



**UNICEF**

**GLOBAL KNOWLEDGE MANAGEMENT**

**MEDIUM-TERM STRATEGY**

**2021-2022**

**Putting knowledge to work to achieve  
rights and results for children**



**VISION FOR KM AT UNICEF**

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

## Long-Term GOALS

Embed learning from experience and use of knowledge and evidence in UNICEF's programming and business processes

Build UNICEF's organizational capacity to do knowledge management effectively

Strengthen UNICEF's ability to exercise its technical leadership externally and effectively engage in knowledge exchange with partners

## Strategic PRIORITIES (2020-2022)

Aligning KM with programming cycle and other business processes within UNICEF

01

Adoption of basic elements to do KM work by each office within UNICEF

04

Enhancing digital workplace tools to support effective KM (Expertise Location, AI, ECM) & promotion of their adoption

07

Ensuring offices have access to and guidance in rolling out effective KM approaches that can be customized according to their needs

02

Providing staff with the knowledge and skills needed to do KM effectively

05

Development of an external knowledge platform for partners & relevant practitioners to easily access UNICEF knowledge products & engagement

08

Investing in systematic documentation of what works and what doesn't in programming & in transferring staff knowledge as they move

03

Establishing key KM competencies, ToRs, and a talent pool

06

Strengthening the capacity of COs to choose and deliver effective knowledge exchange approaches with partners

09



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



**Culture**  
(Building a culture of sharing and using knowledge)

## DRIVERS



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



**Technology**

## DELIVERABLES

01

GUIDANCE ON DOING KM WITHIN EXISTING PROCESSES

02

MENU OF KM APPROACHES WITH GUIDANCE ON HOW OFFICES CAN ADOPT THEM

03

GUIDANCE & PROGRAM ON KNOWLEDGE DOCUMENTATION AND KNOWLEDGE TRANSFER FROM STAFF

04

LEARNING PROGRAM FOR KM STAFF AND FOCAL POINTS

05

GUIDANCE ON ADOPTING MINIMUM KM STANDARDS

06

LIST OF KM COMPETENCIES, TOR TEMPLATE, ACCESSIBLE LIST OF KM PROFESSIONALS

07

DOCUMENTATION OF GOOD USES OF DIGITAL WORKPLACE TOOLS FOR KM & SUPPORT SYSTEM FOR OR ADOPTION

08

IMPROVED PLATFORM/TOOL FOR EXPERTISE LOCATION

09

AN ONLINE KNOWLEDGE PLATFORM TO ENGAGE WITH PARTNERS

10

GUIDANCE ON CHOOSING & DELIVERING KNOWLEDGE SHARING APPROACHES TO USE WITH PARTNERS TO DELIVER ON PROGRAMMATIC GOALS

## Global KM Medium-Term Strategy

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## Executive Summary

The **Global Knowledge Management Medium-Term Strategy (2021-2022)** is the first step in a longer path towards achieving the vision for knowledge management (KM) at UNICEF:



Our **vision** is one of UNICEF as an organization that puts knowledge to work to achieve results for children and fulfill their rights.

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

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

This **Medium-Term Strategy (The Strategy)** is the first organization-wide knowledge management strategy developed for UNICEF.

The Strategy plots a path to transform UNICEF into an organization that puts knowledge to work for children. If we become better at systematically using knowledge and evidence in our programmes and the way we work, if we leverage existing processes to create learning loops that help us adjust our programmes based on our experience so that we do more of what works and stop doing what doesn't, and if we invest in our capacity to share knowledge with partners so that they learn from us and we learn from them, we can truly become an organization that is able to accelerate results and advance children's rights. The Strategy sets the foundations for that to happen and, in doing so, directly responds to the demand articulated through the ongoing improvements consultations and the preparations for the next Strategic Plan.

Given that this is UNICEF's first organization-wide KM Strategy, it has been intentionally conceptualized to cover two years during which the foundation for KM will be built, KM systems/structures and approaches will be piloted, and lessons will be learnt through an objective evaluation. Subsequently a new Global KM Strategy, will be elaborated as a key enabler in UNICEF's next Strategic Plan for 2022-2025.

To realize the vision of UNICEF as an organization that puts knowledge to work to achieve results for children and fulfill their rights, **three goals** will be pursued over the long term. These are:



Figure 2: Long-Term Goals

During the timeframe of the Medium-Term Strategy (2021-2022) **9 areas for priority actions** are proposed aligned to the three goals. Successful implementation of which will lead to a longer-term strategy with a steadier state KM function that is institutionalized.

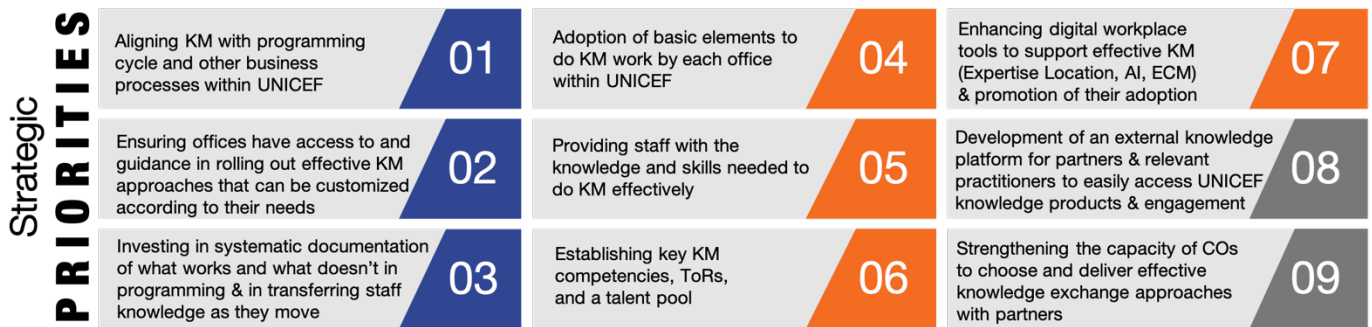


Figure 3: Strategic Priorities 2020-2021

Each priority has global **deliverables** (outputs serving the whole organization) that will be developed by nine global teams - one per priority - with relevant skills and expertise. These deliverables will be piloted by participating Regional Offices and Country Offices and relevant HQ Divisions. This will establish a feedback mechanism ensuring that the outputs of this Strategy are practical, relevant, and lead to concrete outcomes toward the achievement of the strategy's goals and vision.



Figure 4: Deliverables

The implementation of the Strategy is led by a Global KM Strategy Implementation team whose members are the leads of the nine priority global teams plus its coordinators from the Division of Data, Analytics, Planning, and Monitoring (DAPM). The implementation of the Strategy will be evaluated, generating learnings and recommendations that will be used to draft the next Global KM Strategy for 2023-2025.

The Strategy also defines **KM within UNICEF** and outlines the steps needed to create an enabling environment for effective knowledge management in terms of resources, governance, culture, and technology and it includes an action plan for implementing the strategy with suggested outputs, roles and responsibilities.

The risks of not implementing the Strategy are that UNICEF will continue to not be able to maximize the use of knowledge and evidence and learning from experience, resulting in duplication of effort, repetition of past mistakes, slowing down of acceleration of results, loss of institutional knowledge and expertise and overall a suboptimal efficiency and effectiveness in delivering our programmes.

## Introduction

### Context

Knowledge Management (KM) has been practiced in UNICEF for a long time and the benefits of effective KM were defined in the Programme Policy and Procedure Manual (PPPM), now PPPX site:

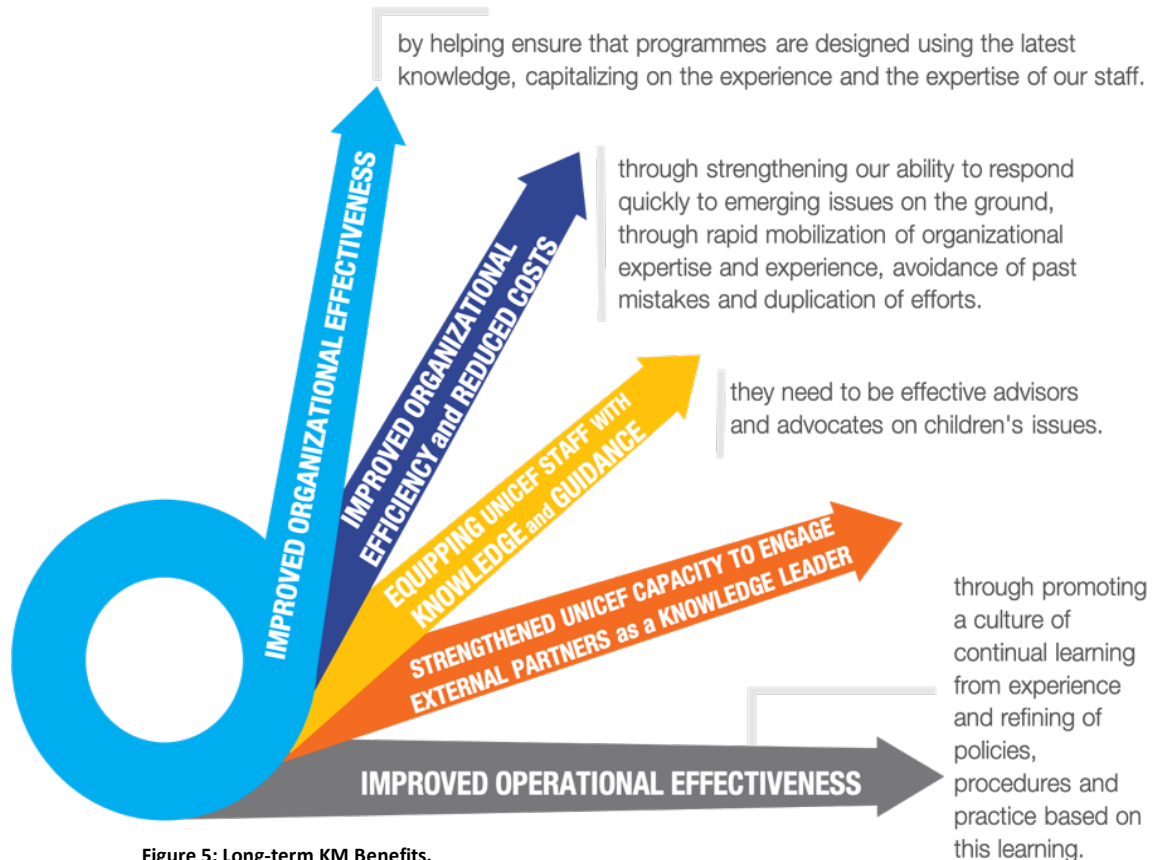


Figure 5: Long-term KM Benefits.

