
Document d'orientation Évaluation au niveau de l'institution Pratiques de gestion des connaissances au FIDA

Cote du document: EC 2023/120/W.P.4

Point de l'ordre du jour: 5

Date: 7 mars 2023

Distribution: Publique

Original: Anglais

POUR: EXAMEN

Mesures à prendre: Le Comité de l'évaluation est invité à examiner le document d'orientation relatif à l'évaluation au niveau de l'institution sur la gestion des connaissances au FIDA.

Questions techniques:

Indran A. Naidoo

Directeur

Bureau indépendant de l'évaluation du FIDA

courriel: i.naidoo@ifad.org

Johanna Pennarz

Responsable supérieure de l'évaluation

Bureau indépendant de l'évaluation du FIDA

courriel: j.pennarz@ifad.org

Table des matières

Résumé	ii
I. Introduction	1
A. Justification de l'évaluation au niveau de l'institution	Error! Bookmark not defined.
B. Objectifs, portée et résultats attendus de l'évaluation au niveau de l'institution	2
II. Considérations générales et terminologie en matière de gestion des connaissances	3
A. Une gestion des connaissances au service du développement	3
B. Approches théoriques de la gestion des connaissances au FIDA	4
C. Terminologie	5
III. Approche et méthodes de l'évaluation au niveau de l'institution	6
A. Principales questions de l'évaluation	6
B. Cadre conceptuel	6
C. Théorie du changement	8
D. Collecte des données	10
E. Synthèse	122
F. Limites	133
IV. Processus, répartition des tâches et calendrier de l'évaluation au niveau de l'institution	133
A. Processus de l'évaluation au niveau de l'institution	133
B. Répartition des tâches entre les évaluateurs	144
C. Calendrier de l'évaluation au niveau de l'institution	Error! Bookmark not defined.5

Appendices

I.	CLE evaluation framework
II.	Theory of change
III.	KM practices identified through pilot case studies
IV.	Elaboration on the methodological building blocks
V.	Selection criteria of country case studies
VI.	Key players on KM in IFAD
VII.	Outline of CLE report
VIII.	Glossary of terms used
IX.	List of IFAD key people met during scoping phase
X.	Bibliography

Résumé

1. Conformément aux dispositions approuvées par le Conseil d'administration à sa cent trente-quatrième session, en décembre 2021, le Bureau indépendant de l'évaluation du FIDA (IOE) réalise une évaluation au niveau de l'institution (ENI) des pratiques en matière de gestion des connaissances au FIDA. Cette évaluation portera sur l'intérêt, la cohérence, l'efficacité et l'efficience de telles pratiques au niveau de l'institution, des régions et des pays pour la période 2016-2022.
2. La gestion des connaissances est un élément essentiel de la stratégie du FIDA en faveur d'un développement rural porteur de transformation. L'acquisition et la diffusion de connaissances associées à la participation à l'élaboration des politiques constituent l'un des quatre piliers devant aider le FIDA à obtenir des résultats en matière de développement. Le Rapport de la Consultation sur la Douzième reconstitution des ressources du FIDA (Rapport sur FIDA12) a encore souligné l'importance des connaissances pour parvenir à un changement porteur de transformation.
3. L'équipe chargée de l'évaluation examinera toute la gamme des pratiques et des types de connaissances intéressant les travaux du FIDA, œuvrera à la généralisation et l'harmonisation des conceptions sur le rôle de la gestion des connaissances dans la perspective de transformation du monde rural qui est celle du Fonds. Les constatations, conclusions et recommandations formulées à l'issue de l'ENI inciteront la direction et le personnel du FIDA à adopter de bonnes pratiques de gestion des connaissances, aideront le Conseil d'administration du Fonds à s'acquitter de son obligation de rendre des comptes et éclaireront les délibérations de la Consultation sur FIDA13.
4. Cette évaluation se distingue des autres par l'accent qu'elle met sur le lien entre la gestion des connaissances au niveau de l'institution et les pratiques concrètes observées dans les pays. La décentralisation en cours a radicalement changé la manière dont le FIDA produit et diffuse des connaissances auprès de ses partenaires dans les pays et au sein même de l'institution. L'évaluation permettra de formuler des constatations sur les facteurs déterminants de la gestion des connaissances dans le cadre de la décentralisation, comme l'importance croissante de la présence du FIDA dans les pays, la rotation du personnel et les ressources limitées allouées aux activités hors prêts.
5. La performance du FIDA au niveau institutionnel sera évaluée dans le cadre de l'examen des stratégies, des plans d'action et des supports de connaissances. L'évaluation portera sur tous les aspects du rôle des divisions régionales dans l'appui à la gestion des connaissances au titre des programmes de pays. Des études de cas réalisées dans les 20 pays sélectionnés permettront de recenser les pratiques de gestion des connaissances sur le terrain et d'évaluer leur contribution aux résultats porteurs de transformations en matière de développement dans les pays partenaires du FIDA. Enfin, l'évaluation se penchera sur les bonnes pratiques de gestion des connaissances observées dans d'autres institutions internationales.

Document d'orientation

Évaluation au niveau de l'institution

Pratiques de gestion des connaissances au FIDA

I. Introduction

A. Justification de l'évaluation au niveau de l'institution

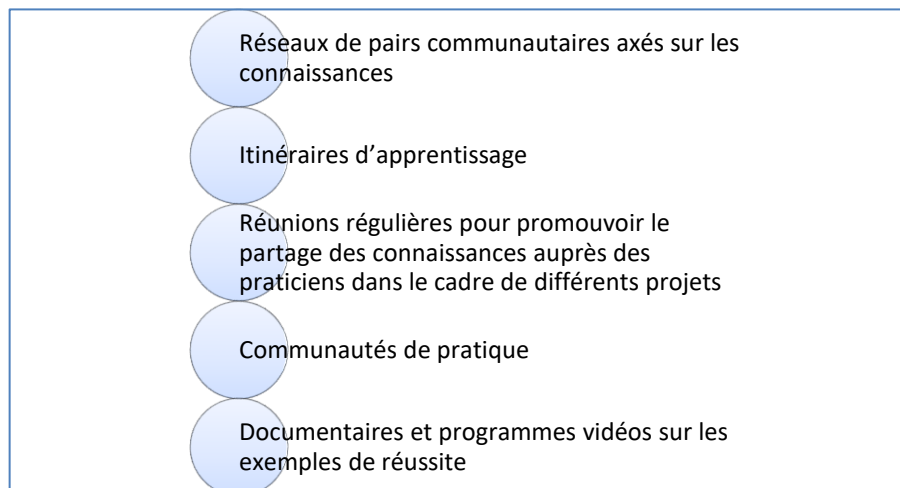
1. Comme approuvé par le Conseil d'administration à sa cent trente-quatrième session en décembre 2021, le Bureau indépendant de l'évaluation du FIDA (IOE) mène une évaluation au niveau de l'institution (ENI) des pratiques de gestion des connaissances au FIDA. L'ENI portera sur l'intérêt, la cohérence, l'efficacité et l'efficience de ces pratiques au niveau de l'institution, des régions et des pays pour la période 2016-2022. Aux fins de l'élaboration de l'ENI, IOE a consulté le Groupe assurance qualité, le Département de la stratégie et des savoirs et le Département de la gestion des programmes. Les économistes principaux et les conseillers de portefeuille des divisions régionales ont également été sollicités pour contribuer à la rédaction du présent document d'orientation sur l'évaluation. Le groupe consultatif d'IOE pour l'évaluation¹ et la conseillère technique indépendante d'IOE, Zenda Ofir, ont examiné la méthode et l'approche de l'ENI.
2. **La gestion des connaissances est un élément essentiel de la stratégie du FIDA en faveur d'un développement rural porteur de transformation.** D'après son Cadre stratégique actuel (2016-2025), le FIDA vise à optimiser son avantage comparatif en agissant « encore plus, encore mieux et de manière encore plus avisée » : il mobilisera et mettra à profit un volume beaucoup plus important d'investissements dans les zones rurales; il améliorera la qualité des programmes nationaux de développement rural grâce à l'adoption d'innovations basées sur des données factuelles, au partage des connaissances, à l'instauration de partenariats et à la participation à l'élaboration des politiques; il obtiendra des résultats en matière de développement d'une manière qui soit économiquement plus rentable. L'acquisition et la diffusion de connaissances associées à la participation à l'élaboration des politiques constituent l'un des quatre piliers du FIDA à l'appui de ses résultats en matière de développement. Le Rapport de la Consultation sur la Douzième reconstitution des ressources du FIDA (Rapport sur FIDA12) a encore souligné l'importance des connaissances dans la réalisation d'un changement porteur de transformation.
3. **L'évaluation est unique en son genre, car elle s'attache à relier les pratiques de gestion des connaissances au niveau de l'institution aux pratiques concrètes observées dans les pays, pour mieux montrer la façon dont elles contribuent à renforcer l'impact du FIDA sur le terrain.** La décentralisation en cours a radicalement changé la manière dont le FIDA produit et diffuse des connaissances auprès de ses partenaires dans les pays et au sein même de l'institution². L'équipe chargée de l'ENI examinera l'efficacité et les résultats du FIDA en matière de gestion des connaissances au cours de la période 2016-2022, dans le cadre d'une structure décentralisée. Dans ce contexte, certains des principaux aspects qui déterminent la gestion des connaissances au FIDA sont encore mal connus (présence accrue du FIDA dans les pays, rotation du personnel et ressources limitées pour les activités hors prêts, entre autres).

¹ Voir <https://ioe.ifad.org/fr/evaluation-advisory-panel>.

² Dans l'ENI portant sur la décentralisation, IOE examine les effets de ces réformes organisationnelles sur les partenariats, la gestion des connaissances et la participation à l'élaboration des politiques.

4. L'ENI met explicitement l'accent sur les **pratiques de gestion des connaissances** (*KM practices**) et sur la manière dont elles sont configurées et organisées au FIDA. L'humain est au cœur de ces pratiques³, car leur exécution revient au personnel qui, par exemple, recueille des expériences et des récits ou met au point des outils de gestion des connaissances et des solutions aux problèmes récurrents (voir la figure 1 ci-après)⁴. L'efficacité de la gestion des connaissances repose sur l'engagement et la motivation de chaque membre du personnel et des unités organisationnelles dans une optique d'excellence et d'amélioration des compétences, ainsi que sur la facilité de ces derniers à accéder aux ressources (personnel et outils) et aux capacités requises.

Figure 1

Exemples de pratiques de gestion des connaissances au FIDA

B. Objectifs, portée et résultats attendus de l'évaluation au niveau de l'institution

5. **Finalité.** L'ENI entend aider le FIDA à valoriser toute la gamme des pratiques et des types de connaissances utiles à son action et à généraliser et harmoniser les conceptions sur le rôle de la gestion des connaissances dans la perspective de transformation du monde rural qui est la sienne. Les constatations, conclusions et recommandations formulées à l'issue de l'ENI inciteront la direction et le personnel du FIDA à adopter de bonnes pratiques de gestion des connaissances, aideront le Conseil d'administration du Fonds à s'acquitter de son obligation de rendre des comptes et éclaireront les délibérations de la Consultation sur FIDA13.
6. **Objectifs.** L'ENI a trois grands objectifs.
- **Objectif 1.** Évaluer l'intérêt, la cohérence, l'efficacité et l'efficience des pratiques de gestion des connaissances actuelles au niveau de l'institution, des régions et des pays.
 - **Objectif 2.** Examiner et recenser les enseignements tirés de l'expérience (notamment d'autres organisations pour le développement) qui peuvent aider le FIDA à améliorer ses résultats en matière de gestion des connaissances.
 - **Objectif 3.** Définir les types de connaissances et de pratiques de gestion des connaissances qui aideront le FIDA à atteindre les objectifs de son programme pour la transformation du monde rural.

³ Une liste plus longue de termes figure dans le glossaire (appendice VIII). Tous les termes du glossaire sont signalés par un astérisque.

⁴ L'appendice III comprend une liste des pratiques de gestion des connaissances recensées dans les études de cas pilotes.

7. **Portée.** La période couverte par l'ENI (2016-2022) s'emboîte dans celle du Cadre stratégique actuel du FIDA (2016-2025). En 2019, une stratégie de gestion des connaissances a été élaborée par le FIDA. L'ENI couvrira le cadre institutionnel de la gestion des connaissances, et examinera les pratiques en la matière observées au niveau de l'institution, des régions et des pays, ainsi que les liens entre ces pratiques.
8. L'ENI ne se limitera pas à la stratégie de gestion des connaissances du FIDA et à sa mise en œuvre, mais portera également sur la manière dont le Fonds tire parti des connaissances externes et internes (en particulier dans les pays) et dont ses stratégies, structures et fonctions existantes l'aident à contribuer au changement porteur de transformation voulu dans les pays partenaires.
9. **Résultats escomptés.** L'ENI vise à combler les lacunes dans les connaissances concernant: i) l'étendue et l'intérêt des savoirs conservés aux niveaux institutionnel et régional au regard de leur contribution à l'efficacité de la gestion des connaissances dans les programmes de pays; ii) le rôle des divisions régionales dans la planification et la mise en œuvre des mesures de gestion des connaissances; iii) l'intérêt des connaissances implicites, des communautés de pratique et de la conservation des savoirs; iv) le recensement des incitations à mettre l'accent sur la gestion des connaissances.
10. L'ENI complétera l'examen à mi-parcours de la stratégie de gestion des connaissances du FIDA, réalisé en 2022. Il s'agissait d'une évaluation qualitative rapide, axée sur l'adéquation et l'efficacité de la stratégie et de sa mise en œuvre actuelle. Cet examen ne comportait pas d'analyse des résultats en matière de gestion des connaissances dans les programmes de pays ou les partenariats axés sur les savoirs, ni de synthèse de l'utilisation des savoirs internes et externes au FIDA et dans les pays partenaires aux fins de la transformation du monde rural – autant d'enjeux que l'ENI cherchera à aborder.
11. L'équipe chargée de l'ENI formulera des constatations concrètes et des recommandations réalistes en vue d'améliorer la gestion des connaissances au FIDA. Elle recensera les moyens de renforcer la gestion des connaissances dans un modèle décentralisé, en mettant l'accent sur l'acquisition, le partage et la mise à profit des connaissances aux fins de la participation à l'élaboration des politiques. Elle accordera une attention particulière aux mécanismes et pratiques de gestion des connaissances qui ont contribué à renforcer l'impact dans les pays. Elle recensera les pratiques de gestion des connaissances qui ont été efficaces dans différents contextes nationaux. Enfin, elle entend évaluer le rapport coût-efficacité de ces pratiques.

II. Considérations générales et terminologie en matière de gestion des connaissances

A. Une gestion des connaissances au service du développement

12. Depuis la fin des années 1990, les acteurs du développement international ont généralement adopté la gestion des connaissances, ou plutôt la sous-discipline qui s'y intéresse sous l'angle du développement. Les institutions financières internationales et les organismes des Nations Unies, notamment le FIDA, ont largement œuvré en ce sens (voir l'appendice VI)⁵.
13. La gestion des connaissances a officiellement fait son entrée dans le secteur du développement international à partir de 1996, avec le lancement par la Banque mondiale de la première stratégie en faveur d'une « banque de connaissances ». Le Programme des Nations Unies pour le développement a lancé sa première stratégie en 2004. La gestion des connaissances dans le système des Nations Unies

⁵ Dumitriu (2016), Bocock et Collinson (2022), Kalseth et Cummings (2000) et Cummings et autres (2013).

n'en était qu'à ses débuts en 2007, selon le premier examen du Corps commun d'inspection en la matière⁶. La situation a considérablement évolué lors du deuxième examen⁷. Ce dernier a révélé que le Programme des Nations Unies pour le développement, l'Agence internationale de l'énergie atomique, le FIDA et l'Organisation internationale du Travail avaient mis en place des pratiques complètes et éprouvées et avaient intégré la gestion des connaissances à leurs activités quotidiennes. L'intérêt de ces organismes, tel qu'il ressort du rapport, tenait au fait qu'ils ajustaient et reformulaient constamment leur stratégie de gestion des connaissances à la lumière des enseignements tirés de sa mise en œuvre.

14. En 2018, un partenariat d'apprentissage multidonateur a été établi. Rebaptisé « *Multi-Donor Partnership on Learning for Development Impact* » (Partenariat d'apprentissage multidonateur pour l'impact sur le développement)⁸ en 2022, ce partenariat entend rassembler les organismes des Nations Unies et les institutions financières internationales, comme le FIDA, en plus d'autres donateurs⁹. Il vise à promouvoir les investissements en matière de connaissances et d'apprentissage dans l'ensemble du secteur du développement international, à créer des liens, à mobiliser des spécialistes et à promouvoir l'acquisition de connaissances dans un esprit d'intégrité, de partage et d'efficacité¹⁰.

B. Approches théoriques de la gestion des connaissances au FIDA

15. Approuvée en 2007, la première stratégie de gestion des connaissances du FIDA couvrait la période 2007-2009. Conçue pour répondre à la nécessité d'adopter de nouvelles approches pédagogiques dans un contexte mondial en rapide évolution, cette stratégie tenait compte des nouvelles capacités requises en matière de connaissances pour assurer l'efficacité du développement. Après quelques années sans stratégie en la matière, le FIDA a adopté un cadre de gestion des savoirs en 2014 et son premier plan d'action connexe en 2016.
16. La deuxième Stratégie du FIDA en matière de gestion des savoirs (2019-2025), sans incidence budgétaire, a été approuvée par le Conseil d'administration en mai 2019. Elle vise à rassembler et à transformer les connaissances, notamment au moyen de partenariats, en vue d'améliorer les résultats en matière de développement au profit des populations rurales pauvres, ce qui amplifiera l'impact du FIDA dans le cadre du Programme de développement durable à l'horizon 2030 (Programme 2030), particulièrement en ce qui concerne les objectifs de développement durable n^{os} 1 (pas de pauvreté) et 2 (faim zéro). La stratégie est mise en œuvre dans le cadre du deuxième plan d'action pour la gestion des savoirs 2019-2021, qui a été élaboré en même temps.
17. Un examen à mi-parcours de la Stratégie du FIDA en matière de gestion des savoirs 2019-2025 a été achevé en septembre 2022. Les recommandations suivantes ont été formulées: mettre à jour la stratégie de gestion des connaissances; allouer des ressources supplémentaires aux activités de gestion des connaissances (1 527 000 USD pour une période de trois ans); utiliser les concepts de « leadership éclairé » et de « connaissances au service de l'impact »; mettre en place un système de suivi simplifié en matière de gestion des connaissances; élaborer un nouveau plan d'action pour la gestion des connaissances.

