



EVALUATION 2009/2

# KNOWLEDGE MANAGEMENT AND INSTITUTIONAL LEARNING IN SDC



Schweizerische Eidgenossenschaft  
Confédération suisse  
Confederazione Svizzera  
Confederaziun svizra

Swiss Agency for Development  
and Cooperation SDC



# **Evaluation of**

# **Knowledge Management and Institutional Learning in SDC**

Commissioned by the Evaluation + Controlling Division  
of the Swiss Agency for Development and Cooperation (SDC)

## **Contents:**

- I Evaluation Abstract**
- II Agreement at Completion Point and Senior Management Response**
- III Evaluators' Final Report**
- IV Annexes**

**Bern, April 2009**

## Evaluation Process

Evaluations commissioned by SDC Senior Management were introduced in SDC in 2002 with the aim of providing a more critical and independent assessment of SDC activities. Joint SDC/SECO programs are evaluated jointly. These Evaluations are conducted according to DAC Evaluation Standards and are part of SDC's concept for implementing Article 170 of the Swiss Constitution which requires Swiss Federal Offices to analyse the effectiveness of their activities. SDC's **Senior Management** (consisting of the Director General and the heads of SDC's departments) approves the Evaluation Program. The **Evaluation + Controlling Division (E+C Division)**, which is outside of line management and reports directly to the Director General, commissions the evaluation, taking care to recruit evaluators with a critical distance from SDC.

The E+C Division identifies the primary intended users of the evaluation and invites them to participate in a **Core Learning Partnership (CLP)**. The CLP actively accompanies the evaluation process. It comments on the evaluation design (Approach Paper). It provides feedback to the evaluation team on their preliminary findings and on the draft report.

Evaluation research shows that involvement of those responsible for implementation in generating recommendations leads to a higher rate of implementation. Therefore, to ensure recommendations that are well targeted, ambitious and achievable, this independent evaluation engaged the CLP in the development of the recommendations. During a 1 ½ day Synthesis Workshop, the CLP validated the evaluation findings and conclusions and with the facilitation of the E+C Evaluation Officer and the Evaluation Team, elaborated the recommendations for SDC noted in the **Agreement at Completion Point**. In a second step, SDC Senior Management responded to the recommendations put forward by the CLP (**Senior Management Response** in this Agreement at Completion Point).

For further details regarding the evaluation process see the Approach Paper in the Annex.

### Timetable

| Step   | When                 |
|--|----------------------|
| Evaluation Programme approved by Senior Management | September 2007       |
| Approach Paper finalized                           | February 2008        |
| Implementation of the evaluation                   | February – June 2008 |
| Agreement at Completion                            | June 2008            |
| Senior Management Response in SDC                  | December 2008        |

# I EVALUATION ABSTRACT

|                        |  |
|------------------------|--|
| <b>Donor</b>           | Swiss Agency for Development and Cooperation (SDC)   |
| <b>Report title</b>    | Evaluation of Knowledge Management and Institutional Learning in SDC   |
| <b>Geographic area</b> | Switzerland and countries with SDC activities  |
| <b>Sector</b>          | Knowledge Management, Institutional Learning   |
| <b>Language</b>        | English  |
| <b>Date</b>            | 2008   |
| <b>Authors</b>         | Urs Bolz, Beat Knechtli, Denise Lee, Michelle Mikos, Daniel Hofer, Aline Stoll<br><br>PricewaterhouseCoopers |

## **Subject description**

The Swiss Agency for Development and Cooperation (SDC) views knowledge management (KM) and a culture of institutional learning (IL) as conscious strategies aimed at getting the right knowledge to the right people at the right time and helping people share and put information into action in order to improve organisational performance. Over the past 7 years SDC has put in place a strategy, structures and instruments to promote KM and IL in SDC. The purpose of this evaluation is to assess where SDC stands with regard KM and IL and to gain insights to improve its future performance. The evaluation focuses on

- the effectiveness of practices and processes for KM and IL at SDC
- the framework conditions and organisational issues that promote or hinder KM and IL at SDC,
- and the outcomes / impacts of KM / IL on SDC's performance.

## **Evaluation methodology**

The methodology consisted of interviews with SDC staff at Headquarters, an electronic survey of all SDC staff (at Headquarters and in the Cooperation Offices) and the review of documents and systems. The evaluation team assessed KM and IL at SDC against a neutral and independent framework they had developed consisting of six dimensions: strategy, culture, processes, systems, organization and measures.

A Core Learning Partnership (CLP) consisting of SDC staff in KM / IL related positions was constituted to accompany the evaluation process. In a Synthesis Workshop, the CLP reflected on the evaluation findings and conclusions and with the facilitation of the SDC evaluation officer and the evaluation team, elaborated the recommendations for SDC.

## Summary of Major findings

- SDC's current structure and behaviour is in contradiction with its strategy and objectives – the benefit, outcome and impact of KM and IL remains unclear.
- From an organizational point of view, it is evident that SDC is a network organisation, but is not consequently managed accordingly.
- SDC lacks a clear focus and targeted leadership – too many simultaneous top priorities cause confusion for the people in charge of KM and IL on what to support and what not.
- It is, to a large extent, nearly impossible to fulfil the tasks of managing knowledge and institutional learning mainly due to the lack of a cognitive framework that would help SDC to act as a coherent entity.
- The mental models around the management of knowledge focus on dealing with explicit knowledge only. The core of development cooperation, based on people, interaction and experience sharing, is only partially supported.
- KM solutions and systems are driven by supply rather than demand, and lack clear business priorities
- The lack of KM and IL metrics is the expression of a missing holistic view of knowledge and learning in SDC and management from the top down rather than a problem of not being able to identify possible indicators.
- Institutional learning is not managed systematically and occurs informally and incidentally – e.g. learning “on the ground” is not fed back into policies, procedures or processes.
- External partners, representing a core element of SDC's partnership network, are currently left out of the sphere of influence of KM and IL. This results in an uncertain and probably restricted impact of the work in the partner countries.

## Conclusions and Lessons Learned

KM should focus on relationships with boundary partners. For a greater impact in partner countries and in international policy, the scope of KM & IL must be enlarged to integrate COOFs and partners on the multilateral level.

Learning and sharing should be organized in knowledge networks. These networks, managed and facilitated by a network manager, should focus on the knowledge needs of staff working in boundary partner relationships (operations, policy dialogue). All KM functions must be endowed with adequate resources to ensure the necessary support.

An overall KM framework must be developed, providing the rationale for KM and explaining how KM will work in the new SDC. The connection between KM and IL must be made clear. Finally, the term IL needs to be explained to all SDC staff members.

An organizational culture of sharing and collaboration should be implemented by declaring knowledge a shared global asset, created by SDC and its partners, to be shared on the basis of open content principles.

SDC's organizational culture change towards learning and sharing has to be supported by an incentives and rewards scheme.

SDC's business processes must be standardized and KM instruments integrated into these processes.

A high level governance mechanism for KM instruments and a competence management system must be introduced.

SDC's new organizational structure must support KM & IL, inter alia through reallocation of human resources to country offices and fora of international policy dialogue.

The support functions for KM and information management (IM) should be organised as a “one stop shop” and positioned close to the Board of Directors.

Results-oriented metrics for KM need to be defined and implemented.

## 2 Stand of the Core Learning Partnership

### 2.1 Overall Appreciation

The Core Learning Partnership welcomed the evaluation of SDC's Knowledge Management (KM) and Institutional Learning (IL) as an opportunity for the stakeholders to render accountability in KM and IL after several years of practice, but also to assess their current level of development and impact.

By closely and independently assessing KM and IL activities, the CLP was able to understand the current situation and to identify options for improvement. The strengths and weaknesses found, collected from the outside, were appreciated; they were confirmed to reflect the current situation at SDC. They are the foundation upon which the CLP based its recommendations.

The CLP valued the expertise and commitment of PwC's evaluation team and largely appreciated PwC's approach as an independent evaluator. PwC's KM framework for assessing SDC's KM and IL initiatives, solutions and impact provided a new look at the organisation, while allowing the CLP to align the findings with the objectives listed in the Approach Paper.

The CLP would have preferred a broader evaluation scope (e.g., case studies in COOFs), focussing more on assessing impact. The evaluators acknowledge that the CLP is not fully satisfied with the findings regarding KM's and IL's impact. On the one hand, the limited resources allocated for this evaluation excluded in-depth data collection and analysis (i.e., no case studies). On the other hand, due to the lack of a KM framework, the absence of both a common understanding on causal relationships and metrics, the evaluators were not able to estimate the KM / IL impact

The elaboration of the final recommendations was eclipsed by the announcement of a major reorganisation within SDC just one day prior to the Synthesis Workshop. The results of this evaluation will help the new working group on Knowledge Management ("Group de travail - Gestion du savoir") to a jump start.

### 2.2 Recommendations

#### 2.2.1 Strategy and culture

**Recommendation 1: For a greater impact in partner countries and in international policy, the scope of KM & IL must be enlarged to integrate COOFs and partners on the multilateral level. KM should focus on relationships with boundary partners.<sup>1</sup>**

This recommendation is targeted at improving SDC's ability to deliver and also to create impact as articulated in SDC's 2010 strategy.

It is based on the independent evaluation's findings that KM and IL focus mainly on SDC headquarters. The evaluation also found that partners are often not part of the learning cycles. In order to have an impact and to measure the success of development cooperation, it is crucial to include the partners in KM & IL.

SDC develops impact in the "boundary partner relationships": in operations and in policy dialogue (including SDC representatives in International Organisations). KM should focus on the knowledge needs of those taking care of these relationships.

---

<sup>1</sup> Boundary partners are individuals, groups or organizations with whom the program interacts directly and hopes to influence.

With SDC's reorganisation ahead, there is a window of opportunity to redesign KM and extend its reach to integrate those stakeholders<sup>2</sup> that the CLP found to be important in achieving the intended impact.

**Recommendation 2: Learning and sharing must be organized in knowledge networks<sup>3</sup>. These networks, managed and facilitated by a network manager, should focus on the knowledge needs of staff working in boundary partner relationships (operations, policy dialogue). All KM functions must be endowed with adequate resources to ensure the necessary support.**

The organisational learning cycle (knowledge creation – knowledge sharing – knowledge documentation and knowledge application) is to be organised in networks. These networks are mainly needs oriented.

The creation and maintenance of the KM networks follows the logic of subsidiarity, meaning that a network needs to be as close to the field as possible, while still including all the actors necessary. Subsidiarity includes the concept that headquarters should be active only in those topics

- a) that are of interest for the whole organisation, and
- b) where headquarters can act as an accelerator.

The function of a network manager needs to be established and their role, responsibility and organisational affiliation clearly defined. Also, their position within KM and KM's final setup of need to be addressed (cf. recommendation 9). The CLP did not agree on a solution and leaves the responsibility with the KM working group.

It was however agreed that KM responsibilities should be clearly mentioned in job descriptions and adequate resources must be allocated to this task.

The "reo 16 working group<sup>4</sup>" for KM will draft a proposal on how these networks shall be managed (accelerator). The working group will also need to identify the resources required for KM on all levels of the organisation and come up with a proposal on how to use these resources in KM / IL.

---

<sup>2</sup> A person, group, organization, or system who has an effect on an organization's actions or can be affected by them.

<sup>3</sup> The term "Knowledge Network" signifies a number of people, resources and their relationships among one another, assembled to accumulate and use knowledge primarily by means of knowledge creation and transfer processes for the purpose of creating value and impact.

<sup>4</sup> Refers to the newly formed working group on Knowledge Management ("Group de travail - Gestion du savoir") led by Manuel Flury



**Recommendation 3: An overall KM framework must be developed, providing the rationale for KM and explaining how KM will work in the new SDC. The connection between KM and IL must be made clear. Finally, the term IL needs to be explained to all SDC staff members.**

Once the organisational setup of SDC and KM within SDC are clarified, the next step will be the development of an overall KM framework. This includes a clear statement on the structure and scope of KM and IL as well as a declaration of KM's contribution to SDC's pursuit of its overall objectives.

This framework contains a shared understanding of KM and its connection with IL as well as the benefits tree<sup>5</sup> that will help SDC staff members understand how more sharing and collaboration contribute, directly and indirectly to the achievement of SDC's overall objectives and metrics<sup>6</sup>. The KM framework clarifies the required skills and competence and their connection with SDC's knowledge objectives. Finally, it clarifies the roles and responsibilities of KM's actors and ultimately helps spreading the message of KM and IL throughout SDC. KM responsibilities will have to be assigned for:

- normative KM functions (framework development, KM governance)
- KM support functions
- KM implementation functions
- KM controlling functions

The SDC reo working group 16 should develop the KM framework.

**Recommendation 4: An organizational culture of sharing and collaboration should be implemented by declaring knowledge a shared global asset, created by SDC and its partners, to be shared on the basis of open content principles<sup>7</sup>.**

Knowledge is one of the global public goods created by SDC and its partners. It should be shared on an open content basis, and therefore needs to be developed and used as a corporate capacity, using the individual competences and experience of SDC's staff members and its partners as far as possible.

- There should be an incentive and reward system for learning and sharing (cf. recommendation 5).
- SDC standard processes should be aligned with this new culture (cf. recommendation 6).
- Learning and sharing should be part of the organization-wide controlling system (cf. recommendation 11).

---

<sup>5</sup> A benefits tree is a simple but effective tool for showing interdependencies between different types of benefit. Many senior executives want a clear understanding of the 'bottom line' benefits of knowledge management before they invest. Typically a knowledge initiative is an infrastructure project where the cost is visible, but the benefits are diffused throughout the organization. A benefits tree relates the immediately visible benefits, through a series of steps to those understood by senior executives.

<sup>6</sup> A metric is a standard unit of measure, such as mile or second, or more generally, part of a system of parameters, or systems of measurement, or a set of ways of quantitatively and periodically measuring, assessing, controlling or selecting a person, process, event, or institution, along with the procedures to carry out measurements and the procedures for the interpretation of the assessment in the light of previous or comparable assessments. Metrics are usually specialized by the subject area, in which case they are valid only within a certain domain and cannot be directly benchmarked or interpreted outside it.

<sup>7</sup> Open content principles include – among others – encouraging the greatest possible access to and reuse of archive documentation while respecting the rights of content owners and contributors.  
For further reference: <http://www.opencontentalliance.org/participate.html>

The CLP thinks it is crucial to address the issue that, in SDC, knowledge is currently seen rather as an individual than as a collective property. This is probably the single most important and shocking finding, pointing to the need for changing SDC's organizational culture.

Successful change of organizational culture<sup>8</sup> towards more sharing and collaboration will take time and require several efforts (cf. also recommendations 5 – 8). However, changing individual singled-out factors will neither ensure an overall positive effect nor that actions will be taken. The necessary organizational culture change should be declared a corporate goal; it should be incorporated into the norms motivating behaviour (e.g. norms reflected in leadership principles, behaviour assessed as behaviour in MAP); finally, all SDC staff members should be confronted with culture change as an integral part of the annual objectives setting process (MAP), defining concise and concrete objectives with metrics and measures in every work plan.

**Recommendation 5: SDC's organizational culture change towards learning and sharing has to be supported by an incentives and rewards scheme.**

The CLP found it vital to have an incentives and rewards scheme or system that encourages people to improve sharing and learning from one another. There should be incentives for individuals, teams, and the overall organization.

An incentive and rewards scheme will have a positive effect on the use of learning time budgets or the work in knowledge networks. Additionally, it will lead to a higher validation of experience, and motivate people to use their colleagues' experience in their daily activities.

The KM network of actors and human resources is responsible for quickly coming up with proposals. The Board of Directors will have to take the final decision. The approved system will need the support and ownership of the line managers to ensure successful implementation.

### **2.2.2. Processes and Systems**

**Recommendation 6: SDC's business processes must be standardized and KM instruments integrated into these processes.**

CIP's ambition is to render sharing and collaboration a part of people's daily activities. KM should not be considered as an administrative burden that keeps people from doing their jobs.

The evaluation found that a certain number of business processes have been standardized, but those processes are not applied consistently and there is no user feedback loop to improve them.

The evaluation also found that staff members are confused by the number of KM instruments available; they do not know when and for what they should use which instrument.

---

<sup>8</sup> Organizational culture, or corporate culture, comprises the attitudes, experiences, beliefs and values of an organization.

By standardizing business processes, good practice on process design is recognized and spread. By integrating KM instruments (such as peer reviews, good practice, mentoring, etc.) into standard processes, a reduced number of KM instruments can be mainstreamed and designed for specific purposes.

A few business processes will have to be redesigned to better serve KM (staff training, rotation system, hand over etc.)

The CLP members consider the currently developed HowTool to be the appropriate tool to standardize processes and integrate KM instruments.

The Board of Directors will have to approve the solution developed. The line managements will have to implement the final solution and closely monitor its implementation.

### **Recommendation 7: A high level governance mechanism for KM instruments must be introduced.**

The evaluation found that SDC staff members are confused about the use of KM instruments, procedure and processes. While this can substantially be improved by the standardization of business processes and the integration of KM into those processes, the CLP feels that a high level governance mechanism is also necessary. , This need is currently mainly related to the IT instruments which support learning and sharing.

For this, a new body needs to be put in place, similar to the already existing “Steuerungsgruppe IT & Organisationsentwicklung”, but with a larger scope of influence and more competence for matters outside IT-related projects).

With the foreseen of responsibility transfer, for some of these instruments, to bodies outside SDC, a high level governance mechanism seems to be necessary to make sure the instruments continue to meet user needs. This governance mechanism will need to be monitored and, if necessary, enforced by SDC management.

From a user's point of view, it should be obvious when to use which KM instrument and for what purpose.

### **Recommendation 8: A competence management system has to be introduced.**

A model should be introduced describing the different skills needed in SDC (skills modules). Based on these modules, all positions can be described in a comparable format (job description). This would

- make it easier for SDC staff members to develop their competences and skills towards demanding positions
- make KM easier since competences and skills could be located
- facilitate recruitment since the organization would know which competences are short in supply within the organization
- support the rotation system, since competences and skills could be precisely allocated to where they are needed
- in sum allow SDC to manage its competence profile / portfolio as an organization in relation to its evolving mandate and program

KM and PD (Personnel Development) should take the lead for developing and implementing this new skills model.

### **2.2.3 Organisation and measures/metrics**

**Recommendation 9: SDC's new organizational structure must support KM & IL, inter alia through reallocation of human resources to COOFs and fora of international policy dialogue.**

Following recommendations 1 and 2, there is a need to design SDC's organisational structure so that it reflects the emphasis on the partner countries, while reducing complexity and diversity at headquarters.

Empowering the actors of development cooperation should be ensured through their access to knowledge on operations and political positions when and in the quality they need it.

On the other hand, it should be ensured that the actors involved in global issues and global governance have access to the knowledge stemming from operations for their activities in policy shaping and political dialog.

The CLP believes that an important first step shall be shifting more resources for development cooperation to the partner countries.

However, this needs to be accompanied by measures that strengthen learning and sharing networks, and by creating incentives to improve sharing and collaboration.

**Recommendation 10: The support functions for knowledge management (KM) and information management (IM)<sup>9</sup> should be organised as a "one stop shop"<sup>10</sup> and positioned close to the Board of Directors.**

The current KM & IM support was found to be complex and difficult to understand by clients. Support services should be geared to the clients' needs. The organizational setup for delivering services should not hinder clients.

SDC reo working group 16 should develop the new KM & IM support functions chart; the functioning of the support services as "one-stop-shop" should be laid down in the KM framework.

---

<sup>9</sup> development of KM & IM instruments (including IT), KM & IM consulting, internal communication, staff development and knowledge securing

<sup>10</sup> A location or function where various requirements can be met in one place

## **Recommendation 11: Results-oriented metrics for KM need to be defined and implemented.**

KM metrics should tell management and staff about the benefit cost ratio<sup>11</sup> of KM in achieving SDC's corporate objectives.

On a more practical level, they should allow to guide KM (allocation of resources, achievement of objectives, use of instruments etc.) and to assess the impact.

Metrics will be needed on the level of:

- the overall organization (cost/benefit effect on objectives; culture change towards a learning organization; knowledge as organizational good)
- individuals (improved learning/sharing behaviour in relation to the incentive system)
- operations / partner relations
- organizational units/teams
- KM instruments

The KM working group will need to come up with a proposal to the board of directors.

### **3 SDC Senior Management Response**

The Board of Directors reaffirms SDC's commitment to institutional learning as mandated in the Federal Council Dispatch on the Continuation of Technical Cooperation and Financial Assistance for Developing Countries ("Südbotschaft" p. 3002).

SDC's Board of Directors emphasizes that knowledge management and institutional learning (KM/IL) are not ends in themselves. KM/IL activities must be in the service of the organisation as a means towards achieving its goals. The point of departure for all learning should be the intended effectiveness, efficiency and quality.

There is an inherent tension between adhering to norms and standardized processes and innovation. SDC should take care not to overemphasize the normative to the detriment of innovation. SDC leadership values innovation and intends to strike an appropriate balance between setting standards and allowing creative space for innovation.

Knowledge management and institutional learning across boundaries (i.e., within SDC between divisions, departments and regions as well as between SDC, its partners and other external actors) is a challenge. Ensuring an organisational culture of sharing and learning is first and foremost a question of leadership. Management is responsible for acting as a role model and for ensuring that their staff can and do share and learn. SDC is committed to valorising the knowledge it gains through its field operations in its engagements in policy dialog and in international fora.

Keeping in mind the points raised above, the Board of Directors agrees in principle with the 11 recommendations<sup>12</sup> proposed by the Core Learning Group. The recommendations are coherent with the parliamentary mandate in the Federal Dispatch. Two of the recommendations have

---

<sup>11</sup> A benefit-cost ratio (BCR) is an indicator, used in the formal discipline of cost-benefit analysis, that attempts to summarize the overall value for money of a project or proposal. A BCR is the ratio of the benefits of a project or proposal, expressed in monetary terms, in relation to its costs, also expressed in monetary terms. All benefits and costs should be expressed in discounted present values

<sup>12</sup> See Chap. 2 above for the 11 recommendations elaborated by the CLP.

already been implemented through the reorganisation process: the creation of thematic networks (recomm. 2) and the establishment of the Knowledge & Learning Processes Department as a "one stop shop" containing support functions for KM/IL (recomm. 10). Phase two of the reorganisation "decentralisation" will address the integration of the COOFs in the new organisational structure (covering the relationships with boundary partners (recomm. 1) and the reallocation of resources to COOFs and fora of international policy dialog (recomm. 9)).

To strengthen SDC's performance in knowledge management and institutional learning, the Board of Directors will reflect on the measures it needs to undertake at senior management level to ensure an organisational culture of sharing and learning. In addition, it mandates:

- The Personnel Department to develop a competence management system (recomm. 8) and an incentives and rewards scheme (recomm. 5);
- The Quality Assurance Division to appropriately integrate learning steps in the processes and standards it is developing (recomm. 6);
- The Heads of Divisions responsible for the 11 thematic areas and their focal points to appropriately address KM/IL in the work of their networks (further implementation of recomm. 2);
- The Controlling Division / Knowledge & Learning Processes Department to develop an overall concept for assessing SDC's learning performance including roles and responsibilities (recomm. 11) provided resources are available;
- The Knowledge & Learning Processes Department to support the efforts of the units mentioned above by contributing its KM/IL expertise to ensure that SDC develops an effective, harmonised and integrated approach to KM/IL.

In consultation with the units concerned, the Knowledge & Learning Processes Department will develop an implementation plan by June 2009 with timelines and a clear delineation of roles and responsibilities regarding the activities mentioned above as well as a governance mechanism (recomm. 7). The Head of Global Cooperation will submit it to the Board of Directors for approval.



# **III Evaluators' Final Report**

## **Evaluation of Knowledge Management and Institutional Learning in SDC**

Commissioned by the Evaluation + Controlling Division  
of the Swiss Agency for Development and Cooperation (SDC)

**Bern, June 30, 2008**

### **PricewaterhouseCoopers**

Beat Knechtli  
(Evaluation Team Leader)  
([beat.knechtli@ch.pwc.com](mailto:beat.knechtli@ch.pwc.com))

Aline Stoll  
([aline.stoll@ch.pwc.com](mailto:aline.stoll@ch.pwc.com))

Daniel Hofer  
([daniel.hofer@ch.pwc.com](mailto:daniel.hofer@ch.pwc.com))

Denise Lee

Michelle Mikos



## **Notice to the handling of this document**

PricewaterhouseCoopers Inc. provides services for the clients benefit and usage. After consulting with PricewaterhouseCoopers Inc. the client is entitled to share the results with a third party. In this case, PricewaterhouseCoopers Inc. is not liable for the third party.

## **Acknowledgements**

First, our thanks go to all of the many women and men at SDC that helped us with their numerous contributions, By either responding to our survey, by writing us memos or mails or in form of open and honest dialogues, we gained many insights to SDC and its culture. It was a stimulating and always exciting work for us as an evaluation team, being also able to meet a lot of interesting people with a very diverse background. A special recognition goes to the members of SDC's top management who did - nearly complete – personally contribute to the success of this evaluation.

The team especially acknowledges the inputs from the Cooperation Offices (COOF's), far away from our physical reach, but very important for the understanding of the current limitations and future improvements in managing knowledge and institutional learning at SDC.

The evaluation team also would like to express their gratitude to the members of the Core Learning Partnership (CLP) for providing access to the information and data needed, but also for the very critical and intense dialogue we held. Their contributions to the evaluation, done in diverse meetings and workshops, were essential to the quality and the ownership of the final report. They played and will play a key role in the dissemination and application of the recommendations developed by the CLP throughout the course of this evaluation.

The evaluation team values the guidance and support of Anne Bichsel, the evaluator in charge at SDC. She gave us timely input and candid remarks with respect to the overall evaluation process of SDC that was not always easy for us to grasp. She managed to keep the CLP group together and challenged the evaluation team with her always positive and very focussed attitude.

The full responsibility for the report is with the authors of this report as listed on the first page. The views expressed in this report do not necessarily represent those of SDC or the individuals consulted. The part explicitly marked as PwC conclusions or recommendations may even contradict with the views of SDC or the CLP.

Beat Knechtli  
Evaluation Team Leader  
20<sup>th</sup> June 2008, Zürich



# Table of contents

|          |   |           |
|----------|---|-----------|
| <b>1</b> | <b>About this report.....</b>   | <b>6</b>  |
| <b>2</b> | <b>Executive Summary.....</b>   | <b>7</b>  |
| <b>3</b> | <b>Background and Evaluation Methodology.....</b>                             | <b>11</b> |
| 3.1      | Background and rationale for the independent evaluation .....                 | 11        |
| 3.2      | Scope.....  | 12        |
| 3.3      | Evaluation design .....   | 12        |
| 3.4      | Information sources .....   | 13        |
| 3.5      | Consultation and involvement of relevant stakeholders .....                   | 13        |
| <b>4</b> | <b>Synthesis of findings and conclusions .....</b>                            | <b>14</b> |
| 4.1      | Manifestations of influence of the Thematic Service KM+R .....                | 15        |
| 4.2      | Manifestations of strategic anchoring of KM / IL.....                         | 22        |
| 4.3      | Manifestations of impact on overall development cooperation performance ..... | 31        |
| 4.4      | Independent evaluators conclusions .....                                      | 34        |
| <b>5</b> | <b>Recommendations.....</b>   | <b>38</b> |
| 5.1      | Recommendations of CLP .....  | 38        |
| 5.2      | Additional comments and recommendations of PwC .....                          | 39        |

## Abbreviations and Acronyms

|         |  |
|---------|--|
| A-Dept. | Department for General Services                                      |
| ACP     | Agreement at Completion Point  |
| CLP     | Core Learning Partnership  |
| COOF    | SDC Country Cooperation Office                                       |
| COSTRA  | Comité Stratégique de Direction                                      |
| DAC     | Development Assistance Committee                                     |
| DMS     | Document Management System   |
| E+C     | Division Evaluation and Controlling (E+C)                            |
| F-Dept. | Department for Thematic and Technical Resources                      |
| FTE     | Full Time Equivalent <sup>1</sup>                                    |
| HR      | Division Human Resources   |
| HQ      | Headquarter  |
| IARP    | Integrierter Aufgaben- und Ressourcenplan der DEZA                   |
| ICT4D   | Division Information- and Communication Technologies for Development |
| IL      | Institutional Learning   |
| InfoDoc | Division Information and Documentation (InfoDoc)                     |
| InfoRec | InfoRec Services   |
| KM      | Knowledge Management   |
| KM+R    | Thematic Services Knowledge and Research                             |
| MAP     | Meeting with employee/Appraisal of job/Personal development          |
| MOSTRA  | Monitoring of Strategy implementation                                |
| MuK     | Division Media & Communication                                       |
| OneWeb  | Web communication service  |
| SAP     | Systeme, Anwendungen, Produkte, SDC's ERP system                     |
| SDC     | Swiss Agency for Development and Cooperation                         |

---

<sup>1</sup> an FTE of 1.0 means that the person is equivalent to a full-time worker, while an FTE of 0.5 signals that the worker is only half-time

# 1 About this report

This is the final report of the Independent Evaluation of Knowledge Management and Institutional Learning in SDC (KM / IL) commissioned by the Swiss Agency for Development and Cooperation (SDC). The **purpose of the evaluation** is twofold:

- Firstly, the evaluation should render accountability by submitting SDC activities in KM / IL to independent assessment.
- Secondly, it aims at the improvement of future SDC performance with regard to KM and IL through learning<sup>2</sup>.

Chapter 2 contains the **executive summary** for a brief overview of the findings, conclusions and recommendations.

