Helvetas Strategy
Knowledge Sharing

V6 (25/06/02)

"Teaching and imparting of knowledge make sense in an unchanging environment...
But if there is one truth about modern man it is that he lives in an environment that is
continually changing.
The only man who is educated is the man who has learned how to learn ... how to adapt
and change ... who has learned that no knowledge is secure, that only the process of
seeking knowledge gives a basis for security."

- Carl Rogers

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2. Glossary Abbreviations

2.1. Glossary

Tree – Main Tree	<h>-Intranet metaphor for a "Community of Practice"; in accordance with communities discussing problems and actual issues in the shadow of a jutting out tree and thus generating/sharing knowledge. Central elements are the fora of discussion, the actual trees.
	Each → garden has a "main tree", i.e. a permanent forum, in which all questions / issues are brought in. If a subject absorbs too much space over time and develops a strong self-dynamic, an own tree can be planted, that is a separate sub-group can be founded. The sub-group has most of the time a temporary character.
Chief Knowledge Officer	Person, who holds the whole responsibility for the <h> KS-strategy. At this moment, the Head of the Foreign Department at the HO holds this position.
Core Members	Supporting members of a garden / a tree, who regularly share their expertise in the discussion and therefore contribute to the life and value of the gardens. In addition, the social cohesion of the gardens is essentially attained by the core members.
„Dsischtigs-Club"	("Tuesdays-Club") Semi-formal, internal advanced education event at the <h>-HO. Staff meet regularly for attending lectures, presentations, movies, ... regarding actual topics and questions.
Technical Advisory Group	Formal technical institution for the four operational areas of <h>.
Head of TAG	PC who is responsible for a TAG at the HO.
Fruits	<h>-metaphor for → lessons learnt. Fruits are the „unprocessed raw product" (ideally → specific actionable recommendations), as such often special and isolated, but they will be processed into → marmalade.
Garden	<h>-intranet metaphor for a discussion forum. The gardens have a → main tree and possibly additional various → trees. Each garden is maintained / looked after by a → gardener. <h> knows four gardens in accordance with the four operational areas of <h>, as well as additional ones, for example for management matters of the foreign department or for transversal themes (gender, peace building, etc).
Gardener	<h>-intranet metaphor for an attending person who is assigned the task to keep the → garden in good condition, i.e. to set priorities, to identify problems and questions, to act as a moderator in discussions, to administer documents, to guarantee the processing of the lessons learnt.
Knowledge Manager	Designated specialist with the task, to advance the implementation of the KS strategy within <h> by conducting respective tasks on him/her own, in particular, to assist others as an adviser.
Knowledge Map	Database in the intranet which provides indications where which knowledge can be found.

	The Knowledge Map is a tool that leads us to a place, it is an abstract representation of a reality. So the basic idea (but please don't take it too dogmatically) is not to "store" the knowledge itself in this database but to have an instrument which only indicates/lead us the way to those who know and locations where knowledge can be found (i.e. experts, projects, but also documents). In this sense, the Knowledge Map is a related concept to "Yellow Pages".
	The knowledge map contains different areas, in particular, data about persons (expertise, skills), projects, → lessons learnt, documents etc. It serves in a certain sense as a complex "search engine".
Marmalade	\<h\>-metaphor for lessons learnt which are processed in → learning factories to „best practices", checklists, guidelines, articles, etc. The term „marmalade" symbolises the concentration process as well as the „preservation / storability" element. Marmalade can also be (easier) merchandised.
Learning Before – During – After	A model of organisational learning which understands cyclical learning processes, i.e. which is focussed that the necessary learning moments are systematically incorporated in the central process and that during the process (continuous self reflection), after the process (retrospective reflection→ lessons learnt) and before the process (feed in former conducted lessons learnt / experiences).
Learning Exit Interview	Special form of interviews at the debriefing of consultants and on leaving of staff members, which should take the peak of the loss / withdrawal of knowledge.
Learning Factory	Institutionalised (group of) persons with the task to process → fruits to → marmalade and to merchandise it. Can be identical with the gardener.
Lessons Learnt	(Newly) obtained knowledge about certain themes and problems in „unprocessed raw condition" (ideally → specific actionable recommendations) and as such often only at a certain point and isolated.
Palavrion	\<h\>-intranet metaphor for the discussion platform of Helvetas, also as the total of the gardens in the intranet. The palavrion contains four gardens in accordance with the four working areas of \<h\>, as well as additional ones, for example management questions of the foreign department or transversal themes/working approaches (gender, …).
Specific Actionable Recommendation (SAR)	A standardised form of → lessons learnt which have to meet certain quality criteria concerning applicability, precision and formulation.
Themes Conference	Regular face-to-face-events of the gardens which should contribute to their dynamic and social cohesion. Thematic conferences are conducted in a \<h\> programme country and address important operational topics.
Yellow Pages	→ Knowledge Map

2.2.   Abbreviations

<h>	Helvetas
CKO	Chief Knowledge Officer
CoP	Community of Practice
f2f	Face-to-Face (personal meetings in contrary of virtual contacts in the inter-/intranet)
HO	Head Office (of <h> in Zürich)
HTAG	Head of Technical Advisory Group
KM	Knowledge Manager
KS	Knowledge Sharing
LEI	Learning Exit Interview
TAG	Technical Advisory Group
SAR	Specific Actionable Recommendation

