



: KNOWLEDGE MANAGEMENT

A Guide for Local Government
Associations 2006

This document was written and produced through the African Local Governance Program. ALGP implementing partners include:



ALAT – Association of Local Authorities of Tanzania



AMM – Association of Municipalities of Mali



ANAMM – National Association of Municipalities of Mozambique

FCM

FCM – Federation of Canadian Municipalities



MDP – Municipal Development Partnership (Eastern and Southern Africa)



NALAG – National Association of Local Authorities of Ghana



PDM – Partenariat pour le développement municipal (West and Central Africa)



UCLGA – United Cities and Local Governments – Africa

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© Federation of Canadian Municipalities
International Centre for Municipal Development
24 Clarence Street, Ottawa, Ontario, Canada K1N 5P3
www.fcm.ca
international@fcm.ca

: Foreword

This guide has been developed to help build the knowledge management capacity of partners in the African Local Governance Program, as well as to support knowledge sharing on local governance more broadly in Africa.

The African Local Governance Program (ALGP) is a program funded by the Canadian Government that supports local governance and the decentralization process in Africa in four key areas:

- national policy development on local governance and decentralization;
- local municipal capacity to facilitate service delivery in such areas as water, sanitation, health, and local economic development;
- public participation and access to government; and
- the strengthening of African networks and institutions working on local governance so they are better able to serve the needs of their constituencies.

ALGP implementing partners include national associations of local authorities/ municipalities in four countries in Africa and one in Canada, as well as two regional technical assistance organizations and the continental body representing local authorities in Africa, including:

ALAT	Association of Local Authorities of Tanzania
AMM	Association of Municipalities of Mali
ANAMM	National Association of Municipalities of Mozambique
FCM	Federation of Canadian Municipalities
MDP	Municipal Development Partnership (Eastern and Southern Africa)
NALAG	National Association of Local Authorities of Ghana
PDM	Partenariat pour le développement municipal (West and Central Africa)
UCLGA	United Cities and Local Governments – Africa

The four countries involved in the program (Tanzania, Mali, Ghana and Mozambique) have taken steps towards decentralization and shown leadership in their regions. The program supports their leadership role and uses these countries as a base from which to implement regional and continental activities aimed at strengthening decentralization and local service delivery in Africa.

The program works with the national government and national municipal associations in each country, as well as selected municipalities. The models and pilots developed at the national and local levels in these countries will be shared with regional and Pan-African organizations to disseminate lessons learned more effectively.

Thus far, the ALGP has achieved many results, including but not limited to

- supporting the creation of the local government association in Mozambique;
- supporting the emergence of the continental local government association UCLGA;
- implementing an inter-regional project on building competencies in local governments to localize the MDGs;
- mainstreaming gender, HIV and AIDS and community participation;
- setting up women's caucuses in local government associations;
- launching an African Women in Local Governance Network;
- developing knowledge and enhancing skills of Canadian and African municipal officials;
- establishing municipal partnerships on a variety of issues such as revenue generation, local economic development, youth leadership, community participation in municipal planning; and
- publishing toolkits and manuals on a diverse range of subjects, including strategic planning for local authorities and roles and responsibilities of municipal officials.

Achieving these results has led to an increase in knowledge on decentralization, better understanding of the importance of local government, increased visibility of local government associations and greater participation by the citizenry in local governance. Through this guide to knowledge management, it is the authors' intention to help promote and support the management and sharing of this knowledge among ALGP partners and more broadly in Africa.

: Acknowledgements

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The idea to develop a knowledge management guide for national associations of local authorities stemmed from an ALGP knowledge management workshop held in Bamako, Mali in September 2005. It was attended by over 45 participants including 15 ALGP partners, Board and staff of the Association of Municipalities of Mali, and representatives from “communes” (municipalities), government, nongovernmental organizations and CIDA. During the course of the workshop, participants discussed what knowledge management is, what knowledge needs are, how to build knowledge capacity and systems and how to connect that into an organization's activities. In small group sessions, participants developed knowledge management plans for their organizations. On the final day, participants shared their stories. Participants came away with three main learning outcomes: greater understanding of the importance of gathering and using knowledge, ability to prepare and implement a knowledge management plan for an organization, a better understanding of ALGP partners' and other participants' work and familiarity among participants. The outcomes of the workshop helped to define the content of this manual.

The authors also gratefully acknowledge the support of the Canada Fund for Africa of the Canadian International Development Agency (CIDA) for this publication, which was produced through the ALGP.

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: Introduction

About this Guide

This guide aims to build the knowledge management (KM) capacities of African national associations of local authorities/municipalities, which have an essential role in managing and sharing knowledge related to local governance. In a context where the decentralization process is still a relatively new phenomenon but rapidly taking shape across the continent, associations are the main institutions responsible for facilitating knowledge sharing among local authorities in their respective countries. They also have a central role in building regional and continental local governance networks in order to help move forward the decentralization process in Africa.

KM has always been an integral component of the ALGP. Four of the ALGP implementing partners are responsible for the overall coordination of KM in the program, including the Municipal Development Partnership (MDP Eastern and Southern Africa), the Partenariat pour le développement municipal (PDM West and Central Africa), the Federation of Canadian Municipalities (FCM), and in 2006, the addition of United Cities and Local Government Africa (UCLGA). The partners developed a KM strategy for the program as a first priority, attached as Annex 1.

As part of their role in coordinating KM for the ALGP, MDP, PDM and FCM provide KM capacity building services to the other ALGP partners. This guide is a tool that has been developed in consultation with ALGP implementing partners, to assist them in developing their knowledge management units or strengthening existing ones.

The guide has been developed largely based on the practical experience of ALGP partners FCM, MDP and PDM in conducting local governance-related KM in their own organizations. The authors have also drawn on the substantial body of knowledge on KM, available through the internet and other written sources. If you would like to pursue further research on KM theory and approaches, please consult the bibliography found at the back of the guide.

ALGP places value on sharing knowledge more broadly in Africa and in other parts of the world, and hope this tool will also be useful to non-partner associations and municipalities. The guide may also be helpful to larger local authorities who wish to systematize their knowledge management function.

The guide is comprised of 3 modules:

Module 1: Knowledge Management Basics

introduces the reader to the concept of knowledge management – what it is and why it is necessary

Module 2: Developing a KM Strategy

explains one approach to developing a KM strategy, using a workshop method with association staff

Module 3: Methods of Sharing Knowledge in Associations

provides a range of methods and tools to help promote and facilitate knowledge sharing in national associations of local authorities

module 1 : knowledge management basics



In this module, you will learn about the concept of knowledge management. By the end of the module, you should have a general understanding of:

- what is knowledge management; and
- why knowledge management is important

(Note that while reference is made to knowledge management in the context of a national association of local authorities, the same principles could be applied to a large local authority.)

1.1

What is Knowledge Management?

In the early 1990s, organizations of all kinds began to formalize the concept of knowledge management (KM). The practice of KM enables an organization (in this case, a national municipal association) to systematize the way it creates, documents, shares and uses the knowledge developed through its processes and programs in order to achieve organizational objectives.

As a process, KM is comprised of four different stages:

- Knowledge harnessing or gathering
- Knowledge sharing
- Knowledge implementation or application
- Monitoring and evaluation of knowledge management activities

DEFINITION: WHAT EXACTLY IS KNOWLEDGE?

Knowledge is part of a hierarchy made up of data, information, and knowledge, where

- data refers to raw statistics and facts
- information is data that has been organized or categorized, and given context
- knowledge gives meaning and perspective to information, and is used to provide guidance for action

For example:

Data: the Association of Municipalities of Country X has 33 members

Information: The 33 members of the Association are comprised of 5 cities, 10 medium sized towns and 18 rural districts. They have different priorities. ...

... *Knowledge:* After its Annual Conference, the association's Board directed it to determine the different needs of members. Based on a survey of members, the association determined that the policy priorities differ for the cities, medium-sized towns and rural districts. While cities are most concerned about generating revenue through property taxes to improve municipal infrastructure like roads and sanitation, the medium-sized towns need to ensure that they have access to a steady flow of electricity through the national utility. The priority for the rural districts is to increase the resources they receive from the national government to support programs for men and women at agricultural extension centres. The survey helped provide direction to the association, which then struck three sub-committees to deal with these separate policy issues.

**STAGE
1**

Knowledge harnessing or gathering

Organizational knowledge is created by people through their daily work activities and general life experience. This knowledge can be retained by individuals by documenting the information on paper or in a computer system, or simply by remembering it.

A good deal of knowledge that individuals possess is called "tacit" knowledge. It is the knowledge that people carry in their minds that is rooted in their experience. It comprises people's viewpoints, beliefs and know-how, including practical crafts and skills. For example, knowing how to ride a bicycle is tacit knowledge that isn't documented on paper.

Often, people are not aware of the tacit knowledge they possess or how it can be valuable to others. This is because tacit knowledge is usually transmitted by personal experience, observation or practical training by an instructor or mentor. But this type of knowledge is valuable, because it provides insight about people, places, ideas, and experiences that can be useful to the association. Tacit knowledge has to be actively sought in order to be shared because it doesn't generally form part of the day-to-day business activities of the association. Providing a range of opportunities for staff to meet to share their experiences can help to draw out some of their tacit knowledge.

"Explicit" knowledge is knowledge that has been or can be articulated, codified, and stored in certain media, like databases, documents and reports, e-mail messages, images, presentations, etc. It is shared with a high degree of accuracy.



