

TABLE OF CONTENTS

EXECUTIVE SUMMARY	4
1 INTRODUCTION	8
2 KNOWLEDGE MANAGEMENT (KM).....	11
2.1 LESSONS LEARNED.....	13
2.1.1 <i>In DEVCO</i>	13
A. People and corporate culture	13
B. Organisation and business processes.....	15
C. Corporate information systems	17
2.1.2 <i>From Other DGs and Organisations</i>	18
A. People and corporate culture	18
B. Organisation and business processes.....	20
C. Corporate (information) systems	21
2.2 CHALLENGES AND PROPOSED DIRECTION	22
2.2.1 <i>People and Corporate Culture</i>	22
A. Main Challenges and Objectives	22
B. proposed direction and initiatives.....	23
2.2.2 <i>Organisation and Business Processes</i>	25
A. Main Challenges and Objectives	25
B. proposed direction and initiatives.....	26
2.2.3 <i>Corporate Information Systems</i>	28
A. Main Challenges and Objectives	28
B. proposed direction and initiatives.....	29
3 LEARNING AND DEVELOPMENT.....	31
3.1 LESSONS LEARNED.....	31
3.1.1 <i>Overall Coordination</i>	31
3.1.2 <i>Needs Assessment</i>	31
3.1.3 <i>Training Methods</i>	31
3.1.4 <i>Training Cycles</i>	32
3.1.5 <i>Learn4dev</i>	32
3.2 CORE BUSINESS TRAINING.....	32
3.3 EC AND DEVCO IT APPLICATIONS	33
3.4 ORGANISATIONAL AND PERSONNEL DEVELOPMENT (OPD)	33
3.5 SPECIAL TARGET GROUPS.....	33
3.5.1 <i>Newcomers</i>	33
3.5.2 <i>Managers</i>	34
3.5.3 <i>Staff with Specific Career Paths or Roles</i>	34
3.5.4 <i>Staff Leaving to Delegations</i>	34
3.5.5 <i>Staff in Delegations</i>	34
3.5.6 <i>Internal Trainers</i>	34
3.6 LEARNING TOOLS AND DELIVERY METHODS.....	35
3.6.1 <i>Classroom Training</i>	35
3.6.2 <i>E-learning and Rapid Learning</i>	35
3.6.3 <i>New Learning Formats</i>	35
3.6.4 <i>Online Learning Resources</i>	35
3.6.5 <i>External Training</i>	36
3.6.6 <i>Learning Platforms and Networks</i>	36



3.7	TRAINING MANAGEMENT	36
4	IMPLEMENTATION, QUALITY AND REPORTING	37

EXECUTIVE SUMMARY

The objective of DEVCO's Learning and Knowledge Development Strategy (LKDS)¹ is to provide a framework for synergic actions in all related areas allowing DEVCO as organisation and its staff in Headquarters (HQ) and in Delegations to acquire, develop, retain, share and apply the knowledge and skills necessary for achieving DEVCO's mandate and goals. It shall allow DEVCO to become a learning, knowledge based organisation.

DEVCO operations are knowledge-based. In performing its mission DEVCO faces several key challenges related to knowledge management (KM) and organisational learning. Implementation of the “*Agenda for Change*” in a changing institutional and international environment, delivering results with the quality required as a leading development player in the world requires defining and implementing evidence-based development policy and programs, and carrying out informed, evidence-based policy dialogue. Knowledge transfer and institutional development aspect of development cooperation become increasingly important.

Lessons learned from own and others' operations as well as research shall inform policy making and programme management decisions. Moreover, the European Union (EU) as a leading development actor shall influence the global development agenda. Further to entry in force of the Lisbon Treaty – DEVCO shall effectively foster coordination with EU Member States (MSs) on development and effectuate EU representation. To mobilise continued support within EU for development cooperation, DEVCO needs to ensure visibility and recognition of results of its actions and of its knowledge transfer in the Agenda for Change key areas. To effectively ensure Policy Coherence for Development DEVCO will need to work closely with EEAS and other DGs. In view of reduction of the staff resources and pressure on the administrative budget, DEVCO like the entire European Commission will need to improve its efficiency and focus on areas where we can make difference, in particular human rights, good governance and gender. The priorities of the new European Commission which will apply to DEVCO include developing of a corporate talent management policy and enhancing staff skills as well as introducing of performance-based management. The latter will require relevant knowledge, change of the way we work and information processing capacity.

To effectively pursue its mission and mandate, DEVCO will require new and permanently up-dated expertise, competences and ways of working. It will need to strengthen the aspects of organisational management to facilitate the learning at the staff and organisational level as well as ensure continuous transformation, characteristic for a learning organisation. DEVCO will maintain, develop and use expertise, competences and knowledge required for accomplishment of its mission through a wide scope of learning and KM actions and tools.

Synergic actions in several areas, including communication, management, organisational culture and working methods, human resources development, learning and KS, methodologies and business processes including planning and reporting are required to address the challenges and allow DEVCO become a learning, knowledge-based organisation. Senior Management leadership and championing the change process as well as buy in from the staff will be vital for the success.

¹ In preparation of the draft LKDS, a series of interviews with selected senior and middle managers in DEVCO were held as well as with counterparts in the Directorates-General for Communications Networks, Content and Technology (DG CNECT), for Competition (DG COMP) and for Regional Policy (DG REGIO). Moreover, KM strategies of major donors (agencies) and international organisations (IOs) were analysed, including interviews with Germany's Gesellschaft für international Zusammenarbeit (GIZ), UK's Department of International Development (DFID), World Bank Institute (WBI) and the Asian Development Bank (ADB).

The LKDS identifies specific challenges faced and proposes objectives as well as the necessary elements of internal policies and actions DEVCO needs to implement as an organisation capable of learning from its own and others' experience, applying its knowledge, innovating and adapting to address new challenges in an increasingly complex development cooperation. It draws on DEVCO own experience with knowledge solutions and lessons learned by other organisations.

Learning and knowledge development are closely linked with each other, therefore it's proposed to adopt one single strategy and action plan, and follow with preparation of separate implementation frameworks per area.

Enhancing DEVCO's knowledge development and management requires action in *three areas*:

DEVCO's knowledge development and management areas

People and Organisational Culture

Organisational culture will be strengthened and consolidated to ensure alignment with the DG goals, collaboration and information flows. Knowledge development and sharing will be enhanced through awareness raising, incentives and promoting collaborative approach across the organisation. KM-related capacity will be developed, including promoting reflective learning, knowledge sharing (KS) and capacity to animate the practitioners' networks. Talent management-based approach shall support retention, development and optimal use of the available expertise. Strategic priority areas requiring high level expertise will be identified, endorsed and measures put in place to allow knowledge and expertise in these areas to excel. Knowledge retention and transfer will be prioritised, with particular focus on sharing knowledge of experienced staff leaving their posts as well as knowledge transfer to the newcomers.

Organisation and Business Processes

They will be adapted to enhance knowledge acquisition, retention, development and use, facilitating efficiency gains. KM-related objectives and measures will be built into the ongoing and future review processes as well as in the internal policies. Business processes and reporting will be streamlined to improve the organisation's efficiency and content coherence, relevance, usefulness and quality, while leaving staff space for performing their core tasks, learning and KM. Business processes will include milestones, facilitating drawing lessons and knowledge capturing, uptake and sharing. Organisational learning through evaluations, monitoring and quality support process will be enhanced, contributing to evidence-based policy and practice. Uptake from external evaluations and capitalisation of knowledge will be facilitated through more structured processes. Moreover, further measures to improve quality of content will be put in place. Architecture of knowledge and information bases as well as improved document management will facilitate access to knowledge. Better access to and use of external knowledge and research will support evidence-based policy making and improving the way we work.

Facilitating information systems

Better use and improvement of available Information Technology (IT) platforms for KS, in particular Capacity4Dev (C4d) and for collaborative drafting will be promoted. Further development and synergic use of corporate IT tools will be ensured to allow for better, more efficient KM, in particular storing, accessing and sharing explicit knowledge, information and data,

its extraction and analysis for management and policy-making purposes.. KM objectives will be integrated in the long-term DEVCO IT development programme.

Staff development will play a key role in the institutional knowledge development. It will be guided by DEVCO policy priorities and management plans, strategic personnel policy and plan as well as competence framework of the Directorate-General (DG). DEVCO's learning offer will concentrate on DG-specific knowledge and skills transfer:

DEVCO's Learning offer
<p>Core business areas</p> <p>Thematic and policies, delivery methods, contracts, finance and audit. Basic, introductory courses in all areas will also be offered as online courses.</p>
<p>Organisational and personnel development</p> <p>For particular target audiences such as managers and team leaders, teams, newcomers as well as staff in particular job functions.</p>
<p>DEVCO and European Commission (EC) IT applications</p> <p>ARES, Common Relex Information System (CRIS), External Assistance Monitoring Report (EAMR), etc.</p>

DEVCO will regularly assess the impact of its training and draw lessons. Knowledge gains and transfer to the working environment will be measured and help to optimise the learning offer and its impact on DEVCO's overall objectives. The quality cycle will include needs surveys, guidance on quality standards for DEVCO courses, evaluations and standardised training impact assessments.

A **midterm evaluation** in 2017 will provide additional information on the effectiveness of the implementation of the LKDS and its Action Plan. The findings of this evaluation should provide recommendations for a review of the LKDS and improving return on investment in learning and KM.

In general terms it is estimated that the proposed actions and their integration in DEVCO's processes should bring **efficiency gains for DEVCO**. It is estimated that more than 20% of staff time is spent on searching and verifying information and knowledge. Therefore improvements in this area as well as consolidation of planning and reporting should allow for reallocation of staff time for productive activities. Further efficiency gains will be related to higher motivation of staff, better transfer of knowledge and integration of new staff, better use of the staff expertise and competencies, enhanced KS and learning from experience at organisational level as well as improvement of processes.

While most of the proposed objectives and actions can be achieved without substantial additional costs, in certain areas, in particular related to development of IT systems investments will be necessary. They are however indispensable and would take place anyway, and the LKDS should allow for optimisation of the return on investment for the organisation.