Chapter 3 of the report presents an introduction to the **background of the evaluation** and its rationale as well as scope. It gives insights into the **evaluation methodology** used by PwC as independent evaluator.

Chapter 4 contains a **synthesis of the findings** of the three rounds of interviews conducted with management representatives and subject matter experts at SDC Head Quarters in Bern, the desktop research conducted by PwC experts and the online survey conducted in early 2008 including the COOF's around the globe.

Chapter 5 finally presents the **recommendations** that were jointly developed by the CLP and the Evaluation Team in the synthesis workshop in June 2008. They form the input to the Agreement at Completion Point (ACP) that was validated by the CLP after the workshop in June and finally will be validated by the COSTRA on September 4, 2008 following the schedule in the Approach Paper. It also contains the evaluators' independent view and recommendations to enhance the recommendations developed by the CLP.

---

<sup>2</sup> The "Approach Paper for the Independent Evaluation of KM and IL in SDC (henceforth "Approach Paper") describes the purpose, scope and expected results. Furthermore it defines the process and the organizational setup of the Evaluation as the methodological design. In order to avoid duplication, these aspects will only be referred to.

## 2 Executive Summary

1. The **main purpose of this evaluation** was for the KM+R team at SDC to render accountability transparently for their work in leading the efforts of implementing Knowledge Management as an organisation-wide task and function, as well as orchestrating and facilitating Institutional Learning as a collective responsibility and process. By submitting SDC's Knowledge Management and Institutional Learning activities to an independent assessment, the strategy and concept in place, the status of implementation and the measurable impact were reviewed, and recommendations were developed to improve future SDC performance with regards to KM and IL through learning.
2. **Knowledge Management and Institutional Learning** are closely connected. Institutional learning addresses the need for continuous enhancement of the capacities of a group of people to create the future they desire. Knowledge Management comprises all the necessary activities to orchestrate an environment in which people are invited and encouraged to identify, acquire, create, store, share, use and finally consolidate relevant knowledge in order to achieve their individual and collective objectives.
3. The Approach Paper prescribes the **process of the evaluation**, the role of Core Learning Partnership (CLP) and the evaluation team. It defines the purpose, objectives and scope of the evaluation: Fact Finding Phase, Presentation of Emerging Findings, Conclusions, Synthesis Workshop and Recommendations. During the last phase, the independent evaluators simultaneously had the roles of leading/facilitating the process and of an expert, causing some confusion within the CLP that needed special efforts to be solved. While the set approach with an active involvement of the stakeholders strengthened ownership of the results and recommendations at SDC, it limited simultaneously the possibilities to contribute external know how.
4. The **evaluation design** was explorative, quantitative and qualitative. The Evaluation Team used a specific **methodology** to ensure a neutral and independent assessment of the current state of Knowledge Management and Institutional Learning at SDC. The Evaluation Team assessed Knowledge Management and Institutional Learning along a tried and tested framework for Knowledge Management and Institutional Learning, consisting of six dimensions (strategy, culture, processes, systems, organization and measures). This framework offered an unbiased view of the KM / IL reality in SDC.
5. The **findings** that emerged from the questionnaire, the interviews and the document analysis were grouped into three main areas.

### 1. Manifestations of influence of the Thematic Service KM+R

- 1.1 The management of knowledge and institutional learning is a documented strategic top priority of SDC
- 1.2 Top management asked the Thematic Service KM+R to take responsibility for the management of knowledge and learning
- 1.3 The Thematic Service KM+R deployed a series of KM instruments and solutions in SDC starting in 2001 aligned with SDC's strategy 2010
- 1.4 A formal KM strategy, approved by the COSTRA, was developed under the lead of KM+R in 2004 in response to existing shortcomings
- 1.5 Basic principles for KM and IL have been developed and deployed in SDC after 2004
- 1.6 In 2004, KM and IL were unintentionally made a shared responsibility
- 1.7 The subject matter experts in KM+R are well respected

- 1.8 The organisational line-up of KM+R isn't adequate for its perceived responsibilities
- 1.9 Resources in KM and IL expand – but transparency and figures are missing
- 1.10 Low dissemination of the formal KM framework(strategy, principles, priority lines, practice, services and tools) into SDC as a whole

**Conclusion:** The normative elements for successful KM and IL were developed. Due to a lack of clarity and misunderstandings about the assigned roles and responsibilities of the KM+R team, their dissemination was limited. KM+R seems to be insufficiently empowered by top management, this is confirmed both by KM+R as well as SDC staff members. The placement of KM+R in SDC's organisational structure does multiply the problem.

## **2. Manifestations of strategic anchoring of KM / IL**

- 2.1 The values in the KM approach and papers correspond with the values shared by the majority of SDC staff members – “Match words with deeds”
- 2.2 KM defined values that are in line with SDC's guiding principles of leadership
- 2.3 A lack of ongoing executive attention for KM / IL is perceived
- 2.4 Too many competing top priorities in SDC
- 2.5 Silo structure of SDC is hindering KM and IL to mature
- 2.6 Senior Management does not act as a role model of sharing and collaboration
- 2.7 Too many actors in KM and IL cause confusion rather than momentum
- 2.8 There is no shared vision for SDC
- 2.9 There is no shared vision of Knowledge Management
- 2.10 Departmental KM / IL activities hinder an overall KM / IL approach
- 2.11 Knowledge is widely understood and treated as personal property
- 2.12 SDC staff members do not know their responsibilities and roles in KM / IL
- 2.13 The concepts of KM and IL cause confusion
- 2.14 Too many competing KM tools and solutions
- 2.15 The job rotation system as solution for sharing and learning
- 2.16 Compliance with defined processes is optional
- 2.17 Processes lack feedback loops – important knowledge is lost and learning does not occur
- 2.18 Too many internal documents and strategic or operational guidelines cause confusion among staff members

**Conclusion:** Too many actors are involved in KM and IL, without a clear leadership assigned by top management. There is an overriding problem of too many competing top priorities in SDC. SDC's organisational structure is in conflict with the objectives of KM and IL. SDC staff members are confused by the large variety of systems, solutions and guidelines that are supposed to facilitate their work; instead, they feel it does the opposite.



### **3. Manifestations of impact on overall development cooperation performance**

- 3.1 Transfer of strategies into operations is generally perceived to be SDC's weakness
- 3.2 More knowledge sharing and collaboration between COOF's and HQ is required
- 3.3 Departmental autonomy conflicts with collaboration and sharing
- 3.4 Setup of KM is focused inwards instead of outwards
- 3.5 No formal sharing and collaboration with external partners in networks
- 3.6 No metrics on organizational level for KM / IL
- 3.7 No objectives on the individual level for KM / IL

**Conclusion:** KM' and IL's contribution to the overall development cooperation work is perceived to be limited; a tangible impact can not be confirmed based on the facts found. Major stakeholders (external partners and international organisations), which are part of the delivery system based on SDC's strategy and business model, are left out of the scope and design of KM and IL. No significant metrics are in place that could influence the behaviour of individuals and SDC as a whole according to the defined norms.

6. The **independent evaluators' conclusions** are rooted in a holistic view of Knowledge Management. Based on the 35 symptoms described and addressed in the findings of the analysis phase of the independent evaluation, a root cause analysis was performed to identify the main causes of the current state of KM and IL at SDC.

Although SDC perceives itself as a network organisation, a fundamental deficiency in the current practice of networking was revealed. The deficiency lies in the limited understanding of how to conceptualize, develop and follow through on the strategic intentions of a knowledge network.

7. During the Synthesis Workshop, the CLP developed **recommendations** in an Agreement at Completion Point that was facilitated by the Evaluation Team. The following list summarises these recommendations.

### **Strategy and culture**

- 1 For a greater impact in partner countries and in international policy, the scope of KM & IL must be enlarged to integrate COOFs and partners on the multilateral level. KM should focus on relationships with boundary partners.
- 2 Learning and sharing must be organized in knowledge networks. These networks, managed and facilitated by a network manager, should focus on the knowledge needs of staff working in boundary partner relationships (operations, policy dialogue). All KM functions must be endowed with adequate resources to ensure the necessary support.
- 3 An overall KM framework must be developed, providing the rationale for KM and explaining how KM will work in the new SDC. The connection between KM and IL must be made clear. Finally, the term IL needs to be explained to all SDC staff members.
- 4 An organizational culture of sharing and collaboration should be implemented by declaring knowledge a shared global asset, created by SDC and its partners, to be shared on the basis of open content principles
- 5 SDC's organizational culture change towards learning and sharing has to be supported by an incentives and rewards scheme.

### **Processes and systems**

- 6 SDC's business processes must be standardized and KM instruments integrated into these processes.
- 7 A high level governance mechanism for KM instruments must be introduced.
- 8 A competence management system has to be introduced.

### **Organisation and measures/metrics**

- 9 SDC's new organizational structure must support KM & IL, inter alia through reallocation of human resources to COOFs and fora of international policy dialogue.
  - 10 The support functions for knowledge management (KM) and information management (IM) should be organised as a "one stop shop" and positioned close to the Board of Directors
  - 11 Results-oriented metrics for KM need to be defined and implemented.
8. During the Synthesis Workshop, the CLP asked for more expert input – a need that was met with a chapter containing additional comments. In conjunction with the current reorganisation, the following recommendations should receive special attention. Firstly, enlarge the scope of Knowledge Management and Institutional Learning to include external partners, international organisations and the countries. Secondly, limit the number of knowledge domains in SDC around which knowledge networks are established. Thirdly, bring KM as close as possible to the operational activities by integrating it into the core processes. Finally, assign and align KM roles and responsibilities to address the weaknesses in the management of the core tasks of the organization. Implementing these recommendations will have a positive impact: the knowledge networks will be managed more effectively, objectives will be set and the progress of KM and IL will be monitored.

## 3 Background and Evaluation Methodology

### 3.1 Background and rationale for the independent evaluation

At SDC, KM and a culture of learning are viewed as a means to enhance the quality and the effectiveness of international cooperation<sup>3</sup>.

SDC's explicit focus on KM and IL goes back to the late seventies / early eighties with the introduction of project cycle management (including monitoring and evaluation). In its strategy 2010, SDC anchored "knowledge" as one of four core principles (cf. SDC strategy).

Over the years, various ad hoc projects and working groups have proposed measures for fostering learning processes and establishing a "mémoire institutionnelle". In 2001, SDC created a staff position for promoting KM within the organisation. One year later, the Thematic Service "Knowledge and Research" was established in the F-Department. In addition to the Thematic Service "Knowledge and Research", many other actors ( e.g. the Human Resources Department, the Evaluation + Controlling Division, the Division InfoDoc, InfoRec, Division Mandates & SAP and DMS (Data Management System) Teams, the OneWeb (SDC's IntraWeb) Team and the ICT4D Division) are particularly involved in strengthening KM / IL or providing support functions for it.

In 2004, senior management endorsed the strategic orientation for SDC's KM. In the forefront of this evaluation, the Evaluation + Controlling Division (E+C) mandated a review of the most significant evaluations on IL and KM conducted by other donors as well as selected research studies<sup>4</sup>.

An evaluation on KM and IL is considered by SDC to be relevant because the topic of KM / IL will continue to gain in importance for SDC. As a donor with modest financial resources in a context of alignment and harmonisation, SDC needs to be a learning organisation with good KM in order to enable it to contribute productively to its overall aim of helping global development and fighting poverty.

Senior Management has requested the E+C Division to conduct an independent evaluation on KM before the person filling the post since 2001 rotates and in time for the revision of the Medium Term Strategy on KM (evaluation results to be available by mid-2008).

The Evaluation Team from PricewaterhouseCoopers used a methodology for a neutral and independent assessment of the current status of KM / IL at SDC. The evaluators assessed KM / IL along a proven framework for KM / IL consisting of six dimensions (strategy, culture, processes, systems, organization and measures) that offered an unbiased view on the current reality of KM / IL at SDC. During the fact finding phase, the evaluators strictly followed this assessment framework.

---

<sup>3</sup> SDC regards KM as a conscious strategy aimed at getting the right knowledge to the right people at the right time and is helping people to share and to put information into action in ways that strive to improve organisational performance (cf. SDC Strategy).

<sup>4</sup> Zingerli, Claudia: Learning from Evaluations: KM and IL in International Development Agencies. August 2007

### 3.2 Scope

While it is acknowledged by SDC that knowledge sharing and learning with partners and other stakeholders, as well as the question of whose knowledge is recognized and valorised, are very important issues which warrant evaluation, they are not within the scope of this external evaluation. This evaluation will focus on SDC Headquarters and to a limited extent on the interaction between Headquarters and the COOFs. There weren't any field missions possible and the COOF's were included in the evaluation through the electronic survey.

Firstly, the Evaluation Team examines the **sphere of influence of SDC's Thematic Service Knowledge and Research**. It assesses the role the Service has played in anchoring KM and IL in SDC by examining the strategies and policies it has developed, the instruments it has introduced and the activities it has undertaken between 2001-2007 against the Development Assistance Committee (DAC, cf. DAC 2006) evaluation criteria of relevance, effectiveness, efficiency and impact.

Secondly, the Evaluation Team also examines the **strategic anchoring of SDC's KM and IL** as well as selected areas, related strategies and instruments outside the sphere of influence of SDC's Thematic Service Knowledge and Research.

The purpose of KM / IL is to improve performance on the ground. The evaluation goes beyond assessing processes, instruments and organisational issues. Therefore, thirdly, the evaluation should also focus on demonstrating whether or not SDC actually learns from its experience and from available knowledge and thereby improves its development cooperation performance (**the outcomes/impact of KM / IL on operations**).

Examining all issues in the three areas mentioned above in depth would exceed the resources available for this evaluation. A final selection was made in the evaluation plan of the Evaluation Team; based on discussions in a consultative process with the Evaluation Officer and the Core Learning Partnership during the Approach Workshop in January 2008. The CLP expressed its wish during this Approach Workshop to make transparent in the Final Report which areas of KM / IL activities had been evaluated and which areas had been out of scope, as the potential "field of interest" is at any rate larger than the possible evaluation scope defined.

### 3.3 Evaluation design

The evaluation design is based on a process that follows four steps:

- **Fact Finding Phase:** The assessment of facts by using the six dimensions of the KM framework developed by the external Evaluation Team. The sources were document analysis, interview and online questionnaire (cf. Annex 2).
- **Presentation of Emerging Findings:** Translation of the results into the three required priority focus areas and presentation to CLP that then had to define the major emerging priority issues and conclusions.
- **Conclusions and Synthesis Workshop:** Validation of priority issues, conclusions by doing interviews with selected persons. The draft report, containing the conclusions, is discussed in a Synthesis Workshop with the CLP.
- **Recommendations:** Based on the results of the workshop, the recommendations are finalized and the external Evaluation Team finalizes the report.

The Evaluation Team used a methodology for a neutral and independent assessment of the current status of KM at SDC. The Evaluation Team assessed KM along a proven framework for KM consisting of six dimensions (strategy, culture, processes, systems, organization and measures - see Annex 1 for an explanation of each dimension) that offered an unbiased view on the current reality of KM at SDC. During the fact finding phase, the evaluators strictly followed this assessment framework.

The findings have then been mapped to SDC's focus and scope as outlined in the Approach Paper of the KM / IL evaluation and are being presented in the final report in a way more convenient to the receiver of the final evaluation report.

### 3.4 Information sources

The Evaluation Team has based the independent evaluation mainly on three sources:

- Desktop Research and analysis of information available on the IntraWeb of SDC and in important documents (i.e. Strategy papers and practice reports);
- A total of 22 interviews conducted in three phases: input interviews in preparing the evaluation; fact finding interviews with management and specialists; validation interviews with a selection of members of the management and specialists (preparing the final report);
- A survey based on an electronic questionnaire answered by a large number (416 persons) of SDC staff at HQ and COOF (including National Program Officers), with tailored questions addressing the issues of the evaluation, using a software tool allowing the attribution of respondents and their answers in many combinations while respecting confidentiality. (Further information in sampling and selection of interview partners cf. Annex 2, results of the questionnaire in Annex 3).

### 3.5 Consultation and involvement of relevant stakeholders

- A **Core Learning Partnership (CLP)** was constituted at SDC Headquarter to accompany the evaluation (List of CLP members in the Approach Paper).
- **Evaluation + Controlling Division (E+C Division)** commissions the independent evaluation, finalizes the Approach Paper with the inputs from the Core Learning Partnerships and the Evaluation Team.
- **Fact - finding Interviews with InfoDoc, IT, KM-Team and E+C.**
- **Department-level Management** have been interviewed for fact finding and validation by the Evaluation team.
- **All SDC Staff via Survey:** All staff was invited to take part in the survey. Therefore, all collaborators have received an email by SDC's vice director in which they were asked to participate in an online survey. On an IntraWeb Site the context and goals of the survey were outlined. Staff working at headquarter was addressed directly, while people working in the cooperation offices were asked by their superiors, the country directors. The questionnaire was accessible for participation between February 18<sup>th</sup> and March 17<sup>th</sup> 2008.

## 4 Synthesis of findings and conclusions

Based on the data gathered in interviews, two workshops with the CLP, the desktop research and the online survey, the Evaluation Team studied and assessed three main areas:

- the **sphere of influence of SDC's Thematic Service Knowledge and Research** and the role it has played in anchoring KM / IL in SDC. This includes the cooperation with other KM actors, the relevance, effectiveness, efficiency and impact of its strategies, policies, practices, processes, instruments and activities undertaken between 2001 and 2007 (cf. Chapter 3.1)
- the interface and collaboration with other KM / IL players and the **strategic anchoring** of the Thematic Service KM+R outside their direct sphere of influence. This includes major actors and factors that play a significant role in promoting or hindering KM and IL in SDC (cf. Chapter 3.2)
- finally, as the purpose of KM and IL is to improve performance on the ground, we were trying to find evidence for the **impact of KM / IL on the overall development cooperation performance** (cf. Chapter 3.3)

When trying to synthesise findings and draw conclusions for any of the above mentioned areas based on facts, we have to point out right from the start that:

- Knowledge Management is an ambiguous term at SDC that made the collection of data and facts very difficult to sometimes impossible
- The link between institutional learning and managing knowledge at SDC is unclear to most. If learning is to be understood as the constant testing of assumptions against reality, we faced far too many different assumptions to be as specific as some CLP members expected
- There is disagreement on the need for KM and IL as well as on the benefits SDC can expect by an improved approach
- Whereas KM is considered mostly to follow a systematic approach, IL is perceived to be unstructured and not managed
- There is a considerable gap in the perception of formal empowerment of the main actors in KM and IL between management and the key actors, e.g. the coordinative and leading role of KM+R is highly disputed
- If coordination exists among the various Services and Divisions in the field of KM / IL, it is informal and based on a good relationship between the respective actors

These facts will reoccur in some of the findings and conclusions. We therefore decided to not describe them in full detail in all incidences.

## **4.1 Manifestations of influence of the Thematic Service KM+R**

### **4.1.1 The management of knowledge and institutional learning is a documented strategic “top priority” of SDC**

The management of knowledge as a distinct initiative has been officially launched in 2001, after SDC declared knowledge to be one of the four core strategies in SDC's strategy 2010. The formal task given to KM was to implement the action lines (concerning KM) of the SDC strategy 2010. In the strategy, knowledge is considered being SDC's most important capital.

For the countries and partners of SDC, knowledge is considered to be a central prerequisite for development. SDC promotes thus learning processes that are based on knowledge, ability and behaviour, and that extend the possibilities of action. To this end, it incorporates the use of local knowledge, and bases its cooperation with partners on mutual respect.

The Evaluation Team observes the SDC approach to KM and IL as driven top down to ensure top management support. Nevertheless, the Evaluation Team has the view that KM as task and function lacks visible commitment and clear direction setting by the top management.

Using SDC's overall organizational strategy as the starting point for KM is considered – by us – to be best practice. The KM sub-strategy directly links to the organizational strategy thus enabling people to follow a clear and integrated logic (cf. Lernen und Wissensmanagement in der DEZA, henceforth KM Strategy 2004). The COSTRA approved the KM strategy and made KM / IL a top priority of SDC – KM+R was thought by top management to be formally enough empowered to implement action items along the decision taken. Finally, to support the rollout and communication, flyers and documents have been produced to disseminate the basic principles, the priority action lines, the support and contact points as well as the roles and responsibilities to all SDC staff.

### **4.1.2 Top management asked the Thematic Service KM+R to take responsibility for the management of knowledge and learning**

The Thematic Service KM+R was founded in 2002, based on the initial setup of a staff function with the aim to support and enable SDC to take care of KM and IL (2001). Initially the focus was exclusively on delivering services and tools to SDC to improve sharing and collaboration and thus enabling SDC to become a learning organization. It was driven by the ambition to provide concrete solutions rather than to establish an organization wide framework for KM and IL.

The delivery of these solutions was coordinated by the "Wissenskomitee" under the joint leadership of the Heads of the A and F-Departments. They had to ensure the operational coordination between coexistent KM / IL projects. With the later creation of the "Steuerungsausschuss OE IT", the "Wissenskomitee" was dissolved.

Solutions and tools were developed and delivered by a series of distinct projects based on requirements formulated in the COOF's and in different parts of SDC's headquarters. There was at the time no apparent need for an overall KM framework nor for a clarification of its link to institutional learning. It was thought to be too obvious to all that more sharing and collaboration would lead to more learning and a better impact of SDC's work. So none of it was

made explicit and was made accessible to staff at SDC at the time. In conclusion, the roll-out of KM and IL as a topic and a service took an initial bottom up approach based on services and systems.

This ultimately resulted in the perception shared by most people at SDC that is still valid in 2008, that KM is basically reduced to a set of tools and a central service that can be used or not. Institutional learning was and is still thought to happen in informal networks based on a strong culture of informal communications and collaboration.

Some 95%<sup>5</sup> of the people (survey) reported back that they are not aware that KM nor IL are strategically embedded, nor of its overall purpose and objectives (cf. Annex 3.2., Question 15). Even based on the initial remark about the ambiguity of the terms KM and IL, this number is far too high to pretend that KM and IL are understood and done across the entire SDC in a straightforward manner.

#### **4.1.3 The Thematic Service KM+R deployed a series of KM instruments and solutions in SDC starting in 2001 aligned with SDC's strategy 2010**

The Thematic Service KM+R did what it was tasked to do. It created multiple KM instruments (processes, tools, flyers, practices) that are based on SDC's strategy and principles for managing knowledge and deployed them within the entire SDC organisation.

- Dare to Share Fair
- KM principles flyer / KM strategy
- Story telling handbook and flyer
- Communities of Practice (CoP) concept and flyer
- Experience capitalization guide and process
- After Action Review guide
- Peer coaching
- Knowledge related courses<sup>6</sup>
- Yellow Pages (YP)

Among them, especially the "Dare to Share Fair" is widely recognized as best practice (also outside of SDC).

The high number of KM / IL solutions (tools, processes, guidelines) produced with a small team in a relatively short period of time is impressive and reflects the level of ambitions and enthusiasm shown by the KM+R team. As the level of use is rather low (many people see these offers more like a self service buffet) throughout the entire organisation, the dissemination and finally the success stories are rare. Quality wise, they can be considered as good practice even for other institutions.

---

<sup>5</sup> Partly, this very high percentage can be explained that the question in the survey may have been understood ambiguously. It is possible that more people knew about certain KM activities within SDC without relation this into a official KM initiative.

<sup>6</sup> These offers are more often used by external staff.



We don't believe that the quality of the produced solutions is the reason for the low level of the overall recognition. Despite of all those instruments, people at SDC mostly report back that they prefer one way to share knowledge, that is by personal interaction and communication, in a true dialogue.

This is why we conclude that these solutions have been developed rather on supply than on demand. They only partly fit with the organisational culture at SDC that is strongly based on the idea of highly qualified and empowered individuals rather than on teams.

#### **4.1.4 A formal KM strategy, approved by the COSTRA, was developed under the lead of KM+R in 2004 in response to existing shortcomings**

In 2004, after some 3 years of experience in promoting and deploying KM and IL as a distinctive management responsibility, senior management endorsed the KM strategy (through the COSTRA). It contains basic key principles for SDC as a learning organization in response to the difficulties the actors encountered in the roll out of KM instruments and solutions between 2001 and 2004.

While doing this, top management expressed its expectation and will to formally empower the KM+R team by upvaluing the topics of KM and IL. The expected outcome was formal empowerment to exercise more influence across SDC and to increase the impact of SDC's work overall.

This launched a new phase of the KM and IL in the history at SDC. This would have been an ideal first opportunity for a review of achievements and an evaluation early on already – to close a first learning loop and improve on KM and IL for the benefit of SDC. This possible evaluation wasn't done and it remains unclear to us why. The downside of this is that some mistakes have been repeated again after 2004 and institutional learning was not happening to the extent possible.

Despite this, a few lessons learned are obvious to us.

KM finally was defined to be the core process for IL, so that people could better understand the link of the two topics. "Institutional Learning" was described to occur on 5 different levels

- **Learning individuals** change how they understand and interpret reality that surrounds them. Learning implies changing and adapting practices
- **Learning groups** develop shared belief structures through interaction among group members. Learning implies the joint reflection on individual perceptions and interpretations
- **Learning organisations** incorporate knowledge gathered from past experiences in organisational skills, procedures and cultures
- **Learning partnerships** constitute common ground – a common understanding – for successfully meeting the challenge the partner organisations are facing jointly
- **On the level of the international system** learning refers to the development of a political, legal and socioeconomic framework, a set of rules

As the countries and SDC partners in the South and East require knowledge to ensure their local development, SDC's aim is to assist them by providing access to knowledge and experience as a targeted contribution.

KM and a culture of learning are to be understood as instruments to enhance the quality and effectiveness of international cooperation. Together with its partners, SDC learns from its experiences, incorporates the new insights into its activities, and fosters learning processes.

To ensure sustainable effectiveness of KM / IL

- Knowledge must constantly be further developed
- There should be open access to knowledge for all

Finally, in this strategy, 6 priority lines have been defined to concentrate efforts on

- Yellow Pages – an extension to the People Directory (phone book) on the IntraWeb. The tool “Yellow pages” is a directory of competencies, expertise and practical experience of all SDC members
- Communities of Practice (CoPs) – entire set of services around CoP’s
- Good Practice – care about learning from practical experiences and integrate new insights and innovation
- Instruments – coherent architecture of policy documents and strategic and operational guidelines
- Strategic Knowledge – secure knowledge needed to meet future challenges
- Incentives – learning environment including institutional measures to promote individual contributions to KM

The first three priority action lines were already developed or initiated prior to 2004. Continuation of the initial work and investments done between 2001 and 2004 was guaranteed. But as a negative consequence, people were still not able to relate these priority lines with KM / IL at SDC and felt like there are too many of them and one did not really know when to use what for what purpose.

Best practices and lessons learned are important activities in project cycles – nevertheless, interdepartmental sharing and measurable use for project improvement is not strong enough. Positive examples should be leveraged and applied broadly; use of findings in future projects has to be documented.

The Yellow Pages as one of 6 priority action lines are not filled in consistently and there is no clear responsibility for them, neither is it clearly defined what skills and experiences should be put in.

Despite this, the development of the strategy and its content mark a milestone in the history of KM and IL at SDC. It would have offered opportunities for a new approach and a relaunch for the better.

#### **4.1.5 Basic principles for KM and IL have been developed and deployed in SDC after 2004**

Based on the defined objectives for KM, 5 principles for SDC as being a learning institution were defined and again approved by the COSTRA:

SDC as a learning organization

- recognizes that its staff and personnel are bearers of knowledge
- develops and secures organizational competencies related to its core tasks & roles
- valorises practices of knowledge development and learning
- opens up access to knowledge and experience
- cultivates a learning culture

Management of knowledge and learning – on the level of individuals, groups, organisation, partnerships and international bi-and multilateral work - have been defined as a task of all SDC staff members down the line:

- SDC's directors are responsible for determining the strategy for KM and allocating resources, fostering a culture of learning and setting priority action lines
- SDC division and department heads are responsible for defining the core competencies required, identifying measures to develop competences and promoting a culture of learning
- SDC views KM and learning as everyone's responsibility – every staff member is responsible for competency development, sharing knowledge and anchoring knowledge within SDC

The findings of the interviews and the survey lead us to the conclusion that people were never really made aware about their role and responsibilities (concerning KM and IL). A missed opportunity was to integrate them in existing systems, e.g. MAP.

Even though formally backed up by leadership, these principles did not make their way into SDC as required for changing the behaviour of people according to the objectives. They did not become part of the shared corporate identity of SDC. Therefore, only little impact was reported after 2004. Survey results show that even though a larger number of people would know and share those principles, they are not being applied to work.

#### **4.1.6 In 2004, KM and IL were unintentionally made a shared responsibility**

KM is set up at SDC since 2004 to be a shared responsibility of multiple actors (among them KM+R, HR, E+C, InfoDoc, InfoRec, SAP, DMS, OneWeb, Corporate Governance and the ICT4D division). This did contribute to the deployment of the KM strategy. All the contributing partners were consistently made responsible for the content and the deployment.

The "Steuerungsausschuss OE IT" was put in place to coordinate the different actors. It was created as a result from another initiative of the Heads of the F-Department, Media and Communication and HR (and their collaborators) in a view to establish an overall KM / IL committee on the level of the Top Management (Koordination Kommunikations- und Informa-

tionssysteme). The Top Management subsequently approved it but decided to limit the areas of concern to IT-related projects only.

As sort of a negative side effect of the collaborative process to develop the KM strategy – an approach we classify to be right – the final outcome was also that today no clear governance structure exists. This contradicts strongly with the will expressed in the interviews and the decision taken by the COSTRA, who's basic intention was to strengthen the key actor and driver – the KM+R team - rather than to weaken it.

