



FEED THE FUTURE

The U.S. Government's Global Hunger & Food Security Initiative



Internal KM Tool and Processes

Integrating KM Across Project Activities

April 2018

Feed the Future Enabling Environment for Food Security Project



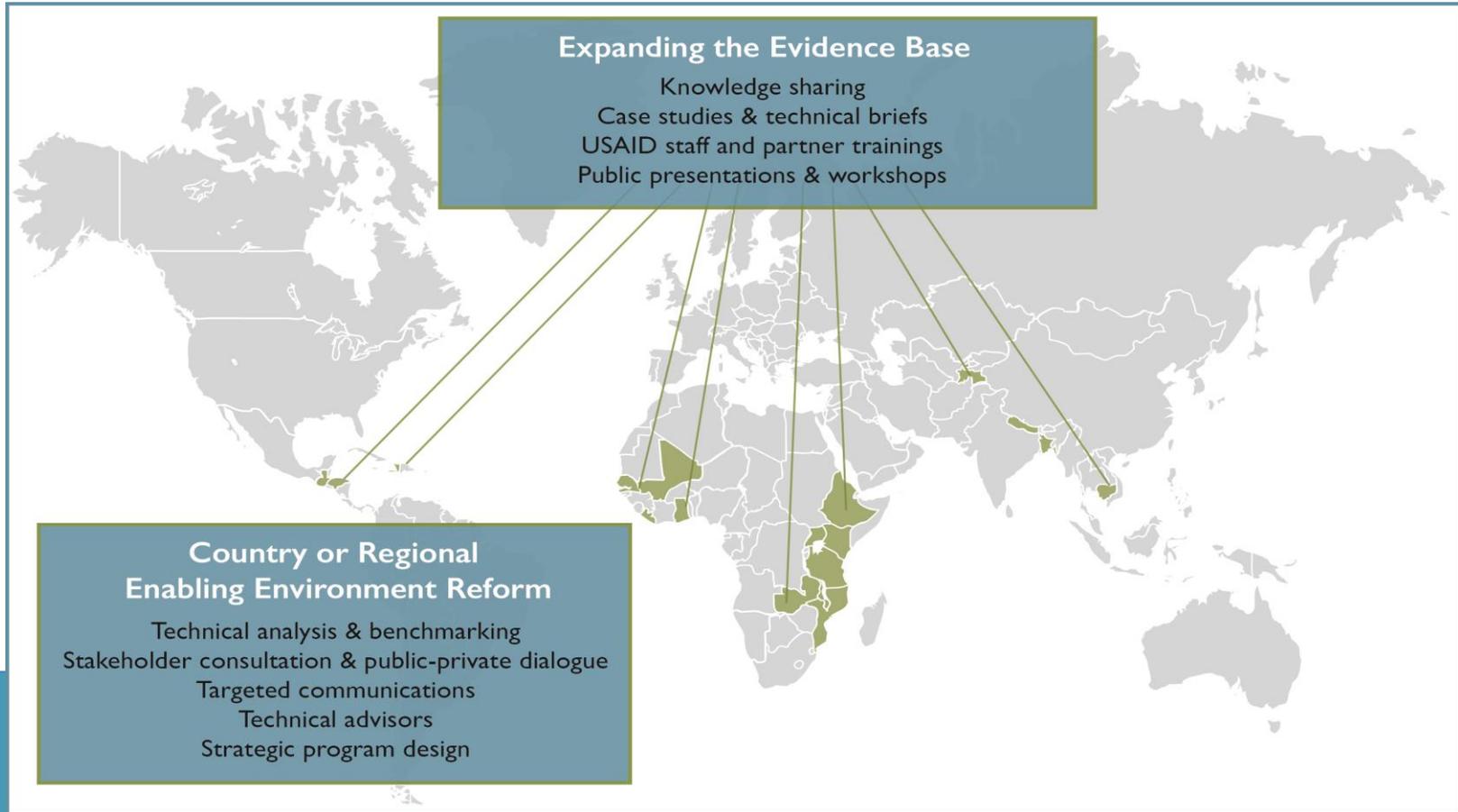
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Feed the Future Enabling Environment for Food Security