For the priority new actions proposed, the additional costs (staff, financial) are identified in the Action Plan. Whereas the costs for these actions in terms of human resources are limited and can be covered mostly through internal reallocation of tasks, the cost of non-action would be high, as in the case for the above mentioned lack of access to easy to access standardised information and knowledge. Further negative implications of non-action would include enhanced risk for EU credibility as a leading world



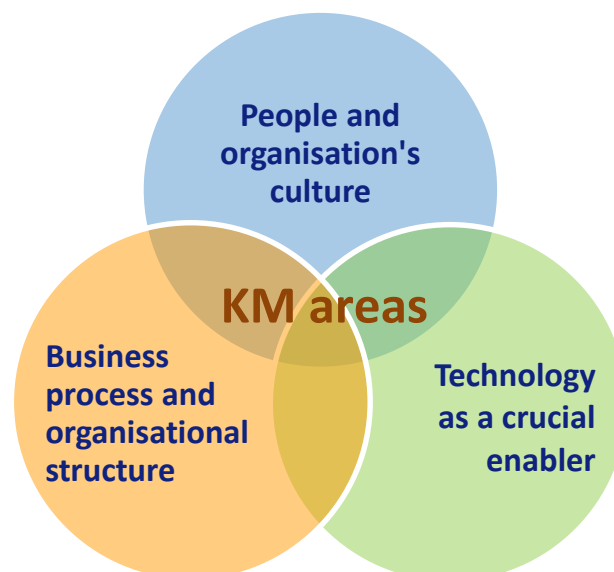
development player and could undermine perception of the EU value added for EU MSs in the area of development cooperation. Ultimately non-action would affect effectiveness and results of EU development cooperation.

As development cooperation specific objectives are defined in the financing instruments and further specified in the programming documents, this justifies taking in the proposed LKDS a perspective till end of the Multiannual Financial Framework (MFF) 2020.

1 INTRODUCTION

1. Development cooperation, both on the policy side as well as on the implementation side, is knowledge-based. The knowledge necessary for the formulation of the policies, for programming as well as for the design and implementation of programmes and projects is derived from the operations in the partner countries, policy dialogue and learning from other organisations. It also stems from research. Knowledge feeds policy dialogue. EU cooperation programs include transfer of knowledge in which partner countries are increasingly interested. Capacity development and institutional development operations as well as reform support programs are knowledge-based. KM is linked to organisational and individual staff life-long learning.
2. KM, namely the way organisations create, capture, enhance and use knowledge to achieve organisational objectives, has become an integral element of institutional development of almost all major International Organisations (IOs) and donor agencies active in the area of development cooperation.
3. **KM is a multi-discipline approach to achieve the organisation's objectives by making the best use of their knowledge. 'Management' refers not exactly to knowledge, but to processes by which knowledge is created, acquired, stored, accessed, validated, disseminated and applied as well as to the cultural and technical foundations that support them.**

KM encompasses actions in three dimensions: people and organisational culture, business processes and organisation, as well as enabling technology.



4. The EC's Internal Control Standard (ICS) 4 requires that *"adequate measures are taken to develop the skills necessary to achieve the objectives set"*. DGs shall *"take specific measures to analyse and develop skills and to plan future HR needs and skill requirements. An effective staff development plan should take into account not only individual training requests but also collective skills and competences needed to meet the DG's objectives. Performing an analysis to detect significant gaps between required and available skills and competences in the entity can be an effective means of improving staff development"*. Strategic training framework shall be developed at DG level based on needs deriving from the policy of the DG. Management shall discuss training needs with the staff as part of the appraisal dialogue and report, and ensure that every staff member attends at least the training courses of a compulsory nature.

5. A new EC Learning and Development Strategy², replacing the EC Decision of 7 May 2002 on Staff Training, is under preparation while this strategy is being drafted. The new EC's strategy will most likely point out the importance of management's role in learning and development and of measuring the impact of training. It will also promote a wider use of modern learning methods and tools. This has already been taken into account in DEVCO's LKDS. Once the EC's strategy is adopted, DEVCO's one will be up-dated as necessary.
6. Europe 2020 Strategy recognises knowledge as the main basis for the EU development, next to innovation. The importance of knowledge, along financial resources for reducing poverty and development has been recognised by the High Level Panel on post-2015 development goals, by the Global Partnership for Development Cooperation as well as by the Organisation for Economic Co-operation and Development's (OECD) reflections on post-2015 development goals. Global Partnership recognises development knowledge transfer, including capacity development as one of its priority areas for cooperation. It aims at identifying and enhancing ways of non-financial forms of development cooperation. In the EU this objective is pursued through the Practitioners' Network and C4d collaborative KS platform.
7. In result of the Lisbon Treaty, the EU took responsibility for coordination with MSs and for external representation in the area of development cooperation. Effective performing these tasks by DEVCO as well as ensuring implementation of the principles of Policy Coherence for Development, both regarded as priorities for the New Commission, requires knowledge in the key development policy areas.
8. The mission statement of 18 November 2013 states that DEVCO aims at being a learning organisation promoting the capitalisation of knowledge and expertise. It also contains a more compelling vision for DEVCO and its purpose, facilitating that staff understand and align with the DGs mission and see their role in its accomplishment.
9. DEVCO is the biggest EC DG, with more than 4,500 staff in HQ and in EU Delegations worldwide, the latter working formally under a different service, the European External Action Service (EEAS). Even after transfer of Neighbourhood to the new DG for Neighbourhood and Accession Negotiations under the new Commission, DEVCO will remain the biggest DG. This institutional setup, very wide range of cooperation areas, rotation of the staff and high proportion of contract staff resulting in about 20% of the staff changing their jobs yearly make KM and institutional learning particularly challenging.
10. Further challenges for KS stem from tendency to limit KS within individual instruments and geographical areas as well as limited knowledge transfer between geographical and thematic as well as policy directorates and units.
11. DEVCO's mission in the coming years will be broadly framed by the European Consensus for Development, the *"Agenda for Change"* as well as the priorities of the new European Commission on one hand, and post-2015 world-wide agreed development goals on the other. *"Agenda for Change"* sets focal areas for EU cooperation and frames it in line with the principles of ownership and partnership, while insisting on establishing *"greater reciprocal agreement with the partner"*

² So far there is no EC-wide KM strategy or approach, however three DGs have recently put in place their own KM strategies and measures. OECD Development Assistance Committee (DAC) Peer Review of the EU for development cooperation (2012) among its key recommendations indicated the need for the European Institutions, in particular EuropeAid to make KM a corporate priority. It concludes that *"investment in expertise & knowledge would help the EU institutions, especially EuropeAid to be effective, improve their reputation and add real value from MS perspective"*.

countries, including mutual accountability for results, underpinned by coordinated dialogue at country level". Greater focus will be given to investing in drivers for inclusive and sustainable development. Use of innovative financial instruments will be enhanced. EU Development policy also helps to address other global challenges and contributes to the EU-2020 Strategy with enhanced Policy Coherence for Development. The mandate under the new Commission expects from DEVCO to play a leading role in negotiations of the new development goals. It also requires giving high priority to human rights, governance and gender issues. All these new orientations require rebalancing and better use of resources across and within regions and updating of their essential competences which need to be addressed with a well-targeted learning offer and KM initiatives. The requirements of accountability and focus on results and impact will require change of working culture and methods, and therefore enhanced skills and competences.

12. The reduction of staff foreseen in the MFF 2014-2020 will need to be applied without impairment of the performance of DEVCO tasks, duties and functions. Taking into account that the development funds managed by DEVCO in 2014-2020 will further increase, DEVCO will have to better use its most important assets: the staff and improve the business processes. Both the enhanced learning programme linked with strategic HR planning as well as coherent KM shall support improving the efficiency and performance. The link with the European Commission corporate talent management policy to be developed will be ensured.
13. Moreover, DEVCO will need to accommodate other Commission-wide priorities: breaking down the silos across the Commission and enhancing collaboration, focusing on actions "where we can make real change" as well as introduction of performance-based management.
14. The LKDS takes into account the up-coming structural and financial changes in the EC's learning and development environment, namely the constraints on the number of training management staff and of the training budget. Working with others and applying the concept of division of labour with other donor organisations will be promoted, in particular with regards to the knowledge transfer and online learning offer.
15. DEVCO will use modern technology, including enhanced corporate IT tools and updated knowledge on effective adults learning and performance management to facilitate knowledge acquisition, sharing, analysis, access and use and competences development.
16. The learning and knowledge development actions will be regularly reviewed, taking into account the evolution of EU development policy and needs, lessons learned, best practices and overall progress in the areas concerned. Organisational learning will be enhanced. DEVCO will learn from the experience of other donors and IOs as well as private sector.
17. The LKDS focuses on DEVCO-specific learning and knowledge transfer needs, assuming that general trainings, language trainings as well as sector trainings will continue to be provided by DG for Human Resources (DG HR) and by EEAS as well as line DGs respectively.