EXAMPLE – TACIT AND EXPLICIT KNOWLEDGE IN A NATIONAL ASSOCIATION OF LOCAL AUTHORITIES

The process that a local government association uses to organize an annual conference can quite easily be documented for future reference. This is explicit knowledge. Tacit knowledge related to organizing a successful conference is equally important, but harder to document. For example, through his or her years of experience, the President of the association likely knows how to network effectively with members, what sensitive political issues may arise and how to deal with them. This type of knowledge is equally important to share with colleagues in order to plan and run a successful conference, but will likely be shared in other ways, such as through informal conversations or meetings leading up to the event.

A first step in collecting knowledge effectively lies in deciding what knowledge is important for an association to help meet organizational objectives. While the knowledge needs of a particular association will vary according to its strategic objectives, some general examples are provided in Box 1.1

BOX 1.1 – TYPICAL KNOWLEDGE NEEDS OF A LOCAL GOVERNMENT ASSOCIATION

(note the list is not exhaustive and will vary by association)

- Administrative and operational procedures of the organization
- Project reports and documentation (finance and administration, correspondence, project files, policies, key contacts, etc.)
- Events management (processes, protocol for Annual Conference, etc.)
- Database of members

- Organizational policies and guidelines (communications and human resources policies, manuals for technology or other skills required in the work place, etc.)
- Communications materials or other knowledge products used to share knowledge with members, partners, other levels of government, etc.
- Communications guidelines and a communications strategy (see: Developing a Communications Strategy for a Local Government Association (LGA), VNG International, The Hague: Netherlands, 2004)
- Advocacy and networking contacts (e.g. central government bureaucrats and elected officials who have local governance and decentralization portfolios)
- Resource centre with relevant local governance related legislation and other documents related to local governance
- Media monitoring on issues relevant to the association and its members

STAGE 2

Knowledge sharing

Knowledge sharing is a very important aspect of KM, because when knowledge is shared and used, it enables progress to be made in a given area or field of expertise.

Knowledge sharing places value and importance on learning from the practices of colleagues and peers. It rests on the assumption that if we pool our individual knowledge and experience so that it becomes collective knowledge, we will be able to move forward more quickly and effectively in our work.

In fact, the practice of sharing knowledge to teach and learn from others has been going on for millennia, through both oral and written traditions. Africa has a valuable tradition of oral knowledge exchange that still exists in many areas, especially in rural villages.

Module 3 describes some common methods and tools for knowledge sharing in local government associations and municipalities.

STAGE 3

Knowledge implementation or application

Once knowledge has been gathered and shared, it is possible to apply it in practice on an ongoing basis or in new situations, as appropriate. This is the stage in which progress is made and innovation takes place.

KM succeeds fully when it is woven into the fabric of an organization and becomes intrinsic to an organization's processes. It involves getting the *right information to the right people at the right time*, and helping people create and share knowledge and act in ways that will measurably improve individual and organizational performance.

An association's KM strategy will generally outline how the knowledge developed will be applied in the association. See Module 2: How to Develop a KM Strategy for your Association.

STAGE 4

Monitoring and evaluation of knowledge management activities

It is important to develop some indicators or measures to determine whether the association's KM activities are achieving the expected results. Based on the evaluation, you can then refine your activities or processes to make improvements.

Module 2: How to Develop a KM Strategy for your Association describes some basic ways of evaluating your association's KM activities.

1.2

Why is Knowledge Management Necessary in a National Association of Local Authorities?

In the context of local governance and decentralization in Africa, knowledge management is very important because of the relatively recent efforts of so many countries to decentralize and place more administrative control in the hands of local governments. More and more, local governments play a key role in delivering important community services including health, education, water supply and infrastructure.

Local governments can benefit a great deal from sharing the experiences and lessons learned, both positive and negative, from the practices they have initiated, and by learning from others. This knowledge can help build self-reliance and allow them to better incorporate good governance models and practices in their own administrations, including participatory, transparent and accountable policy development, planning, resource mobilization, and management as well as the provision of accessible, equitable services for the community.

The main way that local governments participate in a local governance network that shares knowledge is through membership in their national associations of local authorities/municipalities.

National associations of local authorities have a central role in managing and sharing knowledge among their members to help build their capacity and to better support them and represent their interests at the national level. The ability of national associations to do this well is therefore a top priority that contributes to their relevance and organizational effectiveness.

In fact, the core business of an association has a lot to do with managing the knowledge needs of its members. Associations need to know:

- **who their members and potential members are;**
- **what their priorities and advocacy needs are;**
- **what their technical assistance requirements are; and**
- **what types of knowledge their members need.**

National associations are also an important hub of knowledge about decentralization and local governance that can be shared in their regions and on the continent. They have much to contribute to and learn from sister organizations in Africa (and globally), and this knowledge can in turn be shared with members.

Module 2 focuses on how to develop a KM Strategy for your association. Before proceeding to Module 2, you and/or your colleagues may wish to complete Exercise 1, which will assess your understanding of the concepts introduced in this module.

Exercise 1: Assess your understanding of KM concepts introduced in Module 1

The following questions will help you and others in your association to assess your understanding of the KM concepts introduced in module 1.

Suggested process:

Take some time to answer the questions individually. Follow this up with a facilitated group discussion, during which participants are encouraged to share their answers. The facilitator can guide the group to help build a consensus around the answers.

By the end of the discussion, participants should have a common understanding of the concepts introduced in Module 1, as well as some insight on what knowledge management means to your association. Some of the information generated during this exercise may be referred to in Module 2.

- 1) What is knowledge management, generally speaking?
- 2) Why do you think it might be important for your association?
- 3) What are the four stages of knowledge management?
- 4) What is the difference between tacit and explicit knowledge? Provide examples of tacit knowledge and explicit knowledge you possess related to the work of the association.
- 5) What are some ways you could share your tacit knowledge with others in the association?
- 6) What type of knowledge is most important for you in order to do your job effectively?
- 7) What do you think is the most important type of knowledge for the association as a whole to achieve its objectives?

module 2 : how to develop a KM strategy for your association



This module describes a process that staff in the association can use to develop a KM Strategy. To be most effective, it is recommended that a broad cross-section of staff from the association participate in this module in the form of a workshop or planning meeting. If the association has less than 15 staff, you may wish to hold a full staff retreat.

Ideally, the association should designate a full day (or two half days) to this planning process. Estimated time requirements for each step are indicated.

By the end of the module, participants should be able to:

- understand what a KM strategy is
- define the knowledge needs of the association
- outline the main elements of the association's KM strategy
- develop an action plan on KM for the association
- outline how the association will measure the success of the KM initiative

Suggested process: *Identify a facilitator and a rapporteur for the workshop*

The facilitator should review the material in this module prior to the workshop, and guide participants through each subsequent step. Section 3.3.1 in Module 3 (page 17) provides some tips on how to facilitate a meeting.

Before you begin the session, re-visit questions 1 through 5 from Exercise 1, Module 1. This will enable participants to refresh their memories about the general concept of KM and why it is an important function for the association. This can be done individually or in a group.

Note that you may refer to answers to questions 6 and 7 when conducting Steps 3 in this module.

**STEP
1**

Develop a general understanding of a KM strategy

Time required: 30 minutes

Participants should read the section below, or the facilitator may present the content below, which will familiarize them with the concept of a KM strategy.

What is a KM Strategy?

A KM strategy identifies and describes how an association will manage its knowledge better for the benefit of the association, its members and other stakeholders. Knowledge management is an important aspect of what local government associations do, even if the term itself is not yet regularly used.



DEFINITION: WHAT IS THE DIFFERENCE BETWEEN A STRATEGY AND A PLAN?

Sometimes there is confusion over the difference between a strategy and a plan. Some see a plan as a lower level working document than a strategy. For the purpose of this guide, we consider a strategy to be a comprehensive plan of action that identifies critical direction, activities and allocation of resources, which is consciously adapted and monitored to improve

... organizational performance. We use the term KM strategy to refer to the entire process around developing and evaluating a KM action plan for the association. The written product that results from this process is the KM action plan.

**STEP
2**

Identify the strategic objectives of your association

Time required: 45 – 60 minutes

The facilitator should guide participants through this exercise. The rapporteur should take notes on flip chart paper during the discussion and post them around the room, to enable the entire group to refer back to them. A white board, a chalk board or a computer with an LCD projector can also be used, depending on the resources available. The important point is that all participants should be able to see the notes during the exercise.

Please note: If your association has a strategic plan or an annual work plan, it would be useful to refer to these plans at this stage of the assessment.¹

Referring to the strategic plan or work plan of the association, ask participants to identify the following:

- 1) What is the most significant strategic objective of the association in the near future? (e.g. to expand membership? To achieve a particular policy objective? To provide training to newly elected local officials?)
- 2) What are the association's other main objectives?
- 3) Once the group has come to a consensus around the 5 or 6 most important objectives of the association, note them in order of priority on flip chart paper and post them on the walls in the meeting room.

¹ For more information about strategic planning, see *A Handbook on Strategic Planning for Local Authorities in Africa*, Municipal Development Partnership, Harare: 2006.

**STEP
3****Determine and prioritize your association's knowledge needs as they relate to the strategic objectives of your association**

In this step, participants should assess how well the association is performing against the objectives identified in Step 2. They will need to consider the various staff functions in the association and look at factors that influence each in reaching their objectives.

Time required: 60 – 90 minutes

Note on process: Depending on the number of objectives your association has identified and the number of participants in this module, this step can be done in a number of small groups, or in one large group. If you have more than three objectives, you may wish to break the group up and allocate 2 or 3 objectives to each group. Once each group has completed questions 1 through 3 below, the large group may re-convene and share their results.

You may wish to refer to your answers to questions 6 and 7 in Exercise 1, Module 1.