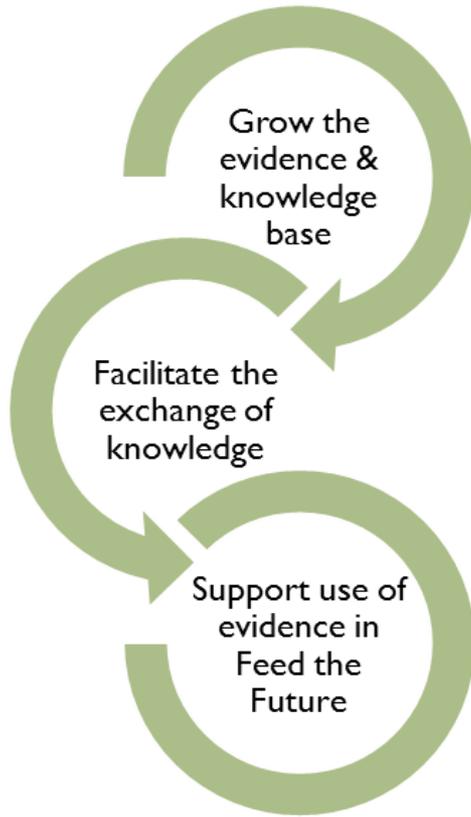


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OUR PROJECT KM GOALS

..... Ultimately, to be more effective & impactful in how we improve enabling environments for food security in countries where we work





ABOUT THE KM ASSESSMENT

Methodology

USAID Feed the Future Staff Survey

Multi-stakeholder Online Survey

Key Informant Interviews

Document review

Analysis

Technical knowledge gaps & priorities

How technical knowledge is used

Knowledge synthesis & communication preferences

Knowledge exchange formats & preferences

Trusted sources & influencers

Online exchange platforms

Presentation of Results

Summary findings

5 Stakeholder User Profiles

Database of over 23 online platforms

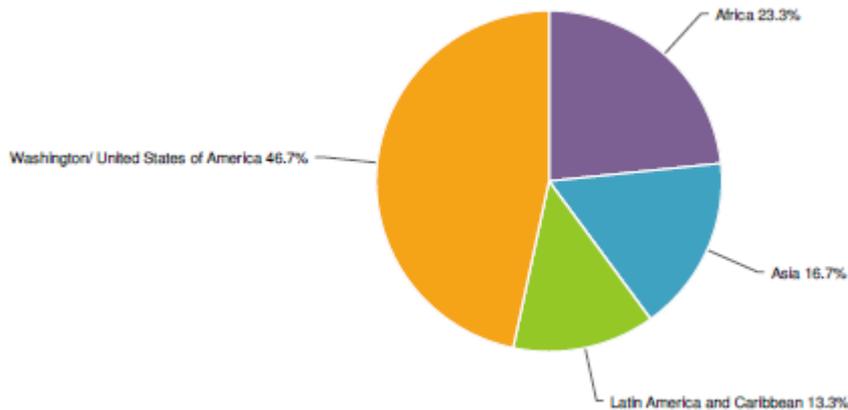
Recommendations for the KM Implementation Plan



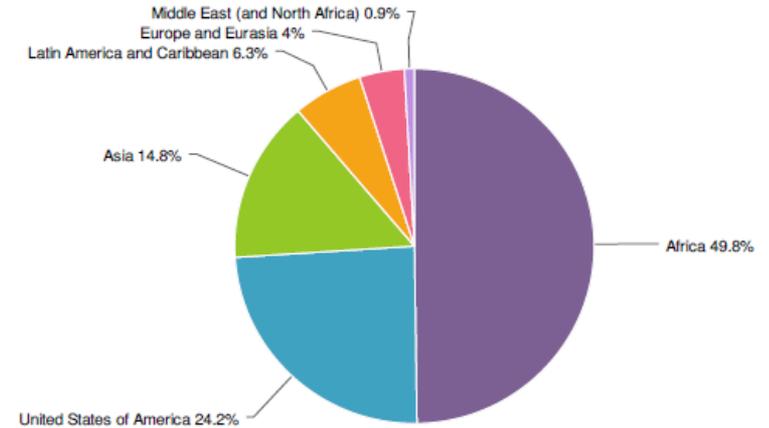


STAKEHOLDER INPUT

Where were people from?