2 KNOWLEDGE MANAGEMENT (KM)

18. KM is not a new concept to DEVCO. It was introduced in the DG in early years 2000 and has evolved since then. It was linked with the objective of DEVCO to become a learning organisation. However, despite an initiative in 2011, there has never been a systemic, coherent approach put in place setting a vision, a common direction and synergy in related areas. Different measures have been put in place, addressing specific challenges. Currently, several initiatives in KM area are led by different units. Lessons learned from these initiatives, as well as those from other EC DGs, major donor development institutions and International Organisations, have been taken into account when drafting this strategy (see chapter 2.1 and 2.2 respectively).
19. A major part of DEVCO organisational knowledge results from analysis and drawing lessons from its operations. The internal monitoring process, KS and peer reviews play a key role as well as drawing conclusions from external knowledge sources. There are multiple external sources of explicit knowledge concerning EU operations, including reports (inception, appraisal, implementation partial and completion for projects/programmes), Results-Oriented Monitoring (ROM) reports, evaluations (project/programme and strategic), assessments, CoA reports and recommendations. Use of other external knowledge, including local knowledge of our partners and other development actors is another key factor of success of DEVCO cooperation. Research plays key role in defining policies as well as improving implementation. Internal sources of explicit knowledge include, apart from guidelines and notes, various reports (missions and meetings including policy dialogue), briefs, notes (handover, analytical and lessons learned), mails and documents stored on local drives.
20. The usefulness of explicit knowledge is closely linked to its accessibility across the organisation, and throughout time when it's relevant, hence the importance of appropriate document management tools and systems ensuring this functionality. But it is the implicit and in particular the tacit knowledge of the staff, its wisdom and experience and on the other hand its capacity to learn and apply their knowledge according to the context that are the most important. This implies the importance of collaborative culture, knowledge sharing and transfer mechanisms including Communities of Practice (CoPs).
21. The fact that the personal, tacit knowledge is most valued has been confirmed by the survey carried out in Delegations for the *Study on uptake of strategic evaluations*, which identifies as the main sources of professional knowledge and information:

<i>Sources of professional knowledge and information</i>	<i>Level of importance for Delegations</i>
• Interaction with colleagues in HQ and delegations	59%
• Interaction with local stakeholders including government, local authorities and civil society	59%
• Interaction with other development practitioners	53%
• External research and documentation	49%
• EU produced or commissioned documentation including evaluations	48%

22. Another survey, on *training and KM needs in HQ and Delegations* in January 2014 identified the

most important sources of knowledge, but also differences between HQ and Delegations reflecting their specific tasks and responsibilities:

Sources of knowledge	% of respondents assessing the source as important or critical	
	HQ	Delegations
• Lessons learned from implementation of projects and programs managed	74%	98%
• Implicit and tacit knowledge of the staff in your Unit/Delegation	100%	86%
• DEVCO guidelines on Intranet and other explicit knowledge sources	72%	79%
• Feedback from beneficiaries and partner countries' stakeholders	59%	70%
• External evaluations and monitoring reports	42%	70%
• External experts / consultants	47%	57%
• Learning from other donors and implementing partners	55%	49%
• Practitioners' networks including collaborative platforms	41%	35% *
• Access to implicit and tacit knowledge of the staff in Delegations	65%	n/a
• Missions to the countries under your unit's responsibility and field visits	80%	n/a
• Policy dialogue with partner countries	42%	n/a
• Expert support from thematic directorates	39% **	n/a
• Expert support from HQ	n/a	74%

* Indicates underutilisation of this KS channel.

** Of respondents from geographical directorates.

23. The knowledge and competencies DEVCO needs to perform its mission include the following categories:
- i. Management information and knowledge (policy, financial and operational);
 - ii. Expertise – sector and thematic, country and region – specific including political economy, cross-cutting like how to respond to crisis situations or provide cooperation in fragile countries, knowledge of implementation modalities;
 - iii. Organisational- and process-related.
24. **The overall KM challenge DEVCO is facing is to effectively pursue its mission and contribute to eliminating poverty supporting partner countries in sustainable development.** This implies capacity to influence global development agenda, to coordinate with EU MSs and represent the EU as well as to offer to developing partners knowledge and well-targeted financial assistance while managing better more development funds with fewer resources. The organisation will need to be more efficient and able to demonstrate its results to the stakeholders both within the EC as well as outside: EU MSs, European Parliament (EP) and other institutions, Non-Governmental Organisations (NGOs), European public and developing partners.
25. In order to address this challenge, a multidisciplinary set of coordinated actions, promoting further improvements in the way DEVCO collects, captures, shares, develops and applies its knowledge will be carried out. These actions will allow DEVCO to ensure the formulation of evidence-based policies and decisions, the effective and efficient management of development programs as well as to

inform stakeholders and wider public on the results to mobilise their support. As described in the chapter 2.1 on “*lessons learned*”, several of these actions are already ongoing. In these cases the objective is to ensure their coherence with the overall KM objectives, synergy as well as reinforcement of certain aspects important for KM.

26. Objectives and key directions of the LKDS shall be embedded in the policies or approaches in the areas concerned. The Action Plan will define specific actions and link them with specific sector policies and approaches. It will also define priorities and time lines, the service in the lead as well as estimated additional resources required to put the measure in place.

2.1 Lessons Learned

2.1.1 In DEVCO

27. KM-related initiatives in DEVCO have been inspired by the trends in other development organisations and in management, and in the first place by the needs related to managing increasing volumes of development cooperation in deconcentrated manner while ensuring quality and impact. In several areas DEVCO was in the forefront introducing novel KM solutions and tools in development cooperation, then popularised by other organisations.

A. PEOPLE AND CORPORATE CULTURE

28. In 2004 the “*Training*” unit was renamed “*Training and Knowledge Management*”. Initially the focus was on increasing learning and online KS. DEVCO was at the forefront of developing online courses in the EC and establishing the first online CoPs. Meanwhile, online training has become a standard learning tool and KM team activities moved on to other fields not related to the traditional learning and training activities, namely the organisation of team events, enhancing newcomers’ induction, improving access to external knowledge on development cooperation and disseminating best practices in KS and collaboration.
29. **KS practices vary across the DG.** There remains still too often a tendency for working in a silo. This is manifested through reluctance to share information and knowledge with others, across countries, regions, instruments and entities and to involve others which undermines efficiency and effectiveness of the organisation and its learning process, results in missed opportunities and contributes to frustration of the staff affected. It may result in an inconsistency in relations with external partners and undermining DEVCO’s credibility. According to the recent survey on training and KM needs in HQ and Delegations, close to 70% Delegations and Heads of Units (HoUs) in HQ regard getting access to knowledge and experience in other regions as a critical or an important challenge, thus avoiding reinventing the wheel. About 60% are of the opinion that establishing a KS culture is a major challenge. There are various reasons behind the status quo, from narrow focus, understanding responsibility for a file as an exclusive right to the related knowledge, concern of a competition or a potential critical feedback. Finding sufficient time for KM activities is regarded as an important challenge. Working in a silo can also be related to perceiving problems from the point of view of the entity, and not thinking in terms of wider interests of the organisation and the EU.

30. **Drawing lessons and learning from mistakes** is regarded as a key competence in the EC. Still the widespread fear or reluctance to admit failures or mistakes, draw and share lessons undermines the learning process of the organisation, its efficiency and effectiveness. Tools put in place to support organisational learning and KS are not always appreciated and often perceived as burdensome control mechanisms. The study on uptake of strategic evaluations indicates also insufficiency of institutional incentives for learning, knowledge sharing and brokering and limited role learning is playing in the managerial culture, characterised by *“bureaucratic mode of operation”*. It recommends that Senior Management takes the lead in promoting a learning culture in the DG.
31. Collaboration and KS have been supported since 2009 by a **corporate platform, C4d** used by communities of development practitioners for online KS within DEVCO as well as with external partners. Its users include the EC staff, EEAS, EU MSs, partner countries, other donors, implementing partners, researchers and civil society.. C4d supports maintaining DEVCO institutional memory and consolidating knowledge stemming from operations, cooperation within thematic networks and CoPs as well as facilitates learning and synergy between internal and external expertise. C4d has become successful to that extent that it has served as an example of good practice for other donors’ agencies and IOs.
- There are more than 200 groups on C4d, with more than 10,000 members, including 2,000 DEVCO and EEAS staff. More than 10,000 documents have been shared. The value added for participants varies significantly depending on the communities. Some thematic groups function very well while others are struggling to feed the network with expert knowledge and animate the discussion. In some thematic groups external experts are contracted to animate the networks and provide them with knowledge contribution. Recent usability study indicated that only about 15% of members are contributing, while others are passive. However, for the staff in the Delegations where most of the knowledge from operation is generated, the participation is low, only at 7%. The activity rate is linked with the perception of usefulness of the tool. The survey on training and KM needs in HQ and Delegations revealed that C4d is mostly regarded useful as a learning tool for the staff, more often in HQ than in Delegations (63% and 50%). However, the recognition of the practitioners’ networks including collaborative platforms as critical or important source of knowledge turned out moderate (35% in Delegations, 41% in HQ) indicating there is significant space for improvement.
32. Using social media for informal internal communication has so far not become a common practice. DEVCO group on the EC’s social platform, **Yammer, has been established and used for ad-hoc exchanges**. Low engagement of the management as well as the fact that Yammer is externally hosted and the complex process to grant access to the DEVCO staff in delegations have limited use of the tool.
33. It’s **challenging**, equally in HQ and Delegations, (67% responses in the survey regard it as critical or important) **to identify available experts in a specific area**, except for those in the thematic directorates, if there is a need of consultation or advice. In principle, the electronic CV (e-CV) was meant to allow for search for expertise and knowledge. However, a wider access to the database, which still remains to be filled, can be withheld by the staff concerned due to sensitive or personal data contained. There are no standards for validation of the expertise and knowledge declared. As a result, hardly does e-CV serve as a database for knowledge resources and talent management as intended by DG HR, and there is no alternative.

34. In response to disappointing results of the staff survey carried out in 2013, a **Working Group (WG) on internal communication** was launched in 2014, with the purpose to propose measures to strengthen organisational culture, improve HRM - related communication, enhance collaboration and communication between HQ and delegations. In result, a comprehensive Internal Communication Action Plan has been adopted in June 2014.
35. Since 2012, the **integration of new staff in the DG has become a priority**. Both Delegations and HQ recognise the induction of the new staff as the 2nd most important challenge (75%). Several units as well as DEVCO's management contribute to welcome sessions, targeted training and the elaboration and up-dating of a welcome package. Each newcomer on HQ has a tutor assigned however there is no follow up to make sure tutorship is effective. A feedback mechanism has been established to assess the effectiveness of these actions and address weaknesses. There is less evidence there is systematic support for integration of new staff in the Delegations. With few exceptions, until recently externally recruited expatriate staff would not go through any preparatory nor training process before starting their work in the Delegations, including in crisis countries.
36. For the transfer of knowledge by **staff changing jobs or leaving DEVCO**, the handover notes are mandatory. They are however of an operational nature, often reduced to procedural information, their quality is not even and they usually do not capture the knowledge of the person, which is useful for his/her successor. There is no systemic mechanism to retain the knowledge of experienced staff leaving their posts or leaving DEVCO. The survey on the training and KM needs in HQ and Delegations revealed that preventing the loss of knowledge and expertise due to staff turnover is regarded as the most important KM challenge both in Delegations and HQ (80% responses recognising the challenge as critical or important).
37. **KS** is now a **standard element of the EC's staff appraisal** and hence should be encouraged by managers. This is however often not reflected in standard job descriptions available in the library, and there are no specific requirements for the staff or managers to devote a certain amount of time for KS and coaching. As a result, KM activities often fall low on the priorities lists.