However, UNICEF has never invested in a shared organizational approach to KM, resulting in different understanding and applications of it across offices, and – most importantly – in a general disconnect from programme results. Not investing in an organizational approach to KM results in higher a higher risk of:

- 01 Designing and implementing programmes, projects, and activities that are not informed by all relevant knowledge and evidence available because of knowledge is not being systematically captured, shared, and accessed by staff and partners.
- 02 Repeating mistakes because they are not captured, analyzed, and shared along with the learning from them.
- 03 Not being able to scale up solutions and innovations from programmes and offices, hence slowing down acceleration towards results, because of the absence of systematic knowledge capture and sharing of emerging and good practices across offices.
- 04 Losing critical knowledge when staff leave an office or the organization.
- 05 Dedicating resources to knowledge and evidence generation activities that end up not benefiting our programmes because we do not make use of the knowledge we generate.

Figure 6: Challenges when not investing in KM

This **Global Knowledge Management Strategy** (the Strategy) is the first organization-wide knowledge management (KM) strategy developed for UNICEF.

In addition to laying out the groundwork for UNICEF to practice effective KM for programmatic results, it also seeks to consolidate existing good practices in KM, while identifying some critical gaps, highlighted by the COVID-19 pandemic, which need to be addressed to manage knowledge effectively in UNICEF. Additionally, KM is a key element to strengthen UNICEF’s programme technical capacity, which is one of the key areas of the Organizational Improvement Initiative. The Strategy not only contributes to organizational improvement, but also lays the foundation for **UNICEF’s Strategic Plan 2022-**

**2025** to use KM as a key enabler to achieve its results. Finally, the Strategy also responds to the recommendations on improving KM by the United Nations (UN) Joint Inspection Unit (JIU), which were accepted by UNICEF in 2016.

The pandemic has exposed these gaps, but it has also created momentum for KM across the organization thanks to offices investing time and resources to capture, generate, organize, and share knowledge from our response to COVID-19 so that it is used to improve our response and that of the global community.

The current challenging times of the COVID-19 pandemic are proving how timely and relevant improved KM is for the organization, and how critical it is to address some of the gaps identified:

## KM Gaps Identified during COVID-19



Figure 7: UNICEF KM gaps during Covid-19

The members of the group leading the KM work under UNICEF’s Secretariat for COVID-19 are also members of the Implementation Team of this Strategy, thus ensuring that it builds on the work being done during the pandemic.

The Organizational Improvement Initiative currently underway at UNICEF has the strengthening of our technical programme capacity as one of its key areas. KM has been recognized as a key enabler to ensure that

evidence and other forms of knowledge are used more effectively to improve programming for children, that staff at country level more readily obtain knowledge through our internal platforms, and that we can share evidence and other forms of knowledge with external partners more effectively. The Strategy addresses all these areas and, as it is implemented, it will closely align with the work resulting from the Organizational Improvement Initiative.



The improved coordination and KM capacity built across the organization thanks to this Strategy also lays the ground for KM to become a true enabler for achieving results for children across UNICEF's work. Therefore, the Strategy recommends that KM is formally recognized in the next Strategic Plan 2022-2025 as a key enabler for achieving results and rights for children. The next iteration of the strategic plan will be developed to align with the organizational priorities and needs and to maximising the potential of KM to deliver on them.

The normative background to this Strategy is a recommendation made by the United Nations (UN) Joint Inspection Unit (JIU) in their report 2016/10 - "Knowledge Management in the UN System<sup>1</sup>," which was received and accepted by the Office of the Executive Director with the commitment to fulfilling it by the end of 2018. The report makes three recommendations to the executive heads of the UN system, one of them being the adoption of a KM strategy that is aligned with the organization's mandate, goals, and objectives.

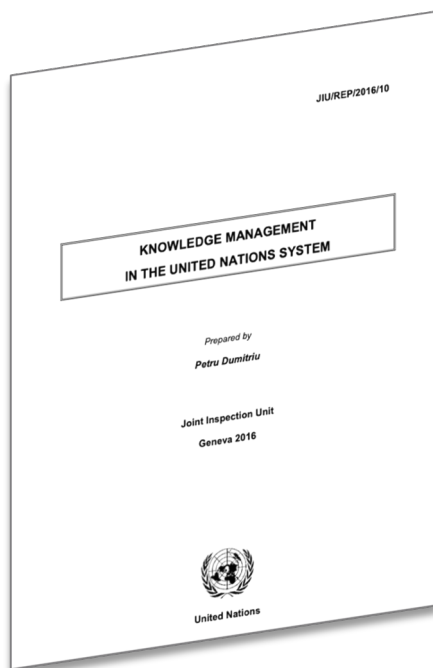


Figure 8: JIU Report, 2016

The other two recommendations from the JIU Report 2016/10 relevant to UNICEF are:

- **Recommendation 3:** The executive heads of the United Nations system organizations, if they have not already done so, should take incremental measures aimed at embedding knowledge management skills and knowledge-sharing abilities in their respective staff performance appraisal systems, annual work plans, job descriptions and organizational core competences, by the end of 2020.
- **Recommendation 4:** The executive heads of the United Nations system organizations, if they have not already done so, should establish norms and procedures for the retention and transfer of knowledge from retiring, moving, or departing staff, as part of the organizations' succession planning processes.

All three recommendations made by the JIU are addressed by the Strategy.

## State of Knowledge Management at UNICEF

KM has been present in UNICEF for many years and many offices have been doing KM work, albeit in an uncoordinated and inconsistent way. In absence of a strategic organization-wide approach, its application has been suboptimal, resulting in pockets of excellence and good practices in some parts of UNICEF while leaving room for improvement in others.

There is significant untapped potential for making more effective use of knowledge through a strategic organization-wide approach to KM. The Strategy builds on the existing good practices in the organization that provide a fertile ground for a successful organization-wide approach to KM. UNICEF already has a connected community of dozens of KM specialists, focal points, and champions

<sup>1</sup> [https://www.unjiiu.org/sites/www.unjiiu.org/files/jiu\\_document\\_files/products/en/reports-notes/JIU%20Products/JIU\\_REP\\_2016\\_10\\_English.pdf](https://www.unjiiu.org/sites/www.unjiiu.org/files/jiu_document_files/products/en/reports-notes/JIU%20Products/JIU_REP_2016_10_English.pdf)

that is coordinated by DAPM, and a set of good practices in terms of KM approaches being used in different parts of the organization. The culture change initiative driven by the Office of the Executive Director (OED)<sup>2</sup> directly contributes to the trust and openness needed to be present among practitioners for knowledge sharing and organizational learning to happen.

The increase in the use of Yammer and participation in digital communities supported by the BUILD programme<sup>3</sup> and the upcoming global strategy on internal communications also are positive developments on the people side of KM as they strengthen staff connectivity, openness, and the knowledge sharing resulting from that.

In terms of **processes**, existing planning, monitoring and reporting processes and procedures such as Situation Analyses, the development of Country Programme Documents (CPDs), Mid-Term Reviews (MTRs),

end-of-year reviews, strategic moments of reflection, and network meetings already allow for knowledge capture and integration, at least in part. This implies that there is no need to create additional processes which would overburden staff. The focus should be on leveraging existing processes to improve knowledge sharing and reuse.

Finally, the adoption of the digital workplace as a new way of working, which has been accelerated by the COVID-19 pandemic, the recent rollout of the Enterprise Content Management (ECM) based on the modern SharePoint platform, and the investment in teleconferencing tools and facilities provide UNICEF with the essential **technology** to deliver good KM internally.

In terms of areas of improvement, UNICEF has several **gaps** currently preventing the organization from optimally leveraging KM to accelerate results:<sup>4</sup>

## UNICEF Identified KM Gaps

- 01 **Re-use of knowledge**  
UNICEF is currently struggling at (re)using the knowledge and evidence it creates and captures to improve its work. This is a major obstacle towards the acceleration of results.
- 02 **Feedback**  
There is gap in field knowledge and feedback to global discussions, strategies, and partnerships to ensure that what we have learned on the ground is used in our programmes and informs our work .
- 03 **Incentives**  
Lack of time, incentives, and capacity to do KM prevent staff from contributing to improving organizational performance by capturing, sharing, and (re)using the knowledge they constantly develop.
- 04 **KM interpretations**  
Different interpretations of KM and related staff roles and responsibilities. The lack of consistency across the organization contributes to a suboptimal application of proven KM practices. Instead, offices tend to focus on a specific KM approach or tool, or to overburden a single person with what is considered KM work instead of having a shared strategic approach to KM geared towards improving office performance and results.
- 05 **KM is understaffed**  
Often TAs and consultancies are used to fill in the role of an office knowledge management specialist. Related to that, when other staff, who are not KM specialists, are asked to be KM focal points, they often are not offered the opportunity to develop basic knowledge and skills to fulfill their role well, especially in regional and country offices.
- 06 **Lack of external KM platform**  
UNICEF does not have an external online platform to make its knowledge products easily accessible to partners and the wider public, and to collaborate with partners on them. The lack of such a platform also denies UNICEF a powerful channel to position the organization as a technical knowledge leader.