⁶ Larrabure (2007).

⁷ Dumitriu (2016).

⁸ Voir <https://www.mdip4dev.org>.

⁹ Outre le FIDA, les membres comprennent le Ministère des affaires étrangères, du Commonwealth et du développement (Royaume-Uni), l'Agence allemande de coopération internationale, la Banque interaméricaine de développement, l'Agence suédoise de coopération internationale au développement, le Fonds des Nations Unies pour l'enfance, l'Agence des États-Unis pour le développement international, le Wellcome Trust et la Banque mondiale.

¹⁰ Bocock et Collinson (2022).

Tableau 1

Principales étapes de la gestion des connaissances au FIDA

Année	Stratégies et autres documents
2007	Stratégie du FIDA en matière de gestion des savoirs (2007-2009)
2011	Rapport de situation sur la mise en œuvre de la stratégie du FIDA en matière de gestion des savoirs et du programme d'innovation
2011	Plan à moyen terme du FIDA 2011-2013: gestion des savoirs et concertation sur les politiques – effets en 2011-2013
2014	Cadre de gestion des connaissances du FIDA 2014-2018
2016	Rapport annuel 2015 sur les résultats et l'impact des opérations du FIDA – La gestion des connaissances comme thème d'apprentissage: comment les opérations peuvent-elles apprendre à améliorer la performance?
2016	Cadre stratégique du FIDA 2016-2025
2016	Plan d'action pour la gestion des savoirs 2016-2018
2019	Stratégie du FIDA en matière de gestion des savoirs (2019-2025)
2019	Plan d'action pour la gestion des savoirs 2019-2021
2021	Stratégie de coopération Sud-Sud et triangulaire du FIDA 2022-2027
2022	Examen à mi-parcours de la Stratégie du FIDA en matière de gestion des savoirs

C. Terminologie

18. On trouvera dans cette section la définition de certains termes clés adoptés aux fins de la présente ENI. Une plus longue liste de termes figure dans le glossaire (appendice VIII). Tous les termes de ce glossaire sont signalés par un astérisque.
19. Les connaissances (*knowledge**) renvoient à la conscience, à la compréhension ou à l'assimilation d'une information tirée de l'expérience ou de l'étude, à l'échelle de l'esprit individuel ou du collectif¹¹. Il existe différents types de connaissances au FIDA. Les **connaissances internes** (*internal knowledge**) regroupent les savoirs explicites et les connaissances implicites ou tacites. Ces connaissances se traduisent dans les pratiques de chaque membre du personnel, mais sont aussi diffusées au moyen des outils et supports de gestion des connaissances. Il existe également des **connaissances externes** (*external knowledge**), comme la connaissance des politiques (*policy knowledge**) ou les connaissances scientifiques (*scientific knowledge**), techniques (*technical knowledge**), locales (*local knowledge**) et autochtones (*Indigenous knowledge**). Les partenariats du FIDA jouent un rôle déterminant dans la production et le partage des connaissances. Les pratiques innovantes promues par d'autres partenaires du développement, notamment les organisations non gouvernementales (ONG), peuvent grandement contribuer à la transformation du monde rural. Ainsi, le Système de formation-action pour l'égalité femmes-hommes, promu par le FIDA en collaboration avec une ONG néerlandaise, a appuyé l'adoption de pratiques porteuses de transformations en matière de genre dans les pays.
20. Dans la stratégie en la matière, la gestion des connaissances a été définie de façon simple et limpide¹² afin de refléter son sens communément admis au FIDA: elle désigne l'ensemble des processus, des outils et des comportements qui relient les

¹¹ Dictionnaire et thésaurus *Cambridge Advanced Learner* (non daté). « *Knowledge* ». Dictionnaire *Cambridge.org*. Consulté le 4 novembre 2022, à la page <https://dictionary.cambridge.org/dictionary/english/knowledge>.

¹² Gillman (2022): 100.

personnes et les incitent à produire, à échanger, à utiliser et à réutiliser des connaissances¹³. Aux fins de la présente ENI, une définition légèrement différente a été retenue en raison de l'accent explicitement porté sur les pratiques et l'impact de la gestion des savoirs dans les pays.

21. Pour cette raison, la **gestion des connaissances** est définie dans l'ENI comme suit:

Gestion systématique de la production, du partage, de l'utilisation et du courtage (*brokering**) des connaissances essentielles (*substantive knowledge**) à l'aide d'outils et de pratiques aux niveaux institutionnel et individuel, en vue de renforcer le rôle et la contribution du FIDA à l'appui de la transformation du monde rural dans le monde et les pays partenaires.

22. Cette définition n'invalide pas celle du FIDA. Elle est simplement plus adaptée à l'objectif de la présente ENI, qui est axée sur les pratiques de gestion des connaissances qui produisent un impact dans les pays. Cette définition plus étroite vise à atténuer l'accent mis sur le système interne de gestion des connaissances dans la définition actuelle du FIDA et à compléter le champ couvert par le dernier examen à mi-parcours.

23. Les **pratiques de gestion des connaissances** sont définies comme suit:

Répertoire de ressources partagées mis au point par les praticiens, incluant des expériences, des récits, des outils, des solutions aux problèmes récurrents et des enseignements à tirer. Au FIDA, ces pratiques recoupent la production, le partage, l'utilisation et le courtage des connaissances. Elles résultent de choix, de comportements et de points de vue adoptés individuellement ou collectivement (officiellement ou non) par des membres du personnel, des unités organisationnelles ou l'institution dans son ensemble.

III. Approche et méthode de l'évaluation au niveau de l'institution

A. Principales questions de l'évaluation

24. L'ENI répondra à trois grandes questions.
- **Question 1:** dans quelle mesure le FIDA dispose-t-il d'un cadre institutionnel utile et cohérent pour la gestion des connaissances compte tenu de sa mission, de ses besoins et du contexte mondial, régional et local dans lequel il œuvre? (pertinence et cohérence)
 - **Question 2:** dans quelle mesure le FIDA, grâce à ses pratiques de gestion des connaissances, a-t-il contribué efficacement à la transformation du monde rural et quels facteurs expliquent ses résultats? (efficacité)
 - **Question 3:** dans quelle mesure l'utilisation efficiente des ressources (financières et humaines) disponibles a-t-elle favorisé l'adoption de pratiques de gestion des connaissances et l'obtention de résultats en la matière? (efficience)
25. Chaque grande question s'accompagne de questions subsidiaires, comme indiqué dans le cadre d'évaluation (appendice I).

B. Cadre conceptuel

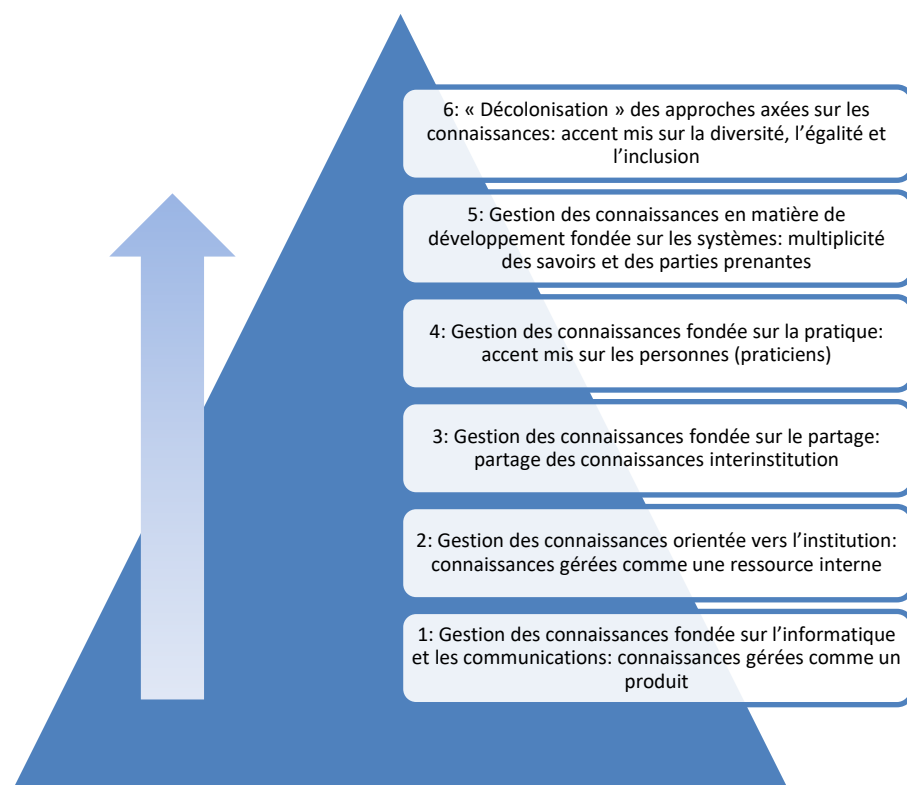
26. La théorie actuelle en matière de gestion des connaissances au service du développement distingue six générations d'approches coexistantes. Pour chaque génération, de nouveaux concepts et outils sont mis au point afin de mieux comprendre la gestion des connaissances au service du développement (voir la

¹³ L'actuelle stratégie du FIDA en matière de gestion des savoirs (2018) a été élaborée selon un processus inclusif et consultatif (Gillman, 2022). L'équipe chargée de l'élaboration a demandé au personnel du FIDA de choisir entre l'un de ces trois aspects: interactions, production de connaissances et recueil des savoirs.

figure 2 ci-après)¹⁴. L'ENI vise les **pratiques de gestion des connaissances** de troisième et quatrième générations. La troisième génération, axée sur les outils de partage des connaissances tels que l'analyse du retour d'expérience, l'entraide (*peer assist**), les études de cas et les meilleures pratiques, met davantage l'accent sur les connaissances implicites. La quatrième génération comprend des approches fondées sur la pratique et axées sur les personnes; elle implique l'établissement de communautés de pratique interinstitutions et un rôle accru des médias sociaux.

Figure 2

Modèle générationnel de la gestion des connaissances au service du développement: imbrication des différentes générations



Source: élaboré par l'équipe chargée de l'évaluation, sur la base de la publication de Cummings et autres (2013).

27. L'apparition de la **cinquième génération**, dont l'accent porte plus généralement sur l'écologie ou le système de connaissances en matière de développement, traduit une prise de conscience de la nécessité de mobiliser de nombreuses connaissances différentes (comme les savoirs locaux ou techniques) pour résoudre des problèmes inextricables et complexes (*wicked**)¹⁵, et accorde aux connaissances le statut de bien public mondial. Plus récemment, une **gestion des connaissances au service du développement de sixième génération** est en train de voir le jour sous le nom de « décolonisation des savoirs »: elle reconnaît l'intérêt des savoirs autochtones et des mesures actuellement prises par les institutions pour promouvoir la diversité, l'égalité et l'inclusion chez leurs effectifs¹⁶. Les cinquième et sixième générations semblent plus propices à la transformation du monde rural, car elles reconnaissent explicitement l'importance des parties prenantes locales, de leurs connaissances et de leur langue dans les processus de développement. Bien que l'accent soit mis sur les troisième et quatrième générations, l'ENI recensera également les pratiques de cinquième et

¹⁴ Cummings et autres (2019), Bocock et Collinson (2022) et Cummings et autres (à paraître).

¹⁵ Brown et autres (2010).

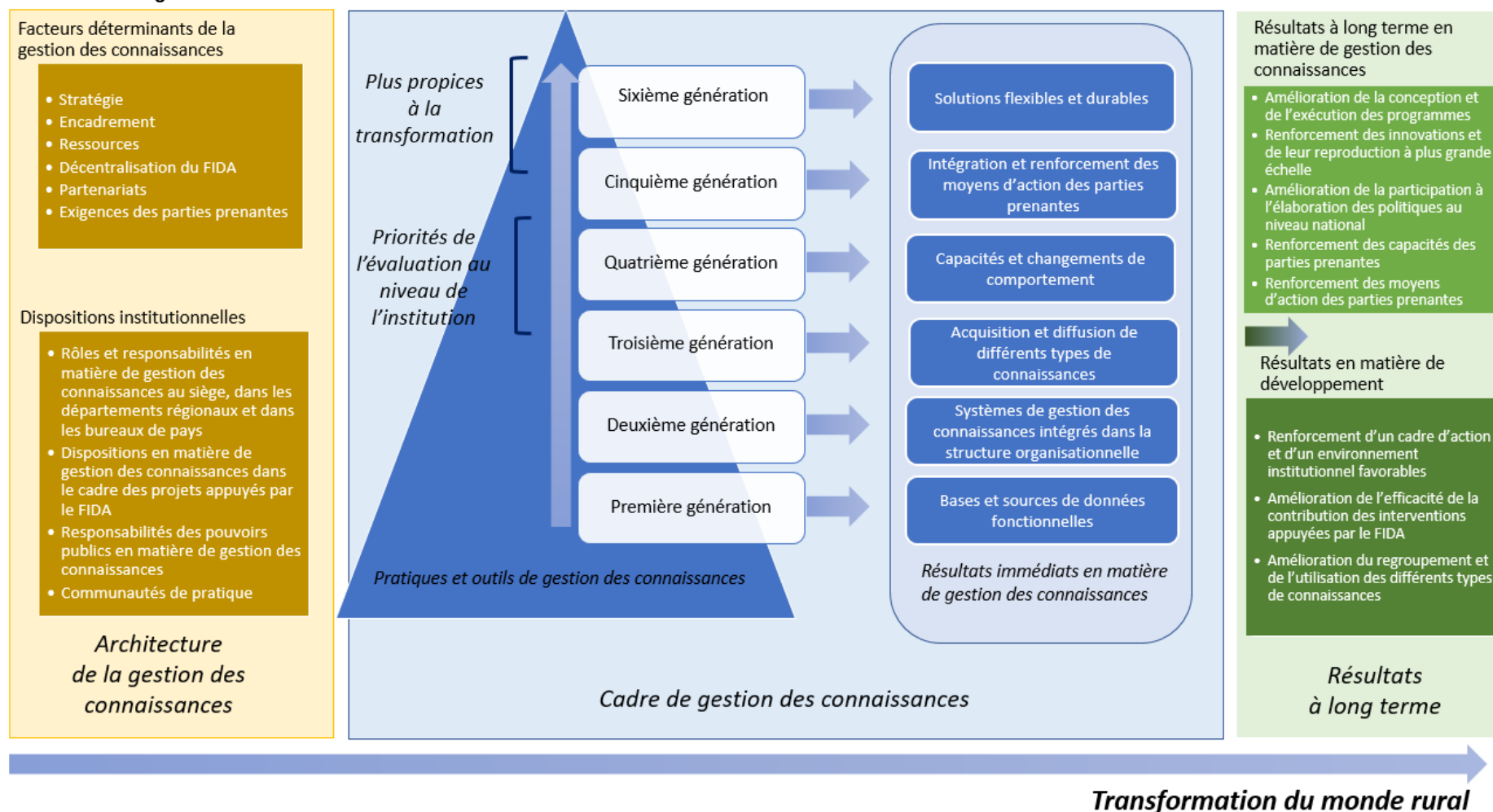
¹⁶ Cummings et autres (à paraître).

sixième générations en raison de leur potentielle contribution à la transformation du monde rural.

C. Théorie du changement

28. La théorie du changement de l'ENI illustre les liens entre les facteurs déterminants, les dispositions institutionnelles et les résultats en matière de gestion des connaissances. La figure 3 ci-après en donne un aperçu schématique. Cette théorie (incluse dans l'appendice II) illustre en détail les processus de production, d'utilisation, de partage et de courtage des connaissances au FIDA, et décrit la façon dont ces processus contribuent à l'efficacité de la gestion des connaissances, aux résultats en matière de développement et, en fin de compte, à la transformation du monde rural.
29. Les pratiques de gestion des connaissances doivent présenter un intérêt tant pour la mission et les stratégies du FIDA que pour celles de ses partenaires, tout en étant conformes aux pratiques du système plus large des Nations Unies et des institutions financières internationales (question 1). Les **facteurs déterminants de la gestion des connaissances** comprennent les facteurs internes (stratégie, encadrement, ressources financières et humaines) et les mesures d'incitations en la matière. Les facteurs externes comprennent les partenariats et les demandes d'informations adressées au FIDA par les gouvernements. Ensemble, ces facteurs façonnent le contexte de la gestion des connaissances.
30. Les **dispositions institutionnelles** comprennent les rôles et les responsabilités en matière de gestion des connaissances à différents niveaux (siège, divisions régionales et bureaux de pays). Elles incluent en outre les communautés de pratique, qui vont au-delà des divisions administratives. Les équipes des projets appuyés par le FIDA et les partenaires gouvernementaux sont également censés avoir défini des responsabilités claires en matière de gestion des connaissances.
31. Les **résultats en matière de gestion des connaissances** comprennent les résultats immédiats, les résultats à long terme et les résultats en matière de développement auxquels la gestion des connaissances est censée contribuer (question 2). Les résultats immédiats dépendent du type de gestion des connaissances (modèle générationnel). Ils incluent la production et le partage de différents types de connaissances, l'amélioration des capacités et des compétences, ainsi que l'inclusion et le renforcement de la participation des parties prenantes. Les résultats à plus long terme comprennent l'amélioration des résultats des programmes et de leur exécution, le renforcement des innovations et de leur reproduction à plus grande échelle, et l'amélioration de la participation à l'élaboration des politiques.
32. Une gestion des connaissances efficace devrait ainsi contribuer à l'obtention de trois résultats plus larges en matière de développement, à savoir: i) un **cadre d'action** et un environnement institutionnel **favorables**; ii) des **interventions efficaces**; iii) **l'utilisation de différents types de connaissances** (question 2). Ensemble, ces trois résultats favorisent la transformation du monde rural et accélèrent les progrès vers la réalisation du Programme 2030. En particulier, les pratiques de cinquième et sixième générations devraient contribuer aux processus de transformation. La valorisation des connaissances locales et l'inclusion des parties prenantes favorisent d'autant plus les solutions flexibles et durables nécessaires à la transformation du monde rural.
33. Les liens et les concepts illustrés dans la théorie du changement ont conduit à l'élaboration d'un cadre d'évaluation (voir l'appendice I).