- 1) Identify which knowledge areas are significant to help achieve each objective. Knowledge areas may range from project management expertise, to policy expertise, to event coordination, to communications or information management expertise. For each objective, summarize the key issues and knowledge needs of the association and its stakeholders (e.g. staff, members, central government stakeholders, sister organizations, international networks).
- 2) Highlight the existing KM activities and experience of the association that relate to the knowledge needs you just identified.
- 3) How could the current KM activities be improved? Outline the benefits and how they can be built upon, as well as possible barriers to further progress. Consider how people, organizational processes and technology currently support or hamper KM in the association, as well as how knowledge is documented, structured or shared in some other way.

At this stage of the analysis, the group (or groups) are effectively creating a wish list of the KM activities they feel will improve organizational performance to help achieve the association's strategic objectives.

Note that some activities will require people, some will require processes or systems to be used, and others may require the use of technology, like websites, databases or email. Most KM strategies involve activities that focus on sharing both tacit knowledge and explicit knowledge. This means that some activities will focus on connecting people with information (to share explicit knowledge), and others will focus on connecting people with people (to share tacit knowledge).

Some examples include:

- Building and managing a database of member contacts, which includes a way of tracking which staff are working with which members on which issues
- Creating templates and a protocol for sending information to members (e.g. communiqués, press releases, surveys, etc.), in order to ensure that a common process is used and time saved
- Producing an association newsletter, and developing and managing a mailing list (email or regular post) for it
- Setting up a committee structure so that information can be shared regularly among staff across various functions or departments in the organization

In the next step, participants will be asked to develop an action plan based on the information generated.

Sometimes the process above is referred to as a knowledge audit. See Box 2.1 for a more detailed description of a knowledge audit.

BOX 2.1 – KNOWLEDGE AUDITS CAN HELP IDENTIFY YOUR ASSOCIATION’S KNOWLEDGE NEEDS

One way to assess the current situation is through what is called a knowledge audit, which provides an evidence-based assessment of where the association needs to focus its knowledge management efforts.

Your staff group could consider the following questions in your audit:

- What are the association’s knowledge needs?
- What knowledge assets or resources do we have and where are they?
- What gaps exist in our knowledge?
- How does knowledge flow around the association?
- What blockages are there to that flow?

A knowledge audit can reveal the association’s KM needs, strengths, weaknesses, opportunities, threats and risks. It is very important to involve a good cross-section of staff of the association in this process, because each role has a different set of knowledge needs that are important for that function. By working with key staff groups, the extent to which the needs vary across the organization can be identified, and the KM strategy developed accordingly.

In some cases, it may be useful to include the board in such an exercise. This will enable the board to take ownership of the importance of creating and sharing knowledge, and will also assist the board in understanding the operational needs and realities of the association.

**STEP
4**

Develop a KM action plan for the association

Time required: 60 – 90 minutes

Sometimes an action plan for knowledge management is called a “KM solution”. Your solution should include the specific actions or activities that will be done to support knowledge management.

- 1) In a group, review the knowledge needs/ activities you identified in Step 3. Consider which areas are likely to have the most impact on organizational performance. Consider who should be responsible for the various activities, and the level of resources and technology that would be required. When developing your solution, consider the following:
 - Does the association have tools that may be adapted or further developed?
 - What can the association get or buy from external providers (suppliers, consultants, partners or donor organizations)
 - Are there alternative solutions?
 - What are the costs?



TIP

For associations that are new to formalizing the concept of knowledge management, it is important to begin slowly by choosing a few core activities that can make a difference. Most of the time, KM initiatives are actually taking place in an organization before there is an action plan. The action plan should reflect the organization’s realities, be practical and written in the language of the organization. For it to be successful, it is important for staff to feel the benefits of their participation from the outset.

Try a pilot project or activity before finalizing and implementing the KM action plan. This will allow you to find out what works and what doesn’t, and to refine your approach and ‘get it right’ before implementing a larger strategy across the whole association.

**STEP
5****Include an evaluation plan in your action plan**

Time required: 60 – 90 minutes

How will you measure the effectiveness of your KM action plan?

It is important to develop some indicators or measures to determine whether the activities in your plan are achieving the expected results. Based on the evaluation, you can then refine your strategy to make improvements.

At this stage of analysis, participants may help to develop performance measures for their KM solution. Through a facilitated discussion, ask the group to reflect on each activity in the KM solution. For each activity, ask the group what indicators might be used to measure the results of the initiative.

In addition, since the KM solution is tied to the associations' strategic objectives, you can also make use of measurement systems already in place – you may be able to assume that improvements in these measures indicate that the KM initiatives are having an impact. See Box 2.2 for further insight on how to measure the success of KM.

**TIP**

Focus on what is important – measure only the outcomes for which you can be confident that an action or decision can be taken as a result of the measure.

BOX 2.2 – HOW DO YOU MEASURE THE SUCCESS OF KNOWLEDGE MANAGEMENT?

There is no common consensus around how best to measure the success of knowledge management. Ideally, knowledge management activities are intertwined with organizational processes and activities, so it is difficult to determine whether the success of a particular initiative is specifically related to KM.

One way to ascertain how well the association is performing on KM is to use the same measures that assess organizational performance. By measuring outcomes related to the strategic objectives, or by measuring the success of a particular process or project, it may be possible to use these measures as a proxy measure for the success of the KM component. However, in this case it may not be clear whether success is directly related to KM.

Another way to measure progress vis a vis KM is to go back to the initial KM audit work you completed in Step 4, and analyze whether change has occurred regarding the answers to the questions around knowledge gaps and needs. Determine whether these gaps have been addressed, and how. Determine whether there have been any positive changes in organizational performance as a result.

**STEP
6****Write up your KM Action Plan.**

Based on the information generated in Steps 1 through 5, you should be ready to write up your KM action plan, or solution. Someone should be designated to take on this responsibility following the workshop. When completed, participants may review the content to ensure that it is consistent with the outcomes of the workshop.

The strategy should be endorsed and possibly even overseen by senior management. KM initiatives need support from senior management in order to be successful.

Note that a KM action plan can be seen as a working document. The needs of the association will likely change over time, and the strategy will have to be changed accordingly. Similarly, the strategy may change as various KM initiatives are evaluated.

A KM action plan can also be useful for an association's individual projects or programs, when there is a need to develop and share knowledge broadly both internally and with external partners or stakeholders. For example, ALGP partners developed a KM strategy collaboratively for the program, which would help guide the process of KM in the program.

ALGP partners recognized that through the program, the partner associations and municipalities involved would develop a great deal of knowledge and lessons learned related to local governance and the decentralization process. There would be tremendous opportunity to document and share these innovations and lessons more broadly in participating countries as well as throughout Africa and other parts of the world. In addition, there would be occasions in which partners would work together to develop knowledge, and they would need to establish clear methods of communication and ways of working together. Knowledge management therefore became an integral component in the design of the ALGP.

In order to build a common understanding of what knowledge management meant in the program, partners developed a working definition of knowledge management that fit with the program's goal and objectives. In the ALGP, knowledge management refers to the documentation, analysis, packaging, storage, retrieval and sharing of the knowledge and experience emanating from the ALGP with key stakeholders. This includes regular monitoring and evaluation of the program in achieving its strategic objectives, and the application of lessons learned to subsequent program activities. A copy of the *ALGP Knowledge Management and Communication Strategy* is available in Appendix 1.

module 3 : methods of knowledge sharing in associations



This module focuses on one important element of knowledge management – knowledge sharing.

National associations of local authorities/municipalities, have an essential role in sharing knowledge related to local governance. They are the main institutions responsible for facilitating knowledge sharing among local authorities in their respective countries to help build their capacity. They also have a central role in building regional and continental local governance networks in order to help move the decentralization process forward in Africa.

The module provides a range of methods, or tools, that can be used to help associations share knowledge with their members, as well as with sister organizations on the continent and globally. This module may also be useful to larger municipalities that are looking for ways to improve knowledge sharing in their own administrations as well as with the community.

The module is divided into six sections, each of which focuses on a different aspect of knowledge sharing. These include:

Section 3.1: What is knowledge sharing and how can it improve local governance?

Section 3.2: Some Basic Principles of Knowledge Sharing

Section 3.3: Knowledge Sharing Meetings

Section 3.4: Learning from colleagues and peers

Section 3.5: Using information communication technologies to share knowledge

Section 3.6: Information materials that promote knowledge sharing

3.1

What is knowledge sharing and how can it improve local governance?

In the early 1990s, organizations of all kinds began to formalize the concept of knowledge sharing. In a work environment, knowledge sharing generally refers to the act of encouraging open and inclusive sharing of expertise and experiences among staff members and partners to support learning and change, with a view to improving the effectiveness and impact of our work.²

In other words, knowledge sharing places value and importance on learning from the practices of colleagues and peers. It rests on the assumption that if we pool our individual knowledge and experience so that it becomes collective knowledge, we will be able to move forward more quickly and effectively in our work.

In fact, the practice of sharing knowledge to teach and learn from others has been going on for millennia, through both oral and written traditions. Africa has a valuable tradition of oral knowledge exchange that still exists in many parts, especially in rural areas.

In the context of local governance and decentralization in Africa, knowledge sharing is very important because of the relatively recent efforts of so many countries to decentralize and place more administrative control in the hands of local governments. More and more, local governments play a key role in delivering important community services including health, education, water supply and infrastructure.

Local governments can benefit a great deal from sharing the experiences and lessons learned, both positive and negative, from the practices they have initiated. This knowledge can help build self-reliance and allow them to better incorporate good governance models and practices in their own administrations, including participatory, transparent and accountable policy development, planning, resource mobilization, and management as well as the provision of accessible, equitable services for the community.