3.   Background
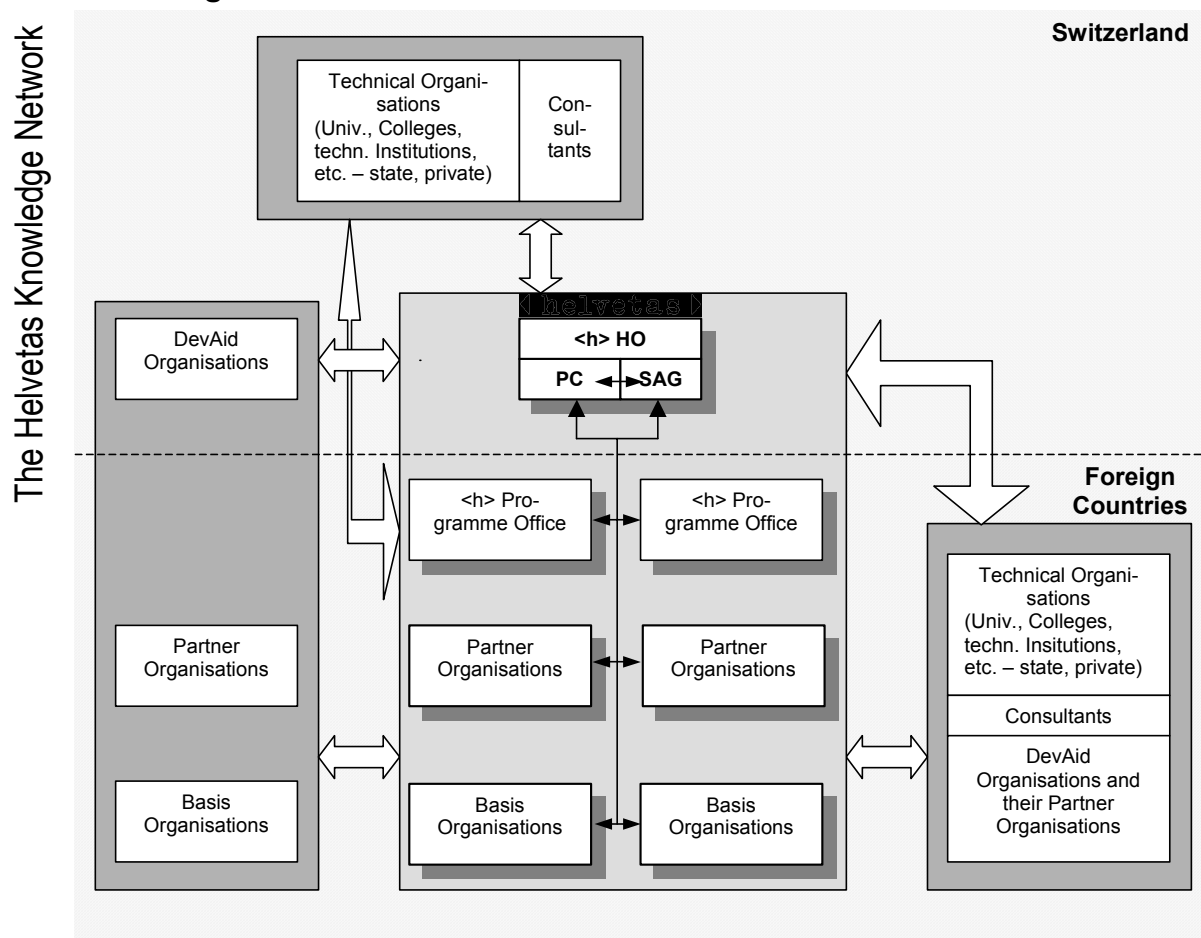
- The technical competences within Helvetas are decentralised. That means, Helvetas has technical competences at the HO (organised in four Working Areas) as well as in its programmes abroad (Helvetas programme offices, partner organisations), the latter prevailing.

- The Technical Advisory Groups (corresponding to the Working Areas) of the HO did not "function" too well in the past. Knowledge of the programmes abroad have hardly been collected and assessed in a systematic manner; services rendered to the programmes abroad were insignificant; existing knowledge was not passed on etc.

- The knowledge transfer from the programmes to the HO and from the HO to the programmes was limited.

- Therefore, also the knowledge transfer / exchange between the programmes was scarcely possible.

- Links to and exchange with extern institutions were limited and did not take place systematically.

- Consultancies / missions were mainly conducted by extern technicians; intern competencies were hardly used; the acquired competencies of the missions were not transferred to Helvetas, res. were staying at the specific country desk.

- PC desks are geographical-oriented; competencies of the PCs are scarcely used for the whole organisation; PCs can not enhance their competencies by mandates going beyond the countries assigned to them or given by other organisations/institutions (consultancies, missions, evaluations etc.)

4.   Objective / Goal

Helvetas is a learning organisation which generates data, information and knowledge in a systematic and continuous way and exchanges them internally. To be able conduct this effectively and efficiently, Helvetas makes use of the intern and extern information and knowledge resources (namely, the existing competencies at the HO and at the Helvetas country programmes, as well as from extern technical institutions and organisations), with which Helvetas is connected within a network. Helvetas also takes advantage of additional possibilities for acquiring and increasing information and knowledge (for example, assignments for third organisations, sharing knowledge between the Helvetas programmes, between the Helvetas programmes and extern programmes, between Helvetas and external experts, etc).

5.   Fundamental Conceptions

<h> strongly concentrates on "person-based" knowledge management (which is different from the "document-based" knowledge management). This is based on the conviction that knowledge is found only in the heads of people and effective and successful use of knowledge asks for bringing together experts – people who are able to further help each other with their knowledge.