Figure 3
Théorie du changement

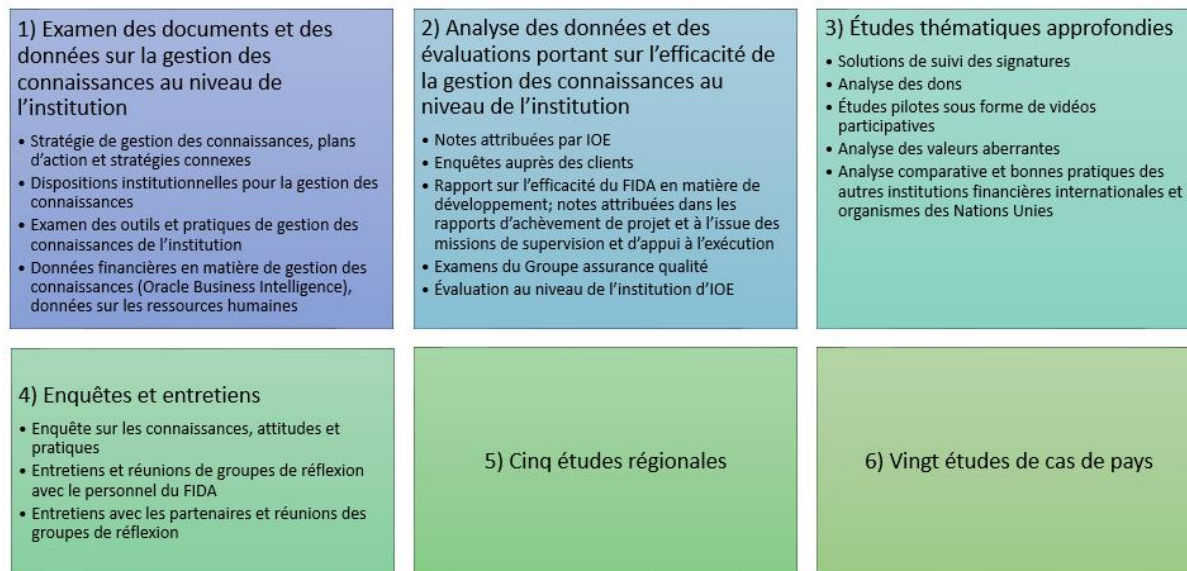


D. Collecte des données

34. Le cadre d'évaluation relie les questions principales et subsidiaires de l'évaluation aux indicateurs et aux sources de données, et les regroupe dans des jeux de données factuelles.
35. Les six jeux couverts par l'ENI sont décrits dans les paragraphes suivants.

Figure 4

Jeux de données factuelles de l'évaluation au niveau de l'institution



36. Le premier jeu de données factuelles repose sur **l'examen des documents et des données sur la gestion des connaissances au niveau de l'institution (1)**. Il s'agira de réaliser un examen sur dossier des politiques, stratégies et directives institutionnelles qui ont orienté la gestion des connaissances pendant la période d'évaluation, avant d'analyser les dispositions institutionnelles à cet égard (architecture). L'équipe chargée de l'ENI s'appuiera sur l'analyse approfondie élaborée dans le cadre de l'examen à mi-parcours de 2022. Elle examinera également les outils et les pratiques de gestion des connaissances du FIDA, tels que les supports de connaissances, les communautés de pratique et les ressources financières et humaines allouées à ce domaine. Des activités interactives, comme la cartographie participative des flux de savoirs, peuvent aider à approfondir la compréhension des fonctions et mécanismes institutionnels de la gestion des connaissances.
37. **L'analyse des données et des évaluations portant sur les résultats de l'institution en matière de gestion des connaissances (2)** passera par un examen des évaluations pertinentes d'IOE (ENI, synthèses d'évaluations et évaluations de stratégies et de programmes de pays, entre autres), et par l'analyse des notes de performance attribuées par IOE dans ce domaine. Des informations supplémentaires peuvent être tirées des examens internes du FIDA et du suivi de la performance en la matière, notamment du Rapport annuel sur l'efficacité du FIDA en matière de développement, des rapports de supervision des projets et des données des enquêtes auprès des clients. Le Groupe assurance qualité a également élaboré des examens utiles de la gestion des connaissances au FIDA.
38. Les **études thématiques approfondies (3)** suivront une approche thématique en vue d'examiner les pratiques retenues au-delà des divisions institutionnelles et géographiques. Il s'agira d'examiner les dons et les mécanismes de financement qui ciblent les activités de gestion des connaissances, avant de mener une étude approfondie des flux de connaissances à l'aide des « solutions emblématiques » recensées, qui représentent l'état d'avancement actuel des technologies et des connaissances du FIDA à l'appui de la transformation du monde rural (comme le

Système de formation-action pour l'égalité femmes-hommes). Des évaluations réalisées à distance sous forme de vidéos participatives permettront d'étudier les savoirs autochtones et locaux dans le cadre des activités du FIDA. Un examen qualitatif des valeurs aberrantes dans la base de données sur la performance du Rapport annuel sur les résultats et l'impact des opérations du FIDA permettra de mieux comprendre les facteurs favorables ou défavorables à la gestion des connaissances. Un examen des pratiques de gestion des connaissances adoptées dans d'autres institutions financières internationales et organismes des Nations Unies permettra de dégager de nouveaux enseignements.

39. IOE réalisera des **enquêtes et des entretiens (4)** pour recueillir des données primaires. L'enquête sur les connaissances, attitudes et pratiques lancée en 2022 sera complétée par des entretiens de suivi et des réunions de groupes de réflexion avec certains participants. Une deuxième enquête en ligne sera lancée vers la fin de l'ENI aux fins de la validation des constatations.
40. Les divisions régionales du FIDA seront couvertes par **cinq études régionales (5)**. Ces études donneront un aperçu des stratégies et des approches de la gestion des connaissances à l'échelle régionale – qui impliquent des responsabilités en la matière dans les bureaux régionaux, les bureaux multipays et les centres de coopération Sud-Sud et triangulaire et de gestion des connaissances – et montreront la façon dont ces stratégies renforcent les flux de connaissances entre le niveau régional, national et institutionnel.
41. Les **20 études de cas de pays (6)** permettront de mieux comprendre les facteurs favorables à des pratiques de gestion des connaissances efficaces dans les pays et, partant, à l'obtention de résultats en matière de développement. Ces études de cas établiront des données factuelles à partir de l'examen des documents et des entretiens menés avec les équipes de pays du FIDA, le personnel de projet et d'autres parties prenantes, le but étant de mieux comprendre la façon dont les pratiques de gestion des connaissances sont appliquées et dont les savoirs sont utilisés dans les pays. Ces études permettront d'élaborer un scénario d'évolution complet, qui décrit la survenue des changements et la contribution des pratiques de gestion des connaissances pertinentes.
42. L'équipe chargée de l'évaluation a retenu quatre programmes de pays par division régionale afin de couvrir un large éventail de pratiques de gestion des connaissances dans le contexte de chaque pays. Parmi les critères de sélection des pays devant faire l'objet d'une étude de cas, figuraient les notes de performance relatives à la gestion des connaissances attribuées par IOE dans ses évaluations de stratégies et de programmes de pays, le niveau de revenu du pays, la taille du portefeuille du FIDA et sa présence dans le pays (voir l'appendice V). Pour arrêter définitivement le choix des pays, l'équipe chargée de l'ENI tiendra également compte de l'évaluabilité des programmes de pays, et surtout de la disponibilité du personnel du programme en vue des entretiens. Cette disponibilité pourrait être réduite en raison de la récente réaffectation du personnel et des derniers changements intervenus dans les conditions de sécurité locales. Par ailleurs, l'équipe s'efforcera de préserver tout l'intérêt de l'ENI en réduisant les chevauchements avec d'autres évaluations en cours.
43. Pendant la phase d'analyse en 2022, IOE a mené trois études de cas de pays pilotes (au Kirghizistan, au Malawi et au Soudan). L'expérience acquise à ce titre a été utile pour terminer l'élaboration de la méthode des études de cas et des questions de l'évaluation.

Tableau 2

Sélection des pays devant faire l'objet d'une étude de cas¹⁷

APR	ESA	LAC	NEN	WCA
Viet Nam	Malawi	Argentine	Kirghizistan	République démocratique du Congo
Philippines	Madagascar	Pérou	Tunisie	Sierra Leone
Pakistan	Angola	Brésil	Soudan	Nigéria
Chine	Kenya	Mexique	Égypte	Côte d'Ivoire

E. Synthèse

44. L'équipe chargée de l'ENI synthétisera et agencera les constatations qui se dégagent des **six jeux de données factuelles**, pour d'une part élaborer un aperçu du système de gestion des connaissances au FIDA qui montre comment ladite gestion contribue aux impacts en matière de développement relevés dans le cadre conceptuel et, d'autre part, pour déterminer le statut des pratiques de gestion actuelles à la lumière du modèle à six générations et évaluer la contribution de ces pratiques à la transformation du monde rural.
45. **L'analyse des études de cas** permettra de restituer les pratiques de gestion des connaissances dans le modèle générationnel afin de déterminer celles qui peuvent être jugées porteuses de transformation. Les pratiques de cinquième et sixième générations sont considérées comme les plus à même d'apporter des transformations. Les études de cas évalueront l'efficacité de ces pratiques au FIDA et décriront la façon dont elles contribuent à un développement rural porteur de transformation à la lumière des trois résultats en matière de développement indiqués dans la théorie du changement. Les études de cas permettront également de vérifier les hypothèses associées aux facteurs déterminants de la gestion des connaissances et de tester l'existence et l'efficacité des liens supposés entre les différents niveaux de l'institution où les connaissances sont produites et partagées (voir l'appendice III).
46. L'analyse de ces 20 études de cas permettra de déterminer des modèles en fonction des variables qui influent sur la performance, comme le type de pratique de gestion des connaissances, la région ou le contexte du pays. À partir de cette analyse, IOE examinera ensuite la mesure dans laquelle les résultats en matière de gestion des connaissances contribuent à la transformation du monde rural.
47. IOE reconnaît que dans cette approche, des pratiques de différents types coexisteront et qu'elles ont été choisies et ajustées au regard des différents contextes propres à l'action du FIDA. En outre, il ressort de cette approche qu'une bonne stratégie de gestion des connaissances devrait inclure des aspects de chaque génération, les perfectionner et les adapter à l'évolution des besoins en matière de savoirs.
48. **Extrapolation et validation des résultats.** Les principales constatations et conclusions tirées de l'analyse de cas transnationale ou régionale seront validées par: une enquête réalisée auprès de tous les chargés de programmes de pays ou directeurs de pays; une série de réunions de groupe de réflexion aux niveaux régional et institutionnel et la triangulation des résultats de l'enquête sur les connaissances, attitudes et pratiques; d'autres sources telles que les évaluations de stratégies et de programmes de pays ou les données de suivi à l'échelle institutionnelle. L'enquête sera conçue pour recueillir les savoirs, les points de vue et l'expérience des responsables et du personnel opérationnel du FIDA, du

¹⁷ APR = Division Asie et Pacifique; ESA = Division Afrique orientale et australe; LAC = Division Amérique latine et Caraïbes; NEN = Division Proche-Orient, Afrique du Nord et Europe; WCA = Division Afrique de l'Ouest et du Centre.

personnel technique des organismes gouvernementaux, des responsables de projets financés par le FIDA et d'autres partenaires concernés. Les questions cibleront chaque groupe de parties prenantes.

F. Limites

49. **Lacunes dans les données des systèmes institutionnels du FIDA.** Pour quantifier les ressources financières allouées à la gestion des connaissances, l'équipe chargée de l'ENI utilisera les données sur les coûts des dons et des projets (provenant de la base Oracle Business Intelligence). La première analyse des données a révélé l'insuffisance des informations disponibles sur le budget et le financement de la gestion des connaissances, ainsi que sur les ressources humaines mobilisées à cette fin. En dehors des spécialistes de la gestion des connaissances du Département de la stratégie et des savoirs et des coordonnateurs chargés de cette question aux niveaux institutionnel et régional, le temps du personnel consacré à la production, à l'utilisation et à la diffusion des connaissances n'est pas inscrit au budget – il est intégré aux définitions d'emploi type du FIDA. Pour combler ces lacunes, l'équipe chargée de l'ENI devra utiliser les données (qualitatives et quantitatives) des enquêtes et des entretiens.
50. **Limites des pratiques des institutions financières internationales de référence.** L'examen initial des institutions de référence, à savoir la Banque mondiale, la Banque asiatique de développement, le Fonds pour l'environnement mondial et la Banque européenne pour la reconstruction et le développement¹⁸ montre qu'il ne sera pas facile de comparer les approches de gestion des connaissances à partir des évaluations antérieures en la matière. Ces dernières sont principalement axées sur les systèmes de gestion et d'apprentissage internes à chacune de ces institutions. IOE les utilisera pour commencer à mettre en place une analyse des pratiques et recenser les mesures prises face aux difficultés dans ces quatre institutions financières internationales. Les évaluations de la Banque asiatique de développement et de la Banque mondiale seront les plus utiles à cet égard. Les évaluations de la Banque européenne pour la reconstruction et le développement et du Fonds pour l'environnement mondial, qui ont des priorités différentes en raison de modèles opérationnels différents, risquent d'être moins intéressantes. Aucune de ces évaluations ne se penche sur l'utilisation des connaissances implicites, et seule l'évaluation de la Banque asiatique de développement relie les connaissances internes aux aspirations des parties prenantes dans les pays et examine l'utilisation des connaissances dans les programmes de pays.

IV. Processus, répartition des tâches et calendrier de l'évaluation au niveau de l'institution

A. Processus de l'évaluation au niveau de l'institution

51. **Apprentissage.** L'ENI vise notamment à parvenir à une compréhension commune et plus cohérente du rôle que joue la gestion des connaissances dans le programme du FIDA pour la transformation du monde rural. L'équipe chargée de l'ENI collaborera donc étroitement avec les parties prenantes concernées tout au long du processus pour favoriser la réflexion et l'apprentissage. Des discussions de groupe (dans le cadre de la collecte des données) offriront des occasions de partage et de réflexion.
52. L'analyse du retour d'expérience – qui sera la première discussion de groupe à promouvoir auprès du Département de la stratégie et des savoirs (et avec son appui) une réflexion sur la stratégie de gestion des connaissances et l'examen à mi-parcours – fournira également une autre source de données aux fins de l'ENI. Dans le cadre d'études régionales et nationales, d'autres discussions de groupe

¹⁸ Voir l'appendice IV pour plus d'informations sur cette méthode.

seront axées sur les pratiques de gestion des connaissances au niveau des pays et des régions, et sur les liens et les flux de connaissances entre pays et régions. Ces discussions incluront une évaluation participative des pratiques de gestion des connaissances efficaces et porteuses de transformation, à la lumière des catégories de pratiques élaborées dans le cadre de l'ENI (voir l'appendice III).

53. En outre, au cours de l'ENI, des réunions seront régulièrement organisées avec des parties prenantes ciblées (coordonnateurs chargés de la gestion des connaissances et équipes de pays, entre autres) pour encourager la réflexion sur les pratiques de gestion des connaissances à tous les niveaux au FIDA. Les discussions peuvent porter sur:
- le financement de la gestion des connaissances – analyse préliminaire de l'ENI assortie d'une discussion;
 - la cartographie des pratiques de gestion des connaissances dans le cadre du modèle générationnel;
 - la gestion des connaissances dans certaines sous-régions et dans le contexte de certains pays;
 - la définition d'une gestion des connaissances « porteuse de transformation » et les moyens de la promouvoir;
 - la trajectoire vers des résultats en matière de gestion des connaissances – recensement des théories du changement concernant les pratiques de gestion des connaissances;
 - les partenariats au service du partage des connaissances dans les pays à revenu intermédiaire de la tranche supérieure – rôle de la coopération Sud-Sud et triangulaire;
 - les enseignements à tirer des communautés de pratique efficaces;
 - le recueil des savoirs des communautés locales et autochtones.
54. L'équipe chargée de l'ENI compte utiliser des outils de partage des connaissances de pointe à l'appui de l'apprentissage et de la réflexion au sein de l'institution et de certaines équipes, de manière à tirer des enseignements du processus d'évaluation. Ces outils comprennent la démarche d'interrogation appréciative, la capitalisation de l'expérience, les cafés du savoir et la mise en récit des expériences. Ils sont conçus pour tirer parti des connaissances implicites des individus et des équipes et favoriser une compréhension commune des processus fondamentaux tels que la gestion des connaissances et la transformation du monde rural. Les outils proposés sont déjà utilisés par le FIDA et sont disponibles dans sa boîte à outils pour la gestion des connaissances¹⁹.

B. Répartition des tâches entre les évaluateurs

55. **Équipe chargée de l'évaluation.** L'ENI sera pilotée par Johanna Pennarz, Responsable supérieure de l'évaluation (IOE), sous la direction stratégique d'Indran Naidoo, Directeur d'IOE. L'équipe comprendra deux consultants principaux. Mike Reynolds, spécialiste principal de l'évaluation expérimenté qui a déjà conduit plusieurs ENI pour le compte d'autres organismes des Nations Unies, encadrera la collecte et la synthèse des données et dirigera l'élaboration du rapport définitif. Sarah Cummings, spécialiste de la gestion des connaissances au service du développement, conseillera l'équipe sur les aspects conceptuels et méthodologiques. En outre, quatre chercheurs en évaluation en poste à Rome mèneront les études de cas, les examens de documents, les examens du portefeuille de programmes et les analyses des dons, en plus d'effectuer et de concevoir l'enquête sur les connaissances, attitudes et pratiques.

¹⁹ Voir <https://ifadkmcentre.weebly.com/tools.html>.

56. Conformément à la pratique établie, la personne recrutée sur le plan international en qualité de spécialiste principale de l'évaluation remplira les fonctions de conseillère indépendante, et sera chargée de formuler des observations sur les versions provisoires et définitive du rapport et d'apporter un appui technique supplémentaire, le cas échéant. Zenda Ofir a conseillé plusieurs organisations et initiatives internationales. Elle a également occupé le poste de conseillère spéciale en gestion des connaissances pour la direction de l'Union mondiale pour la nature (Suisse). Actuellement, elle est conseillère principale résidente en matière d'impact à la Fondation Mastercard.

