



# Knowledge Management Concept

Global Programme  
'Soil Protection and Rehabilitation for Food Security'



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## PART I: CASE FOR CHANGE

IF YOU ARE ALREADY CONVINCED WE NEED TO DO BETTER IN KNOWLEDGE MANAGEMENT, YOU MAY AS WELL SKIP THIS PART

### WHAT'S ALL OF THIS ABOUT?

The Global Programme – Soil Protection and Rehabilitation for Food Security – focuses on the implementation of sustainable measures for soil protection and the rehabilitation of degraded soils in selected partner countries.

The programme's strategy aims at achieving the broadest possible impact by implementing tried-and-tested approaches in soil protection and rehabilitation of degraded soils and adapting them to new contexts as well as promoting innovations. On a tactical level, the programme assists partners in identifying lessons learned, and then assesses these lessons for use in policy-making as well as channelling them into national, transregional and international exchanges. The programme operates in three key areas:

1. Implementing measures for soil protection and rehabilitation,
2. Mainstreaming soil protection as an issue in policy-making and institutions and
3. Managing thematic **knowledge**<sup>1</sup> and networking in soil protection.

This document emphasizes the third field of activity of the global soil programme (managing thematic knowledge and networking in soil protection). After the project ran for approximately 3 years, the practice of knowledge management was examined and – as a result – a systematic and pragmatic **knowledge management** approach is proposed.

### WHY SHOULD WE CARE?

Until today, the global soil programme neither has a shared understanding, nor does it have a systematic approach to knowledge management. **Knowledge products** of the global soil programme and its country packages are only loosely defined, not classified properly, storage and re-use mechanisms are rudimentary, and publishing standards are not in place. As a result, a lot of knowledge products exist but are scattered across various systems in different countries and storage devices. It is hard to retrieve **information** and to access relevant knowledge without leveraging personal contacts. Furthermore, knowledge management is often set equal with mandatory dumping of files into the **document management** system (DMS) in order to satisfy legal standards of various kinds. There is little guidance on how to create good knowledge products and not all possible **distribution channels** are known or used to their full potential. Knowledge exchange and shared learning within the global soil programme as well as with external audiences is difficult under these conditions. Successful knowledge management practices, if identifiable, are largely a result of personal effort and not a result of program maturity. In addition, the global programme wants to deliver sustainable actions, which includes that knowledge and learnings are made available and can easily be found and captured beyond the duration of the project so that others can use and develop it further. Fact is, there's work to do given that we are half-way into the programme.

#### WHAT IS THE (RESEARCH) BASIS FOR THIS CONCEPT?

A total of 18 interviews were conducted with GIZ representatives and partners from 7 countries (in 5 African countries, India and Germany). Also, two workshops in Bonn served as a sounding board to frame the subject, to develop and challenge ideas and assumptions and to set priorities for next steps. Additionally, external support and best practices were infused into the process.

1. If a word or concept is marked **green**, it is mentioned for the first time throughout the document and indicates that you can find a standard definition for it in the appendix

**Connecting and engaging with others** up to now **means a lot of meetings**, conferences, events, south-south exchange, study visits,... Conferences where the presence of the global soil programme is centrally organised, have largely a representative character. If country packages assist at engagement events, individual or country specific interests might be the reason, but a systematic assessment of the engagement event or feedback to the rest of the global programme on outcomes, learnings or follow-up activities does not take place. This is an obstacle for joint learning. Not only in terms of content and technical learnings from the event but also in terms of recommendations for any future engagement at future or similar events. The same situation can be observed with south-south exchanges, study visits or large internal events like the knowledge exchange workshop. Not all are systematically designed based on learning objectives and embedded into a learning concept for the participating groups. The same applies to systematic feedback of knowledge from those exchanges into the global programme and maybe later to the international level.

While there is a lot of **communication** going on **in terms of awareness creation and reporting**, the focus should also be on communicating results and representation of our work to the public and our commissioner, who again want to communicate our activities and results. Up to now, communication work is not systematically and pro-actively done on the level of the global soil programme. Most country packages produce communication material like brochures, leaflets, posters, roll-ups or movies, often as part of their awareness creation and capacity development work. The steering unit only reacts to inquiries from the commissioner or others by producing ad-hoc contributions and communication material. A pool of material e.g. human interest stories, movies, or quality and copyright approved photographs is hardly available or accessible by everybody. Quality criteria for materials are sometimes not clear e.g. in terms of writing style, layout and designs or photographic guidelines. The style and professional quality of communication material from the country packages therefore differs and content is often not what is required in terms of communicating our results to our commissioner.

Currently, **different types of research** takes place in the global soil programme:

1. Accompanying research, which is commissioned by the BMZ to generate impulses for country specific activities and innovations.
2. research which is focusing on cross-cutting topics that are relevant to more than one country package and that is commissioned by the steering unit.
3. country specific research that is commissioned by the country packages, done by national or international research centres or national universities.

Therefore a large amount of studies and research results exist. Not all is available or accessible to the global programme staff, mostly because it is kept in the country packages. But also studies which are available to all, are too long and too detailed to quickly grasp the essence and filter the knowledge that is important for the reader. A lot of results and knowledge remain unknown or known to few and are not put into value the way it could be.

**Knowledge and experiences made during implementation** and information received from other sources (e.g. international research) are put into information and knowledge products of all kinds and for different audiences. Currently, a wide range of knowledge product formats exist for a variety of purposes from capacity development to communication, from training manual to short film, etc. The global soil programme is facing in particular two challenges in this regard. First, like in the previously mentioned paragraphs, not all knowledge products are available and accessible to all staff. A lot of it is stored in the country packages, on hard drives or other devices. Secondly, information and knowledge products in the country packages are usually being developed out of a concrete need or occasion. There is not always a systematic analysis of what experience is worth processing into a knowledge product and why. Also, a reflection on the type of audiences, the possible forms of use and the type and format the knowledge product should therefore be produced in, is not always taking place. This lead the global soil programme to a wide (and wild) mixture of products and hard time in giving it a structure to quickly make it available and to the point for different audiences.

#### WHAT'S IN THIS DOCUMENT?

This document is structured into five parts.

1. The first (this) part frames and defines the subject and outlines the **case for change**.
2. The second part provides a **general framework** and thus aims at creating a shared understanding.
3. The third part is geared towards **practical advice and support** that can be applied right away.
4. The fourth part is outlining **strategic recommendations and an action plan** for mid-term execution.
5. And the fifth part, the appendix, contains a **glossary** that you can always relate to as you go through this document.

## PART 2: KNOWLEDGE MANAGEMENT APPROACH

**YEAH, YOU MAY AS WELL SKIP THIS PART BUT DON'T TELL US LATER IT WASN'T THERE**

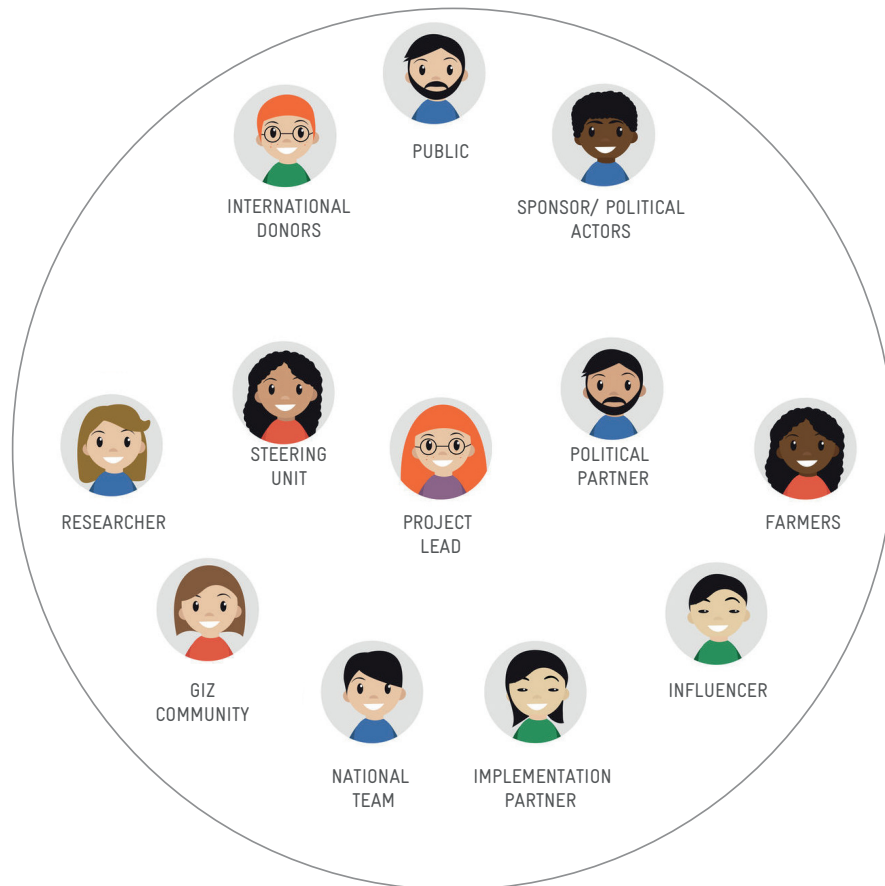
### WHICH VALUES GUIDE OUR KNOWLEDGE MANAGEMENT ACTIONS?

Guiding principles of knowledge management help to frame the subject in order to create a shared understanding.

1. **Data, information and knowledge can be stored, competence lives in people.**  
 Information and knowledge products can be documented and stored. Individual competence grows with personal experience.
2. **Knowledge Management is mandatory in order to achieve sustainability.**  
 Sharing information, knowledge and building competences is the core component of sustainable implementation, thus success.
3. **Knowledge needs to be accessible beyond programme duration.**  
 Good knowledge management provides access to knowledge for different target groups, and for scaling results after the programme is finished.
4. **Knowledge is never perfect but improves when shared.**  
 Each knowledge product is provisional until a better solution can be found. Better solutions can only be found if we dare to share unfinished, imperfect results with others and invite them to help us improve.
5. **Knowledge management includes good and bad experiences.**  
 Sharing not only successes and best practices, but also negative experiences is core to a vivid knowledge culture. Talking about failures and mistakes is a sign of trust and strength within our programme.
6. **Knowledge products need to fit the audience.**  
 "The worm must be tasty for the fish": Knowledge products need to be designed with the end-user in mind. A good information experience supports the users in doing their job well.
7. **Those who know the audience best, decide.**  
 Local needs can be best addressed on a local level. Standardized approaches and formats reach their limits when it comes to language, literacy, infrastructure, etc.
8. **Knowledge management goes beyond reporting**  
 Mandatory reporting and document storing might be painful at times, yet we must accept them as beloved enemies. They are part of knowledge management, but knowledge management goes far beyond.
9. **Managing knowledge is our job, not someone else's.**  
 Yes, it is a core leadership duty to ensure knowledge management is a programme priority. And yes, some tasks related to knowledge management can be organized through formal roles and clear accountabilities. But it is equally important to realize that managing knowledge is everyone's responsibility.
10. **Sharing improves with gratitude and recognition.**  
 Good knowledge work often remains invisible because it is hidden in personal dialogue and exchange. Don't forget to give credit to those who deserve it!

### WHO DOES THIS MATTER FOR?

Within the programme, various functions form a **knowledge ecosystem** that is characterized by multifaceted stakeholder relationships, various **knowledge cycles**, and different information needs. State-of-the-art knowledge management is required to address each role as an audience with specific needs but also with respect to responsibilities related to knowledge management. The following illustration depicts all relevant functions within the knowledge ecosystem of the global soil programme.



*Illustration: Soil Knowledge Ecosystem, Overview of relevant Roles/Target Groups*



### WHAT KIND OF KNOWLEDGE DO WE TALK ABOUT?

Within the programme four distinct **knowledge types** are relevant to engage successfully in sustainable development.