B. ORGANISATION AND BUSINESS PROCESSES

38. With a view to become a learning organisation, in 2003 DEVCO has **put in place tools based on evaluations and ROM** to learn from implementation and to use the evidence, findings and recommendations to improve policy and practice. These tools have become an important element of the cooperation management practice, however their use and uptake varies from region to region. Use of strategic evaluations for policy making and programming has been undermined by decoupling these processes. There have been few attempts to analyse project evaluations and ROM reports seeking for patterns per sector, country or region so as to identify weaknesses and seek remedy.

The Study on uptake of evaluations completed in 2014 concludes that *"the uptake chain has too many weak points and missing elements to allow lessons learned to be absorbed in a systematic, structured and effective way in policy and practice. (...) There is a major ownership deficit reflected in the fact that many managers and staff are not aware of existing evaluations, do not read reports or feel it's not part of their work. (...) While there*

are many instances of uptake at individual and team level, institutional learning has been limited...". There is no clear overview of the extent to which recommendations of non-strategic evaluations and ROM reports are accepted and used to inform policies and programmes³.

Drawing on analysis what has worked and what has not, a comprehensive evaluation policy for development cooperation has been developed and adopted. It confirms a commitment to improve evaluation practice and consistent application of 'evaluation first' principle, making use of evaluation findings to better support development cooperation.

39. DEVCO has **put in place Quality Support Groups for internal peer review** to support and assess the quality of projects and programmes' design during identification and formulation phases. The quality assurance has been based on support from thematic and geographic units, and when required from other DGs, bringing together knowledge from all concerned areas and drawing on lessons learned. The challenge is however that this process is often seen rather as a control tool than a support and learning process. Short deadlines for consultation often prevent HQ experts from contributing with their knowledge.
40. Since 2005 the **programme on methodological support and training for project and programme management** has supported development, testing and learning of methodologies and guidelines. It facilitates sharing good practices through organisation of thematic and methodological seminars as well as trainings.
41. Since 2009 DEVCO together with a few EU MS has been financing **preparation of European Reports on Development (ERD)**. Prepared by consultants and researchers, the reports have been presenting mostly available, secondary research on the determined subject with the objective to feed policy making, stimulate debate and enhance the European perspective in development cooperation. The reports and their conclusions represent independent views of their authors. Short planning and contracting cycle has however had impact on the quality. Apart from ERD, DEVCO has also funded other studies, more on the basis of ad hoc decisions rather than strategic planning. There has been limited cooperation with DG for Research and Innovation (DG RTD) and with the Joint Research Centre (JRC), which also fund research relevant for DEVCO. Internal awareness and uptake of the ERD and other research financed by DEVCO as well DG RTD and JRC has been limited. Evaluation of the ERD shall help better focus research funded by DEVCO and enhance its up-take in policy making and cooperation practice.
42. DEVCO has been under pressure to **improve the reporting on performance and results of the projects and programs it finances**. The DG has made substantial efforts to improve quality and access to data, information and knowledge as well as its capacity of analysis and interpretation for management but also the communication purpose. The focus so far has been mostly on the financial data and information. Efforts to improve data warehouse are ongoing. Since 2012, DEVCO has been working on the Results Framework and an enhanced automatized reporting system including EAMRs and Sub-Delegated Authorising Officers (SDAOs) reports. Operational implementation reporting going beyond procedural information, in particular reporting on results and lessons learned have proved to be more challenging. Lack of standardised results indicators makes moreover presentation of aggregated results – at the region or DG level difficult. Fragmentation of tools and proliferation of local planning and monitoring methodologies and tools further inhibits

³ OECD DAC Peer Review 2012

access to data and information, and automatisisation of its processing.

43. Other KM-related initiatives included the **development of an online “process navigator” for guidance processes**, the development of the first modules of the **Project Cycle Management (PCM) platform** for enhanced access to programme and project information and the **revamp of the Intranet**.
44. Though all undertaken initiatives enhanced the DG’s KM and KS, they lacked an overall framework seeking **synergy** between the various measures, overseeing the process and avoiding duplicities or fragmentation.
45. OECD DAC Peer Review 2012 concluded that *“EU MSs do not see development specific knowledge as a comparative advantage of the EU Institutions in HQ and in the field. This affects the EU Institutions’ capacity in formulating policies and strategies for specific areas and implementation”*.

C. CORPORATE INFORMATION SYSTEMS

46. **Improving the corporate systems used for storing data, information and projects management**, serving as knowledge bases has always been DEVCO’s priority. Major improvements have been achieved through gradual upgrading and improving functionality of CRIS and linking it with ABAC, launch of data warehouse, electronic EAMR and soon also SDAO as well as migration of document management to ARES.
47. Still, the user-friendliness and functionalities of IT systems need to be further improved. It has been recognised in the decision to start work on future DEVCO corporate system, supporting programme management. Overcoming problems resulting from the fragmentation of corporate systems, which in the past had been developed by DGs in isolation, has become a priority of the IT rationalisation programme, driven by DG for Informatics (DG DIGIT) with the long-term objective of having one single official document repository: NOMCOM (Nomenclature Commune).
48. Extracting knowledge, documents and management information remains a challenging and time consuming exercise, exacerbated by the fact that only part of Delegations have so far migrated to ARES and that most Delegations have developed their own local knowledge bases and project management monitoring tables. Taking into account that it’s often done manually, it’s easy to conclude that improvement in this area, including the analytical tool under development, would lead to a substantial efficiency enhancement. The survey on Training and KM needs in HQ and Delegations confirmed that the retrieval of explicit knowledge available is recognised as a critical or an important challenge both in HQ and Delegations (67% and 60%). Interestingly, while there is wide conviction about the need to improve the existing knowledge and databases as well as analytical tools, it’s equally recognised that capacity to well use these knowledge bases and analytical tools also represents a major challenge.
49. The **quality of content in the corporate systems is uneven**, making it sometimes difficult to use as an evidence base for decisions.

2.1.2 From Other DGs and Organisations

50. Drawing on the experience and know-how in the private sector in the context of the knowledge economy, development organisations started including KM approaches in their strategies around 2000. Based on the assumption that knowledge is the foundation of equitable and sustainable development, **KM has become recognised as increasingly relevant for decision makers in development cooperation**. The existence of a government-wide KM strategy like in the case of UK helped to advance and ensure consistency of approach across administration.
51. In the EC, apart from DEVCO, the first KM initiatives at DG level were launched only in 2012, in DG for Communications Network, content and Technology (DG CNECT), DG for Competition (DG COMP), and DG for Regional Policy (DG REGIO). Directors-General WGs 2013 recommendations include several proposals in areas related to KM: to develop a new EC Learning and Development Strategy and enhance newcomers induction, to promote and develop EC-wide collaborative tools and platforms, to streamline reporting exploring possible synergies and merging reports of similar content, to improve briefing practices and reinforce sharing of information and to improve information and KS. Further proposals included boosting performance culture and stepping up mutualisation of knowledge and analytical framework.
52. **The definition of KM, its overall strategic objectives and actions vary from organisation to organisation and are linked with the key challenges identified or change drivers as well as the level of ambition set.** The KM strategies are always demand-driven, based on the identification of the organisation's knowledge sources, the sense of purpose for which they are used, the constraints for knowledge creation and flows. The reasons behind putting in place KM strategies always relate to improving the organisation's capacity to achieve its objectives and to improving efficiency of the business processes. They also include making better informed and more effective decisions, ensuring high quality of services and operations and strengthening the organisation's influence in the international development community. KM Strategies are multi-sector, including actions in different areas such as learning, KS, human resources management, document management, operational strategies as well as corporate processes and platforms improvement.

A. PEOPLE AND CORPORATE CULTURE

53. A common feature for introducing and effectively implementing KM initiatives was the **strong support from Senior Management and a high-level patron** (vice-president of the World Bank [WB] and of the ADB, Director-General for DG CNECT). They were supported by an entity in charge of driving the process, promoting KM and KM capacity development and coordinating KM across the organisation.
54. **A vast and probably the most important part of the organisational knowledge is tacit, "unwritten, unspoken",** personal knowledge in the realm of wisdom, embedded in individual experience, difficult to capture and record. **Therefore, interaction is necessary in the KS process** to ensure that knowledge is applied appropriately by the new users, in different contexts.

55. Effective implementation of broad **KM approaches requires the buy-in of staff and middle management** (MM). The experience in other DGs shows that in particular getting the latter on board is crucial so that they do not perceive the culture change as undermining their role.
56. **Incentives need to be put in place to encourage and reward staff for KS and other good KM practices**, which is a time consuming activity. They need to be applied, so that the effort is not reduced to a bureaucratic exercise. **KM shall become everyone's job**. KS is thus reflected in the competence frameworks, in job descriptions and objectives of staff, and taken into account in performance assessments. Development organisations also emphasise the importance of establishing a culture encouraging learning from one own and others' failures. This requires openness and incentives encouraging it.
57. It's a wide-spread management wisdom today that **collaborative culture is important** for enhancing staff motivation and job satisfaction, creativity, productivity and alignment. It's important to attract and maintain talents.
58. On the other hand experience indicates that the **organisation's culture and capacity are the most difficult to change**, together with managing content and intellectual capital. As the DGs WG 13 report on performance culture states, *"A culture refers to a mentality... a change needs to be prioritised and enjoy full support of top management, and get staff on board, creating a sense of ownership among the staff; establishing a true performance culture means being self-critical and being ready to recognise existing weaknesses with the aim to improve and identify best practices..."*.
59. All consulted organisations recognise **the importance of CoPs and experts' networks as key enablers for effective KS**. These communities require active animation, feeding with content and are supported by interactive IT platforms. CoPs serve the organisation's objectives and represent key areas of operation. The evaluation and research departments shall contribute to the CoPs to shorten the learning cycle. In some organisations guidelines have been established defining a role of the networks and participation as well as to ensure the content is constructive and linked with the organisation's objectives. Several organisations experienced that the excessive proliferation of CoPs and collaborative tools leads to undermining their quality and value added.
60. Several development organisations **relying on their sector staff expertise** (economists, health experts, etc.) have put in place a system of professions, bringing together all experts in the key areas under a Head of Profession or a Professional Board. They have a role in the staff assessment and development including career tracks and pay an important role in KS.
61. It's widely recognised that **knowledge transfer should particularly address 2 staff categories: newcomers and experienced people leaving their posts or the organisation**. With regard to the experienced staff leaving the organisation or their post, the objective is to capture their tacit knowledge, and share it, retaining it in the organisation and making it available to others. Exit seminars and interviews are widely used for this purpose. Flexible approach, involvement of experts in the area and focus help prevent turning the process into a bureaucratic exercise of limited value.

