KNOWLEDGE MANAGEMENT
EVALUATION

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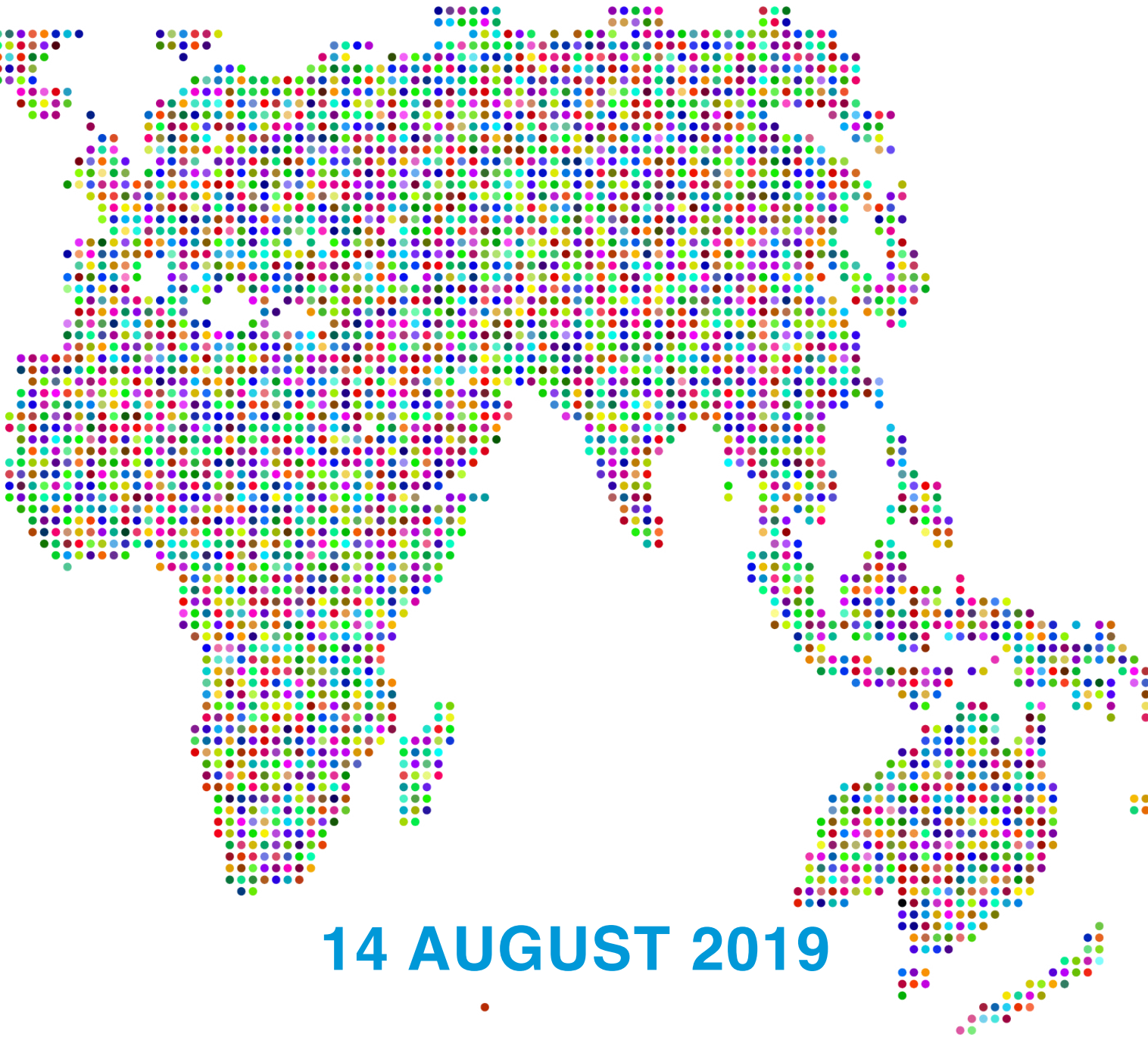PARS International

UN Women
2019

KNOWLEDGE MANAGEMENT EVALUATION

WCA/RO/2019/3

UN WOMEN WEST AND CENTRAL AFRICA

14 AUGUST 2019

Knowledge Management Evaluation

The KME covered the UN Women West and Central Africa regional office, country offices in Cameroon, Côte d'Ivoire, Nigeria, Liberia, Mali and Senegal Program Presence.

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ACRONYMS

AfDB	African Development Bank
AWP	Annual Work Plan
CEDAW	Convention for Elimination of All Forms of Discrimination Against Women
CO	Country Office
COP/COPs	Community of Practice/ Communities of Practice
CSO	Civil Society Organization
DAMS	Donor Agreement Management System
ELECAM	Elections Cameroon
ERP	Enterprise Resource Planning
EU	European Union
FGD	Focus Group Discussion
GATE	Global Accountability and Tracking of Evaluation use
GERAAS	Global Evaluation Reports Assessment and Analysis System
GE/HR	Gender Equality and Women Empowerment// Human Rights
GKC/GRC	Gender Knowledge Centre/ Gender Resource Centres
GSS	Gender Systems Strengthening
GTG	Gender Thematic Group
HQ	Headquarters
HR	Human Rights
ICT	Information Communications Technology
IP	Implementing Partner
IS	Information Systems
IT	Information Technology
KII	Key Informant Interview
KME	Knowledge Management Evaluation
KMIS	Knowledge Management Information System
KP	Knowledge Product
LAN	Local Access Network
M&E	Monitoring and Evaluation
MCO	Multi Country Office
MoG	Ministry of Gender
MoJ	Ministry of Justice
NGO	Non-Governmental Organization
ODK	Open Data Kit
OECD/ DAC	Organisation for Economic Co-operation and Development /Development Assistance Committee
OJT	On the Job Training
OL	Organizational Learning
PP	Program Presence
QA	Quality Assurance
RMS	Results Management System

RO	Regional Office
SDG	Sustainable Development Goal
SMS	Short Messaging Service
SOPs	Standard Operating Procedures
TA	Technical Assistance
ToR	Terms of Reference
UNDAF	United Nations Development Assistance Framework
UNDP	United Nations Development Programme
UNDS	United Nations Development System
UNFPA	United Nations Population Fund
UNICEF	United Nations Children's Fund
UNW	UN Women
UNW-WCA	UN Women West and Central Africa
UNW-WCA-LBR	UN Women West and Central Africa UN Women Liberia
UNW-WCA-Mali	UN Women West and Central Africa UN Women Mali
WCARO	West and Central Africa Regional Office
WEE	Women Economic Empowerment Program
WPP	Women Political Participation
WPS	Women Peace and Security.

OPERATIONAL DEFINITIONS

1   **Knowledge**: a mixture of grounded perception, contextual information, expert intuition, standards, and framed understanding that postulates a specific environment and structure for assessing and integrating new innovations in experiences and information. It originates and is applied in the mind of the knowledge workers. Nowadays, knowledge is an integral part of organizations that is embedded in routines, practices, norms and repositories of organizations.[1]

2   **Explicit knowledge:** is clearly developed and has all of its elements apparent. Such knowledge is codified and documented and is generally structured, has no concealed meaning, and can be readily transmitted to others[2].

3   **Tacit knowledge:** is often mentioned as experience of individuals and is in non-codified form - it is viewed as intuitive knowledge and know-how which is: rooted in context, experience, practice & values, it is sometimes hard to communicate as it resides in the minds of practitioners. It is generally viewed as the best source of long-term competitive advantage and innovation and is typically passed on through socialization, mentoring etc[3]. It is also 'wisdom' or "knowledge developed from direct experience that is in people's heads and can guide the how to do things."[4]

4   **Information:** contextualized, structured, categorized, calculated, organized and condensed data packaged in different forms[5]

5   **Data:** unstructured and unprocessed/raw grouping of facts and figures which relay raw feedback of a given phenomenon. The facts and figures relay something specific, but are often not organized in any way[6]

6   **Knowledge Management**: a set of practices and processes that enable an organization to generate, systematize and share cutting-edge knowledge internally and externally. In doing so, it promotes efficiency, reduces duplication and fosters learning and innovation. Through knowledge management, knowledge is transformed into an asset that can make the organization more efficient and effective. The objective is to produce and deliver the right knowledge in the right format to the right person at the right time in the right context. In the case of UN Women, KM strengthens implementation of the 'how to' of advancing gender equality and women's empowerment.[7]

7   **Knowledge Products**: "artefacts of information, consolidating knowledge on a specific topic so that it can be shared with other people[8]"

8   **Organizational Learning (OL):** In studying organizational science, Huber G. P's academic journal explains OL as comprising of four constructs; knowledge acquisition, information distribution, information interpretation, and organiza-

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1   Arshad et al, 2016. A Comprehensive Knowledge Management Process Framework for Healthcare
2   https://pdfs.semanticscholar.org/eb3b/bdfc863d9ca823b8f5b135542ece422bf34e.pdf
3   IBID
4   UN Women Knowledge Management Strategy 2018-2021 pg. 11
5   Arshad et al, 2016
6   IBID
7   Adapted from the UN Women KM Strategy 2018-2021, pg.5
8   UN Women Knowledge Management Strategy 2018-2021 pg. 10

tional memory that are integrally linked together in defining organizational learning. Huber adds that greater OL occurs when more organizational units develop uniform comprehensions of the various interpretations of the different forms of data/ information that they have generated internally and externally[9]. The online business dictionary further defines OL as an "...organization-wide continuous process that enhances its collective ability to accept, make sense of, and respond to internal and external change. Organizational learning is more than the sum of the information held by employees. It requires systematic integration and collective interpretation of new knowledge that leads to collective action and involves risk taking as experimentation."

9   **Organizational Culture**: The organizational culture influences the way people interact, the context within which knowledge is created, the resistance they will have towards certain changes, and ultimately the way they share.

10 **Practical learning**: this is about staff adopting skills and behaviours that are likely to render operations more efficient, enhance organizational capacity to act quickly and improve overall performance and ultimately, reinforces the organization's comparative advantage.

11 **Evaluation:** the systematic and objective assessment of an ongoing or completed project, program or policy, its design, implementation and results. The aim is to determine the relevance and fulfilment of objectives, development efficiency, effectiveness, impact and sustainability. Evaluations should "provide information that is credible and useful, enabling the incorporation of lessons learned into the decision-making process. It is a systematic objective assessment of a planned, on-going or completed development intervention which in some instances involves the definition of appropriate standards, the examination of performance against those standards, an assessment of actual and expected results and the identification of relevant lessons[10]

12 **Good Practice:** well documented and assessed programming practices that provide evidence of success/impact and which are valuable for replication, scaling up and further study. They are generally based on similar experiences from different countries and contexts[11] .

13 **Lessons Learnt:** in this report refers to a generalization based on experiences of what works and what does not work

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9   Huber G. P. Organizational Learning: The Contributing Processes And The Literatures, 88-90, https://www.jstor.org/stable/2634941?seq=2#metadata_info_tab_contents (Accessed 06/10/18)
10   Rist and Kusek 2004 Pg. 225, Ten steps to a Results-Based M&E System, The World Bank.
11   https://www.unicef.org/innovations/files/LL_Equity9Jan2012lowres.pdf 28.03.18

EXECUTIVE SUMMARY

1. **Evaluation Overview**

Knowledge Management (KM), as the process through which organizations create and use their institutional and collective knowledge, has been increasingly recognized by UN Women West and Central Africa (UNW-WCA) as its intangible asset and a major component of its comparative advantage. The entity's relative advantage depends in turn, on its ability to quickly learn from experience and integrate it into everyday practice and into the body of knowledge generated by the organization over the years. This inevitably translates into better capacities to share knowledge for promoting and advancing the Gender Equality and Women Empowerment (GEWE) and Human Rights (HR) agenda. One of the most important KM objectives of UNW-WCA (hereinafter also referred to as 'the Organization') is therefore to ensure that the creation, storage/retrieval and dissemination of reliable, timely, high quality data, information and knowledge on GEWE and HR (GE/HR) is seamless. Organizational Learning (OL) is also a major priority for the Organization. Indeed, KM has been prioritized as the third core function of UNW-WCARO's Strategic Note.

UNW-WCA Evaluation Unit recruited Pan African Research Services (hereinafter referred to as 'the Consultant') to conduct a Knowledge Management Evaluation (KME) to help in finding out how well the Organization was performing in its KM function.

The key objective of the KME was to provide an assessment of (1) the current state of the KM function within the organization by department/CO across the region and (2) identify opportunities for and barriers to its successful role as a knowledge broker and provider. The KME would also assess aspects of Organizational Learning and ultimately provide recommendations for improving KM and Organizational Learning as part of the envisioned UN Women's regional KM strategy and country-level KM work plans.

The KME was conducted in three main stages: inception; data collection and analysis; and writing of the KME report. The KME covered the UN Women West and Central Africa Regional Office (WCARO), country offices in Cameroon, Côte d'Ivoire, Nigeria, Liberia, Mali and Senegal Program Presence.

In order to achieve the evaluation objectives, the KME used the four Organisation for Economic Co-operation and Development /Development Assistance Committee (OECD/ DAC) criteria - Relevance, Effectiveness, Sustainability and Efficiency – to guide the conduct of the evaluation. Gender Equality and Human Rights – a cross cutting dimension, was also assessed as part of the KME.

The evaluation utilized a mixed method approach and was informed by data triangulated from three main sources: qualitative primary data obtained from field interviews conducted using semi-structured key informant interview questionnaires and focus group discussion guides; quantitative primary data obtained from structured questionnaires administered online to UNW-WCA staff; and a comprehensive desk review of relevant literature. Key literature reviewed that informed the KME is indicated in the reference section of this report and in Annex 2 (Documents Consulted). The KME utilized foundational information obtained from the 'Stock-taking' mission conducted by the Regional Office (RO) which initiated a documentation process of knowledge products generated by the region during the period 2011-2018. The KME thus provides a good baseline from which UNW-WCA can plan the envisioned regional KM strategy.

2. **Summary of Key Findings and Conclusions**

2.1. Relevance:

i.   The evaluation found that there were many promising KM practices and Knowledge Products (KPs) within UNW-WCA. These practices were however found to be mostly disparate and non-standardized across the region. Knowledge is also mostly stored in non-centralized locations, mostly domiciled in personal computers and/or offices/work spaces that are often not readily accessible to other staff members. Different units and departments had however developed creative ways of relatively effective KM - despite the prevailing high KM-resource constrained settings. The KME also confirmed that, with the exception of the RO, countries have not allocated resources (mostly financial and human) for KM.

ii. We found that the region has invested significant resources towards overall capacity building and the development of information management systems and digital platforms. However, utility of the digital platforms and information management systems was found to be very low - a proxy indicator for the sub-optimal levels of organizational learning within UNW-WCA region that were also found. As noted earlier, Organizational Learning was also significantly hampered by the notably high inaccessibility of GE/HR knowledge that is domiciled in personal computers rather

than being stored/backed up either in centralized locations or in the information systems that were accessible to all staff.

We further found that there are very limited avenues that have been entrenched into KM practice to tap into the rich tacit knowledge and inherent wisdom available in the Organization. However, there were a few instances where mentorship, peer-to-peer learning and communities of practice were mentioned.

Gender Cafe's, Peace Huts, Gender Resource Centres, Gender Knowledge Centres, Gender corners in academic institutions were found to be highly effective and efficient practices in dissemination of GE/HR knowledge thus examples that should be emulated within the greater UNW-WCA region.

iii.   Although UNW-WCA was generally perceived and viewed as the GO-TO place and hub for GE/HR related data, there are several barriers that significantly hinder the effective utilization of GE/HR knowledge. External stakeholders highlighted that while they perceived UNW-WCA as a credible source of GE/HR knowledge, the UN Women Africa and West Africa sections of the UNW HQ websites mostly lacked relevant local context stories/examples despite the large number of GE/HR related programs implemented in the region. External KME respondents frequently mentioned that in addition to the UN Women sources available, they also sought for GE/HR knowledge from the various government institutions including gender ministries, the United Nations Development Program (UNDP), the United Nations Children's Fund (UNICEF) and the United Nations Population Fund (UNFPA) so as to get more holistic and complete GE/HR data, information and knowledge.

iv.   The use of English as the main language used in the production of KPs meant for predominantly francophone countries and poor accessibility of the said knowledge products were identified as arguably the most significant internal and external barriers to the utility of GE/HR knowledge produced by UNW-WCA. Another barrier to timely production and utility of knowledge produced by UNW-WCA was the inherent systemic bureaucracy in the process of approving KPs within UNW-WCA which often resulted in outdated GE/HR information being produced that reportedly often rendered the same irrelevant.

2.2. Effectiveness

We found that UNW-WCA generates, stores and disseminates credible and reliable evaluation-based GE/HR knowledge, however the Organization has an overwhelming number (over 40[12]) of information management systems and digital platforms that can be used for KM. This has ultimately resulted in only a very small proportion of highly adept Information Technology (IT) staff members optimally utilizing these platforms. This means that optimal utility of information management systems is notably low for the majority of UNW-WCA staff. This was seen to work counter-productively against efficiency, effectiveness and sustainability within UNW-WCA, and was also found to be a significant barrier to Organizational Learning. In addition, a number of staff did not receive any orientation upon joining the organization thus some did not know of the existence of a number of platforms at the time of data collection. The aforementioned factors have generally resulted in the low uptake of data, information and knowledge found within these systems / platforms and also low rates of storage/ uploading of the same.

Within UNW-WCA's programmes, the human resource technical capacity to effectively and efficiently navigate and optimally utilize these systems and digital platforms (with the exceptions of operations, finance and IT), was mostly reported as being highly compromised as most staff mentioned that high workloads leave them with little or no time to access and/or navigate through all the available platforms. – the 'Digital Library' was however lauded as being intuitive, straightforward and more easily navigable compared to e.g. the RMS; in addition, a majority of staff do not know how to access/ use/ navigate most of the information systems. Indeed the study confirmed that while the Organization has invested significant resources in training UNW-WCA staff at various levels, there were no standardized methods or ways of accounting for the benefits accrued from the trainings.

While UNW-WCA generates, stores and disseminates credible and reliable evaluation-based GE/HR knowledge, staff awareness on the availability of evaluations was found to be generally low. A review of the Global Accountability and Tracking of Evaluation use (GATE[13]

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12   KM Corporate strategy 2018-2021, page 13
13   GATE System is an on-line based Information Management System, which facilitates UNWOMEN's effort to strategically plan and effectively use evaluations for accountability, management for results, and knowledge management. (https://gate.unwomen.org/)

) indicated that 86% (6/7) of the units assessed (including the regional office) had successfully uploaded 25 different types of evaluation reports on to the GATE portal between 2011 and 2018. A relatively low number (20) of knowledge products produced between 2011 and 2018 were localized on the Results Management System (RMS), a majority of which were in draft format[14]. There were also many KPs stored in other numerous information management systems as documented by the 'stock-taking mission' commissioned by the Regional Office (RO) in 2018.

Key stakeholders who participated in the KME sought deeper collaboration opportunities with UNW-WCA in generating and disseminating good quality GE/HR knowledge. Academic institutions in particular viewed deeper collaboration as an opportunity that UNW-WCA could leverage on to conduct research. Qualitative interviews confirmed that the Organization's KPs were being utilized internally to provide information across programs and externally by other organizations (mostly the community-based organizations) as well as the media and individuals who frequently accessed the UNW-WCA website. However, as earlier documented, the UN Women Africa website was reported as often lacking the most current country/context- specific knowledge products from UNW-WCA countries, which reduced the potential utility of these online resources.

The KME confirmed that WCA units do not have dedicated KM units that are intentionally fully funded and fully-fledged with requisite human and financial resources, time, infrastructure/ equipment, among other resources. With the exception of WCARO that has approximately 13%[15] of its core functions budget dedicated to KM, all other units in the UNW-WCA have not had resources (mostly financial and human) that were directly and intentionally demarcated for use in relation to KM implementation. Indeed, slightly more than half (56%) of respondents from the six countries also reported that there were no departments that were solely dedicated to knowledge management. Program Units have however creatively aligned their scarce program resources to meet their KM needs, but these resources are far from optimal and significantly inhibit effective and efficient practice of KM. This therefore means that various knowledge sharing practices and activities (e.g. trainings, documentation and use of lessons learnt and good practices, conferences etc.) are not centrally planned/coordinated hence their implementation remains sub-optimal. As earlier stated however, it is important to note that UNW-WCA has invested significant resources in the development of information management systems that are adequate for KM.

2.3. Efficiency

The KME found that there are significantly high levels of institutional memory loss which resulted in equally significant knowledge retention gaps and notably low levels of organizational learning across the region. This loss was mostly occasioned by the general lack of standardized knowledge storage, archival and retrieval processes/practices for both print and digital forms of knowledge, e.g. standardized guidelines or processes that should be used to guide document archiving and storage have not been outlined across the Organization. The resultant knowledge losses coupled with ineffective staff hand-over and induction processes (among others) are key factors that significantly affect the Organization's efficiency and ultimately the overall sustainability of KM within all units in the UNW-WCA region. However, there were a few programs effective practices of creating, archiving, storing knowledge, e.g. the Women Economic Empowerment (WEE) program in Liberia.