- **Subject-matter**-knowledge is technical or functional by nature (for instance soil fertility methods, erosion measures, watershed management approaches) and represents both, core knowledge (i.e. soil-related) and peripheral knowledge (adjacent topics such as land property rights, human rights, etc.).
- **Process knowledge** relates to GIZ internal and legal standards and procedures Those are usually produced by other departments than the programme itself.
- **Leadership knowledge** includes managerial competences and soft skills that are usually provided by HR, AIZ, etc.
- **Methods knowledge** refer to standard approaches to getting things done (both GIZ internal methods such as capacity development and external methods such as design thinking, workshop moderation, etc.). Those are usually provided by other teams, such as FMB or external partners.

It is important to note that most process-, leadership- and method-related knowledge is not developed within the soil programme and thus needs to be sourced from within overall GIZ or even external to the organisation. Following this definition, process-, leadership- and method-related knowledge, which is put and adapted into the context of the global soil programme, is included under subject-matter knowledge (e.g. using a specific participatory approach or workshop method).

**RECOMMENDATION**  
Based on current needs, future priorities, but also given the operational reach of the programme, strategic focus will be given to subject-matter-related knowledge.

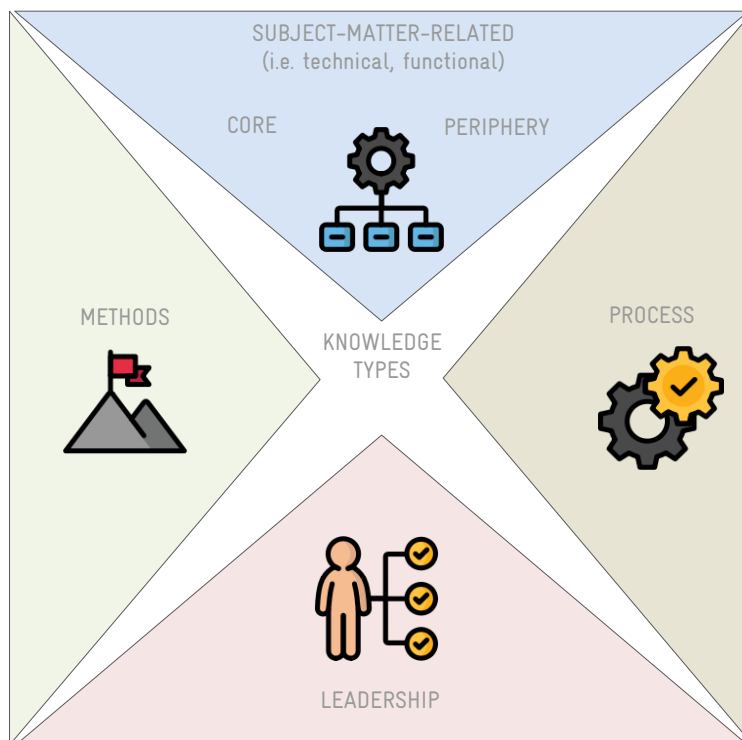


Illustration: Knowledge types relevant to the programme

The global soil programme currently does produce a variety of knowledge products. The overview depicted here illustrates the huge (and yet most likely incomplete) breadth of knowledge product formats within the programme.

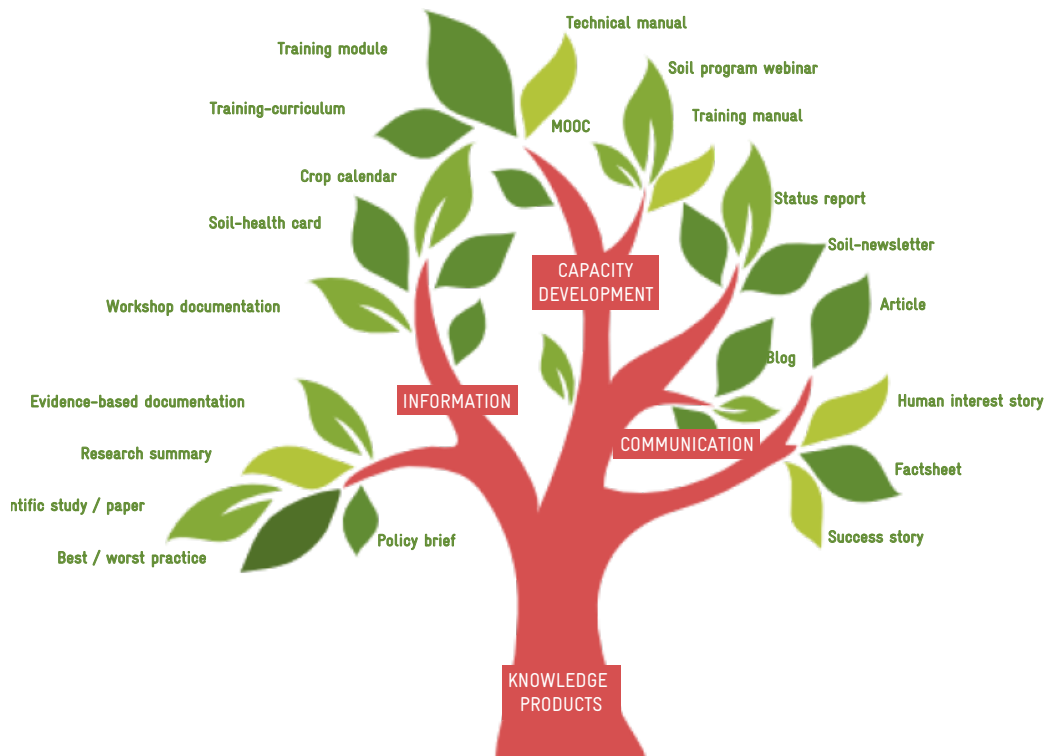


Table: Overview of knowledge product formats within the global soil programme

**RECOMMENDATION:** Increased focus on quality for knowledge products by means of standardization. Increased impact of knowledge products by means of better definition of the audience.

Some knowledge product formats are of specific interest to a broad range of audiences and beyond one country. Yet it is not always clear what those are. Also, there is no standardized approach to templates, formats, length and style.

For those knowledge product formats, an increased focus on quality (timeliness, usability, reliability) by means of standardization is recommended. The specific focus for Core Knowledge Product Formats is characterized by the following criteria:

**RECOMMENDATION:** Development of templates and content management processes for Core Knowledge Product Formats.

- A **knowledge product template** including guidance on length, style, format and compliance as well as tips and tricks on how to achieve good quality.
- A **well-defined content management process** including creation and actualization schedules, approval workflows, tagging rules and publishing channels as well as supporting shared services (editing, uploading, publishing, ...).

The following knowledge product formats will be considered Core Knowledge Product Formats in a first phase and standardization will start with these. Additional formats may be added at a later stage:

- Research Summary
- Best Practice Report
- Human Interest Story
- Training Manual
- Technical Manual
- Success Summary
- Policy Brief
- Webinar

#### HOW DO WE SPEAK WITH ONE VOICE?

Good knowledge management requires a great user experience (in searching, finding and accessing information and knowledge). A well-maintained **information architecture** based on a clearly defined **taxonomy** are success factors of a great user experience and represent a shared language, an aligned way of describing knowledge. It enables us to speak with one voice.

The following table depicts the current and most likely incomplete status of our taxonomy. It is a living document that needs to develop further as the global soil programme progresses with its knowledge management efforts.

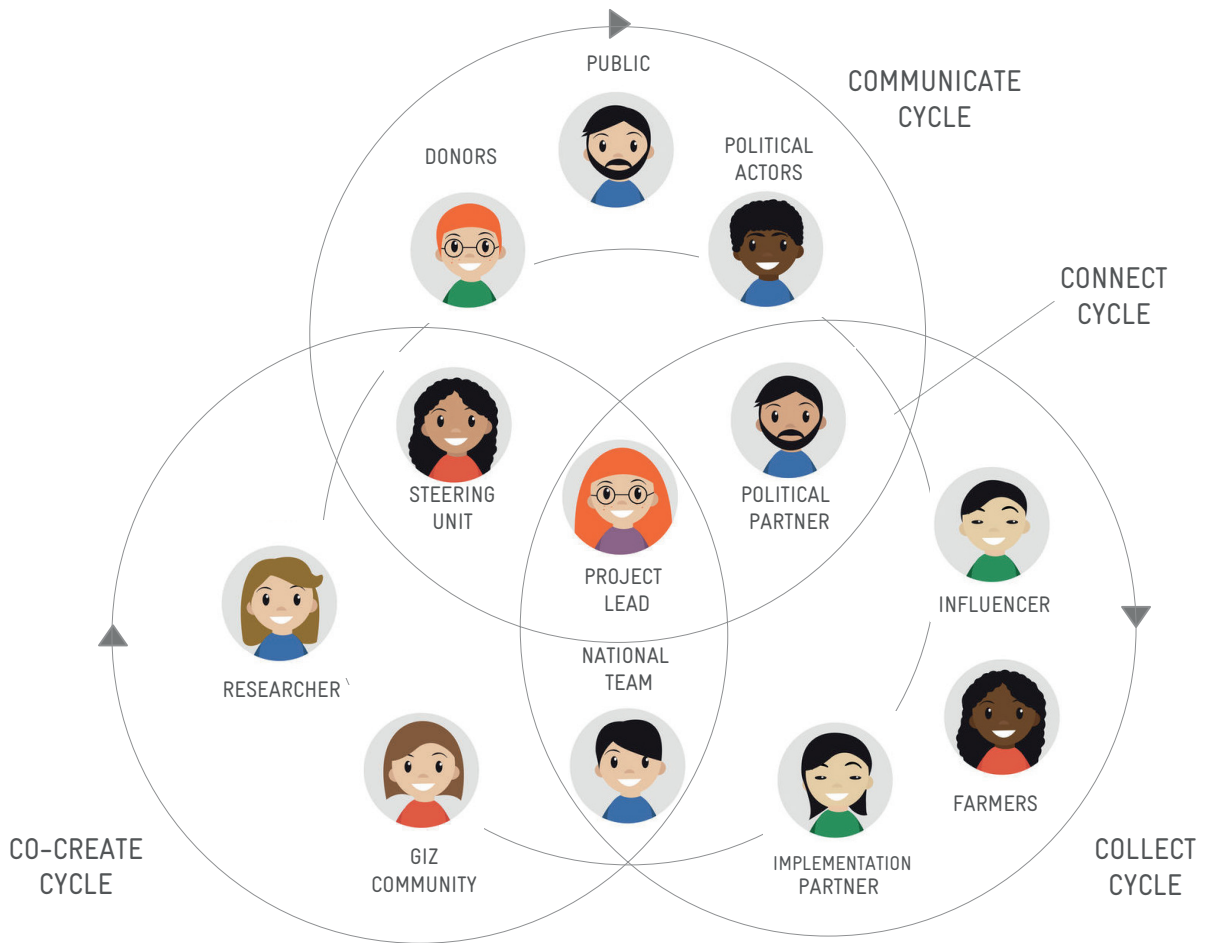
Table: Taxonomy of Knowledge Products of the Global Soil Programme (content classification scheme)