The level of collaboration between these actors increased. But the large number of different actors triggered at the same time the effect that level of leadership attention was decreasing, as they thought the topic is under control. Finally a clear governance structure for KM and IL was lost. This is an explanation why the role and the level of influence the KM+R team today are unclear. There is a mix up of responsibilities for the lead of the topic with responsibilities in delivering results using the KM / IL processes and systems. A last but also very important symptom is that KM+R lacks power to enforce the use of solutions and a controlling system. There is no obligation to use its tools or instruments, even the training is noncompulsory.

#### **4.1.7 The subject matter experts in KM+R are well respected**

In an organisation where experience and skills gained by experience count most, there is a high potential risk for a lack of acceptance of people working in staff functions. SDC values knowledge gained by working in the countries and on operations most. This experience is valued most and it opens the doors to the people and the informal dialogue. Respect is what you earn there.

One of the potential issue areas of implementing KM and IL in a widely distributed and complex organisation like SDC is therefore the respect and the acceptance of the major actors at work. If you want to help people to do a better job, you must also understand their work and the issues they have. They deserve respect in return.

This is why we investigated also the subject of respect for the subject matter experts, focusing on KM+R as set in the scope.

The good news is that KM+R is well respected for its individual experts and services. They are perceived to have extensive theoretical and also practical experience and thus a high reputation. No matter to whom we talked, there was considerable respect for the skills, ideas and enthusiasm emanated by this team. The qualification and reputation of those people must therefore be considered an asset for the further development of KM / IL at SDC and is not the reason for the current status of KM and IL at SDC.

#### **4.1.8 The organisational line-up of KM+R isn't adequate for its perceived responsibilities**

The Thematic Service KM+R is perceived by many to be the driver in KM and IL. It must and does coordinate an informal network of actors to help SDC to fulfil its mission. At the same time, it is also considered to be a consulting and a back-office service that offers a variety of solutions to people at SDC who want to benefit from them. All in all, those two views do not match with one another.

People lack a clear separation of roles and responsibilities. If knowledge and learning are key ingredients for the organisational success of SDC, then the key organizational function to

take care for them needs to be more influential and powerful than today. In interviews and written feedbacks we got in addition to the survey, people did highlight the fact that the setup of KM as being a service in the F-Department does not adequately reflect its importance. The variety of different services and functions being hosted under the roof of the F-department confuse most and let them perceive that KM and IL are not important and management just pays lip services instead. Some people, especially in the interviews, therefore already in the data collection phase proposed a radical re-organisation (e.g. similar to E+C) to make the lead person for KM and IL gain influence.

There is also an agreement that KM and IL will always need to work in a virtual network approach and that to make it a large and powerful central team is not going to be the right solution either.

#### **4.1.9 Resources in KM and IL expand – but transparency and figures are missing**

Despite the decision to go for a federated organisational setup of KM/IL with multiple actors having more or less equal rights and power, the resources, e.g. in the KM+R team, have grown over time.

Today, based on self declaration of the F-department, 1 FTE is working for KM / IL. In total 260% FTEs are deployed for KM + R and an additional 100 days support are bought in externally. 90% of the budget of the KM + R team goes to the sponsorship of research programmes. Around 150.000 to 200.000 CHF are invested in external support and consultancy.

We like to express our discomfort with respect to these figures. There is a considerable variation of FTE's figures and financial investments in KM and IL that have been reported back to the evaluators' team on request. The estimated number of unreported cases (people and expenditure) is, based on our findings, fairly high. As an example, the expenditures in KM vary from 150'000.- CHF to up to some 700'000.- CHF per year, depending on who is asked and what is perceived to belong to KM budgets and expenditures.

Unquestionably unclear and not available are figures for the entire SDC. No one has figures on the number of FTE's involved in projects, initiatives on ongoing operations in KM and IL. This also holds true for the investments.

This might be due to the multitude of responsibilities the team carries, namely Research and Youth Development as well. With the accumulation of such a variety of different tasks with the KM+R team, not only the transparency but also the efficiency in implementing solutions suffers substantially.

#### **4.1.10 Low dissemination of the formal KM framework(strategy, principles, priority lines, practice, services and tools) into SDC as a whole**

A key finding of our evaluation is that most of the normative framework exists for KM – but it is not known to a large majority of staff at SDC, neither at HQ nor in the COOF's. The survey results clearly show that there is not even a difference between staff and management level.

The penetration of all KM related work done (strategy, action lines, definitions, processes, services) is weak. There is a lack of a common understanding of what KM is all about. Only 5% of the respondents to the survey knew that a SDC wide KM initiative exists. With a lack of an overall framework and specifically an impact chain, there is too much space for interpretation and guessing.

As nobody really knows or understands about the potential and actual benefits of applying some of the solutions of KM to their daily work, dissemination stopped early on already. This not only causes ignorance, but also leads to the coexistence of competing approaches and solutions in knowledge sharing and learning being developed across SDC's different departments in response to real requirements existing. People do ask for solutions that sometimes would already exist or request clarifications around terms and objectives of KM / IL that would already be well defined. As a final consequence, the progress made with improving the management of knowledge and creating more opportunities and cases for institutional learning is perceived to be low.

Even though the five principles of KM are not explicitly known by staff, their spirit is widely shared by a large majority of people at SDC. They are wisely chosen, as they seem to reflect the culture at SDC well. In the survey, we explicitly asked for agreement or disagreement and found a high level of support for the principles as such.

The communication, especially internally, around KM solutions and services and their contribution to individual and collective learning is considered by interviewees and survey participants to be arbitrary and weak. An exception is found in those cases, where direct bilateral contact (face-to-face) occurred as people directly contacted the service for support. Those people do classify the effectiveness rather high.

## **4.2 Manifestations of strategic anchoring of KM / IL**

### **4.2.1 The values in the KM approach and papers correspond with the values shared by the majority of SDC staff members – “Match words with deeds”**

Backed up by the results of the survey and the interviews, the normative framework (consisting of the KM strategy, the defined action lines, the KM and IL definitions currently existing, the support processes for capturing and sharing knowledge, the KM services offered) developed for a better management of knowledge and improvements by applying institutional learning practices, especially the principles that reflect the values behind the approaches, are widely shared by SDC staff.

It is therefore a missed opportunity that SDC does not leverage this advantage more.

#### **4.2.2 KM defined values are in line with SDC's guiding principles of leadership**

There are elements outside the direct responsibility and influence of the KM+R team that do boost the KM and IL principles and that are totally in line with the ambitions formulated.

SDC's leadership culture for example is defined in SDC's guiding principles as:

- We set goals and measure results
- We concentrate on essentials and set priorities
- We delegate as far as possible and organize clear responsibilities for everybody
- We use our resources consciously, efficiently and effectively
- We encourage learning processes, take responsibility and include those who are concerned in the decision making process
- We communicate openly and directly, we foster respect and mutual trust
- We put our principles into practice and encourage each other to do so

This guideline and the principles are thought to be binding for all leadership activities within SDC. Yet, most of them are not being fully applied to management (and the management of knowledge and learning).

As an example, there are neither specific quantifiable goals nor metrics existing to act as input to objectives on the different levels of the organisation. KM and IL are therefore "only" another priority next to a large number of other top priorities at SDC.

The delegation of responsibility is another example. The existing guiding principles would explicitly empower anybody within SDC to take care of KM and IL on their own. This would additionally drive the need for a resolution of roles and responsibilities among the different actors in KM and IL.

#### **4.2.3 A lack of ongoing executive attention for KM / IL is perceived**

It is important to notice that the COSTRA was only involved in a few occasions with the overall topic of KM and IL. One visible event was the agreement to the KM strategy in 2004.

To close the gap, there were several attempts at better coordination and collaboration on a managerial level. The formerly existing "Wissenskomitee" under the joint leadership of the Heads of the A- and F-Departments ensured an operational coordination between KM / IL projects. With the creation of the "Steuerungsausschuss OE IT", the "Wissenskomitee" was then dissolved.

This "Steuerungsausschuss OE IT" only concentrates on IT-related projects. It was created in relation to another initiative of the Heads of the F-Department, Media and Communication and HR (and their collaborators) with a view to establish an overall KM / IL committee on the level of the Top Management (Koordination Kommunikations- und Informationssysteme). The Top Management then decided to limit the areas of concern to IT-related projects only.

There is no formal ongoing dialogue and monitoring neither regarding the level of implementation of the overall SDC strategy nor the KM strategy. There is also no permanent formal representation of the KM and IL topic at the top level. This led to the reality that the topic is

treated only occasionally and in isolation. There is no systemic and holistic approach to KM and IL possible, as the interrelations are not visible. This contradicts with the fact that knowledge and its management are stated to be one of the 4 core strategies of SDC.

#### **4.2.4 Too many competing top priorities at SDC**

All our contacts in the fact finding phase (e.g. interviews) confirmed the perception that Senior Management has declared too many topics to be top priorities. Hence KM / IL is one of many top priorities and can't and will not be followed up rigorously.

Nobody was really surprised by this finding, as it was earlier on already addressed as issue in other evaluations (e.g. SDC's Human Rights and Rule of Law Guidance Documents evaluation dated March 2004).

The issue of a lack of clear priority setting and its negative impact on efficiency and effectiveness of SDC is relevant for all interviewed persons. Reducing the number of top priorities and focusing on a few major ones seems to be a real management challenge at SDC.

Although KM and IL are visibly a top topic, there is no evidence that they have institutional impact. With the planned introduction of IARP, to replace the former MOSTRA, people expect to get better results by being able to focus more on a limited number of top priorities that will also trigger a new assignment of resources.

#### **4.2.5 Silo structure of SDC is hindering KM and IL to mature**

SDC is considered by its own staff to be a very decentralized, rather "virtual" organization with weak ties between departments at the headquarters and also weak ties in-between COOF's.

There is a much more frequent exchange between HQ departments and COOF's, but the exchange is not systematized or institutionalized. The development and application of KM / IL solutions have to follow the established informal collaboration and communication structures to have a certain probability to be accepted and used, e.g. to create impact. This already limits their potential value for the simple reason that they do not cross organizational boundaries and are as such of less importance to people.

SDC is perceived by its own staff, at all levels, to rather operate in parallel than in collaboration across departments. This actually also holds true for KM and IL. Sharing of knowledge and learning across departmental boundaries occurs rarely and mostly informally (cf. Annex 3.2, question 17).

People also perceive in general a mutual lack of confidence among departments that hinders sharing, even though individuals would be willing to do so more often. The silos are perceived to be real.

On the other hand, in projects and between programme responsables, the collaboration works well.

The current uncertainty about the future leadership of SDC at the top as well as the replacement of around half of the COSTRA members hinders significantly the discussion around the topic. It is too political for most and the decisions are being taken elsewhere. As a consequence, many people miss a clear leadership direction and a decision as to whether or not



KM and IL are still going to be top priority issues for the future. This makes people feel insecure, but also allows them to use the leadership vacuum to go their own way.

The future of KM and IL and its organisational setup and anchoring remains thus unclear to most. Top management is perceived to not give enough attention to KM and learning and their progress. There is a perceived lack of support in this initiative and people do get along without complying with guidelines or processes developed for IL.

At the same time, the management crew changes are perceived to be a window of opportunity to redevelop and realign the KM and IL initiative and to use the independent evaluation as a milestone in doing so.

#### **4.2.6 Senior Management does not act as a role model of sharing and collaboration**

The leadership and “power” structure of SDC that allows departmental silos to survive rather disables than enables KM+R and other major actors in the field of KM / IL to enforce some of their solutions to be used widely in SDC.

Senior Manager are not perceived to act as role models in sharing knowledge and enforcing inter-departmental collaboration. The credibility of KM+R directly depends on the acceptance of their solutions by this important group of stakeholders that can act as catalyst or as brakeman. Today, staff at SDC perceives Senior Management to be the latter.

#### **4.2.7 Too many actors in KM and IL cause confusion rather than momentum**

Ever since 2004, there is a diffusion of responsibilities in KM and multiple actors share in the responsibility for KM and IL at SDC

- Senior Management (represented by the COSTRA and the departmental leaders)
- KM / IL experts (residing in the Thematic Service KM+R as well as in the different departments of SDC)
- “Steuerungsausschuss OE IT”
- Human Resources (HR)
- Evaluation and Controlling (E+C)
- Information and Documentation (InfoDoc)
- InfoRec Services
- Media & Communication
- OneWeb (Web communication service as part of the above Media & Communication)
- Mandates and SAP
- Corporate governance
- IT Integration
- ICT4D

With so many actors in the game, a clear set of roles and responsibilities as well as overall governance structure are vital elements to align the different activities under the KM / IL umbrella.

Fact is that there is no governance body, nor a definition of role and competencies to this virtual organization. Therefore, the different actors are not formally coordinated. There is no defined and binding way of how those players cooperate together. Today, collaboration and coordination are mostly based on informal consultation and bi- or multilateral information. Yet, there is no obligation for consultation or a shared pool of limited resources. This opens up to all kinds of misuse and powerplay.

#### **4.2.8 There is no shared vision for SDC**

SDC defines itself as being a partnership organisation that is using a partnership model to operate. For a partnership to be effective and efficient, there must be a compelling motive for all (SDC and its partners) to come together. This is also called the need for a common vision to create commitment by all partners and passion.

Today, we rather perceive ambiguity and confusion about the overall direction of SDC and their partners. There are too many competing top priorities and lots of politics involved. SDC wants to be part of too many initiatives wasting too many precious resources and opportunities to learn and share.

As there is no clear shared vision for SDC's to act as an umbrella and to connect the entire organization together, coordination and collaboration become difficult to impossible. Not only there is a lack of commitment and passion, there is also the risk that in absence of a shared vision rather individual visions are pursued.

#### **4.2.9 There is no shared vision of Knowledge Management**

The multiple KM actors create a complex and dynamic environment. There is a huge lack of clarity and a call for direction around KM and IL. Neither the overall objectives, the benefits or the purpose of applying KM and IL to SDC are obvious to most. The current status of implementation and the direction to be taken for the future are blurry. There is not even a common understanding about the actors to be involved in the further development, the organisational boundaries of KM / IL and some sort of a working definition of KM / IL.

Overall, this lack of clarity and direction leads to a waste of efforts and resources. Finally, no impact can be shown.

#### **4.2.10 Departmental KM / IL activities constrict an overall KM / IL approach**

There is a continuous conflict potential between the departmental approaches to KM and IL and the overall ambition of the key actors, namely the KM+R team, expressed to perform KM / IL as an overall task for the entire SDC organisation.

The decentralized structure of SDC, the lack of a shared KM vision and the SDC culture are hindering an efficient collaborative KM approach and farther downline institutional learning is disabled.

While the coexistence of activities to improve the management of knowledge and institutional learning at SDC through more sharing and collaboration highlights the importance of the subject itself, it also unmask the various difficulties and challenges KM actors are faced with:

- People tend to believe they have much less in common in their daily work than is the reality
- people tend to act or develop first and ask for help only later
- people tend to believe they need fast solutions to ever lasting problems
- people want to be experts on their own to increase status and career opportunities

#### **4.2.11 Knowledge is widely understood and dealt with as personal property**

In SDC's culture, knowledge is a very important asset. The overall impression we gained doing the interviews and the results drawn from the survey done by questionnaire seems clearly to confirm this hypothesis. The more one knows, the more status and reputation one has in SDC.

Career at SDC goes along with having a high level of expertise and by hoarding knowledge rather than by sharing. We again like to remind of the lack of role models from Senior Management. This is also why most people feel like knowledge sharing is not a core task for them; it either puts them at risk or does not add any value for them.

This ultimately leads to the belief that knowledge is more their private property than an organisational asset. Keeping exciting and important information to yourself is regular practice. Further supporting this behaviour, staff does not have to fear any consequences in doing so.

Finally, promotions are not dependent on the sharing and collaboration attitude of SDC staff members either (e.g. in the MAP there is no corresponding requirement or appraisal criteria). Over time, there is no significant increase in good role models for sharing and learning to encourage people that would like to do so as well.

#### **4.2.12 SDC staff members do not know their responsibilities and roles in KM / IL**

SDC Staff has an assigned role and responsibilities in managing knowledge individually, in the team, in the department and across the different boundaries that exist at SDC. They are in charge of individual and organisational learning and have to contribute to the success of SDC. Unfortunately, most of the staff is not aware of this or does not pay enough attention to it in their daily work.

To the worse, they expect the "knowledge management and institutional learning experts" to do the job. As sort of a contradiction, they claim that they feel not being informed and involved enough to be able to do their duties at the same time.

#### **4.2.13 The concepts of KM and IL cause confusion**

As stated by the interviewed persons, the terms and concepts behind KM and IL are perceived as too abstract and intangible. They would require a KM and IL understanding that is very pragmatic, user friendly, includes collaboration and human interaction and is being of daily relevance in their work.

SDC understands and defines itself as a learning institution, but people do not understand the core of this identity. They know there is not enough systematic knowledge sharing, at least between the departments, but they do not understand their contribution to the problem

and the solution. The term “learning institution” is not being challenged, people learned to live without a clear understanding of it. When asked for their opinion, they require SDC and the experts to come up with more specific definitions. Somebody will also need to explain why the future practice of managing knowledge and institutional learning needs to be changed and the sharing between the departments must be intensified.

Even though KM as term and overall concept was defined early on in the KM flyer and KM strategy, the level of the corresponding know how is considerably low. In the interviews, none of the persons really knew what it was and all called for more simplicity and clarification.

As much as everybody agrees that staff at SDC wants and needs clarification and simplification, both around the terms and concepts of KM and IL, one needs to make sure that these people are also much more involved and exposed to those definitions early on to make them part of the individual and organisational memory.

#### **4.2.14 Too many competing KM tools and solutions**

Acting as independent evaluator offers the opportunity to have access to the entire world of KM systems and tools of SDC. Because we were not familiar with the IT environment at SDC it took us quite some time to find things (things we were either looking for on our own or were told to have a look at for better understanding by SDC staff). The KM systems landscape, perceived from a user’s perspective, is very difficult to understand and use.

For example search and find. A large majority of people said they missed a search functionality in the IntraWeb (February 2008) when asked for shortcomings or potential improvements. This would help staff at SDC independent from location or department to find the things they need. This functionality has been added today (June 2008), but as there is no SDC wide taxonomy existing, the search functionality does not really lead to the expected outcome.

The document management system (DMS) is not well accepted nor is it clear how it differs from the IntraWeb from a user’s point of view. People are confused about when to use what KM system to store knowledge that has been developed at work.

The SDC IntraWeb, instead, is a well accepted and regularly used tool (cf. Annex 3.4, question 27 and 28). Other KM IT solutions like the Yellow Pages are only used to the full level of functionality by a small minority of people (no profiles exist for the majority of SDC staff, approx. 2/3), even though the People Directory part of it – the SDC phone book being directly populated from SAP - is well accepted and used. Steps to increase the use of Yellow Pages with the support of HR processes, by using the employee appraisal process (MAP), do not work to the extent possible. Even though it contains a task for an update of People Directory and Yellow Pages that could lead to a much better use of the system, this is left optional. Next to the fact that people are confused about the terminology around the Yellow Pages and People Directory solutions (is this to be seen as one system or two?), they also told us that there are in general no incentives or disincentives for sharing knowledge.

Many KM tools are well used and regarded as useful; others however do not have the intended success. Most KM tools have no feedback loops built in. For instance, lessons learnt from one department are usually not integrated in the working behaviour of another department. When it comes to processes, SDC does not review on an overall level the improvements based on KM / IL and Feedback processes, so there is a lack of knowledge about it.

#### **4.2.15 The job rotation system as solution for sharing and learning**

One HR process / instrument that is working well and that is very much appreciated and accepted by staff is the job rotation system. Overall, the job rotation system at SDC is considered to be a strong pillar in sharing knowledge and building networks across the global SDC organization. It offers unique opportunities for people and the entire SDC organisation to learn by sharing and collaborating across the different organisational boundaries. It has been co-developed with the different KM / IL stakeholders and finally transferred into the sole responsibility of Human Resources.

It clearly offers opportunities for knowledge transfer and dissemination and helps to connect COOFs closer to the departments and activities at the head quarters. As a unintended negative side effect, it also causes difficulties for people to become experts, if the area of expertise requires substantial experience on the job gained by a long term assignment to perform the same task.

The trend at SDC is perceived to develop rather towards more generalist know how than towards more expertise knowledge – or as some people phrased it: “we are going down the road of mediocrity”. The job rotation system is perceived to be not enough focused on the development of specific competencies (but rather on the development of general competencies) that are also required at SDC to have impact in the partner countries. The generalist know how is also required, but the mixture of both seems to be unbalanced today.

The rotation principle, which has a high strategic value for SDC, can today hinder specialisation and knowledge retention. At the same time it is an opportunity for new knowledge to flow into the organisation (especially through the rotation with the field partners). The open question is how to manage the system to validate the rotation for KM and enable the individual and the organisation to learn.

#### **4.2.16 Compliance with defined processes is left optional**

When looking at daily work, the desktop research, the interviews and the questionnaire showed that SDC's business processes, including those for managing knowledge and institutional learning, are far too little anchored in daily operations. There is a very comprehensive documentation of SDC's processes on the IntraWeb. However, 42 percent of survey respondents state that those documented processes are not reflecting real world work (cf. Annex 3.3., Question 19).

This gap signals a lack of double loop learning and a missing process to improve processes by using feedback mechanisms. People in the COOF's feel not being involved enough, resulting in a lower level of use of the defined processes, as they do not reflect the reality enough. This is a vicious cycle.

There is too little connection between relevant business processes and processes or tools for managing knowledge and joint learning at decision points. The results of the interviews conducted at SDC and the extra feedback gathered in the survey point to the need for a limited set of clear steps/activities/processes regarding KM. The purpose and benefits of applying IL are unclear. The link between KM and IL is blurred. Finally, a solution how to integrate managing knowledge and institutional learning better and more thoroughly into their daily activities and core (business) processes is required.

People generally want a more coherent and pragmatic approach (including lessons learned and management summary). They like tasks related to managing knowledge and learning to be integrated much more with their job activities on a daily basis. As an expected consequence, they would know when and how to report back when guidelines do not match with real world work to improve them and start loops of institutional learning.

#### **4.2.17 Processes lack feedback loops – important knowledge is lost and learning does not occur**

People say they lack formal opportunities to be involved in the development and improvement of guidelines and processes. This could be done by working and sharing learnings and experience in communities or regular debriefing meetings. A well known negative side effect is the widespread lack of knowledge about where to put documented experience and learnings for open access by everyone at SDC.

Finally, they are too rarely asked to share experiences and individual learnings by their superiors (cf. Annex 3.1, question 11). This is also due to the fact that sharing and learning is mostly not explicitly part of the objectives of individuals or departments set for the year.

#### **4.2.18 Too many internal documents and strategic or operational guidelines cause confusion among staff members**

Sharing of expertise at SDC occurs mainly in projects done in partner countries, in a bilateral or multilateral approach, with partner or international organisations, using heavily face-to-face communication for collaboration and sharing. This is where impact can be created.

Learning therefore happens also primarily in the field, on a mission or in projects or daily work. The experience capitalization occurs mostly in bilateral contacts. However, people in COOF's being key to the development and dissemination of this precious knowledge feel they are not systematically and regularly involved into feedback processes. This loop is required to improve internal policies, processes and guidelines and is key for an organisation that wants to be a learning one. This valuable knowledge is today not used for learning purposes and improvement of impact to the extent possible and also required.

When doing work in a rather large multinational and highly geographically distributed organisation such as SDC, leadership is over and over again executed by issuing internal documents and guidelines. These must then be read and internalised by staff to influence their behaviour accordingly.

The current landscape of SDC internal processes, policies and guidelines is perceived to be highly confusing. The quality (e.g. completeness and accuracy) of the documents varies substantially. The large number of those documents intended to guide staff behaviour is perceived to hinder them to perform at work. As a consequence, it is common practice to do the things the way you think is done right. Projects are seen as an expression of individuality rather than a corporate process or learning opportunity.

Processes defined for managing knowledge and institutional learning activities or solutions are rarely integrated into the business core processes of SDC. The core processes of SDC are mainly implemented by a large number of projects of different size and complexity. Yet, the experience and knowledge gained is not capitalised to the extent possible today.

### **4.3 Manifestations of impact on overall development cooperation performance**

#### **4.3.1 Transfer of strategies into operations is generally perceived to be SDC's weakness**

The acceptance and understanding of the overall SDC strategy and the subordinated KM strategy is crucial for the success of SDC. Success is being measured by assessing the impact of the projects done in the partner countries.

There is a large number of staff at SDC that perceives a major gap between the strategic ambitions of SDC (as expressed in its 2010 strategy paper) and its transfer into reality. We did not find information about any sort of an impact chain (course of cause and impact) or benefits tree<sup>7</sup> for KM. This would be necessary to ensure that staff at SDC would be able to understand the targeted final outcome and impact of SDC's work as shared knowledge.

By knowing the benefits of applying sharing of knowledge and collaboration in daily work and by being aware of the ways on how to do so best, people will change behaviour. This results in a higher quality of work done through projects with partners in the field and finally leads to more impact. This also is the core of a business case or value proposition for KM / IL at SDC that currently is not available. KM and IL are seen as moving target without clearly defined benefits and impacts.

The idea that "structure follows strategy" wasn't implemented. Neither exists an accepted (controlling) instrument concerning the transfer of the strategy into operations. The earlier MOSTRA solution was suspended in order for the new IARP to be introduced.

Paper wise, the roots for a strategic execution and monitoring are there; but there is a lack of matching words with deeds. Most of the SDC staff doesn't know the KM strategy and its purpose so they can't act accordingly.

As no document exists explaining the benefits of doing KM and IL, people do either believe in their necessity or not. There are as many opponents as promoters existing. It is as an inevitable consequence impossible today to define a set of measurable objectives or create and implement indicators for measuring the impact of managing knowledge and promoting institutional learning. This is current unsatisfactory reality at SDC.

The different projects and initiatives in KM and IL are perceived to be properly managed as projects with costs, benefits and impact, but the overall KM strategy is not being monitored and assessed. Without a clear benefits tree or impact chain, clearly stating the expected impact, no external evaluator will not be able to assess the impact at any level inside or outside the organisation.

---

<sup>7</sup> A benefit tree is a simple but effective tool for showing interdependencies between different types of benefit. Many senior executives want a clear understanding of the 'bottom line' benefits of KM before they invest. Typically a knowledge initiative is an infrastructure project where the cost is visible, but the benefits are diffused throughout the organization. A benefits tree relates the immediately visible benefits, through a series of steps to those understood by senior executives (cf. David Skyrme, in the bibliography annex).

#### **4.3.2 More knowledge sharing and collaboration between COOF's and HQ is required**

SDC as an organization is involved in a wide range of activities / operations. SDC employs a large number of subject matter experts and contractors. This leads to a rather loose and highly distributed network of experts. The impact of the work done at SDC is being measured against their ability in

- reducing poverty
- dismantling the structural causes of conflict
- in bringing relief to those in need

A network of locations around the globe (COOF's) and headquarters in Bern / Ausserholligen create the backbone of the networked SDC organization. To share knowledge within this setup is considered to be key for a successful SDC (today still based on assumptions rather than on experience).

Part of the professional development of SDC staff is therefore a rotation to a COOF to gain expertise and knowledge and close the loop to HQ. In addition, collaboration with external partners is a strategic priority. This creates the environment in which SDC wants to learn and fulfil its strategic task.

Such a setup not only requires people at the headquarters to be highly flexible to move around, it also requires the receiving part to be open. Although there exists a lot of informal collaboration between the COOF's and different Divisions at the headquarter, these collaborations are perceived by staff not to be sufficiently institutionalized and formalized. This view is backed up by interviews and survey results. People wish to collaborate and share more with field partner and other COOF's or divisions working on the same topics. This topic centred collaboration and sharing must be improved in the future.

#### **4.3.3 Departmental autonomy conflicts with collaboration and sharing**

Due to the complex distribution of responsibilities and the placing of KM+R within the F-department as a cross departmental Thematic Service, the power to enforce developed solutions within SDC is limited, some even say non-existing. This holds true for solutions to collaborate and share more too.

The autonomy of the different departments (including the coexistence of diverse departmental cultures), with respect to the management of knowledge, remains basically untouched still today. The collaboration of the different actors in KM and IL is not transparent to most staff at SDC. They must assume that no collaboration is happening and that collaboration is not really an objective of SDC. They formally do act accordingly in their areas of responsibility.

The role of the departments and their directors as being key actors in managing knowledge and collective learning is not defined nor understood. KM+R, still perceived to be the main driver in charge, is seen to be far away from having power to enforce sharing and learning processes and practices, neither in the field with the partners nor at headquarters. The staff functions in the F-department overall are looked at with some reservation. They are perceived by many to be too far away from daily operations of the different SDC departments.



They therefore lack credibility among staff, external partners and in the COOF's. This lack of standing creates a real disadvantage when it comes to enforcing collaboration across the structure of SDC. One of the often used excuses is that staff functions do not know about the business and work in the partner countries and that they are too far away from them to develop useful solutions.

#### **4.3.4 Setup of KM is focused inwards instead of outwards**

Everyone, from the members of the COSTRA to the CLP members down to the survey participants, criticised that this evaluation excluded external partners and recipients of SDC's work (clients) from the scope. This not only disables precious input as seen from their perspective. It also hinders the evaluators from measuring the impact on the ground.

When criticising the evaluation scope, people also implicitly criticise the setup of KM and IL at SDC that is to the evaluator's perception too much focused to the inside of SDC and to the headquarters. The highly complex and unclear setup of KM and IL roles and responsibilities results in a deficit of communication around the subjects. Clear and transparent communication is only possible if content is coherent and simple. SDC currently is not in a position to communicate about the major elements of a rollout of an organisation wide KM and IL initiative. The scope is limited to inside SDC only, with a clear focus on Headquarters. Ironically, this also limits the damage of a failure.