Regarding the <h>-intern communication: Today, our staffs abroad communicate mainly with the HO in Zürich. By reason of the limited capacities of the HO, the latter rather constitutes a bottleneck than a communication platform. The foreseen institutional memory must serve to decentralise the communication flows and make the platform members more autonomous. The latter should instantly reach the needed knowledge and communicate with each other in more direct way (south-south exchange). For this reason we establish two instruments: the Knowledge Map and the Palavrion.
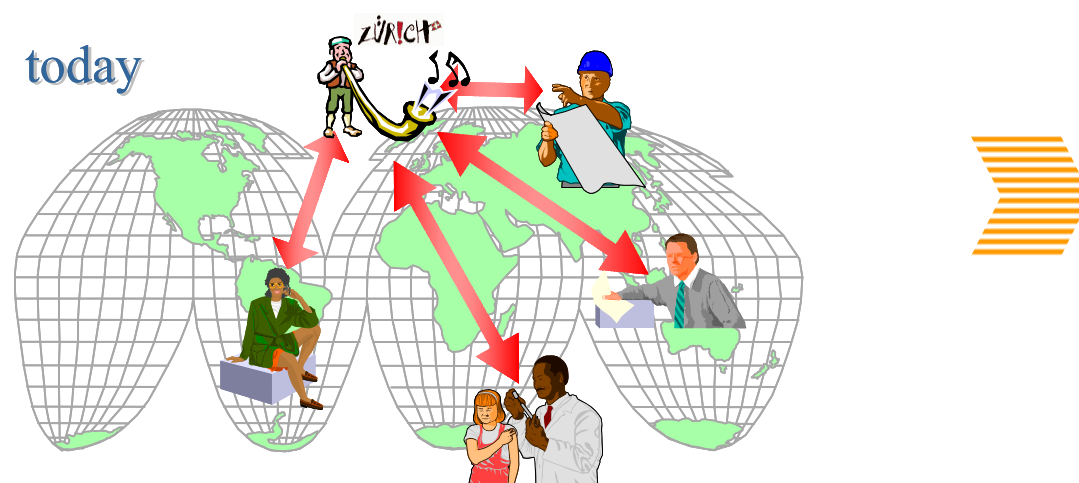
Last but no least, Helvetas as a learning organisation strives for learning more systematically from its past experiences. This implies to set up a systematic cycle of learning lessons, capture them and apply them to the next relevant situation. Various tools already contribute to this aim, but we feel that learning processes are often hampered by a lack of learning occasions, of interrupted flows of lessons learnt (e.g. they are no more findable in crucial moments) and of inappropriate forms of storing them. In order to address these shortcomings we propose to develop an actual system of learning cycles.

5.1.   An Institutional Memory for Helvetas: The Knowledge Map

A central concern of knowledge sharing must be, to join together and make ready-to-hand the various know-how as well as the numerous experiences, which Helvetas has made in the past, in order to make them – ideally – accessible at any time and from any place. This knowledge is "embodied" in different resources. We place emphasis on four of the most important knowledge carriers, which are – in this order – People (i.e. "experts" with their competencies), Projects (a form of "applied" knowledge) and documents (explicit knowledge). An overarching taxonomy will provide a pattern to structure these elements.
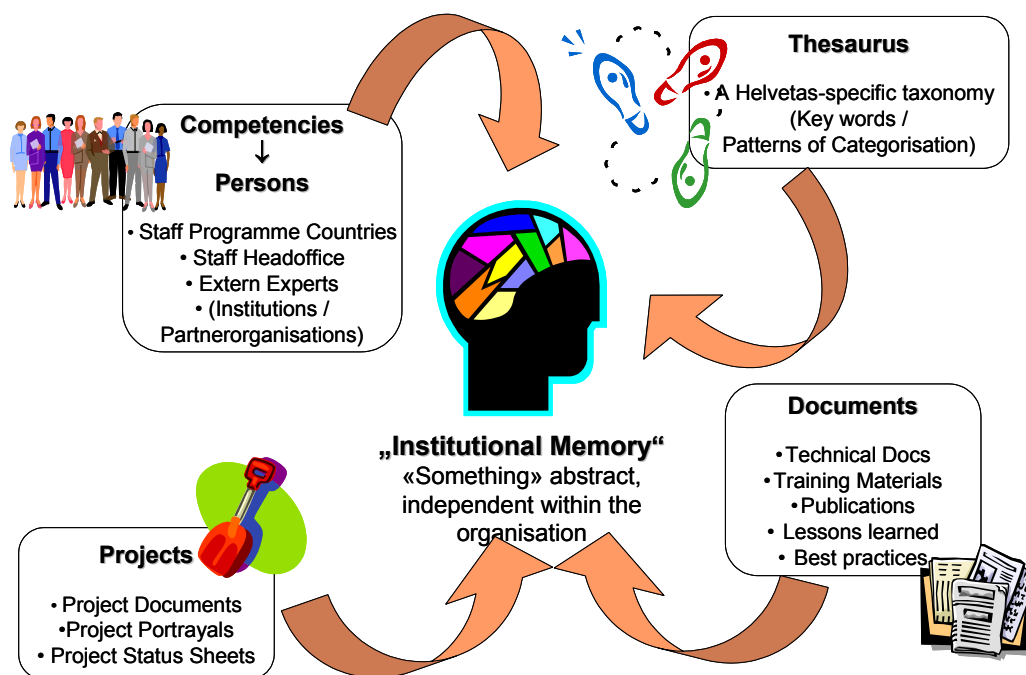
The Knowledge Map is an aid to orientation, that indicates the way towards knowledge within Helvetas. It contains meta-information about people, projects and documents. It doesn't necessarily contain knowledge itself. The Knowledge Map can be considered as a kind of search engine, which allows entering a key word and a result containing

 ➢ Persons competent in this subject, who might give advice (experts)

 ➢ Helvetas projects, working in the area of the key word

 ➢ Documents on the subject

The Knowledge Map also allows making cross-references (e.g. between projects and its collaborators or documents).

5.2.   The Palavrion

For centuries, people of African communities have been meeting under huge trees – for talking, solving problems, discussing actual topics and so on. They call this "palaver". The palavrion is a place, which we provide to our staff in order to bring up important topics, problems and concerns for discussion and to work on it together. The palavrion consists of several "gardens". In the Helvetas context, we use this metaphor to paraphrase the quite abstract concept of „Communities of Practice" (CoPs).

5.2.1.   What are Communities of Practice (CoPs)?

"Groups informally bound together by shared expertise & passion for a joint enterprise"
- Etienne Wenger

"Peers in the execution of real work. What holds them together is a common sense of purpose and a real need to know what each other knows"
- John Seely Brown

"Communities of Practice are a group of professionals, informally bound to one another through exposure to a common class of problems, common pursuit of solutions, and thereby themselves embodying a store of knowledge."
- Brooke Manville (McKinsey & Co.)