FORMATS	TOPICS	
PRINT	TECHNOLOGIES, PRACTICES, APPROACHES	# CLIMATE CHANGE
# Technical Manual	# CROP MANAGEMENT	Mitigation
# Checklist	<i>minimum tillage</i>	Adaptation
# Presentation	<i>intercropping</i>	Soil Carbon
# Booklet / handout / brochure	<i>crop rotation</i>	# SOIL DEGRADATION
# Research summary	<i>cover crops</i>	<i>Drylands</i>
# Scientific study / paper	<i>mulching</i>	<i>Desertification</i>
# Evidence-based documentation	<i>legumes</i>	<i>Marginal Lands</i>
# Soil-health card	# INPUTS	<i>Erosion</i>
# Crop calendar	<i>compost</i>	<i>Salinisation</i>
# Best / worst practice	<i>manure</i>	<i>Acidification</i>
# Workshop documentation	<i>biochar</i>	<i>Nutrient Mining</i>
# Policy brief	<i>terra preta</i>	<i>Gully</i>
# Poster	<i>lime</i>	<i>Overgrazing</i>
# Infographic	<i>biofertilizer</i>	GLOBAL TARGET SETTING
# Success story	<i>mineral fertilizer</i>	# Sustainable Development Goals
# Fact Sheet	# VEGETATIVE MEASURES	# Land Degradation Neutrality
# Human interest story	<i>vegetation strips</i>	# Nationally determined contributions
# Article	<i>hedges</i>	ACTIVITIES RELATED TO SOIL PROTECTION
# Status report	<i>agroforestry</i>	# Seed improvement
# Training / learning event	# STRUCTURAL MEASURES	# Small scale mechanization
# Training-curriculum	<i>micro basins</i>	# Soil testing / lab
# Training module	<i>trenches</i>	# INCENTIVES
# Training manual (includes train-the-trainer concept)	<i>terraces</i>	<i>Soil Policy</i>
DIGITAL	<i>bunds</i>	<i>Land Rights</i>
# Newsletter	<i>dams</i>	<i>Economic Incentives</i>
# Sector-network (internal)	<i>gabions</i>	<i>Social Innovations</i>
# Community of practice (internal + external)	<i>water-spreading weirs</i>	CROSS-CUTTING ISSUES
# Peer-review	# LAND MANAGEMENT	# Digitalization
# Mindmap	<i>land use planning</i>	# Gender
# Blog	<i>area closure</i>	# Migration
# E-learning	<i>reforestation</i>	# Innovation
# MOOC	<i>fire management</i>	# EDUCATION
# Website	<i>pasture management</i>	<i>Good Agricultural Practice</i>
# Radio feature	# FARM MANAGEMENT	<i>Agricultural Vocational Training (ATVET)</i>
# Podcast	<i>seeds</i>	<i>Extension Service</i>
# Movie	<i>sowing</i>	
# Screencast	<i>pest management</i>	
# Television feature	<i>invasive species</i>	
# Webinar	<i>irrigation</i>	
FACE TO FACE	<i>water harvesting</i>	
# Conference / forum	<i>mechanization</i>	
# Side event	SUSTAINABLE NATURAL RESOURCE MANAGEMENT	
# Workshop	# sustainable soil and land management	
# Meeting	# watershed management	
# Knowledge exchange workshop	# landscape approach	
# Visit / study trip / field trip	SOIL PROTECTION AND REHABILITATION	
# Coaching/Mentoring	# Conservation Agriculture	
# Hospitation	# Organic Agriculture	
# Applied Research	# Agroforestry	
# Peer Review	# Integrated Soil Fertility Management	
# Learning Conference / Un-Conference	BENEFITS OF SOIL PROTECTION	
# Agile Process	# Agrobiodiversity	
# Social Lab	# Employment	
# Open Innovation	# Food Security	
	# Economics of Land Degradation (ELD)	



**HOW DO WE PROCESS OUR KNOWLEDGE?**

We propose knowledge management processes that are specific to the necessities of the programme, the needs of its audiences, and that allow for emphasis to be put on specific priorities depending on where the programme is positioned in its life-cycle. Four distinct so-called **Knowledge Cycles** were identified and will be further explained throughout this section: **Communicate, Connect, Co-Create** and **Collect**.



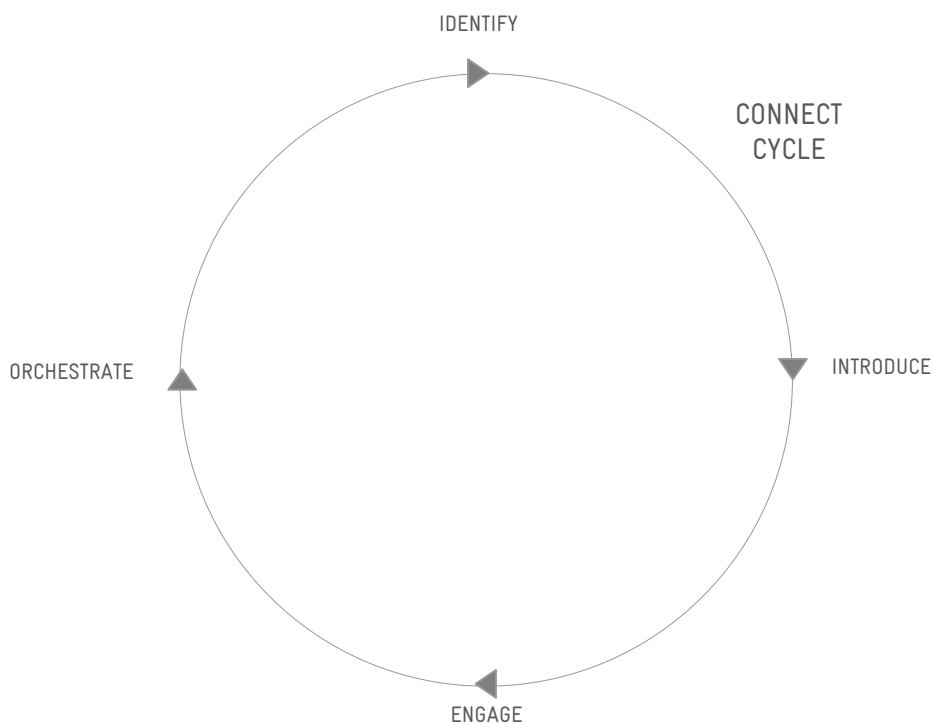
*Illustration: Relevant Knowledge Cycles for the Programme*

**Connect Cycle: Networking and personal interaction**

“Connect Cycle” refers to networking and personal interaction between individuals and in networks. The process usually follows the steps:

- **Identify:** Find people that matter - inside or outside the organization.
- **Introduce:** Get connected with these individuals and groups. Build trust.
- **Engage:** Organize exchange, sharing, discussion... activities with these people.
- **Orchestrate:** Establish and manage the community, the network, the relationship.

It is aimed at **establishing and maintaining local and global networks** as well as **interpersonal knowledge exchange platforms** on national, international and global levels. Connecting, if well done, is a key success factor for the whole programme and not just for knowledge management but for enhanced impact, outreach and scaling. Different to the Co-Create Cycle, activities in the Connect cycle do not necessarily mean the creation of new knowledge. But connecting activities are the basis for co-creation.



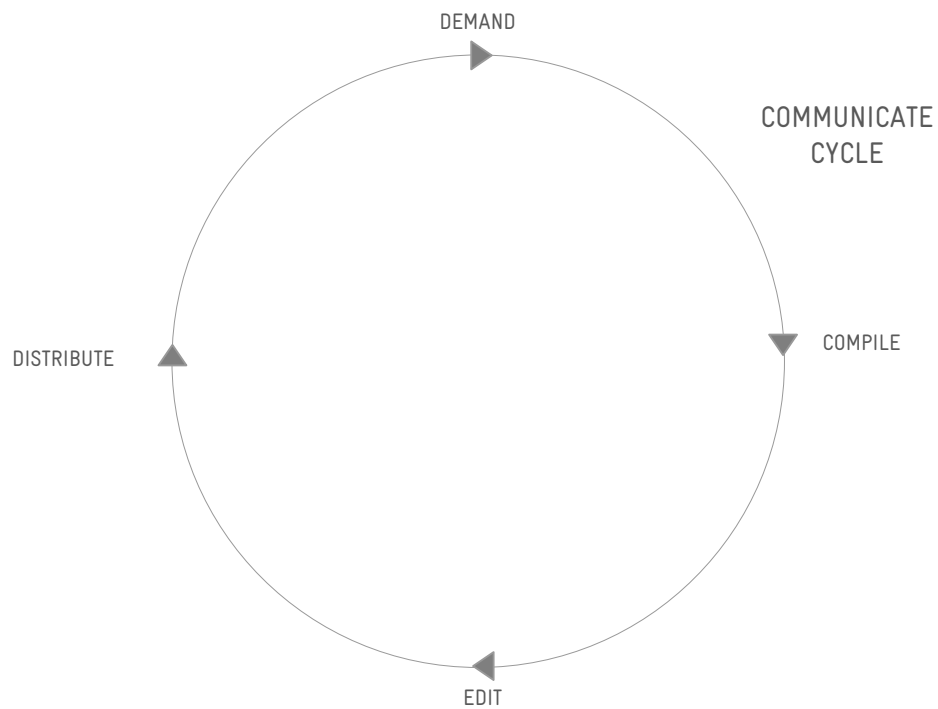
*Illustration: Connect Cycle*

### Communicate Cycle: Distribute results and build reputation

“Communication Cycle” relates to the creation of communication material targeted to increase awareness and building reputation. It includes:

- **Demanding:** Triggering and requesting a certain communication.
- **Compiling:** Collecting and assembling information to communicate.
- **Editing:** Sorting, writing, improving, formatting, checking and approving.
- **Distributing:** Finding and using the right channel(s).

It is geared towards audiences that expect – as clients or as members of the interested public – to receive information about the progress, results and impact of the programme. While there is a certain amount of overlap with reporting and evaluation processes, which are a specific part of knowledge management, other aspects, for instance the creation of human interest stories are core knowledge (or communication) management tasks.



*Illustration: Communicate Cycle*

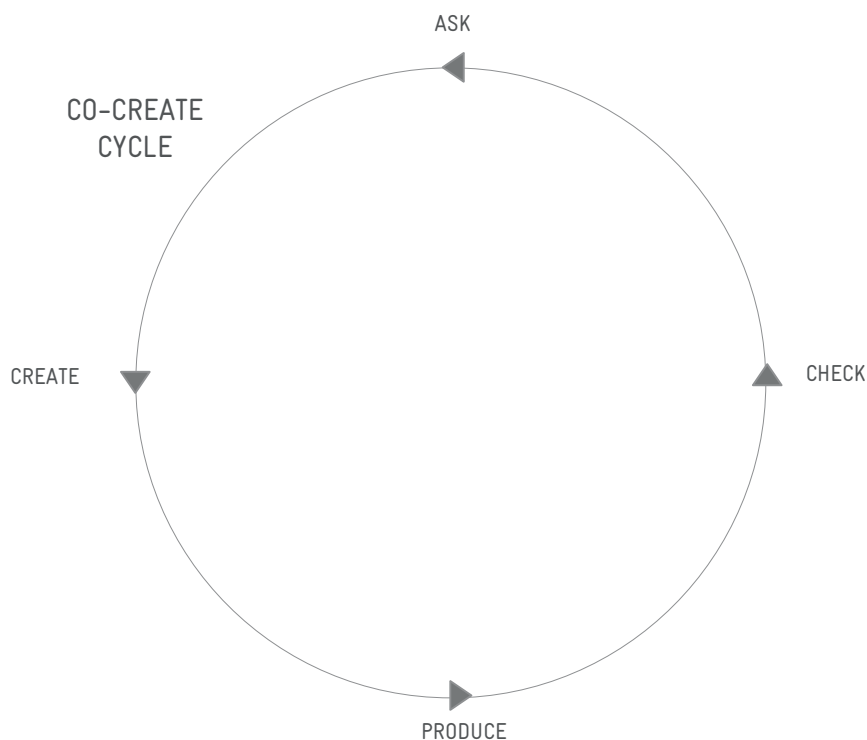


### Co-Create Cycle: Develop new Knowledge

Co-Create entails collaborative creation of new knowledge and competences through basic research (investigating new topics and developing theories), applied research (analysing practical experiences and making improvement suggestions) but mostly through practice when development of new knowledge happens during actual project implementation with the help of co-creative or learning formats. Any co-creation follows usually the steps

- **Asking** a (research) question
- **Creating** new knowledge in partnership
- **Producing** and summarizing the findings.
- **Checking** them by releasing them to a certain audience and observing their reactions.