National Associations of Local Authorities/ Municipalities Have a Critical Role in Knowledge Sharing

The main way that local governments participate in a local governance network that shares knowledge is through membership in their national associations of local authorities/municipalities. National associations have a central role in facilitating knowledge sharing among their members to help build their capacity and to better support them and represent their interests at the national level. The ability of national associations to do this well is therefore a top priority that contributes to their relevance and organizational effectiveness.

National associations are also an important hub of knowledge about decentralization and local governance that can be shared in their regions and on the continent. They have much to contribute to and learn from sister organizations in Africa (and globally), and this knowledge can in turn be shared with members.

The following sections of Module 3 outline some of the most common ways that organizations facilitate knowledge sharing, both internally with colleagues and externally with other organizations. Each method or approach includes a description of what it is and when and how it can be used. Where possible, specific examples are provided that show how national associations can use a given method or approach to facilitate knowledge sharing with their members and sister organizations.

3.2

Some Basic Principles of Knowledge Sharing

An effective knowledge sharing program or process depends on a few basic principles.

Develop a Culture of Knowledge Sharing

First, knowledge sharing is based on openness and transparency, and a mutual respect among those involved. Give high status to traditional knowledge and information generated locally by members.

² Adapted from the *Knowledge Sharing Toolbox* of the Consultative Group on International Agricultural Research, <http://www.ks-cgiar.org/toolbox>.

National associations can model good knowledge sharing behaviours by asking themselves as well as colleagues:

- “Who else have you shared this document/ report with?”
 - “Do you know someone who could make use of this information?”
 - “Can members make use of this information?”
- “What have you learned from this project/ program/activity?”
 - “Who could you share these lessons with?”
 - “Would members benefit from these lessons?”
- “Who are the experts in this topic/sectors/ regions either inside or outside the organization?”
 - “Have you discussed this with these experts? If so, what have you learned?”
 - “How could Members learn from these experts?”³

Understand the type of knowledge needed by members

Some knowledge is technical in nature and other information is shared simply to raise awareness about an issue. There are different methods that can be used in these cases, some of which are outlined in the next section.

It is important to develop an understanding of how members tend to seek information.



TIPS ON HOW MEMBERS TEND TO SEEK INFORMATION

- Respect traditional channels of communication and don't regard them as barriers to sharing knowledge
- Consider who should have access to the information and how they tend to seek information (for example, does consideration need to be given to specific groups, including women, youth, and rural and urban poor people)
- Consider whether literacy may be an issue – magazines, pamphlets and posters can be helpful, as well as audio and video materials

...

- Consider whether language may be an issue – if so; write materials in plain and appropriate language so that members looking for practical information can understand how to apply it. In some cases, translation may be required in order to make materials available to different language groups. If so, be sure to allocate resources to translation when budgeting for the production of materials.
- Consider how the use of telecommunications may exclude some members and seek alternatives

3.3

Knowledge Sharing Meetings

This section describes how national associations can organize different types of meetings to facilitate knowledge sharing among members and sister organizations. The meetings described below can be used to encourage learning and exchange among peers, and in some cases to build consensus among members on local governance issues.

Local governments may also find this section useful, because the meetings described can promote learning and exchange internally among departments, as well as externally with the community. The meetings are very conducive to engaging with the community and encouraging public participation on local government issues.

For more information about how to involve the community in local government issues and decision making, see the *Local Government Participatory Practices Manual* of the Federation of Canadian Municipalities.⁴

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³ Adapted from *Knowledge Sharing, Methods, Meetings and Tools*, CIDA, November 2003, p. 32.

⁴ *Local Government Participatory Practices Manual*, Federation of Canadian Municipalities, September 2002: Ottawa. This document is available at FCM's International Centre For Municipal Development's website, located at www.icmd-cidm.ca.

3.3.1

Facilitated meetings and consultations

Facilitated meetings or consultations are meetings in which a facilitator helps the participants to conduct discussions on specific issues. These meetings are often held to help set priorities or to determine knowledge or information needs.

Some ways that national associations and local authorities can benefit from facilitated meetings are:

- to encourage member participation in decision making e.g. in developing national policy positions
- to help develop local government priorities; e.g. capacity building needs of members
- to discuss information or training needs of a specific group (e.g. women elected officials, administrative officials)
- to help achieve a consensus regarding a controversial issue

The facilitator is generally a neutral party who does not take sides or express a point of view during the meeting. The facilitator can advocate for fair, open, and inclusive procedures to accomplish the group's work.

The facilitator usually assures that the meeting is on track, determines whose turn it is to speak during open discussions, and makes sure that the sessions start and end on time. Box 3.1 describes some group facilitation norms that are widely followed. These norms are described in *The Facilitator's Guide to Participatory Decision-Making* (by Sam Karner, 1996, New Society Publishers). The guide introduces the reader to various dimensions of facilitation, including how to design realistic meeting agendas, achieve full participation, promote mutual understanding, and help groups come to agreement. The book is useful for beginners as well as trained, professional facilitators.

BOX 3.1 – GROUP FACILITATION NORMS

- Everyone participates, not just the vocal few.
- People give each other room to think and get their thoughts all the way out.
- Opposing viewpoints are allowed to exist.
- People draw each other out with supportive questions. "Is this what you mean?"
- Each member makes the effort to pay attention to the person speaking.
- People are able to listen to each other's ideas because they know that their own ideas will also be heard.
- Each member speaks up on matters of controversy. Everyone knows where everyone stands.
- Members can accurately represent each other's point of view. – even when they don't agree with them.
- People refrain from talking behind each other's backs.
- Even in the face of opposition from the person-in-charge, people are encouraged to stand up for their beliefs.
- A problem is not considered solved until everyone who will be affected by the solution understands the reasoning.
- When people make an agreement, it is assumed that the decision still reflects a wide range of perspectives.

3.3.2

Training workshops and seminars

Short training workshops and seminars are important for the rapid acquisition of knowledge and skills. Training workshops are especially helpful when participants must gain technical knowledge, but they can also be used to raise awareness about an issue.

More and more, training workshops and seminars make use of a dynamic learning process, in which participants interact with their peers and share what they know. Participants learn from each other's views and experiences. While experts can be involved to impart important technical knowledge, workshops and seminars usually make use of a facilitator who guides the process and encourages participation. Participants frequently work in small subgroups of four or five people to work through the training material.

National associations can organize training workshops and seminars to help build the capacity of local governments in areas in which members have identified a need. Keep in mind that it may be necessary to raise funds to develop the training program and bring participants together in a central location. Where resources are limited, national associations can organize training activities when members are coming together anyways, like at their Annual General Meeting or Congress.

Likewise, local governments can organize workshops and seminars within their administrations. Workshops can be a useful way to inform the community about changes or improvements in local government services.

One example of how a national association organized training activities to help deal with the under-representation of women in local government is the Women in District Governance and Development Training Program of the National Association of Local Authorities of Ghana (NALAG). Box 3.2 provides an overview of the program.

BOX 3.2 – THE NATIONAL ASSOCIATION OF LOCAL AUTHORITIES OF GHANA: WOMEN IN DISTRICT GOVERNANCE AND DEVELOPMENT PROGRAM

In the 1990s in Ghana, fewer than 10% of District Assembly members and slightly less than a quarter of administrative staff of local governments were women. In an effort to address the under-representation of women in local government, NALAG began a program of research, awareness-raising and training with support from the Association Capacity Building (ACB) Program of the International Union of Local Authorities (IULA).

Through the program NALAG engaged in a number of activities, including:

- Conducting field research involving both women and men in local government, and developing a policy paper on the position of women in local government;

- Identifying problems leading to and arising from the under-representation of women in local governance, and highlighting a range of training needs;
- developing a training manual to support women elected representatives and potential candidates, in partnership with a local gender expert. The training manual was circulated to all district assemblies and women councilors;
- conducting training programs for women at the District Assembly level, focused on leadership, debating and advocacy skills and on drafting project funding proposals.

As a result of the above activities, gender is now a core issue within NALAG and many more women participate in its annual conference. In addition, NALAG's constitution has been amended to facilitate the nomination of councillors to the Executive Board, which has brought in many more women, including the current Vice-President of NALAG. NALAG continues to promote greater gender sensitivity among men, especially those in traditional leadership roles.

3.3.3

After action review (AAR)

The AAR is a simple process used by a team to capture the lessons learned from past successes and failures with the goal of improving future performance. It is an opportunity for a team to reflect on a project, activity, event or task so that the next time, they can do better.

One example of how a national association could benefit from an AAR is to conduct one with staff directly following the annual general meeting or congress, which is the most important venue for outreach with members.



TIPS ON HOW TO CONDUCT AN AAR

- Hold the AAR immediately while all participants are available and their memories are fresh. Learning can then be applied right away, even on the next day.
- Create the right climate – one of openness and commitment to learning. Everyone should participate in an atmosphere free from the concept of seniority or rank. AARs are learning events rather than critiques and should not be treated as a personal performance evaluation.
- Appoint a facilitator who will help the team to ‘learn’ answers. People must be drawn out, both for their own learning and the group’s learning.
- Ask ‘what was supposed to happen?’
- Ask ‘what actually happened?’ The team should understand and agree about what happened.
- Now compare the plan with reality. Record the key points. This clarifies what happened and compares it to what was supposed to happen. It facilitates sharing of learning experiences within the team and provides the basis for a broader learning programme in the organisation.
- Ask ‘Why were there differences?’ and ‘What did we learn?’ Identify and discuss successes and shortfalls. Put in place action plans to sustain the successes and to improve upon the shortfalls.
- Ask ‘who do we want to share our experience with?’ and ‘How will we do this?’