<sup>2</sup> <https://unicef.sharepoint.com/sites/ICON/SitePages/CULTURE-CHANGE.aspx?web=1>

<sup>3</sup> [https://unicef.sharepoint.com/sites/LKE/SitePages/BUILD\(1\).aspx](https://unicef.sharepoint.com/sites/LKE/SitePages/BUILD(1).aspx)

<sup>4</sup> Indicated in the "Options Paper" by Change Management Workstream 2: Strengthening Programme Technical Capacity of the UNICEF Reimagining Business Model Initiative

The Strategy will address or will set the path for addressing these gaps, building on the learning and recommendations from recent work done within the organization, such as through the findings and the follow-up to the 2018 Evidence Survey,<sup>5</sup> and in coordination with current initiatives such as the Organizational Improvement Initiative.

## How the strategy was developed

This has been a truly collaborative effort done in an inclusive and unusually participatory way, While the Learning and Knowledge Exchange (LKE) section in the Division of Data, Analytics, Planning and Monitoring (DAPM) took the lead on drafting the Strategy, hence also contributing to the overall culture change we seek as an organization. Over a period of three months (**April to July 2019**) **over 100 staff** from Country Offices (COs), Regional Offices (ROs) and Headquarter Divisions (HQ) were involved

in discussing what the Strategy should address.

This was followed by the direct engagement of 42 UNICEF staff from across the entire organization in the collaborative drafting of the first content of Strategy. Finally, a group of 10 KM specialists representing different parts of UNICEF reviewed and consolidated the inputs and content received through the collaborative process along with interviews held with representatives of UNICEF senior management, to draft the Strategy. This collaborative and cross-organizational approach is also used to implement the Strategy, through the creation of a **Global Implementation Team** with technical experts from different parts of the organization and global technical teams that will lead on its **nine priorities**.

The following **parameters** have been followed during the development of the Strategy:

## Strategy Parameters



### Resources

The Strategy leverages and optimizes existing resources as far as possible. While there is a recognition that more resources need to be mobilized for KM to help UNICEF become a more effective organization, the priority is to first optimize existing resources.

2



### Existing initiatives

In the same spirit, the Strategy builds on existing **relevant organizational strategies and initiatives**, ensuring that we move in the same direction as an organization and that we add value without reinventing the wheel.

3



### UN System Strategies

The strategies of other agencies and organizations of the wider UN system have been consulted before the drafting process of the Strategy began so that we could learn not only from our own experience but also from that of other relevant organizations.



### Complements evidence

It complements other work underway on strengthening the evidence functions (data, research, monitoring and evaluation) as it seeks to facilitate greater sharing and application of evidence while also bringing in the extensive experiential knowledge from UNICEF staff and programmes (see figure 10).

5



### Decentralized approach

The Strategy balances a decentralized approach to KM with the adoption of shared practices across the organization. While it is important to recognize that each office, especially at the country level, has a specific context that needs tailored KM approaches, UNICEF also would benefit greatly from the adoption of selected strategic shared approaches that would significantly accelerate organizational learning, hence performance, across organizational boundaries.

6



### Inclusion and accessibility

The Strategy embraces diversity and recognizes the inclusion and accessibility of information for all audiences, including those with disabilities, following the recommendation and guidelines of the UN Disability Inclusion Strategy.

<sup>5</sup> [https://unicef.sharepoint.com/teams/OoR/Evidence/SiteAssets/SitePages/Home/EvidenceSurvey\\_GlobalResultsReport\\_december2018.pdf](https://unicef.sharepoint.com/teams/OoR/Evidence/SiteAssets/SitePages/Home/EvidenceSurvey_GlobalResultsReport_december2018.pdf)

<sup>6</sup> <https://www.un.org/en/content/disabilitystrategy/>

## KM at UNICEF: Vision and Goals

This Medium-Term Strategy covers two years. It defines KM and its role at UNICEF, aims to build a systemic approach to KM as the foundation to achieve the longer-term vision of how UNICEF can become a more effective organization in using knowledge to achieve rights and results for children.

### Definition of KM at UNICEF

The Strategy defines KM as “The capture, organisation, sharing, and use of knowledge for improved organizational performance towards development and humanitarian results for children.”

This definition incorporates the following tenets:

- KM is an **enabler to achieve results** and it should be aligned to UNICEF’s strategic priorities and existing work goals and objectives both at global and office levels.
- **People** (staff, partners, stakeholders, beneficiaries) are at the center of KM,

supported by effective technology and processes. In particular, the Strategy recognizes that within UNICEF all staff are owners and users of knowledge, hence the most important and valuable KM resource.

- KM should leverage existing business **processes** so that both the organization and its staff continually learn and improve. The role of KM is to ensure that the existing processes maximize the use of knowledge and continual learning to improve performance and results.

Additionally, KM is a connector that runs across the evidence functions in UNICEF and connects with other knowledge work (programme content in guidelines, knowledge products, and tacit knowledge sharing) so that the evidence and knowledge that we capture and generate is well-organized, easily shared, and – most importantly – used in our programmes and partnerships.

## Knowledge Work

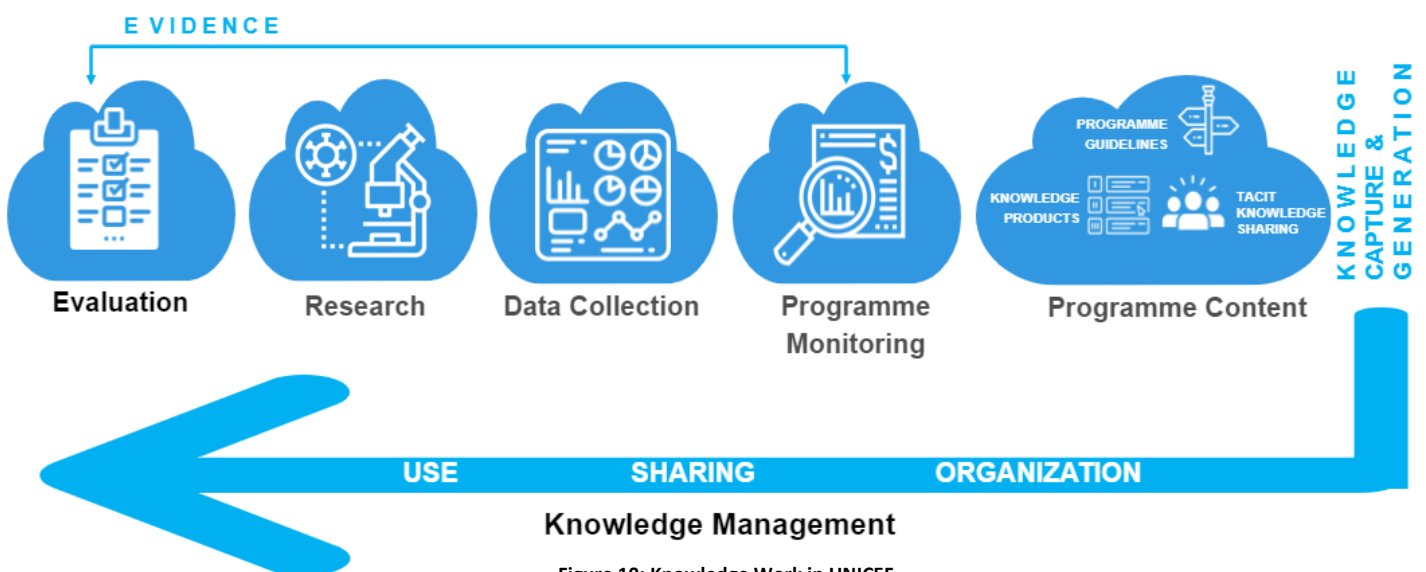


Figure 10: Knowledge Work in UNICEF

## Vision for KM at UNICEF



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

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

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

## Long Term Goals for KM at UNICEF

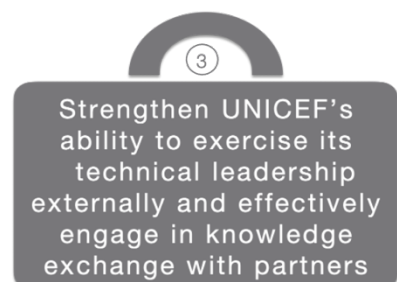
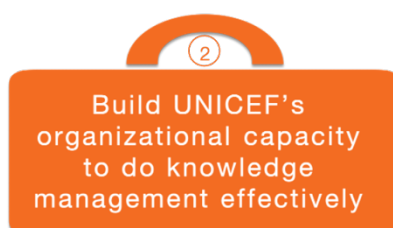
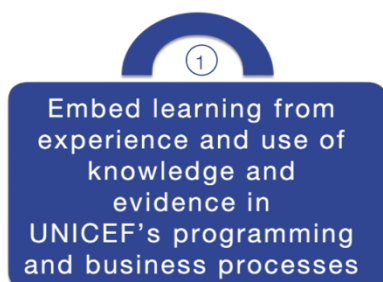
This Medium-Term Strategy sets UNICEF out on the path towards the achievement of the following three long term goals.