B. ORGANISATION AND BUSINESS PROCESSES

62. **A KM governance structure at senior management level**, involving all key services concerned is giving a strategic direction and overseeing an implementation. A KM entity supports the KM governance structure and facilitates the collaboration of departments concerned, including operational, evaluation, learning, HR and IT, which all contribute to the development and implementation of the strategy. The KM entity develops a KM strategy, monitors the progress in its implementation, identifies capacity needs and offers tools as well as training to ensure that staff has the capacity to generate, communicate and apply knowledge efficiently.

63. Several development organisations emphasised the importance of building synergy among all KM-related actions, tools and areas, including multi-disciplinary approaches reflecting the increasing complexity of the development challenges.

64. In most cases, **KM Strategies and approaches are implemented through action plans**, defining specific measures to be taken and performance indicators. KM strategies and action plans are incorporated in the specific sector strategies or approaches.

The organisations consulted recommend that action plans should include quick wins to assure staff support. Often it was about establishing a single IT platform with a powerful search engine, serving as a gateway to all KM systems.

While most of the consulted organisations have simple and straightforward progress indicators representing the measures put in place, the UK's Department of International Development (DFID) has established a *"Maturity Model"* in which the level of maturity in all areas is assessed with scores within the range from *"naïve"* (waking up to KM) through *"aware"*, *"defined"*, *"managed"* to *"embedded"* (KM is part of good practice). Regular progress review and adjustment, recording results and conclusions and publicising those are part of the monitoring and implementation process.

65. For many organisations KM has become **a new development cooperation product or service**. In this context KM represents a mature version of institutional development. It corresponds to the need of transferring knowledge as part of a capacity development process. Multilateral fora, like OECD's *"Knowledge Sharing Alliance"* initiative, aim at opening up interdisciplinary policy expertise and peer learning networks to partner countries. A forum with similar approach is the KS group within the EU Practitioners' Network. WB forum *"science of delivery"* focuses on analysis of determining factors for effective aid delivery.

66. Several bilateral and international development organisations **finance research programs** and perform own research on different aspects of development well as on solutions to the problems of development world. These are often primary research programmes (based on analysis and interpretation of data and information) and scientific research to identify a solution to a particular development problem. Research funding is also supporting programmes facilitating KS and uptake of results of research in developing countries like Global Development Network.

67. In the organisations, where geographical services are separated from resources with sector expertise, there has been consideration on how to **ensure effective engagement of the sector experts** in the organisation's operations in the area of external KM. Recognising the

leading role of the geographical services, a possibility for the sector services to engage in policy dialogue and provision of KM-related assistance to the partner countries has been opened.

68. **Effective KM requires streamlining of working processes** so as to eliminate the duplication or multiplication of efforts, knowledge sources and assets and their inconsistency as well as promote collaborative approach. This implies a consolidation of reports and planning tools of similar content, introducing collaborative and more efficient methods of preparation of briefs and other documents of common interest. It allows for more efficient use of resources, ensuring consistency of the data and documents produced, and of communication with external partners.

C. CORPORATE (INFORMATION) SYSTEMS

69. In the age of rapid development of technology, all consulted organisations consider **developing, improving and streamlining of their respective IT systems as a top priority.**
70. Collaborative culture is supported by online collaboration tools enabling better sharing of knowledge, joint writing and discussion of documents, without e-mail, and promoting creativity by encouraging staff to contribute in a meaningful way. These tools benefit staff at all levels providing for simple ways to engage directly and share insights with staff beyond the managerial circles, and give access to insights that have not gone through the hierarchical filter. Advantages for the organisation include the improvement of vertical and horizontal communication, fostering the sourcing of expertise and knowledge, and a reduction of time taken by meetings as well as by e-mail traffic.
71. **Providing access to quality knowledge, information and data** through a unique IT “*Knowledge base portal*” is seen as an indispensable tool for an efficient KM. It gives access and allows for search of content in different systems – *intranet, document management system, project and financial management systems, collaborative platforms, HR and training systems, expertise – bases, research as well as different media files* used to capture, store and share knowledge.
72. **Enhancing content (knowledge, information and data) quality** is another priority area identified by most organisations.. Apart from eliminating multiplication and consolidating similar data, information and knowledge sources, the quality is enhanced through an effective use of the system by the management, for reporting, reviews and assessment by the senior management. Mandatory reporting against set objectives and expected results serves improving the reporting quality. With regard to the knowledge bases developed by CoPs, some institutions introduced a system of validation of the content by a senior or more experienced staff. Peer pressure and public opinion pressure plays an important role in the quality control. Maximum transparency and publication of information related to projects managed is regarded as an incentive for the staff to care for the quality of their outputs. Finally, the beneficiaries’ feedback through surveys is used to improve the quality of the organisation’s KM products and services.

2.2 Challenges and Proposed Direction

The key challenge is to ensure that DEVCO becomes a learning organisation, knowledge-based and perceived by EU MS and other donors as a centre of excellence, having a comparative advantage in its focal areas. Senior Management will play a key role in leading and championing the change process.

2.2.1 People and Corporate Culture

A. MAIN CHALLENGES AND OBJECTIVES

- The reflex to acquire, share and apply knowledge depends on the individual's motivation and the corporate culture that sets the tone. Initiatives in this field need to address the following challenges and objectives:
 - Ensure that all staff as well as management support KM objectives and play their role in KM of the DG, contributing in a way corresponding to their position in the organisation and experience;
 - Ensure that all have the KM capacity they need for effective performing their role;
 - Create a learning culture in which staff seek actively for knowledge and apply it according to the needs and context;
 - Facilitate effective institutional learning from own and others' experience: successes, good practices but also failures and errors.
 - Ensure DEVCO has and well applies the thematic expertise in key areas of the "Agenda for Change", crucial for guaranteeing the quality and effectiveness of cooperation as well as policy initiatives;
 - Enable thematic experts across DEVCO HQ and Delegations to further develop their knowledge and to prevent knowledge loss due to dispersion of expertise and detachment from operations;
 - Invest in development and properly place the existing staff, where their expertise can be applied and drawn on in view of an expected staff number decrease;
 - Maintain the institutional memory and ensure knowledge transfer to newcomers;
 - Enable finding easily experts and staff with specific experience across DEVCO HQ and in Delegations, and drawing on their support and advice when needed;
 - Overcome working in silos, so as to limit the risk of incoherence and loss of credibility, replicating similar errors, reinventing the wheel and slowing down the improvement and learning process;
 - Ensure staff in Delegations and HQ are equally involved in sharing and managing knowledge and information;
 - Maximise the value of networks and CoPs for organisational learning and knowledge development;
 - Make good use of tacit knowledge possessed by staff in DEVCO;
 - Alignment of KM as an organisational priority within the organisational narrative;
 - Enhance the communication and consultation mechanisms on different levels for better organisational efficiency, motivation and better informed decisions;
 - Open space for creativity, evaluation and testing new ideas as part of the institutional learning and development.

B. PROPOSED DIRECTION AND INITIATIVES

a. Improve the Capacity for KM

73. The staff alignment with the DEVCO mission and its objectives, including regarding DEVCO becoming a learning, knowledge-based organisation, will be reinforced through **regular, two-way communication** that will serve sharing valuable organisation information and messages throughout the organisation as well as understanding how individual's or entity's work contributes to success of overall EU development policy and DEVCO goals. Particular attention will be given to newcomers. Enhanced communication will also allow staff to put forward initiatives and ideas that could be considered, tested and applied. The Internal Communication Action Plan adopted in June 2014 includes several actions aiming at improving internal communication and strengthening DEVCO culture, shared by HQ and Delegations' staff.
74. Learning and KS culture will be strengthened through **incentives for collaboration, sharing and learning from success and failures**, also across regions and instruments. KM and KS will be included in DEVCO competence framework. The incentives will include reflecting learning and KS responsibilities in job descriptions and objectives and requirement that KM performance is taken into account in the assessments. The particular role of management, senior staff and heads of professions will be recognised. They will also bear responsibility for applying these incentives in practice.
75. **KM capacity**, relating to reflective learning, critical analysis, communication and KS, community (of practice) management, coaching or mentoring and training skills as well as capacity to capture, record, organise and search for knowledge resources will be strengthened. Specific actions will be developed following the problem and needs analysis. Training and team building will support the strengthening of collaborative and KM-accountability culture.

b. Development and Use of the Available Expertise

76. **Strategic priority areas requiring a high level expertise will be identified** and agreed by Senior Management. They can possibly include: human rights, governance and gender (highlighted as priority in the mandate for the Commissioner for International Development and Cooperation), transition processes, institutional development, crisis and fragility, one of the social sectors, economic, trade, development effectiveness, financing for development. Measures and resources will be allocated to allow knowledge and expertise in these areas to excel. These measures will include targeted recruitment and development.
77. In line with the new European Commission objective to develop a corporate talent management policy, it is proposed that a more strategic workforce planning, defining DEVCO competence framework and competence gaps, with **talent management-oriented HR approach** is put in place to support improving the organisation's performance and achieving DEVCO's goals. It should include such aspects of HRM policy as staff recruitment, retaining, development, the way staff is moved through the organisation, motivation making them perform and rewarding – all of key importance for knowledge accumulation, sharing and use to achieve organisational objectives.