C. Calendrier de l'évaluation au niveau de l'institution

Activités	Date
Examen par les pairs du document d'orientation	
Atelier avec le groupe consultatif d'IOE	14 juillet 2022
Enquête sur les connaissances, attitudes et pratiques	Septembre 2022
Examen des supports de gestion des connaissances	Septembre-octobre 2022
Études de cas pilotes (sur dossier)	Novembre-décembre 2022
Soumission du document d'orientation à la direction pour observations	Décembre 2022
Collecte des données	Janvier-juin 2023
Comité de l'évaluation: présentation du document d'orientation	Mars 2023
Enquête de validation	Juin 2023
Synthèse définitive et validation	Juillet 2023
Rédaction du projet de rapport	Août-septembre 2023
Examen par les pairs d'IOE du rapport principal	Octobre 2023
Transmission du rapport à la direction	Novembre 2023
Observations de la direction	Décembre 2023
Achèvement du rapport	Janvier 2024
Activités d'apprentissage	Mars 2024

CLE evaluation framework

Overall evaluation question 1: How relevant and coherent is IFAD's institutional framework for knowledge management given the mandate and needs of the organization and within the global, regional, and local contexts in which IFAD works (relevance and coherence)

<i>Sub-question</i>	<i>Specific questions</i>	<i>Indicators</i>	<i>Data sources</i>
1.1 Is there a clearly articulated strategy guiding KM (at corporate and regional level)? KM STRATEGY	1.1.1 Do IFAD's <u>corporate KM strategy</u> and action plan provide clear orientation on KM?	• IFAD's KM strategy aligned with IFAD's mandate • IFAD's KM strategy reflects contemporary good practice on KM • KM strategy objectives and targets are aligned with the allocated budget • Corporate KM strategy makes explicit the types of knowledge involved for rural transformation • The KM strategy clarifies the roles of different levels of IFAD and different units • The KM Action Plan results framework has clear metrics for knowledge uptake, quality, and influence that are actively tracked, and the results used to adjust future actions on KM	(1) Corporate review of KM strategy and action plan (4) Corporate level: HQ interviews and Focus Group Discussions (FGDs)
	1.1.2 Do <u>regional KM strategies</u> provide clear orientation on KM?	• Regional KM strategies aligned with the corporate KM strategies • Regional KM strategies foresee clear roles and responsibilities on KM • Regional KM strategies clarify links with country-level KM	(5) Regional division studies

<i>Sub-question</i>	<i>Specific questions</i>	<i>Indicators</i>	<i>Data sources</i>
		Regional KM strategies include priorities, actionable areas and related budgets for KM	
1.2 Is there visible and effective corporate leadership on KM in IFAD and clear strategic direction for corporate, regional, and country levels? LEADERSHIP	1.2.2 Does IFAD corporate leadership show strong and visible commitment to KM?	- The Executive Management Committee acts as IFAD's KM champion. KM regularly discussed at EMC meetings and EMC minutes and decisions reflect the importance of KM - Importance of KM reflected in leadership speeches and presentations (for example, to the Executive Board) - KM delivery is prioritised against other key demands by management?	(1) Review of corporate documents and data: speeches, EMC minutes/decisions (4) Corporate level: HQ interviews and FGDs
1.3 Are IFAD's institutional arrangements for KM fit for purpose, functioning and well understood? KM ARCHITECTURE	1.3.1 Are there appropriate institutional arrangements for relevant and effective KM in place at the corporate level?	- Communities of practice (CoPs) and networks are in place to connect IFAD staff at country/ regional/corporate levels, and with external partners and strengthen access to technical expertise and knowledge required to deliver the KM plan - Approaches and tools that support knowledge flows and joint learning, especially user-oriented technologies and platforms combined with targeted communities of practice support faster access to the collective knowledge of staff, more efficient problem solving, and increased knowledge retention - The KM Coordination Group is effective at: (i) identifying opportunities to change incentives, behaviours, and IFAD's	(1) Review of corporate documents and data: KM strategies, action plans and related strategies (4) Corporate level and partner interviews and surveys: HQ interviews and FGDs (5) Regional division studies

<i>Sub-question</i>	<i>Specific questions</i>	<i>Indicators</i>	<i>Data sources</i>
		organizational culture to support prioritisation of KM (ii) tracking IFAD's performance in KM across the organisation through the KM Action Plan results framework. • KM Coordination Group effectively develops solutions to KM challenges as they arise, identifies gaps, proposes new initiatives, and contributes to the development of KM guidelines and capacity-building activities • The KM Coordination Group works as an effective link to convey country and regional concerns and demands to corporate level partners and access to corporate KM resources for use in country programme delivery	
	1.3.2 Are the appropriate institutional arrangements for relevant and effective KM in place at the regional level?	• KM tools developed at regional division level align with and effectively support delivery of strategic objectives in COSOPs • Formalized processes to connect IFAD country programme staff with each other, staff at regional/corporate level, and with external partners through communities of practice (CoPs) and networks are in place and strengthen access to technical expertise and knowledge required to deliver the KM plan • There is scope to deliver an effective KM strategy in a cost-neutral way at regional division level	(5) Regional division studies

<i>Sub-question</i>	<i>Specific questions</i>	<i>Indicators</i>	<i>Data sources</i>
		- Regional KM Focal Points or KM and Communication Specialists, prioritise supporting KM - Mechanisms to support coordination and exchange among KM staff in place - The role of the regional division is well understood at regional, country and corporate levels	
1.4 Are types of IFAD knowledge aligned with its strategic objectives and relevant to stakeholder needs? RELEVANCE OF KNOWLEDGE	1.4.1 How relevant was the knowledge produced at HQ, regional and country levels to three strategic objectives set out in the IFAD Strategic Framework 2016-2025? To what extent are the substantive types of knowledge²⁰ aligned with IFAD Strategic Framework? INTERNAL RELEVANCE	- Different types of knowledge (tacit knowledge, codified knowledge, scientific knowledge, evidence for policy, best practices, indigenous knowledge, local knowledge, and others) are being curated and used. - Knowledge products sufficiently address cross-cutting themes of environment and climate, gender, nutrition and youth, and private sector engagement aligns. - Knowledge products address evidence gaps in IFAD's knowledge on rural development (for example, using IFAD knowledge gap maps) - The corporate decision to prioritise curation of knowledge in the cross-cutting themes of environment and climate, gender, nutrition and youth, and private sector engagement aligns with key knowledge needs of country programmes and partners at country level	(1) Review of corporate documents and data: KM strategies, action plans and related strategies; Review of KM products (4) Corporate level and partner interviews and surveys: KAP survey (5) Regional division studies (6) Country case studies

²⁰ tacit knowledge, codified knowledge, scientific knowledge, evidence for policy, best practices, indigenous knowledge, local knowledge, and others

<i>Sub-question</i>	<i>Specific questions</i>	<i>Indicators</i>	<i>Data sources</i>
		Effective system in place to capture lessons learned within country programmes and curate it at corporate level	
	1.4.2 How relevant was the knowledge produced at HQ, and regional levels to the needs of beneficiaries, partners and clients? Are there differences in the relevance of different KM products? EXTERNAL RELEVANCE	- The knowledge products found in corporate knowledge repositories are useful and relevant to IFAD stakeholders. - IFAD KM products and practices rely on and integrate the voices of the rural people, and build on local and indigenous knowledge - Knowledge generation, and curation, has been closely informed by the knowledge gaps and priorities identified by SKD, in the broader context of rural development.	(1) Review of corporate documents and data: Review of KM products (4) Corporate level and partner interviews and surveys: KAP survey (5) Regional division studies
	1.4.3 Are diverse types of knowledge found in corporate knowledge repositories? SUPPLY OF DIVERSE TYPES OF KNOWLEDGE	- Many different types of knowledge (tacit knowledge, codified knowledge, scientific knowledge, evidence for policy, best practices, indigenous knowledge, local knowledge, and others) - Partners' knowledge effectively leveraged at global level	(1) Review of corporate documents and data: Review of corporate KM tools and practices
	1.4.4 What are the factors explaining the presence of different KM practice types?		
1.5 Are IFAD's knowledge products and tools targeted to and accessible for IFAD's key stakeholders?	1.5.1 How effective is the access to IFAD knowledge products and tools by staff posted in different parts of the organisation? ACCESS/TARGETING	- IFAD Staff store knowledge in accessible ways - IFAD knowledge platforms and repositories are easily accessible by IFAD staff - Ease of access in line with those of other IFIs and development organisations	(1) Corporate level KM documents and data review: Review of corporate KM tools and practices; Review of KM products

<i>Sub-question</i>	<i>Specific questions</i>	<i>Indicators</i>	<i>Data sources</i>
TARGETING KNOWLEDGE AND ACCESSIBILITY		- IFAD knowledge platforms and repositories store information in an efficient way with limited fragmentation, gaps and overlaps - Search tools are easy to use and reliable	(4) Corporate level and partner interviews and surveys: KAP survey; HQ interviews and FGDs
	1.5.2 To what extent are products targeting external audiences accessing and using the knowledge products and tools? ACCESS/TARGETING	- IFAD knowledge platforms and repositories are easily accessible by external users - IFAD active in ensuring its knowledge is available on external platforms	(1) Corporate level KM documents and data review: Review of corporate KM tools and practices; Review of KM products
	1.5.3 Do KM tools make it is easy to find knowledge relevant to demands at country programme level? EASE OF ACCESS	- Existing knowledge within IFAD's systems is easy to locate, - Existing knowledge within IFAD's systems is maintained and updated through curation to remain valuable	(1) Corporate level KM documents and data review: Review of corporate KM tools and practices; Review of KM products (4) Corporate level and partner interviews and surveys: Partner interviews (5) Regional division studies
1.6 How coherent are IFAD's KM practices, internally and externally? COHERENCE	1.6.1 How coherent is IFAD's internal approach and understanding of knowledge management? INTERNAL	- Regional and global grants provide consistent support to IFAD KM strategic objectives and to the integration of the four mainstreaming themes in IFAD's operations - There is a shared understanding of KM practices and processes across divisions, at national, regional and central levels	(3) Thematic deep dives: Grants review (4) Corporate level and partner interviews and surveys: HQ focus group discussions and interviews

<i>Sub-question</i>	<i>Specific questions</i>	<i>Indicators</i>	<i>Data sources</i>
		- IFAD KM approaches and understanding are consistent with approaches and understanding in the areas of SSTC, communications, monitoring, evaluation, digitalization (ICT4D), and country level policy engagement - Coherent monitoring and lessons sharing	(5) Regional division studies (6) Country case studies
	1.6.2 How coherent are IFAD's KM practices with external partners, especially the UN system and the IFIs and the wider KM4Dev community? EXTERNAL	- IFAD strategy and approaches to KM are consistent with those produced by other UN entities (especially the RBAs), and IFIs - IFAD understanding of KM is consistent with other UN entities (especially the RBAs), IFIs and the KM4Dev community - At the country level, IFAD engages with the members of the UN country team in KM and related areas, including membership of system wide working groups and sharing knowledge for system wide programming processes.	(2) Analysis of corporate Performance data and evaluations: Review of relevant KM evaluations; Review of UN organisations and IFIs (4) Corporate level and partner interviews and surveys: HQ focus group discussions and interviews (6) Country studies
1.7 What are IFAD's comparative strengths in KM? IFAD COMPARATIVE STRENGTH	1.7.1 What advantage does IFAD have as a knowledge provider relevant to the goals of rural transformation, within the landscape of development organizations?	- A focused, prioritized approach to knowledge development and mobilization at corporate level that aligned with investment opportunities and in areas where IFAD has a comparative advantage over other IFIs and relevant UN agencies that in place and operating effectively. - IFAD has been able position itself as a stakeholder at global level as a "knowledge provider and partner" with UN organizations, IFIs and donors through its participation in key networks, such as MDLP and KM4dev	(1) Corporate Level Documents Review (2) Analysis of corporate performance data and evaluations: IOE Corporate evaluations (CSPE Review; CLE Synthesis) (4) Corporate Level: Partner interviews and FGDs (3) Thematic deep dives: Comparative analysis of

<i>Sub-question</i>	<i>Specific questions</i>	<i>Indicators</i>	<i>Data sources</i>
		IFAD's comparative strengths are recognized by its development partners	good practices of from other IFIs and UN entities. (6) Country case studies
	1.7.2 Does IFAD make full use of its comparative strengths when designing its strategies and developing its practices and tools at country level?	- IFAD's comparative strengths on KM clearly articulated in COSOPs and/or KM strategies - Evidence of assessment of comparative strength at the country level in developing the COSOP	(6) Country case studies
	1.7.2 Does IFAD recognize the comparative strengths of external partners and effectively use the most up to date global knowledge?	- References to recent research from external sources in KM products - Use of recent peer-reviewed scientific knowledge in KM products	(4) Corporate level and partner interviews and surveys: Focus group discussions with UN and IFI KM staff; review of knowledge products
1.8 Other factors and lessons learned	1.8.1 What could IFAD learn from comparable UN organizations and IFIs to improve its KM relevance and coherence in the future?		(3) Thematic deep dives: Comparative analysis and good practices from other IFIs, UN partners. (4) Corporate level and partner interviews and surveys: Focus group discussions with UN and IFI KM staff.
	1.8.2 What other factors can explain the relevance and coherence of IFAD's KM practices?		All evidence blocks

Overarching Evaluation Question 2: To what extent has IFAD, through its KM practices, effectively contributed to rural transformation in a sustainable manner and what factors can explain its performance? (effectiveness criterion)

<i>Sub-question</i>	<i>Specific questions</i>	<i>Indicators</i>	<i>Data sources</i>
2.1 How effective were KM practices in supporting development results? DEVELOPMENT RESULTS	2.1.1 How effective were KM practices in supporting the country-level enabling environment for rural development, including policy development and implementation? Which types of practices have been most effective? (Development Result #1)	• Robust and relevant knowledge is available for stakeholder engagement at the country level. • Lessons learned from operations are systematically documented and shared for country level policy engagement (CLPE) and scaling up advocacy. • Knowledge generated through SSTC contributes to CLPE at country level • Lessons learnt from IFAD program to support the scaling up of successful initiatives in country and through SSTC. • Consistently high scaling up ratings at supervision missions and evaluations (ratings 5 and above) - if available • Forums for policy dialogue between the government and its development partners (such as sector working groups) or communities of practice effectively mainstream innovation experiences for scaling up	(1) Review of corporate documents and data: Review of corporate KM products; SSTC programme review. (3) Thematic deep dives: Grants analysis (4) Corporate level and partner interviews and surveys: HQ focus group discussions and interviews (5) Regional division studies (6) Country case studies
	2.1.2 To what extent have KM practices contributed to strengthen IFAD-funded interventions? Which types of practices have been most effective? (Development Result #2)	• Processes that bring people together to openly reflect, discuss and share their ideas and lessons learned are regularly used and include an openness to discussing failure. • Effective mechanisms are in place to support the principles of proximity and adaptability, thereby emphasising IFAD staff's ability to learn, respond and adapt on a continuous basis (this may relate for example to IFAD country presence, staff turnover,	(1) Review of corporate documents and data: SSTC programme review (2) Analysis of corporate KM performance data and evaluations: QAG publications; climate

<i>Sub-question</i>	<i>Specific questions</i>	<i>Indicators</i>	<i>Data sources</i>
		dedicated staff and resources to KM at project and office levels; but also to efficiency of Monitoring & Evaluation (M&E) and innovative management approaches such as modules) • Tacit knowledge and know-how of staff and consultants is consistently used and maintained • Systematic processes are in place to support cross-learning and innovation from both lending and non-lending activities • Strong evidence that lessons from success and failure are fully embedded in IFAD's operations and informed new strategies and project design • Evidence that KM practices are contributing to IFAD's organisational learning at corporate, regional and country levels ○ Improved quality of project designs ○ Improved quality of supervision ○ Improved performance of M&E systems ○ Adaptive project management	change evaluation; CLE review (3) thematic deep dives: tracking signature solutions (4) Corporate level and partner interviews and surveys: HQ interviews and FGDs (5) Regional division studies (6) Country case studies
	2.1.3 To what extent did KM enable and facilitate the assembling and use of different types of knowledge at country-level? Which types of practices have been most effective? (Development Result #3)	• Systematic curation of different types of knowledge enables stakeholder access and sharing experience and lessons beyond individual projects. • Co-creation of knowledge: Local stakeholders and beneficiaries fully engaged in the design, generation and dissemination of knowledge through practice-based learning and participatory action research in lending and non-lending initiatives. They are perceived as primary contributors of knowledge and active partners in dissemination. • Participatory, qualitative methods are used in consultation processes with national and local stakeholders. There is some evidence that priority is increasingly being given to local and indigenous	(6) Country case studies

<i>Sub-question</i>	<i>Specific questions</i>	<i>Indicators</i>	<i>Data sources</i>
		knowledge and languages, reflecting 6th generation KM4Dev. • 'Multiple knowledges' of all stakeholders are taken into account in efforts to address the 'wicked' or complex problem of rural transformation, characteristic of 5th generation KM4dev. • Multi-stakeholder processes are evident in which KM practices go beyond the scope of the project/programme, or the administrative boundary, and reach out to other stakeholders, also using a community or a landscape dimension, consistent with 5th generation KM.	
2.2 How effective were KM strategies is supporting the development and implementation of transformative KM practices? KM STRATEGY	2.2.1 To what extent did IFAD's corporate and regional knowledge management strategies address the conditions for effective generation and use of knowledge in partner countries?	• IFAD's KM practices met the demand from key partners, principally within Government, for knowledge. • Systematic curation of project level documentation that allows stakeholders to both easily access and share experience and lessons learned from the project portfolio that can also be used by the IFAD country programme in scaling-up and country level policy engagement • Existing knowledge within IFAD's systems is easy to locate and country programme staff are willing to search for it • Ways to effectively link/coordinate support through global and regional grant outputs with contribution to the country programme strategic objectives is possible • Knowledge that is shared is not context specific and useful in other environments	(6) Country case studies