1. Embed learning from experience and use of knowledge and evidence in UNICEF's programming and business processes.
2. Build UNICEF's organizational capacity to do knowledge management effectively.
3. Strengthen UNICEF ability to exercise its technical leadership externally and effectively engage in knowledge exchange with partners for mutual learning and achievement of rights and results for children.

The **first goal** is internally focused, and it aims at expanding the existing KM work from the generation and organization of knowledge and evidence to establishing a learning loop in which the capturing and scaling up of successful approaches and the learning from the less successful ones is happening systematically, and all relevant knowledge and evidence are used to improve our work around the world, especially in our programmes.

The **second goal** focuses on improving how we do KM at UNICEF so that we can deliver on the vision of putting knowledge to work for children. The global approach to building KM capacity across the organization is important to move beyond the current state, in which there are good KM practices in some offices, towards enabling all offices and staff to use KM to achieve office and organizational goals more effectively.

The **third goal** is externally focused, recognizing that to accelerate results, UNICEF needs to step up as a technical knowledge leader and broker, facilitating the sharing of and access to relevant knowledge by our programming partners for evidence-informed decisions and policies. UNICEF's goal should be not only to make our own knowledge more accessible, but also to ensure that relevant knowledge from the wide range of our partners (governments, NGOs, CSOs, UN agencies, development and humanitarian organizations, the private sector, academia and research institutions, and the communities we serve) as well as National Committees is made easily available where it is needed to inform decision-making.



## Strategic Priorities for 2021-2022

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

To set UNICEF on a path toward its vision for KM and the achievement of its three goals, the Strategy proposes nine strategic priorities for implementation over 2021 and 2022. These priorities have been identified after extensive consultations and are based on inputs received from dozens of staff from HQ, ROs, and COs over a period of five months.

**Goal 1:** Embed learning from experience and use of knowledge and evidence in UNICEF's programming and business processes.

The first three **priorities 1-3** are aimed at making our internal KM practice more effective, hence contributing towards the first goal for KM at UNICEF. The focus is on ensuring that KM work is aligned with organizational and office priorities and integrated with existing processes at every level instead of being an ad-hoc activity. Offices will be able to access a repository of proven KM approaches they can choose from and integrate into existing processes to improve the quality of programmes using knowledge and evidence and continual learning. In particular, approaches that facilitate systematic documentation of practices and knowledge transfer between staff will improve the learning among staff and offices thus helping UNICEF better address humanitarian crisis such as COVID-19 and accelerate strategic results for children.

**Goal 2:** Build UNICEF's organizational capacity to do knowledge management effectively.

**Priorities 4 to 7** area focus on advancing the organization towards the second goal for KM

at UNICEF: developing organizational capacity by enabling staff and offices to do quality and results-focused KM work, whether this is internally or externally focused. This means that all offices should have at least some basic elements in place to be able to do KM and they should be able to refer to shared competencies and qualified talent pools when hiring KM specialists and consultants. The organization should also invest in developing basic KM competencies among its staff and help them be more efficient and effective by investing in the adoption of relevant technology.

**Goal 3:** Strengthen UNICEF's ability to exercise its technical leadership externally and effectively engage in knowledge exchange with partners for mutual learning and achievement of rights and results for children.

**Priorities 8 and 9** are oriented towards the third goal for KM at UNICEF: improving UNICEF's capacity to engage externally with partners in leveraging knowledge for results. These two priorities focus on filling one of the major gaps UNICEF currently has in its KM system, which is the lack of an external-facing knowledge platform, and on investing in the capacity of offices to engage effectively with partners and key stakeholders in knowledge exchange activities, which include sharing our

knowledge, learning from the knowledge generated by our partners, and brokering access to knowledge generated by third parties.

Each strategic priority includes deliverables that will advance the achievement of the goals of the Strategy's when operationalized across the organization.

## The Nine Strategic Priorities for 2021-2022

Priority	Contribution to Goals	Deliverable	Funds Needed
<p><b>1.</b></p> <p>Aligning KM with programming cycle and other business processes within UNICEF.</p>	<p>Staff and teams are learning from their work and using the knowledge and evidence UNICEF constantly generates and has access to so that programmes, projects and activities are as effective as possible and continuously innovate.</p>	<p>Clear and simple guidelines rolled out to ROs, COs and other Divisions on how to identify, find, access, use, and share knowledge and evidence within the existing processes during the programme cycle and other areas of UNICEF work. The guidance will be available to staff through the PPPX (Programmes, Policies and Procedures) site<sup>6</sup>.</p>	<p>No</p>
<p><b>2.</b></p> <p>Ensuring offices have access to and guidance in rolling out effective KM approaches that can be customized according to their needs.</p>	<p>Offices have access to and receive guidance on concrete practices they can adopt depending on their knowledge and efficiency gaps to facilitate the achievement of their planned results.</p>	<p>A menu of existing good practices with guidance on how to implement them, resources needed, and people to contact for knowledge sharing or support. This will be a SharePoint site, PPPX-style, dedicated to KM at UNICEF, building on, and expanding the Knowledge Exchange Toolbox<sup>7</sup> as a live and virtual platform. The site will cross-link with the guidance developed under priority #1 so that staff and offices can apply the approaches within specific processes.</p>	<p>Additional resources needed to ensure that every RO has a dedicated KM person who can take this on in supporting COs. Funds for consultant to support LKE team in DAPM to develop the site, collect the content, and organize it.</p>
<p><b>3.</b></p> <p>Investing in systematic documentation of what works and what doesn't in programming &amp; in transferring staff knowledge as they move.</p>	<p>Thanks to systematic documentation of critical experience from programmes and of knowledge from rotating and retiring staff, UNICEF is more effective in identifying and addressing gaps where they exist and transferring promising and proven approaches where they can have additional impact, both within UNICEF as an enabler for fostering South-South Cooperation.</p>	<p>Guidance and tools on how to document programme and project experience focusing on the knowledge critical to the organization and to accelerating results. This would build on the existing In-Practice site and practices developed by offices and external organizations, looking also into more agile processes and formats alternative to written documents. The same would be developed for the capturing and transfer of knowledge from rotating and retiring staff. The guidance and tools will be featured on the site developed under priority #2.</p>	<p>Additional resources needed to ensure that every RO has a dedicated KM person who can take this on in supporting COs.</p>

<sup>6</sup> <https://unicef.sharepoint.com/teams/DAPM-PPPX>

<sup>7</sup> [https://www.unicef.org/knowledge-exchange/index\\_82053.html](https://www.unicef.org/knowledge-exchange/index_82053.html)

Priority	Contribution to Goals	Deliverable	Funds Needed
<p>4.</p> <p>Adoption of basic elements to do KM work by each office within UNICEF.</p>	All offices are able to put in place the basic drivers and approaches to leverage knowledge for faster and better results within available resources.	A guidance on basic KM drivers and approaches for UNICEF offices, covering different office types. This will also be hosted on the site developed under priority #2.	No
<p>5.</p> <p>Providing staff with the knowledge and skills needed to do KM effectively.</p>	All KM staff and focal points are able to support their offices in using KM to achieve organizational and office goals.	Learning programme for KM staff and focal points. The learning programme will refer to the content of the other priorities, such as the guidance developed under priority #1, the tools developed under priorities #2 and #3, as well as the basic elements of KM of priority #4.	Some limited funds may be needed to developed e-learning content.
<p>6.</p> <p>Establishing key KM competencies, ToRs, and a talent pool.</p>	All KM staff and focal points perform their work in line with what is expected for the role and how it helps teams and offices achieve organizational and offices goals more effectively.	An easily accessible and widely shared list of KM competencies, a standard ToR template that offices can adapt to their needs, and accessible list of validated KM professionals that offices can hire from. All this will be hosted on the site developed under priority #2.	Some support from HR needed.
<p>7.</p> <p>Enhancing digital workplace tools to support effective KM (expertise location, AI, ECM) and promotion of their adoption.</p>	Staff can rely on digital tools that make easier their access and contributions to UNICEF's critical knowledge base needed for accelerating results.	Integration of new features within the Global Directory 8 from the Who's Who <sup>9</sup> leading to the decommissioning of Who's Who <sup>2</sup> ; a living guidance based on ongoing documentation of effective KM uses of digital workplace tools; a peer-to-peer support system on the adoption of effective KM uses of digital workplace tools; and at least one pilot on using artificial intelligence (AI) to make access to and sharing of critical knowledge more efficient.	Resources needed for at least one AI pilot and adding expertise location within the Global Directory.

<sup>8</sup> <https://directory.unicef.org/>

<sup>9</sup> <https://unicef.sharepoint.com/teams/Communities/SitePages/Who%27s%20Who%20in%20UNICEF.aspx?web=1>

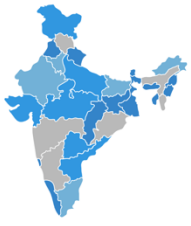


Priority	Contribution to Goals	Deliverable	Funds Needed
<p>8.</p> <p>Development of an external knowledge platform for partners and relevant practitioners to easily access UNICEF knowledge products and engage around them.</p>	<p>Partners working towards achieving results for children, and seeking what works and what doesn't, can easily access UNICEF knowledge products, expertise, and evidence.</p>	<p>A first version of the external knowledge platform launched.</p>	<p>Resources needed to develop the new platform: dedicated business case already submitted.</p>
<p>9.</p> <p>Strengthening the capacity of COs to choose and deliver effective knowledge exchange approaches with partners.</p>	<p>Enable UNICEF offices and teams engaging with partners around knowledge to share it in a more effective way towards accelerating results for children.</p>	<p>Guidance on choosing and delivering knowledge exchange approaches to use with partners to deliver on programmatic goals.</p>	<p>No</p>

The Strategy builds on good practices that already exist in UNICEF. Below are a few concrete examples that illustrate how KM works in practice when approached with a combination of some of the strategic priorities.