There was evidence of UNW-WCA's engagement with organizations that ranged from international development partners to community-based organizations within the GE/HR arena. However, qualitative interviews pointed out that UNW-WCA frequently missed out on meaningful engagement with community members. This is probably due to low collaboration with GE/HR related organizations working directly at the grass root levels. Collaboration with other UN agencies in GE/HR knowledge management was also reported as not meeting its full potential in the area of KM.

2.4. Sustainability

The evaluation found that there are significant bottlenecks (and opportunities) in the coordination / collaboration processes with key national stakeholders that hampered the creation and flow of good quality GE/HR data, information and knowledge within the gender machinery in the region as a whole. These include (but are not limited to): (i) weak technical capacity for mainstreaming and implementing GE/HR in many government ministries, which meant that government data sources and national statistics - which also have low Quality Assurance (QA) levels - were generally viewed by respondents as unreliable across the region. (ii) across all WCA countries, Civil Society

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14   Brief Research Report of knowledge sharing practices in UN WOMEN WCARO between 2011 and 2018
15   WCARO SN 2018 - 2021, Budget and Expected resources, Page. 19

Organizations (CSO's) and indeed governments lacked a minimum standardized set of national GE/HR indicators.

QA was also not adequately embedded into the national GE/HR knowledge creation systems. Similarly, overall national GE/HR data aggregation processes was also lacking. This lack of coordination in aggregating national GE/HR data creation and reporting mechanisms is seen as a key entry point for UNW-WCA towards strengthening national GE/HR data repositories within the constituent countries. It would also serve to increase the Organization's visibility which was found to be very low (compared to larger UN agencies e.g. UNDP, UNICEF, UNFPA).

These factors were found to significantly compromise the overall quality of available national[16] GE/HR statistics which should provide the foundation informing all   programs and initiatives in the West and Central Africa region.

2.5. Gender Equality and Human Rights (GE/HR)

UNW-WCA countries have evidently adopted various KM practices, however these practices are inconsistent. The practices vary; they include (but are not limited to): translation of knowledge products into local languages (however, being a predominantly francophone region, most written/print knowledge products are developed in English which is a key barrier to utility by both internal and external stakeholders); some programs use creative GE/HR messaging in the forms of short videos and documentaries; a number of countries disseminated GE/HR knowledge through the use of radio and further trained media houses which broadcast in local languages on GE/HR etc. With the exception of the Gender Resource Centre (GRC) in Liberia which is perceived as more accessible since it is located within the Ministry of Gender offices, KPs were perceived by respondents as relatively difficult to access due to security clearance processes at the gate of UN Women premises. Geographical access was also noted by respondents who observed that UN Women offices were mostly located in capital cities and thus were inaccessible to rural populations. Collaboration of UNW-WCA units with devolved government ministries was seen as a solution to facilitate better dissemination of GE/HR knowledge products in rural areas.

Although it was clear that all countries had in place KM measures, it is evident that there remains a large cross-section of non-intellectual and marginalized populations, including those left behind that were not being effectively reached with GE/HR messaging. We did not find any references of GE/HR knowledge products designed in Braille for the visually impaired or screen readers for those with low vision across all the visited countries. However, the consultants observed that most UNW-WCA buildings had ramps, lifts and clear signage that made them easily accessible to people living with physical disabilities. This therefore calls for more deliberate knowledge management strategies to ensure that marginalized populations and those left behind are reached.

Key Recommendations

Internal standardization of KM processes and practices (most importantly back-up, storage and archives) of   data, information and knowledge needs to take place with high urgency. This is necessitated by the fact that although the UNW Corporate Strategy 2018-2021 provides initial guidance on the aforementioned, it does not comprehensively cover all aspects that KM entails. The first step therefore, is for the West and Central Africa Regional Office to build upon the Corporate KM Strategy and clearly outline a standard minimum set of KM practices that will guide the region and provide clear standards for all units. The proposed/ongoing development of the regional KM and Organizational Learning (OL) strategy should provide standardized guidance of what KM practice should entail across the UNW-WCA region.

KM practices that should be considered include: delineating, communicating and inculcating (through management) clear and centralized in-house data/information/ knowledge storage processes to ensure   knowledge is readily available and easily accessible to all staff; increase the rate of Organizational Learning by implementing practices e.g. formation of small learning teams comprising staff who have superior Information Technology (IT) skills and staff with lower IT competency; inculcating peer-to-peer learning and mentorship; encouraging open information sharing within and across programs; implementation of good induction/ orientation processes that provide access to existing institutional memory; ensuring that there is the full buy-in and support from management for KM while encouraging staff to take personal interest in KM.

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16   "UN Women supports UN Member States as they set global standards for achieving gender equality, and works with governments and civil society to design laws, policies, programmes and services needed to ensure that the standards are effectively implemented and truly benefit women and girls worldwide" (http://www.unwomen.org/en/about-us/about-un-women)

Replication and implementation of the following highly promising and good practices is highly recommended for the greater UNW-WCA region:

'Gender Cafes', 'Peace Huts,'

Gender Resource Centers (housed within easily accessible devolved ministries of Gender),

Gender Knowledge Centers in UNW offices,

Gender Corners within academic institutions as they provide opportunities for dissemination of knowledge to GE/HR stakeholders and ensures sustainability of GE/HR knowledge dissemination at all levels.

High loss of institutional memory is currently the greatest risk posed to the sustainability, efficiency and effectiveness of UNW-WCA's overall knowledge management, thus it is critical to enact immediate and urgent stop-gap measures to counter any further institutional memory loss.

It is strongly recommended that all units within UNW-WCA urgently organize and implement centralized knowledge repositories/ databases/ servers for storage and archiving of   knowledge products to ensure that previous and ongoing production of knowledge within the Organization is secured and readily retrievable to all staff members. The following are 'quick-wins' that can be implemented immediately at no cost to the Organization:

Every unit (CO/PP) in the region should designate one central server (as simple as one desktop or cloud storage) to serve as a central repository and back-up for all knowledge products and it should be accessible to all country staff. A similar repository should also be available at the RO. IT departments would provide staff and external stakeholders with various access levels to knowledge products . This will ensure that all GE/HR data and information are retained in case of staff departure or loss of electronic equipment through e.g. computer crashes, inaccessibility etc.

Develop a standardized folder nomenclature system and require all staff to save their work on the central server system. Alternatively, IT departments could develop computer pathways that automate the process of saving documents in the central repository to forestall loss of information and institutional memory. Automated back-up practices can be incorporated to make these practices highly efficient and counter occurrences of low computer-based skills.

Sensitize staff on the importance of creating and sharing KPs internally with their colleagues. Designing a recognition or rewards system for staff who develop a culture of sharing quality knowledge products can act as a form of motivation.

Implement comprehensive standardized staff handover and staff induction processes to ensure that there is seamless knowledge transfer and storage. An excellent handover report/template[17] from Liberias WEE program is provided as an example that can be emulated across the WCA region.

Production of bilingual French-English knowledge products , translation of existing knowledge products into local languages and knowledge products for the visually handicapped need to be factored into the processes of UNW-WCA to ensure wider, relevant, effective reach of the GE/HR messaging. In addition, country-specific portals hosted by the 'mother' UN Women website need to be regularly updated with current country/context specific real-life stories, data, information and knowledge to increase relevance and utility by internal stakeholders - more so by external stakeholders to whom this dissemination initiatives are targeted at. This will require a reduction in systemic bureaucracy where knowledge products pass through lengthy time-consuming approval processes. It is highly recommended that significant autonomy be accorded to WCARO to allow for quick approval and dissemination of country-specific knowledge products and information that is uploaded onto country-specific websites. Simplifying and reducing the turn-around-time for knowledge products approvals for the UNW Africa website or even the HQ website by *"de-risking of the approval process of knowledge products "* as practiced by the African Development Bank will enable units to quickly disseminate GE/HR data, information and knowledge. The UNW- WCA regional office can also grant COs a significant level of autonomy to approve certain knowledge products and information that they can quickly and effectively upload for dissemination using social media channels so as to stay relevant and increase brand visibility.

Simple efficient avenues for GE/HR knowledge dissemination include (but are not limited to) radio

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or SMS, creative arts e.g. music, theatre, production of short films, videos and documentaries to reach the general public, marginalized groups and those left behind. Social media (Facebook, Twitter, etc.) targeting the youth is strongly recommended to capture events as they occur in real time thus solicit instant knowledge sharing for greater relevance, elicit feedback while increasing UNW-WCA's visibility. This will also enable UNW-WCA better transmit GE/HR knowledge to more people and especially the rural, non-intellectual and marginalized populations ensuring no one is left behind.

Delineation of a minimum set of the existing digital platforms and information management systems that will be utilized across the UNW-WCA region is paramount for greater organizational effectiveness, efficiency and heightened Organizational Learning. New staff joining the organization can be provided with an orientation kit/ training package that outlines the key KM platforms that they will need to use in the course of their duties.

It is also imperative to conduct an ICT-based needs assessment for all staff to inform the Organization of the gaps in its overall capacity to effectively utilize the well-developed and readily available information management systems and platforms. Staff capacity enhancement to increase Organizational Learning and better utilize the excellent information management systems available also needs to be systematically carried out. The following key modalities are recommended to facilitate higher Organizational Learning: development of knowledge products should be embedded into organizational and staff annual work plans at all levels; a requirement that units/departments engage in the production and dissemination of various forms of knowledge or require them to develop a minimum number of knowledge products annually should be provided; use mentorship, peer-to-peer learning and IT staff to provide on-the-job trainings that would grow internal staff capacity for better utilization of information management systems and enhance Organizational Learning.

- o Dedicated resources (human, financial, time, equipment etc.) need to be urgently allotted to the KM process so as to ensure that there are requisite resources dedicated specifically to KM and that these resources are further accessible to all UNW WCA units.

    a. It is imperative that a KM team/ unit is constituted in each of the units within UNW-WCA. The formation of a team comprising a combination of (but not limited to) research/statistics, Monitoring and Evaluation (M&E), communications/public relations and knowledge management staff members to drive the KM agenda in each of the UNW-WCA units/countries is crucial.

    b. Oversight, coordination and implementation support for the country-based KM teams/ units would be provided by the KM unit at WCARO - a senior-level (P5) staff is recommended to lead this unit at the regional level.

    c. Allocation of financial resources in the core budgets of UNW-WCA units for conducting KM needs to be prioritized for more effective and relevant KM within countries.

- o Provision of coordination support by UNW-WCA towards strengthening of the national GE/HR data collection systems/ gender machinery would further increase the visibility of UNW-WCA and firmly secure its position as the lead of GE/HR knowledge in the West and Central Africa (WCA) region.

3. Organization of the Report

The report is organized into five key sections: 1 - Introduction, 2 - Methodology, 3 - Findings, 4 - Conclusions and Recommendations, 5. References and Annexes.

GEOGRAPHIC SCOPE OF THE EVALUATION

The KME covered the UN Women West and Central Africa regional office, country offices in Cameroon, Côte d'Ivoire, Nigeria, Liberia, Mali and Senegal program presence as depicted on the map below.

INTRODUCTION

The United Nations Entity for Gender Equality and the Empowerment of Women, hereinafter referred to as UN Women (UNW), operates in many regions globally. The UN Women West and Central Africa Regional Office (WCARO) oversees the coordination of the West and Central Africa (WCA) region. UN Women, grounded in the vision of equality enshrined in the Charter of the United Nations, works for: gender equality and women empowerment; sustainable development, human rights, humanitarian action, peace and security; and for the elimination of discrimination against women and girls. The General Assembly Resolution A/RES/72/279, 'Repositioning of the United Nations development system in the context of the quadrennial comprehensive policy review of operational activities for development of the United Nations system,' proposes system-wide collective action to support the implementation of the 2030 Agenda for Sustainable Development. The system-wide strategic document charts a path for the UN System to work collaboratively, building on the strengths of each entity, to accelerate its alignment with the 2030 Agenda at the country, regional and global levels. Underlying these proposals is a strong Knowledge Management function.[18]

The corporate UN Women's Knowledge Management Strategy (2018-2021), is a crucial and comprehensive document. It is also timely having been issued at a time when UN Women is working on the United Nations Development System (UNDS) Reform, the forthcoming Beijing+25 and Agenda 2063. The document clearly indicates the need for stronger knowledge management and covers key areas that need to be strengthened within UN Women. KM is further envisaged as the process that strengthens the 'how to' of advancing gender equality and women's empowerment, and also as the process through which organizations create and use their institutional and collective knowledge.[19]

Knowledge management has increasingly been recognized by UN Women West and Central Africa (UNW-WCA), as its intangible asset and a major ingredient of its comparative advantage. The entity's relative advantage depends in turn, on its ability to quickly learn from experience while integrating into everyday practice, the body of knowledge generated by the organization over the years. This inevitably translates into better capacities to share knowledge for promoting and advancing the Gender Equality and Women Empowerment (GEWE) and Human Rights (HR) agenda. Thus, creation, storage/retrieval and dissemination of high-quality knowledge is one of the most important KM objectives of UNW-WCA. Indeed, KM has been prioritized as the third core function of UNW-WCARO's Strategic Note[20].

In a bid to find out how UNW-WCA was performing with regards to KM, the Evaluation Unit of the UNW West and Central Africa regional office commissioned PARS Research, (an independent consultancy firm headquartered in Nairobi Kenya), in October 2018 to conduct a Knowledge Management Evaluation (KME) aimed at finding out how well UNW-WCA was doing in the area of knowledge management. PARS Research is hereinafter also referred to as 'the Consultant.'

1.1. Evaluation Purpose

The purpose of the Knowledge Management Evaluation (KME) was:

- To provide an assessment of (1) the current state of the KM function within UNW-WCA by Department/CO across the region and (2) identify opportunities for and barriers to its successful role as a knowledge broker and provider;
- To provide recommendations for improving KM and Organizational Learning (OL) as part of the upcoming regional KM strategy development process and further inform the development of country-level KM work plans.

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18   UN Women Knowledge Management Strategy 2018-2021
19   IBID
20   TOR: Knowledge Management Evaluation

1.2. Object of Evaluation

UN Women (UNW) was established in 2010 by the United Nations General Assembly and plays a crucial coordination role in assisting member states and the UN system to effectively and efficiently progress towards realizing gender equality and women empowerment. UNW, a global champion for women and girls, was established to accelerate progress of meeting their needs globally through setting global standards and working with governments and Civil Society Organizations (CSO's) to design requisite laws, policies, programs and services towards achieving gender equality. In addition to coordinating the UN Systems work in GE/HR, UN Women focuses on five priority areas: women's leadership and participation; ending violence against women; engaging women in all aspects of peace and security processes; enhancing women's economic empowerment and making gender equality central to national development planning and budgeting. UNW further supports initiatives that ensure gender equality becomes an integral part of the Sustainable Development Goals (SDG's) and the African Union's Agenda 2063 as well as other global and regional initiatives implemented through governments and CSO's.

The UN Women regional architecture was formed in 2012 with the key aim of increasing UN Women's country presence by delegating higher authority to the field, thus improve its effectiveness on the ground and address weaknesses linked to a fully centralized structure inherited from previous entities. According to the regional architecture evaluation carried out in 2016, Country Offices (CO's) responded best to in-country stakeholders while Multi-Country Offices (MCO's) and Program Presence (PP) countries were significantly affected in their capacity.

MCOs were challenged by the additional responsibility of supporting satellite PP offices because they are assigned similar staffing as COs but have to support multiple countries instead of one. PP offices, originally designed in the regional architecture to implement programmes only, have two constraints: (1) limited access to key stakeholder platforms, because they are not recognized as actors of equal standing as other UN agencies; and (2) limited capacity to respond - on average, their workforce is one-fourth of the workforce of COs and the budgets they manage are six times smaller than COs'. In addition, UN Women's capacity to respond to stakeholders in non-programme presence countries is limited, and stakeholders in these countries are best served by global and regional agreements incorporating GE/HR. In further evaluating the effectiveness of the regional architecture, the study documents that (1) the structure at headquarters has not been adequately adjusted to support regions and countries; and (2) the prescribed robust KM and internal communication functions have not been adequately developed. In addition, the Program Presence offices experienced challenges in delivering on the normative and coordination aspects of the UN Women mandate, because they have limited access to relevant governmental and UN platforms and more limited staffing. The study further found that Program Presence countries seemed best organized to manage programmes and were less able to fulfil the normative and coordination functions because they are not recognized as actors of equal standing as other UN agencies. As such, they did not have representational functions, nor were they allocated core resources to support free standing normative or coordination initiatives".[21]

Although UNW made significant effort in developing new and improving existing knowledge information management systems, the Corporate evaluation of the regional architecture study also found that 'knowledge management had not been prioritized by the organization, there were also challenges in the "ownership" of data quality and knowledge-sharing responsibilities in the organization, which made it more difficult to lead and expedite knowledge sharing and use from the existing and new data, even with improved systems.

During the inception phase of this Knowledge Management Evaluation (KME), the core evaluation management team provided background information on the general status of KM within UNW-WCA. At this initial phase of the KME, it was clearly stated that while UN Women as a corporate entity practiced various aspects of KM, UNW-WCA did not have any formalized KM structures neither were there clearly articulated plans or standards that existed within the corporate entity, starting from headquarters (HQ), down to the Regional Office (RO) and to countries. The KME thus initially sought to build upon the KP stock-taking process that UNW-WCA had initiated, being an entry point for articulating gaps, opportunities and practices that were taking place within the

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21   Excerpts from the Corporate Evaluation of the Regional Architecture of UN Women (2016)

RO and in specific countries.

The object of this KME was therefore clearly articulated as being a study of the KM practices and inquiry into the organizational culture within which KM exists or is practiced within UNW-WCA. This contextual study further included key groups of stakeholders who are part and parcel of UNW-WCA's knowledge management cycles; these include agencies from the UN Family, key government ministries/ departments, donors, partners, civil society organizations, the media, research and academic institutions and former UNW-WCA contractors. The geographical context and scope of the KME was envisaged to cover six countries in west and central Africa that included respondents from: the UN Women West and Central Africa regional office in Senegal; country offices in Mali, Ivory Coast, Nigeria, Liberia; and Senegal program presence.

1.3.   Evaluation Objectives and Questions

The objectives of the KME were:

1. To inquire about how UNW-WCA was doing in terms of Organizational Learning and to identify Departments/COs representing the most desirable approach for eliciting KM emulation across thematic areas, units and COs, less importantly, comparing and ranking units/CO to find out which ones reflect more success

2. To find out the extent to which UNW-WCA has acted as a knowledge broker and knowledge provider on the subject matter of gender equality, and find out how effectively the Departments/COs were acting as a collective or individual knowledge hub both within the UN System, for governments and development stakeholders. The study also sought to find out whether; the role of UNW-WCA as the expert in GE/HR knowledge had been confirmed by UN agencies as part of UN Women's coordination mandate, and further by various stakeholders and the general public.

The KME answered the questions outlined in the following KME criteria matrix (page 20).

Table 1: Evaluation Matrix

Criteria	Definition	Priority Question (s)
RELE-VANCE	Relevance seeks to assess the extent to which UNW-WCA's knowledge management and organizational learning practices are suited to the GE/HR needs of both internal and external stakeholders.	1. How comprehensive is the current KM approach? 2. What does knowledge management mean to you? 3. Are knowledge transfer practices (such as trainings, workshop events…) perceived (by staff, stakeholders, managers …) as relevant to their work? 4. How relevant is the repository of available knowledge to the needs of staff and decision makers? 5. How extensive are citations of knowledge products generated by UNW-WCA? 6. What is the opinion among stakeholders and the general public about the relevance of UNW-WCA's shared knowledge
EFFEC-TIVENESS	Effectiveness seeks to measure the extent to which UNW-WCA's KM and Organizational Learning practices have contributed to the achievement of planned outcomes while mitigating negative influencers that could hinder achievement of UNW-WCA's objectives.	7. What type of knowledge has been collected/created by the department/CO? 8. Is the knowledge captured from project implementation consistently integrated into the knowledge base of UNW-WCA? → To what extent has the collected knowledge enhanced practical learning[22] by staff? → How many employees report that their job improved as a result of extended learning collaboration? 9. What is the employees' opinion about the quality of their individual and collective knowledge in order to serve the mandate of their organisation? 10. Have trainings induced tangible increases of skills and behaviour gains acquired there after? What is the managers' opinion about the effectiveness of knowledge utilization? 11. What type of knowledge has been collected/developed by the department/CO? 12. Regarding knowledge produced by different parts of UNW-WCA: to what extent has it been organized and shared? 13. What has been the role of UNW-WCA in terms of gender knowledge sharing in the context of the UNDAF and UN CT? 14. To what extent have knowledge products been consulted or used by UN agencies and various stakeholders? [How accessible to interested parties is the knowledge and information produced by UNW-WCA?]
		15. What instances were observed of knowledge shared (public discussions, workshops, awareness campaigns, knowledge product disseminations,) being used and contributing to behavioural and policy changes that support GE/HR? Discussions, workshops, awareness campaigns, knowledge product disseminations,) being used and contributing to behavioural and policy changes that support GE/HR?