When co-creation is conducted by international research institutions, this flow, while focusing on supplying new knowledge to the programme, also has a strong potential outreach to the global soil community (since researchers share their results via multiple channels with the public).



*Illustration: Co-Create Cycle*

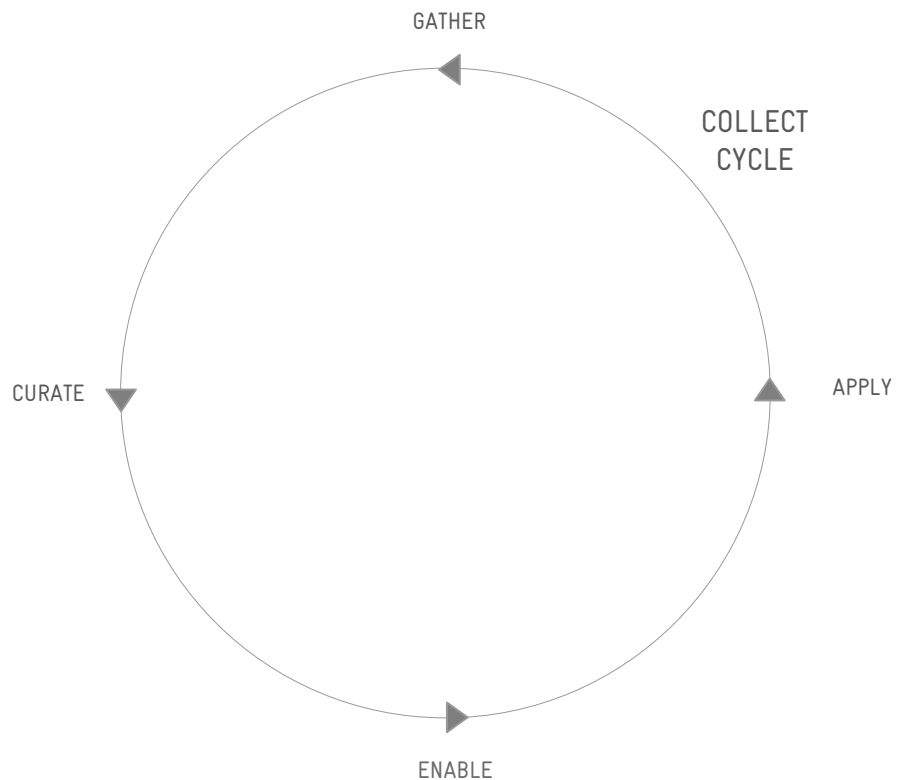
**Collect Cycle: Scaling knowledge and competences**

“Collect Cycle” focuses on

- **Gathering** existing knowledge and experiences.
- **Curating** that content into re-usable knowledge products
- **Enabling** people by providing knowledge through capacity development, trainings, coaching, etc.
- **Applying** that knowledge and – by adjusting, interpreting and improving – feeding the subsequent knowledge cycles

Thus, it includes both, managing and using knowledge products (artefacts) and all people enablement formats (training & learning).

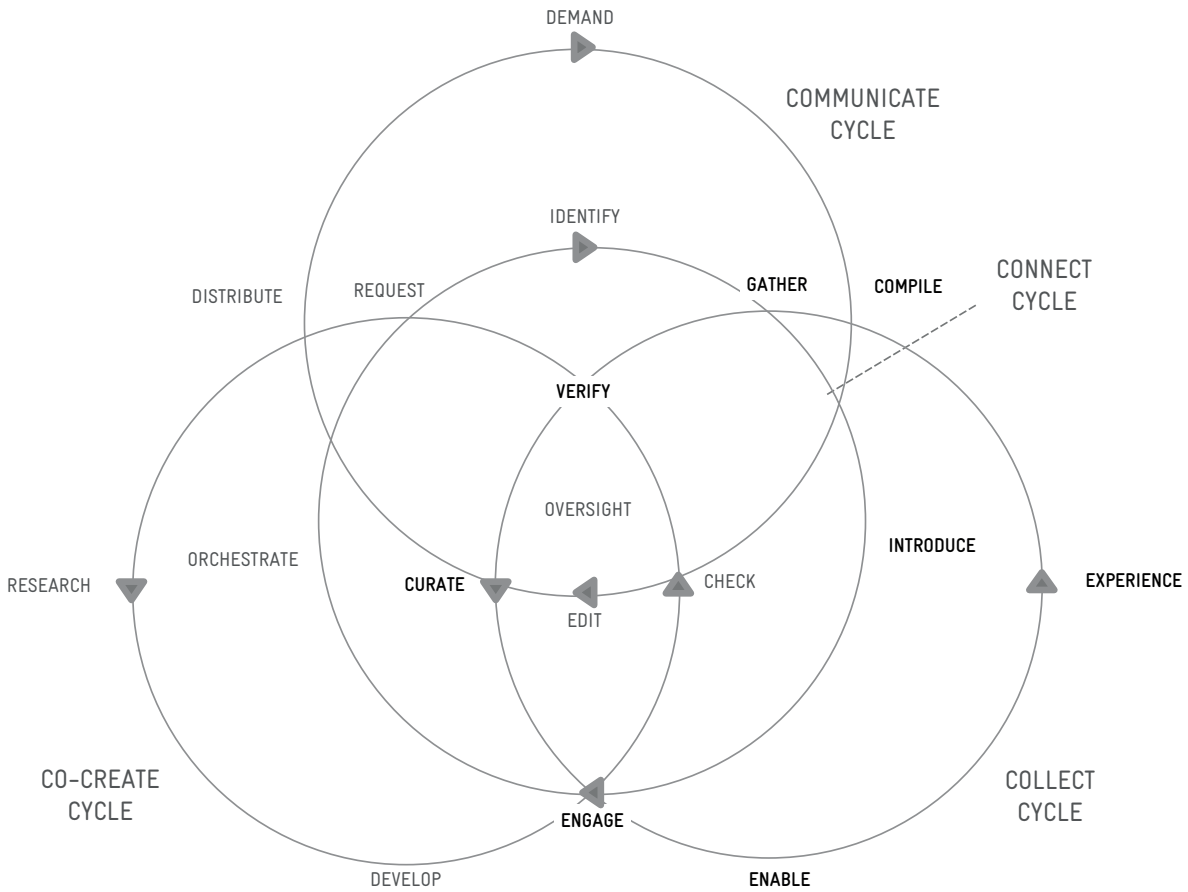
Co-Create and Collect cycles inherit a two-way feedback loop where co-creation is encouraged by user needs and usage patterns and collecting is informed by actual co-creation results.



**RECOMMENDATION:** Hold on to well-accepted and relevant connect activities. In addition focus on re-use and scaling of existing knowledge by focusing additionally on collect aspects of knowledge management.

*Illustration: Collect Cycle*

The following illustration displays all four knowledge cycles, how they relate to each other and also illustrates the suggested focus areas highlighted in bold.



*Illustration: All knowledge cycles with suggested focus areas highlighted.*

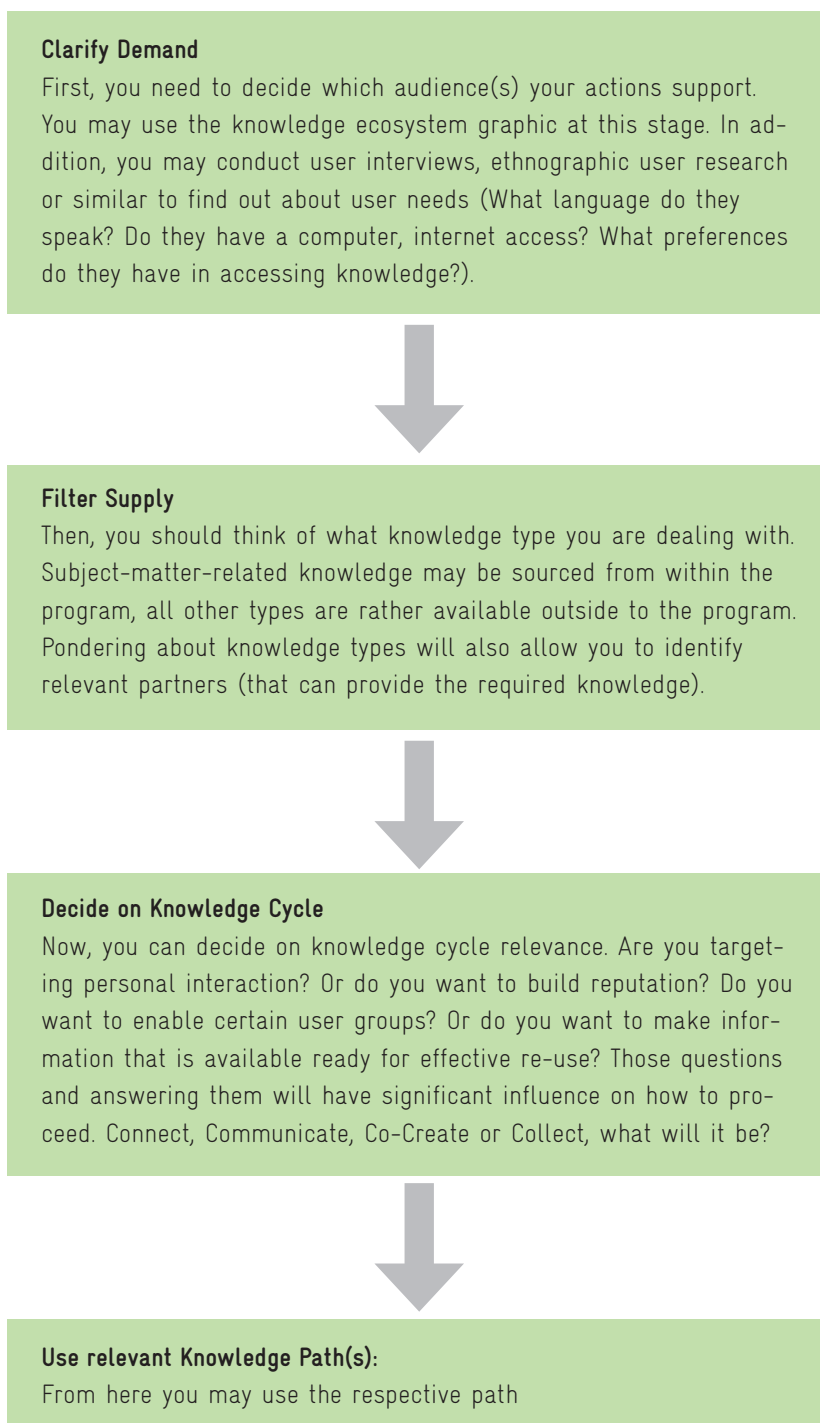
## PART III: PRACTICING KNOWLEDGE MANAGEMENT NOW

TRUE, IT'S BEEN A COUPLE OF PAGES TO GET HERE.  
SO, LET'S GET PRACTICAL!