From: *Learning to Fly: Practical Knowledge Management from Some of the World’s Leading Learning Organizations*. Collison, Chris; Parcell, Geoff. 2004. Capstone, Chichester, GB. 312 p. See the website at: <http://www.chriscollison.com/lzf/>

3.3.4

Knowledge Fairs

Knowledge fairs are essentially exhibitions that put on display knowledge – general information, best practices, lessons learned, objects and displays, etc. related to a particular theme or themes. Knowledge fairs tend to be free-flowing, open, flexible, and non-hierarchical and are based on the principle of learning and

exchange. At a knowledge fair, people of all different levels and types can see what is happening, can interact with each other, and can see what others are doing.

There are many opportunities for people working on local governance – be they staff of local governments or national associations, elected officials and even community groups – to contribute to and participate in a knowledge fair. National associations can organize a knowledge fair as a side event during their annual general meeting. This is an opportune time for local governments to display practices they would like to share with other members and to network with members on issues of mutual importance.

To provide one example, the Association of Municipalities of Mali organized an expo during its annual Journée des communes in November 2005. The expo allowed local authorities, community groups, donors and government departments to display and share some of their materials and respond to delegates’ questions.

There are also opportunities for local governments and associations to share knowledge more broadly on the continent and globally, by participating in knowledge fairs held during regional, continental and global conferences. For example, the Africities 4 Summit, held in Nairobi, Kenya, from 18-24 September 2006 organized an exhibition (Citexpo) to offer an opportunity to central and local governments, civil society and the private business sector to exhibit their products and services, and experiences relating to decentralization and local development in Africa. For more information about the Summit, see the Africities website, located at: <http://www.africities.org>

For more information about how to organize a knowledge fair, see Steve Denning’s *The Horizontal Organizational Ritual: The Knowledge Fair*, located at: http://www.stevedenning.com/knowledge_fair.html.



TIP: SOME DOS AND DONT'S FOR ORGANIZING A KNOWLEDGE FAIR

- Do get top level support
- Do publicize the fair widely
- Do put the fair on main thoroughfare where there is a lot of foot traffic, e.g. in the atrium of the organization
- Do put your best communities of practice on display
- Do be realistic about how much time it takes for communities to prepare and display
- Do get common physical displays for booths so as to convey an image of diversity with integration.
- Do plan ahead for electric power, which can be substantial if computers are used.
- Do plan to have technicians on hand when things break down.
- Do plan for security of equipment when booths are not staffed
- Don't plan in too much detail for the actual booths – communities can self-organize within a common framework.
- Don't accept a decision to put the fair in an out-of-the way space - location is essential for a successful fair
- Don't be too serious - a fair can be fun.

3.3.5

Annual General Meetings

The Annual General Meeting (AGM) or congress of a National Association of Local Authorities may be one of the only opportunities for members to come together as a group representing local governments across the country. It is one of the most important venues for national associations to do outreach with their members, for members to discuss their strategic plans and to exchange experience and information. The AGM is therefore an ideal forum to hold a range of knowledge sharing events alongside the regular business of the AGM.

Well in advance of the AGM, national associations should make efforts to determine what the knowledge needs and interests of members are, so that they can plan appropriately for knowledge sharing activities. It is important to allocate time and resources to these activities. Below are some examples of the types of activities that can be organized.

Committee meetings

The AGM provides an important platform for members to discuss policy issues and reach agreement on directions to be pursued by the national association. Some associations have committees comprised of a sub-group members. The committee oversees the policy and program work of the association in a given area. Depending on the resources available, committees may meet as often as the Board of Directors meets. But even if the committee can only meet at the AGM, these meetings can lay the groundwork for important policy decisions.

One example of a national association that relies heavily on its committees is the Federation of Canadian Municipalities, which has nine Standing Committees, including:

- Increasing Women's Participation in Municipal Government
- Community Safety and Crime Prevention
- Environmental Issues and Sustainable Development
- International Relations
- Municipal Finance and Intergovernmental Arrangements
- Municipal Infrastructure and Transportation Policy
- Northern Forum
- Rural Forum
- Social Economic Development

Training Workshops

National associations can conduct training workshops for members that have expressed a need for training in a given area. The workshops can take place directly before or after the AGM, or during the AGM in a case where time has been allocated to such side events. See section 3.3.2 for more information about training workshops or seminars.

Knowledge Fairs

National associations may wish to coordinate a knowledge fair that runs concurrently with the AGM. This is a popular way for members and other groups involved in local governance issues to display their work. See section 3.3.4 for more information about knowledge fairs.

Facilitated meetings

Facilitated meetings can be organized to raise awareness about an issue or to encourage input from members on a given issue. National associations may wish to invite guests with expertise in an area of interest to members. Depending on the focus of the session, these guests could come from different orders of government, community groups, local governments themselves or international organizations. See section 3.1 for more information about facilitated meetings.

It is possible for a national association to have a variety of activities like those described above, provided that resources and time are available. For example, the Association of Municipalities of Mali organized an expo (a knowledge fair) during its annual Journée des communes in November 2005. It also held various workshops that included panel presentations.

3.3.6

Regional/continental/international meetings

There are a number of venues that national associations and local governments can tap into in order to share knowledge and learn from colleagues and peers working on local governance issues. Two of the main ones are described below.

Africities

Africities is a Pan-African conference held in alternating cities in Africa every three years to provide a platform for political dialogue on decentralization. Africities is an important forum for continental exchange of information and good practices between elected local government officials (mayors), central government agencies responsible for local government, technical and administrative municipal officials, local government research and training institutions, and donors.

National associations and local governments can benefit from the knowledge sharing events held at Africities, which include various thematic and networking sessions that promote in-depth exchange on the overall theme of the Summit. There are plenty of opportunities for local governments in Africa to showcase their experiences, including a knowledge fair called Citexpo.

National associations can help members identify sources of funding to attend the conference and may be able to help enable members to participate actively as speakers or resource people for a given session that relates to their expertise.

The website address for Africities 2006 is: www.africities.org

World Urban Forum

The World Urban Forum (WUF) was established by the United Nations to examine one of the most pressing issues facing the world today: rapid urbanization and its impact on communities, cities, economies and policies. WUF is a biennial gathering that is attended by a wide range of partners, including nongovernmental organizations, community-based organizations, urban professionals, academics, governments, local authorities and national and international associations of local governments. It gives all these actors a common platform to discuss urban issues in formal and informal ways and come up with action-oriented proposals to create sustainable cities. UN-Habitat and a host country are responsible for organizing WUF.

Like Africities, WUF is an important venue for knowledge sharing events and activities, with many different sessions and an exposition. For national associations and local governments in Africa, it presents an opportunity to learn and exchange with others about urban issues in other parts of the world.

National associations can make efforts to enable the participation of some of their members by helping to secure funding for their participation, and by helping to arrange for their participation as a speaker in one of the sessions, or as an exhibitor in the knowledge fair.

For more information about WUF, see the website at: <http://www.unhabitat.org/wuf/>

3.4

Learning from colleagues and peers

Learning from colleagues and peers lies at the heart of a successful practice of knowledge sharing. Several methods of peer exchange have been developed to help maximize learning, and some of the most common ones are described below.

3.4.1

Peer assist

The peer assist method of knowledge sharing was first introduced by British Petroleum and is now widely used by many organizations. It involves bringing together a group of peers to get feedback on a problem, project, or activity, and then drawing lessons from the participants' knowledge and experience. It is based on the assumption that someone has already been faced with the situation or problem that you face, and it is possible to avoid mistakes by learning from them.

Peer assists may be useful when employees of a national association or local authority, or elected officials:

- are starting a new job, activity or project and could benefit from the advice of more experienced people;
- are faced with a problem that another person or member has faced in the past
- have not had to deal with a given situation for a long time and are not sure what new procedures to follow.
- are implementing a good governance model or pilot project that is similar to one that another municipality has completed.

National associations are in a good position to connect local authorities, their employees or elected officials that would like to learn from each other's experience. They may wish to set up a peer assist program for members or facilitate peer assists on an ad hoc basis.

Keep in mind that it may be necessary to raise funds in order to bring together peers in a face-to-face meeting. An appropriate time to organize peer assists may be during an association's annual general meeting, when members are coming together anyways.



TIPS ON HOW TO CONDUCT A PEER ASSIST

- Communicate the purpose. Peer assists work well when the purpose is clear and you communicate that purpose to participants.
- Share your peer assist plans with others. Consider whether someone else has already solved the problem. They may have similar needs.
- Identify a facilitator for the meeting. The role of the facilitator is to ensure that by managing the process the meeting participants reach the desired outcome.
- Schedule a date for the peer assist. Ensure it is early enough to do something different with what you have learned.
- Invite potential participants who have the diversity of skills, competencies and experience needed for the peer assist. Avoid 'the Usual Suspects.' It works well with six to eight people. Break up larger groups so everyone gets to voice their experience and ideas.
- Get clear on the desired deliverables of the peer assist (usually options and insights), and then plan the time to achieve that.
- Allow time to socialise in order to develop rapport.
- Allow a day and a half for the peer assist. Schedule time to Tell, Ask, Analyse and Feedback.
- Create the right environment. Spend some time creating the right environment for sharing. Plan the event to allow a balance between telling and listening.
- Listen for understanding and how you might improve your own activity.
- Consider who else might benefit from this knowledge, and then share it with them.
- Commit to actions and keep the peer assist team updated.

From: *Learning to fly: Practical knowledge management from some of the world's leading learning organizations*. Collison, Chris; Parcell, Geoff. 2004. Capstone.