22   "practical learning" is said to be about staff adopting skills and behaviors that are likely to render UNW-WCA's operations more efficient, enhance organizational capacity to act quickly and improve overall performance and ultimately, reinforce the organization's comparative advantage.

EFFICIEN-CY	Efficiency seeks to assess whether UNW-WCA utilizes and organizes the available resources (inputs) in the best ways - to achieve highest productive capacity and desired results - having incurred the lowest costs possible during implementation of KM and Organizational Learning.	16. What knowledge and information management system is in place for UNW-WCA and how functional is it?
		17. How consistent are resources and planning invested in KM (human capacity, financial, logistical)? How efficiently have they been used?
		18. How efficiently have the learning processes of new knowledge (by individuals, units, departments) been managed?
		[To assess efficiency of organizational learning, we need to look at each unit's or CO's KM efficiency:
		Efficiency of knowledge storage: how useful is the available knowledge repository for the unit or CO-
		Is the repository filled with (in-) accurate, and (un-)reliable knowledge items?
		Efficiency of creation and/or efficiency of acquiring new knowledge from the outside-Efficiency of knowledge transfer from expert to junior or newly-hired employees]
		19. What synergies (across thematic areas; between units and COs) were sought for knowledge creation?
		20. How coordinated have UNW-WCA knowledge production initiatives been across the WCA region? Was there any overlap or redundancy in acquiring, creating, storing, sharing knowledge by individuals and organizational units?
SUSTAI-NABILITY	Sustainability seeks to measure the extent to which positive GE/HR KM and Organizational Learning based outcomes can be maintained and advanced by the local units if donor funding were withdrawn.	21. What measures are in place in the long run to compensate for potential losses in organizational knowledge when there are changes in personnel?
		22. How do the department/COs account for training benefits long after they have been conducted?
		23. What partnerships were sought locally to strengthen national KM capacity in GE/HR (universities, gender machinery...)?
GENDER & HR	Gender and HR, a cross-cutting theme-seeks to assess the extent to which UNW-WCA's KM and Organizational Learning practices address the globally accepted human rights norms and standards on gender equality and women's empowerment.	24. Has there been any skill transfer initiatives for highly technical positions (IT, M&E Procurement and various posts in logistics, finance and operations), in favour of women and marginalised groups?
		25. What measures were deliberately taken to reach populations other than the intellectual elite (translation in local languages, oral media,)?
		26. To what extent are the different KM approaches conducive to supporting the most marginalized populations (including those left-behind)?

1.4.   Scope of Work

The geographic scope of the evaluation covered the UNW-WCA regional office, five country offices namely Cameroon, Côte d'Ivoire, Nigeria, Liberia, Mali and Senegal Program Presence. The substantive scope of the evaluation inquired about knowledge creation, storage and retrieval, sharing and learning practices, further analyzing the body of Knowledge Products (KP's) generated by offices from 2011 to 2018 and various aspects of organizational learning.

1.5.   Work plan

The study was commissioned by UNW-WCA in October 2018. The initial stage comprised of an intensive literature review process that provided a rich source of highly relevant secondary data. Towards this end, the UN Women management group provided PARS Research with key literature (which included published and internal reports) that informed the KME processes. The resultant secondary data provided critical information on the status of KM and Organizational Learning at the beginning of the KME, and further informed the development of the KME data collection tools and compilation of the Inception Report – the first deliverable submitted by the Consultant.

The data collection tools development process consistently incorporated feedback received from the UN Women management group. The final draft data collection tools were piloted and updated before the final field data collection process commenced on 21st October in Mali. The field data collection process ended on 25th November 2018 in Nigeria.

Data analysis and report writing were conducted concurrently from the first week of December 2018 to mid-January 2019. The first draft report was submitted to the UNW-WCA KME management group on January 15th 2019. Feedback from the KME management and reference groups was subsequently submitted to the Consultant enabling the completion of this final KME. (Annex 5 provides the detailed calendar of KME activities that were carried out).

CHAPTER TWO: METHODOLOGY

2.1. Methodology

A cross sectional study design was used for this evaluation. A mixed methods approach to data collection and use of triangulation ensured credibility and validity of the data collected. The evaluation was conducted in three phases namely inception phase, data collection phase and data analysis and report writing phase.

The first phase involved secondary data collection which comprised of an in-depth review of literature and KPs produced at the regional and country levels from 2011 to 2018. The review mainly assessed and documented knowledge sharing and learning practices at the country levels and at the regional level (WCARO). Draft process reports on the 'Stock taking mission' commissioned by WCARO (ongoing at the time) provided good secondary information since it covered an initial assessment of KPs and digital platforms which included but were not limited to Result Management System (RMS), GATE, the Donor Agreement Management System (DAMS) and the Digital Library among others.

Important secondary materials reviewed included (but were not limited to) the following: Knowledge Management Evaluation Terms of Reference, UN Brief-Coordinating For Gender Equality Results May 2016, Corporate Evaluation of the Regional Architecture of UN Women, Knowledge Management Strategy 2018-2021, Draft Report KM Practices in UN Women Cameroon Country Office, The KM stock-taking exercise report – Liberia, Draft Report on KM Practices in UNW-WCA, Evaluation Brief on Corporate Evaluation of the Regional Architecture, UNW Evaluation Handbook: How to Manage Gender Responsive Evaluation, 2015, Knowledge Management in the United Nations System, UN General Assembly Resolution 31st May 2018, WCARO Strategic Note 2018- 2021 among other relevant documents sourced from online search engines by the Consultant. (These are outlined in annex 2).

Quantitative and qualitative data collection tools were developed following the literature review process with the final deliverable from this first phase being the KME inception report, which aggregated preliminary secondary data obtained from the initial review of the aforementioned literature and electronic sources. The inception report also contained the KME data collection tools and the workplan (annex 5) that guided the conduct of the KME.

The second phase comprised of field data collection visits to the six aforementioned countries in West Africa namely Mali, Senegal, Côte d'Ivoire, Liberia, Cameroon and Nigeria where both qualitative and quantitative data was collected. The stakeholders involved in the data collection were purposively selected and included UNW-WCA staff in the regional and country offices, government officials at national and regional level, civil society partners, bilateral and multi-lateral donors, other UN Agencies (approximately 5 key agencies), media and technology firms, academia and previous contractors/consultants who worked with UNW-WCA. Qualitative data was collected through face to face/ Skype Key Informant Interviews (KIIs) with relevant stakeholders using a semi structured interview guide. Focus Group Discussions (FGDs) were held with UNW-WCA staff members, selected members from civil society organizations, media and implementing partners. A few mini groups compromising of two to four homogeneous respondents from the categories above were also conducted. Qualitative interviews were recorded using digital recorders.

Key Informant Interviews (KIIs): Purposive sampling, and snow-balling in some cases, were used to select participants for the key informant interviews. A total of 80 KIIs were conducted: 10 with government representatives from relevant ministries and departments in the six countries, Academia - 5, other UN agencies - 11, media representatives - 3, former contractors - 4 and 43 with UNW-WCA staff. (See Annex 3 for the breakdown of KII respondents of this KME).

Focus Group Discussions (FGDs): The recommended number of 8 - 12 people for FGDs were invited to a central location to discuss the subject of KM. The consultant working with two translators from UNW, moderated the discussions using a semi-structured discussion guide. A total of 24 FGDs were conducted as follows; implementing partners - 5, Academia - 2, media - 2, UNW-WCA staff - 7 and 3 with government representatives from relevant ministries. (A breakdown of the FGDs conducted can be found in Annex 3 of this report).

Quantitative data: Quantitative data was collected using a structured questionnaire administered online and hosted by the Open Data Kit (ODK) software. The data collection tool designed for this study was encrypted and configured into the ODK Collect and a link (English and French supported) was shared by email with all staff in the six UNW-WCA study country offices. The questionnaire included open ended questions that allowed respondents to further qualify their quantitative responses where necessary. The bilingual quantitative questionnaire ensured that respondents from the francophone countries received an equal chance to respond to the evaluation. The online survey had an uptake of 55% (44 out of 80 members of staff responded to the online questionnaire), 5 declined and the remaining 31 did not participate. The breakdown of the uptake per country is annexed to this report. (Annex 3)

The third phase comprised of data processing, analysis and report writing. Recorded data was transcribed by qualified PARS Research transcribers into word documents which were analyzed thematically and guided by the OECD/DAC[23] criteria as provided in the KME Terms of Reference (TORs). A coding framework was developed by the PARS Research data analysis team. All transcripts were uploaded into Nvivo©10 and subsequently coded using the aforementioned coding framework centred upon the 26 evaluation questions outlined in the KME terms of reference. Subsequently, narratives were developed for each theme based on various queries and matrices to analyze the qualitative data. Queries were run using Nvivo© 10 to identify similarities and understand differences across themes.

Quantitative data was downloaded to a secure server at PARS Research and analysis done using Statistical Package for Social Sciences (SPSS®).

Report writing: Findings from the KME were organised into a report based on the four key parameters of relevance, efficiency, effectiveness, and sustainability which included gender equality and human rights as a cross-cutting component**.**

2.2.   Limitations of the evaluation

The study had the following limitations:

Language barrier: With the exception of Nigeria and Liberia, many respondents from the other study countries had challenges communicating in English. The consultants therefore used translators from the UNW-WCA regional office.

Time schedule: Due to time constraints of four to five working days per country, the quantitative survey uptake was very low. The consultant therefore used weighting of data to increase the representativeness[24] of the sample.

Securing interviews with relevant Government respondents proved to be a major challenge in most countries (with the exception of Liberia). In some countries, respondents (mostly from government institutions) required to have the KME tool shared with them beforehand. Response rates from Government respondents remained low despite sharing the tools. The Consultant however leveraged optimally on the good working relations between the government and UNW-WCA country offices to secure interviews.

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23   https://www.oecd.org/dac/evaluation/49756382.pdf. Gender and Human Rights were included in the KME however Impact was not part of this KME
24   Weighting statistically increases or decreases the numbers of cases with particular characteristics in order to make the sample representative of the characteristics of interest in the population. Inadequate sampling, non-rresponse, and/or deliberate oversampling some categories of population may require weighting to increase the representativeness of the sample, https://www.researchgate.net/post/Do_I_need_to_weight_my_questionnaire_data

2.3 Ethical Considerations and Quality Assurance

The evaluation was carried out following the guidelines outlined in the evaluation handbook[25] and included the UNEG Ethical Guideline[26] for Evaluation on incorporating gender and human rights. The KME report has undergone various technical backstopping and quality assurance assessments including reviews by the evaluation management group, the evaluation reference group and quality assurance based on the UN Women Global Evaluation Reports Assessment and Analysis System (GERAAS)[27].

25   How To Manage Gender-Responsive Evaluation :Evaluation Handbook WEB Final 2015
26   http://www.unevaluation.org/document/detail/102
27   Available at http://www.unwomen.org/en/about-us/evaluation/decentralized-evaluations

CHAPTER THREE: FINDINGS

This chapter outlines findings based on the four (4) OECD/DAC criteria: Relevance, Effectiveness, Sustainability and Efficiency against which this knowledge management evaluation was conducted. Gender Equality and Human Rights (GE/HR) is a cross-cutting dimension that was considered while conducting this evaluation.

Triangulation of data and information obtained from literature, combined with the qualitative and quantitative enquiries is utilized to add rigour and provide a holistic analysis of the findings.

3.1. Relevance

F1: There was a general understanding of what knowledge management entailed amongst respondents. However, the current approach to KM was found to have neither standard definitions nor practices.

The Consultant sought to find out if there was a general consensus on what KM entailed. As shown in the figure below, slightly more than half of the respondents (62%) agreed that there was a general consensus of what KM entailed, while 20% felt there was no consensus and 18% said they did not know what KM entailed.

Q1. Is there a general consensus in your organization on what Knowledge Management entails? N=171
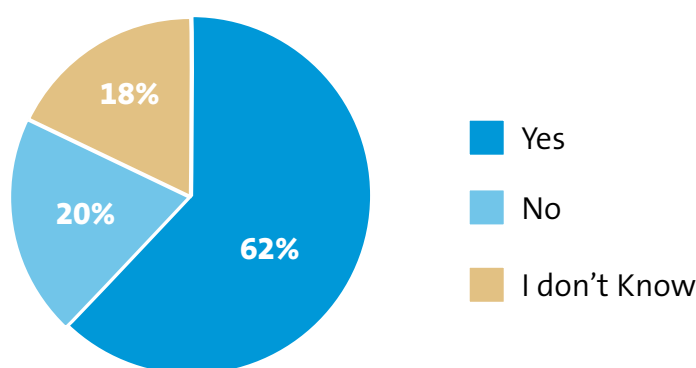

Figure 1: Is there a general consensus in the organization on what KM entails?

(Source: UNW-WCA 2018 KME Quantitative data results)

Qualitative interviews with members of staff confirmed that KM had no standard definition or practice within the COs and the Regional Office (RO). Most definitions given by staff members mentioned the collection/ documentation of information and sharing/communication of the same. Other respondents mentioned the capturing of best practices and sharing of the available information to make it useful to the end user, while others could not outline the difference between the terms communication, information and knowledge. The quote below is used to illustrate this view.

> [...*I don't think we have all the same understanding of knowledge management...its capturing the best practices and trying to improve on them when you are responding to similar situations*] **UNW staff**

> ["*Knowledge management to me is communication of the knowledge the organization possesses...* **KII with a Senegal programs staff.**]

This indicates that there is partial understanding of what KM entails in the region, however in as much as KM is relevant to staff and other stakeholders, its effective practice was hampered by the lack of a common definition and understanding.

> **F2: There were various KM practices within UNW-WCA which staff identified as relevant to their needs and while these practices are highly promising, they were not always carried out. Various promising KM practices were further hampered by the lack of dedicated KM resources while sharing of knowledge and the prevention of duplication of efforts were significantly constrained by the internal coordination challenges within the UNW-WCA region.**

KM Practices: The Consultant enquired on the relevance of both internal and external KM practices. Some of the most relevant internal KM practices as mentioned by respondents were trainings mentioned by (38%) of the respondents, studies and assessments mentioned by 28%, and newsletters mentioned by 9% respondents (figure 3). Digital platforms like DAMS, ATLAS, GATE had the least mention of (1%).
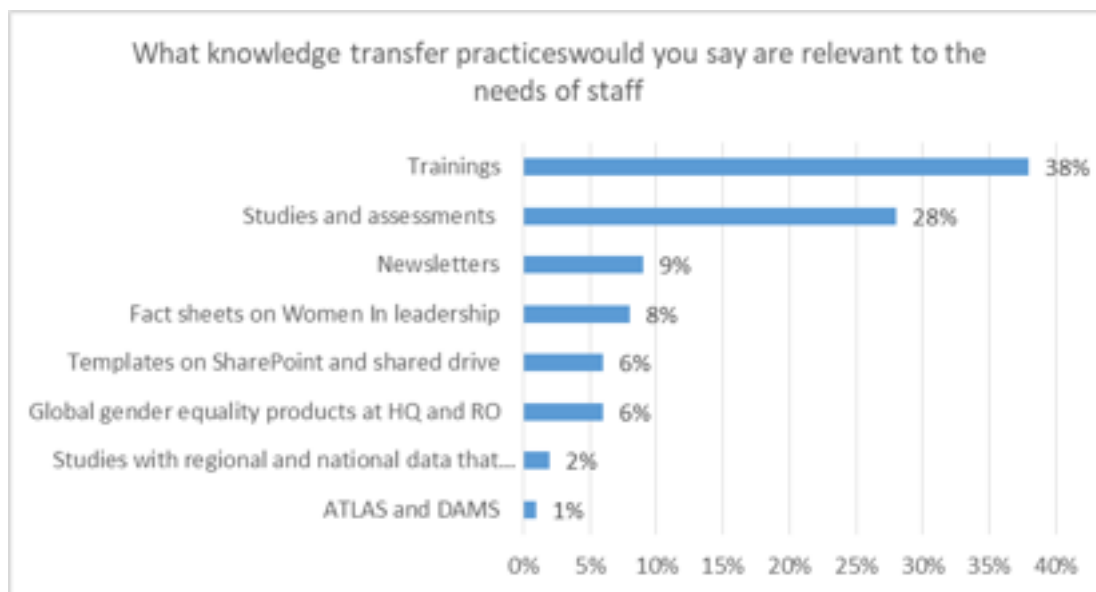

Figure 2: Relevance of Knowledge Transfer Practices

(Source: UNW-WCA 2018 KME Quantitative data results)

Although the platforms above are relevant examples of internal and external knowledge sharing practices present in UNW-WCA, and are supposed to support the processes of knowledge creation, storage/retrieval, transfer and application, respondents indicated that all these platforms were not consistently used.

Qualitatively, Gender Cafe's, Peace Huts, Gender Knowledge Centres (GKCs) and Gender Resource Centre's (GRC's) were found to be highly relevant external and internal knowledge dissemination forums which further strengthened Organizational Learning.

Promising KM practices were hampered by inadequate KM Resources: In relation to KM resources, UNW-WCA countries mostly did not have specific human resources or budget lines that were dedicated to KM. (Indeed UNW was reported as receiving significantly less financial resources in comparison to other UN agencies). UNW-WCA units (COs and PP) therefore used various unique and creative strategies to mobilize and distribute resources for KM. The UNW Cameroon CO for example, had succeeded in building a rich repository of readily available KPs at its gender knowledge center which exemplifies the Gender Knowledge Center as a good knowledge sharing culture to be emulated. Indeed beneficiaries of the GKC are UNW Cameroon CO staff, the academia, consultants, media amongst others. However, one of the major setbacks that the GKC faced was the lack of a systematic approach in the dissemination of knowledge products to the targeted external users. With better KM resourcing, UNW-WCA countries can emulate these knowledge sharing practices.

Effects of the UNW-WCA Coordination function on KM: UNW-WCA supported various avenues of knowledge sharing such as regional conferences e.g. Women Political Participation (WPP), workshops and webinars. Such avenues were further utilized for launching of new KM products

where applicable; shared learning; and/or soliciting for input on new strategies and products under development. UNW-WCA RO and COs were involved in joint KM strategies with other UN agencies. An example was given of the joint Gender Thematic Group (GTG) between UNW-WCA, UNICEF, USAID and other partners that focused on development and sharing of GE/HR related knowledge products such as country reports and plans of action on gender. There also existed good collaboration between UNW-WCA and national and international experts in the implementation of knowledge sharing platforms such as the gender café discussion sessions in Cameroon which collated and deliberated in GE/HR issues with different GE/HR experts and stakeholders. Resultant knowledge products from the gender cafes were available at the GKC.

> **F3: Although the UNW-WCA region possesses various types of knowledge products , they are stored in disparate locations and their storage is mostly not well organized hence their low accessibility. Production of English-based knowledge products in francophone countries coupled with lack of actual and current country-specific GEWE examples on the UNW websites was further found to significantly affect their use.**

Disparate storage and low accessibility of KPs: There are many KPs produced by UNW-WCA. Some of those mentioned by respondents included protocol or policy documents, evaluation reports, assessment reports, pamphlets, research or study papers, training modules, manuals, handbooks among others. Most UNW-WCA staff interviewees reported that they stored the data, information and resultant knowledge in their personal work computers which were often not centrally networked on a Local Access Network (LAN), and also did not have a centralized back-up system. There were however at least 5 staff members who reported that they backed-up and synchronized their documents on the well developed UN Women cloud storage facility. The tendency of most staff members to store data, information and knowledge-based products in personal computer folders without centralized LAN back-up facilities was said to have a negative impact on Organizational Learning and also on internal and external visibility of the knowledge products .

Some countries e.g. Cameroon and Liberia through the Gender Knowledge Centre (GKC) and Gender Resource Centers (GRC) were more organized in the way they stored their KPs. The KM stock-taking exercise report in Liberia reported that, the original purpose of the Gender Resource Centre (GRC) and by extension the Gender Knowledge Centre (GKC) had however been undermined by the insufficient resources granted to the structure[28]. This finding was corroborated during the KME. The centers had succeeded in promoting academic linkages by attracting university students, researchers, Non-Governmental Organizations (NGOs) and community members to engage in gender research. Some of the interviewed doctoral students seeking GE/HR knowledge for their studies opined that although the centers stored good literature on GE/HR, most resources were neither peer reviewed nor scientifically researched. On the other hand, while the UNW-WCA program staff acknowledged the GKC and GRC as relevant repositories for storage of GE/HR related knowledge, other stakeholders e.g. academia, community-based organizations and the media, noted the inaccessibility of the resource centers to the general public. They observed that since the centers were located within the highly secured UN premises, the GE/HR knowledge was only accessible to those who got clearance to access the premises. Access to KPs was further limited to community members who resided in the capital cities where these centers are located, although there were instances where KPs were disseminated using other methods. Respondents suggested that UNW-WCA should utilize more relevant, effective and cost-efficient modes of delivery of GE/HR knowledge to stakeholders including leveraging on the available decentralized government structures, use of radio, creative arts, social media or simple SMS.