USAID Feed the Future Staff Survey
(60 total)



Multi-Stakeholder Survey
(225 total respondents)





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USER PROFILES

Results synthesized by different key audience group

User Profile: USAID Missions (Regions/Countries)

Incentives to engage in knowledge sharing on EE for FS

Broadly, seek to capture latest information and best practices on enabling environment policies and practices related to food security to inform USAID programs already in progress as well as Mission strategies/future programming. Seek to engage or use KM especially to:

- Identify best practices from other USAID Missions (and Feed the Future countries) for improved program effectiveness.
- Align strategies and collaborate strategically and effectively with other donors, governments, and leaders at the national and regional level.
- Strengthen Mission portfolio strategies and program design through access to latest data, trends, policies, and innovations.
- Identify technical priorities and knowledge gaps to inform future resource allocation and directions (i.e., Feed the Future programming).
- Promote engagement and knowledge-sharing within their country and region around similar issues, and share results and lessons learned.
- Enlist support for technical and management needs within their own offices as well as implementing partners.
- Support long-term expansion of the evidence base around the EE for FS as well as increased access and use of this knowledge by all stakeholders including implementing partners, the private sector, and researchers

USAID respondents and informants from surveys/interviews

- Thirty-two USAID survey respondents of which 69% reported male, 94% work in bilateral USAID Missions (only a few respondents were from regional Missions).
- Forty-four percent were based in Africa, 31% Asia, and 25% LAC. Forty percent reported working on Feed the Future most of the time, 38% all of the time, 19% sometimes, and less than 5% rarely.
- Eight key informants, including a blend of BFS staff and other staff of other Bureaus. Interviewees had different thematic focuses and roles related to the EE for FS.

Most common purposes cited for how technical information and knowledge is used

- Provide technical or management support to existing programs or implementation activities (86%)
- Engage with host country governments (76%)
- Engage with civil society and/or the private sector (71%)
- Design new programs or activities (69%)

Top cited issues for improving the EE for FS, and areas for future learning

- Agricultural input policies (69%)
 - Market infrastructure and information systems (69%)
 - Institutions and/or institutional capacity (59%)
 - Governance (59%)
 - Cross-border trade issues (45%)
- Food safety, gender, enforcement of regulations/standards, and investment promotion policies were also of notable interest for future learning.

Preferred Methods: Accessing technical information

- Workshops or conferences (67%)
- E-newsletters (67%)
- In-person presentations (58%)
- Online platforms (46%)
- Webinars (46%)

Preferred Methods: Exchanging/ Sharing technical information

- In-person presentations (69%)
- Workshops/conferences (69%)
- Conference calls (46%)
- Online platforms (46%)
- Webinars (42%)

Overall respondents were more interested in in-person or remote real-time interactions than virtual.



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PLATFORM INVENTORY & REVIEW

- Types of data collected on 23 different technically relevant platforms

| Name | Institution | Funder | Brief description | Website | Audience/ End Users | Types of KM/Learning Products | Illustrative Results |
|------|-------------|--------|-------------------|---------|---------------------|-------------------------------|----------------------|
| | | | | | | | |