The more qualitative input we got from interviews and survey feedbacks as well as the developed existing KM tools and solutions support our conclusion that the management of knowledge and institutional learning is very much focused to the inside of SDC and mainly limited to headquarters. This is in total contradiction to the expectation of management and staff about where the main impact is to occur. This is expected to be outside headquarters at Ausserholligen, in the partner countries involving international and local partners and the COOF's.

#### **4.3.5 No formal sharing and collaboration with external partners in networks**

The network for managing knowledge and institutional learning does not include external collaboration partners (e.g. external individuals or groups, international organisations and local or global partner organizations).

When having a look at the multitude of topics that SDC is engaged in, staff at SDC told us that this can only be done within a network of internal and external experts organised in a close knitted network with clear objectives and clearly assigned roles and responsibilities. This would require SDC to formalize sharing, collaboration and learning with external partners of different size and origin. Today, such a formalised network only partially exists, mostly based on the initiative of individuals that informally manage and develop those networks among the different partners involved. Good examples for such knowledge sharing networks are the many Sharewebs that SDC staff and partners use to collaborate in specific thematic fields.

This in fact also contradicts the SDC 2010 strategy that explicitly talks about these networks in order to make development work efficient and effective.

#### **4.3.6 No metrics on organizational level for KM / IL**

As already mentioned on multiple occasions within other findings, there are no formal objectives set for KM and IL. This lack of overall valid formalised objectives does result in the absence of concrete metrics or performance indicators used to monitor SDC's performance in mandates on the ground related to sharing, collaboration and learning.

A few years ago, when MOSTRA was implemented, there were some indicators for sharing, collaboration and learning formulated and subsequently assessed. With the planned introduction of IARP to replace MOSTRA, the formal decision was taken to actively exclude any indicators for Knowledge Management and Institutional Learning, fault of a lack of common and shared understanding of the subject as well as based on the mixed experience made so far with KM and IL. In essence, today no metrics or performance indicators exist on the level of the overall SDC to assess the performance and impact of work.

As sharing, collaboration and learning today mainly occurs on an individual or bilateral level, in an informal way, successful practices are difficult to detect. There are some good examples identified and documented, but overall, they are badly known and copied. Traditionally, SDC relies more on individuals and their ability to learn than on teams and collective learning processes.

#### **4.3.7 No metrics on the individual level for KM / IL**

The lack of overall objectives and metrics also results in a lack of individual objectives for collective learning, sharing and collaboration. If behaviour needs to change, a critical element of influencing this behaviour of individuals is to align their objectives and metrics with the overall objectives and metrics of SDC.

A learning organisation only learns by the sum of learnings of their individuals. The biggest limitation for a learning institution is the limited capability of learning of their individuals. If learning is not directed towards a common and shared objective, the sum of learnings will never outperform the individual benefits of learning. No synergies are to be expected for the individual SDC staff member and no additional benefit will occur for changing the individual behaviour towards a more common way of sharing, collaborating and learning.

Finally, only regularly reviewed objectives will help to assess right and wrong behaviour and to improve as an overall SDC. Sharing, collaboration and collective learning are today not part of the yearly objective setting driven in the HR processes. There are only a few exceptions at departmental level.

In absence of such metrics and measures, not a lot of coordinated efforts are happening and confidence in the need and benefits of doing more sharing, collaboration and learning is low.

### **4.4 Independent evaluators conclusions**

Based on the 35 symptoms described and addressed in the findings of the analysis phase of the independent evaluation, a root cause analysis was performed to identify the main causes of the current state of KM and IL at SDC.

SDC defines itself as being a partnership organisation that is using a partnership model to operate. Partnership organisations are either informal or formal knowledge networks. A for-

mal knowledge network is a group of expert institutions working together on a common concern, to strengthen each other's research and communications capacity, to share knowledge bases and develop solutions that meet the needs of targeted decision-makers at the national and international level.

The key elements in this definition focus on purpose, expertise, capacity development and the recognition that the knowledge being shared and developed is not primarily for the network itself but for use by others, specifically decision-makers in the partner countries. Unfortunately, literature indicates that over 60% of strategic alliances and networks fail outright or under perform. Common explanations for failure are varied. Trust broke down. Strategies changed. Champions moved on. Value did not materialize. Cultures did not mesh. Systems were not integrated. All of this occurs to some degree at SDC too.

However, these explanations can be more appropriately seen as symptoms of a failure to create a robust alliance management capability within an organization.

From a KM and IL expert's perspective, partnership models are based on what is called a social or knowledge network concept.

The term network designates a social relationship between the actors and networks are as much structural as cultural. The relationships between network members can be understood as deriving from their autonomy and interdependence, the coexistence of cooperation and competition as well as reciprocity and stability. Since the boundaries of SDC's networks are rather difficult to determine, we may speak of blurred boundaries which are constructed socially by the network members. By taking this perspective, we want to shift the focus from the consideration and protection of the boundaries of SDC to the management of and care for relationships between the various network partners.

In short, knowledge networks emphasize joint value creation by all the members within the network (moving beyond the sharing of information to the aggregation and creation of new knowledge). An underlying premise of a knowledge network is that the whole is greater than the sum of the parts. This is SDC's ambition. The ultimate purpose of these networks is to foster change in specific policies and practices to support sustainable development. However, a significant benefit of participating in a knowledge network is that each of the parts becomes stronger too. Finally, knowledge networks identify and implement strategies to engage decision-makers more directly, linking to appropriate processes, moving the network's knowledge into policy and practice.

These networks at SDC are complex and rather hidden, institutional relationships that require regular attention to be effective. Organisational management skills are essential for building and maintaining networks. These are working networks: they would need structure, work plans, timelines and deliverables. And they would need decision-making mechanisms among the partners for choosing and approving areas of work, research results, and funding proposals for further work. At SDC, these networks are today informal instead of formal.

Networks would require a network manager. To run the network efficiently, the manager cannot just be someone with a substantive interest in network activities. The manager is in effect a business process manager, whose role is to ensure that the network is implementing its work plan. The manager monitors network activities against objectives. At SDC, the role of the network manager does not exist as required. KM does cover parts of it, but without the corresponding power needed for execution.

Communications and engagement strategies are essential too. From the beginning, network members must build relationships with those they seek to inform, influence, and work to-

gether with for change. The network must constantly look at how it will move its knowledge not just outward to broad audiences, but directly into practice.

We believe that there is a fundamental deficiency in the current practice of networking at SDC. The deficiency lies in the limited understanding about how to conceptualize, develop and follow through on the strategic intentions of a knowledge network.

The way to address this deficiency is to approach networking not just to strengthen knowledge management and sharing among members, but also to actively engage the relevant decision-makers. There is a need to be more strategic in the choice of partners and in the management of the way they work together in order to keep the network focused on both its objectives and its messages to decision-makers. There is also a need to reduce the transactional costs of collaborative work that often delay the attainment of the network's intentions. And finally, there is a need to find new ways to monitor network efficiency and effectiveness.

Concerning the integration of networking and knowledge management, we believe at least two main aspects to be crucial for SDC.

- First, knowledge management should comprise a holistic view of knowledge, that is to say, the integration of explicit and tacit knowledge.
- Furthermore, knowledge management should take a holistic view on where or rather how knowledge is being created and transferred.

SDC thinks of knowledge as an objective commodity which is transferable independently of person and context. On the basis of this mental model (also called exploitation approach), people try to solve problems by improving the information flow with the intensive use of modern technologies such as Intranet-based yellow pages, knowledge maps, or information Warehouses. The potential of innovative technologies for the mastery and distribution of explicit knowledge, i.e., knowledge which is pinned down verbally in writing or electronically and can therefore be communicated and distributed, is undisputed in geographically distributed organisations like SDC.

However, what is required is an integrated approach which includes both explicit and tacit knowledge. Since tacit knowledge is deeply rooted in personal experiences, subjective insights, values and feelings, it can hardly be completely communicated and shared. Tacit knowledge can be conceptualized as possessing a technical and a cognitive dimension. Whereas the technical dimension contains informal, personal abilities and skills, often designated as "know-how", the cognitive dimension includes our mental model influenced by our beliefs, values and convictions.

For this reason, we are convinced that in order to make effective use of knowledge, a series of formal knowledge networks must be built up in which the knowledge and experience of employees are available. What is of prime importance is that creation- and sharing-processes are encouraged, not just the accumulation of data as in a data-warehouse. Although working and learning complement each other, they are nowadays at SDC strictly separated as a result of their disparate mental models.

Learning is regarded explicitly as the absorption of new knowledge, whereas this potential is in fact used most inadequately to increase SDC's ability to change and innovate itself. The underlying pattern of the learning processes is responsible for this. On the one hand, these processes simply focus on individual employees acquisition of knowledge instead of inducing them to learn how to learn, and how to inter-link areas of knowledge, on the other hand, they

obstruct the transfer of new knowledge into working skills by using training-methods confined too narrowly to the acquisition of pre-defined concepts.

Focusing on explicit knowledge only, as well as taking a too narrow view of work, learning and innovation, involve the danger for SDC of erecting barriers of various kinds: functional and hierarchical, for instance; barriers to cooperation offices, co-operation partners; or mental barriers which impede the generation, transfer and application of new knowledge. These not only hinder the short-term flow of knowledge but in the long term prove detrimental to a SDC's innovation- and learning-ability.

Based on integrated knowledge management, networking knowledge may deliver a conceptual framework for rethinking SDC's knowledge management model. In this case, knowledge barriers should be overcome by "networking", and knowledge islands should be cross-linked in order to stimulate the evolution, dissemination and application of knowledge.

Finally, the current KM solutions developed over the last 7 years by KM are not lost to the extent they could be reused in the new approach. CoP's for example play an important role already today and will be a key element in the future.

What SDC really needs is a total re-orientation of its KM and IL approach to support the new business model of SDC that must and will be much more oriented to the partner countries and their needs and must also be more theme focused and limited to only a limited number of priorities.

#### **Summary:**

- The current structure and behaviour of SDC conflicts with its strategy and objectives – the benefit, outcome and impact of KM and IL remains unclear.
- The tasks of managing knowledge and institutional learning are to a large degree impossible to fulfil, given also the current lack of a cognitive framework to integrate SDC to act as one organisation.
- The mental models around the management of knowledge do focus by and large on dealing with explicit knowledge only. The core of the development work, based on people, interaction and experience sharing is only partially supported.
- The provision of KM solutions and systems is more supply than demand driven and lacks clear business priorities
- The lack of metrics for KM and IL is more an expression of a lack of a holistic view on managing knowledge and learning at SDC from top down than a problem of identifying possible indicators.
- Institutional learning is not systematically managed and occurs informally and incidentally – e.g. learning "on the ground" is not fed back into policies, procedures or processes.
- SDC lacks clear focus and leadership – too many concurrent priorities cause confusion on what to support and what not for KM and IL.
- The definition of KM and IL is too constrained in scope. To leave external partners in a partnership network out of the sphere of influence of KM and IL results in limited impact of the work done in the partner countries.

## 5 Recommendations

### 5.1 Recommendations of CLP

During the Synthesis Workshop, the CLP developed recommendations in an Agreement at completion (cf. ACP) point that was facilitated by the Evaluation Team. The following list sums up these recommendations.

#### Strategy and culture

- 1 For a greater impact in partner countries and in international policy, the scope of KM & IL must be enlarged to integrate COOFs and partners on the multilateral level. KM should focus on relationships with boundary partners.
- 2 Learning and sharing must be organized in knowledge networks . These networks, managed and facilitated by a network manager, should focus on the knowledge needs of staff working in boundary partner relationships (operations, policy dialogue). All KM functions must be endowed with adequate resources to ensure the necessary support.
- 3 An overall KM framework must be developed, providing the rationale for KM and explaining how KM will work in the new SDC. The connection between KM and IL must be made clear. Finally, the term IL needs to be explained to all SDC staff members.
- 4 An organizational culture of sharing and collaboration should be implemented by declaring knowledge a shared global asset, created by SDC and its partners, to be shared on the basis of open content principles
- 5 SDC's organizational culture change towards learning and sharing has to be supported by an incentives and rewards scheme.

#### Processes and systems

- 6 SDC's business processes must be standardized and KM instruments integrated into these processes.
- 7 A high level governance mechanism for KM instruments must be introduced.
- 8 An expertise and skills management system has to be introduced.

#### Organisation and measures/metrics

- 9 SDC's new organizational structure must support KM & IL, inter alia through reallocation of human resources to COOFs and fora of international policy dialogue.
- 10 The support functions for knowledge management (KM) and information management (IM) should be organised as a "one stop shop " and positioned close to the Board of Directors
- 11 Results-oriented metrics for KM need to be defined and implemented.

The development of the final recommendations was eclipsed by the announcement of a major reorganisation at SDC just one day prior to the Synthesis Workshop. The results of this evaluation are helping the newly formed working group on Knowledge Management ("Group de travail - Gestion du savoir") to a jump start.

## 5.2 Additional comments and recommendations of PwC

Organizations across the globe are increasingly realizing the importance of prioritizing AND management knowledge of learning. At SDC it is clear that the leadership has been on the cutting edge of making this focus a priority within their organization. Although this journey is complex and sometimes difficult due to the effect of organizational change and reorganization, SDC has continued to prioritize managing knowledge and promoting institutional learning.

The current reorganisation supports some of the recommendations that are essential for KM and IL to succeed at SDC. The scope of the findings and conclusions touched on a broad range of issues, but the following recommendations should be given special emphasis. Firstly, enlarge the scope to include external partners and the countries. 2) limit the number of knowledge domains at SDC around which knowledge networks can be established. 3) bring KM as close as possible to the “business” by integrating it into the core processes. Finally, assigning and aligning KM roles and responsibilities will address the weaknesses in the management of the core tasks of the organization. Implementing these recommendations will positively impact outcomes such as the knowledge networks will be more effectively managed, objectives will be set and progress of KM and IL will be monitored.

Careful planning and negotiations within SDC and between organizations are necessary to develop the new governance structures and internal capabilities as part of the reorganization. This will enable the partnership approach to succeed, based on a knowledge networking design. This planning and negotiation is even more critical when developing partnerships for sustainable development. For instance, partner organizations often bring very distinct cultures, resources, and expertise to the initial task of establishing the partnership. So the benefit of continuing to implement the KM and IL strategy will not only improve knowledge management within SDC it will support the achievement of SDC strategic objectives.

These are some of the requirements for collaborative knowledge-sharing partnerships to be successful:

1. There must be a compelling motive for SDC and it's partners to come together (The need for a common vision, commitment by all partners and passion);
2. SDC must undertake real work together based on subjects or themes moving beyond knowledge sharing to action;
3. SDC must build relationships within the partnership. For instance:
  - a. acknowledge the importance of shared values among the partners, including a shared commitment to sustainable development;
  - b. acknowledge the need for trust and respect for each other, combined with common and consistent adherence to processes for decision making and the execution of tasks;
  - c. Show commitment and give credibility to the individuals from each organization who are actively involved in the work (their outlook and character);
  - d. Give institutional support and recognition to the individuals for their work in the partnership; and
  - e. In general, ensure “ownership” and commitment to the partnership by every organization involved.

4. SDC must communicate the results of their partnership to others (stakeholders like government, partners, multinational organisations, public)

In organizations that successfully implement KM and IL methodologies there is a synergy and collaborative culture that supports the vision and strategic objectives. This synergy is embedded in the organizational structure as a partnership model at SDC.

The SDC partnerships can show significant asymmetries between the partners, in terms of size, influence, and resources brought to the table. Partners do not need to have the same expectations, but they do need to understand each others' objectives. There must be clarity and understanding among partners as to what they expect to gain or accomplish through the partnership. Particular attention should be paid to the equitable treatment of country partners (COOF's, local partners), to ensure the use of their knowledge and expertise, and to compensate them fairly for their contributions. Attention to planning, structure and decision making mechanisms can help to keep partnerships on track. Partnerships can experience strong external influences on their efforts (political, financial). Unless the partnership is well organized and the institutional commitments are in place, such influences can significantly derail the partnership.

A fundamental principal of KM and IL is the necessity for strong organizational and social networks. Individual organizations are always effected by the experience of working with others. The establishment of strong relationships will enable knowledge sharing around issues such as the establishment of joint business processes. SDC should be prepared to be flexible and adaptable in their own internal business processes in order to work more efficiently with their partners. SDC should be prepared to embrace the changes as new processes are implemented.

Knowledge sharing is not only essential at the leadership level, but must also be promoted between the different levels. There is still a gap between problem solving at the local level, and the ability to influence policies that may have led to the problem in the first place. While problems may be solved successfully at the local level, the partners should consider how to communicate this success to decision makers and policy makers nationally, and how to inform the international community of their progress.

The promulgation of the need for the deployment of collaboration tools across organizations is increasing daily. These collaboration tools will result in building the capacity of those partners who are not as equally prepared in terms of familiarity and infrastructure as others.

Another important component of a KM and IL strategy is the organization of its knowledge. There is a need for the development of a robust taxonomy, which is a classification of knowledge that must be driven by identified domains of knowledge. These domains of knowledge should be designed by identifying themes or problems in the countries, rather than the organisational structure of SDC or specific document types, which is the current design. When implementing a new taxonomy all current content and systems, such as databases will be impacted. For instance as part of this process a cleansing of the current data will be necessary in order to be able to provide access to relevant information and knowledge.

Another important recommendation is to deliver systems and processes not on supply, but rather on demand. This demand should be identified based on the business needs of SDC. These business needs will inform the standardization of KM systems and lead to a higher level of integration and consistency. Last but not least, it will also improve the KM tools and systems acceptance and use.



There is a growing recognition at SDC that monitoring and evaluation of partnerships is necessary to ensure the work is being done, and to keep partners in harmony. However, there is still very limited understanding on how to do this simply and effectively, within available time, and using available staff and financial resources. One recommendation is to focus on defining clear measurable objectives on a network by network basis first. Then, later on, to cultivate system-wide metrics and measures to enable improved business intelligence for informed decision making.

The baseline metrics and measures of a partnership at SDC could be determined by:

- the attainment of its immediate objectives;
- the quality of the partnership experience itself, respect and trust demonstrated among the partners, the sharing of knowledge, the leveraging of resources, the resolution of conflict; and
- the realization of the “multiplier effect”: when the partnership results in additional or unexpected benefits (influencing organizations, policies and practices beyond the immediate activities of the partnership).

Long term sustainability of the partnership modality should be redesigned in that the donor community would move beyond “short burst project funding” models. Donors could also benefit from a deeper understanding of how SDC and their partnerships function and how to support them financially.

The Swiss Government plays several important support roles:

- Maintaining or increasing financial and political commitments to local / national partnerships and to international funding mechanisms;
- Creating the enabling conditions for partnerships (policies, incentives, infrastructure needed for partnerships); and
- Providing commitment and support to SDC.

In conclusion, the continued redesign and implementation of the KM and IL strategy and program should be closely linked and aligned to the current business requirements of SDC and its partners. When change occurs in the business there should be an appropriate modification within the KM program to meet the new business challenges. All of the recommendations within this section are expressed in support of this over-arching goal. These recommendations are echoed in the recommendations that were communicated from the workshops and focus groups and, therefore, if successfully implemented, will positively impact the future of SDC and its partners.

# Annexes

## Table of contents

|     |   |    |
|-----|---|----|
| 1   | Evaluation Methodology  | 5  |
| 1.1 | Dimensions of the KM / IL Evaluation  | 5  |
| 2   | Information Sources   | 7  |
| 2.1 | Desktop research  | 7  |
| 2.2 | Interview List  | 8  |
| 2.3 | Online Questionnaire  | 10 |
| 3   | Results of the questionnaire  | 17 |
| 3.1 | Strategy  | 17 |
| 3.2 | Culture   | 20 |
| 3.3 | Processes   | 24 |
| 3.4 | Systems   | 27 |
| 3.5 | Organization  | 33 |
| 3.6 | Measures  | 33 |
| 4   | Bibliography  | 34 |
| 5   | Approach Paper for the Evaluation of Knowledge Management and Institutional Learning in SDC | 36 |
| 5.1 | Background  | 36 |
| 5.2 | Why an Evaluation and Why Now? – Rationale  | 38 |
| 5.3 | Purpose, Objectives and Focus   | 39 |
| 5.4 | Key questions   | 41 |
| 5.5 | Expected Results  | 42 |
| 5.6 | Partners  | 43 |
| 5.7 | Process   | 44 |
| 5.8 | Reference Documents   | 49 |

## Index of graphs

|           |  |    |
|-----------|--|----|
| Graph 1:  | <i>Six dimension of the KM / IL Evaluation</i> .....   | 5  |
| Graph 2:  | <i>Exemplary page of the online questionnaire</i> .....  | 11 |
| Graph 3:  | <i>Do you currently work at SDC headquarters? (Question 38)</i> .....  | 13 |
| Graph 4:  | <i>Which department do you work in? (Question 39)</i> .....  | 13 |
| Graph 5:  | <i>How long have you worked at SDC? (Question 40)</i> .....  | 14 |
| Graph 6:  | <i>Do you work part time? (Question 41)</i> .....  | 14 |
| Graph 7:  | <i>What is your current job position? (Question 42)</i> .....  | 14 |
| Graph 8:  | <i>Are you female or male? (Question 44)</i> .....   | 16 |
| Graph 9:  | <i>How old are you? (Question 45)</i> .....  | 16 |
| Graph 10: | <i>Openness, willingness to learn and joint learning processes are part of SDC's culture as an organisation and of its cooperation with partners. (Question 1)</i> .....   | 17 |
| Graph 11: | <i>Together with its institutional partners, SDC develops both substantive and methodological knowledge. It applies this knowledge and thereby contributes to the quality and efficacy of the programmes it supports. (Question 2)</i> ..... | 17 |
| Graph 12: | <i>In their role as knowledge providers, SDC staff have access to information (reports, guidelines, monitoring etc.) at international level in their respective areas of work. (Question 3)</i> .....  | 18 |
| Graph 13: | <i>SDC staff have access to knowledge (evaluations, best practices etc.) at international level in their respective areas of work. (Question 4)</i> .....  | 18 |
| Graph 14: | <i>The individual competencies are acknowledged. (Question 5)</i> .....  | 18 |
| Graph 15: | <i>Knowledge sharing is a core task of all staff. (Question 6)</i> .....   | 19 |
| Graph 16: | <i>The necessary core competencies and knowledge are provided both in-house and via external sources. (Question 7)</i> .....   | 19 |
| Graph 17: | <i>I have access to the information, learning and sharing opportunities I need. (Question 8)</i> .....   | 19 |
| Graph 18: | <i>Learning is embedded in my job profile, performance tasks or agreements on objectives. (Question 9)</i> .....   | 20 |
| Graph 19: | <i>Is investing time in sharing, learning, thinking and reflection considered a good idea in SDC? (Question 10)</i> .....  | 20 |
| Graph 20: | <i>Do your superior and colleagues encourage you to actively profit from other people's experience to provide you with a fresh insight for your projects? (Question 11)</i> .....  | 20 |
| Graph 21: | <i>Does your superior act as a role model for sharing and collaboration? (Question 12)</i> .....   | 21 |
| Graph 22: | <i>Are you encouraged to coach and support others in knowledge-sharing activities? (Question 13)</i> .....   | 21 |
| Graph 23: | <i>Does SDC enable you to increase your knowledge at learning events (courses, seminars, conferences) within SDC? (Question 14)</i> .....  | 21 |

|           |   |    |
|-----------|---|----|
| Graph 24: | <i>Are you familiar with SDC's Knowledge Management Initiative? (Question 15)</i> .....   | 22 |
| Graph 25: | <i>At what level of SDC's organisation is the sharing of knowledge most appreciated and valued? (Question 16)</i> .....   | 22 |
| Graph 26: | <i>Who would you benefit most from when it comes to sharing and improving your knowledge of your job (e.g. colleagues in the division, Swiss professional NGOs, coordination office, field partners)? (Question 17)</i> ..... | 23 |
| Graph 27: | <i>I regularly (at least once a week) consult the processes documented on the SDC IntraWeb. (Question 18)</i> .....   | 24 |
| Graph 28: | <i>Processes reflect real work so there is no gap between what is prescribed and what is done in practice. (Question 19)</i> .....  | 24 |
| Graph 29: | <i>The documentation of processes on the SDC IntraWeb is useful for my work. (Question 20)</i> .....  | 24 |
| Graph 30: | <i>Processes are regularly improved in response to my feedback. (Question 21)</i> .....   | 25 |
| Graph 31: | <i>My personal experience is appreciated and promoted as a valuable asset to SDC's practice. (Question 22)</i> .....  | 25 |
| Graph 32: | <i>My personal experience has an impact on SDC's good practices. (Question 23)</i> .....  | 25 |
| Graph 33: | <i>I am regularly encouraged to report and contribute my experience and good practice. (Question 24)</i> .....  | 26 |
| Graph 34: | <i>My personal experience and knowledge could be put to better use by SDC. (Question 25)</i> .....  | 26 |
| Graph 35: | <i>Are you invited to provide feedback to improve SDC's processes? (Question 26)</i> .....  | 26 |
| Graph 36: | <i>I regularly (at least once a week) visit the SDC IntraWeb. (Question 27)</i> .....   | 27 |
| Graph 37: | <i>The SDC IntraWeb is useful for my work (Question 28)</i> .....   | 27 |
| Graph 38: | <i>The information on the SDC IntraWeb (reports, guidelines, monitoring etc.) is reliable and of high quality. (Question 29)</i> .....  | 27 |
| Graph 39: | <i>I regularly (at least once a week) use SDC's policy documents, strategic guidelines and operational guidelines. (Question 30)</i> .....  | 28 |
| Graph 40: | <i>I find SDC policy documents, strategic guidelines and operational guidelines useful for my work. (Question 31)</i> .....   | 28 |
| Graph 41: | <i>I regularly (at least once a week) visit the People Directory on the SDC IntraWeb. (Question 32)</i> .....   | 28 |
| Graph 42: | <i>I find all the relevant information I need in the People Directory on the SDC IntraWeb (Question 33)</i> .....   | 29 |
| Graph 43: | <i>SDC reminds me to update my People Directory Page on the SDC IntraWeb. (Question 34)</i> .....   | 29 |
| Graph 44: | <i>I have one or more active Community(ies) of Practice (CoP) with coordination offices/partners in the field. (Question 35)</i> .....  | 29 |
| Graph 45: | <i>The Community(ies) of Practice (CoP) are useful for my work. (Question 36)</i>   | 30 |
| Graph 46: | <i>Are there any additional tools that are not used by SDC that could help you to share and access knowledge? (Question 37) - Part 1</i> .....  | 30 |

|           |  |    |
|-----------|--|----|
| Graph 47: | <i>Are there any additional tools that are not used by SDC that could help you to share and access knowledge? (Question 37) – Part 2</i> ..... | 31 |
| Graph 48: | <i>Development of completed yellow pages profiles</i> .....  | 32 |
| Graph 49: | <i>Development of data entries</i> .....   | 32 |
| Graph 50: | <i>Increase in employees in relation to increase in profiles with 1 to 10 data entries</i> .....   | 33 |
| Graph 51: | <i>Dimensions of the KM / IL evaluation</i> .....  | 46 |
| Graph 52: | <i>Priority analysis in the evaluation</i> .....   | 46 |
| Graph 53: | <i>Combination of the SDC priority areas (focus and scope) and the Evaluation Team evaluation dimensions</i> .....                             | 47 |

## Index of tables

|          |   |    |
|----------|---|----|
| Table 1: | <i>List of reference documents</i> .....  | 7  |
| Table 2: | <i>List of supporting documents</i> .....   | 8  |
| Table 3: | <i>Response quotes by current job position</i> .....  | 12 |
| Table 4: | <i>Response quotes by department</i> .....  | 12 |
| Table 5: | <i>Response quotes by age</i> .....   | 12 |
| Table 6: | <i>Response quotes by gender</i> .....  | 13 |
| Table 7: | <i>Response quotes by part time</i> .....   | 13 |
| Table 8: | <i>Where do you currently work?</i> .....   | 15 |
| Table 9: | <i>At what level of SDC's organisation is the sharing of knowledge most appreciated and valued? (Question 16)</i> ..... | 23 |

## Evaluation Methodology

### Dimensions of the KM / IL Evaluation

The Evaluation Team developed a methodology for neutral and independent assessment of the current status of KM / IL at SDC. The Evaluation Team evaluated KM / IL along a proven framework for KM / IL consisting of six dimensions (strategy, culture, processes, systems, organization and measures that offered an unbiased assessment of the current situation. During the fact finding phase, the evaluators strictly followed this assessment framework. The six dimensions of the KM / IL assessment are presented in the following graph.



*Graph 1: Six dimension of the KM / IL Evaluation*

These dimensions of the KM / IL Evaluation help to reveal the extent and importance of Knowledge Management. They make it possible to involve everyone and every aspect within an organization – from the bottom to the top. It helps people reaching a more common understanding of what KM is all about. The framework could be used also for the introduction of KM within a firm or to identify areas of strengths and weaknesses and to develop tailor made recommendations for improvements. Since the chosen methodology provides different scopes for recommendation, the dimensions here serve merely as a stencil for the fact finding phase.

As required by DAC Standards, the method methods for assessment of results are specified in detail. The results of the fact finding phase derive from the application of these six dimensions that are defined in the following paragraphs.

#### **Strategy**

It is well known and agreed best practice, that successful organizations are good at sharing knowledge to solve practical business problems and achieve specific results. The corporate strategy sets the initial boundaries for all subsequent activities related to better use of knowledge from within or outside the organization to be successful.