Mainstreaming KM into the whole country programme cycle does not need to be complex nor an additional step - it is an approach of doing things. A concert example, as we (at ICO) venture on doing the 2020 EYR, we are putting a strong emphasis on what have we learned this year, taking into account the external operating environment, and identify ways to deepen our impact in the succeeding years. For instance, a section of the corporate RAM reporting and Summary Narrative is the documentation of lessons. Instead of doing this as a “tick of a box” exercise, we will use a reflective approach by involving our Front Office and Chiefs in a reflection and learning process. And, this does not need to be a complex process, for example: building on the ICO Midterm Review we just did this year and the RAM lessons, we will synthesis the lessons as “headline lesson messages.” We will then organize a small group discussion with the Front Office to reflect on the lessons and prioritize the “key” lessons that we can showcase in our summary narrative.

Our next step is to work with all Chiefs of programmes, operations and field offices to articulate the evidence/ success stories/examples. Last and most importantly, we need to be mindful that lessons can be captured from different perspectives: operational, technical/ programmatic, partnership and programme management, etc. Therefore, the reflection process needs to ensure that the lessons are viewed in a holistic perspective.



**Example 1:**  
**India Country Office**

Integration of KM within the programme cycle (priority 1) with documentation of lessons (priority 3) and use of KM approaches (priority 2)

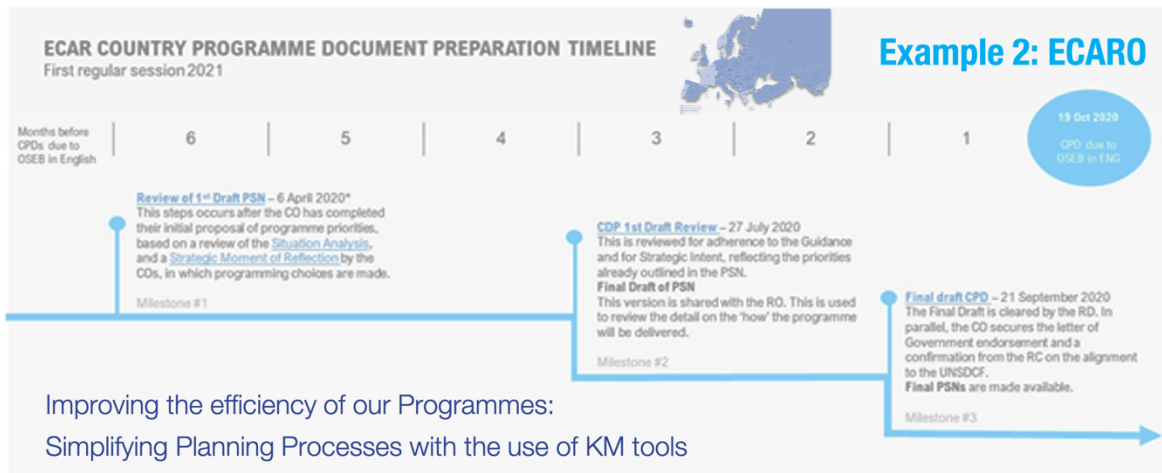


Figure 11: ECARO – Country Programme Document Preparation Timeline

*Example of KM use of digital workplace tools (priority 7) applied to programming (priority 1)*

As UNICEF ECARO embarked in the preparation of the submission of 11+1 Country Programme Documents (CPD) ending in 2020, the need to create a collaborative system to manage, capture and share experiences was key to coordinate all the milestones leading to the next programme cycle. The goal was to streamline the process and create a digital workspace that enable this change.

Using the SharePoint platform under the Enterprise Content Management (ECM) system, ECARO developed a peer-to-peer support workspace to make the quality review process of the Programme Strategy Notes (PSN) and CPDs as smooth as possible, ensuring that each Country Office (CO) received timely and quality feedback from the Regional Office (RO).

The workspace compiled all relevant milestones and guidelines, into a 3-stage process, in which CO colleagues were able to upload draft PSNs and CPDs, review

comments online, interact digitally with RO colleagues, have access to other PSNs and CPDs in the region and review quality checklists at different stages of the process.

The digital workspace reduced significantly the amount of emails exchanges, avoided challenges with version control, facilitated co-creating and cross-sectoral collaboration, enabled seamless interactions between RO and CO colleagues and ensured that colleagues had real-time access to CPD/PSN best practices and related guidance.

All of these have laid a foundation of a new way of working together where collaboration is highly encouraged, internal processes are running smoothly, and knowledge management is happening organically, with no incremental costs to the organization.

**Example 3: PFP** Building capacity for effective and impactful virtual knowledge sharing  
*Example of KM capacity building (priority 5), that covers both KM approaches (priority 2) and digital tools (priority 7) with a clear link to business processes (priority 1)*



Every year, PFP organizes dozens of capacity building and knowledge sharing events in the form of thematic face-to-face events, regional bootcamps, small online webinars, and a flagship activity which is an annual global Skill Share. To help PFP technical specialists deliver this well, PFP's KM team organizes trainings and upskilling sessions and interventions to ensure that the appropriate knowledge-sharing and facilitation methodologies are used to achieve session objectives. A case in point is the first global **Virtual Skill Share (VSS)** organized in June 2020 by PFP, in collaboration with DOC and PPD, and attended by almost 3,000 fundraising, partnerships and communication specialists from National Committees, country offices and regional offices.

Recognizing that this is a completely new knowledge sharing format which requires a different set of skills compared to the previous face-to-face format, PFP organized a more customized package of upskilling sessions for its technical specialists who are leading more than 50 technical sessions.

The upskilling package was comprised of three one-hour online training sessions followed by an opportunity for one-on-one session brainstorming session with KM focal points. It covered the following topics:

1. Interactive session designing in the online context;
2. Effective online presentation and facilitation; and
3. When and how to use online tools such as Zoom Meeting, Zoom Webinar and other engagement tools like Mentimeter, sli.do, Mural and MS Forms.

The result of the training is evident in the 91% overall satisfaction rating of the VSS where the use of interactive methods, together with great content, was cited as among the key success factors.

The capacity building and training on the use of online tools for knowledge exchange did not stop with the VSS. Given the strong demand and request for support coming not just from PFP but from other divisions and country offices, PFP further offered four additional technical yet interactive sessions on the following:

1. Two sessions on 'Delivering smashing virtual events: lessons from the Virtual Skill Share' and
2. Two sessions on 'Be a cool Zoom DJ: A hands-on training for Zoom hosts.'

It has produced two handbooks on online event organization, has shared numerous templates and samples, and is now providing continued support via one-hour consultations, event site creation, and provision of more-tailored training on online production and hosting for critical upcoming events.

See the [Delivering smashing online events Intranet page](#) for resources.

## Implementation and Action Plan

Maintaining the same collaborative and cross-organizational approach used in the development of the Strategy, its implementation will be driven by global teams formed by KM specialists and other UNICEF staff with relevant expertise from different offices across UNICEF.

**DAPM** will coordinate and oversee the overall implementation strategy, dedicating one full time staff to its implementation. Specific offices will be involved in contributing to relevant priority areas.

The overall implementation of the Strategy is led by the **KM Strategy Implementation Team**.

Each strategic priority has one or more implementation leads from this group. The implementation leads form and coordinate a global team for each priority by recruiting colleagues from UNICEF’s broader KM community and relevant offices. This will ensure that we tap into the expertise and the experience that are needed while also including perspectives from different parts of the organization.

The Strategy will be implemented **in four connected phases**, culminating in the adaptation of this Strategy into a new Strategy aligned with UNICEF’s upcoming Strategic Plan, covering the period 2023-2025.



Figure 12: Global KM Timeline

The **first phase** of the implementation consists of the work done by the nine strategic priority teams to provide public goods (guidance, templates, platforms, and a learning programme) that will benefit the whole organization. This work starts immediately and will continue throughout the implementation

of the Strategy, even after these public goods are provided. These outputs will be continuously refined and improved based on the feedback received from the pilots launched under the second phase, their overall use by staff and offices, and the recommendations from the evaluation done under phase three.

During the **second phase**, the KM Strategy Implementation Team will work with selected Regional Offices and HQ Divisions interested to pilot the use of the public goods created as part of phase one to address their office priorities aligned with global programmatic priorities. Offices participating in the implementation pilots will benefit from the expertise and experience of KM specialists and focal points from across the organization. Additionally, this approach to implementation will contribute to the strengthening of a collaborative culture within UNICEF, also enabling offices and staff to learn from one another.

The scope and objectives of each pilot will be agreed between each Regional Office and the Implementation Team, in the spirit of adding value and not extra burden on the offices. Regional Offices will decide which Country Offices to involve in the pilots and which sectoral areas to focus on. Based on these decisions and the priorities of the offices involved, relevant HQ Divisions will also be asked to participate if needed. The second phase will start in March 2021, as the first deliverables from the first phase are created and will continue until July 2022. Participating Regional Offices decide when to start their own pilots within this time frame. The Implementation Team will ensure that the challenges, innovations, and learning from these pilots are regularly fed back into the work being done under the first phase.

During the **third phase** of the implementation, from July to October 2022, an internal evaluation will be conducted to assess the

implementation of the overall Strategy against its goals, the implementation of the nine strategic priorities, as well as the objectives set for each pilot. The evaluation will provide lessons learned and recommendations that the Implementation Team is to build on to improve the public goods created under phase one, to plan their mainstreaming across the organization, as well as identifying any gaps needed to adapt the present Strategy into a new one to be drafted for the years 2023-2025.