UNW staff further mentioned the large repository of knowledge available on the UNW Head Quarters (HQ) and also on the UNW Africa websites. However, the UNW Africa website was reported as having limitations e.g. it lacked unique context/country-specific content. UNW staff opined that the HQ KM team needed to develop the capacity of country level staff (especially UNW-WCA COs editorial team/ communication /IT teams) to enable the region to regularly upload relevant, timely and context-specific content. This would significantly reduce the 'turn-around-time of the KP approval processes and enhance their relevance.

The academia suggested that UNW-WCA should systemically and structurally leverage on skills

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28   Draft Report KM practices Liberia

available at the local universities for peer review of UNW knowledge related documents. This would enrich the quality of UNW-WCA's repositories of gender knowledge. In addition, UNW-WCA could consider creating 'gender corners at local universities that disseminated GE/HR knowledge to learners within these institutions.

Low KP translation and minimal use of local contexts are key barriers to use: UNW-WCA RO and COs disseminated knowledge products especially on the UNW Africa website. However, respondents observed that they hardly encountered knowledge captured from projects implemented locally and lessons learnt thereof. The use of English language in countries which were predominantly French speaking was identified as a major barrier to sharing knowledge with the general public and other marginalized groups. Senegal Program Presence was found to have translated a significant number of external documents into local languages and from English to French, subsequently sharing them with rural communities. Production of video or drama documentaries was also done by some countries and reported by most UNW-WCA countries as being a highly relevant mode of reaching marginalized populations.

> **F4: UNW-WCA has achieved significant milestones in establishing itself as the GO-TO place for gender related knowledge.**

UNW-WCA works with the governments in respective countries in the planning and implementation of GE/HR related development programmes across its five thematic areas. The Organization also partners with other UN agencies through gender responsive planning and budgeting among others. For example, in Cameroon, a program on women peace and security - which has incorporated many stakeholders including the Ministry of Women and Family, Ministry of Budget and Planning, other UN agencies and CSOs - was launched. In working with these institutions, the UNW Cameroon CO has influenced the production of gender disaggregated data to inform and design planning, implementation, monitoring and evaluation of development efforts by government, civil society, private sector and media partners. The Cameroon CO further capitalizes on the data that the government produces and makes this available to other stakeholders. Through the Flagship Programme of 'Making Every Woman and Girl Count'[29] the UNW-WCA Cameroon office aims to influence radical changes in how gender statistics are created, used and promoted.

> **F5: There are adequate KM information systems within UNW-WCA region. However, the capacity to use the required information systems among members of staff is limited.**

A number of UNW staff reported that they lacked adequate technical capacity to effectively navigate and optimally utilize the KM information management systems available. Other staff members reported that they lacked the requisite time to navigate and interrogate the systems due to heavy workloads. In addition, KM was neither embedded in individuals' job descriptions nor in their annual work plans. In some cases, low Organizational Learning could be occasioned by (among others) low capacity to effectively use available platforms/ systems.

3.2. Effectiveness

To determine effectiveness of KM in UNW-WCA region, the Consultant assessed both explicit and tacit knowledge among other areas. Explicit knowledge is clearly developed, codified and documented and is generally structured, has no concealed meaning, and can be readily transmitted to others[30]. Tacit knowledge is often mentioned as experience of individuals and is in non-codified form. It is viewed as "intuitive knowledge and know-how which is: rooted in context, experience, practice & values, hard to communicate and resides in the minds of practitioners. It is generally viewed as the best source of long-term competitive advantage and innovation and is typically passed on through socialization, mentoring etc. It is sometimes referred to as 'wisdom' and is also viewed as knowledge developed from direct experience that is in people's heads and can guide the how to do things[31].

29	Peace huts are a safe space where women of the village come together to mediate and resolve community disputes. This is where women gather to discuss matters that affect their day to day lives... where the reconciliation and resolution of conflicts takes place, where rural women can openly and safely discuss issues of inequality and together take decisions on peace and security. (http://www.unwomen.org/en/news/stories/2012/9/from-conflict-resolution-to-prevention-connecting-peace-huts-to-the-police-in-liberia
30	https://pdfs.semanticscholar.org/eb3b/bdfc863d9ca823b8f5b135542ece422bf34e.pdf
31	Arshad et al, 2016. A Comprehensive Knowledge Management Process Framework for Healthcare

"3.2.1. Evaluations as a KM Function within UNW-WCA

Evaluations, when conducted with rigour, are a form of research that can provide credible reliable codified data, knowledge and information that organizations can use in ensuring that their interventions are relevant, effective and incorporate high efficiency to ensure sustainability and ultimate impact.

UNW as a corporate entity has developed the Global Accountability and Tracking of Evaluation use (GATE) System. It is an on-line based Information Management System, which facilitates UN Women's effort to strategically plan and effectively use evaluations for accountability, management for results, and knowledge management[32]. It provides a multi-faceted platform where all units within UNW (HQ, RO's, MCO's, CO's and PP's) can efficiently disseminate evaluation reports that provide opportunities for the Organization to learn from within since staff members can easily access the evaluations uploaded onto GATE. It also provides an opportunity for UN Women to act as a hub on knowledge to external stakeholders since the online evaluation resources are accessible to all stakeholders. By virtue of uploading reports, GATE also indirectly serves as a repository of evaluative reports, hence serving the dual purpose of being an online storage facility for countries and a highly effective and efficient internal and external dissemination channel.

The GATE has also revealed WCA Region's utilization of evaluation reports. The GATE works as an online platform for monitoring the implementation rate of the actions mentioned in the Management Responses. For instance, GATE has a built-in function that allows for both internal and external users to see the status (Ongoing/ Not Started/Completed) of given Evaluation report-recommendations subsequent to Management's responses. This aspect provides the actual/ real-time status of evaluation-related interventions and propels UNW-WCA countries and the region as a whole beyond GE/HR knowledge creation, storage and dissemination but on to evaluation use through providing a platform that facilitates evidence-informed decision-making, accountability and action.

F6: Reliable and credible GE/HR is generated through conduct of evaluations which have an inherent quality assurance checker

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Review of the online digital platform GATE indicates that 86% (6/7) of the units assessed (including the regional office) had successfully uploaded different types of evaluation reports on to GATE. While it is clear that there are at least 25 evaluations that have been uploaded onto the UNW-WCA GATE portal of the Regional Office between 2011 - 2018, and there are also current and archived evaluation plans for all the units, the Consultant notes that a minority of respondents mentioned evaluations as one of the primary source of GE/HR data, information or knowledge within UNW-WCA.

The Consultant thus opines that while conducting evaluations is generally considered good practice in generating credible, valid and reliable GE/HR data, dissemination of the evaluation reports through GATE is not a fully entrenched KM practice.

Qualitatively, respondents readily mentioned the use of rigorous research (in general) as a solid viable option that can be further developed and capitalized by programs within UNW-WCA to create reliable GE/HR data, information and knowledge. Highly rigorous research processes were found to be in use in certain countries e.g. Liberia through the Kofi Annan Institute and UNW Cameroon statistics office.

Figure 3 (below) illustrates the different types of Evaluations carried out in the UNW-WCA region. It also provides a basic comparative aspect with the UNW East and Southern Africa Regional Office (ESARO) that indicates that WCARO and ESARO uploaded the same number of evaluation reports within the same time period. It further shows that Cameroon and Mali have each uploaded four (4) evaluations on Gate, Côte d'Ivoire and Senegal Program Presence three (3) each, Liberia two (2) while there are no evaluations uploaded by Nigeria.

Figure 3: No. of Evaluations uploaded on GATE between 2011-2018

(Source: https://gate.unwomen.org/)
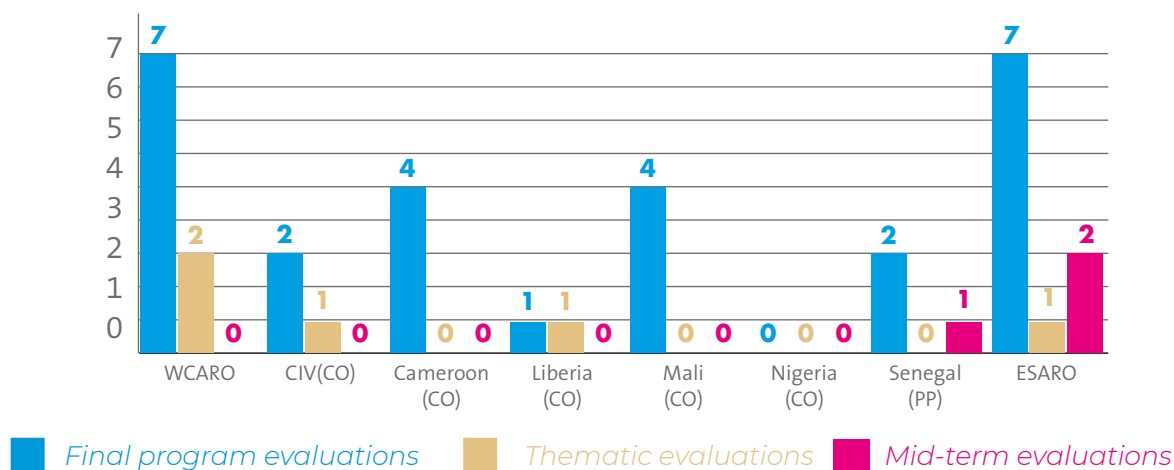
Although Quality Assurance (QA) was also found to be significantly embedded into the evaluation development process, the KME qualitative inquiry further found that QA practice has notably glaring gaps in the data collection processes mostly within government and civil society. Most implementing partners were however exposed to various levels of QA checks by UN Women. A good entry point for UNW-WCA is to provide technical assistance to government in terms of gender responsive data collection processes. This would increase its visibility as the lead UN agency in the creation of high quality GE/HR knowledge across the region.

Table 2: % of UNW-WCA evaluations rated on QA:

% of Evaluations rated[33] (Quality Assurance proxy indicator)	
Country/ Unit	Rated Evaluations (%)
WCARO	44% (or 4/9 reports)
CIV (CO)	67% (or 2/3 reports)
Cameroon (CO)	60% (or 3/4 reports)
Liberia (CO)	50% (or 1/ 2 reports
Mali CO	25% (or 1 / 4 reports)
Nigeria (CO)	-
Senegal (PP)	100% (or 2/2 reports)
ESARO	10 % (or 1/10 reports)

F7: Organizational Learning - Low uptake of UNW-WCA data, information and knowledge from UNW Evaluation reports and findings is a proxy indicator of low Organizational Learning and low access to digital platforms e.g. GATE

As indicated in the adjacent Table 2, various evaluations on GATE underwent a QA rating process that enabled users gauge the quality of evaluations. The four-scale rating is:

-    'Very good': The report can be used with high level of confidence and is considered a good example

-    Good: The report can be used with certain degree of confidence.

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33   The Independent Evaluation and Audit Services (IEAS) uses the UN Women Global Evaluation Quality Assessment and Rating tool to rank various parameters of Evaluations. Key parameters that evaluation reports must adequately have to receive high ratings include limited to) object and context, purpose and scope, methodology, findings, conclusions and lessons learnt, recommendations, GE/HR and overall presentation. These parameters are weighted differently for a total of 100%. The rating tool and results are found alongside each report that has gone through quality assurance testing.

- Fair: Partially meets requirements with some missing elements. The report can be used with caution.
- Unsatisfactory: Misses out the minimum quality standards

The two (2) evaluations uploaded by Senegal Program Presence had gone through this quality check, while 4 out of 9 (44%) of all WCARO evaluations had gone through this QA assessment.

While the KME questionnaires contained questions that sought to probe the processes that UNW-WCA utilized to create new GE/HR, e.g. *"What is the process used within UNW-WCA to create any new information/ generate any new data?"* the Consultant found that evaluation (as a data creation modality) did not feature as an answer in all respondents' "top-of-mind" answers, with the exception of three UNW-WCA M&E staff members. This presents a significant gap within the organization in relation to current organizational learning. Therefore the Consultant concludes that although there is evidence of highly credible published data, information and knowledge generated by and disseminated by UNW-WCA via GATE, staff members are not "consciously aware" of this repository as an immediate, reliable and readily available source of credible, valid, reliable GE/HR knowledge. This is a proxy indicator for low Organizational Learning.

F8: Effectiveness of digital platforms such as GATE, ATLAS, RMS, LEADS, and DAMS in facilitating capture, storage and dissemination of knowledge products is evident but not optimal

Although these platforms have allowed UN Women to capture the results of its activities in all aspects of its triple mandate, challenges in capturing, storing and retrieving results were said to persist. For example, the Consultant observed on the RMS, that staff members do not systematically attach relevant knowledge products or supporting documents. This was proven by the very low number of knowledge products localized on RMS: only 20 knowledge products between 2011 and 2018 have been localized on the system and a majority of those KP were in draft form. [34]

Staff from UNW-WCA- Liberia CO relied on information Technology (IT) support from UNDP thus had no specific IT staff to support their KM or respond to numerous staff needs on the same.

The process of accessing the UNW-WCA CO shared drive/ SharePoint or OneApp was not straightforward to many staff as they had not received adequate training on the same. Others mentioned having small computer monitors which could not display the whole dashboard. The operations staff in Cameroon also faced a similar dilemma where members of staff continuously needed assistance to navigate the computer based information management systems. Hence it is very important to enhance the capacity of staff or have a resident IT person to work with communications department for technical support of staff in knowledge creation, storage and dissemination.

F9: With the exception of WCARO, there is a general lack of departments/units charged with the responsibility of managing the KM process.

There were varied responses when participants were asked if there was a department dedicated to knowledge creation. Quantitatively, slightly more than half (56%) of all respondents said there was no department charges with KM, while 44% said there was. According to figure 4 below, more than four fifths (86%) and more than two thirds (71%) of respondents in Côte d'Ivoire and Liberia respectively reported that there were no departments dedicated to knowledge creation.

Qualitatively, key informants opined that there were no standardized processes in place to capture lessons learnt from programs but the common practice was putting the lessons learnt in quarterly reports. They therefore felt there was a need to allow programs to capture and distil lessons learnt as part of KM. The recommendation was to have a system similar to RMS that would be used to make quarterly reports where staff can answer questions about the results of the program and detail the lessons learnt, that would then create curiosity for staff to read hence increase Organizational Learning.

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34   Brief Research Report of knowledge sharing practices in UN WOMEN WCARO between 2011 and 2018

Is there a department in the RO/COs that is assigned the creation of KPs? n=36
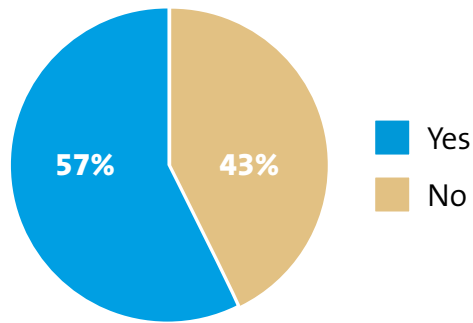
57% Yes
43% No

Figure 4: Department in the RO/CO/PP assigned to the creation of KPs

(Source: UNW-WCA 2018 KME Quantitative data results)

From the 43% of respondents who answered affirmatively that there existed a KM department as shown in figure 5 above, the Consultant sought to further find out the actual departments that the respondents were referring to. Their responses revealed highly divergent perceptions as presented in figure 5 below: at the regional office, all the respondents (100%) said it was the (then) recently recruited KM consultant. In Nigeria all the respondents (100%) said the communication unit was responsible while in Côte d'Ivoire, all the respondents (100%) said they did not know who was responsible for KM. In Cameroon, the highest mention (80%) was the KM consultant while the communication department was also mentioned (20%). In Liberia the responsibility lay with the KM consultant (50%) and Communications office (50%). In Mali the responses were shared amongst the RO (33%), KM consultant (33%) and Government (33%) as shown by figure 5 below.

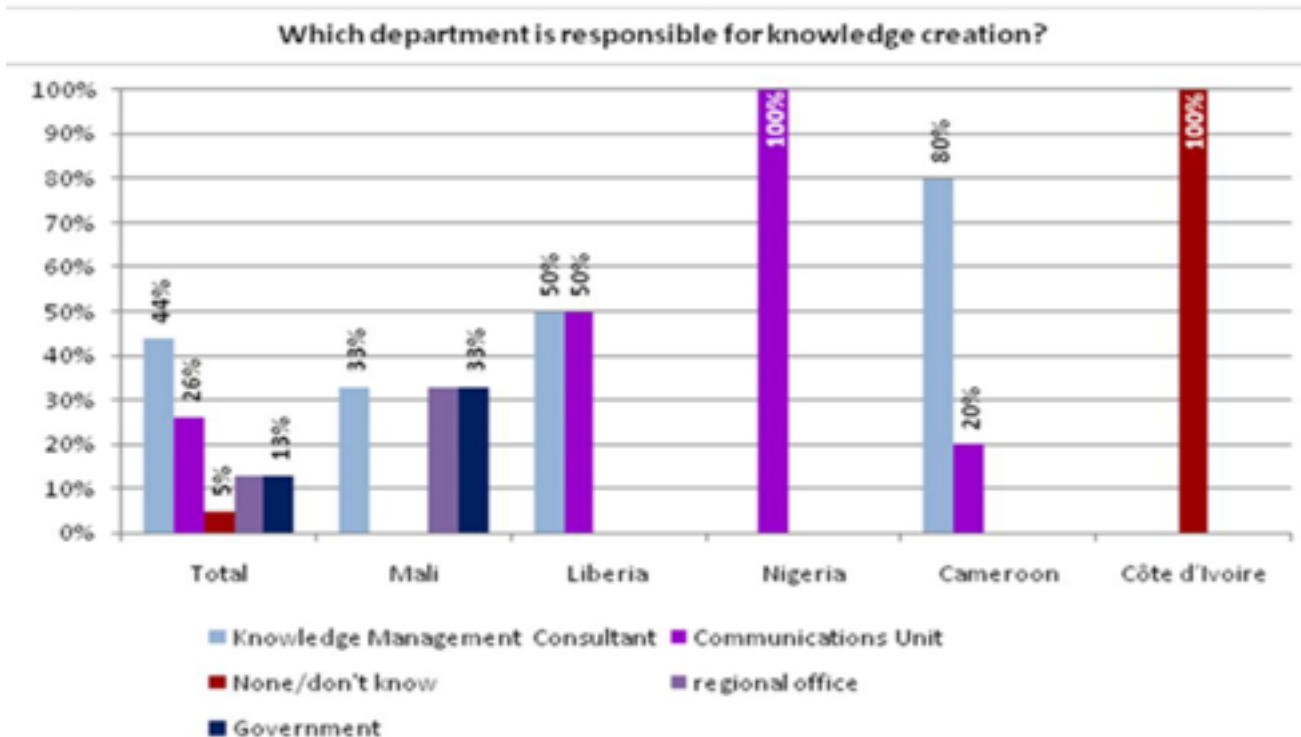

Figure 5: Staff perceptions on department/ individuals responsible for knowledge Management

(Source: UNW-WCA 2018 KME Quantitative data results)

These results confirm that with the exception of Senegal and Cameroon that identify the KM

consultant and some mention of the regional office, there is largely no department that was viewed as having been directly charged with the oversight of KM within the countries.

F10: Gaps in knowledge retention were occasioned by ineffective hand over processes.

Interviews with staff members across the countries confirmed that they were expected to write handover notes when exiting the organization. However, there were no standard hand-over note templates to provide guidance on what these should contain. In addition, central storage of the same was rarely done. Thus incoming staff often lacked knowledge on what their predecessors were working on hence ineffective on-boarding of new staff. Staff members further reported that it was not uncommon for new and existing staff to reach out to those who had left the organization. They would enquire or seek information on previous GE/HR work done or the location of various project documents. This indicates a very high level of institutional memory loss. It was also observed that, upon entry, many staff were not taken through rigorous induction processes but were often referred to SharePoint to learn from it. However, since only a minority of staff used SharePoint, new staff therefore faced a major on-boarding challenge.

A good example worth emulating was found in Liberia, where excellent handover notes (see annex 6) that provided solid entry points for incoming program staff was made available to the consultant. The Consultants' view is that the template can be emulated as a standard across all units and departments within UNW-WCA.