The strategy dimension of the KM evaluation refers to questions about the existence of a formal organizational strategy, the role knowledge plays within this strategy for the

organization, the strategic drivers identified, the existence of a formal knowledge (management) strategy, the organizations strategy development and refinement process and the role of the individual knowledge worker and leadership. Overall, this dimension addresses the subject of the importance of knowledge and it's management to the ability of the organization to reach it's strategic objectives (in a mid- to longterm view).

### **Culture**

One of the most powerful influences of behaviour is the culture that already exists in an organization, specifically core beliefs and assumptions of the organization. These are particularly influential because they are often fairly invisible to people. They are based on years of experience on which behaviour within an organization is appropriate and which not. Changing beliefs and assumptions is extremely difficult and time consuming.

The culture dimension refers for that reason to elements like norms, values, beliefs (the cognitive context) and the current behaviour of people in comparison the required behaviour following the strategy. This dimension addresses the question of the likelihood of success of knowledge management driven activities given the current reality of individual and collective behaviour in an organization. An important element of this dimension is the leadership culture and the level of trust among people.

### **Processes**

The processes dimension refers to core and support processes put in place by the organization to better manage knowledge. We specifically focus on a series of issues starting with the simple availability of defined and documented processes, their fit with the day to day activities of the members of an organization, the question of their obligation, the integration of core and support processes, the way processes are developed and later on improved and ultimately the question of whether or not the organisation learns with respect to their processes or not.

### **Systems**

The systems dimension contains elements that influence the behaviour of people with respect to knowledge driven by rules, regulations, incentives, disincentives, rewards, recognition, performance appraisal, training and others, frequently originating in different parts of the organization. Systems tend to build the backbone for knowledge sharing, either formal or informal, either also supported by IT or not. Sometimes, despite the fact that such systems are in place, people do not use or follow them without consequences. In some organizations, the entire KM is focussed on only one element of systems, that is to say IT solutions. While systems are an important element of a holistic KM approach, their pure existence will not solve the knowledge management challenge on its own. Equally critical to the success of KM is the level of logical integration of the different systems to guide a common behaviour in one direction (are the different systems targeting at the same type of behaviour, e.g. sharing, or are they contradicting one another).

### **Organization**

The dimension of organization refers to two key elements: first the organizational setup of the entire organization (line vs. matrix vs. any other form of structure) and it's overall fit with the knowledge sharing objectives and second the setup of Knowledge Management as a distinct function within an organization. It also includes questions of the availability of specific job profiles for KM, the job descriptions, the clear assignment of responsibilities for task related to the management of knowledge and the structure and management of KM within a geographically distributed organization.

## Measures

Measures finally are the sixth dimension of the KM evaluation focussing on the question of the availability, definition, selection and impact of adequate indicators/measures, e.g. for quality, quantity, impact or level of application of KM solutions or services. The measures act as the final level of granularity of the strategy helping to assess the impact and success of KM activities and finally enabling corrective action and learning.

## Information Sources

### Desktop research

#### List of reference documents

|  |
|--|
| Communities of practice (CoP)  |
| Flyer "Wissensmanagement in der Praxis – Die fünf Grundsätze" (available also in English, French, Spanish)   |
| Flyer "Wissensmanagement" (available also in English, French, Spanish and Italian)   |
| Flyer „Community of Practice (CoP)“ (available also in English, French, Spanish)   |
| Flyer „Geschichten erzählen“ (available also in English, French, Spanish)  |
| Flyer „Thematische Erfahrungskapitalisierung“ (available also in English, French, Spanish)   |
| Focus on knowledge (newsletter on SDC IntraWeb) <sup>1</sup>   |
| Geschichtenhandbuch“ (available also in English, French, Spanish)  |
| Glossar „Wissensmanagement“ (available also in English)  |
| KM Strategy 2004 "Lernen und Wissensmanagement in der DEZA – strategische Optimierung und prioritäre Aktionslinien" (published in 2004, SDC's main KM/IL strategy; available in German only) |
| Learning Practices (collection of process descriptions on SDC IntraWeb)  |
| Prozess der Erfahrungskapitalisierung (description of SDC standard business process on SDC IntraWeb)   |
| PwC proposal (November 2007)   |
| SDC Strategy 2010 (published in 2000, SDC's overall strategy for 2000-2010)  |
| Shareweb <a href="http://www.communityofpractice.ch">www.communityofpractice.ch</a>  |
| Shareweb <a href="http://www.daretoshare.ch">www.daretoshare.ch</a>  |
| Thematische Erfahrungskapitalisierung – eine Orientierungshilfe (available also in English, French, Spanish)   |

Table 1: List of reference documents

#### List of supporting documents

Bereich Themen und Fachwissen – Wissen und Forschung Jahresprogramm 2008

Checklist MAP concerning the update of Yellow Pages 2008

DAC Development Co-operation Report 2007

DAC Evaluation Quality Standards 2006

Dare to Share Fair 2004

Development cooperation report 2007

1

[https://intraWeb.deza.admin.ch/de/Home/Organisation/F\\_Bereich\\_Themen\\_und\\_Fachwissen/Fachstelle\\_Wissen\\_und\\_Forschung/Angebote\\_fuer\\_die\\_DEZA/Focus\\_on\\_Knowledge](https://intraWeb.deza.admin.ch/de/Home/Organisation/F_Bereich_Themen_und_Fachwissen/Fachstelle_Wissen_und_Forschung/Angebote_fuer_die_DEZA/Focus_on_Knowledge)



DMS Benutzerhandbuch 2007  
Example of "Rapport de synthèse" (de deux missions aux Bucos N'Djamena et Ouaga et d'une visite au Buco Cotonou : 18 au 30 novembre 2007)  
Grundsätze für Lerneinsätze in KoBüs, (Vamos, Lernen durch Erfahrung) 2002  
IntraWeb and Onetool Web Statistics 2008  
Leitfaden für Rotation 2008, Februar 2007  
Pinwand Picture of Annual Workshop on Learning from Evaluations  
Projekt HowTool: Integration von BucOptim und IntraWeb - Auswertung der NutzerInnen-Analyse 2006  
Projekt HowTool: Integration von BucOptim und IntraWeb – Projektmandat 2005  
Selection of SDC Organizational Charts (Organigramm)  
Selection of SDC Statistics on Personnel 2007  
Selection of Sharewebs  
SEVAL Evaluation Standards of the Swiss Evaluation Society 2000  
Statistics concerning the update of Yellow Pages 2007  
Workshop on Learning from Evaluations – Evaluations on Knowledge Management and Institutional Learning 2007  
Workshops Wissensmanagement – Unabhängige Evaluation "Institutionelles Lernen und Wissensmanagement in der SDC"

*Table 2: List of supporting documents*

Given the fact that the evaluators had the access to IntraWeb, additional documents could be accessed if needed.

### **Interview List**

Sampling in the interviews was done by rational considerations of fairness and accessibility. In accordance with the client's restriction not to travel for the personnel interviews, only Headquarter staff was personally interviewed.

## **Type A: Input Interviews**

|                          |   |
|--------------------------|---|
| <b>Manuel Flury</b>      | Head of Thematic Service Knowledge and Research, F-Department   |
| <b>Adrian Gnägi</b>      | Programme responsible, Thematic Service Knowledge and Research, F-Department  |
| <b>Kurt Hänni</b>        | Head of Division, IT Integration, Department Corporate Services   |
| <b>Heidi Meyer</b>       | Head of Division Information and Documentation, Infodoc, Department Development policy and Multilateral Cooperation |
| <b>Sabine Schumacher</b> | Program Officer for Web-Communication, Division Media and Communication   |
| <b>Gerhard Siegfried</b> | Head of Division, Evaluation and Controlling  |

## **Type B: Fact finding interviews**

|   |   |
|---|---|
| <b>Therese Adam</b>                           | Cooperation with Eastern Europe and Commonwealth of Independent States  |
| together with Thomas Kranjnik                 | Programme responsible, Division New EU-States   |
| <b>Jörg Frieden</b>                           | Head of Department, Development policy and Multilateral Cooperation   |
| <b>Toni Frisch</b>                            | Head of Department, H-Department Humanitarian Aid and SHA   |
| together with Barbara Dätwyler Scheuer        | Head of Division, Near East- Nord Africa NONA   |
| <b>Remo Gautschi</b>                          | Deputy Director-General   |
| <b>Fulvio Massard</b>                         | Head of Department, Corporate Services  |
| <b>Harry Sivec</b>                            | Head of Division, Media and Communication   |
| <b>Sybille Suter Tejada</b>                   | Head of Division, Human Resources   |
| <b>Edita Vokral</b>                           | Head of Department, E-Department Bilateral Development and Cooperation  |
| together with Anne Zwahlen and Nicolas Randin | Senior Advisor, Division West Africa  |
| <b>Beate Wilhelm</b>                          | Programme responsible, Division East Asia   |
| together with Jürg Benz                       | Head of F-department Thematic and Technical Resources<br>Deputy Head of F-department Thematic and Technical Resources |

## **Type C: Validation interviews**

|  |   |
|--|---|
| <b>Anne Bichsel</b>  | Programme Officer, Division Evaluation and Controlling  |
| <b>Adrian Gnägi</b>  | Programme responsible, Thematic Service Knowledge and Research, F-Department (in representation of Manuel Flury, too) |
| <b>Toni Frisch</b><br>together with Barbara Dätwyler Scheuer | Head of Department, H-Department Humanitarian Aid and SHA<br>Head of Division, Near East- Nord Africa NONA            |
| <b>Beate Wilhelm:</b><br>together with Jürg Benz             | Core Themes Department<br>Deputy Head of F-department Thematic and Technical Resources                                |
| <b>Sabine Schumacher</b>                                     | Program Officer for Web-Communication, Division Media and Communication   |

## **Resource Person**

|                  |  |
|------------------|--|
| Rudolf Dannecker | Retired Head of E-Department Bilateral Development and Cooperation |
|------------------|--|

## **Online Questionnaire**

Through the online survey that was conducted between February 18<sup>th</sup> and March 17<sup>th</sup> 2008 all SDC collaborators had the chance to express their opinion and ideas concerning Knowledge Management. On an IntraWeb site the context and goals of the survey were outlined and a link was leading to the external questionnaire. An email by the vice director was sent to all HQ staff in their mailboxes and to all Head of COOF with request that they forward the email to all their staff in which they were asked to participate in an online survey. Staff working at headquarter was addressed directly. Instead, people working in the cooperation offices were asked by their superior country directors. Due to this "cascade approach" it can be only approximately said, that more than 600 people were addressed. After three weeks, a reminder email was sent and another cascade to increase COOF's participation was launched.

The questions in the online survey strictly followed the six assessment dimensions. Thanks to the simple categorizations of answers (disagree, rather disagree, rather agree, agree), the questionnaire was easy to use and fast to answer.

**The following statements are taken from the main Principles of Knowledge Management in practice. Do you agree that ...**

|  | not applicable        | disagree              | rather disagree       | rather agree          | agree                 |
|--|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| The individual competencies of collaborators are acknowledged.                                     | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Knowledge sharing is a core task of all staff.   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| The necessary core competencies and knowledge are provided both in-house and via external sources. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| I have access to the information, learning and sharing opportunities I need.                       | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Learning is embedded in my job profile, performance tasks or agreements on objectives.             | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

<<< Previous page

Next Page >>>

*Graph 2: Exemplary page of the online questionnaire*

In the survey there was no sampling done since the Evaluation Team conducted a comprehensive survey. The Evaluation Team respects confidentiality and therefore renounces to do any subgroup analysis that jeopardizes privacy of the participants.

In the following tables, a descriptive analysis of overall survey response is given based on SDC personnel statistics (dating December 2007<sup>2</sup>).

<sup>2</sup> Source:

[https://intraweb.deza.admin.ch/en/Home/Dienstleistungen/Personalhandbuch/Bedarfsplanung/Planung\\_Statistiken/Fuer\\_Mitarbeitende\\_mit\\_DEZA\\_Vertrag/Grafiken\\_der\\_Personalstatistiken\\_2007/Personalbestand\\_nach\\_Funktionen\\_2007](https://intraweb.deza.admin.ch/en/Home/Dienstleistungen/Personalhandbuch/Bedarfsplanung/Planung_Statistiken/Fuer_Mitarbeitende_mit_DEZA_Vertrag/Grafiken_der_Personalstatistiken_2007/Personalbestand_nach_Funktionen_2007)

### Response quotes by current job position

| Response quotes by current job position               | Basic Population | Response Quote | Frequency  | Percentage     |
|---|------------------|----------------|------------|----------------|
| Member of Senior Management or Head of Department     | 11               | 27.27%         | 3          | 0.72%          |
| Head of Division and Deputy Head of Department        | 42               | 69.05%         | 29         | 6.97%          |
| Country Director                                      | 36               | 52.78%         | 19         | 4.57%          |
| Programme officer at headquarters                     | 137              | 75.91%         | 104        | 25.00%         |
| Programme Officers at the cooperation offices         | 144              | 69.44%         | 100        | 24.04%         |
| Assistant personnel at headquarters                   | 131              | 41.98%         | 55         | 13.22%         |
| Assistant personnel at cooperation offices and others | 136              | 75.74%         | 103        | 24.76%         |
| not applicable  |                  |                | 3          | 0.72%          |
| <b>Total</b>  | <b>637</b>       | <b>65.31%</b>  | <b>416</b> | <b>100.00%</b> |

Table 3: Response quotes by current job position

### Response quotes by department

| Response quotes by department   | Basic Population | Response Quote | Frequency  | Percentage     |
|---|------------------|----------------|------------|----------------|
| Director general / Staff Unit   | 86               | n.a            | n.a        | n.a.           |
| A-Department (Department Corporate Services)  | 59               | 40.68%         | 24         | 5.77%          |
| Department Development Policy and Multilateral Cooperation  | 55               | 47.27%         | 26         | 6.25%          |
| E-Department (Department Bilateral Development Cooperation)   | 171              | 63.16%         | 108        | 25.96%         |
| F-Department (Department Thematic and Technical Resources)  | 66               | 71.21%         | 47         | 11.30%         |
| H-Department (Department Humanitarian Aid and Unit SHA)   | 77               | 84.42%         | 65         | 15.63%         |
| O-Department (Department Cooperation with Eastern Europe and CIS)   | 65               | 64.62%         | 42         | 14.90%         |
| Staff position (Executive Secretariat, Advancement of Women in SDC, Division Human Resources, Division Media and Communication, Evaluation & Controlling, Internal Audit) | 58               | 72.41%         | 42         | 10.10%         |
| not applicable  |                  |                | 62         | 10.10%         |
| <b>Total</b>  | <b>637</b>       | <b>65.31%</b>  | <b>416</b> | <b>100.00%</b> |

Table 4: Response quotes by department

### Response quotes by age

| Response quotes by age | Basic Population | Response Quote | Frequency  | Percentage     |
|------------------------|------------------|----------------|------------|----------------|
| 0 - 29                 | 77               | 45.45%         | 35         | 8.41%          |
| 30 - 39                | 139              | 96.40%         | 134        | 32.21%         |
| 40 - 49                | 222              | 66.22%         | 147        | 35.34%         |
| 50 - 59                | 170              | 50.00%         | 85         | 20.43%         |
| 60 -                   | 29               | 51.72%         | 15         | 3.61%          |
| <b>Total</b>           | <b>637</b>       | <b>65.31%</b>  | <b>416</b> | <b>100.00%</b> |

Table 5: Response quotes by age

### Response quotes by gender

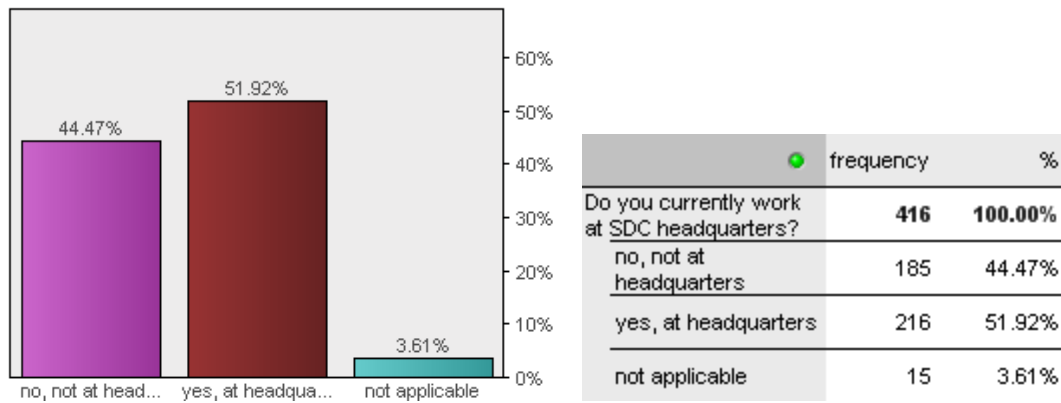
| Response quotes by gender | Basic Population | Response Quote | Frequency  | Percentage     |
|---------------------------|------------------|----------------|------------|----------------|
| female                    | 335              | 63.28%         | 212        | 50.96%         |
| male                      | 302              | 67.55%         | 204        | 49.04%         |
| <b>Total</b>              | <b>637</b>       | <b>65.31%</b>  | <b>416</b> | <b>100.00%</b> |

Table 6: Response quotes by gender

### Response quotes by part time

| Response quotes by part time | Basic Population | Response Quote | Frequency  | Percentage     |
|------------------------------|------------------|----------------|------------|----------------|
| work full time               | 405              | 76.54%         | 310        | 74.52%         |
| part time                    | 232              | 45.69%         | 106        | 25.48%         |
| <b>Total</b>                 | <b>637</b>       | <b>65.31%</b>  | <b>416</b> | <b>100.00%</b> |

Table 7: Response quotes by part time



Graph 3: Do you currently work at SDC headquarters? (Question 38)

| Which department do you work in?       | frequency | %       |
|--|-----------|---------|
| Which department do you work in?       | 416       | 100.00% |
| Department Development Policy...       | 26        | 6.25%   |
| E-Department (Department Bilateral...) | 108       | 25.96%  |
| H-Department (Department...)           | 65        | 15.63%  |
| O-Department (Department...)           | 42        | 10.10%  |
| F-Department (Department...)           | 47        | 11.30%  |
| A-Department (Department...)           | 24        | 5.77%   |
| Staff position (Executive...)          | 42        | 10.10%  |
| not applicable                         | 62        | 14.90%  |

Graph 4: Which department do you work in? (Question 39)

|                                  | frequency  | %              |
|----------------------------------|------------|----------------|
| How long have you worked at SDC? | <b>416</b> | <b>100.00%</b> |
| 1 - 5 years                      | 199        | 47.84%         |
| 6 - 10 years                     | 119        | 28.61%         |
| 11 - 15 years                    | 50         | 12.02%         |
| 16 - 20 years                    | 30         | 7.21%          |
| 21 - 25 years                    | 10         | 2.40%          |
| 26 - 30 years                    | 6          | 1.44%          |
| more than 30 years               | 2          | 0.48%          |

Graph 5: How long have you worked at SDC? (Question 40)

|                        | frequency  | %              |
|------------------------|------------|----------------|
| Do you work part time? | <b>416</b> | <b>100.00%</b> |
| no, work full time     | 310        | 74.52%         |
| yes, part time         | 106        | 25.48%         |

Graph 6: Do you work part time? (Question 41)

|   | frequency  | %              |
|---|------------|----------------|
| What is your current job position?          | <b>416</b> | <b>100.00%</b> |
| Programme Officer at headquarters (incl.... | 104        | 25.00%         |
| Programme Officers at the cooperation...    | 100        | 24.04%         |
| Assistant personnel at cooperation...       | 57         | 13.70%         |
| Assistant personnel at headquarters...      | 55         | 13.22%         |
| other                                       | 46         | 11.06%         |
| Head of Division and Deputy Head of...      | 29         | 6.97%          |
| Country Director                            | 19         | 4.57%          |
| not applicable                              | 3          | 0.72%          |
| Member of Senior Management or He...        | 3          | 0.72%          |

Graph 7: What is your current job position? (Question 42)

| Country     | frequency | percent |
|-------------|-----------|---------|
| Switzerland | 223       | 53.61%  |
| India       | 15        | 3.61%   |
| Benin       | 9         | 2.16%   |
| Bolivia     | 8         | 1.92%   |

| Country                | frequency | percent |
|------------------------|-----------|---------|
| Jordan                 | 8         | 1.92%   |
| Nepal                  | 8         | 1.92%   |
| Macedonia              | 7         | 1.68%   |
| Tajikistan             | 7         | 1.68%   |
| Palestinian            | 6         | 1.44%   |
| Serbia                 | 6         | 1.44%   |
| Tanzania               | 6         | 1.44%   |
| Ukraine                | 6         | 1.44%   |
| Bangladesh             | 5         | 1.20%   |
| Moldova                | 5         | 1.20%   |
| Niger                  | 5         | 1.20%   |
| Afghanistan            | 4         | 0.96%   |
| Albania                | 4         | 0.96%   |
| Bosnia and Herzegovina | 4         | 0.96%   |
| Burkina Faso           | 4         | 0.96%   |
| Cuba                   | 4         | 0.96%   |
| Lao                    | 4         | 0.96%   |
| Mali                   | 4         | 0.96%   |
| Mongolia               | 4         | 0.96%   |
| Peru                   | 4         | 0.96%   |
| Uzbekistan             | 4         | 0.96%   |
| Belarus                | 3         | 0.72%   |
| Bulgaria               | 3         | 0.72%   |
| Burundi                | 3         | 0.72%   |
| Chad                   | 3         | 0.72%   |
| Russian Federation     | 3         | 0.72%   |
| Rwanda                 | 3         | 0.72%   |
| South Africa           | 3         | 0.72%   |
| Viet Nam               | 3         | 0.72%   |
| Angola                 | 2         | 0.48%   |
| Colombia               | 2         | 0.48%   |
| Ecuador                | 2         | 0.48%   |
| Haiti                  | 2         | 0.48%   |
| Hungary                | 2         | 0.48%   |
| Kyrgyzstan             | 2         | 0.48%   |
| Mozambique             | 2         | 0.48%   |
| Sri Lanka              | 2         | 0.48%   |
| Åland Islands          | 1         | 0.24%   |
| Andorra                | 1         | 0.24%   |
| Antigua and Barbuda    | 1         | 0.24%   |
| Azerbaijan             | 1         | 0.24%   |
| Botswana               | 1         | 0.24%   |
| Israel                 | 1         | 0.24%   |
| Korea                  | 1         | 0.24%   |
| Nicaragua              | 1         | 0.24%   |
| Poland                 | 1         | 0.24%   |
| Romania                | 1         | 0.24%   |
| Sudan                  | 1         | 0.24%   |
| Sweden                 | 1         | 0.24%   |

Table 8: *Where do you currently work?*



|                         | frequency  | %              |
|-------------------------|------------|----------------|
| Are you female or male? | <b>416</b> | <b>100.00%</b> |
| female                  | 212        | 50.96%         |
| male                    | 204        | 49.04%         |

Graph 8: Are you female or male? (Question 44)

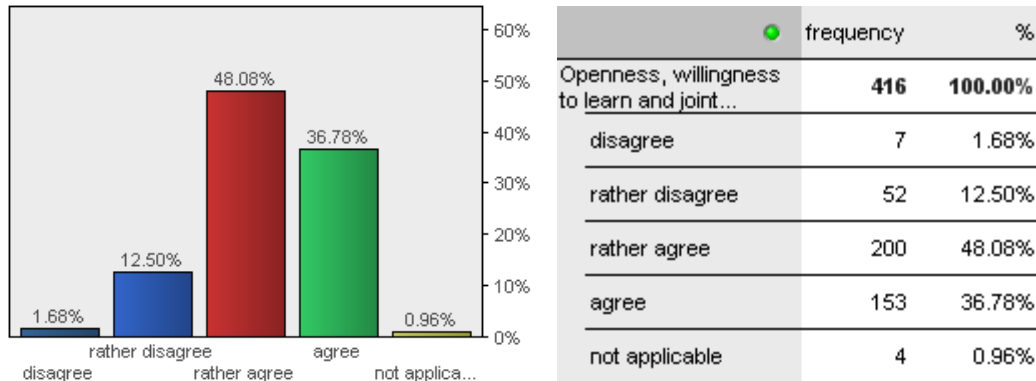
|                  | frequency  | %              |
|------------------|------------|----------------|
| How old are you? | <b>416</b> | <b>100.00%</b> |
| 0 - 29           | 35         | 8.41%          |
| 30 - 39          | 134        | 32.21%         |
| 40 - 49          | 147        | 35.34%         |
| 50 - 59          | 85         | 20.43%         |
| 60 -             | 15         | 3.61%          |

Graph 9: How old are you? (Question 45)

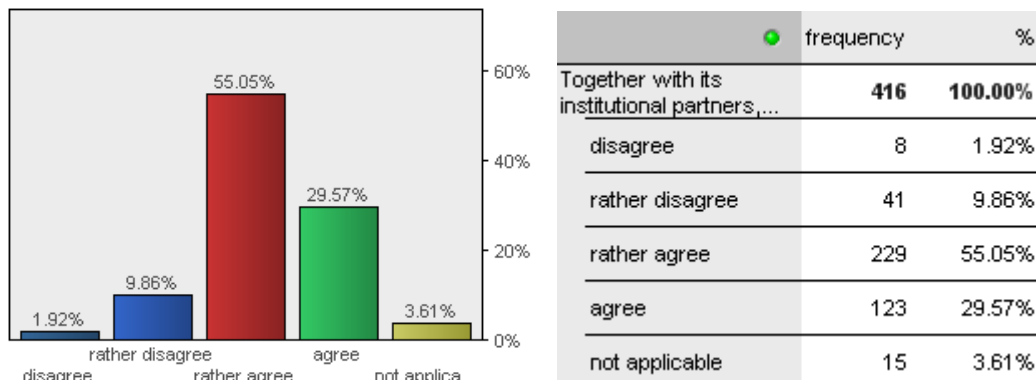
## Results of the questionnaire

### Strategy

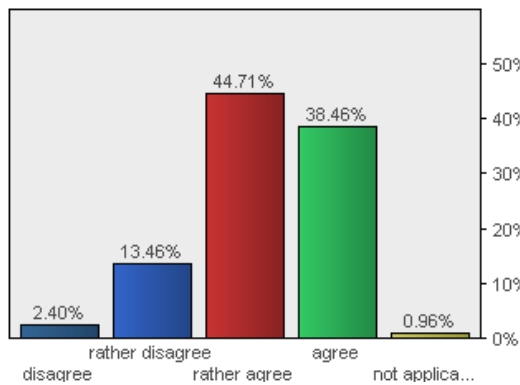
The following statements are taken from SDC's Knowledge Management Strategy. Do you think that SDC embodies the following aspects?