The **fourth phase** transitions this Strategy to draft a new strategy covering the following three years. Armed with the lessons learned and recommendations from the evaluation, in addition to the learnings from the reflection done by the Implementation Team and the pilot partners, DAPM will launch a new round of consultations to with UNICEF's leadership, the management and front offices of all HQ Divisions and Regional Offices, as well as the KM community and all UNICEF staff willing to participate. A new Global KM Strategy Drafting Team will be recruited to use all the inputs collected and draft the new Global KM Strategy for 2023-2025.

Here is an indicative action plan with key deliverables and accountabilities for implementing this Strategy. The action plan is organized around the nine strategic priorities, each priority indicating under "Activities" when its deliverables are expected to be ready for piloting. Each priority team will define its own concrete objectives and outputs

Strategic Priority	Priority Team Leads	Activities	Tentative Timeline
<p><b>1.</b></p> <p>Aligning KM with programming cycle and other business processes within UNICEF.</p>	<p>Dechen Zangmo, Bhutan CO; Wayne Bacale, India CO</p>	Guidance creation.	December 2020 – March 2021
		Guidance feedback and publication.	April – May 2021
		Guidance use, monitoring, and refinement (piloting phase).	June 2021 – December 2022
		Strategic priority evaluation.	June – August 2022
<p><b>2.</b></p> <p>Ensuring offices have access to and guidance in rolling out effective KM approaches that can be customized according to their needs.</p>	<p>Boco Abdul, Nigeria CO; Jesse Cruz Fernandez, China CO; Mona Lee, ESARO</p>	Consultations with staff on the design of the site and its contents.	November – December 2020
		Design of a “one-stop-shop” site on KM and development of its basic contents.	January – February 2021
		Launch of the site, adoption, monitoring, and improvement (piloting phase).	March 2021 – December 2022
		Strategic priority evaluation.	June – August 2022
<p><b>3.</b></p> <p>Investing in systematic documentation of what works and what doesn’t in programming &amp; in transferring staff knowledge as they move.</p>	<p>Nima Fallah, DAPM Guilherme Engracia Garcia F., WCARO Jennifer Alli, Philippines CO</p>	Review of existing guidance on the <b>InPractice</b> site and collection of latest examples of lessons learned documentation from UNICEF offices.	November – December 2020
		Update of existing guidance on documenting lessons learned based on most recent good practices by UNICEF offices.	January – February 2021
		Integration of guidance, the collected lessons learned, and relevant contents from <b>InPractice</b> into the new site developed under priority #2.	March 2021
		Dissemination of guidance on lessons learned and its use, monitoring, and refinement (piloting phase).	April 2021 – December 2022
		Assessment of how offices are currently facilitating the transfer of knowledge from staff retiring, rotating, or moving onto other jobs.	March – May 2021
		Creation of guidance on how to effectively transfer staff knowledge as they move.	June – August 2021
		Dissemination of guidance on staff knowledge transfer, adoption, use, and monitoring.	September – December 2021
		Strategic priority evaluation.	June – August 2022

Strategic Priority	Priority Team Leads	Activities	Tentative Timeline
<p><b>4.</b></p> <p>Adoption of basic elements to do KM work by each office within UNICEF.</p>	<p>Innocent Kaba, PD;</p> <p>Khaled Khaled PD;</p> <p>Ivan Butina DAPM</p>	Draft proposed basic KM elements an office should have, covering different office types.	January – February 2021
		Discussion, feedback, and improvements to proposed recommendations.	March – April 2021
		Use, monitoring, and refinement of recommendations.	May 2021 – December 2022
		Strategic priority evaluation.	June – August 2022
<p><b>5.</b></p> <p>Providing staff with the knowledge and skills needed to do KM effectively.</p>	<p>Jasmin Suministrado, PFP</p>	Formation of team. Review of existing materials and needs assessment.	November – December 2020
		Development of learning objectives, design of multi-faceted learning programme, and development of learning materials.	January –February 2021
		Launch and delivery of the learning programme (training, cross-office coaching/mentoring) to KM staff and focal points.	March 2021 – December 2022
		Adaptation of learning programme to other staff category (to be determined by the team)	June 2021 – December 2022
		Development of an intro to KM e-learning course leveraging knowledge assets from learning programme and beyond ( <i>depending on funding availability</i> )	February – April 2022
		Strategic priority evaluation.	June – August 2022
<p><b>6.</b></p> <p>Establishing key KM competencies, ToRs, and a talent pool.</p>	<p>Ian Thorpe, DAPM</p>	Collection of existing ToRs, and discussion and agreement with DHR on creation of KM competencies and a talent pool.	November 2020 – January 2021
		Development of KM competencies and ToR templates.	February – April 2021
		Integration of competencies and ToRs into the new site developed under priority #2.	April 2021
		Monitoring use of competencies, ToRs, and talent pool and collection of feedback and good practices (piloting phase).	May 2021 – December 2022
		Strategic priority evaluation.	June – August 2022

Strategic Priority	Priority Team Leads	Activities	Tentative Timeline
<p><b>7.</b></p> <p>Enhancing digital workplace tools to support effective KM (expertise location, AI, ECM) and promotion of their adoption.</p>	Eric Mullerbeck, ICTD	Establish a group of KM and ICT staff to monitor and propose the adoption of new technologies that could make KM more effective at UNICEF.	December 2020 – January 2021
		Create a plan with a timeline on integrating staff expertise in the Global Directory so that Who's Who can be decommissioned.	December 2020 – January 2021
		Collect good practices of how digital tools are being used for KM at UNICEF and share them with offices.	February 2021 – December 2022
		Create a space for digital tools for KM in the new site developed under priority #2 and start uploading good practices that are being collected.	April 2021
		Integrate staff expertise into Global Directory and decommission Who's Who.	July – October 2021
		Strategic priority evaluation.	June – August 2022
<p><b>8.</b></p> <p>Development of an external knowledge platform for partners and relevant practitioners to easily access UNICEF knowledge products and engage around them.</p>	Sailas Nyareza, PD	Develop a business plan for the external knowledge platform to submit to ICTD.	Already submitted
		Work on the creation of the external knowledge platform.	January – September 2021
		Launch beta version of the external knowledge platform, feedback, and improvement.	October 2021 - December 2022
		Strategic priority evaluation.	June – August 2022
<p><b>9.</b></p> <p>Strengthening the capacity of COs to choose and deliver effective knowledge exchange approaches with partners.</p>	Aman Haile, DAPM; Juliette Haenni, Burundi CO; Natalie Au-Yeung, ECARO	Assess the knowledge exchange strategies and approaches being used by COs with partners.	January – February 2021
		Develop a plan to support COs with external knowledge exchange capacity building.	March – May 2021
		Pilot external knowledge exchange capacity building programme with selected COs and improve it based on feedback.	June 2021 – December 2022
		Strategic priority evaluation.	June – August 2022

## What's Needed

For the strategic priorities to be effective in reaching the goals set out in the Strategy, there are driving factors that need to be considered and indeed are needed. Because addressing these drivers usually requires a high level of commitment by the organization the Strategy focuses on leveraging existing resources and initiatives as far as is feasible. The factors

considered key to the implementation of the Strategy are the **resources** – financial and human – needed to implement and sustain it, the **culture** essential to foster the sharing and use of knowledge, the **governance** needed to maintain a coordinated and results-oriented global approach, and the **technology** required to support a learning organization.



### Resources

#### **Financial Resources**

Given the current environment in which UNICEF offices are asked to identify efficiencies instead of calling for extra resources, the Strategy doesn't call for any major new funding of KM for 2020-2021 beyond a few small investments in the table below. However, increased funding should be achieved over the next few years if KM is to enable UNICEF to become a learning organization that is more effective and efficient in accelerating results. KM itself helps organizations overcome inefficiencies, hence leading to savings in time and money. KM on a shoestring will also result in organizational learning on a shoestring as this work needs coordination and resourcing to attain maximum value. Whilst it may be difficult to invest in this area in the current financial climate, the need for learning to ensure our future investments are smarter and based on an increased understanding of what works is greater than ever and will reduce costs and improve effectiveness in the longer term.

As an initial solution, allocating a small portion of existing programming resources, including

in thematic funding and project proposals, to support knowledge management and organizational learning on a more systematic basis as part of programme planning at all levels would go a good way to make the generation and use of knowledge in UNICEF programming more systematic. This would pay for itself in terms of improved results. A good example of ensuring adequate funding for KM comes from PD's WASH Section, which includes KM planning as part of their Enabling Environment Output. In their case, each team in the Section sets aside an annual budget for KM activities. Regarding donor funds for WASH, some are already more directed towards KM-specific activities while others have explicit KM components, thus ensuring that their KM work is adequately funded.

Regarding additional investment resources that might be needed to strengthen KM over the coming years, a working group will be formed to explore avenues for resource mobilization.



*Proposed Budget for the Strategy's Implementation*

Item	Amount
Online learning course on KM	US\$ 100,000
UNICEF's external knowledge platform (development and 3-year maintenance)	US\$ 500,000
Consultancies to support the implementation	US\$ 150,000
<b>TOTAL</b>	<b>US\$ 750,000</b>

In addition, some funding already planned for staff training in digital literacy and tools, and for continual enhancements to UNICEF's digital

infrastructure will be leveraged to support improved KM.

**Human Resources**

The Strategy calls for each HQ Division and Regional Office to use part of their budget to cover at least one full time person dedicated to KM or ensure that there is a staff member who has responsibility for KM facilitation in their job description. The role of that person will be to guide the office in implementing the vision and goals of the Strategy within the context of their office so that the organizational and office results can be achieved better and faster. Ideally each Strategic Plan Priority area would also have a full time KM specialist or a staff member who has KM facilitation in their job description. A more joined up and consistent

approach to KM staffing across the organization would also help UNICEF make the best use of the existing resources.