F11: KM skill transfer practices have positively impacted skills and behaviour amongst staff and stakeholders

Respondents reported that the knowledge created by UNW-WCA had enhanced their practical learning as shown in figure 6. Out of n=159 (weighted total) 56% reported that the knowledge products created had resulted to increases in skill and behavior gains, while 42% said they were not sure and 3% said no. Analysis by country was as follows; In Nigeria 100% n=28) and in Côte d'Ivoire 57% (n=19) were not sure if the training provided had any effects on their skills and behavior. In Cameroon, Mali and Liberia 77% (n=27, 83 %(n=54) and 43 %(n=54) respectively said knowledge created had enhanced practical learning.This were also reflected by secondary beneficiaries of training i.e. those trained or mentored by the ones who were originally trained by UNW-WCA who affirmed that trainings had positively affected their skills and behaviors.

    o   Upon enquiring how departments/COs accounted for training benefits long after they have been conducted for enhanced sustainability, the general response as concluded by the consultants was that there was generally no way of accounting for benefits accrued after trainings were conducted. This response did not include staff accessing the online training center which allowed to count the number of staff members who had completed trainings. UNW staff members however observed that there was an overall improvement in the quality of inputs that staff members gave into the UNDAF development process. There was also a proposal that programs should keep records of training attendance disaggregated by gender - at the end of the year while compiling the end of the year reports. It would then be possible to report about how many trainings were helpful, who participated and what lessons were learnt.
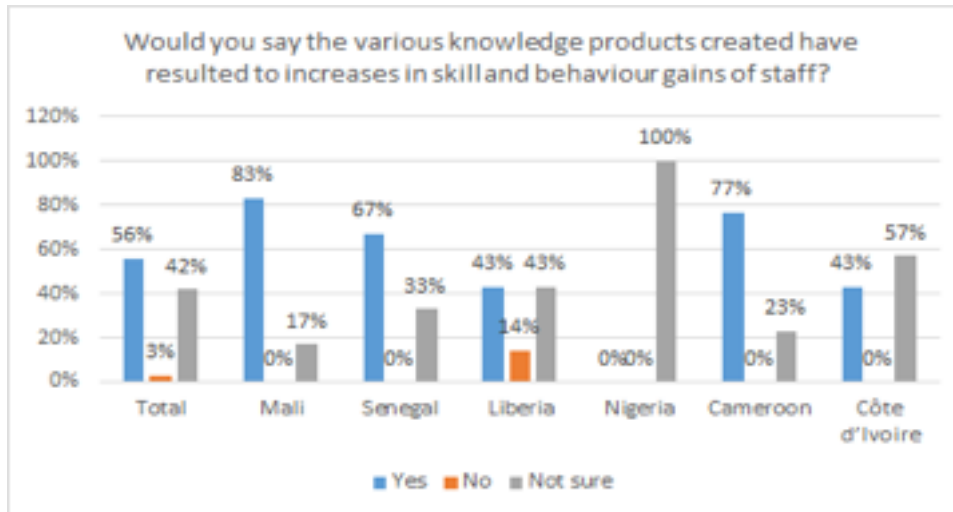
Figure 6: Staff perceptions on correlation of skills/ behaviour change to knowledge products

(Source: UNW-WCA 2018 KME Quantitative data results)

Qualitatively, respondents confirmed that the UNW-WCA KM trainings had positively impacted their skills and behaviour. Below are examples of change in skills, observable changes in behaviour as illustrated by the quotes below.

[..". *And based on the evaluation I'm usually doing at the end of the training and also the feedback I receive from the participants, usually it is very clear that they have increased their knowledge.*" (UNW Senegal KII)]

[…"*we thought that women and men are not equal but today even if this equality is not effective, I think there is a complementary aspect that exists between man and woman. This is due because of the information that we received from UNW Mali country office.* (Ministry Of Budget and planning, Mali)].

[… "*There is a way after the training, there is a way we write our stories … So our news room system is beginning to change, not like the one before …there is a way we have changed our way of writing, stories, making it more interesting and from a gender lens.*" (Nigeria Media FGD)]

> **F12: Sustainability of the gains made from the trainings was questioned since mentorship programs were a one-off activity and training attendance schedules were not always well coordinated.**

Mentorship and Peer-to-peer learning were occassionally practiced within various programs. Monitoring of benefits accrued from the same (as well as internal and external trainings conducted) was not done, while schedules for available trainings were reported as not being well informed by staff capacity gaps. UNW-WCA staff were made aware of the need for new learning, however concerns were raised that there was inadequate monitoring of the processes associated with new learning.

GE/HR related trainings that targeted CBOs at community levels were however frequently conducted and there were gains observed. For example, women political participation trainings were followed by a gradual increase in the numbers of female representatives in government growing in Cameroon. As reported by a respondent from one of the academic institutions that is running trainings in conjunction with UNW Liberia CO (see the quote below), it is evident that there are perceived benefits accrued from monitoring training outcomes.

*["…so we've been running a course on Women Peace and Security so we just gra-
duated the last group 3 weeks ago and we are going to do an impact evaluation
of how the women we had trained through that process are using the material
here and how that is influencing their work and how they work" (KII with Liberia
Academia representative]*

**F13: The evaluation found that knowledge products created by UNW-WCA units and de-
partments have been consulted by other key stakeholders**

The respondents were asked how accessible knowledge and information produced by UNW-WCA
was to interested parties. Overall, almost a third (32%) of the respondents said it was easily acces-
sible while 46% said it was not easily accessible and 22% did not know. Analysis by Country Office
showed that there was easier access of knowledge and information from the Cameroon country
office as reported by 77% of respondents while there was lower accessibility for Mali (33%), Liberia
(14%), Nigeria (33%), Senegal (17) and Côte d'Ivoire (14%) as shown in figure 7 below. Mali had the
highest percentage (50%) of respondents saying they did not know/ were not sure of where to
access GE/HR knowledge products.

Figure 7: Accessibility of KPs from UNW-WCA

 (Source: UNW-WCA 2018 KME Quantitative data results)

Qualitative interviews confirmed that UNW-WCA knowledge products were being utilized by res-
pondents to support other projects that they were working on. There were also reports of other
external organizations (mostly community-based organizations) accessing the UNW-WCA website
for facts which they used to develop GE/HR related publicity materials for carrying out varied
campaigns. However, respondents also mentioned the need to use creative arts, short videos and
translating knowledge products into local languages due to the high illiteracy levels of the end
users as illustrated by the quote below:

{*"if you take the literacy rate of Liberia, I don't know if we've gone beyond 20-22%
we still have up to 80% illiteracy one of the highest in the world. So, we have to
find a way to make this information available, not just on writing on the internet
or so forth. We have to have a practical means of highlighting some of this infor-
mation and knowledge sharing and that still has a long way to go."* (**KII Liberia
Academia)**

For example, in Nigeria, the women peace and security program funded by European Union in
the Northern regions was utilizing short videos and documentaries (see adjacent Figure 8) and

translated them into local languages to reach a wider audience and elicit feedback.

This deliberate effort to reach local/ rural women is indeed worth emulating. It is an effective KM approach that enables UNW-WCA better support GE/HR initiatives towards reaching those left behind.

Figure 8: Image of a Short video and documentary WPPS program Nigeria

To find out more about internal UNW-WCA staff members access to KPs, the Consultant reviewed the 'draft UNW Liberia KP index' (Ms. Excel work in progress by WCARO) that contains three tabs; ATLAS, SharePoint and RMS. The SharePoint index tab presents a well-populated inventory of knowledge products that provides significant details (among others being; type of KP, flagship program, name of the KP, contact persons for each KP, and location) of the 36 knowledge products listed. This 'UNW Liberia draft SharePoint index' presents a good example to be emulated as it is straightforward and presents critical information on each KP that makes staff access to the knowledge products much easier, thus aiding greater Organizational Learning.

In addition, 77% or (27/35) of the knowledge products found in UNW Liberia SharePoint index tab position the Women Economic Empowerment (WEE) flagship program as containing the largest number of knowledge products that further possess the most comprehensive details that would enable staff members great ease of access for each KP, hence enhanced Organizational Learning. We randomly tested accessibility by attempting to retrieve one of the knowledge products, a video recording on Ending Violence Against Women in Liberia. It was uploaded on YouTube (https://www.youtube.com/watch?v=QvtFELZPuXQ).

Similarly, in Nigeria, we accessed their KP index. It presents 2 tabs for knowledge products referred in 'Atlas' and for KP available in the form of 'Hard Copies'. Of notable interest was the Hard Copy Tab which identifies 09 hardcopies located within the CO and one KP that has a hyperlink provided - however this hyperlink was non-functional giving the message "This Account has been suspended." Regular updates of online inventories are therefore worth considering.

The UNW Liberia SharePoint index is certainly a good example that can be emulated by all countries within UNW-WCA.

3.2.2. Promising KM Practices: Gender Cafes and Peace Huts

The Gender Café initiated and used by the UNW Cameroon CO and also used by UNW Liberia CO was said to be one of the most effective tools for knowledge sharing and utilization. Created in March 2014 and held each month, the Gender Café brings together high-level officials, practitioners, the Civil Society Organizations and traditional leaders to dialogue and exchange ideas on specific gender issues. The Gender Cafés are designed in a constructive manner and are taboo free dialogues held between actors, countries and partners from different backgrounds. Each Gender Café focuses on one of the UN Women Pillar (such as Women Political Participation). It delivers specific outputs responding to the most challenging aspects of the pillar in question. All participants interviewed applauded the Gender Cafés for being an innovative knowledge platform aimed at making resolutions based on lessons learnt on the ground and exchanges of expertise to address prevailing gender inequalities. The Gender Café was said to be a unique opportunity to unify actors with converging interests and divergent approaches. The interactive and informal format of the Gender Café was said to promote an inclusive approach that facilitated intergenerational and intercommunity knowledge exchange. In this sense, the Gender Café is a good external KM practice since all relevant stakeholders of the GE/HR agenda participate in and benefit from this platform. The Gender café is also a beneficial platform for exchange between experts and field coordinators. It reinforces (a) advocacy, (b) capacity building, (c) knowledge sharing and (d) UN Women's lead positioning in the GE/HR mandate.

Peace Huts were also identified as being an effective knowledge sharing and transfer mechanism at the very grassroots level where most gender issues are observed. UNW Liberia and Mali COs identified peace huts as highly effective forums where information and knowledge on GE/HR issues was effectively passed on to community members, especially women in rural areas.

3.3. Efficiency

Efficiency was discussed by respondents in the general context of time spent and costs incurred in developing and carrying out KM and Organizational Learning processes.

F14: Duplication of initiatives in some programmes is inevitable as long as knowledge produced is not stored centrally or archived, thus rendering it inaccessible.

As documented in Finding 3, knowledge internally created by UNW-WCA units was mostly not easily accessible to other colleagues who spent significant amounts of time seeking various forms of information from many different places. In addition, an example was given where sections of some studies were repeated as there were hardly any centralized archives (in print or 'soft copies') of previously conducted studies to refer to at program inception stage.

Wealso found that information was prone to losses from computer crashes or exit of staff - this was found to significantly hamper organizational learning through lost opportunities of exchanging knowledge across programs. As previously reported, the 5 staff who reported that they backed-up and synchronized their documents on the One Drive available for UNW-WCA staff represent good KM practice that should be emulated by all staff.

F15: Although there were various digital platforms available in the different COs (e.g. OneApp, SharePoint), degrees of utility and frequency of use varied from country to country with some staff reporting that they had never used these tools.

Various CO's had over the years 'assembled together' many different combinations of knowledge

and information management systems that served the different staff members holding office at a given point in time. In addition to these, individual computers were used as local storage options to save/store various forms of knowledge products.

Approximately 40 websites, platforms and applications[35] were found to be in use both at global level and at regional levels as previously reported. In these instances, the evaluation acknowledges the sheer magnitude of platforms/computer-based information systems that are available to UNW staff. Indeed, the Consultant affirms that this is an overwhelming number and could be a major barrier to learning and hence a proxy indicator for low levels of Organizational Learning within UNW-WCA. In addition, there are no clear guidelines in knowledge sharing, design, approach or quality assurance in knowledge management. However, with the release of the corporate KM strategy and the proposed regional KM strategy, it is hoped this situation will start to gradually improve.

Various digital platforms such as the RMS, GATE, ONE APP, LEADS, DAMS, ATLAS[36] and others were in use within UNW-WCA regional and country offices but with varied degrees of utility. The UNW-WCA staff also had the Intranet and Share Point drives through which they could share and access KM products.

A draft report of KM practices in UNW-WCA[37] accounts for the ten (10) platforms (see figure 9) of the KM information systems.
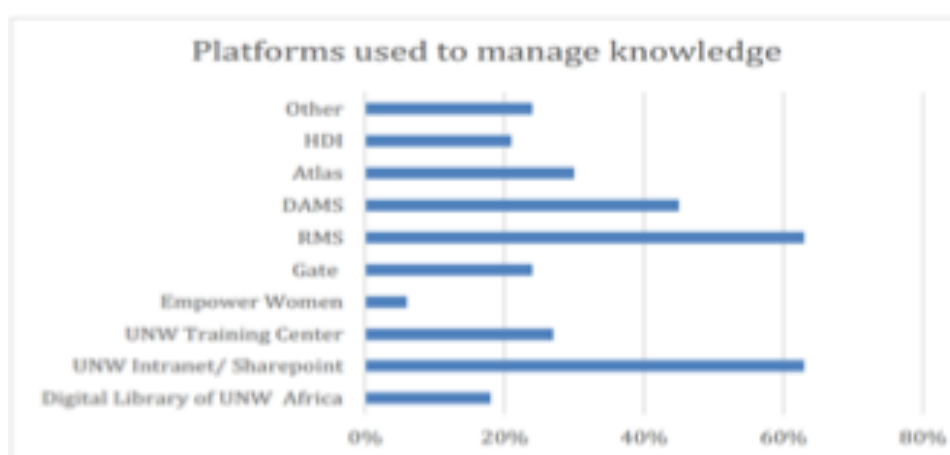

Figure 9: Platforms used to manage knowledge

(Source: Draft Report of KM practices in UNW-WCA, pg. 24)

F16: There exists human resource gaps in the area of KM, hence the need to enhance capacities for greater organizational learning and increased efficiency.

As aforementioned, the most significant reason given by respondents as to why they did not make use of digital platforms consistently was the lack of capacity to efficiently navigate and utilize the digital platforms. They also lacked adequate time to search through all the diverse platforms and systems available. Time scarcity affects in turn any KM capacity building: it was challenging for staff to find a slot in their tight schedules due to heavy workloads.

There was concern that some staff would at times deliberately fail to create time in the event that capacity building was taking place within the office compared to instances that involved venues away from office especially abroad.

35   KM Corporate strategy 2018-2021, page 13
36   A global project management software customized for use by partner UN agencies including UN Women. It "signals our global presence and a reliable and comprehensive way for finding information and connecting countries to knowledge, experience and resources as we help people build a better life.: (https://finance.partneragencies.org/sitemin-deragent/undp/UNAGENCYlogin.fcc?TYPE=33554433&REALMOID=06-0a0854b4-6197-1000-b45c-862aa1340000&GUID=&S-MAUTHREASON=0&METHOD=GET&SMAGENTNAME=-SM-ZSQm0Fex0K2G1QhT00QRNXIYCQjlR4uNnT%2f5xS40C6113Vio-sEIGgTnVJjEVHdME&TARGET=-SM-http%3a%2f%2ffinance%2epartneragencies%2eorg%2f)
37   This internal draft report is titled Brief Research Report of knowledge sharing practices in UN WOMEN WCARO between 2011 and 2018, and is used in this report to add insights to the KME process.

It was confirmed that new information was accessible on shared drives and on online digital platforms or in the media however staff were not always familiar with digital platforms and the shared

{"It is not all the time that capacity building was done for new KM processes and knowledge."} **UNW Senegal RO**

{"They installed one share drive but nobody trained us how to use it. They complained that people were not using it but if you want people to change you need to coach and train them."} **(Liberia UNW staff**)

For external sharing/ dissemination, information was often disseminated using the media stations and also through social media. For example, for greater effectiveness in reaching those left behind, UNW-LBR leveraged on the nationwide reach that ECOWAS radio has for GE/HR messaging. The ECOWAS radio has 100 radio stations spread across all of Liberia. If fully utilized, this would see UNW-LBR become more effective in spreading the GE/HR messaging thus consolidating its position as the hub and provider of GE/HR knowledge while increasing its visibility.

The Women Economic Empowerment program in Liberia developed the KP below with a combination of conducive factors:

UNW-LBR personnel have superior Information Technology (IT) skills;

peer-to-peer learning; open information sharing within the program units;

good induction/ orientation processes;

availability of institutional memory (e.g. on the WEE program);personal interest and creativity, support of management coupled with networking and partnership skills.

Figure 10: WEE Program Brochure, UNW-WCA LBR CO Office, 2018

In terms of human capacity, most country offices worked with the communications officer who also worked as the knowledge management focal point. As alluded to in the beginning, KM and communication were more or less confused to mean the same thing. Hence capacities of staff need to be enhanced on what KM is and how to carry it out effectively.

In countries which had a communication unit e.g. Mali, Cameroon, Senegal regional office and Nigeria, the communications unit supported the other departments to consolidate and disseminate their knowledge products and give visibility to their work. Nonetheless, the work between KM and the communications unit must be collaborative.

[...I think KM has to be a cross cutting approach, and that means that everybody needs to be involved in this process. If you think that it is for one staff, then yes it will not go very well...] **UNW Staff Cameroon**
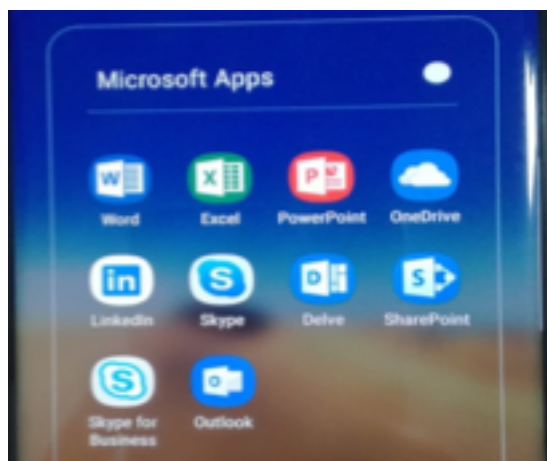
Figure 11: Share point access on a UNW Liberia CO staff member's mobile device

Currently, there was no dedicated personnel for the KM unit in UNW- WCA country offices. The regional office had a KM consultant – however according to the senior staff interviewed, a senior level staff (P5 level) dedicated to the KM unit was required to streamline the unit. The staff would oversee the implementation of KM activities, including capacity building of staff. He/ She would further work hand in hand with the communications and IT personnel to provide on-the-job-training on the use of various computer-based skills (a significant number of staff admitted that they required assistance to learn and enable them better use of Ms Office suite and Windows, simple tools available to all staff that can increase their capacity to access the various digital platforms and to develop knowledge products) for learning and increased productivity and efficiency. A number of staff also recommended training UNW-WCA staff on how to access SharePoint and One drive from hand-held mobile phones. One member of staff in Liberia was already using his mobile phone to access the apps as shown on the photo (Fig. 11) above.

In terms of internal knowledge sharing, there were learning teams that were established in 2016 "to oversee internal staff learning processes" and a 'program capitalization group' comprising all implementing partner M&E officers that were envisioned to foster knowledge generation and learning[38]. Although this concept mostly existed on paper, there was evidence of its practice in at least one unit - the UNW Mali Operations unit - that has developed and implements an operations training plan for all departments. Although the training plan is oriented more towards operations training, Module 3 targets new staff training on One Drive as a system that can automatically save documents, while Module 4 is intended to train staff on SharePoint and its various uses as regards various operations procedures and also covers how to perform digital archiving of documents. This operations training plan is a good practice to be emulated and is provided as an attachment[39] to this report.

The UNW-WCA Mali Monitoring, Evaluation and Research Plan (MERP) for 2018 demarcates "quarterly learning workshops around the programs."[40.] While this can be considered a good practice, the evaluator notes that, with the exception of the operations staff who provided this information and the MERP document that schedules the learning workshops, there were no other UNW-WCA-Mali CO staff who highlighted the operations trainings nor the MERP learning workshops as organizational learning activities through the quantitative survey and the interviews held. This indicates possible gaps in the human resource capacity building and enhancement processes that indirectly implies lower efficiency.

F17: Low uptake of knowledge available in the various digital platforms/ information systems is seen as a good proxy indicator for low levels of Organizational Learning within UNW-WCA

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38   UN Women Strategic Note 2018-2018: UN Women Mali Country Office SN Report (Narrative) Pg. 7
39   See attachment number '02: UNW Mali Operations Training Plan Mali CO'
40   UN Women Mali 2018 MERP, Pg. 2

Staff in all countries cited lack of time and heavy work-loads as key barriers to their use of the diverse KM digital platforms. Others added that the non-intuitive/ user-unfriendly interfaces further led to the low uptake of knowledge.

A significant proportion of program staff reported that they were not confident in using or navigating the digital platforms[41]. Most of the times, program staff, e.g. in Cameroon requested staff from the operations department to respond on their behalf to queries related to digital platforms. This is illustrated in the following quote:

UNW Cameroon CO: {…"When programs people have operations requests …. we are always responding on their behalf because they are too busy… but now they are trying to be more involved in the process because we started training them and sensitizing them to be more aware of what they have to do with the management systems"…[42]].

Respondents recounted how they spent significant amounts of time going through content in RMS and did not get the information they needed. Yet RMS was the location where staff were expected to upload their programmatic reports. The digital library, however, was reported as being more organized and having more content. It was also more intuitive and easily navigable, therefore staff wasted less time going through the digital library in comparison to the RMS.