- Criteria for review of relevance to the project

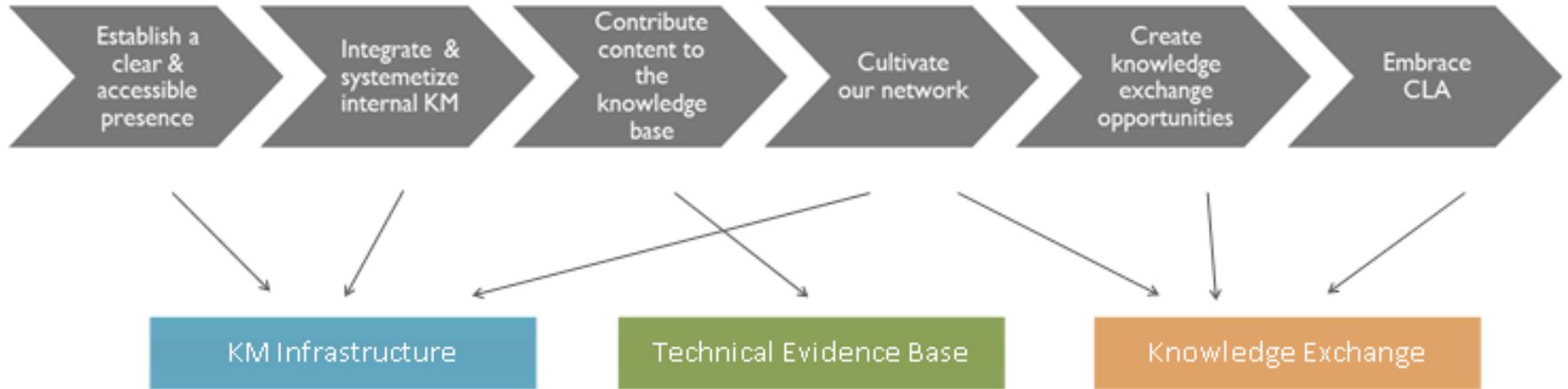
| | | | | |
|--|---|--|---|--|
| Content Management <i>Frequency updated, freshness of content, evidence of use</i> | Site Interface <i>User friendly, intuitive, appealing interface</i> | Interactivity and KM Exchange Functionality <i>Varied types of functionality possible for exchange</i> | Ability to contribute content <i>Opportunities to share information and resources</i> | Technical Content Applicability to FTF and FTF EEFS scope |
|--|---|--|---|--|





KM IMPLEMENTATION PLAN

Guiding principles and approach





KM INTEGRATION FRAMEWORK

How we integrate KM into our work from the beginning of new assignments, calls or activities

Step 1: Engage with USAID to define the top-tier and if relevant second-tier audiences. Wherever possible try to isolate the top potential users.

- *Who do we want to reach as our top priority audience?*
- *Are these the end users? Are there other audiences we should consider?*

Step 2: Establish what the purpose of the activity is, i.e. what we hope the end users do as a result of engaging with the activity.

- *What is the objective we are trying to accomplish with this activity or product?*
- *What do we want people to do as a result of engaging in this activity?*

Step 3: Consult KM assessment user profiles. Follow-up with USAID and other stakeholders to learn more about the context and specific user preferences or needs.

- *What do we know about this audience's preferences and how to reach them?*

Step 4: Consider different resources available and weigh against the resource investments required of different methods.

- *What are the resources we have to work with to accomplish this?*
- *What are potential tradeoffs in terms of value and return on investment from different methods?*

Step 5: Review possible influencers and key stakeholders, and consider what roles they could play to support activity (i.e. partners, working groups, or others that are have access to networks and channels to increase activity uptake or impact).

- *What assets outside the project should we consider that could be useful to accomplish activity objectives?*

Step 6: Define our role. Select an approach and method/format for capturing, exchanging, and/or disseminating knowledge. Identify others we need to work with and garner their support.

- *What can we capture, disseminate, and/or facilitate in terms of knowledge to support the objectives?*
- *Who else offers comparative value to accomplish the objectives? How will we work with them?*





SOME KEY LEARNINGS

- Work plans were one place we could use this but not enough
- Printing a copy and frequently referencing it, creating norms in talking about it
- Informal use was a good starting point to assess what worked and might be feasible (especially with a small core team)
- Activity Plans that incorporate these (SOW + KM Integration checklist questions) has been a point of discussion to more consistently integrate
- We are looking at tracking and follow through for the new activity plans we've developed for new and upcoming activities





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DISCUSSION

- How have you balanced formal and informal KM integration tools and processes?
- Based on what you've heard, what suggestions do you have for us as we continue to evolve our KM integration?



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