<i>Sub-question</i>	<i>Specific questions</i>	<i>Indicators</i>	<i>Data sources</i>
	2.2.2 To what extent did IFAD's COSOPs and, where available, country knowledge management strategies, address the conditions for effective generation and use of knowledge in partner countries	• IFAD's KM practices met the demand from key partners, principally within Government, for knowledge. • Systematic curation of project level documentation that allows stakeholders to both easily access and share experience and lessons learned from the project portfolio that can also be used by the IFAD country programme in scaling-up and country level policy engagement • Existing knowledge within IFAD's systems is easy to locate and country programme staff are willing to search for it • Ways to effectively link/coordinate support through global and regional grant outputs with contribution to the country programme strategic objectives is possible • Knowledge that is shared is not context specific and useful in other environments	(6) Country case studies
2.3 Is IFAD engaging in effective knowledge partnerships at the country level? PARTNERSHIPS	2.3.1 How effective are country-level partnerships to generate, share, broker and use knowledge?	• IFAD's partnership approach embedded in consultative policy processes in the agricultural sector. • Knowledge partnerships established with other development organizations including NGOs • Knowledge partnerships established with international research organisations • Knowledge partnerships established in-country with local partners including government and local NGOs • Communities of practice are active at inter-organisational level and beyond	(2) Analysis of corporate performance data and evaluations: IFAD client surveys (6) Country case studies

<i>Sub-question</i>	<i>Specific questions</i>	<i>Indicators</i>	<i>Data sources</i>
		IFAD makes full use of external knowledge to meet it's needs	
	2.3.2 Is there demand from key partners, principally within Government, for IFAD knowledge? DEMAND FOR KNOWLEDGE	- Government at different levels expresses demand for knowledge from IFAD - Government at all levels using and/or engaging with IFAD KM practices and tools, including through using KM platforms, attending KM events, participating in communities of practice - Consultative policy processes exist in the agricultural sector which provides opportunities for IFAD to engage in the process - Processes that bring people together to openly reflect, discuss and share their ideas and lessons learned are regularly used and include an openness to discussing failure. - Effective operational partnerships for knowledge management - Knowledge co-creation, involving multiple knowledges and external stakeholders is used for resolving "wicked" problems	(6) Country case studies
	2.3.3 Does government have the capacities for effective KM?	- Adequate capacity for/approaches to policy formulation and implementation exists in relevant institutions of government (in the ministry of agriculture and beyond, as relevant) responsible for policy development and implementation - Government's ability to engage in effective dialogue not affected by high staff turnover within the institutions responsible for implementation, irregular fulfilment in providing counterpart funds, and problems with monitoring and assessing the impact of operations	(6) Country case studies

<i>Sub-question</i>	<i>Specific questions</i>	<i>Indicators</i>	<i>Data sources</i>
		Sufficient know-how on knowledge management and how to use KM tools to support effective curation of project level documentation	
2.4 Did IFAD share, broker and use the best available knowledge for effective in-country engagement? SUPPLY OF KNOWLEDGE	2.4.1 Was the knowledge generated, shared, brokered and used developed based on strong evidence?	- Robust and relevant knowledge is available and provided in a way that is accessible to country programmes in an unfragmented manner. - KM tools developed at regional division level align with and effectively support delivery of KM to delivery of strategic objectives in COSOPs - KM Coordination Group (KMCG) effectively develops solutions to KM challenges as they arise, identifies gaps, proposes new initiatives, and contributes to the development of KM guidelines and capacity-building activities - Monitoring, Evaluation and Learning (MEL) tools set milestones and track changes over a sufficient length of time, allowing to capture long-term, iterative processes beyond project time and physical boundaries	(1) Corporate level KM documents and data review: review of KM products (5) Regional division studies (6) Country Case Studies
	2.4.2 Was the knowledge generated, shared and brokered relevant to the needs of users, in IFAD and externally including in other countries (SSTC)	- Evidence of use of IFAD knowledge platforms and products by external actors - Evidence of direct learning of external actors of IFAD project interventions	(6) Country Case Studies
2.5 How sustainable have been the IFAD KM practices, tools and results? SUSTAINABILITY	2.5.1 Did IFAD undertake efforts to ensure the sustainability of the KM practices and tools it developed?	- Projects explicitly consider sustainability of KM practices in design, for example in an exist strategy. - Finance and staffing in place to ensure continuity - KM partnerships such as platforms, forum and Communities of practice (CoPs) are sustainable after external economic support ends	(6) Country Case Studies

<i>Sub-question</i>	<i>Specific questions</i>	<i>Indicators</i>	<i>Data sources</i>
	2.5. Has IFAD considered and undertaken actions to ensure the sustainability of KM results?	- Projects explicitly consider the sustainability of results - Integration of KM practices and products into national structures	(6) Country Case Studies
2.6 Other factors and lessons learned	2.17 What other factors can explain the effectiveness of IFAD's KM practices?		(3) Thematic deep dives: Comparative analysis and good practices from other IFIs, UN partners. (4) Corporate level and partner interviews and surveys: Focus group discussions with UN and IFI KM staff.
	2.16 What can IFAD learn from its partners to improve KM effectiveness at country level?		All evidence blocks

Overarching Evaluation Question 3: How efficient has been the use of the available (financial and human) resources to deliver the intended knowledge practices and outcomes? (efficiency criteria)

<i>Sub-question</i>	<i>Specific questions</i>	<i>Indicators</i>	<i>Data sources</i>
3.1 Are human resources for KM efficiently and appropriately deployed and is sufficient staff capacity in place? HUMAN RESOURCES AND CAPACITY	3.1.1 Are human resources for KM efficiently and appropriately deployed at the <u>corporate level</u> and is sufficient staff capacity in place?	• Sufficient and qualified staff in relevant corporate units • Effective approach in place to retain tacit knowledge with low turnover of staff • Adequate seniority of staff with KM responsibility • Incentives for corporate staff to engage in KM practices • KM training opportunities for staff and other possibilities for KM capacity development	(1) Review of Corporate Documents and data: Human Resources Data (4) Corporate level: HQ interviews and FGDs; KAP Survey
	3.1.2 Are human resources for KM efficiently and appropriately deployed at the <u>regional level</u> and is sufficient staff capacity in place?	• Sufficient and qualified staff in RDs. • Effective approach in place to retain tacit knowledge with low turnover of key regional division staff • Regional team resources available to fill gaps in skills of the country team • Access to a specific budget allocation for knowledge management activities • KM focal points with clear job descriptions in RDs • A good balance is achieved between using IFAD staff and consultants for KM activities (to promote sustainability) • Adequate seniority of staff with KM responsibility • Incentives for RD staff to engage in KM practices and prioritize KM against other demands	(5) Regional Division Studies

<i>Sub-question</i>	<i>Specific questions</i>	<i>Indicators</i>	<i>Data sources</i>
	3.1.3 Are human resources for KM efficiently and appropriately deployed at the <u>country level</u> and is sufficient staff capacity in place?	• Sufficient country presence and qualified staff in IFAD-Country Office (ICOs). • Country programme staff can clearly identify knowledge needs that can be filled by IFAD and that will make significant contributions to delivery of COSOP strategic objectives • Effective approach in place to retain tacit knowledge with low turnover of country directors and other key country programme staff • A good balance is achieved between using IFAD staff and consultants for KM activities (to promote knowledge retention and sustainability) • Access to a specific budget allocation for knowledge management activities by country offices • KM focal points with clear job descriptions in ICOs • Sufficient know-how on knowledge management and how to use KM tools to support effective curation of project level documentation • KM expertise present on IFAD supervision missions • Adequate seniority of staff with KM responsibility • Incentives for ICO and project staff to engage in KM practices	(6) Country case studies
3.2 Are financial resources adequate and appropriate for supporting effective and	3.2.1 To what extent were grants used to support KM at the regional and country levels? What funding patterns emerge?	• The use of country grants in delivery of KM plan fully considered at the regional corporate levels and well channelled to the country level • Global and regional grants offer an effective alternative pathway, than through the country programme, for	(3) Thematic deep dives: Grants review (5) Regional division studies

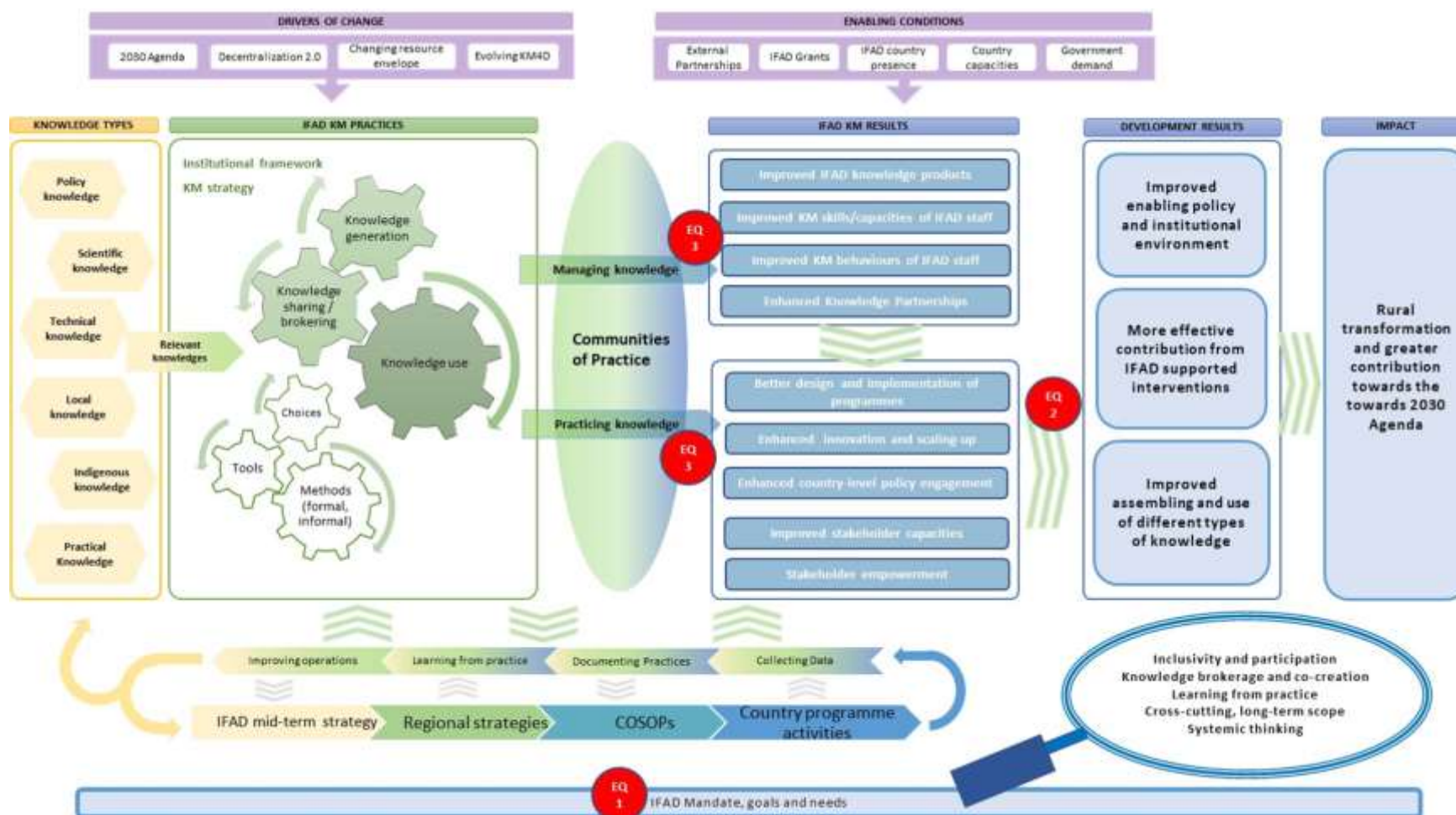
<i>Sub-question</i>	<i>Specific questions</i>	<i>Indicators</i>	<i>Data sources</i>
sustainable KM practices		using knowledge to contribute to IFAD's strategic goals in the Mid-term Strategic Framework	
FUNDING	3.2.2 Are grant resources allocated for KM sufficient and appropriately targeted?	- Country programmes that make good use of grants to support generation and use of knowledge in line with country programme objectives - Global and regional grants effectively leveraged to support KM contribution to COSOP strategic objectives	(6) Country case studies
	3.2.3 Did IFAD mobilize other resources to support its KM practices?	- Access to a specific budget allocation for knowledge management activities by country offices - Reimbursable technical assistance is available to fill key knowledge gaps	(5) Regional division studies (6) Country case studies
3.3 How cost effective are the KM architecture, practices and tools? COST EFFECTIVENESS	3.3.1 Are IFAD knowledge products and tools cost effective ²¹ ?	- Costs for knowledge products and tools are in line with those of other IFIs and development organisations - Number of downloads (disaggregated by country) and costs - Number of printed copies disseminated (disaggregated by country) and costs - Number of citations by type of document	(1) Review of Corporate Documents and data: review of KM tools and practices; review of KM products (4) Corporate level and partner interviews and surveys: HQ interviews and FGD; KAP survey
	3.3.2 Is the KM institutional architecture cost effective?	The relationship between the costs and the benefits show that the investment is worthwhile	(1) Review of Corporate Documents and data: review of KM tools and

²¹ a consideration of proportionality in terms of the expected benefits deriving from a product or tool relative to the cost

<i>Sub-question</i>	<i>Specific questions</i>	<i>Indicators</i>	<i>Data sources</i>
			practices; review of KM products (4) Corporate level and partner interviews and surveys: HQ interviews and FGD; KAP survey.
	3.3.3 Did IFAD make full use of partnerships in the generation, sharing, brokering dissemination and use of knowledge to improve cost effectiveness?	Evidence of greater cost effectiveness from partnerships	(1) Review of Corporate Documents and data: review of KM tools and practices; review of KM products
	3.3.4 Do IFAD staff conduct KM activities with a clear idea of what they will be used for and their added value?	- IFAD staff are clear about the purpose of their KM activities - KM activities make clear the expected results and added value	(1) Review of Corporate Documents and data: review of KM tools and practices; review of KM products (6) Country Case studies
	3.3.5 Did IFAD put in place mechanisms to effectively measure the costs and benefits of KM practices and products?’	- Clear reporting of costs of KM practices and tools - Efforts to assess benefits of KM practices and tools in place	(1) Review of Corporate Documents and data: review of KM tools and practices; review of KM products
	3.4.1 What other factors can explain the efficiency of IFAD’s KM practices?		(3) Thematic deep dives: Comparative analysis and good

<i>Sub-question</i>	<i>Specific questions</i>	<i>Indicators</i>	<i>Data sources</i>
3.4 Other factors and lessons learned			practices from other IFIs, UN partners. (4) Corporate level and partner interviews and surveys: Focus group discussions with UN and IFI KM staff.
	3.4.2 What can IFAD learn from its partners to improve KM efficiency at country level		All evidence blocks

Theory of change



Assumptions underpinning the ToC

Corporate level

Assumptions	Probe
There is visible and effective leadership of the KM agenda which means that relevant prioritised by staff within IFAD	1. Executive Management Committee acts as IFAD's KM champion.
	2. The KM Coordinating Group is effective at: (i) identifying opportunities to change incentives, behaviours, and IFAD's organizational culture to support prioritisation of KM; and (ii) tracking IFAD's performance in KM across the organisation through the KM Action Plan results framework
	3. The KM Action Plan results framework has clear metrics for knowledge uptake, quality, and influence that are actively tracked and the results used to adjust future actions on KM
	4. Leadership focus on enhancing organizational effectiveness through effective KM and helping business units at corporate and regional level to deliver greater collaboration across relevant groups within IFAD and focus on KM within the country programmes
Relevant KM Tools mean that it is easy to find knowledge relevant to demands at country programme level	5. Partners' knowledge effectively leveraged at global level
	6. Existing knowledge within IFAD's systems is easy to locate, and is maintained and updated through curation and adaptive learning to remain valuable
	7. Formalized processes to connect IFAD country programme staff with each other, staff at regional/corporate level, and with external partners through communities of practice (CoPs) and networks are in place and strengthen access to technical expertise and knowledge required to deliver the KM plan
	8. Approaches and tools that support knowledge flows and joint learning, especially user-oriented technologies and platforms combined with targeted communities of practice support faster access to the collective knowledge of staff, more efficient problem solving, and increased knowledge retention
	9. Effective system in place to capture lessons learned within country programmes and curate it at corporate level
The diverse types of knowledge are found in corporate knowledge repositories	10. A clearly described approach to how achieved a focused, prioritized approach to knowledge development and mobilization at corporate level that aligned with investment opportunities and in areas where IFAD has a comparative advantage over other IFIs and relevant UN agencies that in place and operating effectively.
	11. Many different types of knowledge (tacit knowledge, codified knowledge, scientific knowledge, evidence for policy, best practices, indigenous knowledge, local knowledge, and others) contribute to the IFAD Strategic Framework. Knowledge generation, and curation, has been closely informed by the knowledge gaps and priorities identified in operations under the leadership of PMD, as well as by identification, led by SKD, of evidence gaps in the broader context of rural development.
	12. The corporate decision to prioritise curation of knowledge in the cross-cutting themes of environment and climate, gender, nutrition and youth, and private sector engagement aligns with key knowledge needs of country programmes and partners at country level
	13. KM Coordination Group (KMCG) effectively develops solutions to KM challenges as they arise, identifies gaps, proposes new initiatives, and contributes to the development of KM guidelines and capacity-building activities
	14. IFAD has been able position itself as a stakeholder at global level as a "knowledge provider and partner" with UN organizations, IFIs and donors through its participation in key networks, such as MDLP and KM4dev
	15. What resources have been allocated to KM at corporate level.

Assumptions	Probe
Resources are appropriate to deliver an effective KM tools in a cost-effective way at corporate level	16. Visible and effective leadership of the KM agenda which means that its delivery is prioritised against other key demands by staff at corporate level
	17. Assumptions on availability of resources needed to implement the KM Action Plan have been upheld.