People participate in different ways in CoPs:
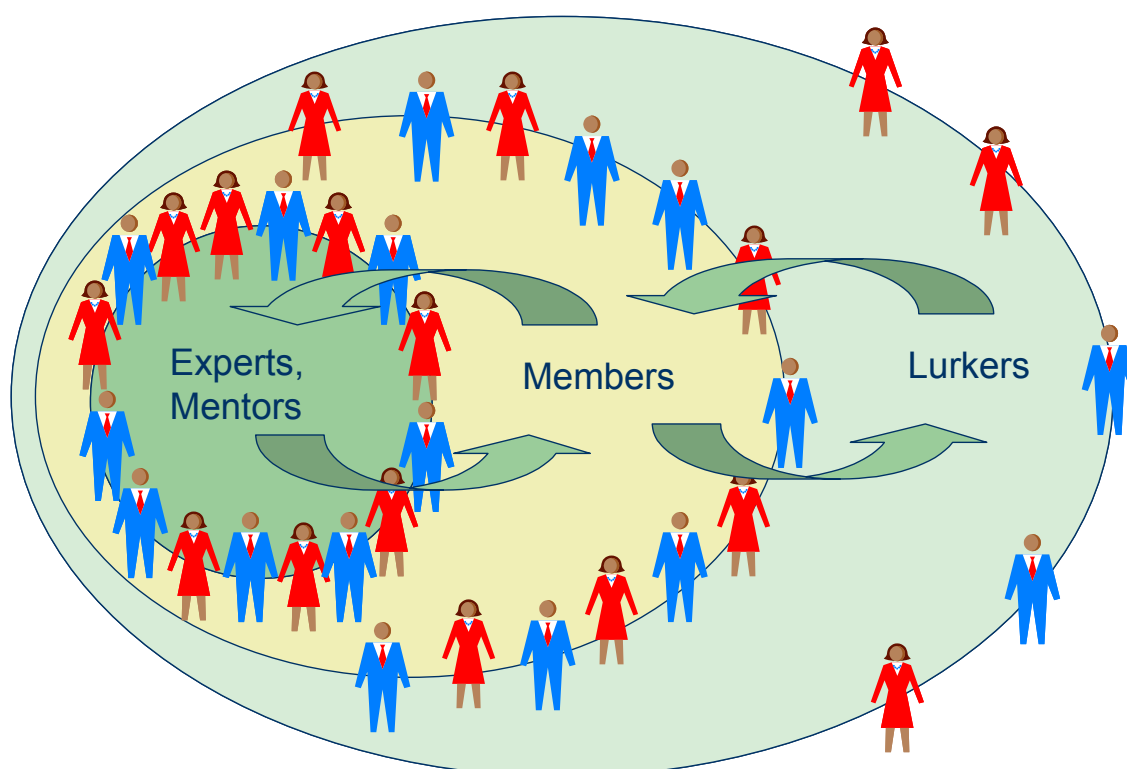
Experts and mentors form the heart of a CoP and keep it alive. They contribute on a regular base, sometimes even take over facilitator roles, and look after a vivid and substantial exchange. Members contribute from time to time, whereas lurkers just limit their presence to follow the exchange and activities without becoming evident. Most participants tend to shift between these different roles over time.

5.2.2.   The Metaphor…

A Gardener, who keeps his garden tidy

Flourishing trees, bearing rich fruit

A stall, where fruits are processed into jam

Old trees, not very vivid anymore

People planting new trees

Fruits of the trees

Large trees, accommodating many people in their shadow

Garden wall

5.2.3.   … which means

A moderator taking care of the community and keeping it in order

Vivid discussions producing new knowledge

Knowledge and results are processed, concentrated, generalised

Dead-beat discussions, which can be terminated
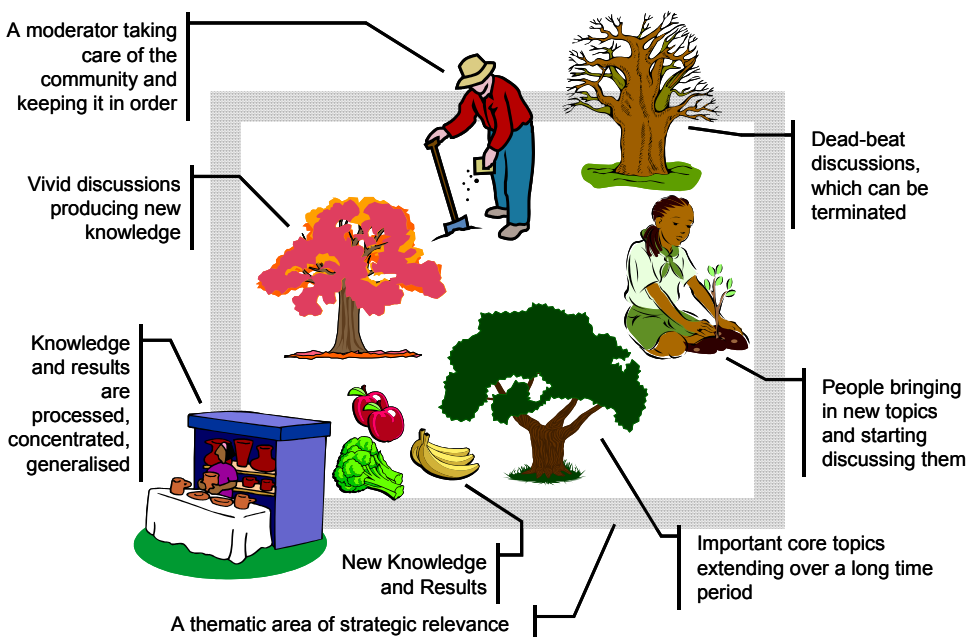
People bringing in new topics and starting discussing them

New Knowledge and Results

Important core topics extending over a long time period

A thematic area of strategic relevance

In the Helvetas conception, each working area / technical advisory group runs a CoP. This limits the number of CoPs and should prevent their rampant increase. However, each CoP discusses and works on different sub-topics that are represented with the metaphor of the tree. If a specific subject proves to be of high importance (and provokes a vivid discussion), a dedicated Sub-CoP can be set up. This should help to keep those unmolested who are not interested. And, to be clear, CoPs deal with technical questions, not with projects. They are fields of learning and address all issues, no matter where they originate.