### DEFINING MY STARTING POINT

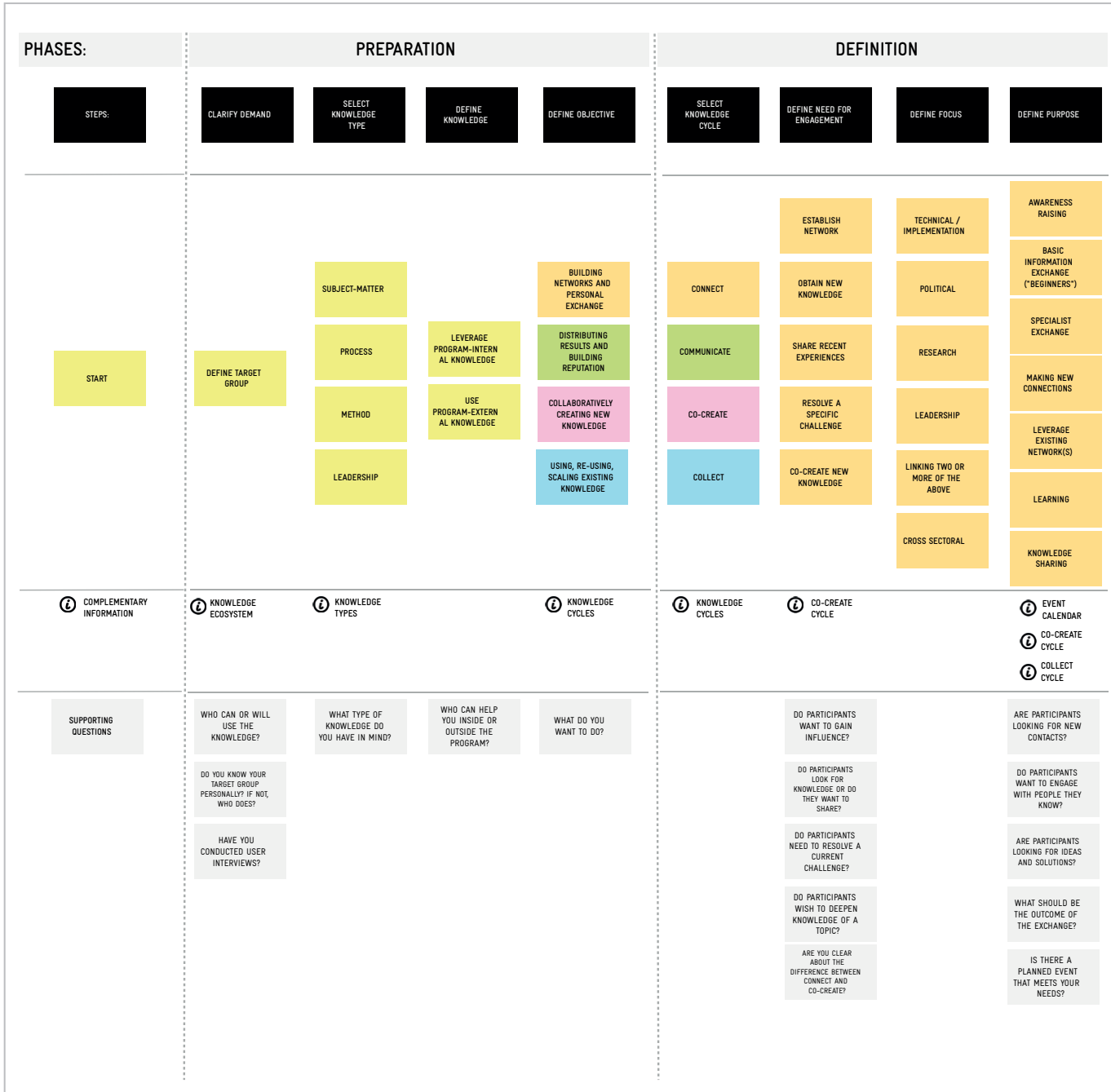
Finding the right knowledge, at the right time, in the right format, is crucial in professional environments where time matters, solutions are sought and results count. Knowledge needs to be accessible, relevant and quickly comprehensible to be useful. This poses some requirements to every knowledge professional. If you are one of them, this section aims at providing guidance on what to consider while you are underway. This section, although work in progress, aims at providing you with process and decision support along all four knowledge cycles. You can use the tools – [Knowledge Paths](#) – right away and in your daily work.

So, if you are tasked with improving knowledge management for your project, you may want to just **start here**:



On the next pages you will see the Knowledge Paths for each Knowledge Cycle. They are meant to guide and support you when producing a knowledge product in the respective cycle.

# CONNECT



## LEGEND



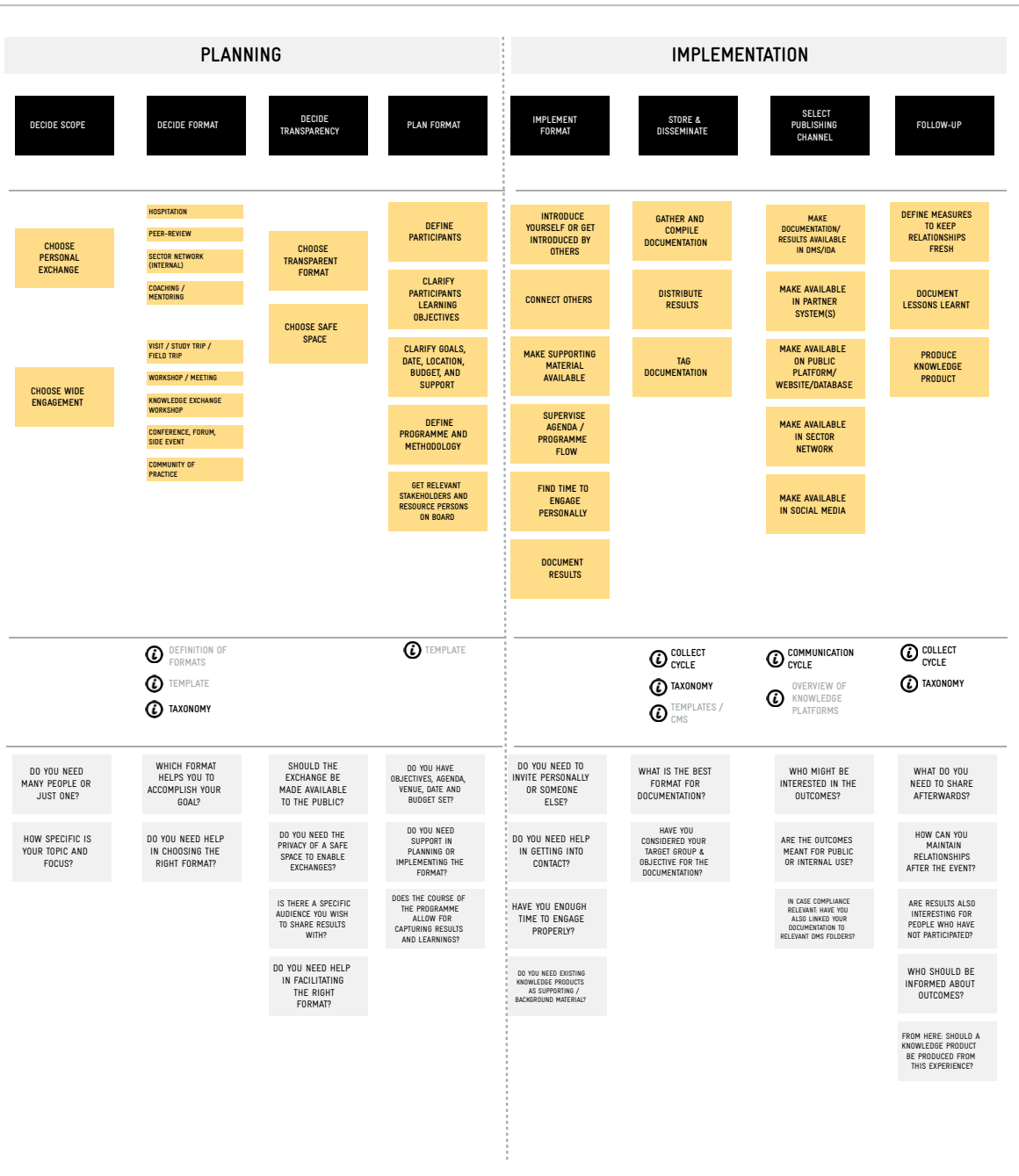
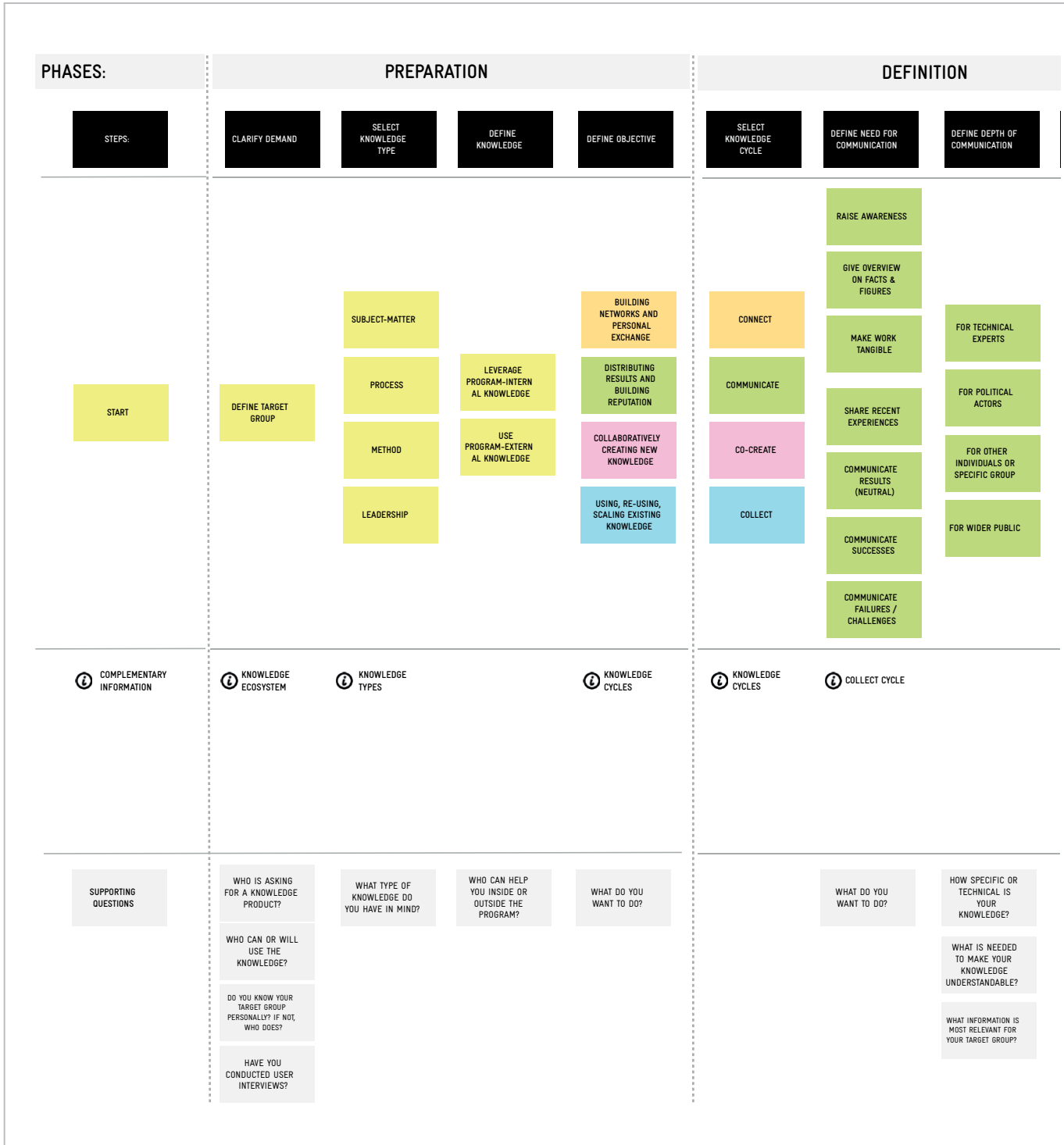