Inefficiencies were reported as being present in the sharing of knowledge, where it was expected that relevant KM products would be uploaded online for sharing. However, the online KP sharing/ dissemination process was mostly delayed due to the bureaucracy that was in place prior to approvals of knowledge products for online uploading. In Senegal for example, the need for numerous consultations between the regional and HQ offices prior to approvals resulted in considerable delays which affected the implementation of KM. "*De-risking of the approval process of knowledge products* " as practiced by the African Development Bank (AfDB) was proposed as a measure that would simplify and reduce the time taken for knowledge product approvals process. This would enable units and country offices to quickly disseminate knowledge. CO's would thus need to be granted a significant level of autonomy to approve knowledge products in-country that they can quickly and effectively disseminate for relevance of the GE/HR messaging process.

Respondents from the African Development Bank (AfDB) – a member of the Development Partners Gender Group (DPGG), in sharing current practices used by the bank for efficient, quick knowledge dissemination - emphasized the importance of sharing information as soon as it is available by shortening the "turn-around-time. At AfDB, information from events carried out was shared on LinkedIn, Facebook and Twitter within 24 hours of its occurrence. This is a notable knowledge dissemination practice which UNW-WCA can emulate. Further, a different respondent from UNW Nigeria CO noted the following as pertains to joint events carried out together with UNFPA;

{"…the communications officer is communicating live…and getting feedback, while this is a limitation for UNW"}. Yet another member of staff stated that,

{"These days information is relevant when it is out immediately. For instance, we are having a big event, it can be uploaded online as it is happening. It should not be stale news. That is what is happening in this age. People like news as it is happening. But it takes time when something has to go through regional office for review and approval."} (UNW staff interview).

Respondents explained how UNW-WCA managed and coordinated new KM processes and learning. There was intensive coordination of new processes and knowledge which involved drawing multiple resources together. If the implementation was at stakeholder level, interactions were done with sustainability beyond UNW-WCA as one of the primary focus. There were also investments done in capacity building for new learning processes and more often than not an expert consultant would be engaged for that purpose. Other examples highlighted high expenses incurred on logistics required for learning facilitation: groups of people had to be moved from one place to another. For example, UNW Mali CO, provided technical support for their implementing partners to mobilize women from eight regions in Mali and bring them to Bamako for training on peace negotiation. The Mali CO also spent a lot to build the capacity of key implementing partners to train traditional leaders in the inclusion of women in politics. In Nigeria the Women Peace and Security program invested a lot to train traditional leaders on how to increase women engagement in politics and how to mitigate the impact of violence against women.

Concerns were raised about duplication of efforts in some instances leading to wastage of

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41   Draft Report KM practices in UNW-WCA Cameroon Country office.
42   KII With UN Women Country staff

resources – for instance through the conduct of activities similar to those carried out by other agencies / institutions

F18: There exists supportive systems within UNW-WCA that serve as enablers of various KM practices

Various KM resources and guidelines were available on the UNW-WCA SharePoint. This included Standard Operating Procedures (SOPs), Operations Manuals, and Program Management guidelines.

The recently released Corporate KM strategy and the envisioned regional and country KM strategies are supportive to effective KM practice. The corporate KM strategy states that *"There are considerable resources for capacity development, but they are inconsistently developed. Some Strategic Plan output areas have programming guidance but are missing the corresponding capacity development module."*

F19: The regional office has clear KM budgetary allocations (approximately 13% of its core function budgets for the period 2018-2021), however WCA countries did not feature any KM-specific budget allocation.

At the regional level, the WCARO SN 2018-2021 has allocated US Dollars 3,066,200[43] (12.86%) of its core functions budget to Knowledge - its third core function. While the details may be available in a different document, this particular section of the budget does not outline the specific knowledge-related priorities that will be funded from this budgetary allocation. At the UNW-WCA COs level, various countries like Cameroon and Liberia were found to deliberately require the programs to set aside a small percentage of resources for knowledge management practices since countries did not have KM-specific budgetary allocations. One staff member from UNW Cameroon observed the following;

{"Plans are made to allocate funds from every single program to contribute to KM… when budgets are prepared for each thematic area, knowledge management is factored in the budget.} UNW Cameroon staff member.

The availability of KM resources in the UNW-WCA region, coupled with context-specific KM strategies should potentially increase good KM practices in the region.

F20: Collaboration with UN Agencies and key stakeholders was found to enhance UNW-WCA's position as a hub for knowledge on GEWE

UNW-WCA collaborates with other institutions and organizations to promote accountability and shared learning in GE/HR knowledge creation. Collaborations were done with partners ranging from international to local community levels. For example, during the report writing and triangulation of KME data, the UNW Mali office 2018 MERP identified three (3) research studies that were scheduled to be undertaken by the UNW-WCA Mali CO and WCARO in collaboration with the relevant government, UN and civil society units[44]. The studies were as follows: study of niche market opportunities of selected agriculture program, study of recovery and management of degraded land and baseline study to inform 2018 work plans and programs.

Collaborations and synergies had been created with implementing partners to gather lessons learnt in joint projects. Collaborations in data collation were also formed with national governments and other UN agencies. This enabled local and international partners to access data that helped them in decision making and M&E. For example, in Côte d'Ivoire, the UNW-WCA CO works with implementing partners on the ground. A number of partners are not skilled in terms of do-

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43   WCARO SN 2018 - 2021, Budget and Expected resources, Page. 19
44   UN Women Mali 2018 MERP, Pg. 3

cumenting their own experiences. As such, UN Women gave these organizations a platform and built their capacity to train others on the ground.

Collaborations also supported knowledge sharing platforms that aimed to propel the GE/HR agenda. Respondents in Cameroon reported that collaborations between UN Women and political party leaders were used to promote women representation. UNW Cameroon country office engaged women in politics and assembled many UN agencies, National Institutions like the Ministry of Women Empowerment and the Family, National Communications Council, the elections governing body in Cameroon, Elections Cameroon (ELECAM) to work together. In Nigeria, a respondent from the media described how training of journalists by UNW country office resulted in engagement of women in political decision making.

F21: The language used in GE/HR knowledge and information dissemination is a key barrier to reaching marginalized populations including those left behind.

As earlier stated, the west and central Africa region is predominantly French speaking. Although some programs translated their knowledge products and information into French and local languages, most GE/HR knowledge products were in print form (which left out those who are illiterate). The knowledge products were also predominantly produced in English. A good example that can be emulated was however given: UN Women supported the government to produce the State Action Plans for UN Security Council Resolution 1325. The plans were translated into local languages for three states in Nigeria.

There were also measures taken to deliberately seal GE/HR information gaps:

o   The production of videos that had messaging based on creative arts (drama, music, short documentaries) and translated into local languages;

o   Publications (e.g. quarterly newsletters of achievements) were also translated into local languages in some instances.

o   Representatives of the flagship programs in Senegal Program Presence reported that they translated a significant number of documents into local languages for dissemination in the rural communities.

{"*When we have a training, we need a translator because of the language barrier.... We target the marginalized groups and ensure that trainings and seminars are accessible and in the local languages.*"} **FGD with Flagship heads in Senegal Program Presence**

3.4. Sustainability

F22: Although there was new GE/HR knowledge being created and stored within UNW-WCA, there are significant internal gaps in the creation, storage and retrieval processes and potentially more significant gaps in the external gender knowledge management systems that ultimately affect the overall relevance, quality and sustainability of GE/HR in the UNW-WCA region

While programs implemented by the UNW-WCA region produce new Gender and human rights responsive data, information and knowledge there have also been various studies and evaluations conducted within UNW-WCA region. However low availability and poor accessibility to past/ historical GE/HR knowledge were found to be significant gaps during the conduct of the KME. The evaluation found that resultant GE/HR knowledge produced from program implementation was mostly stored disparately and in non-standardized locations, thus becoming relatively inaccessible to both internal and external stakeholders. Dissemination and sharing of the same was present but the practices were also highly disparate and generally non-standardized.

In addition, we found that, while there were occasional quality assurance measures in place, it was evident that quality assurance has not been mainstreamed or standardized across all knowledge creation processes. This potentially compromises the reliability of data.

Gender Machinery/Systems Strengthening:

Governments hold and oversee gender machineries on all gender and human rights based inter-

ventions. UNW depends on the gender machineries for routine statistics. While there were various promising initiatives across all six countries, governments' GE/HR data collection, storage and dissemination processes and systems for gender and human rights were reported as requiring urgent, holistic and better coordinated approaches. Respondents opined that if national governments had good GE/HR statistics flowing routinely, UNW-WCA and all other stakeholders would have access to reliable trends and gaps in the GE/HR field for advocacy, better evidence informed interventions for implementers and policy makers across the board.

In Liberia, a focus group discussion with civil society organizations noted that standardized GE/HR indicator data sets required for CSOs' reporting on did not exist. And there were neither clear timelines nor centralized reporting structures governing all CSO' GE/HR data creation, storage or dissemination initiatives. Similar facts were reported with the CSO and media FGDs in Nigeria.

We also found that QA was mostly not embedded nor mainstreamed into GE/HR data, information and knowledge creation systems within the greater gender machinery. Human resource capacity within the gender machinery was also found to require strengthening.

These are clear indicators of significant weaknesses in the creation, storage and retrieval processes on GE/HR data, information, knowledge and resultant knowledge products both internally (within UNW-WCA) and externally (affecting the greater gender machinery). This is however seen as a significant entry point for UNW-WCA based on part of UNW's global mandate[45] to work with governments and civil society towards enhancing timely, reliable and credible GE/HR data, information and knowledge in the region.

F23: Institutional memory loss is a key threat to sustainability of KM within UNW-WCA region

As highlighted in previous sections, significant levels of institutional memory loss present a key threat to sustainability of KM within UNW-WCA region.

Respondents, through the online survey, were asked to name measures that they thought would prevent or minimize losses in organization knowledge, especially when there were changes in personnel:

- o translation of documents into local languages was mentioned,
- o updating information and recruiting a dedicated person for KM,
- o research, creation of gender knowledge centers, communities of practice, regular sharing of knowledge and
- o better storage and dissemination were also mentioned as initiatives that can promote sustainability of KM.

The Consultant views the current practices (in figure 12) as being viable, however implementation of the same will need to be better standardized across the UNW-WCA region.

Which Knowledge Management practices would promote Sustainability of KM in UNW-WCA?

N=36

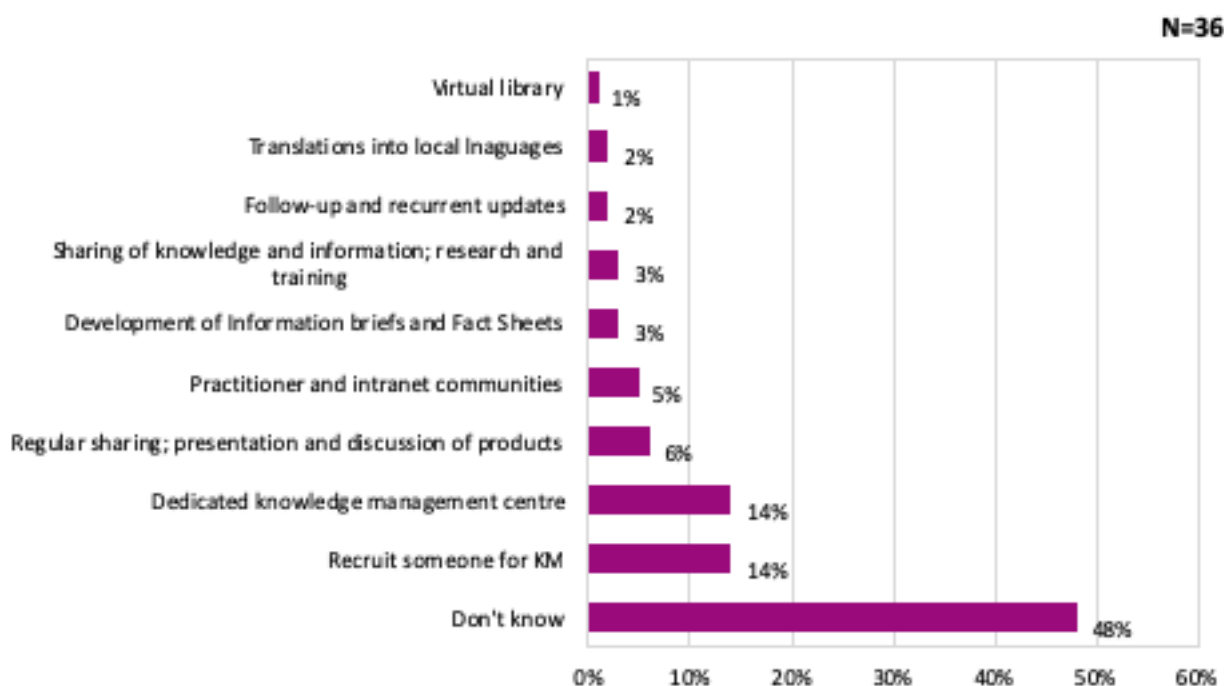| Practice	Percentage
Virtual library	1%
Translations into local lnaguages	2%
Follow-up and recurrent updates	2%
Sharing of knowledge and information; research and training	3%
Development of Information briefs and Fact Sheets	3%
Practitioner and intranet communities	5%
Regular sharing; presentation and discussion of products	6%
Dedicated knowledge management centre	14%
Recruit someone for KM	14%
Don't know	48%

Figure 12: Practices and activities that can promote KM sustainability

(Source: UNW-WCA 2018 KME Quantitative data results)

> **F24: The evaluation identified bottlenecks in coordination/ collaboration with key stakeholders that potentially hampered creation and flow of GEWE information and knowledge. There are also opportunities that could support UNW-WCA in fully becoming a GE/HR knowledge hub**

Respondents recognized the importance of coordination in the successful implementation of KM. It was reported that although there was evidence of UNW-WCA's coordination for KM with several organizations and institutions ranging from international to community levels, more needed to be done.

Concerns were raised over instances of inadequate communication between UNW-CO's and government focal points. The latter felt that they would only be approached by UNW towards the end of projects for validation. It was also occasionally observed that UNW-WCA as a whole, generally missed out on meaningful engagement of community members. The entity did not directly collaborate with organizations working with community members. Collaborations with other UN agencies were also felt as not meeting their full potential in the area of KM. There were many missed opportunities for deeper collaboration with other agencies, e.g. UNDP on governance, UNFPA on sexual reproductive health issues among women and UNICEF on Gender/HR issues affecting children.

The *Women Peace and Security* project was mostly mentioned by respondents as a one of the success stories in coordination. The project was reportedly working with a range of national institutions and was conducting evaluations to collect best practices.

Coordination of knowledge production would be most efficient if KM strategies and tools were part of overall programmatic vision. The KM tools should be developed at the inception of programs ensuring that from the beginning, KM is well planned and budgeted for.

The current practice is that single programs (e.g. Women Political Participation) have designed

an independent KM strategy. For instance, the Spotlight initiative in Liberia was in the process of developing its KM strategy, yet this was not the standard practice across the region.

Gaps remained in this area in terms of building the capacity of programs to coordinate and learn from each other's experiences. Some CSO representatives in Liberia opined that UNW-WCA could increase efforts at improving coordination among CSOs thus strengthen UN Women's position as knowledge broker. Better coordination would reduce instances where duplication of effort had been experienced. For example, both UNW-Senegal and the Senegalese Federal Ministry were collecting similar data on gender.

3.5. Gender Equality and Human Rights

It is increasingly recognized that human rights are a key component of GE/HR and upholding them is essential to the achievement of sustainable development. The Human Rights Guide to the Sustainable Development Goals (SDGs)[46] uncovers the human rights linkages to the 17 SDGs and their 169 corresponding targets. The Guide reaffirms that the SDGs are underpinned by human rights, and will be successfully achieved if key principles of participation, accountability and non-discrimination are respected and upheld. SDG 5 seeks to achieve gender equality, which is not only a fundamental human right, but a necessary foundation for a peaceful, prosperous and sustainable world[47].

The United Nations Development Programme (UNDP), in a 2017 report of the 'Worlds most marginalized still left behind by global development priorities,'[48] identifies "women and girls, rural dwellers, indigenous peoples, ethnic minorities, people with disabilities, migrants and refugees and the LGBTI[49] community" (UNDP 2017) being among those excluded by various economic, political, social and cultural barriers with women being the largest of the identified groups. The WCARO strategic note 2018 - 2021 captures persons living with disabilities and prioritizes access to knowledge and skill development resources for women and girls living with disabilities in response to 'Leave No One behind in Africa' efforts stating that: *"Through our efforts in regional programming, country support and a dedicated KM and data unit, we will step up our efforts to implement the UN Convention on the Rights of the Persons with Disabilities (UNCRPD) with a focus on women and girls with disabilities. As a matter of priority too, we will emphasize on access of women and girls with disabilities to knowledge and skill development resources. This will respond to our efforts to "Leave No One Behind in Africa"* (WCARO 2018).

Gender Equality and Human Rights (GE/HR) were therefore identified as a "cross-cutting dimension worth considering"[50] during the conduct of this KM evaluation. Due to the cross-cutting nature of GE/HR, respondents addressed key human rights issues as they responded to the other KME questions as evident in the previous sections of this report, however this section summarizes the KME findings on the status of GE/HR in UNW-WCA in relation to KM.

> **F25: Countries within the UNW-WCA region have put in place various measures to reach marginalized populations and those left behind. There also exist various skills transfer initiatives internally and externally. There is however an opportunity that exists for more deliberate production and dissemination of Gender and HR knowledge that reaches a greater cross-section of non-intellectual and marginalized populations, including those left behind.**

KM practices addressing GE/HR were present within UNW-WCA, however they were found to be non-standardized. This resulted in the visited countries developing and implementing creative and unique KM approaches to reach marginalized populations. These included:

Translation of knowledge products and use of Gender-inclusive language:

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46   The Human Rights guide to the Sustainable Development Goals - http://sdg.humanrights.dk/
47   https://www.un.org/sustainabledevelopment/gender-equality/
48   UNW-WCA documentation provided some information on most marginalized groups, the definitions were however not comprehensive. UNDP in this resource provides a more comprehensive explanation of the most marginalized groups. https://www.undp.org/content/undp/en/home/presscenter/pressreleases/2017/03/21/world-s-most-marginalized-still-left-behind.html   Accessed 28.03.18
49   LGBTI acronym stands for Lesbian, Gay, Bisexual, Transgender, Intersexual - https://www.uas.alaska.edu LGBTIQ (Q representing Queer or Questioning) is also frequently used with reference to one of the communities of most marginalized persons
50   180914-KMEv- Revised TORs

Liberia's Women Political Participation produced simplified fliers showing representation of women in government that were widely distributed. The WPP flagship program in Liberia effectively utilized the countrywide reach of ECOWAS radio in reaching both urban and rural communities using community radio stations that broadcasted in local languages and is very effective in spreading the GE/HR messaging. Hence UNW-WCA should leverage on radio listenership to reach greater percentages of rural, marginalized populations and those left behind. In Nigeria, a number of knowledge products were translated into local languages and creation/dissemination of GE/HR messaging through the use of short videos and documentaries[51]. Cameroon's Women Political Participation program trained journalists who then invited women across the nation to participate in national debates among many other promising KM practices that reach the non-intellectual, marginalized populations.

Given the key role that language plays in shaping cultural and social attitudes, using gender-inclusive language is a powerful tool for capturing knowledge and information and to promote gender equality and eradicate gender bias. Being inclusive from a gender language perspective includes speaking and writing in ways that do not discriminate against particular groups nor perpetuate gender stereotypes. The evaluation findings show that most knowledge products had taken gender inclusive language of demarcating gender (he/ she/ his/ hers) into consideration. However, the consultants did not encounter or receive any feedback regarding the presence of writings that considered persons living with visual disabilities. For example, there were no references provided across all visited countries of GE/HR knowledge products for the visually impaired' that were written in Braille nor screen readers for those with low vision. There was also no specific mention of efforts in the knowledge management continuum to reach women and girls with disabilities.

We also found that the Short Messaging Service (SMS) using mobile phones to reach marginalized groups who might not have access to the internet was not in use within the region. The key informant from Orange-Liberia and the WCARO regional advisors FGD proposed this as a potential effective tool since mobile phone penetration rates were relatively high and growing in the region, adding that the use of mobile phone technology could be further leveraged to include mobile money services in the WEE programs. Other options proposed by respondents included the use of 'help lines' as an easy and efficient way that would allow UNW-WCA work with women organizations on the ground to provide useful GE/HR help and information while obtaining regular feedback from the ground. On the other hand, social media e.g. Instagram, Facebook, WhatsApp, Twitter etc were strongly proposed by both internal and external respondents as highly effective and low-cost channels that should be used to disseminate key GE/HR knowledge to the large youthful populations in the WCA region.