All other offices (Country Offices, Field Offices, and Divisional Sections) should have at least one KM focal point to cover the same functions, resourced according to the office needs and capacities. Generic Job Descriptions will be developed for these roles which can then be tailored to the specific needs of the office. Similarly, a talent pool and consultancy roster should be developed to help identify suitably qualified candidates.

**Culture**

To encourage the application of knowledge and evidence, as well as the documentation and sharing of learnings and shortcomings in our work, it is recommended that formal incentives are put into place such as identifying contributions to KM work in office work plans, annual reviews, and individual performance plans and performance evaluation reports (PERs). This could be as simple as asking staff to plan for and report on knowledge and evidence they seek and use on one hand, and

that they develop and share on the other. These incentives should be accompanied by senior and middle management actively signaling to staff that the creation, capturing, sharing, and use of knowledge and a culture of learning, both from success and failure as a teaching moment, are key to achieving results for children. Finally, the willingness of the staff to learn, access, share and use knowledge is paramount. For this to happen, in addition to formal incentives and the encouragement

from management, integrating KM into the day-to-day work and existing business processes and investing in staff capacity to put knowledge effectively to use, as well as to capture and share it easily, will facilitate the full embracement of a culture of knowledge and learning among staff. To further encourage staff knowledge sharing with colleagues, the organization, and programming partners, a culture of openness and trust within the organization is paramount. We need to explicitly address the importance of continual learning and improvement including being open about and willing to learn from mistakes. It is fundamental that UNICEF continues the work under the culture change initiative as it will have a positive effect on UNICEF's knowledge sharing culture, for which a culture of trust is paramount. In turn, the implementation of this Strategy, thanks to its inclusive approach and focus on people, including those with disabilities, will contribute to the culture change initiative.

Likewise, the UNICEF Global Innovation Strategy and Framework 2.0<sup>10</sup> dedicates a chapter on promoting a learning-oriented and risk-taking culture, which is fundamental not only to innovate but also to openly share what works and what doesn't, thus contributing to

improved performance by learning from our collective experience. Finally, the upcoming global internal communication strategy will also contribute to the culture change towards behaviors that encourage knowledge sharing, both in person and through digital channels.

To make these connections more tangible, it is recommended that staff working on the implementation of the culture change initiative and the knowledge management, innovation, and internal communication strategies share information on and learnings from respective relevant initiatives and identify opportunities for collaboration. Likewise, a similar group could be established to promote a culture of knowledge and evidence, ensuring that all relevant offices are represented.

Finally, the most critical element is the support and role-modelling by senior and mid-level management of these initiatives which is essential for creating a culture of openness, knowledge sharing, and learning. If senior leaders visibly value knowledge and demonstrate how they use it and support their staff to share it then this work will be prioritized.



## Governance

### ***Governance of the Strategy's implementation***

The implementation of the Strategy will be led by a cross-organizational "**KM Strategy Implementation Team**," comprised of UNICEF KM specialists and other staff with relevant expertise. This is a global technical team based on the expertise and skills of its members, independent of their location. The members of the Implementation Team are also the leaders of the global teams built around each one of the nine priorities of the Strategy.

The Implementation Team will also tap into the wider UNICEF KM community and key internal stakeholders for inputs, feedback, and contributions to the specific deliverables of the Strategy. The Learning and Knowledge Exchange (LKE) section in DAPM will coordinate the work of the KM Strategy Implementation Team.

Because of their programmatic oversight, supervision, and coordination role, LKE will

<sup>10</sup> <https://wcmprod.unicef.org/innovation/GlobalStrategy>

also convene twice a year and on an as-needed-basis an **advisory group** of Deputy Representatives and Chief-level staff from offices that are key to the successful implementation of the Strategy. The role of the advisory group will be to provide feedback on the implementation of the Strategy and

**Monitoring and Evaluation**

The monitoring and evaluation of this Strategy consists of different elements, depending on its different phases.

**Phase one** has four levels of measurement:

1. The generation of the outputs (guidance, templates, platforms, learning programme activities) and related objectives each priority teams defines for itself within a given timeline.
2. The use of these outputs by their target audiences, looking at specific metrics defined by each priority team according to their objectives.

Examples of metrics that could be used are:

- *Number of offices applying the guidance and templates.*
  - *Number of participants per each learning programme activity*
  - *Online platform visits and content downloads.*
  - *Feedback received by general users.*
3. Feedback received through the pilots, including what works, what doesn't work, and what can be improved or added.
  4. Evaluation of each priority during phase three of the implementation.

**Phase two** will focus on the evaluation of the pilots agreed on with participating Regional Offices, the Country Offices they selected, and

### **KM Accountabilities and Roles at the Office Level**

All UNICEF staff are responsible and accountable for KM. This is because all staff are owners, generators, and users of knowledge

guidance on how to address potential challenges. Additionally, a communication channel will be established for the advisory group members to receive updates and have an ongoing opportunity to provide regular feedback and inputs.

relevant HQ Divisions. The evaluation of the priorities will focus on three aspects:

- *The extent to which the pilot has contributed to achieving the Strategy's goals, given the baseline identified when it started.*
- *To extent to which the objectives specific to the pilot have been met.*

**Phase three** is the evaluation of the Strategy itself, covering how well it has been implemented as a whole, in addition to its specific priority and pilot components.

Besides monitoring and evaluating the implementation of this Strategy, during its time frame a cross-organizational group will be formed to work on creating a framework that all UNICEF offices could use to assess the use of knowledge products and the effectiveness of their KM approaches. The work of this group will be coordinated at the level of the Strategy Implementation Team as it is relevant across most of the priority areas.

Building on the work done during this Strategy, a comprehensive monitoring and evaluation framework for KM will be included in the next Global KM strategy, which will be aligned with the next Strategic Plan. This will ensure adoption of common approaches to measuring KM across the organization.

and evidence. They are the most important and valuable KM resource in an office. Staff are responsible for making their knowledge needs

explicit and for documenting and sharing their learnings. They do so by actively contributing to the knowledge management activities that have been collectively agreed upon as strategic to the offices' performance. Hence, a functioning KM system, where knowledge is being shared for the continuous improvement of the organization, depends on everyone. All the KM tools and practices need to be used and carried out by all staff to make UNICEF a true knowledge leader and broker.

The Strategy recommends that offices include KM in their work plans and encourage staff to do so on an individual level as well. Supervisors are encouraged to discuss with their supervisees the extent to which they have shared their own knowledge and made use of knowledge and evidence that is available from within UNICEF or externally. Detailed responsibilities for the different staff roles and office types will be developed as part of the implementation of the strategic priorities four and six. Meanwhile, the Strategy recommends the following overall responsibilities for office managers and KM facilitators (KM specialists, KM officers, and KM focal points).

- **Office Management** – The management team of an office is responsible and accountable for ensuring that knowledge management is a strategic enabler of improved performance and decision-making. This could be done by formalizing knowledge management activities within the office work plan and in staff PERs, as well as taking time with staff – collectively

and individually - to discuss knowledge needs and learnings, the implementation of knowledge management activities agreed upon, and lead by example by directly engaging in them where relevant.

- **KM facilitator** – All offices should have a KM facilitator. Depending on the size of the office this might be a full-time position (KM Specialist/KM Officer), or a clearly defined responsibility included in an office member's annual work plan. The KM facilitator is responsible for guiding the office in identifying the appropriate KM strategies and approaches that would enable to office to address its knowledge needs and learn from the implementation of the work plan. Where applicable, the KM facilitator is responsible for guiding the office in identifying the KM strategies and approaches that will ensure that the office is learning from the programmes, projects, and initiatives that are being implemented. The KM facilitator also guides and monitors the implementation of the office KM strategy, framework, or plan. The KM facilitator leads activities that facilitate knowledge sharing and the access to and use of knowledge. The KM facilitator also provides guidance on how to capture, document and organize relevant knowledge. Finally, the KM facilitator participates in the KM working groups, networks and communities of UNICEF KM specialists and focal points that are relevant to her/his office in addition to the global UNICEF KM community.



## Technology

Technology is an important driver that can significantly improve efficiency in the way we access, organize, and share knowledge. Because people are at the centre of KM, technology should be built around staff needs and be as easy and as intuitive as possible. It should enable staff to easily find relevant data,

information, and knowledge needed to carry out their work. It should also make it easy to find colleagues with relevant expertise, to connect, and to collaborate digitally.

Currently UNICEF provides many tools that can support effective KM but that there are two challenges:

1. Staff are not trained and encouraged to use them optimally for knowledge management.
2. There are some notable gaps, such as a platform for easy external knowledge sharing and an expertise locator so that staff can find colleagues with knowledge and expertise when they need it.

While the strategy will address the second challenge through the strategic priorities seven and eight, for the first challenge to be addressed there needs to be an organization-wide and resourced effort promoted by all levels of management. The current COVID-19 crisis and the sudden switch to remote work provides an opportunity for UNICEF's staff to use existing technological tools more effectively. UNICEF needs to invest in improving the digital literacy of staff and their application of technology to support knowledge exchange. The more proactive and intentional the organization is in this, the larger the benefits of leveraging technology will be.

In addition to filling the existing gaps on external knowledge sharing and an expertise locator, the Strategy recommends focus on two areas of technology for KM.