Illustration: Connect Knowledge Path

# COMMUNICATE



## LEGEND

- PREPARATORY STEPS
- COLLECT CYCLE
- CONNECT CYCLE
- COMMUNICATE CYCLE
- CO-CREATE CYCLE
- SUPPORTING QUESTIONS
- i COMPLEMENTARY INFORMATION



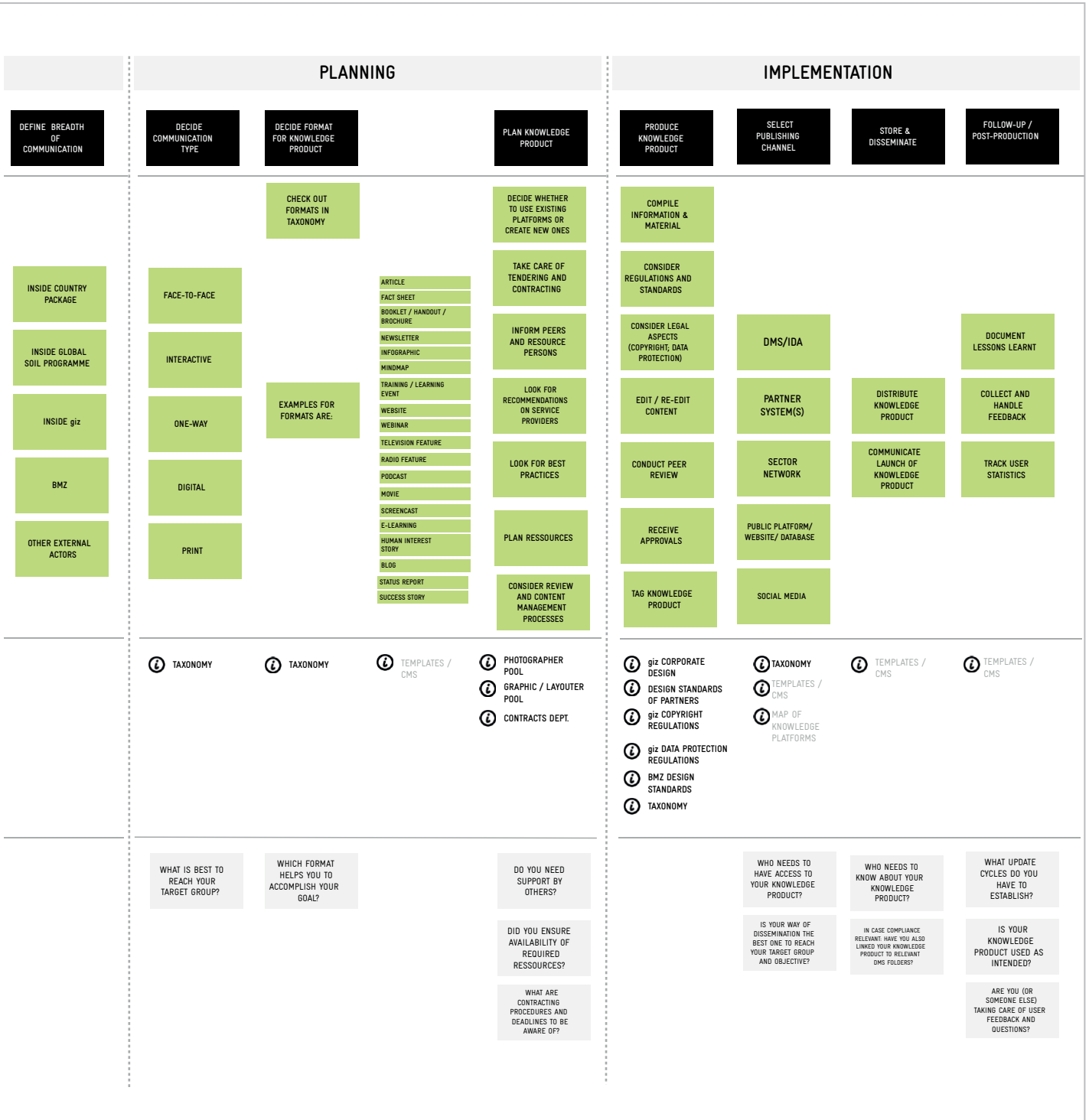
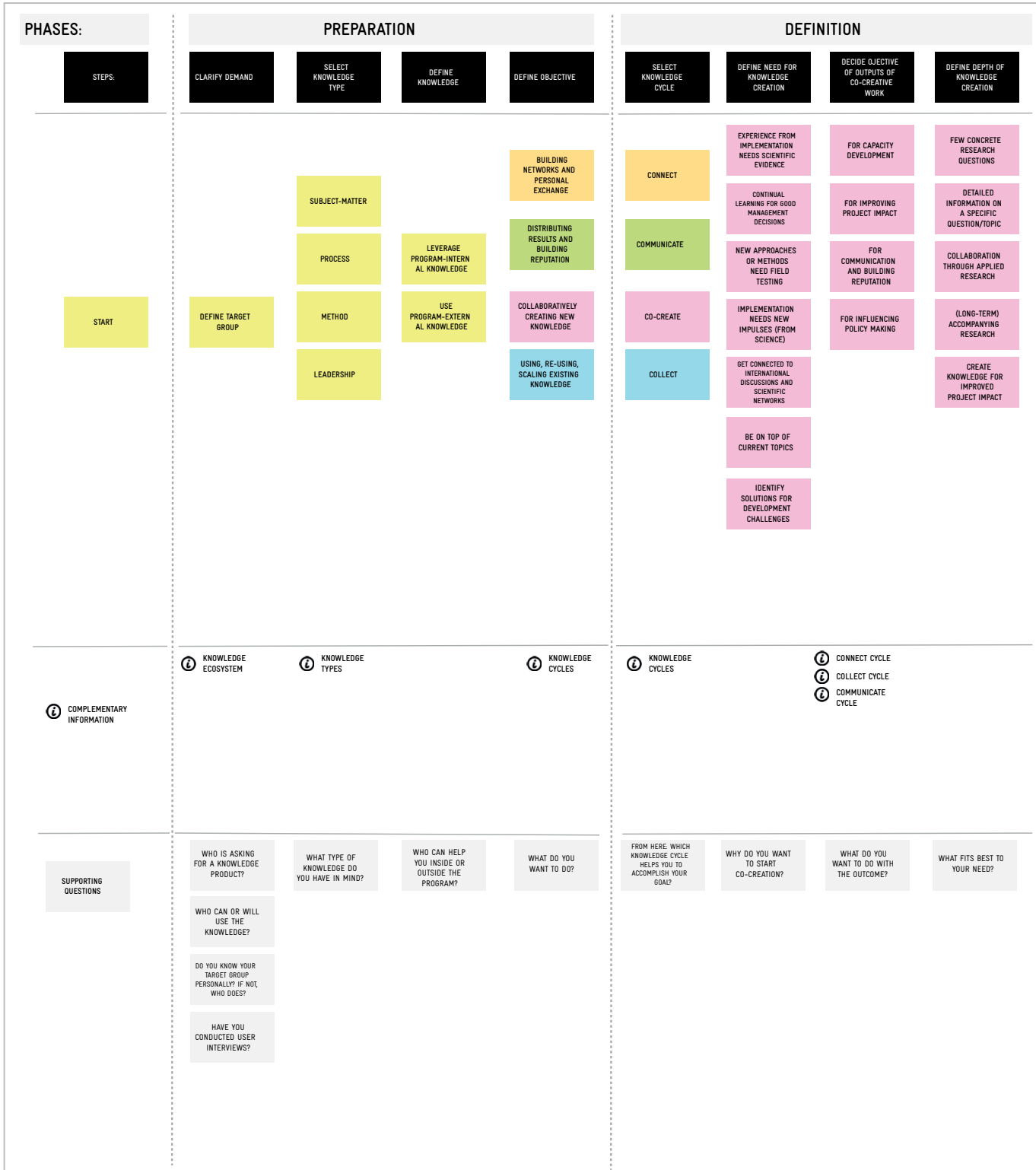


Illustration: Communicate Knowledge Path

# CO-CREATE



## LEGEND

- PREPARATORY STEPS
- COLLECT CYCLE
- CONNECT CYCLE
- COMMUNICATE CYCLE
- CO-CREATE CYCLE
- SUPPORTING QUESTIONS
- ⓘ
- COMPLEMENTARY INFORMATION