Graph 10: *Openness, willingness to learn and joint learning processes are part of SDC's culture as an organisation and of its cooperation with partners. (Question 1)*

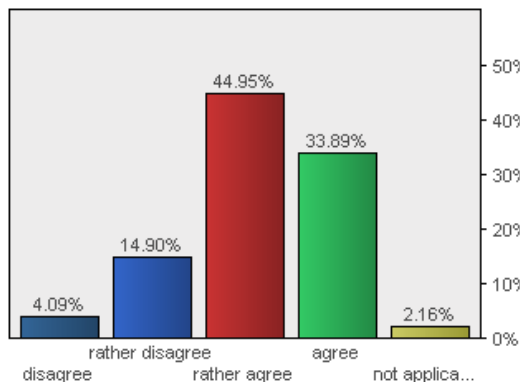


Graph 11: *Together with its institutional partners, SDC develops both substantive and methodological knowledge. It applies this knowledge and thereby contributes to the quality and efficacy of the programmes it supports. (Question 2)*



|  | frequency  | %              |
|--|------------|----------------|
| In their role as knowledge providers,... | <b>416</b> | <b>100.00%</b> |
| disagree                                 | 10         | 2.40%          |
| rather disagree                          | 56         | 13.46%         |
| rather agree                             | 186        | 44.71%         |
| agree                                    | 160        | 38.46%         |
| not applicable                           | 4          | 0.96%          |

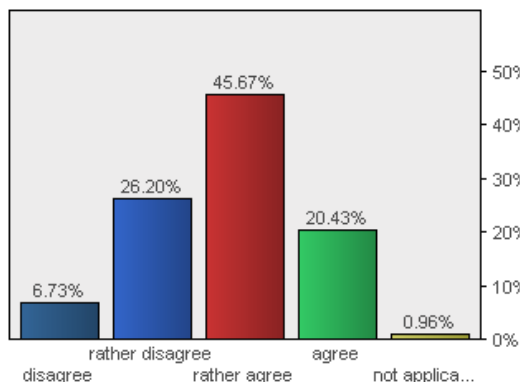
**Graph 12:** *In their role as knowledge providers, SDC staff have access to information (reports, guidelines, monitoring etc.) at international level in their respective areas of work. (Question 3)*



|                                       | frequency  | %              |
|---------------------------------------|------------|----------------|
| SDC staff have access to knowledge... | <b>416</b> | <b>100.00%</b> |
| disagree                              | 17         | 4.09%          |
| rather disagree                       | 62         | 14.90%         |
| rather agree                          | 187        | 44.95%         |
| agree                                 | 141        | 33.89%         |
| not applicable                        | 9          | 2.16%          |

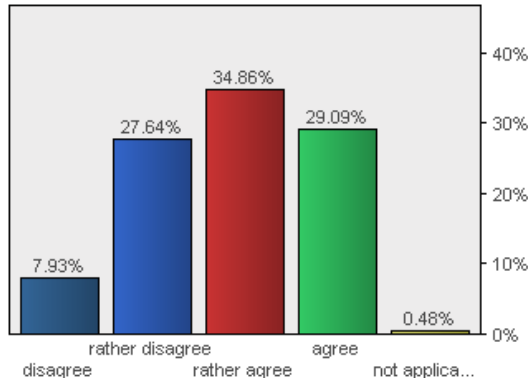
**Graph 13:** *SDC staff have access to knowledge (evaluations, best practices etc.) at international level in their respective areas of work. (Question 4)*

**The following statements are taken from the main Principles of Knowledge Management in practice. Do you agree that...**



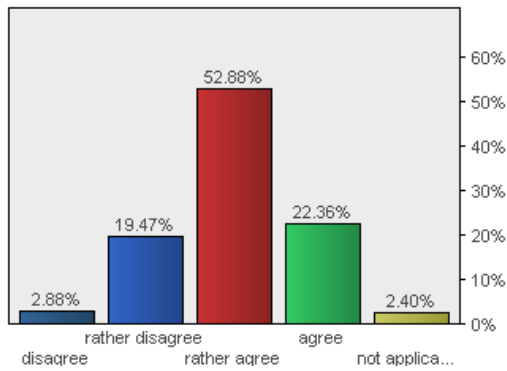
|                                   | frequency  | %              |
|-----------------------------------|------------|----------------|
| The individual competencies of... | <b>416</b> | <b>100.00%</b> |
| disagree                          | 28         | 6.73%          |
| rather disagree                   | 109        | 26.20%         |
| rather agree                      | 190        | 45.67%         |
| agree                             | 85         | 20.43%         |
| not applicable                    | 4          | 0.96%          |

**Graph 14:** *The individual competencies are acknowledged. (Question 5)*



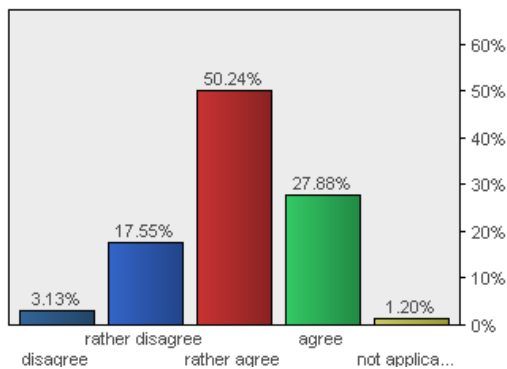
|  | frequency  | %              |
|--|------------|----------------|
| Knowledge sharing is a core task of all staff. | <b>416</b> | <b>100.00%</b> |
| disagree                                       | 33         | 7.93%          |
| rather disagree                                | 115        | 27.64%         |
| rather agree                                   | 145        | 34.86%         |
| agree  | 121        | 29.09%         |
| not applicable                                 | 2          | 0.48%          |

Graph 15: Knowledge sharing is a core task of all staff. (Question 6)



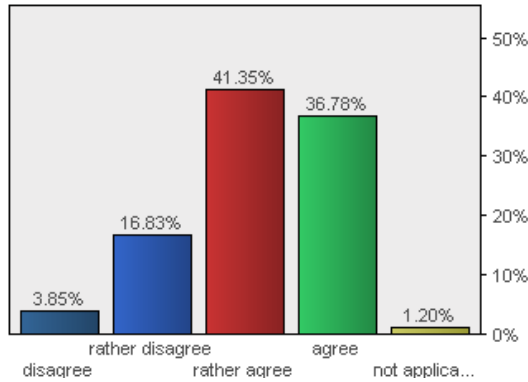
|  | frequency  | %              |
|--|------------|----------------|
| The necessary core competencies and knowledge are provided both in-house and via external sources. | <b>416</b> | <b>100.00%</b> |
| disagree   | 12         | 2.88%          |
| rather disagree  | 81         | 19.47%         |
| rather agree   | 220        | 52.88%         |
| agree  | 93         | 22.36%         |
| not applicable   | 10         | 2.40%          |

Graph 16: The necessary core competencies and knowledge are provided both in-house and via external sources. (Question 7)



|  | frequency  | %              |
|--|------------|----------------|
| I have access to the information, learning and sharing opportunities I need. | <b>416</b> | <b>100.00%</b> |
| disagree   | 13         | 3.13%          |
| rather disagree  | 73         | 17.55%         |
| rather agree   | 209        | 50.24%         |
| agree  | 116        | 27.88%         |
| not applicable   | 5          | 1.20%          |

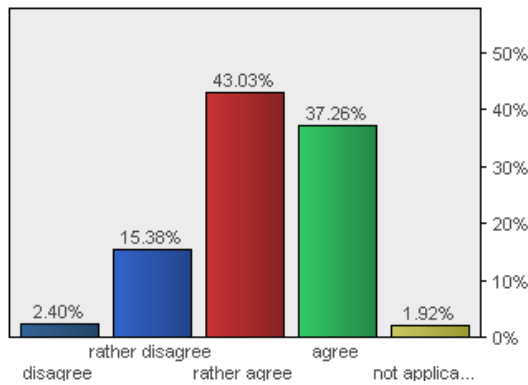
Graph 17: I have access to the information, learning and sharing opportunities I need. (Question 8)



|  | frequency  | %              |
|--|------------|----------------|
| Learning is embedded in my job profile,... | <b>416</b> | <b>100.00%</b> |
| disagree                                   | 16         | 3.85%          |
| rather disagree                            | 70         | 16.83%         |
| rather agree                               | 172        | 41.35%         |
| agree                                      | 153        | 36.78%         |
| not applicable                             | 5          | 1.20%          |

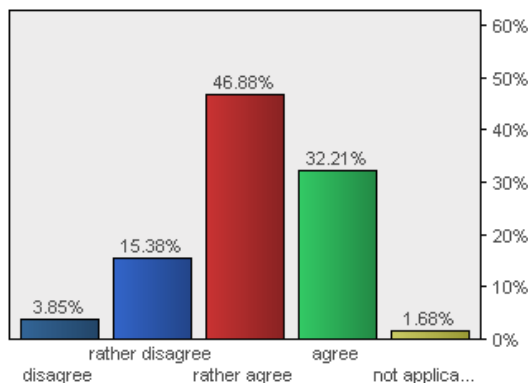
Graph 18: *Learning is embedded in my job profile, performance tasks or agreements on objectives. (Question 9)*

## Culture



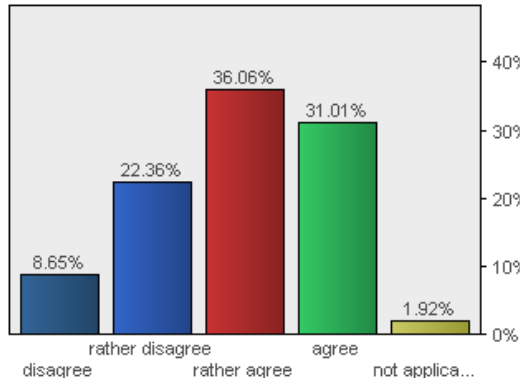
|  | frequency  | %              |
|--|------------|----------------|
| Is investing time in sharing, learning,... | <b>416</b> | <b>100.00%</b> |
| disagree                                   | 10         | 2.40%          |
| rather disagree                            | 64         | 15.38%         |
| rather agree                               | 179        | 43.03%         |
| agree                                      | 155        | 37.26%         |
| not applicable                             | 8          | 1.92%          |

Graph 19: *Is investing time in sharing, learning, thinking and reflection considered a good idea in SDC? (Question 10)*



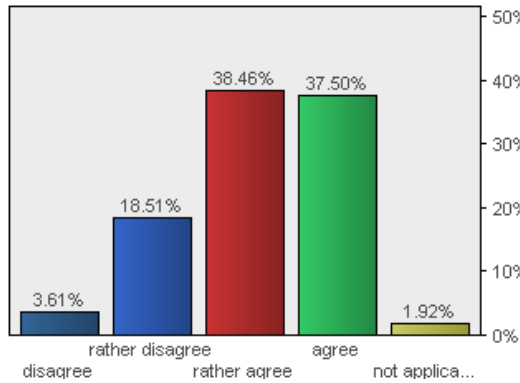
|  | frequency  | %              |
|--|------------|----------------|
| Do your superior and colleagues encourage... | <b>416</b> | <b>100.00%</b> |
| disagree                                     | 16         | 3.85%          |
| rather disagree                              | 64         | 15.38%         |
| rather agree                                 | 195        | 46.88%         |
| agree  | 134        | 32.21%         |
| not applicable                               | 7          | 1.68%          |

Graph 20: *Do your superior and colleagues encourage you to actively profit from other people's experience to provide you with a fresh insight for your projects? (Question 11)*



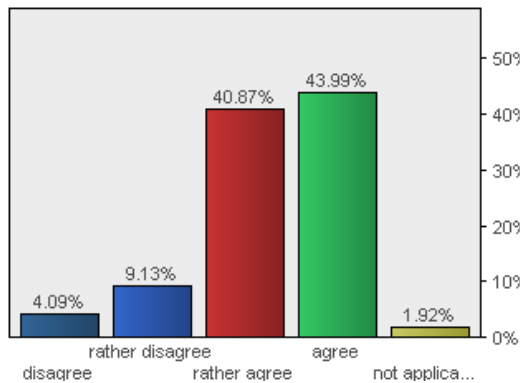
|  | frequency  | %              |
|--|------------|----------------|
| <b>Does your superior act as a role model for...</b> | <b>416</b> | <b>100.00%</b> |
| disagree   | 36         | 8.65%          |
| rather disagree                                      | 93         | 22.36%         |
| rather agree   | 150        | 36.06%         |
| agree  | 129        | 31.01%         |
| not applicable                                       | 8          | 1.92%          |

Graph 21: Does your superior act as a role model for sharing and collaboration? (Question 12)



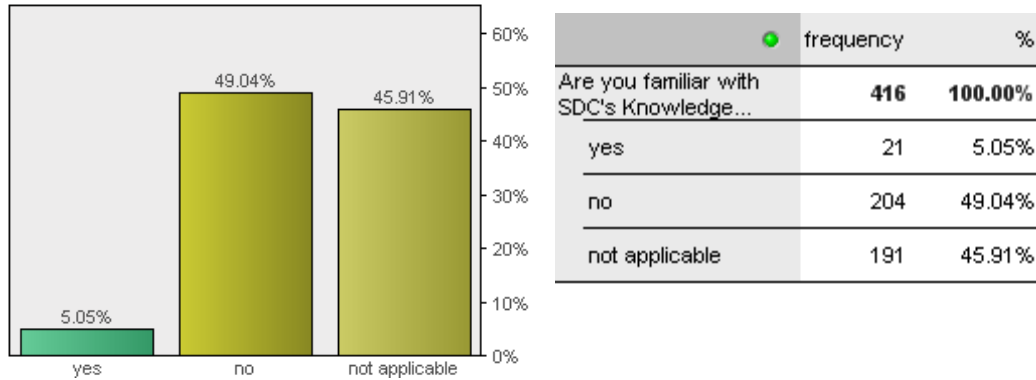
|   | frequency  | %              |
|---|------------|----------------|
| <b>Are you encouraged to coach and support...</b> | <b>416</b> | <b>100.00%</b> |
| disagree  | 15         | 3.61%          |
| rather disagree                                   | 77         | 18.51%         |
| rather agree                                      | 160        | 38.46%         |
| agree   | 156        | 37.50%         |
| not applicable                                    | 8          | 1.92%          |

Graph 22: Are you encouraged to coach and support others in knowledge-sharing activities? (Question 13)

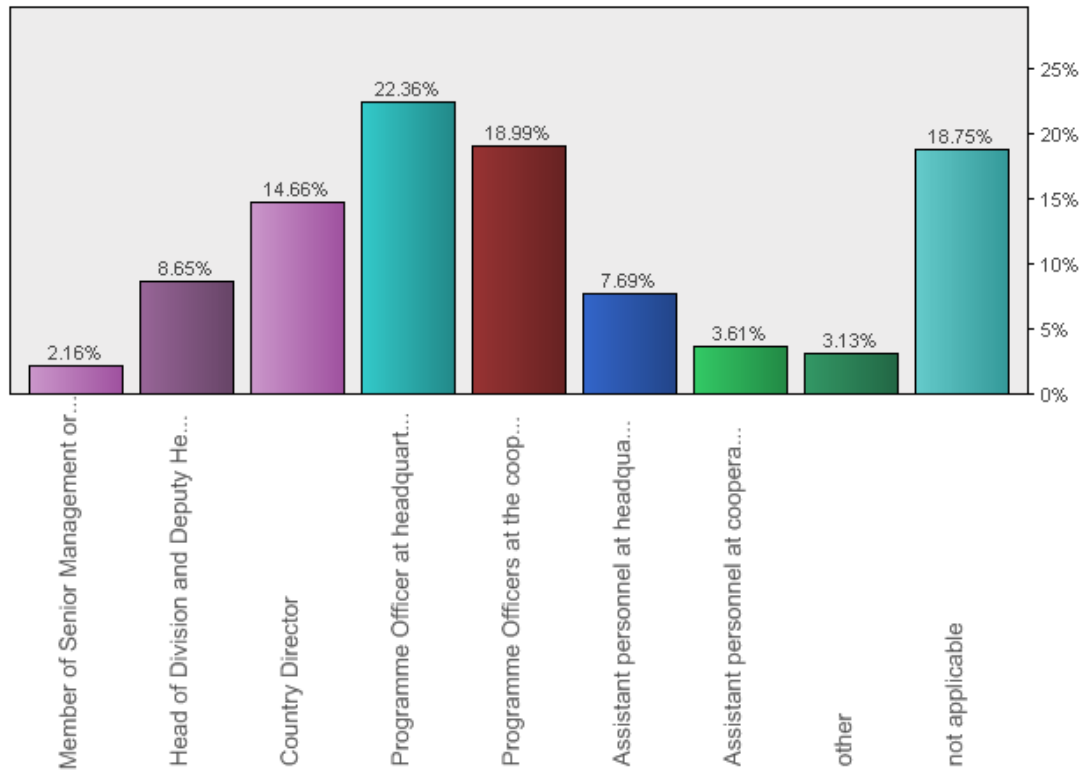


|  | frequency  | %              |
|--|------------|----------------|
| <b>Does SDC enable you to increase your...</b> | <b>416</b> | <b>100.00%</b> |
| disagree                                       | 17         | 4.09%          |
| rather disagree                                | 38         | 9.13%          |
| rather agree                                   | 170        | 40.87%         |
| agree  | 183        | 43.99%         |
| not applicable                                 | 8          | 1.92%          |

Graph 23: Does SDC enable you to increase your knowledge at learning events (courses, seminars, conferences) within SDC? (Question 14)



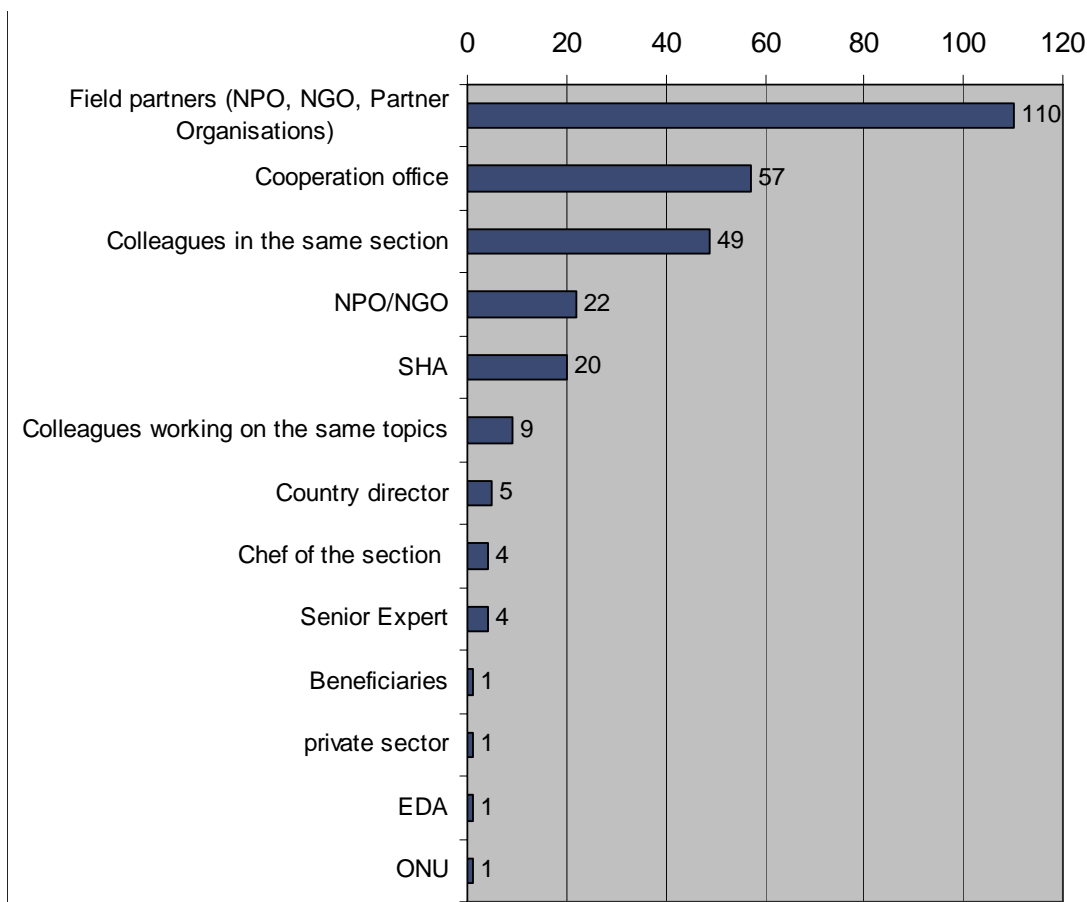
Graph 24: Are you familiar with SDC's Knowledge Management Initiative? (Question 15)



Graph 25: At what level of SDC's organisation is the sharing of knowledge most appreciated and valued? (Question 16)

|   | frequency  | %              |
|---|------------|----------------|
| At what level of SDC's organisation is the sharing of knowledge most appreciated and valued?  | <b>416</b> | <b>100.00%</b> |
| Programme Officer at headquarters (incl. Deputy Head of Division, Junior Program Officers)  | 93         | 22.36%         |
| Programme Officers at the cooperation offices (incl. Deputy and Assistant Country Director)   | 79         | 18.99%         |
| not applicable  | 78         | 18.75%         |
| Country Director  | 61         | 14.66%         |
| Head of Division and Deputy Head of Department  | 36         | 8.65%          |
| Assistant personnel at headquarters (admin. / secretarial Staff, Program Assistants, financial Officers, trainees / apprentices, I... | 32         | 7.69%          |
| Assistant personnel at cooperation offices (admin. / secretarial Staff, Program Assistants, financial Officers, trainees /...         | 15         | 3.61%          |
| other   | 13         | 3.13%          |
| Member of Senior Management or Head of Department   | 9          | 2.16%          |

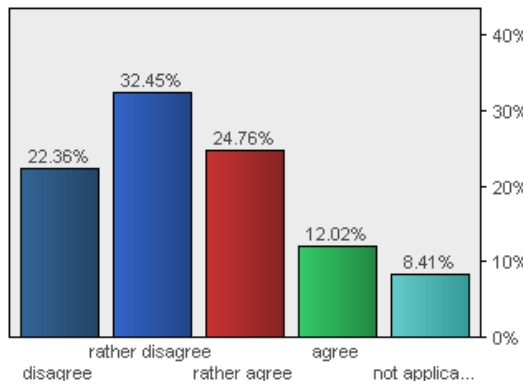
Table 9: At what level of SDC's organisation is the sharing of knowledge most appreciated and valued? (Question 16)



Graph 26: Who would you benefit most from when it comes to sharing and improving your knowledge of your job (e.g. colleagues in the division, Swiss professional NGOs, coordination office, field partners)? (Question 17)

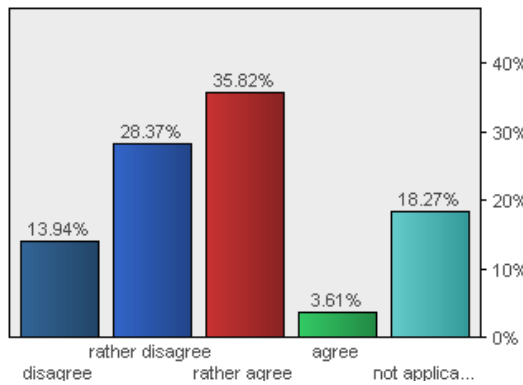


## Processes



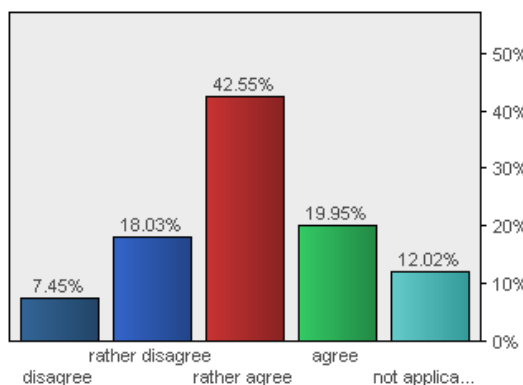
|   | frequency  | %              |
|---|------------|----------------|
| I regularly (at least once a week) consult the... | <b>416</b> | <b>100.00%</b> |
| agree   | 50         | 12.02%         |
| disagree  | 93         | 22.36%         |
| not applicable                                    | 35         | 8.41%          |
| rather agree                                      | 103        | 24.76%         |
| rather disagree                                   | 135        | 32.45%         |

Graph 27: I regularly (at least once a week) consult the processes documented on the SDC IntraWeb. (Question 18)



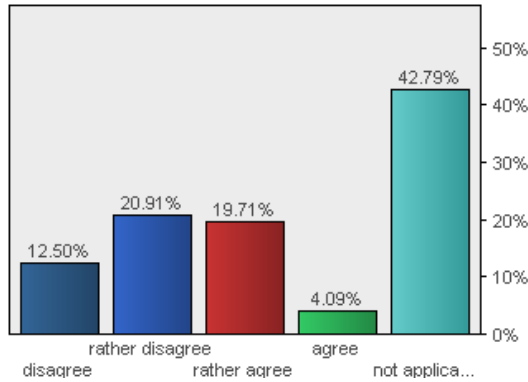
|  | frequency  | %              |
|--|------------|----------------|
| Processes reflect real work so there is no ga... | <b>416</b> | <b>100.00%</b> |
| disagree   | 58         | 13.94%         |
| rather disagree                                  | 118        | 28.37%         |
| rather agree                                     | 149        | 35.82%         |
| agree  | 15         | 3.61%          |
| not applicable                                   | 76         | 18.27%         |

Graph 28: Processes reflect real work so there is no gap between what is prescribed and what is done in practice. (Question 19)



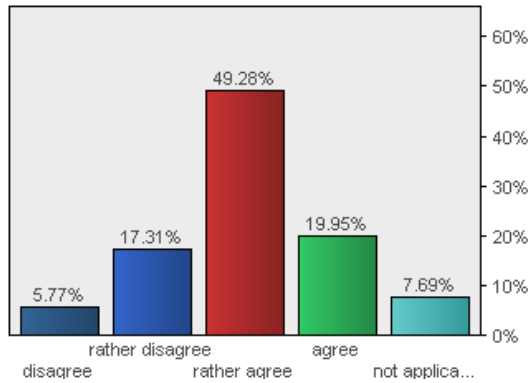
|  | frequency  | %              |
|--|------------|----------------|
| The documentation of processes on the SDC... | <b>416</b> | <b>100.00%</b> |
| disagree                                     | 31         | 7.45%          |
| rather disagree                              | 75         | 18.03%         |
| rather agree                                 | 177        | 42.55%         |
| agree  | 83         | 19.95%         |
| not applicable                               | 50         | 12.02%         |

Graph 29: The documentation of processes on the SDC IntraWeb is useful for my work. (Question 20)



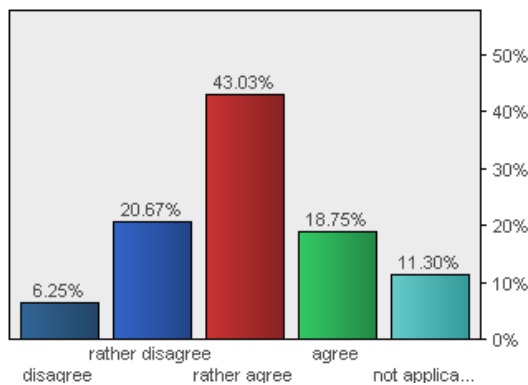
|  | frequency  | %              |
|--|------------|----------------|
| Processes are regularly improved in response ... | <b>416</b> | <b>100.00%</b> |
| disagree   | 52         | 12.50%         |
| rather disagree                                  | 87         | 20.91%         |
| rather agree                                     | 82         | 19.71%         |
| agree  | 17         | 4.09%          |
| not applicable                                   | 178        | 42.79%         |

Graph 30: Processes are regularly improved in response to my feedback. (Question 21)



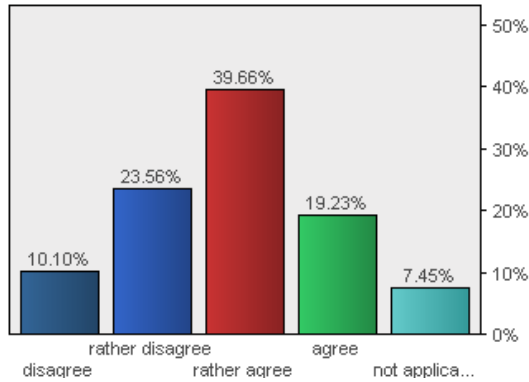
|  | frequency  | %              |
|--|------------|----------------|
| My personal experience is appreciated and... | <b>416</b> | <b>100.00%</b> |
| disagree                                     | 24         | 5.77%          |
| rather disagree                              | 72         | 17.31%         |
| rather agree                                 | 205        | 49.28%         |
| agree  | 83         | 19.95%         |
| not applicable                               | 32         | 7.69%          |

Graph 31: My personal experience is appreciated and promoted as a valuable asset to SDC's practice. (Question 22)



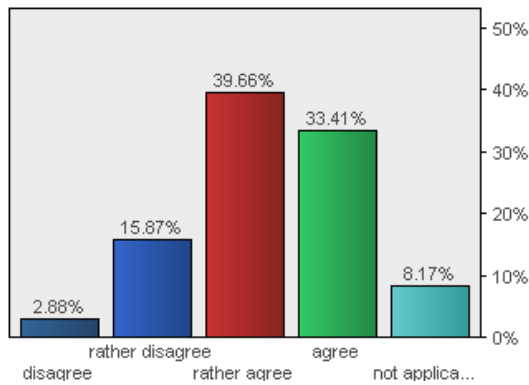
|   | frequency  | %              |
|---|------------|----------------|
| My personal experience has an impact on SDC'... | <b>416</b> | <b>100.00%</b> |
| disagree  | 26         | 6.25%          |
| rather disagree                                 | 86         | 20.67%         |
| rather agree                                    | 179        | 43.03%         |
| agree   | 78         | 18.75%         |
| not applicable                                  | 47         | 11.30%         |

Graph 32: My personal experience has an impact on SDC's good practices. (Question 23)



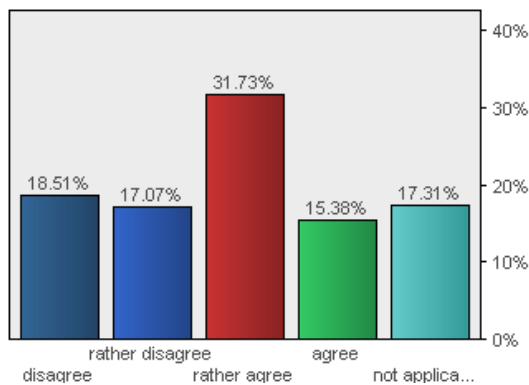
|   | frequency  | %              |
|---|------------|----------------|
| <b>I am regularly encouraged to report...</b> | <b>416</b> | <b>100.00%</b> |
| disagree                                      | 42         | 10.10%         |
| rather disagree                               | 98         | 23.56%         |
| rather agree                                  | 165        | 39.66%         |
| agree   | 80         | 19.23%         |
| not applicable                                | 31         | 7.45%          |

Graph 33: *I am regularly encouraged to report and contribute my experience and good practice. (Question 24)*



|   | frequency  | %              |
|---|------------|----------------|
| <b>My personal experience and knowledge could ...</b> | <b>416</b> | <b>100.00%</b> |
| disagree  | 12         | 2.88%          |
| rather disagree                                       | 66         | 15.87%         |
| rather agree  | 165        | 39.66%         |
| agree   | 139        | 33.41%         |
| not applicable  | 34         | 8.17%          |

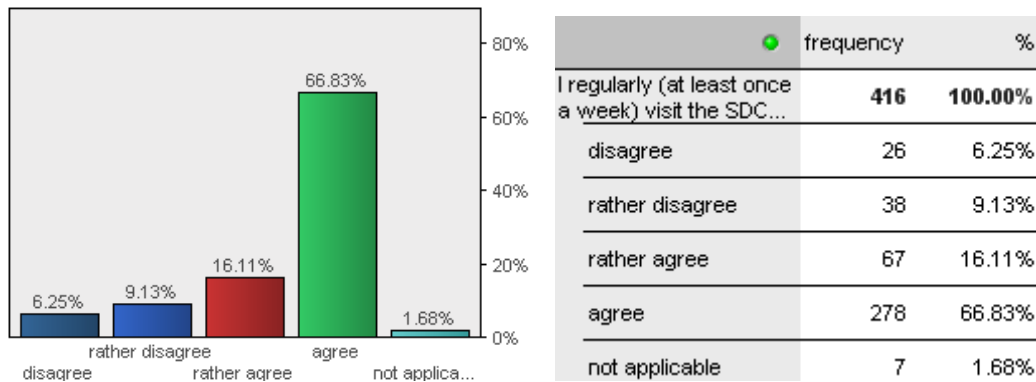
Graph 34: *My personal experience and knowledge could be put to better use by SDC. (Question 25)*