### ***Digital Workplace and ECM***

Over the past few years, the organization has made a significant investment in developing a digital workplace culture and an enterprise content management (ECM) system. This strategy recommends that offices continue their efforts in adopting and using ECM and to increasingly work digitally. This requires for all staff to do their part with working and collaborating on documents online and tagging and filing them properly so that they are easy to search and retrieve. In addition to the global taxonomy, it is recommended that each office develops their own more specific one to facilitate access to relevant information.

Continued global level support and training for offices in developing ECM sites, as well as continued sharing of good practices through the Digital Workplace community will be essential to this.

In addition, the Office365 platform on which ECM is based is constantly evolving. It would be important for ICTD to work together with KM specialists and the Digital Workplace community to identify the business applications of these tools within UNICEF and to work together to design, roll out and drive adoption of these solutions in a user-centric way which supports effective KM.

### ***New Technologies***

Technology is constantly evolving – especially with the advances in artificial intelligence and machine learning – and it already has a significant impact on how organizations do knowledge management. This strategy recommends that UNICEF monitors technological advancements and undertakes upgrades that could make the access to data, information, knowledge, and expertise easier and lower-value KM activities automated. Significant hours of staff time can be saved if we leverage technological advances to help staff find what they need and make sense of the countless number of documents we have in our systems.

These efficiency improvements are completely do-able with current technology, but they require a supported business case and resourcing to implement. In addition, technology already in current use in organizations outside UNICEF could enable our organization to do 'new things', i.e. to improve effectiveness. For example, it would be possible to pull together everything we know from all our sources (all document libraries, Vision, data sets/repositories, etc.) about a given topic – a complete snapshot of documented knowledge on the topic of interest. Once again, internal support is required to make progress on this. The

Strategy recommends that its Implementation Team works with ICTD to identify possibilities and bring together internal support and resourcing, possibly through a technology

lab/hub where potential new technologies are assessed and tested for potential use in UNICEF.

## Acknowledgements

### KM strategy drafting group:

#### Team:

- Camille Neyhouser, Knowledge Management Specialist, OoR-Innocenti
- Charlotte Lie-Piang, Knowledge Management Specialist, Indonesia CO
- Innocent Kaba, Programme Specialist, Lebanon CO
- Ivan Butina, Knowledge Management Specialist, DAPM
- Jasmin Suministrado, Knowledge Management Manager, PFP
- Manar Soliman, Knowledge Management Officer, Egypt CO
- Nima Fallah, Programme Specialist, DAPM
- Sailas Nyareza, Knowledge Management Specialist, PD
- Vina Barahman, Education Specialist, MENARO

**Coordination:** Ivan Butina, Knowledge Management Specialist, DAPM

**Supervision:** Ian Thorpe, Chief, Learning and Knowledge Exchange, DAPM

#### Contributors to the early drafts:

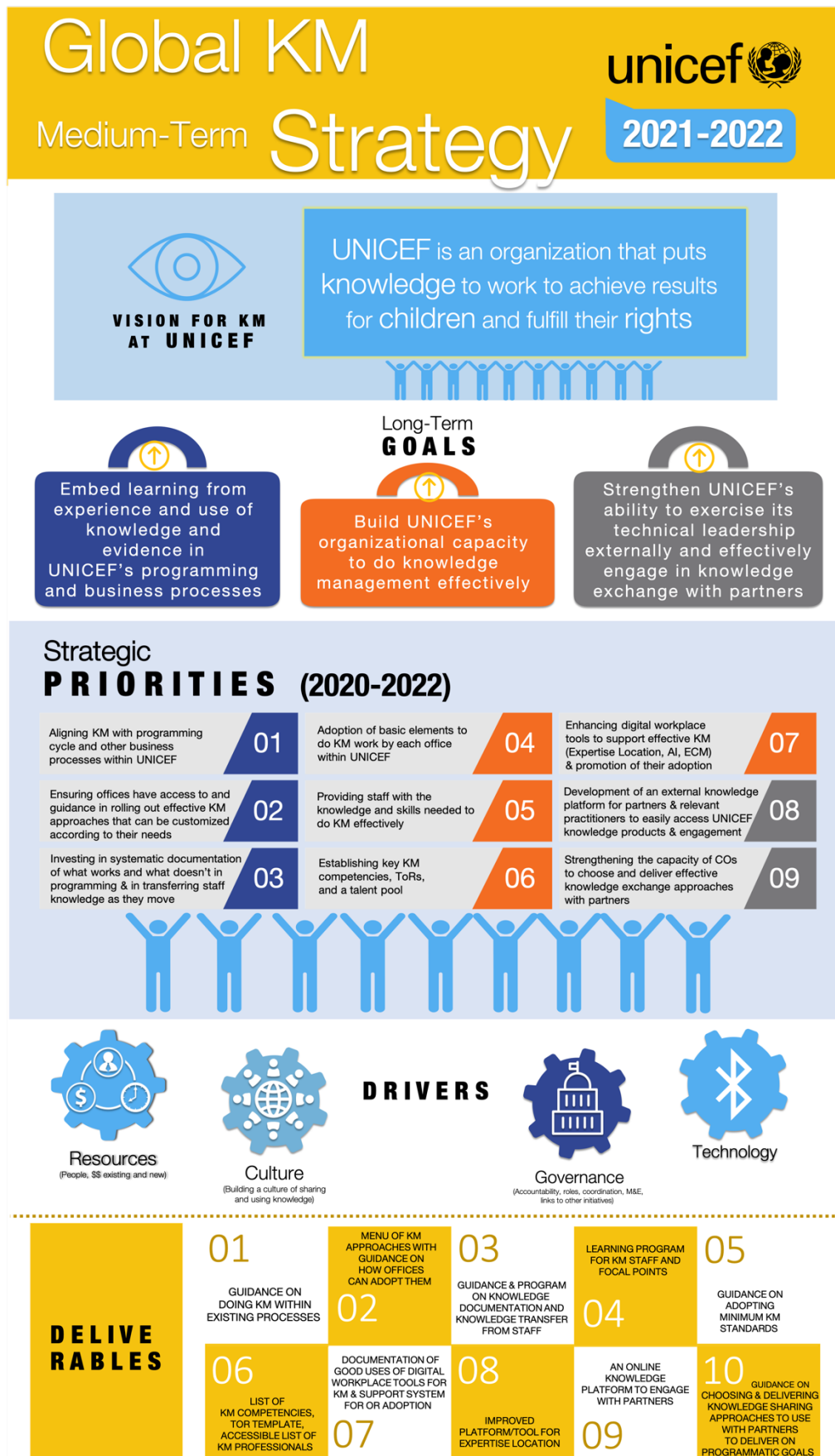
Aissatou Diallo, Alessandra Ipince, Aman Haile, Amitis Borouman, Andrea Petkovic, Angelika Preschitz, Anne Sheeran, Anoop Singh Gurung, Armand Conrad Ondo Efulou, Bethany Plummer, Camille Neyhouser, Celeste Lebowitz, Charlotte Lie-Piang, Damir Kozhanbayev, Daniel Pineda Mejia, Djaber Boucetta, Elizabeth Murugi Murekio, Ellora Guhathakurta, Emanuela Bianchera, Fay Ann Reagon, Ganna Iatsiuk, Innocent Kaba, Irene Alunni, Ivan Butina, Jasmin Suministrado, Jessica Wright, Jim Protos, Jorinde van de Scheur, Kerry Albright, Kristel Juriloo, Lauren Montgomery-Rinehart, Lovemore Mhuriyengwe, Manar Soliman, Maria Ieroianni, Mungunkhishig Batbaatar, Nima Fallah, Okechukwu Umelo, Owen Wilson, Patrick Matala, Raed Hamarna, Rikke Le Kirkegaard, Sailas Nyareza, Shivit Bakrania, Vina Barahman.

#### Advisory group:

Carlos Acosta, Emmanuelle Collet, Ilona Milner, Jan Eijkenaar, Joanne Bosworth, Kerry Albright, Maddalena (Magda) Bertolotti, Mary Louise Eagleton, Toby Wicks, Zarak Jan

# Annex 1:

## Visual Overview of the Global Knowledge Management Strategy



## Annex 2:

### Global Knowledge Management Strategy Implementation Team

	PRIORITIES
DECHEN ZANGMO, Monitoring & Evaluation Officer, Bhutan CO; WAYNE BACALE, Chief Planning & Monitoring, India CO	01
BOCO ABDUL, Knowledge Management Specialist, Nigeria CO; JESSE CRUZ FERNANDEZ, Digital Strategist, China CO; MONA LEE, Evaluation & Knowledge Management Specialist, ESARO	02
NIMA FALLAH, Programme Specialist, DAPM GUILHERME ENGRACIA GARCIA F., KM Specialist, WCARO JENNIFER ALLI, Knowledge Management Officer, Philippines CO	03
INNOCENT KABA, Planning, M&E Specialist, PD Migration KHALED KHALED, Knowledge Management Specialist, PD Migration IVAN BUTINA, Knowledge Management Specialist, DAPM	04
JASMIN SUMINISTRADO, Knowledge Management Manager, PFP	05
IAN THORPE, Chief Learning & Knowledge Exchange, DAPM	06
ERIC MULLERBECK, Taxonomist & Electronic Records System Manager, ICTD	07
SAILAS NYAREZA, Knowledge Management Specialist, PD	08
AMAN HAILE, Programme Specialist, DAPM; JULIETTE HAENNI, Chief Planning, Monitoring & Evaluation, Burundi CO; NATALIE AU-YEUNG, Implementing Partnership Management Specialist, PFP	09
<b>TEAM COORDINATOR</b> IVAN BUTINA, Knowledge Management Specialist, DAPM ROCIO SANZ, Knowledge Management Consultant ESOMCHI AGALAMANYI, Knowledge Management Consultant	00