3.4.2

Mentoring

Mentoring is a process by which an older or more experienced person (usually a senior staff member) works closely with a less experienced one, freely offering advice, support and encouragement. The mentor acts a role model who inspires the novice (or mentee). The mentor prepares the mentee for his or her role, helping the mentee to develop the skills required to do the job effectively. Ideally, the mentor and the mentee build a working relationship that is based on trust and a supportive friendship. Mentors usually commit to a relatively long-term relationship with mentees, even up to a year or more.

National associations and local governments could run mentoring programs to help newer staff transition into more senior roles with greater responsibility. Mentors can be very helpful in introducing mentees to the networks they have established. In the case of associations, their effectiveness depends largely on the strength of their ties with their members. Junior staff needs to be aware of who the people are in these networks, and the protocol to follow in working with them.

National associations could introduce the concept of mentoring to their members, who could benefit from running mentoring programs in their own administrations.

For an example of a mentoring program, see the Gender and Diversity Program of the Consultative Group on International Agricultural Research (CGIAR), available on the internet at <http://www.genderdiversity.cgiar.org>. The CGIAR Gender and Diversity Program launched its mentoring program in 2003 through a series of pilot initiatives.

3.4.3

Field visits or exchanges

Field visits or exchanges can be a useful way for local governments to look at what others have done and decide which of the practices can be adapted in their community or municipality. National associations can help to arrange or even participate in field visits based on needs expressed by members. It may be necessary to raise funds for travel and expenses related to the exchange.

After the visit, the participants should make a report of what they saw and share their views with colleagues on what can be usefully adapted in their situation. Once a decision has been made on an action plan, pilot activities can be carried out on a small scale in order to test the idea and its possible adaptation in the community. The principle is to strengthen the community's capacity building to evaluate and adapt knowledge from the outside to suit its own social situation and values.⁵

3.4.4

Storytelling

One of the best ways to communicate complex ideas, key messages and lessons learned is through a good story. Storytelling has become a popular method used to share and transfer knowledge. Stories have the ability to inspire people and motivate them to learn. They also help to connect people with each other and build relationships because they usually have a personal element associated with the person who is telling the story.

Stephen Denning, who wrote *The leader's guide to storytelling: mastering the art and discipline of business narrative*,⁶ believes that there is something to tell a story about when a problem arises, and that knowledge sharing stories should be about issues and difficulties. He believes we can learn a great deal from how problems were dealt with, and why the course of action solved the problem. The important point to keep in mind is that for learning to take place, stories need an explanation.



TIPS ON STORYTELLING

The story:

- Should be brief, simple and concise, but gives enough background information
- Involves a character people can easily identify with
- Is plausible, lively and exciting
- Is told with conviction
- Always ends on a positive note

⁵ Adapted from *Sharing Knowledge for Community Development and Transformation: A Handbook*, Kingo J. Mchombu, printed by DLR International in Canada for the Oxfam Horn of Africa Capacity Building Programme, August 2004.

⁶ Published by Jossey-Bass: San Francisco, 2005

For more information about storytelling, see *SDC's Guide to Using Story and Narrative Tools in Development Co-operation, Practitioner's Version* (draft); Thematic Service Knowledge and Research in Collaboration with Sparknow Ltd., London.

3.4.5 Tapping into regional technical assistance organizations in Africa

There are two regional technical assistance bodies in Africa that aim to support local governance and decentralization in their respective regions. They are the Municipal Development Partnership (MDP - Eastern and Southern Africa) and the Partenariat pour le développement municipal (PDM - West and Central Africa). These organizations provide technical assistance to national associations of municipalities and local governments, and they run a number of innovative courses and seminars for people in the municipal sector, such as public administrators of local governments and elected officials. In addition, United Cities and Local Government Africa is a continental network that represents a unified voice of local government in Africa. It works towards ensuring that an effective yet realistic strategy is evolved for African local municipalities to be able to improve the lives of the people living in the villages, towns and cities of the continent.

National associations may be able to facilitate member participation in the programs of MDP, PDM and UCLGA by keeping them informed of the programs offered and by seeking resources that would enable them to participate. They may also be able to benefit directly from programs geared towards building the capacity of national associations.

Another important role of MDP, PDM and UCLGA is to manage knowledge related to local governance and decentralization, and share this information with local governments, national associations, central governments and other institutions. National associations and local governments can look to these organizations for expertise in a number of areas. These organizations are well connected to a regional network of local governments and national associations and can likely identify experts that may be required.

For more information about the programs offered by MDP, PDM and UCLGA, visit their websites at:

MDP (East and Southern Africa):

<http://www.mdpafrica.org.zw/>

PDM (West and Central Africa):

<http://www.pdm-net.org/>

UCLGA (continental):

<http://www.uclgafrica.org>

3.4.6

Communities of Practice

One example of how a group of peers can learn from each other is referred to as a community of practice (COP). A COP is a network of people who are motivated by something they know how to do and who interact regularly (either physically or through the internet) to learn how to do it better. Members of the COP have a shared area of inquiry (for example, a policy issue, a research question, and a practice) that is linked to the member's daily work. They share knowledge by telling stories and offering case studies, tools and documents that relate to the COP's interests or needs.

COPs work best when there is regular communication among members and members have a sense of belonging. They help people to collaborate and learn from each other. To succeed, COPs need a coordinator, time, and a common space for resources or community events. This space could either be virtual (a website), or a physical meeting space in cases where those involved are able to meet regularly.

For example, national associations could develop a COP with sister organizations in Africa. The COP could address the issue of member engagement and explore the challenges of working with rural and remote members. Limitations that may exist include finding the time and resources to meet virtually and difficulty in allocating staff time to a coordinating role.

Because COPs need regular communication, it is unrealistic to expect that members of the association could participate in a COP to engage with one another unless they were connected to the internet and could communicate regularly with each other from a distance. It may be more appropriate for associations to help facilitate knowledge sharing among members through some of the

other methods described in this guide (e.g. peer assists, field visits, knowledge fairs, or annual general meeting knowledge sharing events).

For more information about COPS, see Etienne Wenger's *Cultivating a Community of Practice: A quick start-up guide*, available on the internet at: http://www.ewenger.com/theory/start-up_guide_PDF.pdf

3.5

Using information communication technologies to share knowledge

Information communication technologies, such as the internet, community radio and video can be used strategically by national associations to communicate with members and sister organizations in Africa and globally.

3.5.1

The internet

National associations can operate websites to do outreach with members as well as other institutions and organizations interested in local governance. Websites are a useful tool to communicate information to the public, particularly to raise awareness about the association and any news or events of interest to members. Written in plain and accessible language, they generally include the following type of information:

- a description of the mission and programs of the organization
- contact information of the office and staff
- latest news of the association (and possibly members)
- calendar of events (workshops, local elections, annual general meeting, etc.)
- a description of partners
- possibly a list of members of the association as well as the Board of Directors
- a resource center with publications and other documents or resources that may be of interest to members

For an example, see the website of the Association of Municipalities of Mali, located at: <http://www.pdm-net.org/amm-mali/>

Some associations may also wish to host an “intranet” on behalf of members. An intranet would allow members to read information that is available only to members and staff of the association. In a situation where members are well connected to the internet and are computer literate, members could also post information, engage in online discussions, and communicate with one another by email.

In many countries in Africa it is still difficult for rural and remote communities to access the internet. If a computer with internet access is available, some barriers to using it may exist. For example, the connection may be quite slow or employees of local authorities and elected officials may not be highly computer literate. In addition, the internet may not be their preferred option in terms of how they wish to receive information from the national association. National associations should keep in mind:

- which members have access to the internet, the ability to use it and more importantly, the interest and willingness to use it to receive information
- for those members that are unlikely to use it, is training available or are there alternative ways that they prefer to receive information

Larger municipalities that have a significant segment of the population with internet access may wish to create a website as well. Municipal websites are an excellent tool for raising awareness about the operations and services of the municipality. They usually provide information about the political and administrative structure of the municipality, services offered by the municipality, as well as information geared towards tourists and the business community.

For example, see the official website of the City of Johannesburg, South Africa at: <http://www.joburg.org.za/>

3.5.2

Radio or audio listening forums and TV or video viewing

The use of radio or audio is a valuable way to share knowledge that builds on Africa's tradition of oral knowledge exchange. It can help involve rural and remote communities, and semi-literate people, in local government capacity building activities or in awareness raising initiatives.

Radio can be used to help build the capacity of local governments. For example, the Municipal Development Partnership (Eastern and Southern Africa) and the World Bank Institute developed the Africa Good Governance on the Radio Waves Program, which supports local government capacity building and community empowerment through radio. Box 3.5 describes how the program works.

BOX 3.5 – AFRICA GOOD GOVERNANCE ON THE RADIO WAVES PROGRAM

The Africa Good Governance on the Radio Waves Program is a distance learning program delivered through the radio in a number of countries in Africa. The program aims to reach mayors, local public officials, members of local communities and representatives of the civil society in a number of countries, especially those who reside outside of the major metropolitan areas.

The program offers a number of training modules on specific local government issues. Each module lasts for several weeks and during this period of time the course is broadcast over the airwaves once a week at the same time.

The program relies heavily on the participants' active participation and is interactive. Participants receive course materials including discussion/reflection questions, self-evaluation exercises, a course workbook, and other relevant documents necessary to promote self-guided learning. The program also features relevant regional case examples and interviews with representatives of key stakeholder groups and members of the community in the listeners' countries.