The Heads of TAG at the HO attend to these CoPs. In the context of our metaphor of gardens, we can look at them as gardeners, who promote growth. It is their duty to prevent any rampant extension in numbers and to keep the discussions, more or less, in an organised way (moderator function). In addition, they are responsible that new findings will not disappear but, at least, can be found in the institutional memory.

5.3.   Learning before – during – after: Learning Cycles

First of all it shows that many lessons learnt disappear in the void, once the containing report is "parked" in a bookshelf. Once they are there, it often is almost impossible to relocate them. Secondly their form / appearance is not suited to allow a reuse and application in another context. Thirdly there often is no space to pause and reflect on what one is doing. We therefore intend to employ and adapt a system, well known under the term "learning before – during – after".
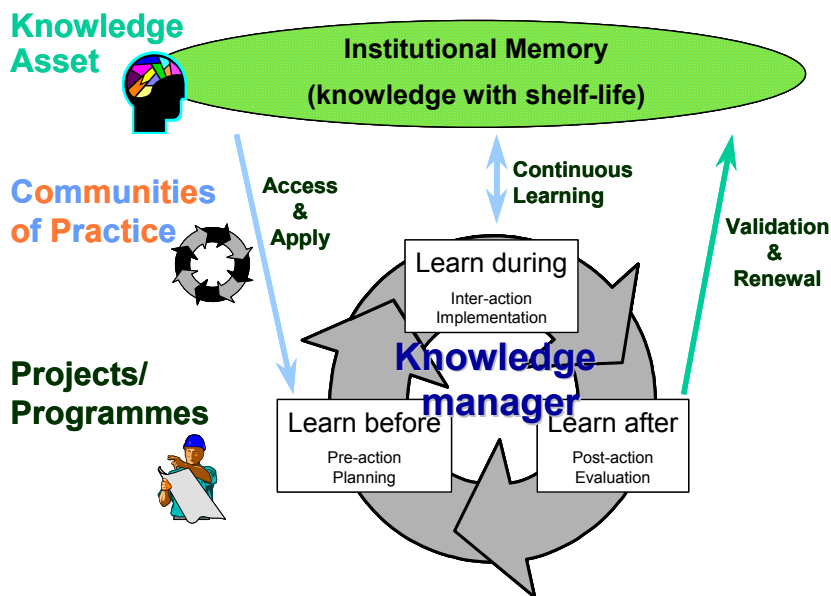
Learning before – during – after reminds very much of Planning – Monitoring – Evaluation in the PEMU cycle. Indeed these instruments can be used for this purpose. But we intend to improve and extend these efforts in order to meet shortcomings and to increase the benefits. We want to establish a second cycle for the experiences and lessons learnt.
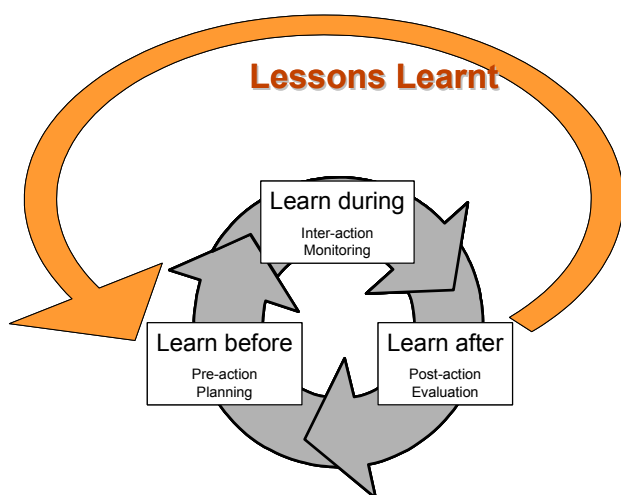
In order to ensure the functioning of this second cycle we will try to provide the tools and spaces to allow an effective use and set up certain standards and rules. In this context, Communities of Practice and the Knowledge Map (→ a Knowledge Asset) will play an important role.

The basic idea is to fix dedicated learning moments in the organisational life. There are three types of them:

➢ Before tackling a new challenge, peers who mastered a similar endeavour are invited to share their experience and lessons learnt before are revisited

➢ While doing something a regular process of reflection and exchange with other is important

➢ After doing something lessons learnt are captured and fed back into the institutional memory.

Knowledge Asset

Institutional Memory (knowledge with shelf-life)

Communities of Practice

Access & Apply

Continuous Learning

Validation & Renewal

Projects/ Programmes

Learn during

Inter-action Implementation

Knowledge manager

Learn before

Pre-action Planning

Learn after

Post-action Evaluation

Lessons learnt will play a central role. In order to guarantee maximal usability they need to meet certain standards regarding form and content as well as storage. There are various good practices, which shall be integrated in the <h> standard. They are often addressed as Specific Actionable Recommendations.

Lessons learnt tend to lie waste. A last issue is to process and compile these lessons learnt into aggregated forms, such as guidelines, manuals, policies, etc. For this purpose the Technical Advisory Groups will have the task to function as some kind of "learning factories".

5.4. Intranet

Intranet is an important tool for a number of activities in the frame of the <h> knowledge sharing system. Two pillars carry it: the Knowledge Map and the palavrion. The first one should represent the virtual memory and is a kind of "map of the <h> knowledge", that means, a support tool for locating knowledge carriers. In a certain sense, it can be regarded as a „complex search engine". The palavrion is the virtual place in the intranet providing the discussion fora and collaboration rooms for expert groups.