Physical Barrier: UN Women premises were perceived by external GE/HR stakeholders as "a fortress" that was mostly inaccessible by virtue of having very high security barriers and also being located only in the capital cities. However, the consultants observed that most UNW-WCA buildings had ramps, lifts, clear signage that made them easily accessible to people living with physical disabilities.

To overcome the perceived barriers in terms of geographical reach and security related access, respondents foresaw an opportunity for UNW-WCA to strengthen collaboration with the relevant ministries of Gender and Women Affairs to intentionally create and devolve Liberias 'Gender Resource Centres' across each country through the line ministries to ensure access to all. This is based on the perceived accessibility and availability of government offices across all parts of the various countries. Additionally, the creation of "research corners" in the devolved units of these ministries as well as in institutions of higher learning was proposed. The latter would provide a two-pronged advantage: research studies/ data would be made available and KPs on GE/HR would be made more accessible to research students and the general public.

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51   e.g. "Figure **Error! Main Document Only.**: Image of a Short video and documentary WPPS program Nigeria" (page 45)

CHAPTER FOUR: CONCLUSIONS AND RECOMMENDATIONS

o   This chapter presents the conclusions and recommendations that encompass the six visited countries and WCARO. The 27 resultant findings were clustered into ten (10) corresponding conclusions and ultimately eight (8) key recommendations as summarized in the table below that depicts the findings > conclusions > recommendations mapping rationale. The conclusions are based on the four (4) OECD/DAC criteria which were evaluated: Relevance, Effectiveness, Sustainability and Efficiency. Gender Equality (GE) and Human Rights (HR), which are major cross-cutting aspects, were considered.

o

Table 3: Mapping of findings, conclusions and recommendations		
Findings	**Corresponding Conclusions**	**Corresponding Recommendations**
F1, F2, F4, F5	K1, K2	R1
F3, F6,	K2, K9	R1, R2
F4, F13, F14, F19, F23	K3, K9, K10	R2
F5, F17, F18, F20	K4	R3
F6, F7	K5	R4
F8, F16	K6	R5
F12, F11, F9, F23	K7	R6
F21, F24, F22, F25	K8, K10	R7
F10, F15, F22, F25	K9, K10	R8

4.1. Conclusions

4.1.1. Relevance

K1: Many promising KM practices and reliable knowledge products exist within UNW-WCA countries however they are highly disparate and non-standardized across the region.

Many creative and promising aspects of knowledge management are indeed being practiced within UNW-WCA, and there is a general understanding of what KM means. There are many promising KM practices that can be emulated or used as standards in developing the envisioned regional KM Strategy. However, this KME affirms that these KM practices and standards are highly disparate and non-standardized across the region, hence countries have resorted to designing their own unique, creative and significantly effective ways of KM implementation.

K2: Organizational learning within the UNW-WCA is present however it is sub-optimal. There also exist very effective external knowledge sharing forums however   knowledge products are mostly produced in English which is a barrier to utility

While the region possesses very many knowledge products (which should provide a good foundation for learning) and has invested significant resources in trainings, organizational learning within the UNW-WCA region is significantly hampered by internal inaccessibility of data, information and knowledge products. This is because storage of gender and human rights responsive data/information/ knowledge is centered around individual desktops and not in the available information management systems and online platforms.

In addition, good institutional memory and Organizational Learning practices of tapping into tacit knowledge have not been entrenched into existing KM processes. Yet, the few programmes

assessed during the conduct of this study featured practices such as mentorship, peer-to-peer learning and communities of practice.

'*Gender Cafes*', '*Peace Huts*', *Gender Resource Centers*, *Gender Knowledge Centers*, Gender corners in academic institutions were found to be highly effective and efficient practices in dissemination of gender and human rights responsive knowledge. We identify these as examples to be emulated within the greater UNW-WCA region.

Knowledge products were reported as being mostly produced in English and this was identified as a key barrier to utility of GE/HR knowledge produced. While external stakeholders view the UNW Africa website as a credible source of GE/HR knowledge, it was found to mostly lack relevant local context examples despite the large number of GE/HR related programs implemented in the region.

K3: UNW-WCA is mostly perceived as the GO-TO place and hub for GE/HR knowledge, data and information. There are however several barriers that impede the effective utilization of this knowledge.

External stakeholders including other UN agencies, CSO's and government staff accessed various knowledge products from UNW-WCA units. In addition, the ministries of Gender, UNDP, UNFPA and UNICEF were also frequently mentioned by external stakeholders as being key sources of knowledge. However, there are key barriers that are currently impeding the effective utilization of UNW-WCA's gender and human rights responsive knowledge by both internal and external stakeholders.

Production of English-based KPs in a predominantly francophone region was identified as the most significant barrier to the effective use of gender and human rights responsive KPs. This was cited by both internal and external stakeholders. Overall, knowledge products were mostly not translated into local languages for use by rural populations. They were mostly in written/print form yet certain countries had high illiteracy levels. Accessibility of knowledge products was a significant barrier as their distribution did not necessarily reach all parts of the countries.

The KPs were often not uploaded onto the country-specific portals on the official UN Women website.

We also confirmed that although most external respondents perceived UNW-WCA as their GO-TO place for GE/HR, it is evident that the UN Women Africa and West Africa sections of the UNW HQ websites lacked local context (stories/ examples) that were current and relevant.

Bureaucracy was found to be a significant factor impeding the timely uploading of knowledge products onto the available digital platforms. KP approval processes presented a very long 'turn-around-time' that often-rendered information outdated – thus made it irrelevant.

K4: The UNW-WCA region possesses all the necessary information management systems and digital platforms to facilitate effective KM. However, the human resource mostly lacks either: adequate capacity and/or confidence to effectively utilize these systems/platforms for high KM productivity or lacks adequate time to use the systems due to high workloads.

UNW-WCA evidently has all the necessary information management systems and digital platforms requisite for managing all its knowledge creation, storage/retrieval and dissemination processes, and therefore does not need to develop any new additional systems or platforms to manage its knowledge. This is a major advantage because information management systems and various platforms would otherwise require very significant resources to develop. In addition, supportive structures to KM (e.g. operations, finance etc.) possess highly effective systems that greatly enhance existing KM practice.

We found that on the whole, human resource technical capacity to efficiently navigate and optimally utilize these systems / platforms within programmes (with the exceptions of operations, finance and IT) is however highly compromised. Most staff mentioned that high workloads leave them with little or no time to access and/or navigate through all the available systems. The 'Digital Library' was however lauded as being intuitive, straightforward and more easily navigable com-

pared to e.g. the RMS. In addition, a majority of staff do not know how to access/ use/ navigate most of the information systems.

We further found that, with the exception of improvements in the quality of inputs to UNDAF development processes, there existed no methods of accounting for the OL benefits accrued from these UN Coordination processes.

4.1.2. Effectiveness

K5: UNW-WCA generates, stores and disseminates credible and reliable evaluation-based GE/HR knowledge, however staff awareness on the availability of evaluations is low.

Through the conduct of evaluations, UNW-WCA produces reliable and credible gender and human rights responsive   knowledge. Resultant evaluation reports are published and disseminated through various channels that include the GATE system. Evaluation reports undergo various quality assurance checks to enhance reliability.

When asked questions on *the process used within UNW-WCA to create any new knowledge or information* respondents did not mention _from the top of their minds _ evaluation as a data creation, with the exception of three M&E personnel. This presents a significant gap within the organization in relation to current organizational learning. Available evaluations and how/where to access them needs to be included in the staff capacity-enhancement processes.

All academic institutions across all the KME study countries firmly confirmed their openness to collaborating with UNW-WCA units to conduct broader and more rigorous GE/HR based research and further peer review research products generated by UNW-WCA programs.

K6: There is an overwhelming number of digital platforms and information management systems and further, some UNW-WCA staff do not know of the existence of some of these platforms/systems.

Approximately 40 websites, platforms and applications[52] are in use both at UNW global level and at regional levels. This overwhelming number of platforms and systems has ultimately resulted in a very small proportion of highly IT-adept staff members optimally utilizing these systems / platforms. This was seen to work against KM efficiency and effectiveness and was also found to be a significant barrier to Organizational Learning. In addition, a number of staff did not receive any orientation upon joining the organization thus did not know about the existence of certain platforms.

K7: WCA units do not have a dedicated KM unit with requisite human and financial resources, time, infrastructure/ equipment, among other resources

Although UNW-WCA has evidently invested significant resources in the development of Information Systems (IS), there were no clear country-specific budget lines directly allocated to the KM process. With the exception of WCARO that has approximately 13.0% of its core functions budget dedicated to KM, all other units in the UNW-WCA have not had resources (mostly financial and human) that were directly and intentionally demarcated for use in relation to KM implementation.

The lack of a dedicated KM unit in all UNW-WCA units further means that, for the staff serving currently in WCA region, there has been no clearly defined guidance on the practice of KM. Units (country offices and program presence) assessed in this KME creatively align their scarce program resources to meet their KM needs, however these resources are far from optimal and significantly inhibit effective and efficient practice of KM. This means that various knowledge sharing practices and activities (e.g. trainings, documentation and use of lessons learnt and good practices, confe-

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52   KM Corporate strategy 2018-2021, page 13

rences etc.) are not centrally planned/coordinated and implemented optimally. Allocation of the above-mentioned resources for successful KM implementation is therefore crucial.

4.1.3. Efficiency

K9: Diverse/ non standardized knowledge creation, storage and retrieval processes - which lead to high institutional memory loss within UNW-WCA - are key barriers to efficiency (and sustainability). It is therefore inferred that Organization Learning is also significantly impeded by the lack of well stored and accessible gender and human rights responsive data, information, knowledge and wisdom.

GE/HR knowledge creation, storage and retrieval processes are non-standardized across the region.

High loss of institutional memory is mostly occasioned: by ineffective staff hand-over processes; a culture where the back-up of routine GE/HR programmatic interventions is not centralized or enforced; poor storage and minimal archiving of knowledge products ; and in some instances, lack of knowledge on how to utilize available back-up platforms e.g. shared drive and cloud backup systems. This has resulted in equally significant knowledge retention gaps and low levels of organizational learning mostly occasioned by lack of standardized and comprehensive internal knowledge storage and retrieval processes/practices, coupled with poor staff hand-over and induction processes (among others). These are key factors that significantly affect the organizations efficiency and ultimately the overall sustainability of KM within UNW-WCA.

K8: There exists significant bottlenecks in coordination/ collaboration with key stakeholders that hamper the creation, storage and flow of routine gender and human rights responsive data, information and knowledge across the gender machinery. There are also some opportunities that could support UNW-WCA in fully becoming the GE/HR knowledge hub

4.1.4. Sustainability

Collaboration with various relevant government ministries, other UN agencies, CSOs, academia and all other key stakeholders was confirmed as providing crucial support to the national GE/HR data and information creation processes. Government and umbrella CSO GE/HR data collection systems and processes were however found to have significant weaknesses.

Technical capacity for mainstreaming and implementing GE/HR (including QA) in many government ministries was found to be relatively weak thus government data sources and statistics were generally viewed as unreliable across the region.

Another significant gap in the aggregation of national GE/HR statistics emanated from the lack of a centralized nationally coordinated CSO's GE/HR data capture mechanism. We found that across all WCA countries, CSO's (and indeed governments) lacked a minimum standardized set of national GE/HR indicators on which they were required to routinely report on. Further there were no solid accountability mechanisms through which all CSO's were required to submit GE/HR data and information created through their implementation cycles, despite the fact that they implemented and were in contact with a very significant proportion of programs on the ground.

Furthermore, coordination of the GE/HR data aggregation processes was currently not being done and was seen as a key entry point to strengthening GE/HR data repositories within the constituent countries. It would also serve to increase UNW-WCA's visibility which was found to be very low (compared to larger UN agencies e.g. UNDP, UNICEF, UNFPA).

UNW-WCA's engagement with organizations that ranged from international development partners to community-based organizations within the GE/HR arena was evident. However, qualitative interviews pointed out that UNW-WCA frequently missed out on meaningful engagement with community members. This is probably due to low collaboration with GE/HR related organi-

zations working directly at the grass root levels. Collaboration with other UN agencies in GE/HR knowledge management was also reported as not meeting its full potential in the area of KM.

4.1.5. Gender Equality and Human Rights

K10: Gender Equality and HR practices are present within UNW-WCA KM practice, however some marginalized groups face barriers in accessing GE/HR knowledge products

Gender and HR are highly cross-cutting areas and it is evident from the findings of the four DAC/OECD criteria that UNW-WCA has incorporated various KM practices into its programming to ensure Gender and HR are addressed. Although there are no standardized KM practices related to GE/HR, it is evident that there are many creative KM approaches across the UNW-WCA region which can be emulated across the region.

Liberia's Women Political Participation produced simplified fliers showing representation of women in government that were widely distributed. The WPP flagship program in Liberia effectively utilized the countrywide reach of ECOWAS radio in reaching both urban and rural communities using community radio stations that broadcasted in local languages and is very effective in spreading the GEWE and human rights messaging. Hence UNW-WCA should leverage on radio listenership to reach greater percentages of rural, marginalized populations and those left behind. In Nigeria, a number of knowledge products were translated into local languages and creation/dissemination of GE/HR messaging through the use of short videos and documentaries.[53]

Cameroon's Women Political Participation program trained journalists who then invited women across the nation to participate in national debates among many other promising KM practices that reach the non-intellectual, marginalized populations.

We did not find any references to knowledge products created for the visually impaired that were written in Braille nor screen readers for those with low vision across all the visited countries.

With the exception of the GRC in Liberia and the GKC in Cameroon, we found that there are 'geographical location' access barriers to knowledge products found within UNW-WCA premises. This is mainly because UN premises are located in capital cities which are often remote to rural populations.

Although we found that all countries had in place KM measures that addressed GE/HR, it was however evident that there was still a large cross-section of non-intellectual and marginalized populations, including those left behind in the WCA region that were not being effectively reached with GE/HR messaging. This therefore calls for more deliberate programming of GE/HR knowledge management strategies to ensure that marginalized populations and those left behind are comprehensively reached with timely and relevant GE/HR knowledge.

4.2. Recommendations

R1. Internal Standardization of KM practices and storage of data, information and knowledge needs to take place with urgency

Urgency	Impact	Difficulty
High	High	Low

There is an urgent need to standardize the practice of KM across the UNW-WCA region. It is imperative that UNW-WCA standardizes the definition of what KM should represent across all its units. Indeed, the UNW Corporate Strategy 2018-2021 provides initial guidance, however it does

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53   e.g. "Figure Error! Main Document Only.: Image of a Short video and documentary WPPS program Nigeria" (page 45)

not comprehensively cover all aspects that KM entails.

The first step therefore is for the west and central Africa region to clearly outline a standard minimum set of KM practices that will guide the region and provide clear standards for all units. This can be achieved through developing and implementing the envisioned regional KM strategy that will include: what the key practices will be and how these will be quality assured and measured. The UNW Corporate strategy (2018-2021) coupled with the findings of this KME will provide a foundation on which to build this proposed context-specific Regional KM strategy.

KM practices include: delineating, communicating and inculcating (through management), the clear and centralized in-house data/information/ knowledge storage processes that will ensure GE/HR related content is readily available and easily accessible to all staff.

Increase the rate of organizational learning by utilizing the following proposed approach: formation of small teams comprising staff who have superior Information Technology (IT) skills; inculcate peer-to-peer learning and mentorship; encourage open information sharing within the program; implement good induction/ orientation processes with clear access to institutional memory; encourage staff to take personal interest; ensure there is the full buy-in and support from management.

It is highly recommended that good KM practices in GE/HR are replicated and disseminated for effective organizational learning. Good practices that are highly recommended for emulation in the greater UNW-WCA region are 'Gender Cafe's', 'Peace Huts,' Gender Resource Centers (housed within easily accessible ministries of Gender), Gender Knowledge Centers in UNW offices, Gender Corners within universities as they provide opportunities for dissemination of knowledge to GE/HR stakeholders and ensure sustainability of GE/HR knowledge at all levels.

R2: Production of knowledge products should be done predominantly in French or bilingually. Current and relevant country-specific examples should also be regularly uploaded onto country specific portals hosted by the main UN Women website. Dissemination of GE/HR related knowledge needs to be simplified as it targets marginalized groups and those left behind more intentionally. Quick and cost-efficient avenues are outlined here below:

Urgency	Impact	Difficulty
High	High	Low

Production of French (or bilingual French-English) knowledge products and translation of existing knowledge products into local languages needs to be factored into the processes of UNW-WCA to ensure wider, relevant, effective reach of the GE/HR messaging.

In addition, country-specific portals hosted by the 'mother' UN Women website need to be regularly updated with current context specific examples, data, information and knowledge to increase relevance and utility by internal stakeholders - more so by external stakeholders to whom this dissemination initiatives are targeted at. This will require a reduction in bureaucracy where knowledge products pass through long approval processes. It is highly recommended that significant autonomy is given to WCARO to allow for quick approval and dissemination of country-specific knowledge products and information that is uploaded onto country-specific websites. Simplifying and reducing the turn-around-time for knowledge products approvals for the UNW Africa website or even the HQ website by *"de-risking of the approval process of knowledge products "* as practiced by the AfDB will enable units to quickly disseminate GE/HR data, information and knowledge. The UNW- WCA regional office may grant COs a significant level of autonomy to approve knowledge products and information that they can quickly and effectively upload for dissemination using social media channels so as to stay relevant and increase brand visibility.

Utilization of the following simple methods of dissemination of GE/HR Knowledge is recommended:

- Radio or SMS to reach marginalized groups who often do not have access to the in-

ternet. Examples of options available include the "green line" as named in Côte d'Ivoire, or 'help lines' as commonly known is an easy and efficient way that would allow UNW-WCA work with women organizations, security forces, youth etc. to develop services where victims of Gender Based Violence can obtain psychosocial support/referrals

- Creative arts e.g. music, theatre, production of short films, videos and documentaries for the general public to better utilize the knowledge disseminated and are cost-efficient and more effective in sharing knowledge with the general public and marginalized populations, including those left behind.

- It is strongly recommended to capture events as they occur in real time with readily available social media to reach marginalized groups and the youth. This instant knowledge sharing would elicit feedback with relatively greater relevance while increasing UNW-WCA's visibility.

Urgency	Impact	Difficulty
High	High	Medium

It is imperative to conduct a needs assessment to identify gaps in staff capacity to effectively utilize the well-developed and readily available information management systems and platforms. This would inform subsequent staff trainings, peer-to-peer learning or communities of practice.

UNW-WCA should require that all units and departments develop a given number of knowledge products and embed this requirement into all staff annual work plans (from management across the board) as part of accountability. This will greatly foster the aforementioned peer-to-peer learning and will significantly impact organizational learning as staff begin to coordinate and share tacit knowledge and endogenous wisdom across units and departments.

Urgency	Impact	Difficulty
High	High	Low

UNW-WCA as a whole needs to continue enhancing the production of credible and reliable GE/HR knowledge through the commissioning of more evaluation studies, and ensuring that all completed evaluation studies are uploaded onto GATE for timely and effective knowledge sharing. UNW-WCA also needs to quickly engage with all the academic institutions that responded to the KME. The institutions firmly stated their willingness to: support the conduct of rigorous GE/HR research; peer review UNW-WCA's knowledge products ; most were willing to provide Gender Corners in their universities which UNW-WCA can efficiently leverage on for the dissemination of Gender and human rights responsive knowledge.

Urgency	Impact	Difficulty
High	High	Low

KM practice needs to be standardized across the region by urgently identifying a minimum set of the pre-existing digital platforms and information management systems that will be routinely utilized across the UNW-WCA region. In addition, staff capacities to utilize these platforms should be imperatively enhanced. New staff joining the organization can be provided with an orientation kit/ training package that outlines the key KM platforms that they will need to use in the course of their duties.

Urgency	Impact	Difficulty

High	High	High

It is imperative that a KM unit is constituted in each of the units within UNW-WCA with oversight, coordination and implementation support provided by the KM unit at WCARO - a senior-level (P5) staff is recommended to lead this unit. Required skill-sets may include (but not limited to) Research/statistics, M&E, Communications/public relations and knowledge management to drive the KM agenda in the UNW-WCA units/countries.

This could mean re-organizing and enhancing the capacity of currently available human resources, and in some cases recruiting new staff to drive the KM process.

> Allocation of KM resources in the core budgets of UNW-WCA units needs to be prioritized for more effectiveness and relevance.

Urgency	Impact	Difficulty
High	High	High

UN Women has a globally recognized mandate[54] to support governments in the coordination of GE/HR. As the technical lead UN agency on GE/HR, UN Women is recognized and acknowledged by key stakeholders. UNW-WCA should leverage on this position to strengthen the national GE/HR data creation machinery – especially targeting government ministries and relevant civil society organizations.

Indeed, these institutions should ideally be creating credible and timely data that UNW-WCA could utilize to produce reliable knowledge products, such as country gender profiles.

UNW-WCA, by virtue of its mandate should initiate/ take the lead of the support provided by the UN to National Governments towards developing minimum standardized set of national GE/HR indicators. Key stakeholders (governments, CSO's, donors etc.), would subsequently be required to routinely report on the key indicators. UN Women support would consist in advocacy, coordination/ planning, providing Technical Assistance (TA) on GE/HR in QA standards and processes for gender/HR responsive data collection/ research.