... For more information about the program, see the MDP (East and Southern Africa website at: <http://www.mdpafrica.org.zw/>)

National associations may wish to help members tap into programs such as MDP's, or they may wish to develop a radio program in their own country geared to members' interests. Another way that national associations can use audio to facilitate knowledge sharing among members is by taping the proceedings of meetings or events and sending the audiocassettes to members who were unable to attend, but who are interested in the proceedings.

Similarly, local governments can reach the public by organizing listening forums around radio programs with interesting content about community issues. A more cost effective method may be for municipalities to arrange listening forums for content that has been tape recorded. For example, municipalities could develop an audio version of a newsletter to help inform semi-literate people about the community news.

TV and video is another excellent way to raise awareness about issues, though the cost of filming and broadcasting may be prohibitive. Rather than producing their own TV shows or videos, national associations or local governments may be able to access videos made by others that are relevant to members or their communities, respectively, and organize viewing forums.

3.5.3

Conference call/Videoconference

When the technology is available, reliable, and affordable, conference calls and videoconferences can be a great way to connect people who work together from a distance. They tend to be most successful when there is a clear objective and a well-planned agenda, and they usually require a Chair or a Facilitator, depending on the purpose of the meeting.

The ALGP Knowledge Management Team, for example, uses teleconferences regularly to plan activities and review the status of various projects. These teleconferences connect people from four organizations in Benin, Zimbabwe, South Africa,

and Canada. The calls are useful to help build the relationship between the three organizations and to keep the momentum going for their ALGP activities.

The advantage of a videoconference over a teleconference is that it brings people face-to-face in a meeting, even though they may physically be in entirely different parts of the world. However, the technology can sometimes be slow and delayed. Another disadvantage is that videoconferencing usually benefits people who live in or can travel to large municipalities where the technology is located. MDP (Eastern and Southern Africa) has used videoconferencing to do distance learning with a number of countries in the region.

National associations and local governments should keep in mind that teleconference and videoconference technology is still very expensive, especially when there are several different locations involved. It may actually be less costly to bring people together in a face-to-face meeting.

3.6

Information materials that promote knowledge sharing

3.6.1

Newsletters

Newsletters are one of the most important communication tools available to organizations of all kinds. National associations can keep members (and other interested parties) informed about what is going on in the association and what is planned. They can also facilitate knowledge sharing by including stories about the good practices of members in each issue. Similarly, local authorities can develop a newsletter for their community that helps raise awareness about issues in their jurisdiction.

The newsletter of the National Association of Local Authorities of Ghana (NALAG), Grassroots News, started out as a quarterly publication with its first issue published in January 1997. It was very successful in reaching out to district assemblies throughout the country as well as the Ministry of Local Government, Members of Parliament, the donor community, NGOS, etc. The Association of Local Authorities of Tanzania and the Association of Municipalities of Mali also publish newsletters.

Keep in mind that producing a newsletter can be quite expensive and may require outside financial support. That said, even if it is only possible to publish a newsletter infrequently, the newsletter is an effective means of keeping members connected to the association and aware and informed of its activities.

3.6.2

Information Campaigns

Information campaigns are focused and intense information exchanges around a specific issue, for a specified period of time. They help to create the needed social climate for the development and adoption of new ideas on a particular topic. They usually make use of a combination of media, like radio and TV public service announcements, posters and pamphlets, and popular theatre. For example, information campaigns have been used in many countries in Africa to raise awareness about HIV/AIDS.

National associations and local governments could run information campaigns to raise awareness about key issues and encourage the local population to take action. Some examples include:

- a campaign informing citizens of their civic responsibility to vote and explain how to go about voting
- a campaign that raises awareness about the importance for women to get involved in local politics
- an issue-based campaign that encourages input from the local population, such as a potential new development or a new service being considered

3.6.3

Resource Centre or “Knowledge Centre”

A resource centre or “knowledge centre” is basically an enhanced version of a library. This type of center focuses on sharing knowledge as well as being a repository of information related to a given area. Knowledge centres typically collect, organize and disseminate both knowledge and information. This does not necessarily mean that the knowledge centre actually performs all of these activities itself. Rather, it creates a framework and provides leadership, co-ordination, guidance and expertise.

National associations are responsible for facilitating knowledge sharing among members and are in an ideal position to coordinate knowledge centers on decentralization and local governance in their countries. Members of an association could be encouraged to contribute good practices and lessons learned to the center, and the association could organize this knowledge and disseminate it throughout its local government network. In addition, national associations are well placed to collect knowledge from outside their countries and share it with their members.

The Association of Municipalities of Mali has a knowledge center. See its website at:
<http://www.pdm-net.org/amm-mali/>

MDP (Eastern and Southern Africa) and PDM (West and Central Africa) both operate resource centers. Check out their websites at:
MDP (Eastern and Southern Africa):
<http://www.mdpafrica.org.zw/>
PDM (West and Central Africa):
<http://www.pdm-net.org/>

In summary

The knowledge sharing methods and approaches included in Module 3 are some of the most commonly used ones by organizations of all kinds – in Africa and elsewhere – including private and public sector organizations, as well as grassroots community organizations.

Keep in mind that these are guidelines only and there is plenty of room for innovation in the field of knowledge sharing. One only has to read the growing body of literature on knowledge sharing to understand that it is a constantly evolving field.

We invite you to experiment with the various methods, and above all, to share them with your local government and national association peers, and to learn from them how they have done it. You are invited to send comments or additions to the KM working group of the African Local Governance Program, care of the Federation of Canadian Municipalities at international@fcm.ca.

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: ANNEX 1

**ALGP Knowledge Management
and Communications Strategy**
Guidelines for Implementation
November 2004

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1.0 Introduction

An important objective of the ALGP is to strengthen continental/regional knowledge networks on local governance. Knowledge management and communications are therefore key components of the ALGP. The ALGP will disseminate approaches, tools and lessons learned from its models and pilots at the national and local levels, and thus contribute to a growing body of research, best practices and case studies on African decentralization. This information will be shared with pan African organizations, national and municipal governments, research institutions and donor countries that is expected to result in greater understanding and support for effective decentralization of services and for improved local governance as recommended by NEPAD.

The objectives of the knowledge management and communications strategy are to:

- ensure transparency regarding program management and operations;
- foster communication and dialogue among ALGP implementing partners and stakeholders;
- develop and document knowledge of decentralization and local governance based on the experiences of Mali, Ghana, Tanzania and Mozambique;
- facilitate the incubation of experiences and lessons learned through the ALGP;
- monitor and evaluate program activities to measure impact and build on lessons learned; and
- extend ALGP knowledge and experience to the broader African community.

2.0 Expected Results

Four outputs are expected:

- Communication and dialogue are proactively fostered among ALGP implementing partners and with stakeholders.

Indicator Number 1:

Number and type of mechanisms for communication and dialogue among ALGP implementing partners and with stakeholders in place and active.

Indicator Number 2:

Examples of effective dialogue sessions resulting in follow-up action.

- Knowledge on decentralization and local governance based on program experiences in Ghana, Mali, Mozambique and Tanzania is developed and documented.

Indicator Number 1:

Number of useful knowledge products produced including products related to cross cutting themes (gender, HIV etc.) and disseminated to ALGP partners, and other stakeholders (governments, communities, regional and international organizations etc.)

Indicator Number 2:

Number of requests for information on decentralization and local governance.

- Experiences and lessons learned through the ALGP are applied.

Indicator Number 1:

Number and quality of implementation measures adopted as a result of lessons learned and experience of ALGP partners

Indicator Number 2:

Number of capacity building activities requested by national associations, delivered by regional technical assistance institutions, based on lessons learned

- ALGP knowledge and experience is extended to the broader African community.

Indicator Number 1:

Evidence of broad dissemination to other associations and interested stakeholders (governments, financial partners, etc.)

Indicator Number 2:

Number of requests for ALGP-related knowledge products

3.0 Operational Definition of Knowledge Management and Communications in ALGP

Knowledge management in the context of the ALGP involves the documentation, analysis, packaging, storage, retrieval and sharing of the knowledge and experience emanating from the ALGP with key stakeholders. This includes regular monitoring and evaluation of the program in achieving its strategic objectives, and the application of lessons learned to subsequent program activities.

The ALGP Knowledge Management Team will carry out the following knowledge management and communications activities:

- Develop internal and external communication protocols for ALGP with the goal of providing regular communications about ALGP to key audiences;
- Share knowledge developed and experiences learned through the ALGP with ALGP implementing partners and stakeholders, as well as more broadly in other countries in Africa;
- Build capacity of staff to harness and use information and knowledge;
- Develop, publish, store, retrieve and disseminate a range of knowledge products targeted towards ALGP implementing partners and stakeholders, including case studies, manuals, toolkits, fact sheets, policy papers etc.;
- Use ALGP knowledge to advocate and lobby key stakeholders on decentralization and local governance issues;
- Develop and use an ALGP performance monitoring system to measure progress and results; and
- Design and develop learning workshops on a range of issues with ALGP implementing partners and/or key stakeholders (e.g. central governments, Mayors, national associations of municipalities of Mali, Ghana, Tanzania and Mozambique, etc.)

4.0 Target Groups – Who is ALGP Knowledge For?

Knowledge developed in the ALGP will be geared towards the following target audiences (see Table at the end of this document for a more detailed description of the key messages and mechanisms that will be used to reach these audiences):

4.1 ALGP Implementing Partners:

ALAT	the Association of Local Authorities of Tanzania
AMM	the Association of Municipalities of Mali
ANAM	the National Association of Municipalities of Mozambique
CCRA	Conseil de communes et régions en Afrique
FCM	Federation of Canadian Municipalities
MDP	the Municipal Development Partnership (East and Southern Africa)
NALAG	the National Association of Local Authorities of Ghana
PDM	the Partenariat de développement municipale (West and Central Africa)

The ALGP will support the decentralization process in Tanzania, Mozambique, Ghana and Mali. The regional technical support agencies MDP and PDM will help to develop case studies, best practices, manuals/toolkits and lessons learned emanating from the ALGP experiences in these countries, and these will be shared with ALGP partners. MDP and PDM (and in some cases FCM) will also implement learning workshops on a range of issues to help build the capacities of their staff and the above national associations to respond to the needs of local governments at both the policy and operational levels.