78. For the key areas of DEVCO's expertise, the **role of professions and heads of professions should be formally recognised and defined**. The heads of professions and senior staff shall play an important role in KS. In view of the DEVCO HR development plan, it should be considered what role the heads of professions should play in staff professional development. The experts in specific areas, the professions' members should not only collaborate as a virtual community, using the increasingly advanced collaborative platforms, but also meet regularly.

79. To facilitate access to and drawing on the staff expertise, a **reliable and searchable expertise database** will be set-up. A more flexible approach, allowing to better use and develop the expertise available in HQ and Delegations, will be put in place.

c. Maintain the Institutional Memory

80. Effective ways for maintaining the institutional memory in view of staff moves will be identified and put in place. They could include seminars and interviews with the experienced and senior staff leaving their posts to capture and share their tacit knowledge. Where appropriate, these will be made available to a larger public. Handover practice shall be strengthened. On the other hand, an improved transfer of knowledge to newcomers and staff moving to a new position will be ensured through an enhanced newcomers' induction process and 1-to-1 mentoring and coaching.

d. Develop Collaborative Working Methods

81. DEVCO will use the new cooperation opportunities offered by virtual networks, ensuring synergy and complementarity of **virtual working spaces**. The capacity of community leaders to animate discussions and collaboration will be developed and the exchange of good practices encouraged. The use of C4d as the main KS platform for internal and external CoPs will be enhanced. More participation of the Delegations' staff will be encouraged. Regular review and consolidation of communities will serve well keeping up the quality of content and value added of collaboration. Cooperation with EU MSs within the "Practitioners' network" will be supported by the EU KS platform on development hosted by C4d. The synergies between the C4d and Learn4Dev networks will be fostered: C4d as the practitioners' network focusing on thematic and methodological KS and Learn4Dev as the practitioners' network focused on organisational learning, knowledge management and staff development.

82. The possibility of **collaborative, parallel work on draft documents** – briefs, reports, possibly also programming and project documents will be explored. An area where contributions from several services are required can be selected for a pilot project.

83. In order to enhance coherence in relations with external partners, a number of areas will be agreed, where briefs, reports including mission reports, minutes of meetings, speeches, studies and other key documents will be made available (read-only) by the leading unit to other services in HQ and to Delegations. The initiative can concern cooperation with MS, bilateral donors and developing countries, other IOs and International Financial Institutions (IFIs), as well as horizontal topics of general interest like development effectiveness or sector and thematic policies and programs.

84. **Social networks** will become a tool allowing Management to engage with the staff. (For this purpose the most adequate tool(s) will be identified. A code of conduct shall keep the discussions work-related.

2.2.2 Organisation and Business Processes

A. MAIN CHALLENGES AND OBJECTIVES

85. DEVCO will need to do more and better with fewer resources. This implies working more efficiently and “wiser”. The internal organisation and in the first place the workflows and business processes need to be designed in a way that they are easy to understand and allow for an optimal use of expertise and resources. To this purpose the following challenges need to be addressed:

- Capture, gather, analyse, interpret and make available throughout DEVCO knowledge accumulated through operations, mainly in Delegations as well as resulting from external evaluations and use this knowledge for ensuring evidence-based policies, policy dialogue and management decisions;
- Enhance value of EU-funded research on development for evidence-based policy making and practice;
- Avoid constant “reinventing the wheel” and repeating the same mistakes;
- Shorten the learning cycle, drawing immediately on and applying lessons learned from implementation – both at the project/ programme level as well as sector, policy and institutional;
- Integrate KM in the key business processes as well as sector policies (HR, IT, programming, communication, evaluation, etc.);
- Ensure that processes, circuits, templates as well as planning and reporting tools well serve knowledge capturing, drawing and applying lessons learned, KS and ensuring content quality. This challenge has 3 key aspects:
 - 1st: limiting the proliferation of processes, circuits, templates, planning and reporting tools, indicators used, consolidation of those of similar content and limiting frequency of change;
 - 2nd: building in the processes, guidelines, circuits as well as planning and reporting of relevant steps serving the above objectives;
 - 3rd: enhancing their usefulness for management purposes.
- Ensure the quality of knowledge, information and data, both operational and financial;
- Ensure complementarity and linking of the content in the knowledge bases;
- Make available to the staff more time for core work, learning from experience and KS, and limit the amount of time spent on managing processes, planning and reporting as well as search for and verification of data, information and knowledge;
- Improve the efficiency by adopting increasingly the electronic document circulation and limiting the circulation of paper files;
- Ensure DEVCO staff has access to classified information and knowledge produced by EU Delegations and EU MS that is necessary for their work, and evidence-based decisions;
- Make available to the staff and enhance the use of analyses and research prepared by other donors, IOs and development partners;
- Enhance KS with partner countries and external stakeholders, so that DEVCO is regarded as an important reference source for development policies and cooperation.

B. PROPOSED DIRECTION AND INITIATIVES

a. Improving business processes

86. The ongoing simplification⁴ of DEVCO Business and Support processes, whilst primarily aiming at mitigating the impact of the foreseen staff cuts on the capacity of DEVCO to fulfil its missions by designing more efficient processes, should address the KM challenges. To ensure that business processes better serve KM, the following deliverables should be sought.

i. "Control and monitoring processes"

- consolidate and link the planning and reporting of similar content, consolidate and standardise indicators to facilitate comparative analysis with the objective to improve the quality and usefulness for management and communication purposes while reducing time and resources necessary for preparation, data retrieval and analysis;
- consolidate similar processes, templates and guidelines, limit the frequency of changes to reduce the error rate;
- review circuits to ensure the actors involved bring added value in the process and the role of those with accountability like SDAOs is duly respected;
- balance control with responsibility of staff;
- put in place standard monitoring methodology and tools, replacing local solutions for better efficiency, access and comparability of content.

ii. "Policy and quality processes"

- the business processes for policy making, programming, programs and projects preparation as well as implementation should have built-in milestones related to KM, to review, reflect and draw lessons from the past experience, to capture and share knowledge and to apply knowledge in defining informed policies, programs and projects. In particular uptake from monitoring, external evaluations and research as well as application of knowledge should be ensured; In the PCM the key milestones are: *quality support process, monitoring and evaluation*;
- ensure dialogue with partner countries and other donors is well informed and evidence-based;
- explore ways to shorten the learning cycle, particularly for multiannual operations;
- ensure all major stakeholders in DEVCO are involved and informed in the process of design of new policies, guidelines and programmes;
- Ensure there is immediate information and explanation to the stakeholders in DEVCO HQ and Delegations about new policies or measures adopted as well as about upcoming changes.

iii. HR and IT processes – see point 2.3.3.B.

⁴ This exercise started in 2013 and its recommendations may be implemented up to end of 2015

b. Improving the organisational learning through evaluations, monitoring and quality support

87. The new DEVCO's evaluation policy adopted in July 2014 enhances the use of evidence and recommendations from evaluations to improve policy and practice. Evaluation will play important role in maintaining a culture of accountability and learning. It will be mainstreamed in the corporate processes. Establishing a clear institutional framework will contribute to improving the quality and consistency of evaluations. Applying the 'evaluation first' principle will ensure that learning lessons becomes a starting point for any new initiative or proposal contributing to evidence-based policies, programming and implementation. More structured process will be put in place to facilitate uptake.
88. Consistent application of guidelines on monitoring of programs will be ensured.
89. Peer review through the Quality support process will continue to be the milestone in the projects and programmes development cycle, ensuring that lessons learned and other available evidence including research are taken into account.

c. Continued, mainstreamed methodological guidance

90. Methodological guidance will be reviewed and mainstreamed, targeting implementation of the Agenda for Change as well as aid effectiveness agenda..

d. Improved quality of content, in particular operational (data, information, knowledge)

91. Measures to improve the quality of data, knowledge and information in the knowledge systems, including CRIS, data warehouse, SDAO and EAMR will continue. The results framework will be finalised, tested, rolled out and integrated in the planning and reporting tools. Further measures shall include: requirement of structured reporting against expected results, use of agreed standardised results indicators for comparability and aggregation of data, integration of different reporting channels and use of the reporting tools by the management. Training will be enhanced to make the staff aware of importance of the content quality, and impact of errors on others as well as on DEVCO performance.
92. The role of units, professions and key CoPs in the capitalisation of knowledge, capturing of knowledge and KS will be defined.
93. The architecture of knowledge and information bases in DEVCO will be defined, taking into account long-term IT-systems development vision. The roles and typology of content for each knowledge base as well as the rules for creating and updating content will be agreed and communicated to all. Complementarity (thus avoiding duplication) will be ensured.

e. Improved document management

94. Pilot project with 3 directorates on the enhanced use of e-signature is agreed, implemented and after review will be rolled-out to the entire DG.

95. Following MM decision of November 2013 on access to classified information, all management as well as identified staff whose function require access to such documents will be required to have a valid security clearance and an active account in relevant IT systems.

f. Better access to external knowledge and research on development and their use

96. The way the ERD and the research facility are used will be reviewed, to better link the research funded by the EU with the strategic objectives, feed policy making and facilitate improvement of the way we work. Moreover, cooperation on research with DG RTD and JRC as well as key research centres on development will be strengthened.

97. The screening of external research and publications on development-related subjects will be enhanced. Existing newsletter with publications on development cooperation will evolve, taking into account the needs of DEVCO staff.

98. The CoPs will be encouraged to identify and share research results and publications specific for their area and promote their use. A research network can support this process.

g. Other horizontal measures

99. In the process of updates of internal sector policies within DEVCO, KM-related objectives and actions will be integrated therein.

100. As an element of follow-up to the conclusions of the Full Management Seminar of 4 February 2014, a measure inviting for creative ideas from the staff, their consideration, testing the selected ones and sharing lessons learned will be proposed and put in place.