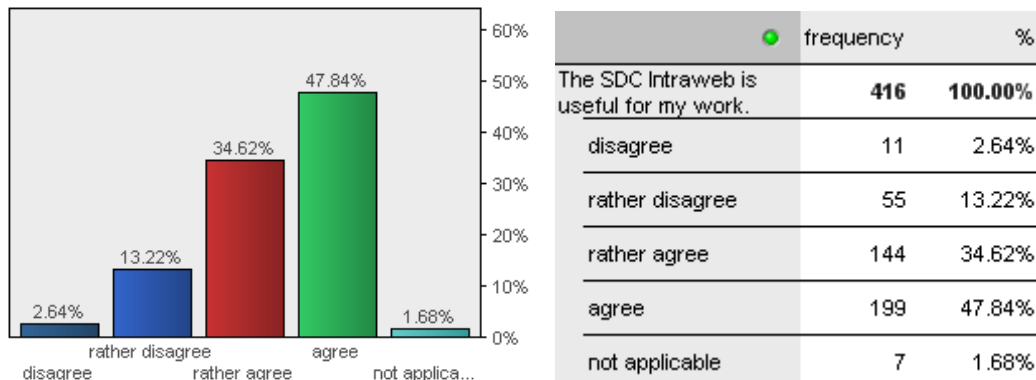
|  | frequency  | %              |
|--|------------|----------------|
| <b>Are you invited to provide feedback to...</b> | <b>416</b> | <b>100.00%</b> |
| disagree   | 77         | 18.51%         |
| rather disagree                                  | 71         | 17.07%         |
| rather agree                                     | 132        | 31.73%         |
| agree  | 64         | 15.38%         |
| not applicable                                   | 72         | 17.31%         |

Graph 35: *Are you invited to provide feedback to improve SDC's processes? (Question 26)*

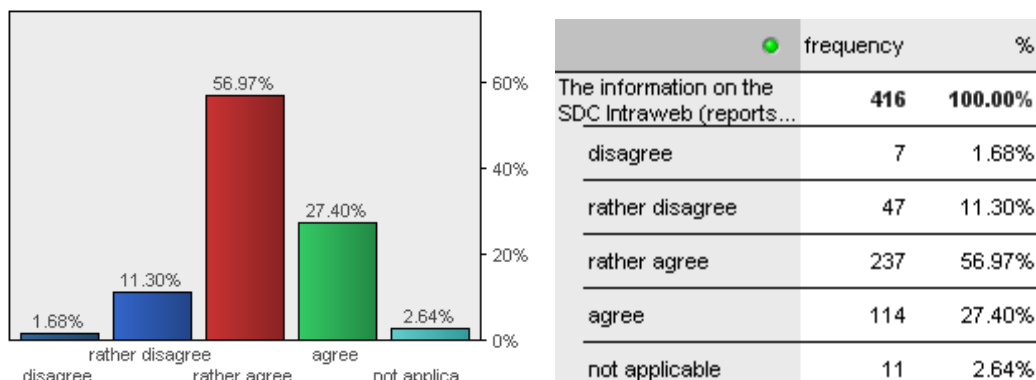
## Systems



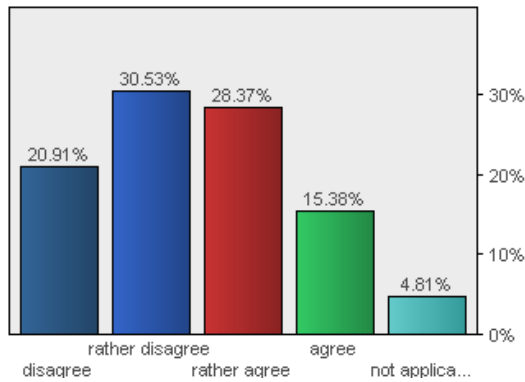
Graph 36: I regularly (at least once a week) visit the SDC IntraWeb. (Question 27)



Graph 37: The SDC IntraWeb is useful for my work (Question 28)

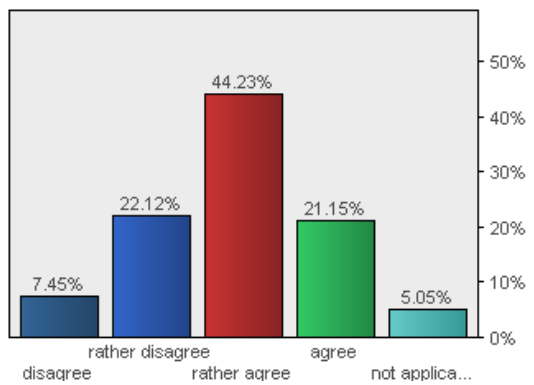


Graph 38: The information on the SDC IntraWeb (reports, guidelines, monitoring etc.) is reliable and of high quality. (Question 29)



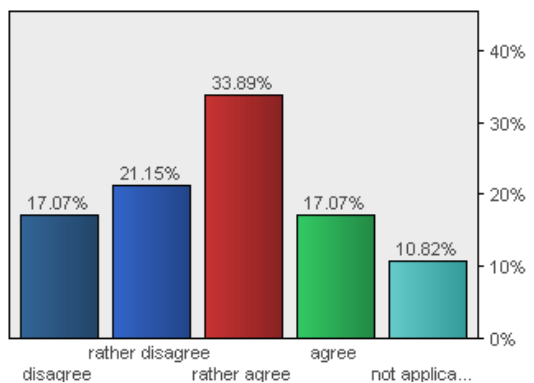
|   | frequency  | %              |
|---|------------|----------------|
| I regularly (at least once a week) use SDC's... | <b>416</b> | <b>100.00%</b> |
| disagree  | 87         | 20.91%         |
| rather disagree                                 | 127        | 30.53%         |
| rather agree                                    | 118        | 28.37%         |
| agree   | 64         | 15.38%         |
| not applicable                                  | 20         | 4.81%          |

Graph 39: I regularly (at least once a week) use SDC's policy documents, strategic guidelines and operational guidelines. (Question 30)



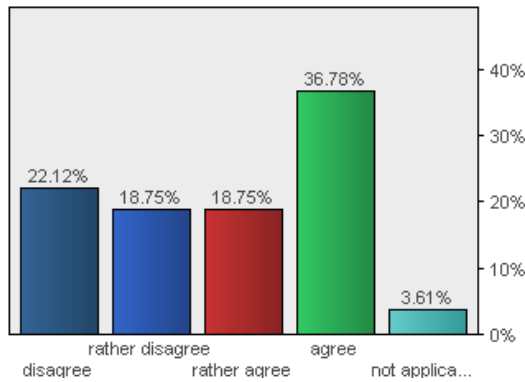
|   | frequency  | %              |
|---|------------|----------------|
| I find SDC policy documents, strategic... | <b>416</b> | <b>100.00%</b> |
| disagree                                  | 31         | 7.45%          |
| rather disagree                           | 92         | 22.12%         |
| rather agree                              | 184        | 44.23%         |
| agree                                     | 88         | 21.15%         |
| not applicable                            | 21         | 5.05%          |

Graph 40: I find SDC policy documents, strategic guidelines and operational guidelines useful for my work. (Question 31)



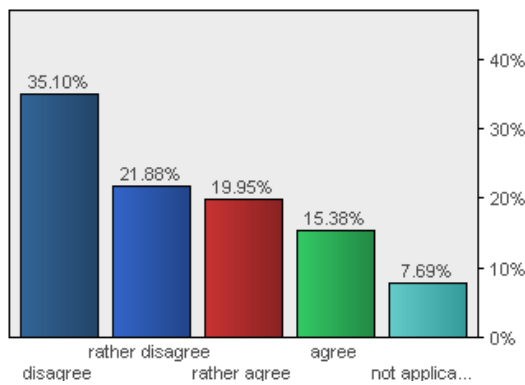
|   | frequency  | %              |
|---|------------|----------------|
| I regularly (at least once a week) visit the Peopl... | <b>416</b> | <b>100.00%</b> |
| disagree  | 71         | 17.07%         |
| rather disagree                                       | 88         | 21.15%         |
| rather agree  | 141        | 33.89%         |
| agree   | 71         | 17.07%         |
| not applicable  | 45         | 10.82%         |

Graph 41: I regularly (at least once a week) visit the People Directory on the SDC IntraWeb. (Question 32)



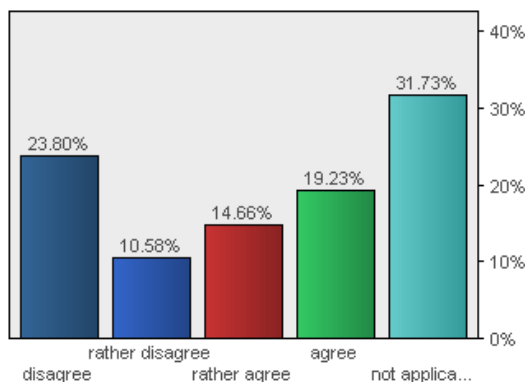
|   | frequency  | %              |
|---|------------|----------------|
| I find all the relevant information I need in th... | <b>416</b> | <b>100.00%</b> |
| disagree  | 92         | 22.12%         |
| rather disagree                                     | 78         | 18.75%         |
| rather agree  | 78         | 18.75%         |
| agree   | 153        | 36.78%         |
| not applicable                                      | 15         | 3.61%          |

Graph 42: I find all the relevant information I need in the People Directory on the SDC Intraweb (Question 33)



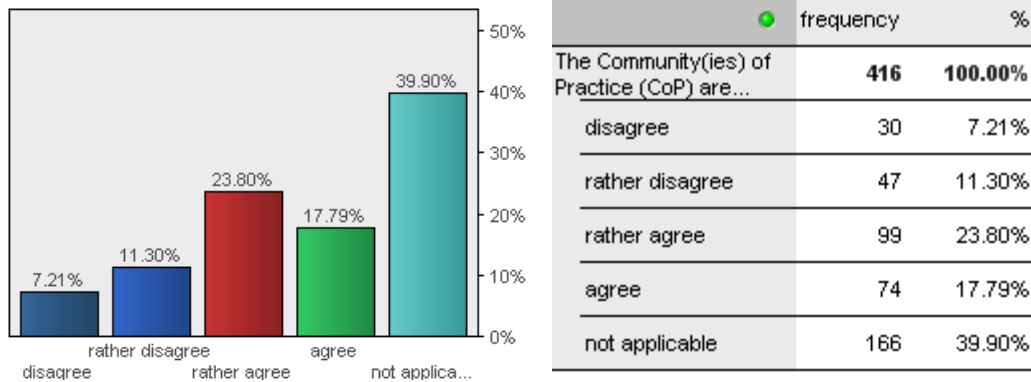
|                                       | frequency  | %              |
|---------------------------------------|------------|----------------|
| SDC reminds me to update my People... | <b>416</b> | <b>100.00%</b> |
| disagree                              | 146        | 35.10%         |
| rather disagree                       | 91         | 21.88%         |
| rather agree                          | 83         | 19.95%         |
| agree                                 | 64         | 15.38%         |
| not applicable                        | 32         | 7.69%          |

Graph 43: SDC reminds me to update my People Directory Page on the SDC Intraweb. (Question 34)

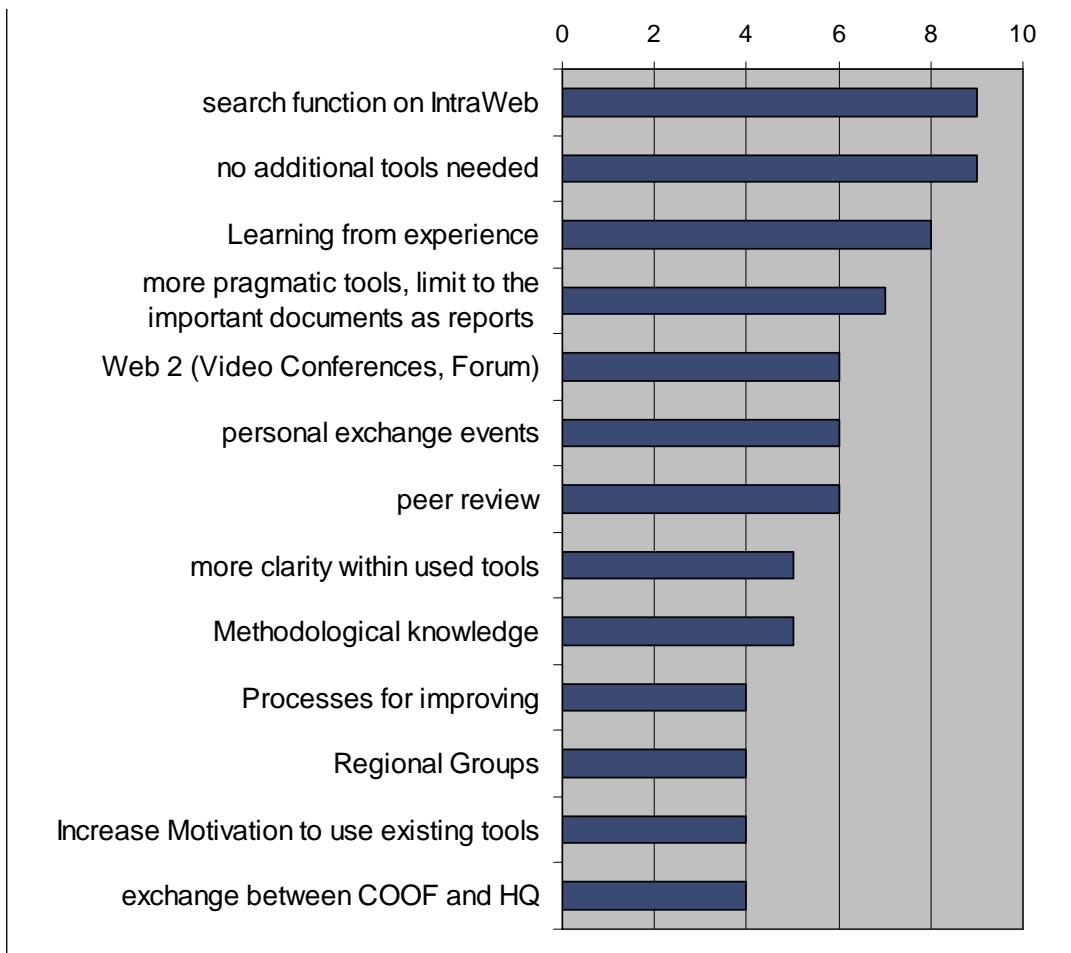


|  | frequency  | %              |
|--|------------|----------------|
| I have one or more active Community(ies) ... | <b>416</b> | <b>100.00%</b> |
| disagree                                     | 99         | 23.80%         |
| rather disagree                              | 44         | 10.58%         |
| rather agree                                 | 61         | 14.66%         |
| agree  | 80         | 19.23%         |
| not applicable                               | 132        | 31.73%         |

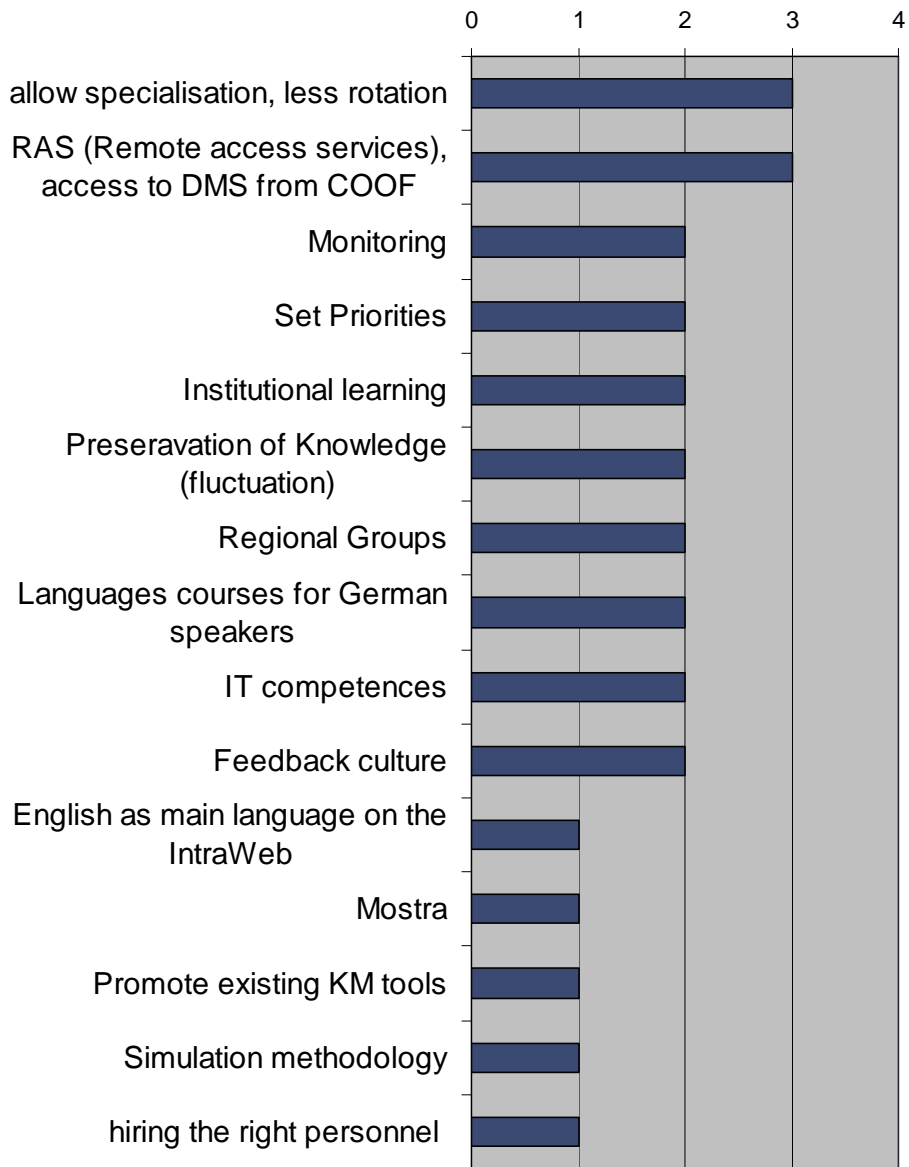
Graph 44: I have one or more active Community(ies) of Practice (CoP) with coordination offices/partners in the field. (Question 35)



Graph 45: The Community(ies) of Practice (CoP) are useful for my work. (Question 36)



Graph 46: Are there any additional tools that are not used by SDC that could help you to share and access knowledge? (Question 37) - Part 1

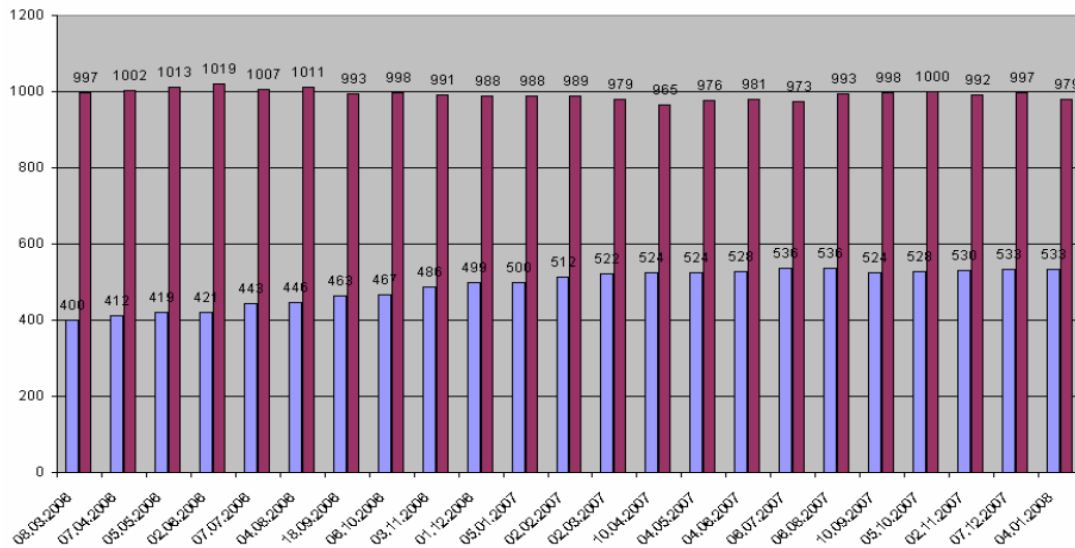


Graph 47: Are there any additional tools that are not used by SDC that could help you to share and access knowledge? (Question 37) – Part 2



### Development of completed yellow pages profiles

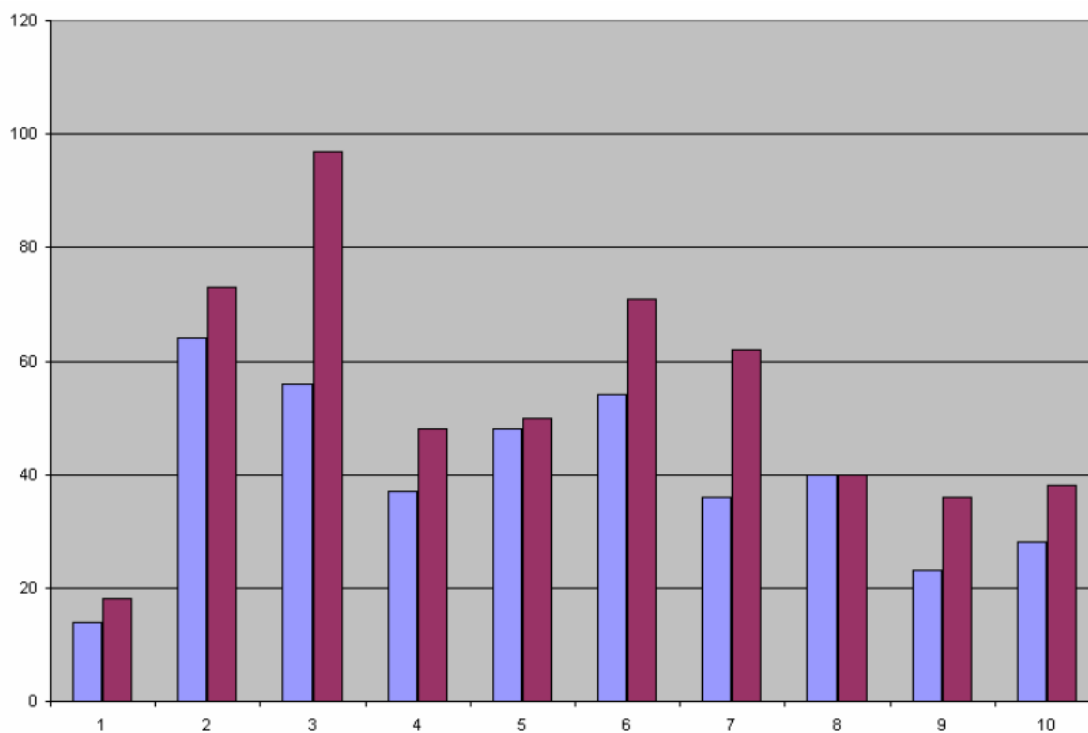
Blue = Profiles with 1 to 10 data entries/ Red = empty profiles



Graph 48: Development of completed yellow pages profiles

### Development of data entries

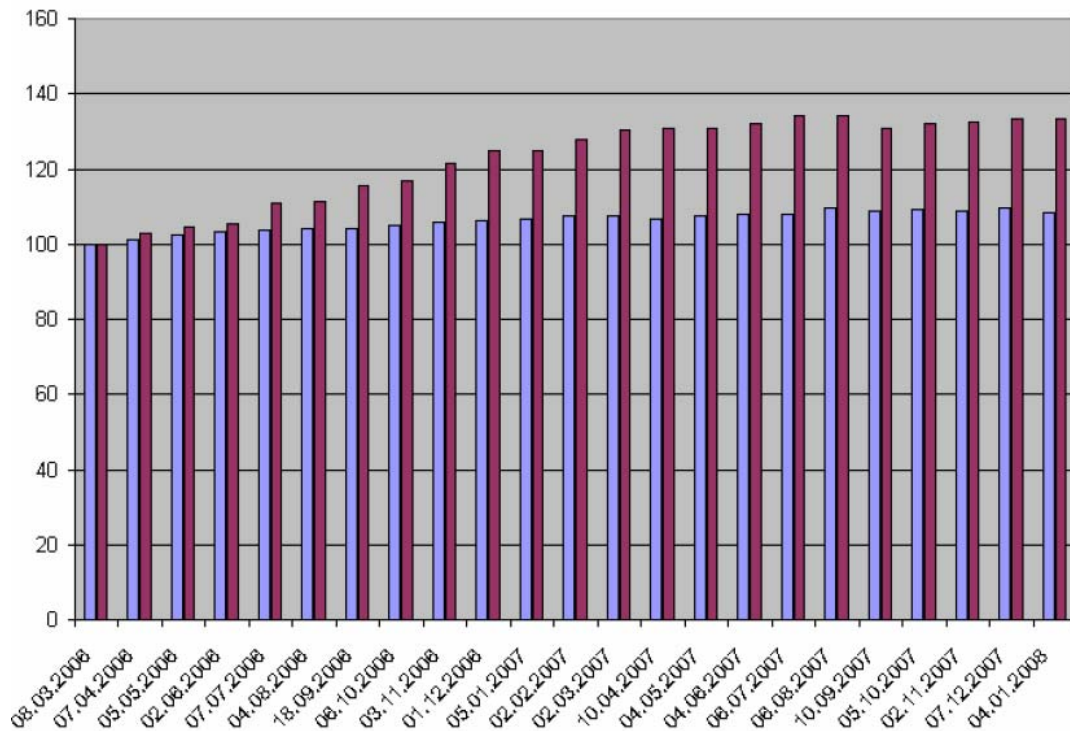
Blue = 08.03.2006 / Red = 4.01.2008



Graph 49: Development of data entries

### Increase in employees in relation to increase in profiles with 1 to 10 data entries

Blue = percentage increase in collaborators / Red = Percentage increase in profiles with 1 to 10 data entries



Graph 50: Increase in employees in relation to increase in profiles with 1 to 10 data entries

### Organization

In the questionnaire, no answers were directly addressing the dimension of organization. Yet some interesting aspect could be assessed by desktop research and interviews. Regarding the organizational arrangement of Knowledge Management, it can be found that there is no permanent representation of KM on board level. Ever since 2004, when the KM strategy has been approved by the COSTRA, the management of knowledge has never been mentioned again as a specific agenda point with issues for decisions.

### Measures

In the questionnaire, no answers were directly addressing the dimension of measures. Yet some interesting aspect could be assessed by desktop research and interviews.

## **Bibliography**

DAC 2006: Evaluation Quality Standards 2006

DAC 2007: Development Co-operation Report 2007

David Skyrme 2005: K-Guide. Making the Business Case for Knowledge Management – A Knowledge Guide from David Skyrme Associates.

PwC 2007: Proposal for the SDC for the evaluation of knowledge management + institutional learning (November 2007)

SDC 2002: Grundsätze für Lerneinsätze in KoBüs, (Vamos, Lernen durch Erfahrung)

SDC 2004: Flyer “Wissensmanagement in der Praxis – Die fünf Grundsätze” (available also in English, French, Spanish)

SDC 2004: Flyer “Wissensmanagement” (available also in English, French, Spanish and Italian)

SDC 2004: Flyer „Community of Practice (CoP)“ (available also in English, French, Spanish)

SDC 2004: Flyer „Geschichten erzählen“ (available also in English, French, Spanish)

SDC 2004: Flyer „Thematische Erfahrungskapitalisierung“ (available also in English, French, Spanish)

SDC 2004: Independant Evaluation of SDC's Human Rights and Rule of Law Guidance Documents Influence, Effectiveness and Relevance within SDC.