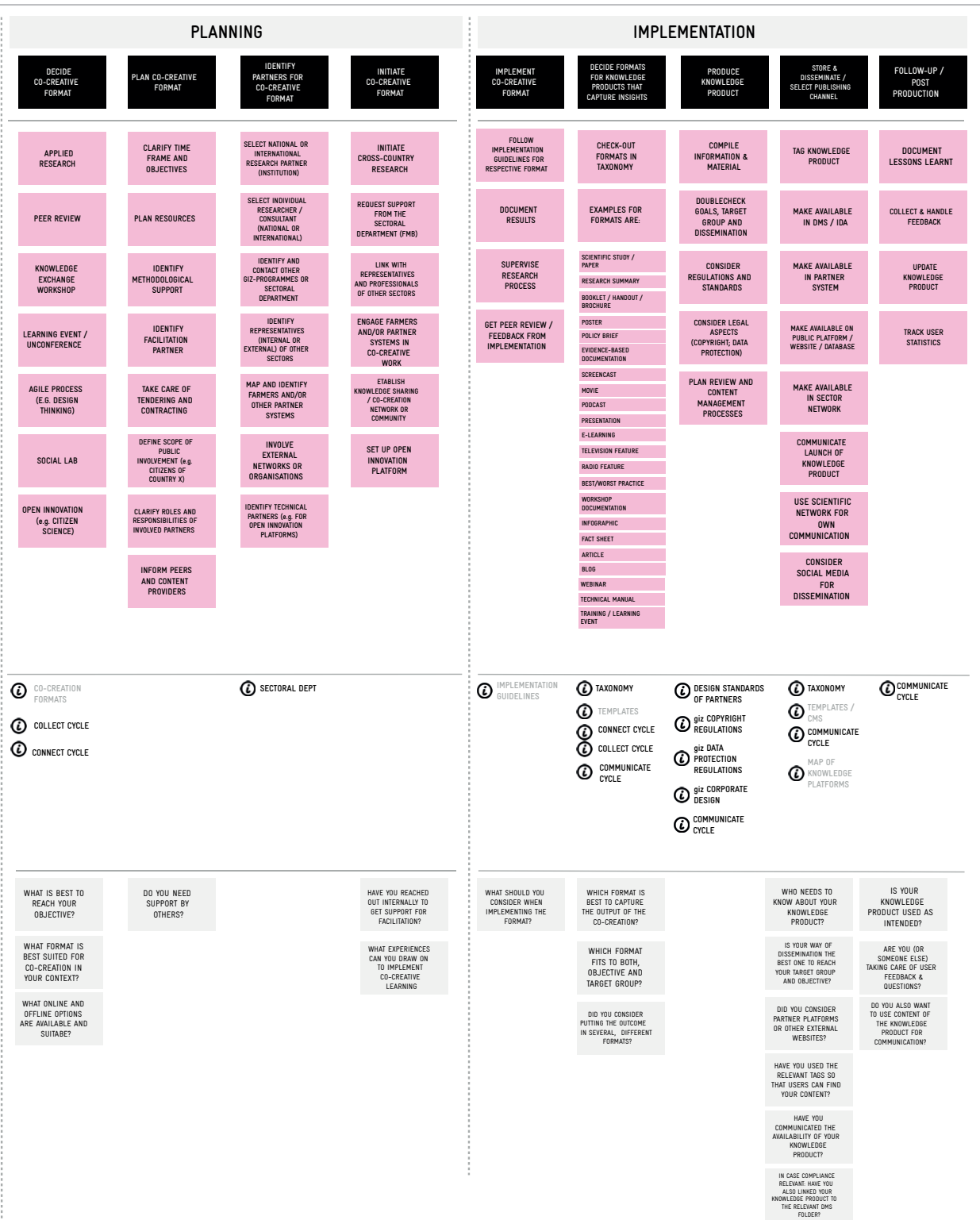
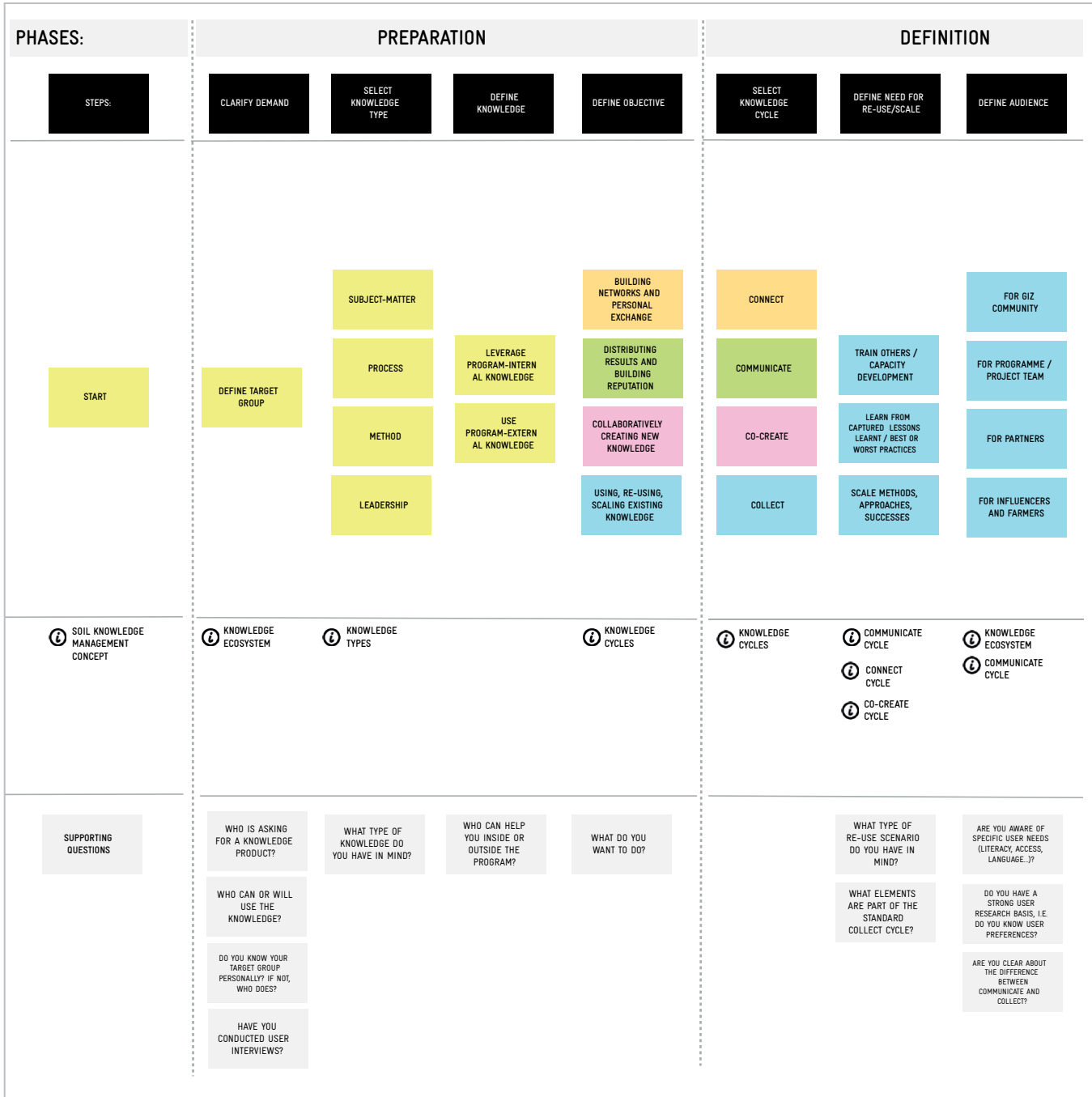


Illustration: Co-Create Knowledge Path

# COLLECT



LEGEND

PREPARATORY STEPS
COLLECT CYCLE
CONNECT CYCLE
COMMUNICATE CYCLE
CO-CREATE CYCLE
SUPPORTING QUESTIONS
i COMPLEMENTARY INFORMATION

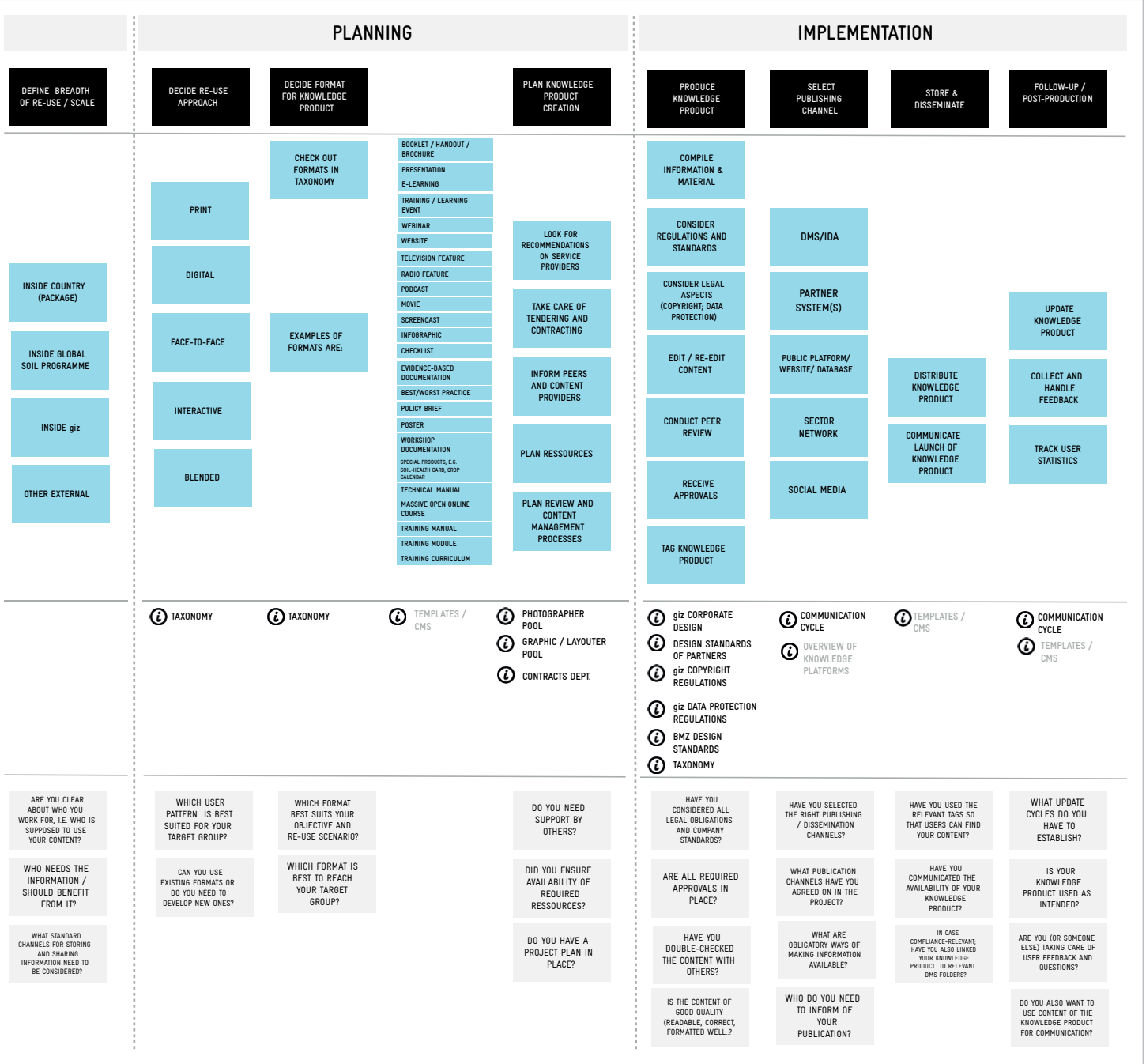


Illustration: Collect Knowledge Path

## PART IV: IMPROVING KNOWLEDGE MANAGEMENT

**RECOMMENDATION:**

A few small activities done well are better than a sophisticated but unrealistic approach. We will focus on five key actions.

ALRIGHT, I UNDERSTAND WHAT I CAN DO NOW. BUT WHAT 'S NEXT?

**WHICH KEY ACTIONS ARE RECOMMENDED?**

State-of-the-art Knowledge Management requires deliberate measures for improvement. We propose five work-streams that address distinct enhancements.

**I. INFORMATION EXPERIENCE**

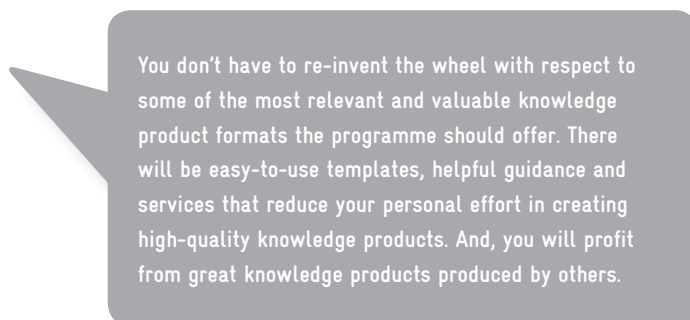
There is not a single knowledge worker on the planet who does not wish for a one-stop-shop, a single point of access for all the information needs one could have. While this is understandable, it is also highly unrealistic given the complexities and dynamics of today's work environment. At the same time, we must be attentive to requests for an improved information experience and the pain that goes along with duplication of effort (that is the result of an insufficiently defined platform landscape). Thus, this work-stream's objective is to clearly outline the relevant internal and external information platforms as well as their use for internal and external audiences (based on decision criteria such as expected longevity of solution, usability/access for end-users, performance and reliability, ease-of-use, security and data protection, cost, integration with existing solutions, to state the most important ones). It also includes decisions on how to proceed with established platforms (IDA, WOCAT, NICE, ...). This work-stream will also cover the definition of relevant platforms and the creation of a knowledge map, describing which platforms can be used for which knowledge management purpose, thus providing transparency and oversight across all relevant platforms. And last but not least the work-stream will help to create an understanding about which information is produced for administrative or compliance purposes (with mandatory storage in DMS) and which is knowledge that helps to create sustainable impact.

So, what? What will be different for me once this is implemented?

You will know where to publish information and how. You will also know where to find information that helps you to do your job well. And finally, you will also understand which information you need to provide for administrative and compliance purposes vs. which information is helping the programme to create sustainable impact.

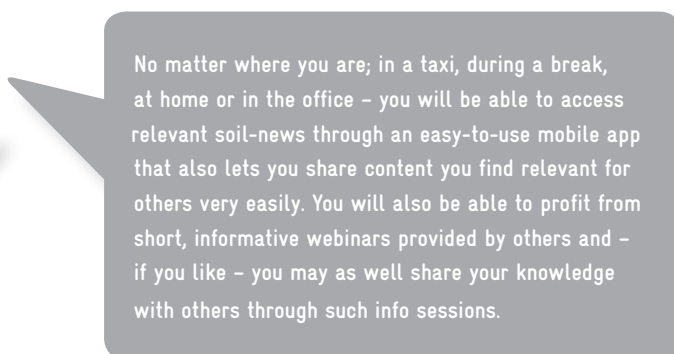
## II. CORE KNOWLEDGE PRODUCT FORMATS

Within the programme various knowledge products exist. Some are very distinct with respect to local needs (dialects, literacy, etc.) while others – especially in formats such as human interest stories, best practice reports, research summaries – are highly relevant for multiple audiences and use cases. The first set of Core Knowledge Product Formats identified, are mentioned above (see section on knowledge products). This work-stream will cover those formats and set clear standards for them. Those shared standards include scope, format definition (templates), an aligned information architecture (for improved search capabilities) as well as distribution channels. Relevant knowledge products will follow a defined content management process including creation and actualization schedule, review and approval schemes, etc. They will also be supported by a shared services infrastructure and by external resource pools (e.g. journalists, photographers, movie makers).