Regional level

Assumptions
The KM Coordinating Group works as an effective link to convey country and regional concerns and demands to corporate level partners and access to corporate KM resources for use in country programme delivery
KM tools developed at regional division level align with and effectively support delivery of KM to delivery of strategic objectives in COSOPs
Formalized processes to connect IFAD country programme staff with each other, staff at regional/corporate level, and with external partners through communities of practice (CoPs) and networks are in place and strengthen access to technical expertise and knowledge required to deliver the KM plan
There is scope to deliver an effective KM strategy in a cost-neutral way at regional division level
KM Focal Points prioritise supporting KM

Country programme (Conditions for effectiveness)

Assumptions	Probe
The COSOP is an effective tool in delivering clear strategic orientation on knowledge management in a country programme	1. Rural transformation implies considerable use of knowledge and it is important to make explicit what knowledges are involved.
	2. Country programme staff can clearly identify knowledge needs that can be filled by IFAD that will make significant contributions to delivery of the strategic objectives identified in COSOPs.
	3. IFAD KM objectives and processes in the COSOP respond to the needs of national actors, bringing the voices of the rural people, building on local KM practices, and providing training and resources (where necessary).
	4. An operational KM plan within the programme with full ownership and implementation of the plan by all stakeholders is required.
Robust and relevant knowledge is available from country programme	5. Project level M&E systems are designed to support development of knowledge products through development of relevant lessons that applicable at both project level and for country level policy engagement and scaling up advocacy.
	6. Systematic curation of project level documentation that allows stakeholders to both easily access and share experience and lessons learned from the project portfolio that can also be used by the IFAD country programme in scaling-up and country level policy engagement.
	7. Existing knowledge within IFAD's systems is easy to locate and country programme staff are willing to search for it.
	8. Much of the IFAD support for knowledge and learning work at country level comes from grants. Ways to effectively link/coordinate support through global and regional grant outputs with contribution to the country programme strategic objectives is possible.
Availability of sufficient dedicated staff in ICO are competent in use of KM within the country programme	9. No ICO/ICO with non-resident country director/ICO with resident country director.

Assumptions	Probe
	10. Effective approach in place to maintain tacit knowledge with turnover of country directors and other key country programme staff.
	11. Regional team resources available to fill gaps in skills of the country team.
Resources, outside of grants, for KM are available	12. Access to a specific budget allocation for knowledge management activities by country offices.
	13. It is feasible to use reimbursable technical assistance to fill key knowledge gaps.
	14. Tacit knowledge and know-how of staff and consultants is consistently used and maintained.
Grants effectively leveraged to support KM contribution to COSOP strategic objectives	15. The use of country grants in delivery of KM plan fully considered upstream and well channeled downstream.
	16. Global and regional grants effectively leveraged to support KM contribution to COSOP strategic objectives.
	17. Global and regional grants offer an effective alternative pathway, than through the country programme, for using knowledge to contribute to IFAD's strategic goals in the Mid-term Strategic Framework.
There is sufficient capacity to implement a credible approach to KM within country programmes	18. Sufficient know-how on knowledge management and how to use KM tools to support effective curation of project level documentation.
	19. Formalized processes to connect IFAD country programme staff with each other, staff at regional/corporate level, and with external partners through communities of practice (CoPs) and networks are in place and strengthen access to technical expertise and knowledge required to deliver the KM plan.
Country programmes' partnership approaches to use of knowledge are effective	20. Sufficient know-how on knowledge management and how to use KM tools to support effective curation of project level documentation.
	21. Formalized processes to connect IFAD country programme staff with each other, staff at regional/corporate level, and with external partners through communities of practice (CoPs) and networks are in place and strengthen access to technical expertise and knowledge required to deliver the KM plan.
	22. Processes that bring people together to openly reflect, discuss and share their ideas and lessons learned are regularly used and include an openness to discussing failure.
	23. Effective operational partnerships for knowledge management.
	24. Knowledge co-creation, involving multiple knowledges and external stakeholders is needed for resolving complex problems, such as rural transformation.
There is demand from key partners, principally within Government, for knowledge provided through IFAD's partnership approach	25. The extent to which responsibilities for policymaking and implementation are decentralized (to state/provincial/district levels) and there is an effective and relevant link between policymaking at the different levels.
	26. Adequate capacity for/approaches to policy formulation and implementation exists in relevant institutions of government (in the ministry of agriculture and beyond, as relevant) responsible for policy development and implementation.
	27. There is a history and culture of consultative policy processes in the agricultural sector which provides

Assumptions	Probe
	opportunities for IFAD's partnership approach to use of knowledge and Government buy-in into IFAD objectives.
	28. High staff turnover within the institutions responsible for implementation, irregular fulfilment in providing counterpart funds, and problems with monitoring and assessing the impact of operations have affected the government's ability to engage in effective dialogue.
	29. Forums for policy dialogue between the government and its development partners (such as sector working groups) or communities of practice that mainstream innovation experiences for scaling up by others, or farmer field schools and participatory planning at the district level are active and within which opportunities to discuss lessons learned are found.

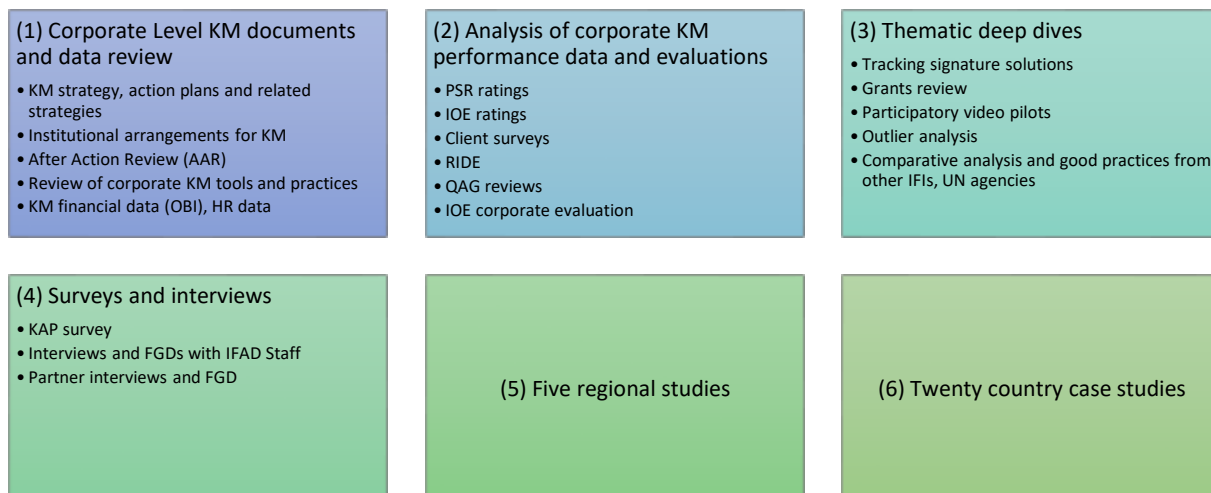
KM practices identified through pilot case studies

Corporate KM practices in the framework of generational approaches

Generation Title		Identifying concepts	Diagnostic practices	KM practices identified through pilot case studies
6th	Decolonization of knowledge	Coloniality and decoloniality, Epistemic justice	New relationships with partner organizations and their knowledge	Experience capitalization Community-based knowledge peer networks
5th	Development knowledge ecology	Multiple knowledges Global public good and knowledge commons Emergence and complexity	Valuing knowledge from multiple stakeholders Taking an ecosystem-wide perspective	Learning routes Collaboration with Universities for training and staff exchange- Involvement of multiple stakeholders in policy processes (government, business etc) Inclusive events and conferences organized
4th	Practice-based; People-centric	Knowledge processes embedded in organizational processes	Practice-based knowledge reflects cumulative knowledge and learning acquired by practitioners	Project social media account and use Regular meetings to support knowledge sharing among practitioners from different projects Use of digital tools such as tablet and mobile apps to deliver information on rural finance
3rd	Knowledge sharing-based	Knowledge sharing between organizations	Taking part in peer assists, developing case studies, developing best practices, membership of CoPs	Establishment of CoPs, including those with members from other organizations Best practices and lessons learned are documented and shared KM strategies for projects with a focus on knowledge sharing Documentaries and video programmes based on success stories, broadcasted in different TV stations
2nd	Organization-based	Knowledge as an asset within organizations	Methods developed to assess the value of knowledge to the organization	Storing and collating information in National Management Information System (NMIS)
1st	ICT-based	Knowledge as a commodity	Uploading onto databases, consulting databases, creating portals	Intranet Websites providing access to information about the organization Databases of projects for internal use

Source: Evaluation team

Elaboration on the methodological building blocks



Corporate-Level KM documents and data review (1)

The review of IFAD's KM strategy and its implementation will draw its evidence from corporate-level documents and data.

Desk Review of corporate policies, strategies and guidance that have been guiding KM over the period. This will include an analysis of the 2014-2018 and the 2019-2025 KM strategies as well as their associated Action Plans. It will also look at strategies adjacent to KM such as the SSTC strategy and the Guidebook on Country-level Policy Engagement as well as corporate guidance on COSOP creation, Grants, and financial frameworks.

The review of **institutional arrangements** for KM includes an assessment of the relevance and effectiveness of the "KM Architecture" outlined in IFAD's KM Strategy as well as the evolution of the architecture since 2016. The CLE will review the functioning of the formal arrangements for KM (see Appendix VI on key players) and how their interaction in the generation, sharing and use of knowledge contributes to development results.

SKD completed the **Mid-term review of IFAD's 2019-2025 Knowledge Management Strategy** in September 2022. The MTR is an important source of information for the CLE as it was based on a) quantitative data from the KM Strategy Results Measurement Framework (RMF) indicators; b) multiple interviews and focus groups with a broad range of stakeholders at corporate, regional, and country levels; and c) triangulation of insights from ARRI, RIDE, PRISMA and IOE's independent evaluations.

As a standard IOE tool, the CLE will include a self-evaluation session with the Strategy and Knowledge Department (SKD). It is therefore proposed that the CLE may add value to the MTR, by reviewing the implementation of the strategy, using an **After-Action Review (AAR)** methodology. AAR is a tool used to capture reflection and learning, prompted by discussion of what was intended to happen, what actually happened, why it happened, and what can be learned.

Review of corporate KM tools and practices. The purpose of this review would be to identify and locate corporate KM tools and practices within the framework of generational approaches presented earlier. The review will look at the available knowledge platforms and products to examine how knowledge is generated, shared and used through the existing tools and practices.

IFAD staff and consultants (as well as partner organizations and others) access knowledge products through many different **platforms**, many of which overlap in terms of content. The IFAD KM Resource Centre provides a resource for IFAD staff and consultants, project staff and partners who want to learn more about KM.

For the review of **knowledge products**, the evaluation will draw evidence on from the MTR, which included a review of KM series and PMI KM products.²² The CLE team will identify a sample of knowledge products for review with greater focus on knowledge generation, sharing and use. It will use a standardized evaluation matrix to assess the generation, substance, intended audience and (to the extent possible) use, as well as map their dissemination across IFAD data systems and outside IFAD. In a second step the team will undertake interviews with authors and other identified stakeholders, such as potential users at country-level.

The assessment will thus focus on the value of IFAD's knowledge products in terms of their ability as a resource for learning and to support country programmes in delivering their results. The analysis will benefit from a recent SKD study, which has reviewed how knowledge is exchanged within IFAD using an Organizational Network Analysis (ONA).

There are a number of (formalised) **Communities of Practice** (CoPs) which are managed through IFAD's D-Groups platform²³ or highlighted by the Resource Centre. This includes, amongst others, the IFAD Development Practices Community, the IFAD Innovation Network (856 Members), the Gender Network (57 Members), the CoP for geospatial application (193 members), the IFADASIA (11,600 members) and FIDAfrique (16,300 members).

The CLE team will analyse available grants and project cost data (from OBI database), to quantify **financial resources for KM** at corporate, regional and country levels. This includes: costs associated with development of tools and systems directly supporting KM; budgets allocated for the curation and delivery of knowledge products; and staff time. From OBI databases allocation of costs to KM component in Loans and grants can be identified; KM related activities funded from other components would be difficult to track through the system.

A review of **HR data on** KM related roles from the PeopleSoft platform - and with assistance from HRD and SKD - would enable the team to identify the dedicated KM specialists and Focal Points at corporate and regional level and how staffing patterns have changed over the period covered by the evaluation. It will also illuminate the personnel resources from SKD assigned to project countries. The CLE will use the country Case Studies to identify those with KM mandates and quantify their knowledge-related activities through a review of project budget, implementation plans, and staff ToRs, likely available through the review of project documentation.

Analysis of Corporate KM performance data and evaluations (2)

Review of existing survey data, such as the Global Staff Survey and the biannual Stakeholder/Client survey, representing the views of partners and governments will also provide a baseline on the engagement with IFAD's knowledge management practices both at organizational and project/country level. The stakeholder survey specifically evaluates the perception of partners in other multilateral or bilateral organizations, civil society, governments, and private sector to assess the favourability of different aspects of IFAD's operations and provide reflection on improving. At the same time, the Global Staff Survey provides insight into how IFAD staff members working life and organizational culture may affect knowledge management practices. These two bodies of data provide perspectives from different groups as to how IFAD leverages knowledge in

²² IFAD classifies its explicit knowledge products in the following categories: [Advantage Series](#), [Impact Assessment, Research Series](#); Results from the Field, and [Toolkits](#))

²³ <https://ifad.dgroups.io/g/IFAD>

relation to partnerships and SSTC along with how it is integrated into project implementation.

Project Supervision Ratings (PSR) (from the ORMS) include ratings for KM at project level. The CLE team would analyse the ratings on the project performance of KM from 2016 to 2022 based on IFAD's Supervision and Implementation Support (SIS) Reports. Relevant analyses include the trend analysis of KM performance overtime, comparison of KM performance by regions and countries, and correlation and outlier analysis.²⁴

Report on IFAD's Development Effectiveness (RIDE) is a yearly internal evaluation and assessment produced by PMD and OPR. The most recent three years (2019-2021) the RIDE reported on the implementation of the IFAD KM Strategy.

The **Quality Assurance Group (QAG)** has produced reviews and learning papers in relation to KM, highlighting the role of knowledge in project design and the continued challenges in embedding and mainstreaming knowledge management consistently across IFAD's portfolio. A QAG discussion paper in 2021²⁵ reviewed how project proposals integrated learning and knowledge generation within the project architecture. The "QAG Views" on KM and on Embedding SSTC in project design highlighted Knowledge management's connection with CLPE and South-South and Triangular Collaboration and reviewed their integration in the design of country level projects. A paper on IFAD regular grants²⁶ showed that grants were one of the primary vehicles for country and regional-level KM activities and for sharing and piloting scale-able innovations for rural transformation.

IOE evaluations. Country Strategy and Program Evaluations (CSPEs), produced by IOE evaluating country programs on relevance, sustainability, innovation etc., as well as Knowledge Management. IOE performance ratings for KM would enable the team to see trends and patterns over the evaluation period (see Chapter II. D.). In addition, IOE has produced corporate-level evaluations and synthesis which are related to KM, such as the CLEs on grants, innovation, value chains and decentralisation, the ESRs on SSTC, policy performance, government performance and others.

Thematic Deep Dives (3)

The thematic "deep dives" will take a horizontal approach to reviewing selected practices, cutting across the organisational and geographic divides. This will enable the evaluation team to obtain a broader understanding of KM in practices and complement the (vertical) sampling for case studies.

Review of Grants: Due to the challenge of financing KM through investment activities, Small-scale grant making at IFAD has been identified as a primary mode by which funds are allocated toward non-lending activities and a main tool for supporting KM. During the period covered by the evaluation, explicit reference has been made to the use of grants to enhance policy engagement and to generate and disseminate knowledge for development impact. A QAG paper highlights the important role of grants to fund activities that are important but difficult to include in loan-funded investments, such as capacity building, global advocacy, knowledge work and partnership-building.²⁷

The CLE will undertake an assessment of grant funding specifically earmarked for knowledge management activities as identified through the grants database. This will allow the team to evaluate the efficiency and effectiveness of resource allocation in supporting KM practices and whether grants have provided an added value in the countries where they are utilized. In addition to single grants, the evaluation will assess

²⁴ These are self-rating and subjective. There is also a question on whether the ratings were based on the adequate understanding of KM.

²⁵ A discussion paper on the quality at entry of project designs in 2020: country-level policy engagement and knowledge management

²⁶ IFAD Regular Grants: A synthesis of results, lessons and future directions

²⁷ QAG: A discussion paper on The quality at entry of Project designs in 2020: country-Level Policy engagement and knowledge management

the role of funding facilities such as the China-IFAD SSTC Facility and the Indigenous Peoples Assistance Facility (IPAF) in generating, using, and sharing knowledge across IFAD's program countries. This approach will be strengthened by the use of grants as an evaluative component in the CLE's country case studies, which will help to more clearly articulate and identify grant availability and use.

Tracking Knowledge through IFAD's Signature solutions: The CLE mapped IFAD's signature solutions in order to track how specific knowledges are shared both within and outside the organization. This methodology helps to understand to what extent knowledge is shared across organisational divides. The term "signature solutions", developed by the CLE team, indicates specific programmatic initiatives, championed by IFAD, that aim to improve the lives of rural people, such as GALS, leasehold forestry and others.

The CLE is using **Remote Participatory Video Evaluations (Remote PVE)** to explore indigenous and local knowledge in the context of IFAD's. Remote PVE is a hybrid approach in which the evaluator obtains new footage (either from semi-structured video-interviews or self-filmed recordings) and merges it with old footage and photos from participants to help the evaluation expand its scope to include people it may not otherwise be able to engage with due to resource constraints. The piloting of this cost-effective approach is currently underway in two countries, Brazil and Peru.²⁸ In-depth interviews remotely with farmers and members of different ethnic groups explore how they generate, capture, and share knowledge and how this has been shared and/or expanded with IFAD.

Outlier Analysis: Performance outliers, identified through the ARRI database, provide further insights on good or poor KM practices. Analysis of CSPEs conducted between 2016 and 2021, will allow the evaluation to more broadly explore the qualities and types of practices at country level which contribute to either good or poor KM performance and supplement the more in-depth analysis provided by the Country Case Studies.

Analysis of relevant experience in comparable organizations framed within which KM generation is being practiced. A number of international organisations with business models similar to that of IFAD have completed evaluations of KM in the past three years, including: The European Bank for Reconstruction and Development (EBRD);²⁹ World Bank;³⁰ Asian Development Bank;³¹ and the Global Environment Facility.³² There has also been a cross-cutting, independent evaluation of KM in the UN system³³. The focus of these evaluations is on corporate KM systems and they do not generally reach down to the country level. In addition, they do not focus on KM practices. Despite these differences in focus, the evaluative evidence available will allow the CLE to identify lessons that could inform IFAD's KM strategy.

Surveys and Interviews (4)

An **electronic survey** has been launched through Survey Monkey at an initial stage of this CLE, using the **Knowledge, Attitude and Practice (KAP)** survey format. KAP surveys focus on knowledge, attitudes and practices which means they are well-suited to

²⁸ In Brazil, the selected IFAD-funded project is the Semi-Arid Sustainable Development Project in the state of Piauí (PVSA), which focuses on the reduction of extreme poverty, emphasizing the elevation of income, productivity, employment opportunities and the strengthening of rural institutions. In Peru, the selected IFAD-funded project is the Public Services Improvement for Sustainable Territorial Development in the Apurimac, Ene, and Mantaro River Basins (PDTs).