External knowledge-sharing practices can improve through dissemination of current knowledge products via UNW-WCA's network (using updated mailing lists/ list-serves). This would further position UNW-WCA as the knowledge hub for the GE/HR agenda.

Implementation of standardized and more GE/HR sensitive KM approaches across the UNW-WCA is imperative to ensure that the Entity better reaches marginalized populations and those left behind. Gender Resource Centers as implemented within Liberia's Ministry of Gender is a good practice that should be emulated across the region. To ensure that rural populations also have equitable access to GE/HR knowledge products, UN Women can advocate for GRC's further expansion nationwide by the relevant host ministries.

Partnerships with academic institutions should further be leveraged on to create Gender and human rights responsive research corners that provide greater access to knowledge products .

Creating knowledge products in Braille across the UNW-WCA region is crucial to cater for the needs of the visually impaired populations. Translation of knowledge products into French and relevant local languages, use of radio networks that broadcast in local languages, and production of documentaries and short videos should be mainstreamed in the implementation of UNW-WCA programming to ensure that the hard to reach and marginalized populations have an equal op-

54   See UN Resolution res/64/289 : the mandate and functions of the Entity shall consist of the consolidated mandates and functions of the Office of the Special Adviser on Gender Issues and Advancement of Women, the Division for the Advancement of Women, the United Nations Development Fund for Women and the International Research and Training Institute for the Advancement of Women, with the additional role of leading, coordinating and promoting the accountability of the United Nations system in its work on gender equality and the empowerment of women, and that any new mandates shall be subject to approval by intergovernmental process. UN Women supports UN Member States as they set global standards for achieving gender equality, and works with governments and civil society to design laws, policies, programmes and services needed to ensure that the standards are effectively implemented and truly benefit women and girls worldwide (http://www.unwomen.org/en/about-us/about-un-women).

portunity of contributing to / receiving GE/HR related data, information and knowledge.

Urgency	Impact	Difficulty
High	High	Low

It is crucial that all units within UNW-WCA urgently organize and implement centralized knowledge repositories/ databases/ servers for storage and archiving of knowledge products to ensure that knowledge produced previously within the organization is secured and readily retrievable to all staff members. We recommend a few immediate 'quick-wins' below:

- Designate one central server (as simple as one desktop or Cloud storage) to serve as a central repository and back-up, accessible to UNW-WCA country staff, for all knowledge products created by CO's. A similar repository should also be available at the RO. IT departments would provide staff and external stakeholders with various access levels to knowledge products . This will ensure that all GE/HR data and information are retained in case of staff departure or loss of electronic equipment, e.g. computer crashes.

- Develop a standardized folder nomenclature system and require all staff to save their work on the central server system. Alternatively, IT departments could develop computer pathways that automate the process of saving documents in the central repository to forestall loss of information and institutional memory. Automated back-up practices can be incorporated to make these practices highly efficient and counter occurrences of low computer-based skills.

- Sensitize staff on the importance of creating and sharing KPs internally with their colleagues. Designing a recognition or rewards system for staff who develop a culture of sharing quality knowledge products can act as a form of motivation.

- Implement comprehensive standardized staff handover and staff induction processes. An excellent handover report/template[55] is provided as an example that can be emulated across the WCA region.

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55   This template is provided as an attachment to this report. The attachment is labelled '01_ES Sample Handover Notes TPL – Liberia.

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o   Websites

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ANNEXES

Annex 1: Terms of Reference

https://www.dropbox.com/s/786r5a6izwxdxe0/KMEv-TORs.pdf?dl=0

Annex 2: Documents consulted

Knowledge management Evaluation Terms of Reference- (180914KMEv)

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5. Draft Report KM Practices in UNW-WCA

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9. Knowledge Management in the United Nations System

10. UN General Assembly Resolution 31st May 2018

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13. Plan d'Action National pour l'Éradication des VBG et la Promotion des Droits Humains Sénégal 2017-2021(National Action Plan for the Eradication of GBV and Human Rights-Senegal)

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15. Analyse Genre des Bases de données existantes (Gender Analysis of Existing Databases)

16. Projet Appui aux statistiques du genre (Project Support for Gender Statistics)

17. Système Statistique National (SSN) National Statistics System)

18. Plan du Sénégal Émergent (PSE) (Emerging Senegal Plan)

19. Agence Nationale de la Statistique et de la Démographie (ANSD) National Agency for Statistics and Demography)

20. Rapport Phase ii du PSE (Report of Phase ii Emerging Senegal Plan)

21. Stratégie Commune du Système des Nations Unies pour La Promotion de l'Egalite des droits L'Autonomisation des Femmes au Mali 2016-2019 (Common Strategy of the UN System for Human Rights and Empowerment of Women in Mali

- Key informant interviews

Country	Govern-ment	Acade-mia	Donors	UN System Agencies	Me-dia	Former contrac-tors & consul-tants	Program staff	Total
Mali	1	1	-	2	1	1	4	10
Senegal (CO)							5	5
Senegal (RO)	1		-	1	-	1	8	11
Liberia	3	1	-	3	2	1	8	18
Côte d'Ivoire	3	2		1		1	4	11
Came-roon	-	1	-	2	1	1	9	14
Nigeria	3			2			5	10
ESARO								1
Total	10	5		11	3	4	43	80

- Focus Group Discussions

Country	Implementing Partners	Academia	Media	Programme staff	Government	Total
Mali	1		1	1		3
Senegal (CO)				2	1	3
Senegal (RO)	1			1	1	3
Liberia	1			1	1	3
Cote D'Ivoire	1			1		2
Came-roon	-			-	-	0
Nigeria	1	1	1	1		4
Total	5	1	2	7	3	24

- Quantitative interviews

Country	Mali	Senegal	Liberia	Cote d'Ivoire	Cameroon	Nigeria	Total
Number of question-naires com-pleted	6	4	6	7	13	3	44
Refused							5

- Detailed list of interviews per country

A. MALI

I. **UN WOMEN STAFF**

1. Hady Sangaré - Women Economic Empowerment: Agriculture - 1
2. Oumou Belle Boré - EVAW/SGBV - 1
3. Raymond Berthé - M&E officer/specialist :
4. Anne Marie - ICT Officer - 1
5. Elizabeth/Marietou - Peace, Security & Humanitarian Action - 1
6. KamissaTraoré - Entrepreunriat - 1
7. Communications department - Mini FGD - 3 Participants
8. Anna Konate - Operations Manager - 1
9. Sadio Kante - 1
10. Karin Grimm - WPS Policy Specialist

II. **OTHER UN AGENCIES**

1. GTG Members (WHO, UNICEF, UNFPA) FGD - 7 participants
2. Ag Muphtah - **UNESCO** - 1

III. **GOVERNMENT**

1. Ministry of Gender and Family – 1 participant (Did not complete the interview)
2. Ministry of Finance and Budgeting – Participants-2

IV. **CIVIL SOCIETY ORGANIZATIONS/ NGO'S**

1. FGD with various CSO's e.g. APDF, MQE, ADC 3AG etc - 21 participants

V. **MEDIA & TECHNOLOGY FIRMS**

1. Mammadou - Vyelery (sp) Magazine - 2 Participants

VI. **CONSULTANTS AND CONTRACTORS** (who have worked with UNW before)

1. TMC Consulting and 4E Conform - Mini FGD - 4 participants

VII. **ACADEMIA**

1. FGD: University of Bamako - Dept of Political Sciences - 7 Participants

B. SENEGAL (WCARO + PROGRAM PRESENCE)

I. **UN WOMEN STAFF**

1. Oulimata Sarr, Deputy Regional Director - 1
2. Djenaba Ndiaye, National Coordinator - Program Senegal - 1
3. Cyuma Mbayiha - Regional M&E Specialist - 1
4. Agoro Tchagbale - Director of Operations - 1
5. Assane Ba - WCARO Procurement
6. Aicha Awa Ba - WCARO KM Consultant
7. Soulef - Women Political Participation
8. Florence - Coordinator Planning and Strategy
9. Zeynabou (sp), EVAO - 1
10. Dieynaba Niabaly, WCARO Communications Assistant

11. Babacar - UNW RO Communications and Media Consultant

12. Emmanuel - WCARO ICT Dept - 1

13. Regional Policy Advisors (Climate Resilient Agriculture, WEE, Governance & political Participation, EVAO, Maternal Mortality etc) - in Mini FGD - 6 Participants

14. Program Senegal Mini FGD - 4 Participants

15. Elizabeth Gueye, Spotlight - WCARO - 1

II.   **OTHER UN AGENCIES**

1.   UNICEF - Paula, Regional Gender Specialist and Karen, UNICEF KM/M&E officer - 2

III.   **GOVERNMENT**

1.   Ministry of Gender, Women and children affairs

IV.   **CIVIL SOCIETY ORGANIZATIONS/ NGO'S**

1.   PNDL (implementing partner) – 1 Participant

V.   **CONSULTANTS AND CONTRACTORS (WHO HAVE WORKED WITH UNW BEFORE)**

1.   Participant

VI.   **ACADEMIA**

1.   None

C.   **LIBERIA**

I.   **UN WOMEN STAFF**

1.   Sangeeta R. Thapa, UNW Deputy Director - 1

2.   Focus Group Discussions (FGD) with UN WOMEN Staff - 11 Participants

3.   Hemlata Rai - Inclusive Security Manager - 1

4.   Ramon & Moses - Women Economic Empowerment Pillar staff - 2 Participants

5.   Mahmoud & Nyasha - Women Political Participation - 2 Participants

6.   Dogba, Pearl & Rubylyne - SGBV program - 3 Participants

7.   Yawo Maglo - Operations Manager - 1

8.   Thomas - UNDP IT Support to UNW - 1

9.   Millica - M&E Advisor - 1

10. Maureen - Communications Officer - 1

11. Maude Soumah - UNW TA to Govt on GE/HR - 1

12. Fabrice Laviolette - Partnerships Advisor – 1

II.   **OTHER UN AGENCIES**

1.   Chantal Ekambi - UNDP Gender & Development specialist - 1

2.   Yuko - UNICEF Child Protection Unit - 1

III.   **GOVERNMENT**

1. Ministry of Gender, Children and Social Protection Officers (A. Borlay - Director Policy Planning, Joseph Monimba - Director Research & Statistics, Emmanuel Barla and Peter - Communications) Mini FGD - 4
2. Ministry of Internal Affairs - Mini FGD - 5
3. Ministry of Justice - SGBV Crime Unit, John Aquoi & colleague - Mini FGD - 2

IV. **CIVIL SOCIETY ORGANIZATIONS/ NGO'S**
   1. FGD - Key Civil Society IFBLAV, SOAP, WAPNET, WONGOSOL, WAEP - 13

V. **MEDIA & TECHNOLOGY FIRMS**
   1. Eric Clarke - Orange Liberia - 1
   2. Margaret Flomo - Coordinator, ECOWAS Radio - 1

VI. **CONSULTANTS AND CONTRACTORS** (who have worked with UNW before)
   1. Thomas B. Kaaneh

VII. **ACADEMIA**
   1. Prof. Debey Sayndee - Director Koffi Annan Institute - 1

D. **COTE D'IVOIRE**

I. **UN WOMEN STAFF**
1. Representative/ Deputy Representative
2. M&E officer/specialist/ Communication focale point / Programme support Women Economic Empowerment (Jean- Jacques N'GBARAMOU)
3. Partnership and coordination officer
4. Operations Manager/ IT officer (Marie-Cécile BADOU)
5. Programme manager/ Programme support EVAW/SGBV (Madeleine Oka BALIMA)
6. (Madeleine Oka BALIMA)
7. Programme Officer Women Political Participation (Sylvie GOUGOUA)

II. **OTHER UN AGENCIES**
1. UNDP
2. UNICEF

III. **GOVERNMENT**
   Ministry Of Agriculture- 3 Participants
   Ministry of Education- 1 Participant
   Ministry of women- 1 participant

IV. **Key Implementing partners**
(Leadaficaines, Groupe consultatif de la société civile,WANEP, CNHDCI, GOFEHF

V. **MEDIA & TECHNOLOGY FIRMS**
   none

VI. **CONSULTANTS AND CONTRACTORS** (who have worked with UNW before)
   Adrien Kouassi, Programme   Evaluation Expert

VII. **ACADEMIA**

- 2 key informants   UNIVERSITE FELIX HB/Professeur Terra
- CERAP

E. **CAMEROON**

I. **UN WOMEN STAFF**

1. Adama Moussa - Cameroon Country Representative - 1
2. Dr. Hind Jalal, Deputy Resident Rep - 1
3. GTG Representative & HIV Focal Person - 1
4. Yves & Anita - Operations UNW CMR CO - 2
5. Valerie , WPP - 1
6. Teclaire - Communications/KM - 1
7. Caryne - UNW M&E Advisor - 1
8. Zambo Bouchard - National Gender & HIV Expert - 1
9. Uilrich Inespere Waffo - Gender, Statistics & SDG's Expert - 1

II. **OTHER UN AGENCIES**

1. Mercy & Imma - OCHA - 2

III. **GOVERNMENT**

*No government respondents available

IV. **CIVIL SOCIETY ORGANIZATIONS/ NGO'S**

1. Dr Moussa Oumarou, CEDIMUCS - President, Council of Imams - 1

V. **MEDIA & TECHNOLOGY FIRMS**

1. Micheal - National Television - 1

VI. **CONSULTANTS AND CONTRACTORS (Who Have Worked With UNW Before)**

1. Consultant/ Contractor - Juliette Itoke - 1

VII. **ACADEMIA**

1. Knowledge Users - Academia, PHD Student, (Metsagho Mekontcho Boris) - 1

F. **NIGERIA**

I. **UN WOMEN STAFF**

1. Peace - UNW Nigeria Country Representative - 1
2. Lansana Wonneh, Nigeria Deputy Country Representative - 1
3. Aijaz - Operations Manager - 1
4. Desmond, Women Political Participation - 1
5. Peter - Women Peace and Security - 1
6. Patience Ekeoba - UNW DPGG representative -
7. Patience Ekechukwu

II. **OTHER UN AGENCIES (plus Donors & Other development Partners)**

1. Ahmed Matane, Assistant Representative Programs - Food and Agricultural Organization (FAO) - 1
2. DPGG Representatives from AfDB: Patricia Bolanle - Principle Education Officer

and Fatima Alkali - Senior Communications Officer, AfDB - Mini FGD - 2 Participants

3. Tatsuya Imamura - Coordinator Japan Embassy - 1

III.   **GOVERNMENT**

1. Blessing Obidiegu, Director, INEC - 1

2. Arietu Aliu, Director - Gender in Ministry of Women Affairs - 1

IV.   **CIVIL SOCIETY ORGANIZATIONS/ NGO'S**

1. Prof Olabisi Aina & Colleague - Centre for Gender, women and Children in sustainable development. Mini FGD - 2 participants

2. Implementing Partners (including Zamani Foundation, AFA, Assawin, NWTF, Search for common ground, Youngsters Development initiative) - 9 Participants

3. Kachie Ugu, Search for Common ground plus colleague - 2 Participants

V.   **MEDIA & TECHNOLOGY FIRMS**

1. FGD with Media representatives (from among others Press TV International, Kapital FM, NAN, Plateau Radio & TV, UN Media Network Secretary, Gombe GMC radio) - 8 Participants

VI.   **CONSULTANTS AND CONTRACTORS** (who have worked with UNW before)

1. None

VII.   **ACADEMIA**

1. Grace Awoudu Ministry of Foreign Affairs, Gender, Peace and Security Directorate (IPCR) - 1

G. **OTHER RESPONDENTS RECOMMENDED BY KME MANAGEMENT GROUP**

1. Jack Abeba - ESARO KM Specialist

Annex 4: KME Data COLLECTION TOOLS

i. FGD guide_UNW Staff_

ii. KII Guide_UNW Staff at RO+CO+PP

iii. UN Agencies KII tool

iv. FGD tool_CSO's and IPs

v. KII Tool_Academia

vi. Government-KII Guide

vii. KII Guide_Media & Technology firms

viii. KII Guide_UNW Contractors & Consultants

001_ FGD guide_UNW St...18.docX	002_ KII Guide_UNW Sta...P.docx	003_ UN Agencies KII to...18.docx	004 _FGD tool for CSO's and IPs.docx	005 _KII Tool_Academia. docX
006_ Government-KII Guide_30.10.18.docc	007_ KII Guide_Media. docx	008_KII Guide_ UNW Contractors & Consul-tants_30.10.18.docx	UNWKME_QUES-TIONNAIRE_Engli-sh.docx	UNWKME_QUES-TIONNAIRE_french. docx

Section 1: Original Proposed Calendar of KME Activities/ Workplan

Assignements	Starting Date 2018	Finishing Date 2018	Days of Work Monday-Friday	Focal Point	Jours de travail	
					Consultant international	Consultant national
Contract signing (UNW-WCARO & PARS)	20-Sept	20-Sept	1	NA	0	0
Contact of PARS consultants with UN Women's office; exchange, collection and familiarize with documentation. Identification and geolocalisation of stakeholders	21-Sept	29-Sept	6	NA	0	0
Skype conference briefing: exchange on the mission ; orientations, explanation of ToRs, orientation on data collection, documentation review etc.	02-Oct	02-Oct	1	Conference call	0	0
Organization of launching meeting for parties : identification of stakeholders, invitations for interviews, definition and elaboration of supporting document to be shared	05-Oct	06-Oct	2	AI-AC	0	0
Design report (inception report) prior to evaluation ; documentation review, planification of launching meeting, inception report (following Handbook guidelines)	03-Oct	09-Oct	6	PARS	0	0
Deadline for Draft 1design report	09-Oct		1	PARS		

Deadline for submission and Review of Draft 2 Design report	17-Oct	18-Oct	6	MG-RG	
Integration of modification for design report//finalization of design report	19--Oct	20-Oct	2	PARS	
Travel to Bamako	21- Oct.	21- Oct		AI, CM, AC PARS	
Preparation meeting/ day for Eval team and PARS at UNW-MLI office	TBC			AI-AC-CM	0
Pilot data collection tools and update them	22-Oct	22-Oct	1	PARS	0
Deadline for second version of design report	23-Oct	23-oct		PARS	0
Data collection In Mali (Elizabeth and Beatrice - Amélie / Aicha	24-oct	26-Oct	4	AI-AC-PARS	
Travel to Dakar	26-Oct.	26-Oct		AI, CM, AC PARS	
Data collection (Elizabeth and Beatrice)	27-Oct	03-Nov	5	AI-CM-AC	
Meeting on Knowledge Management in Dakar	2-Nov				
Travel to Liberia and data collection (Beatrice)	3-Nov	10-Nov	6	PARS	

Travel to Ivory coast (Elizabeth, Aicha, Amélie)	3-Nov	10-Nov	6	AI-AC-PARS		
Travel to Cameroon and data collection (Beatrice and Aicha)	10--Nov	16-Nov	6	AI-PARS		
Field trip to Nigeria (Elizabeth & Aicha)	16-Nov	23-Nov	6	AI-PARS		
Travel back to Nairobi	23 - Nov			PARS		
Data collation, analysis ; writing of draft evaluation report	26- Nov	5-Dec	8	PARS		
Deadline for draft evaluation report	7-Dec		1	PARS	0	0
Review/correction of draft report (evaluation management team and reference group)	10-Dec	14-Dec	4	AI-CM-AC-RG	0	0
Sharing of comment and review from reference group and management group	14-Dec		1	MG		
Integration of inputs from RG and MG to final draft	15- Dec	18-Dec	3	PARS	0	0
Final draft review from MG+RG and notification of approbation or amendments request	19- Dec	21- Dec	4	MG-RG	0	0

Workshop review on final report	TBD		1	RG,MG, PARs	0	0
Finalisation and deposit of final report	TBD		2	PARS		
TOTAL			**83**			

Section II: Proposed work plan following completion of KME data collection

Assignments	Start Date	End Date	Days of Work	Focal Point
Travel back to Nairobi (actual)	26 - Nov			PARS
Data collation (includes review of additional KPs received from 5 countries and Transcription of approx 100 English and French recordings)	27-Nov	07 Dec	6	PARS
Data, analysis ; writing of draft evaluation report	10-21 Dec	02-14-Jan	15	PARS
Deadline for draft evaluation report	15-Jan		1	PARS
Review/correction of draft report (evaluation management team and reference group)	16-Jan	22-Jan	4	AI-CM-AC-RG
Sharing of comment and review from reference group and management group	22-Jan		1	MG
1st level Integration of inputs from RG and MG to final draft and 2nd level final draft review from MG+RG and notification of approbation or amendments request	23- Jan	28- April	3	PARS MG-RG
2nd level Integration of MG+RG inputs on final KME draft following non-cost extension approval and subsequent submission of final KME report	29 -April	07- June	10	PARS

Workshop review on final report	TBD	1	RG,MG, PARs
Finalisation and submission of final report	TBD	2	PARS