2.2.3 Corporate Information Systems

A. MAIN CHALLENGES AND OBJECTIVES

101. The key challenges include:

- Make the knowledge and information stored in various knowledge bases, including project/programmes –related ones easily accessible and usable for all concerned;
- Consider the integration of different DEVCO information systems on one single operational platform, and make sure that eventually all systems containing official documents are embedded in Hermes. This should lead to improving efficiency and coherence;
- Take advantage of EC-wide process of rationalisation of IT tools, including the Dorsale Project that will integrate EC decision-making tools: CIS-Net, e-Grefe and Vista as well as possibly other tools to simplify the workflows and improve the accessibility of documents;
- Develop functionalities of DEVCO information systems that support people/culture and organisation/process related KM objectives. This includes enhancing interoperability, improving and automating the search for knowledge, information and data, its analysis

and interpretation, but also opening the possibility for collaborative, parallel work on draft documents.

B. PROPOSED DIRECTION AND INITIATIVES

102. The Task Force on the vision of information systems in DEVCO shall ensure the needs and challenges defined in 2.3.1 and 2.3.2 are being taken care of and shall foresee the following functionalities of the information systems related to KM and KS:

- **Improving access to data, information and knowledge stored in different systems** (CRIS, Sysper like e-CV, future PCM platform, C4d, ARES, intranet, internet, local drives, project sites, others). One interface, with efficient search function allowing for quick finding and access (depending on the access rights) to the content on the given topic in different bases;
- Ensuring the possibility of (parallel) **co-drafting of documents** like briefs, reports, plans, project or programming documents, including Excel documents. The tool should be available to all DEVCO staff, in HQ and Delegations, allowing for parallel work on documents, according to the roles assigned by the leading unit. It should be a better alternative for sequential e-mail based process of preparation of briefs and other documents requiring contributions from many actors, for consistency and quality control. It should be linked to Hermes (automatic transfer of “mature products”);
- Ensuring for all interested parties, in HQ and Delegations the possibility to **store and access internal documents** like standard briefs or reports from meetings with external partners. (Possible use of Hermes until a dedicated tool is developed). Link with the collaborative tool for drafting documents;
- Further enhancing the functions and user-friendliness of **C4d** that shall continue to be the main KS platform for internal and external CoPs in DEVCO, with different levels of visibility, access and advanced geographical and thematic tagging;
- Putting in place DEVCO-wide **a tool useful for different planning and, first of all, for operational reporting purposes**, allowing services in DEVCO HQ and Delegations to replace their locally developed, and usually excel-sheet based, manually fed planning and monitoring and reporting tools. Ensuring structured reporting against expected results and set indicators as defined at the project and programme level. Results framework integrated in the tool. The problem of data comparability related to different interpretation of criteria defining records and changing rules (changing instruments, classification criteria or other, affecting reliability of results) addressed.
- **Enhancing data, information and knowledge automatic extraction** from the systems, and automatic analysis, according to given, pre-programmed parameters;
- **Defining architecture and roles of different existing knowledge bases** (Intranet, Internet, C4d, CRIS, PCM platform, others). Knowledge bases linked and duplication of entries, content stored or processing eliminated. Future PCM system linked to CRIS/ABAC and ARES/NOMCOM providing an environment for managing all processes and content related to development cooperation, starting from programming to closures of programs/projects, with monitoring, reporting and managerial approval functions. Future PCM system having a gateway to C4d to ensure the collaborative identification of best practices and linked for visibility with the Internet site;
- **Improving the user-friendliness of different systems;**
- The **proliferation of new systems prevented** unless indispensable and then

compatibility with the existing ones ensured;

- **Integration of workflows** e.g. in ARES and CRIS/ future PCM system, so that a visa given in one system is automatically recorded in the other for the same step in the process;
- **Project knowledge and visibility websites captured and linked** into the corporate web package, offering them a window in the KS platform and in the internet website for visibility. This shall allow drawing on vast knowledge capital that needs to be better accessible, tagged and used.

103. DEVCO will introduce and use more modern tools facilitating knowledge capturing and sharing. They will include videocasts and podcasts for capturing and diffusing knowledge, in particular useful for staff in Delegations across different time zones. Web streaming delivering video- or audio- content over the internet as well as webinars will be used for interactive KS and learning sessions, allowing staff located in different places across the world to actively participate.

3 LEARNING AND DEVELOPMENT

104. Staff development will represent a key element of the institutional Knowledge Development. It will be guided by DEVCO's policy priorities and management plans, strategic personnel policy and plan, future EC talent management policy as well as DEVCO's Competence Framework. Staff development will be aligned with the priorities of the DG to implement the agenda for change, including the main areas of intervention and the Aid Effectiveness agenda. Process of preparation of staff development plans will include yearly learning needs surveys and consultations with management.

Where necessary, learning events should be articulated with KM activities, reinforcing and complementing each other.

3.1 Lessons Learned

3.1.1 Overall Coordination

105. DEVCO has moved from a decentralised training management to a coordinated training approach. Ad hoc development of training action at Unit level would lead to a lack of coherence of DEVCO's training offer, duplication of efforts and lack of efficiency. Therefore, though the responsibility for the training content remains in the Units covering particular areas, the overall coordination and planning is assured on a central level in order to provide a coherent overall approach.

3.1.2 Needs Assessment

106. It is crucial that staff learning needs are well identified. To this purpose, DEVCO launches "training need surveys in Delegations" every year since 2008. Furthermore, from now on surveys will target Heads of Sections in order to ensure that learning needs of DEVCO staff are reflected adequately. Beyond surveys, training needs have to be cross-checked with managers and the overall HR strategic planning, taking into account the changing policy environment in which DEVCO operates.

3.1.3 Training Methods

107. While face-to-face training remains an important delivery method facilitating interaction and direct exchange of experience, the increase of online learning material is crucial to reach out appropriately DEVCO's staff in Delegations. Basic training on core business needs should be developed in an online format, which takes also into account particularities in some Delegations such as reduced bandwidth of internet connections. Besides eLearning courses other online learning possibilities, such as access to learning material in the form of manuals, presentations, etc., need to be provided. Regional seminars will remain an important way of delivering training and sharing experience between Delegations and HQ. In general terms, the learning offer needs to take into account contemporary knowledge about adults' learning and new, effective learning and KS methodologies like virtual classes and webinars.

3.1.4 Training Cycles

108. The organisation of face-to-face training is most efficient when organised in training cycles, with basic courses followed by advanced modules, organised 3-4 times a year. This approach facilitates the yearly planning exercise with an early publication of courses allowing staff to plan ahead, particularly in Delegations. Also cycles can be planned around specific moments such as the yearly rotation exercise. Finally it allows staff to pick the relevant training for them: some might need to attend the full cycle, while others will need only a part of it according to their prior experience and job requirements.

3.1.5 Learn4dev

109. Since its creation in 2003 DEVCO is member of the donor learning network **Learn4dev** and has been represented since then in its “core group” and several expert groups. The network aims at donor harmonisation and efficiency gains through joint learning activities and mutual opening of learning content and courses. Learn4dev has also played an important role in creating links between donor learning managers. In this context, mutual opening of courses needs to be further promoted and publicised, e.g. through existing CoPs such as on C4d. As part of the process of mutually opening training opportunities, the C4d platform will play an important role and host and make available to the development community all DEVCO courses (e-learning and course material) of general interest. Fostering mutual access to training should lead to division of labour in providing training and ultimately to efficiency gains.

3.2 Core Business Training

110. DEVCO’s core business internal learning offer covers contractual and financial procedures, delivery methods, thematic and policy areas.
111. Basic training on DEVCO’s core business should be offered online and hence reduce the number of introductory or basic classroom courses. Classroom training should focus on areas where “face-to-face” has the biggest impact, notably for advanced and expert workshops.
112. As it is already the case for finance, contracts and audit courses, other core business areas (“methods”, “thematic areas” and “policies”) should equally be planned and offered in yearly training cycles. Besides reducing the workload related to ad hoc planning it will facilitate staff and their line managers to plan their training needs. The training cycles in the different areas need to be aligned with DEVCO’s rotation exercise for departure to Delegations.
113. Contracts used for the development and delivery of core business training should provide easy and broad access to training services. A lot of the new DEVCO framework contract (current “COM” FWC) should therefore cover a sufficiently large number of topics and simplified use, e.g. through a lot in “cascade” (i.e. ranking of contractors) instead of the current reopening of competition which is not suited for a high volume of specific contracts. In the long-term the training lot of the COM FWC could be replaced by a direct service contract, further reducing the administrative burden (i.e. only one budgetary and legal commitment per year instead of commitments for each specific contract). This new lot should also reduce the number of low value contracts for training services.

114. Taking into account the harmonisation of financial procedures for operations financed through the EU budget (BUD) and the European Development Fund (EDF) it will no longer be necessary to offer separate financial training cycles. This should lead to an improved efficiency due to harmonized training material and content.
115. Wherever appropriate, synergy effects should be searched with MSs and other donors. Learning offers should be opened mutually and the donor training network Learn4Dev used as a main exchange platform.
116. DEVCO will ensure complementarity of its learning activities with those managed by the EEAS, the European School of Administration (EUSA) and DG HR and other EC DGs, in particular DG for Humanitarian Aid and Civil Protection (DG ECHO), the Foreign Policy Instruments (FPI), DG for Enlargement (DG ELARG) and DG for Trade (DG TRADE). Particular emphasis will be made in coordinating and harmonising security related training.

3.3 EC and DEVCO IT Applications

117. DEVCO needs to provide training on its in-house IT applications like CRIS, EAMR, future PCM system, PROSPECT, Data Warehouse and other new developments. All basic courses should be offered online on a common platform. Training on EC wide IT application like ARES and office applications should be covered by DG DIGIT's central training services.

3.4 Organisational and Personnel Development (OPD)

118. Particular emphasis will be put on diversifying the offer in the field of OPD. The existing teambuilding and coaching offer will be further developed and learning opportunities such as tutoring and mentoring enhanced, with new opportunities like secondments and shadowing added. An overall OPD framework will be developed, giving clear guidance on when and how these learning opportunities will be offered.
119. DEVCO's internal OPD offer should only be provided in areas where the central training services of DG HR and the EUSA do not provide an adequate solution for DEVCO's training needs. The DG HR and EUSA learning offer should be publicised appropriately. Particular importance will be given to learning opportunities in the fields of internal control, efficient administration, ethics and integrity.