Portal: News & Informationen

Knowledge Map

Palavrion

Fundament: a portable Intranet
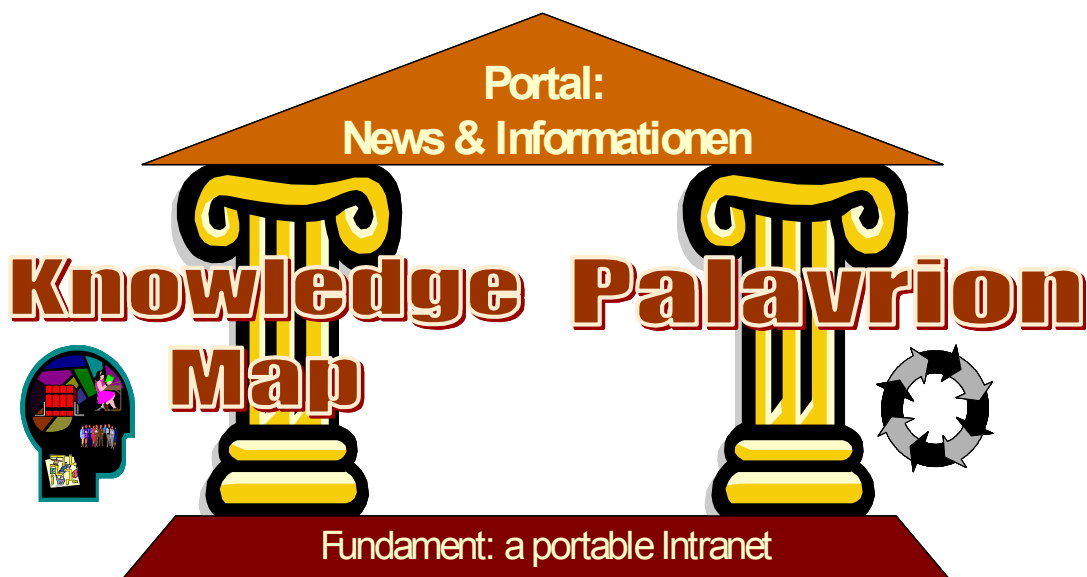
6.   Project Objectives

1. Human Resources: Helvetas staff exchange experiences, pass them on and use the institutional memory. The staff are deliberately appointed and supported.

2. Methodology: Helvetas staff communicate their experiences virtually and "face-to-face" at virtual and actual events.

3. Tools: Databases and intranet are installed and enable the staff to rapidly access data and information.

7.   Implementation Strategy

7.1.   Fields involved in <h Knowledge Management> – a Landscape

Each of the different fields constitutes a chapter in the following implementation plan.

8. Fields of Activities (2002-2004)

Abbreviations „Competencies":   *Abbreviations "Responsibilities":*

D: Decision
DH: Department Head
CKO: Chief Knowledge Officer
EB: Executing Board

E: Execution
ATAG: Assistant to Technical Advisory Group
HTAG: Heads of Technical Advisory Groups and transversal themes
EDP: Head Electronic Data-Processor

CA: Coordination/Organisation, Assistance
SG: Secretary-General

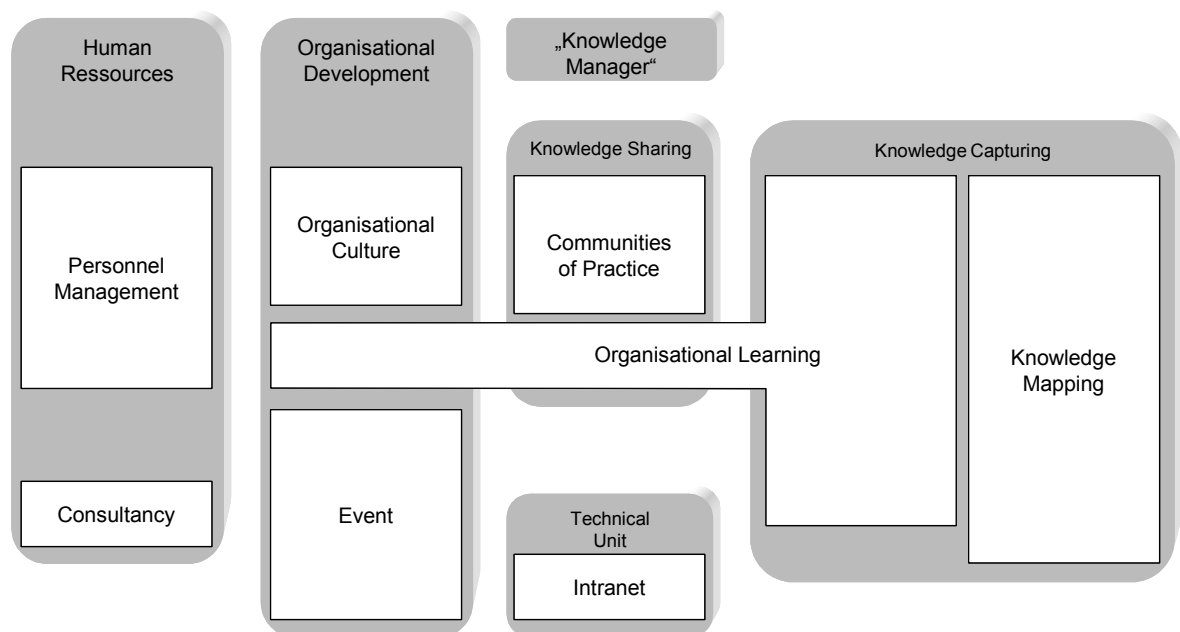HP: Head Personnel Management

PC: Programme Coordinator
KM: Knowledge Manager

8.1. Human Resources

Helvetas staff exchange experiences, pass them on and use the institutional memory. The staff are deliberately appointed and supported.