²⁹ Evaluation Department (2021) Learning and knowledge management at the EBRD. European Bank for Reconstruction and Development, London.

³⁰ Independent Evaluation Group (2019) Knowledge Flow and Collaboration Under the World Bank's New Operating Model. World Bank, Washington DC

³¹ Independent Evaluation (2020) Knowledge solutions for development: an evaluation of ADB's Readiness for Strategy 2030. Asian Development Bank, Manila.

³² Independent Evaluation Office (2020) Evaluation of Knowledge Management in the GEF. Global Environmental Facility

³³ Joint Inspection Unit (2016) Knowledge management in the United Nations system. Geneva: UN

analysis of KM practices (Jackson, 2019). The survey was sent to IFAD staff in Headquarters and 83 responses were received. Following the conclusion of the KAP survey, the CLE team is holding focus group meetings and individual follow-up interviews with respondents who elected to be contribute to the CLE.

Key informant interviews and focus group discussions will be held with IFAD staff at the headquarters level as well as with relevant external partners.

Five Regional Division studies (5)

The regional divisions have adopted different approaches to KM and its practice³⁴, and also how they deliver on their key role in support of KM at the level of country programmes. The CLE team will therefore conduct five regional studies to evaluate the differing regional KM strategies, whether formalised in a document and action plan or informal, and how effectively they have been guiding practice within the regional division and in support of the country programmes. In addition, whether and how lessons from regional practice have been adopted at corporate level or spread between regions will be explored, as will the effectiveness of the KM Coordination Group as a link between corporate and regional level.

The CLE will look at all of the five IFAD regional divisions and analyse how knowledge flows at the regional and sub-regional levels, including via Regional Offices (ROs), Multi Country Offices (MCOs) and SSTC & Knowledge Centres (SSTC&KC). At each level, the analysis will aim at mapping and evaluating: (i) human resources dedicated to KM, their specific roles and responsibilities; (ii) financial resources allocated to regional or multi-country KM initiatives; (iii) available systems for knowledge exchange, such as regional newsletters, knowledge packs, non-lending trackers; (iv) KM and policy relevant products produced; (v) knowledge platforms in place, including CoPs and other formal/informal platforms; (vi) physical events hosted or co-hosted by the respective offices, including conferences, training, study tours. Wherever formal strategies and action plans are in place (as is the case in LAC and APR, existing practices will also be evaluated against the objectives set therein.

Ultimately, the focus of the analysis will be to understand how regional practices support the flow of information between projects and HQ, fuelling a feedback loop between the country and global levels. The regional studies will also aim at complementing the grant review by providing deep dives in selected grants (tentatively two per region), with the aim of shedding light on their role in promoting and sustaining KM and policy engagement efforts at the regional level. Existing partnerships with a focus on KM will also be mapped and evaluated, alongside IFAD's engagement with external regional structures such as UN Knowledge Hubs and Issue-Based Coalitions on relevant themes.

As for the other evidence blocks, the evidence collected through the regional studies will be eventually fed into the overall evaluation framework of the CLE and contribute to answer the evaluation questions and sub-questions contained therein.

Twenty Country Case Studies (6)

Purpose and focus of country case studies. The case studies will be used to answer the evaluation questions, partly through testing the hypotheses in a range of countries, identify which contribute to good KM by the country programme, and document cases of good practice. The evidence will be used to answer the sub-questions in the evaluation framework (Appendix I). Case study findings will fill important evidence gaps in terms of the contribution of the formal IFAD KM architecture at corporate and regional division level to delivery of effective KM within the country programmes. Evidence gaps include the availability of resources (e.g. grants, personnel), and how they are used for KM, as well as the contextual conditions, systems and partnerships that are driving (or inhibiting) effective KM. The CLE will derive its evidence from in-person and virtual interviews with IFAD country teams and partner organisations and a review of relevant

³⁴ For example, some regions have developed regional KM strategies

country programmes (COSOPs/Country Strategy Notes and reviews of the country strategy) and project documents. The country case studies would provide the CLE with robust evidence on the effectiveness of KM practices, obtained through direct engagement with country teams, and their contribution to development results.

Case study analysis. Initial mapping of the KM practices and communities of practice in the 20 case study countries will lead to the identification of case studies that require further follow up to explore in further depth the practice types and how they would contribute to the three development results. These studies will allow the development of a comprehensive story of change, describing how the changes came about and the contribution of the KM practices. Within-case analysis will be complemented by cross-case analysis, as explained in the following section.

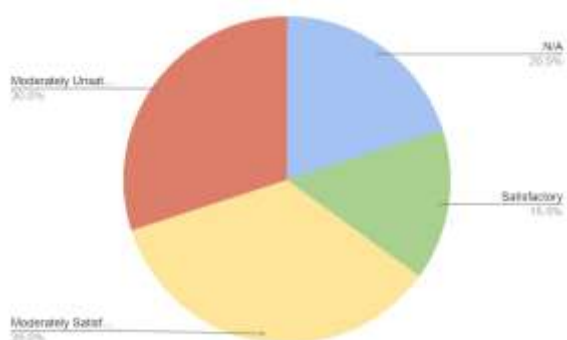
Selection criteria of country case studies

Case study purpose. The purpose of the case study was to cover a range of countries and portfolios that could provide deeper insights into the KM drivers and outcomes within certain contexts. IOE used the four criteria to identify country and portfolio types: (1) KM performance ratings; (2) country income status; (3) country portfolio size; and (4) country presence.

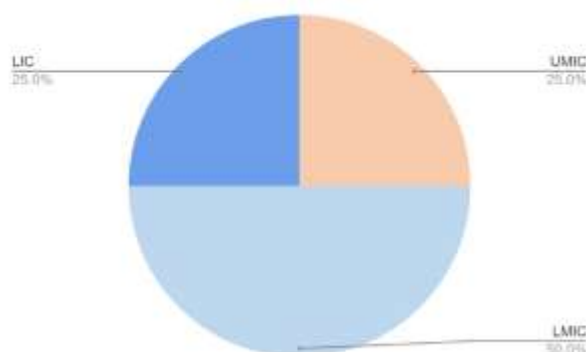
Selected countries. The evaluation team selected four countries from each regional division. This provided a total sample of 20 country cases.

APR	ESA	LAC	NEN	WCA
Viet Nam	Malawi	Argentina	Kyrgyzstan	DRC
Philippines	Madagascar	Peru	Tunisia	Sierra Leone
Pakistan	Angola	Brazil	Sudan	Nigeria
China	Kenya	Mexico	Egypt	Côte D'Ivoire

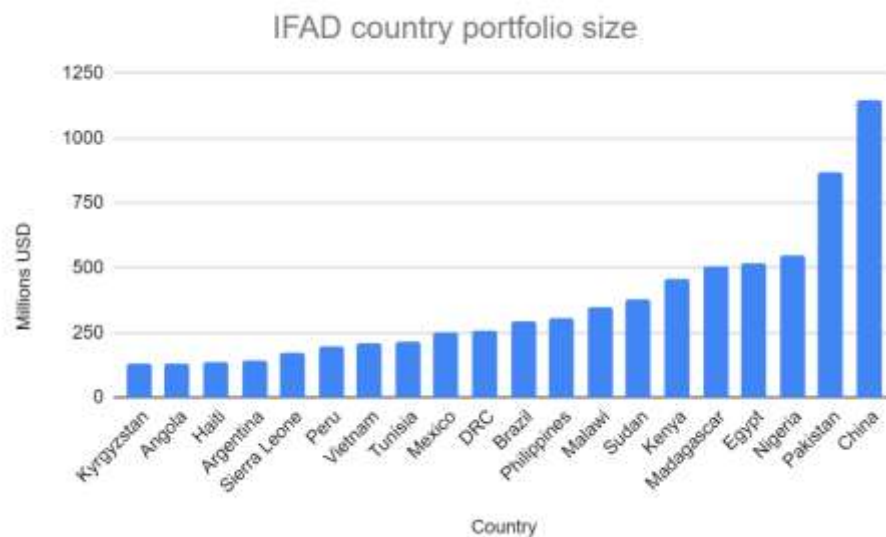
KM performance ratings (IOE) in country programmes. Ratings from country-strategy and programme evaluations (CSPEs) on KM show that both well performing and poor performing countries are represented in the sample.



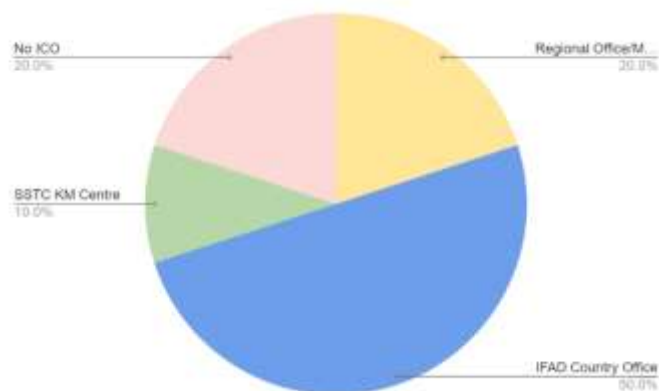
Country income status. The sample includes an even divide between low-income countries (LICs) and middle-income countries (MICs) as shown in the graph below:



IFAD country portfolio size. The sample covers all sizes of portfolios, from small (Kyrgyzstan) to large (China).



IFAD country presence. Country presence varies strongly throughout IFAD due to the decentralization process. The basic rationale under-pinning Decentralization 2.0 was that IFAD presence will enhance performance on non-lending. The sample covers countries with and without country presence. It also covers regional offices and SSTC/KM centres.



Key players on KM in IFAD

Due to its decentralized nature, the mandates of knowledge creation, use, and dissemination are undertaken throughout IFAD's corporate and country-level architecture; divisions and staff often have overlapping mandates on this front. As part of preparation of this CLE Approach Paper, a preliminary mapping of this structure has been carried out, identifying the key divisions and actors engaged in KM from each level.

The **Programme Management Department (PMD)** and its respective regional divisions (APR, ESA, NEN, LAC, WCA) act as the front-line implementors of IFAD's knowledge management strategy, through operationalizing KM at the project and programme levels, for example through regional KM strategies. The KM focal points within regional departments would support the knowledge sharing; the portfolio advisors would collate lessons learned as part of the annual portfolio reviews.

Ongoing decentralization efforts have continued to expand IFAD's country presence, with 33 per cent of staff working outside of the Rome HQ. Because of this process, the bulk of project knowledge is being generated and shared at the country and regional levels.

SSTC and Knowledge Centres in three regions correspond with these ongoing efforts. Regional officers, portfolio advisors, and regional economists assess knowledge needs of country programmes in addition to their day-to-day responsibilities

Country offices and country programmes are the main users for IFAD's Knowledge management. At country level, knowledge is produced and shared based on project activities. This includes: data regularly collected for M&E, baseline and end-line surveys, supervision missions, mid-term and end of project reports; but also brochures, documentation of good practices, proceedings of workshops and other communication activities. Some projects may foresee the establishment of forum and platforms, or the participation into local and national networks of farmers, local councils, etc. There are multiple ways through which country programmes produce, share or leverage knowledge (either from the project or from other stakeholders, including farmers and indigenous groups). The way this knowledge is then systematised and integrated into IFAD KM processes at higher levels also vary a lot. Bottlenecks exist in the flow of knowledge from the country to the central level, and the other way around.

As elaborated in the 2019 strategy, the Executive Management Committee is responsible for modelling and prioritizing Knowledge Management overall at IFAD, while the **Strategy and Knowledge Department (SKD)** explicitly leads the development of guidelines, tools and outreach support for implementing KM strategies and action plans.

A senior KM Specialist from SKD heads the **interdivisional Knowledge Management Coordination Group (KMCG)**, which provides the technical backing of the strategy's implementation with the support of its members across IFAD. Composed of staff from regional and thematic division and KM focal points, KMCG is responsible for reviewing and reporting on the implementation of KM action plans, as well as contributing to new guidelines and developing solutions as challenges arise. In recent years, the group has also launched learning events to support targeted issues, such as responding to the COVID-19 pandemic.

The Environment, Climate, Gender, and Social Inclusion Division (ECG) and the Sustainable Production, Markets and Institutions Division (PMI) lead the bulk of technical knowledge generation around their respective fields and work to mainstream them into country programmes. They also act as knowledge brokers to determine where knowledge generation is needed while facilitating Communities of Practice.

The **Change, Delivery, and Innovation (CDI) Unit**, established in 2019, also has a mandate explicitly in line with our definition of KM at the corporate level. Its mission is to "embed a culture of change, enhanced delivery and innovation at IFAD by serving as a centre of expertise and strategic, evidence-based support to drive behaviour change, improve the performance of delivery systems and promote the identification and scaling

up of rural poverty innovations.” CDI does this through, among other activities, piloting KM initiatives with SKD.

The **Global Engagement, Partnership and Resource Mobilization Division (GPR)** leads IFAD’s engagement in South-South and Triangular Cooperation (SSTC), with which the KM strategy has strong synergies. It also engages with global stakeholders to play a role in policy discussions by transmitting knowledge products and enhancing partnerships. It is both a generator and a user of knowledge.

Quality Assurance Group (QAG) has a strong role to play in evaluating KM at the program level and determining where knowledge generation is needed to enhance the design of operations. The **Research and Impact Assessment Division (RIA)** also contributes to this by generating insights and gleaning lessons from projects in order to feed them back into operations and inform IFAD’s priorities. The **Operational Policy and Results Division (OPR)** promotes the use of knowledge in decision-making and keeps management focus on operational learning and M&E.

The **Independent office of Evaluation (IOE)** also plays a substantive role in IFAD’s Knowledge Management system through conducting independent evaluations of IFAD’s operations and supporting learning and accountability processes. The office works to disseminate and capitalize on knowledge from their evaluations both within and outside IFAD.

Other units and divisions play a role in this process to various degrees, including the Human Resources Division (HRD), the Communications Division (COM) and the Office of the Secretary (SEC).

KM partnerships. Beyond its Member governments, IFAD works with a wide range of partners. The most relevant types of partnership with regard to KM are those with multilateral development organisations, NGOs and academic and research and institutions. IFAD partnerships with academic and research organisations primarily aim to produce and share knowledge. Within the UN system, IFAD has established a partnership with the other Rome-based agencies (RBAs), WFP and FAO, which articulates across global, regional and country levels. IFAD also partners with NGOs and with agricultural research institutions and academic institutions in a number of ways. At the local level, IFAD-funded initiatives often seek to leverage the experience of NGOs.

Outline of CLE report

<i>Report chapter</i>	<i>Responsibility</i>
I. Background and the evaluation	
A. Background	
B. Objectives	
C. Methodology	
D. Process	
E. Limitations	
II. IFAD's experience of KM (2016-2022)	
III. Main evaluation findings	
A. Relevance and coherence:	
a. KM strategies at corporate, regional and country levels	
b. Leadership on KM	
c. KM architecture	
d. Relevance of knowledge	
e. Access to knowledge	
f. Coherence of knowledge practices	
B. Effectiveness	
a. KM contribution to development results at country level	
b. Effectiveness of KM strategies	
c. Effectiveness of KM partnerships	
d. Sustainability of KM practices	
C. Efficiency	
e. Human resources for KM	
f. Financial resources for KM	
g. Cost-effectiveness of KM tools and practices	
D. Synthesis of findings	
IV. Lessons learned from other organisations	
V. Lessons learned	
VI. Conclusions and Recommendations	
VII. Annexes	

Glossary of terms used³⁵

Appreciative inquiry	A KM Method for Learning and exchange involving a positive approach of reflection and discover that focuses on the strengths, rather than the weaknesses of a particular intervention. ³⁶
Brokering	Brokering or knowledge brokering is concerned with linking many different types of knowledge – multiple knowledges – which are important in international development. Knowledge brokers act as cognitive bridges between these different types of knowledge but many actors are knowledge brokers without necessarily identifying themselves as such. [Do we want to include references for this?]
Coloniality of knowledge	Coloniality is defined as the entrenched power dynamics that have emerged from the historical power relations of colonial domination. These power dynamics continue to have implications for patterns of knowledge creation and use, such as the undervaluing of local knowledge and indigenous knowledge. [Do we want to include references for this?]
Communities of practice	Informal (spontaneous) and formal (intentionally created by organizations) groups of professionals – practitioners – within a specific thematic domain. They develop a practice - the how - a shared repertoire of resources: experiences, stories, KM tools, ways of addressing recurring problems, namely a shared practice. This takes time and sustained interaction.
Epistemic justice	A form of social justice specifically concerned with justice relating to issues of knowledge, understanding, and participation in communicative practices. [Do we want to include references for this?]
Experience capitalization	A KM method for learning and exchange involving a process by which a specific project or programme (or “an experience” in general) is described and analysed, and from which lessons are identified, shared and used. ³⁷
External knowledge	Policy knowledge, scientific knowledge, technical knowledge, local knowledge, and indigenous knowledge
Indigenous knowledge	Cumulative, complex bodies of knowledge, knowhow, practices and representations that are maintained and developed by indigenous peoples with extended histories of interaction with the natural environment. These cognitive systems include language, attachment to place, spirituality and world view (derived from UNESCO, 2021). Indigenous communities also have specific local knowledges. Indigenous knowledge is usually not written down or codified but can be captured on video.
Internal knowledge	Explicit (written down, accessible and easy to share), implicit (practical application of explicit) and tacit (organizational, based on personal experience and context, less easy to express) knowledge. This knowledge is invested in individual

³⁵ The definitions in this glossary have been purposely collected for this CLE and do not always have universal application.

members of staff as practices but also carried by KM tools and products.