4.2 Decentralization/Local Governance Practitioners

- Municipal staff
- Technical support agencies (e.g. MDP, PDM, etc.)

The ALGP will develop materials such as case studies, best practices, manuals and toolkits to help support practitioners working in the area of decentralization/local governance in ALGP implementing countries. It is expected that these materials will be shared more broadly in the Africa region as well.

4.3 Policy Makers

- Ministries responsible for decentralization
- District/central government departments
- Local government
- Local elected officials (Mayors and Councillors)

The ALGP will develop policy briefs, best practices and other materials to support effective decentralization policy and local governance programs.

4.4 Beneficiaries

- Local governments
- Civil society (communities, men, women and children, etc.)

ALGP implementing partners will disseminate information and knowledge developed to local governments in their jurisdiction, including best practices, manuals/toolkits, etc. that helps build capacity of local governments to meet the needs of their communities. These materials may be shared more broadly in the Africa region through various local government networks and conferences.

4.5 Funding Partners

The ALGP will report regularly to the Canadian International Development Agency on activities, results and impact of the program, and may share results and knowledge developed with other financial partners in the effort to ensure effective donor coordination in the local government sector.

4.6 Research and Training Institutions

ALGP will share knowledge developed through the program with research and training institutions in the field of decentralization and local governance in the effort to share knowledge and further the objectives of decentralization in Africa and elsewhere.

5.0 Process for Knowledge Management and Communications in ALGP

Each Knowledge Management Unit (PDM, MDP and FCM) will be responsible for a range of knowledge management/communications activities as identified in their annual work plans. The following procedures will help ensure that all information shared and knowledge developed is easily identifiable as being part of the ALGP, with a consistent format and style.

5.1 Stakeholder Communications

The following mechanisms will be used to ensure effective communication among ALGP implementing partners and stakeholders:

- Regular use of email and FCM's interactive website
- Regular telephone/conference calls (may require interpretation)
- Videoconferencing
- Exchanges
- Study tours

Measures will be put in place to overcome possible language barriers.

5.1.1 ALGP Partners E-Newsletter

The ALGP electronic newsletter will be sent periodically to ALGP implementing partners and interested stakeholders to provide updates on ALGP activities, events, results and opportunities of relevance to the ALGP. The newsletter will be produced jointly by MDP, PDM and FCM. ALGP partners will be encouraged to submit news updates on a regular basis to the key contact person in their regional office (MDP or PDM).

The e-newsletter will be distributed by email in the three working languages of the ALGP – English, French and Portuguese. It will also be posted in the ALGP section of FCM's interactive website.

5.2 Guidelines for Developing Various Knowledge Products

A number of templates will be developed for each of the following knowledge products developed through the ALGP. The templates will provide an outline of the length, type of content, structure and format for each respective knowledge product.

The two regional organizations MDP and PDM will take the lead on developing the content of a range of knowledge products, in some cases individually and in others through a collaborative process. These may include case studies, manuals/toolkits, policy briefs, and publications. An ALGP knowledge management team will be established, which includes representatives of FCM, PDM and MDP.

This committee will be responsible for reviewing and finalizing publications before they go to print. Other ALGP partners may also be asked to sit on a review committee as appropriate.

Knowledge products will be shared with ALGP implementing partners, as well as pan African organizations, national and municipal governments, research institutions and financial partners.

5.2.1 Case studies

The ALGP intends to document a series of case studies that highlight the experiences and lessons learned from the activities of the ALGP in its four focus countries. Case studies may also explore a particular cross-cutting theme of interest to ALGP implementing partners and other local governance stakeholders, such as gender, HIV/AIDS, etc. More specifically, case studies will contribute to:

- Informing the various ALGP implementing partners and stakeholders of innovative approaches in municipal management and governance;
- Understanding the keys to success in the activities of the ALGP, and sharing the lessons learned.

5.2.2 Manuals/Toolkits

Manuals/toolkits will be developed on occasion to facilitate capacity building of national associations, local governments and possibly other ALGP stakeholders in a range of areas relevant to the ALGP (e.g., operational management, advocacy, communications, public consultation, performance measurement, etc.).

Manuals/toolkits produced by the ALGP will share the following common features:

- They will be used for training/practical application as opposed to theoretical
- They will be reference guides for a particular issue or subject
- They will use plain language

5.2.3 Policy Briefs

ALGP may produce a number of policy briefs on a given issue related to decentralization and local governance, based on results and lessons learned from ALGP activities or on a particular policy issue of interest to ALGP implementing partners. Policy briefs will seek to inform local government policy makers, central governments, financial partners, researchers and all those interested in decentralization and local governance.

5.2.4 Publications

The ALGP may produce a number of research publications based on the experiences and lessons learned from ALGP models and pilots. Publications will be shared with ALGP implementing partners, as well as pan African organizations, national and municipal governments, research institutions and donor countries.

5.3 Packaging Information

While all knowledge products, promotional and communications materials developed through the ALGP will be unique in content, they will share a common look and feel in order to be able to clearly associate them with ALGP:

- The logos of both the ALGP and the organization that took the lead in developing a knowledge product will be prominent on the front cover of that knowledge product.
- The back cover of each ALGP knowledge product may include the logos of each ALGP implementing partner on the back cover.
- All ALGP knowledge products and/or communications documents should include the following acknowledgement:
The African Local Governance Program (ALGP) is a program to support the decentralization process in Africa. The ALGP gratefully acknowledges the support of the Canada Fund for Africa for its program and publications.

- The organization that took the lead on developing a particular knowledge product will hold the copyright for it.
- The inside cover of every knowledge product produced through the ALGP will include a brief description of the program, and will list all implementing partners.

5.4 Printing

The organization that is taking the lead on producing a knowledge product will be responsible for printing the document. In some cases, another organization may assist with the printing of a document should additional resources be required to do so.

5.5 Disseminating Knowledge

Knowledge products developed through the ALGP will be shared with pan African organizations, central and local governments, research and training institutions and funding partners. The key target audiences are identified in Section 4 above – Target Audience.

The lead organization responsible for a particular knowledge product, in collaboration with the ALGP Knowledge Management Team, will develop a specific dissemination strategy for each knowledge product in the early stages of its development.

PDM will be responsible for distributing materials among ALGP implementing partners and key stakeholders in West and Central Africa and MDP in Eastern and Southern Africa. PDM and MDP will also be responsible for disseminating information/knowledge more broadly in their respective regions.

ALGP will also take opportunities to share knowledge/information more broadly in Africa through the new continental organization, CCRA, and through conferences and events such as Africities.

FCM will take responsibility for disseminating knowledge outside of Africa through its international municipal network.

5.6 Storage and Retrieval of information

All knowledge products will be stored electronically on the FCM interactive website and will be accessible to the public. PDM and MDP shall also post electronic versions of documents on their websites.

The organization that took the lead on producing a publication will be responsible for storing hard copies of the documents they produce. Each national and regional implementing partner organization, as well as FCM should request the number of copies they would like to receive prior to the document going to print. Each should maintain an ALGP resource centre with at least one hard copy of each document produced.

5.7 Monitoring and Evaluation

The Knowledge Management team will monitor and evaluate the knowledge management and communications components of the ALGP as per the monitoring and evaluation framework outlined in the Program Implementation Plan for the ALGP, using the indicators outlined in Section 2 of this document.

6.0 Knowledge Management Units and Their Responsibilities

This section outlines the broad responsibilities of knowledge management and communications at the global, regional and national levels. Note that specific activities are outlined in each implementing partner's annual work plan.

FCM and the two regional partner organizations PDM and MDP will take primary responsibility for implementing the knowledge management strategy.

6.1 Global Knowledge Management (FCM)

- Document results for ALGP
- Disseminate knowledge through website
- Disseminate information about communication activity
- Assist with packaging knowledge
- Develop and share knowledge through workshops
- Provide framework/tools for analyzing information around gender/endemic diseases

6.2 Regional Knowledge Management (PDM and MDP)

- Set up communications protocols
- Conduct capacity assessments
- Put in place processes and procedures for knowledge products development
- Set up monitoring system
- Build capacity of national associations in a number of areas (KM, performance monitoring, etc.)
- Hold regional dialogue/conferences
- Facilitate study tours/exchange visits
- Contribute to the regional and continental knowledge sharing (e.g. Africities IV, UCLGA conference in South Africa)
- Put in place processes and procedures for knowledge products development
- Undertake capacity enhancement needs assessment (CENA)
- Facilitate strategy development for managing HIV/AIDS at local government level
- Conduct scans on selected issues (e.g. strategies related to managing HIV/AIDS, gender mainstreaming at local level, innovative practices)
- Implement sessions with local government associations on innovative practices for mainstreaming gender

6.3 Knowledge Management Units in National Associations (ALAT, ANAM, AMM, NALAG)

- Contribute to information sharing through e-newsletter
- Monitor and report on project activities
- Share knowledge and communicate with national ALGP stakeholders (central governments, mayors and council, other related organizations, etc.)
- Develop case studies

6.4 Joint Knowledge Management Activities

- Design and deliver pan-African and global knowledge sharing workshops (e.g. Africities IV, WUF III)
- Design and develop Joint publications