	Results	*Activities*	*Time*	*Competencies/ Responsibilities*		
				D	**E**	**CA**
1.1	**Organisational Culture and Management**					
1.1.1	KM is acknowledged as key area of \<h\>.	Preparing of an own cost centre / budget (see ABC-budget model of IDRC). KM has an own strategy and will itself be applied for the strategy development of Helvetas.	Budget 2003	CKO	KM	
1.1.2	Possibilities for informal, aimless exchanges are immense important and are not to be let unused, in contrary:	The (global) signal effect is not to underestimated! • The coffee room in Zurich will be moved into the centre of the \<h building.	Decision 3.Q 2002	SG	HP	

| | | *Results* | *Activities* | *Time* | *Competencies/ Responsibilities* | | |
					D	*E*	*CA*
		in contrary: They have to be supported!	• The coffee will be available free of charge.	Realisation 2002	SG	HP	
		For example: coffee breaks are as such appreciated.	• The management expresses in an explicit manner that it appreciates informal conversations among staff as important exchange. It confide in the staff to handle the working hours in a responsible way!	Start 2002	SG CKO		
			• Helvetas institutionalises regular common lunches (voluntarily); someone takes the notification for joining and reserves a table.	Start 2002	KM	ATAG	
	1.1.3	The management contributes fully (as good leading example).	The management also falls under all knowledge sharing and learning activities (i.e. advanced education), and the results (i.e. lessons learnt etc) are also accessible to everyone.	Start 2002	SG	CKO	
	1.1.4	Openness of the infrastructure as supporting environment.	The instalment of open-plan offices is strived for in the long-term.	(2006 ?)	SG	CKO	
1.2		**Personnel Management**					
	1.2.1	Knowledge sharing has first priority and is therefore a core task of each staff member.	• The duty to share knowledge will be included in all staff TOR.	3.Q 2002	SG	HP	
			• The topic „knowledge sharing" will be included in the staff appraisals (as well as in A. Objective Reconsideration → realisation of the objective, to contribute to the <h> knowledge, as well as in B. definition of one's position → readiness to share and quality of the contributions).	3.Q 2002	SG	HP DH	

	Results	*Activities*	*Time*	Competencies/ Responsibilities		
				D	*E*	*CA*
1.2.2	Knowledge has to be permanently acquired and tended for.	1. Advanced education is part of the annual planning and the binding objective agreement of all staff members (article C3 of the staff appraisal paper!). Superiors are as well taking care of the realisation of this duty.	2002 (List TAG)		All	
		2. There is an intern published list (or news page) about who is taking advanced training in which field and at what time. Additionally, this information will be registered in the knowledge map (→ staff file).	3.Q 2002		HP	
		3. If it is considered as beneficial the staff gives an short internal feedback (echo) about the advanced training, meetings, conferences etc. which they have attended (i.e. short presentations at Foreign Dep. meetings, "Dsischtigs-Club", intranet).	4.Q 2002		All	ATAG
1.2.3	Valuable experiences and knowledge are lost every time a staff member leaves.	Additionally to each interview on leaving, a „learning exit interview" will be conducted – obligatory (and thus with paid working hours). Two components: 1. Which knowledge (= lessons, experiences) does the person want to be „leaft behind / deposited"? 2. What would all \<h> colleagues like to know yet? This does not replace the continuous knowledge sharing but completes it!	3.Q 2002		HTAG	KM HP
1.2.3a		Development of a interview outline based on the first experiences collected during the (originally unstructured) „learning-exit-interviews".	2003		KM	
1.2.4	Promotion of young talents needs a long and continuous introduction into the skills of the branch.	Young persons who deserve promotion must be employed and specially paid attention for in time in order to ensure the passing on, the continuation and the long-term protection of the knowledge.	Single cases start 2002	SG	CKO PC	
	Objective is the continuation and passing on of the knowledge (sustainability).		Concept 1. Q 2003		HP	

		Results	*Activities*	*Time*	*Competencies/ Responsibilities* D	E	CA
1.2.5		Intern face-to-face contacts promote the exchange of knowledge and the cohesion of the organisation.	Programme staff is sent to visit other projects / programmes: • Shorter exposures for technical staff. • Longer stages for others (admin. etc).	2003	CKO	PC	
1.2.5a		Regulation		4.Q 2002	SG	CKO	
1.3		**Consultancy**					
1.3.1		Intern consultancies (includes programme countries and partners!) lead to a intensified networking, synergies and mutual learning.	Consultancy assignments must be advertised in a suitable \<h> intranet room (i.e. posting at a CoP, published in a news-flash).	3.Q 2002	PC	ATAG	
1.3.2		With each extern consultant important knowledge is vanishing.	A „learning exit interview" will become part of any debriefing by extern consultants of important missions (mainly planning / evaluations). The PC decides about the frame and the form of the output. For important cases, at least the Technical Advisory Group and possibly others (interested) are involved.	2003	PC	PC	ATAG

8.2. Methodology

Helvetas staff communicate their experiences virtually and „face-to-face" at events.

	Results	*Activities*	*Time*	*Competencies / Responsibilities* D	E	CA
2.1	**Organisational Learning**					
2.1.1	\<h\> possesses a learning system concept.	The specific actionable recommendations (SAR) model of „Tearfund" will be taken over and adapted for \<h\>.	2003	CKO	KM	
2.1.2	Establishment of actual learning factories.	SARs are allocated to suitable CoP owners who examine and partly process them (aggregate, condense, revise, compare, conclude …). (Learning factories are operated by HTAG = owner of CoPs in ZRH → jam manufacture).	2003		HTAG PC ATAG	KM
2.1.3	Production of lessons learnt.	Subsequent to defined key-moments / -activities, the production of SARs is expected (keys: programme discussions, evaluations, reports, missions, offers, training, advanced education, meetings, conferences, …).	2003		HTAG PC ATAG	KM
2.1.3a		Pilot events and projects are identified and instructed to feed in regularly their experiences in the form of SARs.	2003		HTAG PC ATAG	KM
2.1.3b		The concerned TAGs are involved in important briefings / debriefings at the HO.	2003		HTAG PC	
2.1.4		There are key moments / activities defined which are expected to provide a feedback, i.e. apply SARs (in a raw or processed form). → Immediately after they have taken place (for instance, in the „Dsischtigs-Club", a special event, a brief written abstract). → Prior to new projects / activities which can benefit from lessons learnt.			HTAG PC ATAG	KM
2.1.4a		Decide on, initiate, organise pilot events.	2003	KM	HTAG PC	HTAG KM ATAG

	Results	*Activities*	*Time*	*Competencies / Responsibilities*		
				D	*E*	*CA*
2.1.5	Best practices series	Case studies of good cases by mandates to extern experts • according to model «25 Steps», • in regular intervals, • applying planning and budget, • possible assignments to students of Universities?, • identification by and strong involvement of the learning factories.	on-going	CKO	HTAG PC	