Knowledge	Awareness, understanding, or information that has been obtained by experience or study, and that is either in a person's mind or possessed by people generally
Knowledge café	A KM method for learning and exchange which brings together a group of people for an open, creative conversation on a topic of mutual interest to surface their collective knowledge, to share ideas, and to gain a deeper understanding of the issues involved. It can also take place online.
Knowledge management	For this CLE, knowledge management is defined as the systematic management of the generation, sharing, use and brokering of substantive knowledge through tools and practices at organizational and individual levels to improve IFAD's efficiency, credibility and development effectiveness at country-level on rural transformation. Founded on efforts to improve organizational performance through the management of knowledge as a key organizational resource, knowledge management is an evolving interdisciplinary field that interweaves economics, business sciences, information systems, sociology of knowledge, biological systems and complexity theory (Carayannis et al, 2021).
Knowledge management for development	Since the late 1990s, knowledge management has been widely adopted in international development as the sub-discipline of knowledge management for development (KM4D*) (Kalseth and Cummings, 2000; Cummings et al, 2013). It has also been widely implemented by IFIs and UN organizations, including IFAD (Dumitriu, 2016; Bocock and Collinson, 2022). It includes a prominent community of practice of the same name, KM4Dev.
Local knowledge	A dynamic system of knowledge which belongs to a living community and which is relevant to local society, although it may express itself in local and ethnic modes. It is social and people centred, represents a community's distinctive resources and capacities, and recognizes the importance of multiple knowledges (Cummings, 2016). Synonyms include endogenous knowledge, rural people's knowledge and traditional knowledge. This knowledge is often not written down or codified but can be captured on video or through conversations with local people.
Multiple knowledges	Different types of knowledges (local, indigenous, technical, scientific, practical etc.), derived from different knowledge cultures, which are needed to address complex problems of sustainable development in a holistic manner. This conception does not recognise a hierarchy in these different knowledges but rather argues that all are needed to solve complex problems (derived from Brown, 2008, 2011).
Peer assist	A peer assist is a KM method that brings together a group of peers in conversation to elicit feedback on a problem, project

	or activity, and draw lessons from the participants' knowledge and experience. ³⁸
Policy knowledge	For the purposes of this CLE, policy knowledge has been defined as a form of external knowledge, derived from policy processes and documents.
Practices	A shared repertoire of resources developed by practitioners, including experiences, stories, tools, and ways of addressing recurring problems. KM practices relate to 'how' knowledge is generated, shared, used and brokered by IFAD. These practices involve personal and organization choices, behaviours and insights of individual staff, organizational units and the organization as a whole, both formally and informally.
Rural transformation	Comprehensive socio-economic changes, embedding considerations of equity and power relations, in areas where IFAD has been investing heavily, namely: promoting diversification and resilience; advancing gender equality and empowering women; building sustainable food systems by creating opportunities for smallholders; and enhancing rural-urban connectivity and linkages. It involves changes which reach beyond project boundaries, generating multi-level (local, subnational, national and global) and cross-sectoral links which can ultimately contribute to systems-change.
Storytelling	A KM method for learning and exchange which is employed to create an authentic, experienced based narrative to illuminate complex problems and deeper truths. ³⁹
Indigenous knowledge	Cumulative, complex bodies of knowledge, knowhow, practices and representations that are maintained and developed by indigenous peoples with extended histories of interaction with the natural environment. These cognitive systems include language, attachment to place, spirituality and world view (derived from UNESCO, 2021). Indigenous communities also have specific local knowledges. Indigenous knowledge is usually not written down or codified but can be captured on video.
Local knowledge	A dynamic system of knowledge which belongs to a living community and which is relevant to local society, although it may express itself in local and ethnic modes. It is social and people centred, represents a community's distinctive resources and capacities, and recognizes the importance of multiple knowledges (Cummings, 2016). Synonyms include endogenous knowledge, rural people's knowledge and traditional knowledge. This knowledge is often not written down or codified but can be captured on video or through conversations with local people.
Multiple knowledges	Different types of knowledges (local, indigenous, technical, scientific, practical etc.), derived from different knowledge cultures, which are needed to address complex problems of

³⁸ <https://conversational-leadership.net/peer-assist/>

³⁹ <https://ifadkmcentre.weebly.com/storytelling.html>

sustainable development in a holistic manner. This conception does not recognise a hierarchy in these different knowledges but rather argues that all are needed to solve *wicked problems* (Brown, 2008, 2011).

Practical knowledge	Knowledge acquired by day-to-day hands-on experiences, gained by doing things. It is often not written down but can be written into how-to manuals. Experts, for example, will acquire practical knowledge over time to add to their store of technical and scientific knowledge. Farmers also have practical knowledge.
Scientific knowledge	Knowledge derived from the sciences (including social and technical sciences), based on the observation and classification of facts with the goal of establishing verifiable knowledge derived through induction and hypothesis. It represents the knowledge accumulated by systematic study and organized by general principles, and is published in scientific articles and books. Although itself scientific, new trends of transdisciplinary study are increasingly recognizing the importance of multiple knowledges to solve complex problems, undermining the hierarchy in which scientific knowledge alone is seen as the best knowledge in all contexts (Brown et al, 2010).
Substantive knowledge	For the purposes of the CLE, 'substantive' refers to knowledge which is of particular priority for IFAD, based on the assumption that some knowledges are more important than others.
Tacit knowledge	Knowledge that one gains from experience, e.g. by working in an organisation. Tacit knowledge is not recorded or stored; it is therefore difficult to transfer.
Technical knowledge	Professional knowhow of experts for solving agricultural challenges in the field or in policy. Examples of technical knowledge include, for example, IFAD's signature solutions. Technical knowledge is often founded on scientific knowledge but includes additional aspects of practical knowledge from implementation in the real world. It is published as best practices and technical notes.
'Wicked' problems	Originally designated by Rittel and Weber (1973), 'wicked' problems are socially embedded, complex problems, such as climate change and sustainable development, which cannot be solved with linear solutions and often require <i>multiple knowledges</i> .

List of IFAD key people met during scoping phase⁴⁰

Alessandra Garbero, Lead Regional Economist, NEN
 Alessia Maria Di Genova, Quality Assurance Group
 Amira Mekheimar, Country Programme Analyst, NEN
 Arno Boersma, Consultant, Strategy Knowledge Department
 Cintia Valdivia Guzman, Programme Officer, LAC
 Claus Reiner, Country Director SSTC & KC, LAC
 Cristiana Sparacino, Quality Assurance Group
 Dagim Kassahun, Country Operations Analyst, ESA
 Daniel Anavitarte, Regional Specialist, LAC
 Daniel Higgins, Project Specialist, ESA
 Donal Brown, Associate VP, PMD
 Fabrizio Bresciani, Lead Regional Economist, LAC
 Federico Lucerda, Country Operations Analyst, LAC
 Ibrahima Bamba, Lead Regional Economist, WCA
 Ilenia Firmian, Regional Specialist, APR
 Indran Naidoo, Director, Independent Office of Evaluation
 Isaac Mensah, Logframe Analyst, WCA
 Isabelle Stordeur, Regional Analyst Analyst, NEN
 Ivan Cucco, Quality Assurance Group
 Jose Caceres Martinez, Country Technical Analyst, PMI
 Julio Worman, SSTC Analyst, GPR
 Jyotsna Puri, Associate VP, Strategy Knowledge Department
 Laura Sollazzo, Strategy Knowledge Department
 Liam Chicca, Lead Portfolio Advisor, APR
 Liliana Miro Quesada, Country Programme Officer, LAC
 Maine Astonitas, Senior Portfolio Advisor, LAC
 Ndriana Rahaga, Country Programme Analyst, ESA
 Paraskevi Peglidou, Consultant, APR
 Patricia Bustamante, Country Operations Analyst, LAC
 Sara Aya Kouakou, Lead Portfolio Advisor, ESA
 Shirley Chinien, Lead Regional Economist, ESA
 Sumaira, Country Programme Analyst, APR
 Tarek Ahmed, Senior Portfolio Advisor, WCA
 Thu Hoai Nguyen, Country Programme Analyst, APR

⁴⁰ The List does not yet include the country teams met during the pilot case studies. These will be part of the complete list of persons met in the final report.

Bibliography

IFAD Documents

IFAD. 2007. *IFAD Strategy for Knowledge Management*. EB 2007/90/R.4 Rome: IFAD.
<https://webapps.ifad.org/members/eb/90/docs/EB-2007-90-R-4.pdf>

IFAD. 2011. *Progress report on the implementation of the IFAD Strategy for Knowledge Management and the innovation agenda*. EB 2011/102/INF.8. Rome: IFAD.
<https://webapps.ifad.org/members/eb/102/docs/EB-2011-102-INF-8.pdf>

IFAD. 2014. *IFAD Knowledge Management Framework 2014-2018*. Rome: IFAD.
<https://www.ifad.org/documents/38711624/40764721/IFAD+KM+Framework+2014.pdf/d0925b47-6dcb-4eeb-bd8e-311e18288f7e>

IFAD. 2015. *Learning theme on knowledge management: How can operations learn to improve performance?* Rome: IFAD.
<https://www.ifad.org/documents/38714182/39709860/ARRI2016+learning+theme+-+KNOWLEDGE+MANAGEMENT.pdf/f56e794e-2785-4e4e-a949-49d74890286d>

IFAD. 2016. *IFAD Knowledge Management Action Plan 2016-2018*. Rome: IFAD.
https://www.ifad.org/documents/38711624/40787656/km_actionplan_2016-18.pdf/419eb23e-a34c-4d25-9f28-2252b412ddea

IFAD. 2016. *IFAD Strategic Framework 2016-2025*. Rome: IFAD.
<https://www.ifad.org/en/web/knowledge/-/ifad-strategic-framework-2016-20-1>

IFAD. 2017. *Country-level policy engagement in IFAD - Guide book*. IFAD, April 2017
https://www.ifad.org/documents/38714170/40196529/CLPE_book_170412_W.pdf/a203813d-8918-43ac-a94c-ad700bcca036

IFAD. 2018. *Building partnerships for enhanced development effectiveness – a review of country-level experiences and results*. IOE Evaluation synthesis. Report No. 4729. March 2018
<https://www.ifad.org/en/web/ioe/w/building-partnerships-for-enhanced-development-effectiveness-a-review-of-country-level-experiences-and-results>

IFAD. 2019. *IFAD Knowledge Management Strategy*. EB 2019/126/R.2/Rev.1. Rome: IFAD.
<https://webapps.ifad.org/members/eb/126/docs/EB-2019-126-R-2-Rev-1.pdf>

IFAD. 2019. "Knowledge management action plan 2019-2021". *IFAD Knowledge Management Strategy*. EB 2019/126/R.2/Rev.1. Annex I. Rome: IFAD.
<https://webapps.ifad.org/members/eb/126/docs/EB-2019-126-R-2-Rev-1.pdf>

IFAD. 2019. *Operational Procedures and Guidelines for Country Strategies*. Rome: IFAD.
<https://www.ifad.org/en/-/document/guidelines-for-preparation-and-implementation-of-a-results-based-country-strategic-opportunities-programme>

IFAD. 2021. *IFAD South-South and Triangular Cooperation Strategy 2022-2027*. Rome: IFAD.
<https://www.ifad.org/en/-/documents/sstc-strategy-2022-2027>

External resources

Bocock, Piers & Chris Collinson. 2022. *Return on knowledge: How international development agencies are collaborating to deliver impact through knowledge, learning, research and evidence*. UNICEF, Innocenti. <https://www.unicef-irc.org/publications/1427-return-on-knowledge-how-international-development-agencies-are-collaborating-to-deliver-impact-through-knowledge-learning.html>

- Brown, V.A. 2008. *Leonardo's vision: a guide for collective thinking and action*. Rotterdam: Sense Publishers
- Brown, V.A., Harris, J.A., & Russell, J.Y. (eds). 2010. *Tackling wicked problems: through the transdisciplinary imagination*. London: Earthscan
- Brown, V.A. 2011. "Multiple knowledges, multiple languages: the limits of my language the limits of my world?" *Knowledge Management for Development Journal* 6(2): 120-131
- Cambridge Advanced Learner's Dictionary & Thesaurus (n.d.). Knowledge. In *Cambridge.org dictionary*. Retrieved 4 November, from 2022, From <https://dictionary.cambridge.org/dictionary/english/knowledge>
- Cummings, Sarah, Barbara Regeer, Wenny Ho, & Marjolein Zweekhorst. 2013. "Proposing a fifth generation of knowledge management for development: investigating convergence between knowledge management for development and transdisciplinary research". *Knowledge Management for Development Journal*, 9(2): 10-36. <https://www.km4djournal.org/index.php/km4dj/article/view/170/224>
- Cummings, Sarah. 2016. *The role of local knowledge in sustainable development programmes: the need for new modes of knowledge production and exchange*. Enschede: Gildeprint
- Cummings, Sarah, Suzanne Kiwanuka, Helen Gillman, & Barbara Regeer. 2019. "The future of knowledge brokering: perspectives from a generational framework of knowledge management for international development". *Information Development*, 35(5): 781-794. <https://journals.sagepub.com/doi/full/10.1177/0266666918800174>
- Doemeland, Doerte & James Trevino. 2014. *Which World Bank reports are widely read? Policy Research working paper No. 6851*. Washington, D.C: World Bank Group. <https://openknowledge.worldbank.org/handle/10986/18346>
- Dumitriu, Petru. 2016. *Knowledge Management in the United Nations System*. Joint Inspection Unit. JIU/REP/2016/10. Geneva: United Nations. https://www.unjiu.org/sites/www.unjiu.org/files/jiu_document_files/products/en/reports-notes/JIU%20Products/JIU_REP_2016_10_English.pdf
- Evaluation Department. 2021. *Learning and knowledge management at the EBRD*. London: European Bank for Reconstruction and Development.
- Fombad, M. (2018), "Knowledge management for poverty eradication: a South African perspective", *Journal of Information, Communication and Ethics in Society*, Vol. 16 No. 2, pp. 193-213. <https://doi.org/10.1108/JICES-04-2017-0022>
- Gillman, Helen. 2022. "Case study 1: Developing an KM strategy: IFAD". *Return on knowledge: How international development agencies are collaborating to deliver impact through knowledge, learning, research and evidence* Edited by Piers Bocock and Chris Collinson, Office of Research – Innocenti: UNICEF
- Hagmann, Jürgen. & Helen Gillman. 2017. "The future of knowledge management in large development programmes and organisations: lessons from a large-scale institutional experiment." *Knowledge Management for Development Journal*, 13(1):4-24 <https://www.km4djournal.org/index.php/km4dj/article/view/345/412>
- Hankey, William & Gabriel Pictet. 2019. "Following evidence from production to use at the International Federation of Red Cross and Red Crescent Societies: where does it all go?" *Knowledge Management for Development Journal*, 14(1): 38-66 <https://km4djournal.org/index.php/km4dj/article/view/380/487>

Hankey, William & Gabriel Pictet. 2019. "Tools and Methods. Guidelines for carrying out a citation analysis: following evidence from production to use". *Knowledge Management for Development Journal*. 14(2): 102-118
<https://km4djournal.org/index.php/km4dj/article/view/468/554>

Independent Evaluation Group. 2014. *Learning and Results in World Bank Operations: How the Bank Learns. Evaluation 1*. Washington DC: World Bank Group.
https://ieg.worldbankgroup.org/sites/default/files/Data/reports/chapters/learning_results_eval.pdf

Independent Evaluation Group. 2015. *Learning and Results in World Bank Operations: Toward a New Learning Strategy, Evaluation 2*. Washington DC: World Bank Group.
<https://openknowledge.worldbank.org/handle/10986/22818>

Independent Evaluation Group. 2019. *Knowledge Flow and Collaboration Under the World Bank's New Operating Model*. Washington DC: World Bank Group.
<https://openknowledge.worldbank.org/handle/10986/32077>

Independent Evaluation Office. 2020. *Evaluation of Knowledge Management in the GEF*. Global Environmental Facility. https://www.thegef.org/sites/default/files/council-meeting-documents/EN_GEF.E_C59_04_evaluation_of_KM_GEF_2020.pdf

Independent Evaluation. 2020. *Knowledge solutions for development: an evaluation of ADB's Readiness for Strategy 2030*. Manila: Asian Development Bank.
<https://www.adb.org/sites/default/files/evaluation-document/508176/files/te-knowledge.pdf>

International Labour Organization. 2020. *High-level independent evaluation of ILO's research and knowledge management strategies and approaches, 2010–2019*. Paris: International Labour Organization.
https://www.ilo.org/eval/Evaluationreports/Strategyandpolicyevaluations/WCMS_757214/lang--en/index.htm

Jackson, Carl. 2019. "Baselines for knowledge management and organisational learning initiatives". *Knowledge Management for Development Journal*. 14(2) 17pp.
<https://km4djournal.org/index.php/km4dj/article/view/434>

Kalseth, Karl & Sarah Cummings. 2001. "Knowledge Management: development strategy or business strategy?" *Information Development*, 17(3), 163–172.
<https://doi.org/10.1177/0266666014240917>

Lartey, Natalie and Emily Beauchamp. 2022. *Discomfort to discovery: exploring racism and anti-racism in development narratives*. London: International Institute for Environment and Development (IIED) <https://www.iied.org/20761iied>

Office of Evaluation. 2015. *Evaluation of FAO's contribution to knowledge on food and agriculture*. Rome: Food and Agriculture Organization.
<https://www.fao.org/publications/card/en/c/ff354018-21e8-4a37-8bff-932fcd807a3e/>

Rittel, H. W. J., & Webber, M. M. (1973). Dilemmas in a general theory of planning. *Policy Sciences : Integrating Knowledge and Practice to Advance Human Dignity*, 4(2), 155–169. <https://doi.org/10.1007/BF01405730>

Schunter, J. 2014. *Who is reading UNDP's publications – and why?* Blog.
<https://www.linkedin.com/pulse/who-reading-undps-publications-why-johannes-schunter/>

Shusterman, Jeremy (2019) "Method in the madness? Some new ways to learn from staff experiences in humanitarian crises: the historical case of UNICEF". *Knowledge Management for Development Journal*. 14(1): 67-82
<https://www.km4djournal.org/index.php/km4dj/article/view/382/488>

UNESCO. 2021. *Intangible cultural heritage: supporting research and documentation of indigenous knowledge systems on biodiversity conservation, climate change and disaster risk reduction in Eastern Africa*. PARIS: UNESCO. 73pp.
<https://en.unesco.org/sites/default/files/ichpub.pdf>

USAID. 2022. *Integrating Local Knowledge in Development Programming*. Washington, DC: US Agency for International Development.
https://pdf.usaid.gov/pdf_docs/PA00ZG55.pdf

Young, Stacey. 2021. "We can do better: comments at KM4Dev knowledge cafe #10 on 'Uncomfortable Truths in Development'." <http://www.km4dev.org/profiles/blogs/we-can-do-better-comments-at-km4dev-knowledge-cafe-10-on>. Accessed 7 March 2021.