## III. KNOWLEDGE BITS AND INFORMATION SNIPPETS

Programme members have a wide spectrum of information needs that are currently not addressed. Those demands are less formal, not necessarily exactly defined or precisely articulated but still relevant. This work-stream will therefore attempt to expand information gathering and sharing to include subject matter outside the focal attention of the programme. Examples include information from other sectors but relevant for our work, (e.g. water management, land property rights), but also difficult knowledge areas (e.g. human rights, sustainability). It may also include knowledge about methods (How to do good Knowledge Management? How to design and moderate successful workshops?). In recognizing limited time and attention span in most of these areas, the work-stream will focus on creating a small set of attractive learning, exchange and information offerings with very low level of entry. Examples of such formats include information and expert sessions (webinars) or a mobile news app / IDA.projects, which could replace the programmes internal newsletter.



#### IV. Interpersonal Exchange

Physical or virtual – personal exchange is seen by many as a core strength of the programme, so this work-stream will focus on maintaining and growing this muscle by ensuring positive experiences continue (e.g. conferences, study trips, management meetings) and new forms of knowledge sharing emerge (for instance multi-generational knowledge exchange, peer-re-view approaches). The work-stream will also consider methods to capture learnings and to make them available to others, for instance by helping to connect scientists and practitioners directly through new collaboration formats. This will help to circumvent bottlenecks and to scale the – aforementioned – two-way feedback loop. The work-stream will also help to establish access to other knowledge networks, particularly in the research area, to expand its footprint and to engage more frequently and intensively by actively sharing experiences and by making scientific evidence relevant for decision making and practical application. It is all about learning from others!

That's fantastic.  
But isn't this some-  
thing we already  
do well?

Yes, indeed. We don't have to fix what's not broken, but we can make sure that our positive experiences with knowledge exchange workshops, south/south exchanges and other personal exchange formats that are both, well-accepted and in high-demand throughout the programme continue and increase their impact. Additionally, we can make sure that those good practices scale further throughout the programme.

#### V. KNOWLEDGE LEADERSHIP

This work-stream is targeting specific actions helping to establish a knowledge management culture within the programme. This includes providing the necessary budget/resources to do knowledge management well but also the managerial interventions to promote desirable behaviour.

##### Capability

To make way for an increase in knowledge management related activities the resource situation will be analysed and actions taken accordingly.

The work-stream will also fund knowledge management practitioner exchange programs, i.e. consulting resources provided by the steering unit team to enable state-of-the-art knowledge management on a local level and to enable the team onsite.

##### Behaviour

The work-stream will define actions that encourage sharing of negative experiences without fear of punishment and create formats that allow individuals and teams to learn from their mistakes and failures (this means not necessarily new formats but the usage of established formats, see work-stream IV).



The work-stream will also consider the subject of incentivizing knowledge management by integrating it into everyone's performance objectives, and by establishing ways to recognize and endorse people for outstanding knowledge work.



**HOW DO WE EXECUTE THESE WORK STREAMS?**

This knowledge management concept aims at aligning viewpoints towards a shared understanding and an aligned path forward. As such it will be presented and distributed within the programme to allow for feedback and exchange and be used to form necessary actions towards state-of-the-art knowledge management within the programme.

The following tables provide two overviews. One overview of concrete actions that can be implemented starting immediately. Orientation and guidance for these actions can be found in this concept. The other is an overview that proposes actions, deriving from the improvement proposals. These actions are more complex and require activity plans and shared responsibilities. These proposed actions include a high-level timeline (assuming realization efforts begin in Q2 2019 and focus is maintained throughout the realization period).

**Table: Proposed operational actions**

SUMMARY OF OPERATIONAL RECOMMENDATIONS	Country Responsibility	Global Responsibility
<b>Knowledge Management Approach</b>		
Consider common definitions and guidelines in knowledge management work or when developing knowledge products	x	x
Use tags and classification elements from the taxonomy for your knowledge products.	x	x
Report taxonomy aspects (e.g. tags) that you find missing to the steering unit.	x	
Develop and manage Global Soil Taxonomy for Knowledge Products		x
Give orientation on DMS storage, aligned to the taxonomy.		x
Use the orientation on DMS storage, aligned to the taxonomy and store your knowledge products accordingly.	x	
<b>Practicing Knowledge Management Now</b>		
Start with clarifying knowledge demand, filtering knowledge supply and selecting the knowledge cycle	x	
Use a knowledge path of the respective knowledge cycle for your orientation when processing knowledge	x	
Use templates for the knowledge product formats, where already available.	x	

Table: Proposed strategic actions and suggested realization date

SUMMARY OF STRATEGIC RECOMMENDATIONS	Due Date	Country Responsibility	Global Responsibility
<b>Information Experience</b>			
Outline relevant internal information platform as well as their use for internal audiences	Q4 2019	Give Feedback, Roll-out, Use	Define, Set-up
Outline relevant external information platforms as well as their use for external audiences, including decisions on how to proceed with established platforms (IDA, WOCAT, NICE, ...)	Q1 2020	Give Feedback, Roll-out, Use	Define, Set-up
Knowledge Map giving an overview on existing platforms	Q4 2019	Roll-out, Use, give Feedback	Define, Manage
<b>Core Knowledge Product Formats</b>			
Templates (for initial list of eight Core Knowledge Product Formats)	Q3 2019	Use	Define, Roll-Out
Best Practices for Core Knowledge Products	Q3 2019	Provide Input, Use	Consolidate, Distribute
Content management process	Q3 2019	Roll-out, Use	Define, Set-up
Shared Services for Core Knowledge Product Formats	Q3 2019	Use	Define, Provide
<b>Knowledge bits and information snippets</b>			
Shorter version of the internal programme newsletter	Q2 2019	Provide Input, Use	Consolidate, Distribute
Mobile News App / IDA.projects channel	Q1 2020	Provide Input, Use	Set up, Provide Input, Use
Info and Expert Session Series	Q3 2019	Provide Input, Use	Coordinate, Manage
<b>Interpersonal Exchange</b>			
Meeting overview/Event calendar	Q2 2019	Provide Input, Use	Coordinate, Manage
Methods to capture learning from personal exchange	Q4 2019	Use	Define, Set-up
<b>Knowledge Leadership</b>			
Budget/Resource Review and Decisions	Q2 2019	Provide Input	Define, Initiate, Manage
Practitioner Exchange Programme	Q3 2019	Use	Define, Set-up
Worst Practice Sharing Approach	Q4 2019	Provide Input, Use	Define, Set-up
Incentives and Recognition	Q2 2019	Use	Define, Set-up

## PART IV: APPENDIX

### GLOSSARY

This chapter contains a set of standard definitions applicable to our global programme. All terms will be used accordingly throughout the document.

**Co-Create** entails collaborative creation of new → knowledge and → competences.

**Collect** is about using, re-using and scaling existing → knowledge and → competences.

**Communicate** relates to distributing results and building reputation.

**Competence** is → implicit experience, knowledge and insights that can be applied through individual actions.

**Connect** refers to networking and personal interaction between individuals and in networks.

**Content** is synonymous to → knowledge (products).

**Content Management (Process)** is the process of preparing, creating, publishing, updating and retiring knowledge products, usually represented as web-content (→ Document Management (Process))

**Core Knowledge Product Formats** are → Knowledge Product formats of particular importance to the overall programme because of production effort or re-use potential.

**Data** is unprocessed facts and figures without any added interpretation or analysis.

**Distribution Channels** are means to access content for end-users (target audiences). Examples are internal and external websites, document management systems, social collaboration platforms, social media, newsletters, etc. A distribution channel in some cases is synonymous to → format, for instance if a html web page equals format and channel.

**Documents** are artefacts of knowledge work, often → knowledge products formatted as Office/PDF and similar, sometimes also printed output formats.

**Document Management (Process)** is the process of preparing, creating, publishing, updating and retiring knowledge products, usually Office/PDF and similar output formats. (→ Content Management (Process)).

**Explicit**, synonymous to “outside a human brain”, i.e. visible to others on paper websites, or some other sort of artefact. → Implicit

**Format** describes the way in which a certain → knowledge product is arranged or set out. Most times a certain knowledge product appears in the same format but other times the same or similar knowledge can take different shapes, e.g. formats.

**Guiding Principles** are values and beliefs that help to develop a shared understanding and that enable individual actions.

**Implicit** synonymous to “inside a human brain”, i.e. experiences/competence. → Explicit

**Information** is → data that has been interpreted so that it has meaning for a user.

**Information architecture:** The visible representation of the → taxonomy for end-users, for instance in a search experience (“look only for pictures on Google”), or a navigation scheme (“show me only books on Amazon”). The information architecture aims at representing → con-

tent so that it makes best sense for the end-users. It is relevant for document management systems (DMS, IDA) as well as for → websites (IDA, Intranet,...)

**Knowledge** is → explicit → information that is enhanced (i.e. formatted/created) and interpreted for effective re-use thus benefits the users by addressing certain needs effectively.

**Knowledge Cycles** are four distinct knowledge-related processes that are relevant to the overall programme: → Communicate, → Connect, → Co-Create and → Collect.

A **Knowledge Ecosystem** is the sum of all stakeholders relevant to the success of our programme.

**Knowledge Management** at GIZ encompasses everything that is necessary for user-centric creation, sharing and provisioning of → knowledge and that supports effective → collaboration and → competence development within the company and together with and for our partners.

**Knowledge Paths** are process flows for each knowledge cycle that, similar to a checklist, provide decision support when approaching knowledge-management-related tasks.

**Knowledge Products** are tangible results (or artefacts) of knowledge work.

A **Knowledge Product Template** is a standard for a specific type of → knowledge product regarding length, style, format and compliance as well as tips and tricks on how to achieve good quality.

**Knowledge Types** refer to four distinct knowledge buckets (→ Subject-matter, → Process, → Leadership & → Methods), that make up the complete knowledge landscape required for the programme.

**Leadership (knowledge)** includes managerial competences and soft skills.

**Methods (knowledge)** refer to standard approaches to getting things done (both GIZ internal methods such as capacity development and external methods such as design thinking, workshop moderation, etc.).

**Process knowledge** relates to GIZ internal and legal standards and procedures.

**Subject-matter Knowledge** is technical or functional by nature and represents both, core knowledge (i.e. soil-related) and peripheral knowledge (adjacent topics such as land property rights, human rights, etc.). Leadership-, Methods- or Process Knowledge is considered subject matter knowledge as soon as it is put into context of the soil programme.

**Taxonomy:** A classification scheme, in our case of soil-related → information and → knowledge along certain categories that are relevant to us. Such categories include automatically generated categories such as file size, date, document type, etc. But there are also categories we need to apply such as topic, language or type of → knowledge product. A well-defined and commonly accepted taxonomy is a critical ingredient to a good content experience because information and knowledge is usually tagged (or classified) along the categories of a specific taxonomy.

**Tool** refers to a technology (solution) that is characterized by certain features or functions. In some cases a tool is synonymous to a → distribution channel or → format (e.g. IDA is a tool and a channel or Twitter is tool, distribution channel and format).

**Websites** are artefacts of knowledge work represented (usually html) on → tools such as portals, intranets, extranets, etc. In most cases websites are → distribution channels, sometimes they are → formats, too.



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