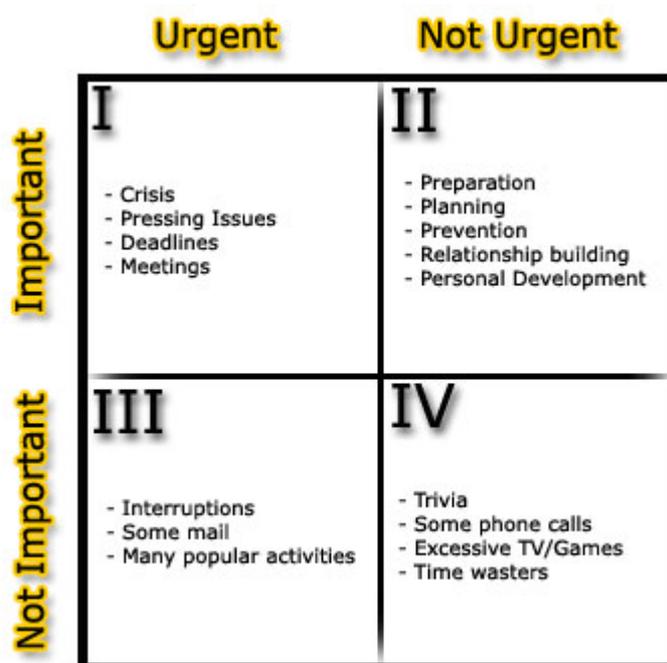


Figure 21: The 'Urgent/Important matrix helps map out how our time is applied to tasks.

In order to ensure that time is made available for the important work we need to complete, staff could try applying this approach to their work.

1. Write down the list of tasks and development work you would like to complete in the coming week.
2. List them in each section of the boxes as you think appropriate.
3. Share your list with a colleague to get their feedback and help you to refine the ways we are working.
4. Plan out your list at the start of each day, working on one of the important and not urgent tasks at the start of each day and allocating time for the other tasks. Allow extra time for each task to accommodate interruptions and genuine urgent and important tasks.

5. Identify what processes could help you to reduce unnecessary time wasters and give you more time to work in the 'important not urgent' quadrant.
6. Tick off your list of achievements as you go and celebrate your new-found time!

Some tools are available to provide overviews to measure how much time is spent on which activities. See an example recently circulated by the global human resources management group at: <http://www.paymo.biz/>