Helvetas

	Results	Activities	Time	Competencies / Responsibilities		
				D	E	CA
2.2	**Communities of Practice**					
2.2.1	Important themes will be exchanged	\<h> establishes the „palavrion": It contains five + two gardens (four working areas & transversal themes + International & Swiss department management). Each garden has a gardener (Head TAG, Heads of departments) → see. 2.3. In these gardens, the central discussion takes place (under the 1000-year old „Baobab"). In the gardens, the participants can plant, if need arises, small palaver trees for specific topics, in the shadows of which they can discuss a topic. A tree can also be cut, if nobody stays below it and it does not bear any fruits any more.	Start 2. Q. 2002	CKO	KM	
2.2.2	The gardens have a certain autonomy	The gardens have a defined frame (to be defined), in which they can decide and realise actions. They themselves propose their core members who are sent to the thematic conferences. The final decision is taken by the gardener in consultation with the PDs.	Start 2. Q 2002		HTAG	KM
2.2.3	„Ownership" of CoP	Each garden has a gardener who maintains it. He / she takes care that it grows und stays in order. He / she is responsible for the discussion under the "main tree". In addition, he / she makes sure that the ripe fruits are harvested and processed into marmalade (i.e. the experiences recorded and processed). The one planting an own palaver-tree is the person who moderates the discussion and carries out the safeguarding and processing of the experience in its shadow.	Start 2. Q 2002		HTAG	KM
2.2.4	The knowledge of the gardens is made useable.	Each garden has a marmalade manufactory, which harvests, processes, preserves and markets the fruits. • Regular production and processing of lessons learnt (SAR; see 1.2.). • Regular backflow into the CoP, planning, briefings, publications. • Processing into working aids, guidelines and strategies.	2002		HTAG ATAG	KM

	Results	*Activities*	*Time*	*Competencies / Responsibilities*		
				D	*E*	*CA*
2.3	**Events**					
2.3.1	Key events become actual learning events.	The TAG participate in briefings and debriefings at the HO and try to extract SARs res. bring them in again ("raw" or in a processed form). (Initially, arranged in an open way; in time structures are developed).	2.Q 2002 PC-decision		HTAG	
2.3.2	Face-to-face (F2F) meetings of the most important knowledge carriers on issues relevant to <h>.	The <u>core members</u> (!; criteria: jewels) of the CoPs on the core themes of <h> (working areas) meet twice a year (alternately to the PD seminars) at thematic conferences (analogue to "Aguasan"). → These will be budgeted (budget of CoP res. cost centre KM res. debited to the countries; needs to be clarified).	4.Q 2002	SG CKO	HTAG PC ATAG	KM
2.3.2a		Preparation / initiation of the first thematic conference.	2.Q 2002		HTAG	
2.3.3	Regular broad meetings are important exchange occasions and promote the cohesion.	PD seminar • The PD seminars are planned to include a possibility for exchanging ideas (i.e. a kind of knowledge fair) to be used by the CoPs for presenting part of their knowledge (for instance, on market stalls in form of „products") → further development and upgrading of the idea of the last PD seminar.	2003 (again old rhythm)	SG	CKO	
2.3.4	Semi-formal possibilities for advanced training will be upgraded within the framework of continuous learning.	Institutionalisation and upgrading of the „Dsischtigs-Club" to obligatory advanced training events in an interval of two weeks (incl. budget and crediting of working hours!).	Start 2. Q 2002	CKO	ATAG	KM
2.3.4a	Regulation			SG	KM	

Helvetas

8.3.   Tools

Databases and intranet are installed and enable the staff to rapidly access data and information.

	Results	Activities	Time	Competencies / Responsibilities		
				D	E	CA
3.1	**Knowledge Mapping**					

3.1.1	All staff members must be able to easily locate the existing knowledge resources if required.	A first Knowledge Map consists of a simple database with the following components:
		 I. Project list / project status sheets (integrated) → already exists.
		 II. List of competencies → already exists (staff, consultants).
		 III. Knowledge database with:
		     A. SARs (acc. VII),
		     B. Overview of the problems per operational area, country and year (compare recommendation of the KM group I).
		 IV. Database with selection of techn. documents and training material.
			3. Q 2002		KM	EDP

3.1.2	Certain rules allowing a proper use.	Development of a users concept	2. Q 2002		KM	EDP
3.1.3		Evaluation and preparation of a database application incl. transfer of existing data.	3. Q 2002		EDP	KM
3.1.4	The potential user groups know "their" tools.	Introduction / training on using the application.	4. Q 2002		KM	EDP
3.1.5	The sustainability / request for actuality, integrity, orderliness needs organisation.	Updating the data by data owners: follow-up plan.	4. Q 2002		All (see 3.1.2)	KM

| | *Results* | *Activities* | *Time* | *Competencies / Responsibilities* | | |
				D	*E*	*CA*
3.1.6	Considering emerging technical developments new solutions will be at hand soon.	Monitoring and further development in the frame of technical changes.	2002 -		KM	EDP
3.2	**Intranet**					
3.2.1	Infrastructure for virtual exchange exists.	Implementing an intranet platform, which provides the instruments for all actions in a way that the user does not have to deal with technical questions.	2. Q 2002	EB	KM	EDP
3.2.2	Users know the potential of the infrastructure.	Execution of intern education (minimal) not only for technical matters but also including concepts (for example small online-show for foreign countries?)	3. Q 2002		KM EDP	
3.2.3	The infrastructure is *always* available.	Administrative and maintenance disposition is established and will be realised.	2. Q 2002		KM	EDP
3.2.4	The infrastructure meets the needs, is actualised and on a modern standard.	The ones in charge observe: a) the IT market and b) the users at <h> and stay in dialogue with both sides; thus, they can see potentials as well as needs in time and act on their own initiative submitting new proposals, ideas, improvements, solutions.	on-going		KM EDP	

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