3.5 Special Target Groups

3.5.1 Newcomers

120. Particular emphasis will be put on DEVCO's learning offer for and knowledge transfer to newcomers. It should aim at enabling newcomers to become operational as soon as possible and create at the same time a corporate identity and spirit. A coherent approach including HR and learning aspects will be developed, providing newcomers with up-to-date information and resources relevant for their job profiles. Competency passport will be used to determine learning needs for newcomers. Particular learning paths will be developed to facilitate new staff becoming operational in an adequate timespan. Knowledge transfer of experienced staff leaving their posts will be assured. Feedback from the newcomers and

their tutors and mentors will be used to further improve the induction.

3.5.2 Managers

121. Managers play a crucial role in the achievement of DEVCO's objectives. Beyond expertise in their fields of responsibility they need to lead their teams efficiently and effectively. New managers will be briefed on their role in assessing training needs on an individual and corporate level. Additionally coaching will be made available for a limited number of managers every year targeting mainly newly appointed managers. Mentoring and peer-to-peer coaching will be promoted for the new managers. Managers and Team Leaders will be encouraged to undertake voluntary 360 degree assessment as a learning tool.

3.5.3 Staff with Specific Career Paths or Roles

122. Specific training paths will be developed for different functions and groups within in DEVCO, such as SDAOs, geo-coordinators, thematic and policy staff, Finance and Contracts staff and operational staff. Learning paths will be developed for thematic areas of particular relevance for DEVCO. A learning path will consist of at least two parts: 1) introductory training providing basic knowledge; where possible including online courses and/or learning resources to ease access for staff in Delegations; 2) advanced training providing possibility of exchange between practitioners, including interactive face-to-face training and where appropriate the possibility of online practitioner exchange platforms and other adequate online learning resources.

3.5.4 Staff Leaving to Delegations

123. Staff leaving to Delegations should be provided with preparatory training adapted to the different functions they will be taking up. The training will need to be aligned with the yearly rotation exercise and will ideally take place each year on the same calendar weeks. The "*rotation training cycle*" will need to be closely coordinated with the EEAS. The cycle should be initiated through a common DEVCO/EEAS introduction.

3.5.5 Staff in Delegations

124. Online learning content including e-learning courses should cover basic learning needs for staff in Delegations. As for advanced and expert learning needs they should be addressed through regional seminars, workshops and CoPs. More local workshops organised jointly with EU MS and other Learn4Dev members should address the training needs and facilitate cooperation on the ground. Language training should be carried out locally as far as possible. Priority will be given to 3rd language requirements related article 45.2 of the Staff Regulations, the host countries local language and working languages of the EC.

3.5.6 Internal Trainers

125. A large number of courses are delivered by internal trainers. Expertise and experience in the delivery of training should be made available independently of changing responsibilities within the organisation. In order to support DEVCO's internal trainers, a series of "*train the*

trainer" modules will be offered. It is crucial that internal trainers are supported by the hierarchy and that line managers are made aware of the importance of staff's horizontal tasks such as the delivery of training. Internal trainers' contributions to the achievement of DEVCO's objectives should find recognition from DEVCO's management.

3.6 Learning Tools and Delivery Methods

126. DEVCO will adapt and develop its learning tools and delivery methods, in line with the needs and evolution of available suitable technology.

3.6.1 Classroom Training

127. Classroom training remains an important delivery method. Best use of classroom training is made when it takes advantage of the possibility of exchange of knowledge and experience. Classroom training should be interactive. Lecture-style training should be avoided as far as possible.

3.6.2 E-learning and Rapid Learning

128. E-learning and rapid learning should be the main delivery method for introductory knowledge based courses. E-learning courses should be offered for DEVCO's essential tools, procedures and areas of intervention. Rapid learning modules should complement the e-learning offer, providing quick access to information when needed. All distance learning modules should be made available easily, either on the EC's Virtual Learning Environment and/or on platforms allowing Delegations with a low bandwidth to access the learning modules.

3.6.3 New Learning Formats

129. In order to provide better access to learning content new learning formats will be developed. These formats will provide the possibility of live streaming training events, so that they can be followed by Delegations in adequate time zones and of recording training events and can be edited for training purposes made afterwards available on an easy to access platform, such as C4d, the Intranet or the EC's learning management system (LMS). Other new formats will be explored such as virtual classrooms or webinars which will provide training for staff in different locations with the possibility of exchange between participants and trainers. New developments in the field of online and virtual training will be followed by the DG's Training and KM sector and tested then introduced.

3.6.4 Online Learning Resources

130. Online learning resources should be an important element of DEVCO's learning offer. Training material, handbooks, manuals and links to internal and external webpages will be integral parts of the online learning resources. They should all be available through the Intranet's training pages which should further be developed into the DG's learning portal.

New and up-coming learning tools on the Intranet, such as collaborative sites should be incorporated in the learning offer. Finally the online learning offer and resources should be widely publicised.

3.6.5 External Training

131. Training provided by training centres and universities without a contractual link with the EC, is an important tool providing learning and KS possibilities beyond the boundaries of the EC's internal training. Apart from traditional courses, increasingly popular Massive Open Online Courses (MOOCs) in areas relevant for DEVCO, offered by recognised universities shall be used for developing specific sector knowledge. Clear guidance on external training opportunities and the applicable rules need to be developed in accordance with the EC's general learning framework.

3.6.6 Learning Platforms and Networks

132. Learning platforms and networks are important tools, which facilitate knowledge exchange in an inclusive way and which are particularly useful for staff in Delegations. Existing networks and platforms such as Learn4dev and CoPs as on C4d should be widely publicised and used to support the easy access to training and learning material and make it accessible where suitable to partners, a learning portal will be deployed on C4d.

3.7 Training Management

133. The administrative burden of managing training should be reduced to the absolutely necessary. The possibilities offered by the EC's LMS (currently Syslog), like automatic convocations, should be used as often as possible. Other possibilities for simplifications should be analysed and if requiring changes to the LMS communicated on the appropriate level to the "system owner" DG HR. In particular the management of locally followed training in Delegations will require streamlining and the development of a new application in the EC's LMS.
134. DEVCO's Training sector (at the same time COFO service) should only intervene in the validation process of training requests where there is an added value of such an intervention. Courses with no prerequisites, with no specific target group, should only need to be validated by the line manager. Training management should be focusing on needs assessments, planning, quality control and impact of learning.
135. In order to manage efficiently its large in-house training offer, DEVCO needs important training facilities. DEVCO currently counts 4 training rooms located in the J-54 building, which are managed by the Training and KM sector of DEVCO and are dedicated to "classroom" training. They have a capacity of 45, 45, 22 and 20 participants respectively. 1 additional training room is designed for hands-on IT applications training and equipped with PCs with a capacity of 12 participants. It is important to maintain this capacity and to improve its equipment for enabling DEVCO the use of technologies providing the possibility to better reach out to its staff in Delegations.

4 IMPLEMENTATION, QUALITY AND REPORTING

136. Objectives and key directions of the LKDS shall be embedded in the policies or approaches in the areas concerned. The enclosed Action Plan defines specific actions and links them to specific sector policies and approaches. It also defines priorities, results indicators and time lines for implementation. The Action Plan will be regularly updated and its implementation monitored. The progress can also be in future assessed using a KM maturity tool.
137. DEVCO will keep abreast of the new developments and good practices in the area of KM, test those suitable for DEVCO context and apply. The objectives as well as the measures put in place will be regularly reviewed to take into account their effectiveness, lessons learned as well as changing policy objectives.
138. As the imperative to coordinate the on-going KM initiatives and new ones proposed in this document and to be defined in the future Action Plan require closer coordination, guidance and monitoring, a **Knowledge Management and Learning Steering Committee** gathering all key stakeholders will be set-up under the chairmanship of the Director R with the support of the Unit in charge of training, KM and document management.
139. Apart from the coordination and monitoring role, the KM team will work with different DEVCO services to identify specific KM challenges and measures to address them. It will also provide training and support the KM capacity development throughout DEVCO through a network of KM focal points, as well as using collaborative platform and IT tools.
140. Detailed frameworks will be elaborated for the KM as well as learning priority areas, including yearly multiannual implementation plans defining concrete and measurable activities (*see annex 1 for the first Action Plan*).
141. KM and Learning priorities will be regularly reviewed and updated based on consultations with DEVCO's management, HR services and its major learning stakeholders involved in the organisation and delivery of training. Annual training and KM surveys, addressed to HQ and Delegations and reports will serve as a monitoring instrument of the implementation of the annual learning and knowledge development plans and the implementation of the long-term LKDS. DEVCO Management will be regularly briefed on the effectiveness of the implementation of the LKDS and needed adjustments.
142. Line managers will play an important role in assessing learning needs through the dialogues with their staff. To this purpose all newly appointed managers will be briefed on the general learning policies of the DG and their role in assessing the learning needs of their staff. They will be consulted to establish the DEVCO training needs.
143. For the decentralised local training needs in Delegations a yearly survey among the Heads of Operations and Heads of Finances and Contracts will be carried out.
144. In line with the Court of Auditor's recommendations⁵, DEVCO's impact assessment will be based on the "Kirkpatrick" model including the following 3 assessment levels:
 - Satisfaction with learning events (*evaluation form sent automatically through Syslog*);

⁵ "THE EFFECTIVENESS OF STAFF DEVELOPMENT IN THE EUROPEAN COMMISSION", European Court of Auditors, Special Report No 10, 2012.

- Knowledge gain (*before and after testing for major courses*);
 - Transfer of gained knowledge/skills to the job (*follow-up questions to participant + manager for major courses*).
145. DEVCO's central learning services will ensure that information gathered through the different assessment levels is fed back to the services responsible for the training content that will also be responsible for taking appropriate action where required.
146. DEVCO's learning content should be developed according to the overall learning quality and coherence standards. These standards should at least include:
- The pertinence of a proposed learning offer with DEVCO's policy objectives;
 - The link with the existing training programme;
 - Clear definitions of learning objectives;
 - Inbuilt impact assessments (according to the "Kirkpatrick" model);
 - Didactical and pedagogical requirements;
 - Corporate design.
147. Around 2017, a strategic evaluation of implementation of the LKDS will inform a mid-term revision of the Strategy.