SDC 2004: Geschichtenhandbuch“ (available also in English, French, Spanish)

SDC 2004: Lernen und Wissensmanagement in der DEZA – strategische Optimierung und prioritäre Aktionslinien (published in 2004, SDC's main KM/IL strategy; available in German only)

SDC 2004: Thematische Erfahrungskapitalisierung – eine Orientierungshilfe (available also in English, French, Spanish)

SDC 2005: Projekt HowTool: Integration von BucOptim und IntraWeb – Projektmandat

SDC 2006: Glossar „Wissensmanagement“ (available also in English)

SDC 2006: Projekt HowTool: Integration von BucOptim und IntraWeb - Auswertung der NutzerInnen-Analyse

SDC 2007: Example of “Rapport de synthèse” (de deux missions aux Bucos N'Djamena et Ouaga et d'une visite au Buco Cotonou : 18 au 30 novembre 2007)

SDC 2007: DMS Benutzerhandbuch 2007

SDC 2007: Leitfaden für Rotation 2008

SDC 2008: Bereich Themen und Fachwissen – Wissen und Forschung Jahresprogramm 2008

SDC 2008: Checklist MAP concerning the update of Yellow Pages

SDC 2008: Focus on knowledge – newsletter on SDC IntraWeb ([https://intraWeb.deza.admin.ch/de/Home/Organisation/F\\_Bereich\\_Themen\\_und\\_Fachwissen/Fachstelle\\_Wissen\\_und\\_Forschung/Angebote\\_fuer\\_die\\_DEZA/Focus\\_on\\_Knowledge](https://intraWeb.deza.admin.ch/de/Home/Organisation/F_Bereich_Themen_und_Fachwissen/Fachstelle_Wissen_und_Forschung/Angebote_fuer_die_DEZA/Focus_on_Knowledge), last visited on May 14th 2008)

SDC 2008: Learning Practices collection of process descriptions on SDC IntraWeb ([https://intraWeb.deza.admin.ch/en/Home/Organization/F\\_Department\\_Department\\_Thematic\\_and\\_Technical\\_Ressources/Thematic\\_Service\\_Knowledge\\_and\\_Research/Offer\\_of\\_services\\_for\\_SDC/Documents\\_and\\_Links/Learning\\_from\\_the\\_Experience\\_of\\_Others](https://intraWeb.deza.admin.ch/en/Home/Organization/F_Department_Department_Thematic_and_Technical_Ressources/Thematic_Service_Knowledge_and_Research/Offer_of_services_for_SDC/Documents_and_Links/Learning_from_the_Experience_of_Others), last visited on May 14th 2008)

SDC 2008: Prozess der Erfahrungskapitalisierung, description of SDC standard business process on SDC IntraWeb ([https://intraWeb.deza.admin.ch/en/Home/Organization/F\\_Department\\_Department\\_Thematic\\_and\\_Technical\\_Ressources/Thematic\\_Service\\_Knowledge\\_and\\_Research/Offer\\_of\\_services\\_for\\_SDC/Documents\\_and\\_Links/Experience\\_capitalisation](https://intraWeb.deza.admin.ch/en/Home/Organization/F_Department_Department_Thematic_and_Technical_Ressources/Thematic_Service_Knowledge_and_Research/Offer_of_services_for_SDC/Documents_and_Links/Experience_capitalisation), last visited on May 14th 2008)

SDC Strategy 2010 (published in 2000, SDC's overall strategy for 2000-2010)

SEVAL 2000: Evaluation Standards of the Swiss Evaluation Society 2000

Shareweb [www.communityofpractice.ch](http://www.communityofpractice.ch) (last visited on May 14th 2008)

Shareweb [www.daretoshare.ch](http://www.daretoshare.ch) (last visited on May 14th 2008)

Zingerli C. 2007: Learning from Evaluations: Knowledge Management and Institutional Learning in International Development Agencies. Report prepared for SDC's Annual Workshop on Learning from Evaluations, 15th August 2007, commissioned by the Evaluation and Controlling Division of the Swiss Agency for Development and Cooperation (SDC).

# Approach Paper for the Evaluation of Knowledge Management and Institutional Learning in SDC

Jan. 28, 2008

## Background

At SDC knowledge management (KM) and a culture of learning are viewed as a means to enhance the quality and the effectiveness of international cooperation. KM is seen as a conscious strategy aimed at getting the right knowledge to the right people at the right time and helping people share and put information into action in ways that strive to improve organisational performance.

SDC's explicit focus on KM and institutional learning (IL) goes back at least to the late seventies / early eighties with the introduction of project cycle management including monitoring and evaluation. In its Strategy 2010, SDC anchored "knowledge" as one of four core processes: "For the countries and partners of the South and East, knowledge is a central prerequisite for development. SDC promotes learning processes that are based on knowledge, ability and behaviour and that extend the possibilities of action. To this end, it incorporates the use of local knowledge and bases its cooperation with partners on mutual respect. "

SDC views KM and learning as everyone's responsibility. SDC's directors are responsible for determining the strategy for knowledge management and allocating resources, fostering a culture of learning and setting priority action lines. SDC Department and Division Heads are responsible for defining the core competencies required of their staff, identifying competence building measures and promoting a culture of learning. Every staff member is responsible for developing his / her competencies, sharing knowledge and anchoring his / her knowledge within SDC. SDC also recognizes the importance of sharing knowledge with and learning from its partners.

Nurturing and developing the knowledge base in their realm is one of the key functions of all organizational units in SDC, namely

- operational units: on regions, countries, institutions, cooperation modalities, sectoral orientations etc.
- multilateral cooperation units: on multilateral institutions, their programs, (governance) processes etc.
- thematic units: on themes, thematic policy, thematic support etc.
- support units: on methods, procedures, rules etc.

Over the years, various ad hoc projects and working groups have proposed measures for fostering learning processes and establishing a "mémoire institutionnelle". In 2001, SDC created a staff position for promoting knowledge management within the organisation. One year later, the Thematic Service "Knowledge and Research" with 4 part-time staff positions was established in the Thematic Department. Its stated role is to

- introduce methods and practices of KM in SDC,
- advise SDC and its partners in the design of learning and KM processes,
- foster and support capitalization of experience.

In addition to the Thematic Service “Knowledge and Research”, the Human Resources Department, the Evaluation + Controlling Division, InfoDoc (library), InfoReg (archives), SAP and DMS (Data Management System) Teams, the OneWeb (SDC's IntraWeb) Team and the ICT4D Division are particularly involved in strengthening KM / IL and/or providing support functions for it.

In 2004, senior management endorsed the strategic orientation for SDC’s knowledge management. Five principles were defined for SDC as a learning organization, namely SDC

1. develops and secures organizational competencies related to its core tasks and roles. It secures the knowledge needed to successfully meet the challenges of the future;
2. recognizes that its staff and personnel are bearers of knowledge;
3. valorises practices of knowledge development and learning;
4. opens up access to knowledge and experience;
5. cultivates a learning culture.

The KM Strategy lays down 6 priority action lines:

|   |   |
|---|---|
| <i>"Yellow Pages"</i>                   | The People Directory located on the IntraWeb (launched in March 2005) includes the “yellow page” profiles with the competencies of SDC collaborators. These profiles facilitate rapid access to key experiences.  |
| <i>"Communities of Practice" (CoPs)</i> | CoPs - internal or external networks - promote knowledge sharing and learning. Training courses, coaching, experience sharing and capitalisation, guidelines assist collaborators, units and partners in establishing and facilitating CoPs.                                  |
| <i>"Good Practice"</i>                  | All units at all levels care about and establish learning from practical experiences and integrating new insights and innovations in their activities.  |
| <i>"Instruments"</i>                    | The SDC anchors its knowledge in a “coherent architecture” of policy documents, strategic guidelines, and operational guidelines.   |
| <i>"Strategic Knowledge"</i>            | The SDC secures the knowledge that it needs in order to meet the challenges of the future. For that purpose, SDC identifies the methodological, thematic, geographic and other relevant knowledge that has strategic importance for efficient and effective development work. |
| <i>"Incentives"</i>                     | Designing an enabling learning environment includes institutional measures that support and promote individual contributions to knowledge management. The appropriate design of learning processes is of particular importance in this regard.                                |

Implementation of the priority action lines is well under way and in parts completed. A general monitoring of SDC’s learning is part of the strategic monitoring (MOSTRA, further developed and renamed Management Report).

Although evaluation and learning are well anchored in SDC and in many areas SDC's knowledge management is professional, it also faces significant challenges:

- SDC is involved in a very large number of knowledge fields while lacking clarity about which "strategic knowledge" it requires to fulfil its mandate professionally.
- SDC has developed an impressive array of KM/IL learning support tools, but KM/IL are only weakly anchored in core business processes and a coherent incentive structure for KM/IL is not in place.
- Although all units and individuals are involved in KM and IL in one way or another, tasks and responsibilities are not explicit.
- SDC's organizational culture strongly values creativity. The desire to develop, innovate and share knowledge is stronger in SDC staff than the desire to learn from others.
- Although many experiences are being capitalised, many get lost and others remain in the "inner circle" of those involved and are not shared with "outsiders" and "newcomers".
- Although data and information management, including securing knowledge, are well established and follow the regulations of the federal administration, they mainly serve accountability and archiving purposes and are only useful for knowledge sharing and learning to a limited extent.

In the forefront of this evaluation, the Evaluation + Controlling Division (E+C) mandated a review of the most significant evaluations on institutional learning and knowledge management conducted by other donors as well as selected research studies<sup>3</sup>. SDC staff were asked to reflect on the findings of the report at a workshop.

### **Why an Evaluation and Why Now? – Rationale**

An evaluation on KM and IL is relevant because these topics will continue to gain in importance for SDC. As a donor with modest financial resources in a context of alignment and harmonisation, SDC needs to be a learning organisation with good knowledge management in order to enable it to contribute productively in the concert of donors and earn a place at the table.

KM and IL have been a priority in SDC for a long time. The Thematic Service "Knowledge and Research" was created. A strategy as well as many flyers, tools and instruments have been developed and implemented over the years. It is time for these to be evaluated.

Senior Management has requested the E+C Division to conduct an independent evaluation on KM before the person filling the post created in 2001 rotates and in time for the revision of the Medium Term Strategy on Knowledge Management (evaluation results available by mid-2008).

In its Approach workshop on January 24<sup>th</sup> 2008 (APW CLP) the CLP (see chapter 6.1) discussed the relation between this independent evaluation and the elaboration of the next Medium Term Strategy on KM. CLP puts an emphasis on the independence of this evaluation, but also on the usability of the results of this evaluation for the formulation and the priorities of the next Strategy. Therefore a careful harmonisation of the timetables of both activities is important; the Thematic Service KM+R confirms that their Midterm Strategy shall take into account the conclusions and recommendations made in this evaluation, even if it is intended that both activities (evaluation report and Midterm Strategy Paper) will be submitted to COSTRA for the same meeting September 4<sup>th</sup> 2008.<sup>4</sup>

---

<sup>3</sup> Zingerli, Claudia: Learning from Evaluations: Knowledge Management and Institutional Learning in International Development Agencies. August 2007

<sup>4</sup> The notes of discussions and conclusions by the CLP during the APW had been formulated by the Leader of the Evaluation Team; these added notes are visible by the blue color of the text.

## Purpose, Objectives and Focus

### Purpose

The purpose of the evaluation is twofold:

- to render accountability by submitting SDC activities to independent assessment,
- to improve future SDC performance with regard to KM and IL through learning.

### Objectives

- SDC's Senior Management is informed by means of well documented, robust evidence about where SDC stands with regard to its stated objective of being a "learning organisation" (implementation of the 5 principles and 6 action lines).
- SDC's Senior Management is aware of how it could improve the framework conditions for KM and IL in SDC and how it could successfully meet the challenges it is facing with regard to KM and IL.
- The evaluation results are a useful input towards defining the next SDC medium term strategy KM / IL. The APW-CLP confirms this intention.
- The Thematic Service Knowledge and Research is informed about its strengths and weaknesses and has received a useful input for its future work.
- Targeted and actionable recommendations have been formulated which can be implemented by the relevant stakeholders to improve KM / IL in SDC.

### Focus and Scope:

The evaluation will focus on

- the effectiveness of **practices** and **processes** for KM and IL,
- the major **actors** and **factors** (framework conditions, organisational issues) which play a significant role in promoting or hindering KM and IL in SDC,
- the **outcomes** / **impacts** of KM / IL on SDC's performance in fulfilling its mandate on the ground.

These six priority areas identified by SDC (processes, practices, actors, factors, outcome and impacts) define the six vertical dimensions for structuring the key questions (see the Key Questions Matrix in Annex 2)

**Firstly**, the evaluation team will examine the sphere of influence of SDC's Thematic Service Knowledge and Research. It will assess the role the Service has played in anchoring KM and IL in SDC by examining

- the strategies and policies it has developed,
- the instruments it has introduced and
- the activities it has undertaken

between 2001-2007 against the DAC evaluation criteria of relevance, effectiveness, efficiency and impact.



**Secondly**, the evaluation team will also examine the strategic anchoring of SDC's KM and IL as well as selected areas, related strategies and instruments outside the sphere of influence of SDC's Thematic Service Knowledge and Research.

Relevant areas may include:

- Human Resources issues: Human Resources Development policies and activities, rotation system, staff performance assessment (MAP, incentives and rewards), personnel policy;
- Organisational issues: The role of the Thematic Department as a service provider to other Departments, decentralised structure of SDC Headquarters and the Country Offices (COOFs), boundaries and interactions between departments and divisions;
- Management Culture: leadership, values (what is declared vs. what is lived).

The purpose of KM / IL is to improve performance on the ground. The evaluation should go beyond assessing processes, instruments and organisational issues. Therefore, **thirdly**, the evaluation should also focus on demonstrating whether or not SDC actually learns from its experience and from available knowledge and thereby improves its development cooperation performance (the outcomes / impact of KM / IL on operations). The Evaluation Team is expected to develop a methodology for robustly assessing this aspect, for example through tracer studies.

While it is acknowledged that knowledge sharing and learning with partners and other stakeholders as well as the question of whose knowledge is recognized and valorised are very important issues which warrant evaluation, they are not within the scope of this evaluation. This evaluation will focus on SDC Headquarters and to a limited extent on the interaction between Headquarters and the COOFs. There will not be any field missions. Possible contacts with the COOFs will be through Intranet, e-mail or by phone. During the APW the CLP recognizes that the evaluation team will interview and collect data from the staff of SDC in Switzerland and abroad within the COOF, but will not involve other partners and the final recipients of SDC activities. The CLP also agrees with the fact that the Evaluation Team will not perform a cost-effectiveness / efficiency analysis, firstly because of the complexity of the determination of the respective scope of KM/IL costs, and secondly because of the lack of an adequate product-cost-accounting within the Federal Administration. Cost-effectiveness / efficiency will be evaluated in a qualitative way.

Examining all issues in the three areas mentioned above in depth would exceed the resources available for this evaluation. A final selection will be made in the evaluation plan of the Evaluation Team; this plan will be discussed in a consultative process with the Evaluation Officer and the Core Learning Partnership during the Approach Workshop. The CLP expressed its wish during the APW to make transparent in the Final Report which areas of KM / IL activities had been evaluated and which areas had been out of scope, as the potential "field of interest" is at any rate larger than the possible evaluation scope defined.

## Key questions

SDC KM / IL performance is to be evaluated against the DAC evaluation criteria of relevance, effectiveness, efficiency and impact (sustainability is not deemed relevant in this context).

The Evaluation Team will tailor the evaluation by taking into account the objectives, the focus areas and the scope defined by SDC in this Approach Paper and by setting priorities for the evaluation streams in the following six dimensions:

1. Strategy
2. Culture
3. Processes
4. Systems
5. Organisation
6. Measurement/Metrics

An explanation of these six evaluation dimensions identified by the Evaluation Team is provided in Annex 1. The CLP wished in the APW that such information would be available in the Final Report.

The key questions the evaluation will address are summarised in the Key Question Matrix in Annex 2. The six priority areas identified by SDC (processes, practices, actors, factors, outcome and impacts, see Chap. 3.3) and the six evaluation dimensions above (strategy, culture, processes, systems, organisation, measurements/metric) constitute the vertical and horizontal axis of the table.

Based on the evidence gathered through the evaluation methodology, the Evaluation Team will answer the key questions in the Key Questions Matrix in Annex 2. Based on the answers to the key questions, the Evaluation Team will draw conclusions regarding SDC performance in the three focus areas described under 3.3 (sphere of influence of the Thematic Service KM, strategic anchoring and outcomes / impact on operations). The CLP confirmed during the APW that this approach will – with a high probability – cover the priority areas of KM / IL and that the evaluation should therefore be based on this methodology and on answering the key questions in Annex 2.

The CLP underlined in the APW that they expect the Evaluation Report to address – to the extent possible within the defined scope and methodology – the KM / IL issues at the level of SDC as an institution (including KM / IL issues between HQs and the COOFs) as well as the effectiveness of SDC KM / IL practices in improving SDC's performance in its operations (outcomes / impact of KM / IL). In consultation with the Resource Person, the Evaluation Team will develop a means of assessing such outcomes within the proposed methodology (interviews of SDC staff, electronic survey of SDC staff and the desk study of relevant documents, e.g., through tracer studies).

See Chapter 5.7.2. for further information on the methodology.

## **Expected Results**

### **At Output Level**

*By the Evaluation Team:*

- Approach Workshop and Finalisation of the Approach Paper (in collaboration with the E+C Evaluation Officer). This version of the Approach Paper including the feedback from the CLP represents the final Approach Paper.
- Debriefing on Emerging Findings at SDC HQs including Aide Memoire
- Synthesis Workshop (in collaboration with the E+C Evaluation Officer)
- A fit to print Final Evaluators' Report in English consisting of
  - Final Evaluation Report not exceeding 40 pages plus annexes and including an executive summary
  - A DAC Abstract according to DAC-Standards not exceeding 2 pages

*By SDC:*

- Review of the findings and conclusions, and development of recommendations based on the findings and conclusions.
- An Agreement at Completion Point containing the Stand of the Core Learning Partnership and of Senior Management regarding the implementation of the recommendations
- Lessons drawn by the Core Learning Partnership
- Dissemination of the evaluation results

### **At Outcome Level**

The independent evaluation is expected to contribute the following:

With regard to KM / IL practices and processes:

- a better understanding of what works and what does not work,
- clarification regarding the utility of instruments.

With regard to organisational issues:

- a better understanding of the appropriate roles and responsibilities of the various actors (e.g., the Thematic Dept. Divisions, Management, Human Resources Dept., etc.),
- clarification of Senior Management future priorities with regard to KM / IL and Senior Management decisions regarding improvements of KM / IL based on the implementation of recommendations.

With regard to SDC's policy development and strategic orientation:

- learnings leading to improved KM / IL so that SDC is better able to fulfil its mandate,
- learnings reflected in the next medium term strategy KM.

With regard to SDC staff in general:

- better awareness among staff regarding KM / IL and their responsibilities,
- Members of the CLP internalize learnings applicable to their sphere of influence and thereby improve their KN practice.

With regard to KM / IL in general:

- the importance of KM / IL is better acknowledged,
- knowledge is better anchored when staff rotate or leave.

## Partners

### Organisational Set-up and Respective Roles

- A **Core Learning Partnership (CLP)** will be constituted at SDC HQs to accompany the evaluation. The CLP comments on the evaluation design and the key questions in the Approach Workshop. This APW was held on January 24<sup>th</sup> 2008; major conclusions are integrated in this final version of the Approach Paper (in blue text). Based on the Debriefing by the Evaluation Team on their emerging findings, the CLP can give feedback. During the Synthesis Workshop, the CLP receives and validates the evaluation findings and conclusions and under the guidance of the E+C Evaluation Officer and the Evaluation Team elaborates lessons learned and recommendations for SDC which will be noted in an Agreement at Completion Point during the workshop.
- **Department-level Management** and the **Director General** of SDC are invited to be interviewed by the Evaluation team. They comment in COSTRA on the Agreement at Completion Point. Their standpoint is noted under Senior Management Response in the Agreement at Completion Point.
- **Consultants** contracted by SDC's E+C Division elaborate an evaluation work plan, the evaluation methodology with evaluation matrix and carry out the evaluation according to DAC and SEVAL evaluation standards. They will conduct an Approach Workshop with the CLP and revise the Approach Paper to reflect the results of the workshop including the finalized key questions and a description of their methodology (in lieu of an inception report). At an appropriate phase of the evaluation process, they will conduct a debriefing for the CLP on their preliminary findings. Following submission of their draft report, they will conduct a Synthesis Workshop with the CLP in which they will present their conclusions and guide the CLP in elaborating lessons learned and recommendations for SDC in an Agreement at Completion Point. The Evaluation Team will have their own recommendations ready to mirror back to SDC. In finalizing their evaluation report, they will follow up on the CLP's feedback as appropriate and submit the Evaluators' Final Report in publishable quality as well as an Evaluation Abstract according to DAC specifications. The consultants may be asked to debrief Senior Management at the end of the evaluation process.
- **Evaluation + Controlling Division (E+C Division)** commissions the independent evaluation, finalizes the Approach Paper with the inputs from the Core Learning Partnerships and the Evaluation Team, drafts and administers the contracts with the Evaluation Team, ensures that the evaluators receive appropriate logistical support and access to information and facilitates the overall process with respect to i) discussion of evaluation results, ii) elaboration of the Agreement at Completion Point , iii) publication and iv) dissemination.

## **Core Learning Partnership (CLP)**

### *Department for Thematic and Technical Resources (F-Dept.)*

- Manuel Flury, Head of Service, Thematic Service Knowledge and Research
- Adrian Gnägi, Program Officer, Thematic Service Knowledge and Research
- Guido Beltrani, Evaluation + Controlling Officer, F-Dept.

### *Department for Bilateral Development Cooperation (E-Dept.)*

- Olivier Berthoud, Head of Division, Courses and Grants Division
- Ilaria Dali-Bernasconi (or other staff member of division), Middle-East – North Africa Division (MENA) and / or
- Laura Bott, Program Officer, West Africa Division

### *Department for Cooperation with Eastern Europe and CIS (O-Dept.)*

- Beat von Zenker, Evaluation + Controlling Officer, O-Dept.
- Denis Bugnard, Program Officer, West Balkan Division

### *Department for Development Policy and Multilateral Cooperation (M-Dept.)*

- Marie Therese Karlen, Program Officer, Development Policy Division (EPOL)
- Alexander Widmer, Program Officer, Information and Communication Technologies for Development Division (ICT4D)
- Heidi Meyer, Head of Division, Information and Documentation Division (Infodoc)

### *Department for Humanitarian Aid (H-Dept.)*

- Yves Mauron, Evaluation + Controlling Officer, H-Dept.

### *Division for Media and Communication (MUK)*

- Sabine Schumacher, Program Officer for Web-Communication (Intraweb, Webshare, How-Tool)

### *Department for General Services (A-Dept)*

- Francesco Cattaneo, Legal Advisor, Legal Affairs Division
- Markus Studer, IT Coordinator, IT Integration

### *Human Resources Division:*

- Martina Wüthrich, Head of Division. Personnel Planning

## **Process**

### **Approach**

The evaluation process will be iterative with periodic engagement of the Core Learning Partners and will include the following milestones:

- Approach Workshop with the CLP conducted by the E+C Evaluation Officer and the Evaluation Team at SDC HQs (held on January 24<sup>th</sup> 2008) to:
  - introduce the Evaluation Team,
  - develop a common understanding of the evaluation process, scope and focus,

- introduce the theory/model of KM / IL;
- provide input for finalisation of the Approach Paper (contribution to the research design including key questions through stakeholder input).
- Debriefing of the CLP by the Evaluation Team on their key emerging findings at an appropriate phase of the process (e.g. after interviews at SDC HQs) to
  - update the stakeholders on where the evaluation is headed
  - provide a sounding board for the evaluation team (Any factual errors? Difficulties of comprehension? Opportunity to ask additional questions, etc.).
- Synthesis Workshop with the CLP conducted by E+C Evaluation Officer and the Evaluation Team (one day retreat outside Bern, from 14:00 to next day 14:00) to
  - present the draft evaluation report to the CLP for feedback,
  - present the Evaluation Team's conclusions on SDC's practice regarding KM / IL
  - conduct a process for the CLP to generate lessons learned and recommendations for SDC and take a stand on the implementation of the recommendations (Agreement at Completion Point ACP).

An innovative feature of this evaluation is that the Core Learning Partnership will be actively involved in generating the lessons learned and the recommendations for SDC. In the APW the members of the CLP confirmed their interest in this approach. Evaluation research shows that involvement of those responsible for implementation in generating recommendations leads to a higher rate of implementation. In the Synthesis Workshop, the Evaluation Team will present their conclusions and will be responsible for assisting the CLP to identify lessons learned and develop recommendations by facilitating an effective process of consideration of possible actions. The Evaluation Team, assisted by the E+C Evaluation Officer, will be responsible for the process for generating and recording recommendations.

## Methodology

In the Approach Workshop, the Evaluation Team will describe the **theory/model of KM / IL** against which it will measure SDC. The finalized Approach Paper will include an **evaluation matrix** which will describe the methodology, the key questions and the information collection process.

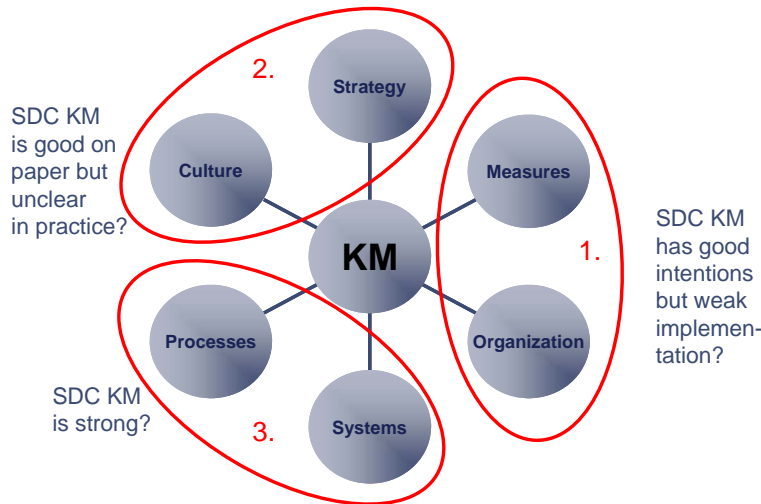
The Evaluation team will base the evaluation mainly on three sources:

1. Analysis of information available on the IntraWeb of SDC and in important documents (i.e. Strategy papers and practice reports);
2. A total of 22 interviews conducted with a selection of a maximum of 15 members of SDC staff in three phases: input interviews in preparing the evaluation; fact finding interviews with management and specialists; validation interviews with a selection of members of the management and specialists (preparing the final report);
3. A survey (electronic questionnaire) of a large number of SDC staff at HQ and COOF (including National Program Officers) (requested participation for some functions and voluntary participation for the majority of staff), with tailored questions addressing the issues of the evaluation, using a software tool allowing the attribution of respondents and their answers in many combinations while respecting confidentiality. Time investment for SDC staff asked to respond to the survey is estimated at 15 - 30 minutes. The CLP took note in the APW that the Evaluation Team expects a high percentage of feedback (in a recent PwC survey the level was 73 %) and that the Evaluation Team counts on the active support by management and members of the CLP to reach an intensive response.

The evaluation methodology and structure will be based on the following approach:

**Dimensions of the KM / IL evaluation based on the Evaluation Team methodology:**

The Evaluation Team will evaluate KM / IL along the six dimensions of strategy, culture, processes, systems, organization, measures (see Annex 1 for an explanation of each dimension). The general priority scale (1/2/3) indicates the existing Evaluation Team assumptions – which will be challenged during the evaluation process – about the existing quality of the activities in general and the possible gap between (ambitious) intentions and (pragmatic) reality of KM / IL in SDC.



Graph 51: Dimensions of the KM / IL evaluation

**Priority analysis in the evaluation of the focus and scope areas defined by SDC:**

Based on the Evaluation Team assumption on useful priorities for the evaluation, the Evaluation Team intends to carry out more detailed analysis in the matrix fields in dark colour than in the fields in light colour.

| Focus     | Scope | Sphere of influence of KM / IL service | Strategic anchoring in SDC | Actual learning practice in SDC |
|-----------|-------|--|----------------------------|---------------------------------|
| Processes |       |  |                            |                                 |
| Practice  |       |  |                            |                                 |
| Actors    |       |  |                            |                                 |
| Factors   |       |  |                            |                                 |
| Outcomes  |       |  |                            |                                 |
| Impact    |       |  |                            |                                 |

*Note: The table cells are shaded in varying intensities of blue. A red oval highlights the 'Practice' row and 'Actors' column. A red arrow labeled 'Accountability' points from the 'Practice' row to the 'Actors' column. Another red arrow labeled 'Performance' points from the 'Actors' column to the 'Impact' row.*

Graph 52: Priority analysis in the evaluation

**Combination of the SDC priority areas (focus and scope) and the Evaluation Team evaluation dimensions:**

The following illustration indicates which areas (focus and scope, priority areas identified by SDC) will be analysed more in depth (dark colours). The basic analysis (especially of the IntraWeb and documents) will cover all priority fields; the survey (questionnaire) and the interviews will concentrate mainly on the fields with the respective indications.

| <b>D* / F* / S*</b>        | <b>Strategy</b>     | <b>Culture</b>       | <b>Processes</b>    | <b>Systems</b> | <b>Organization</b>  | <b>Measures</b>      |
|----------------------------|---------------------|----------------------|---------------------|----------------|----------------------|----------------------|
| <b>Processes</b>           |                     |                      | Survey              | Survey         | Survey               |                      |
| <b>Practice</b>            |                     | Survey               | Survey              | Survey         |                      |                      |
| <b>Actors</b>              | Interviews          | Interviews           |                     |                | Interviews           |                      |
| <b>Factors</b>             |                     | IntraWeb / Documents |                     |                | IntraWeb / Documents | IntraWeb / Documents |
| <b>Outcomes</b>            | Interviews          |                      | Interviews          |                |                      | Interviews           |
| <b>Impact</b>              | Interviews / Survey |                      | Interviews / Survey |                |                      | Interviews / Survey  |
| <b>Sphere of influence</b> |                     |                      |                     |                |                      |                      |
| <b>Strategic anchoring</b> |                     |                      |                     |                |                      |                      |
| <b>Learning practice</b>   |                     |                      |                     |                |                      |                      |

**F\* = Focus, S\* = Scope, D\* = Dimensions**

Graph 53: *Combination of the SDC priority areas (focus and scope) and the Evaluation Team evaluation dimensions*



## Main steps

(Any changes to the dates below will be mutually agreed between the E+C Evaluation Officer and the Evaluation Team)

| Activity   | Date                                 | Actors   |
|--|--------------------------------------|--|
| Draft Approach Paper   | Sept. 2007                           | E+C Evaluation Officer   |
| Call for offers  | Oct. 2007                            | E+C Evaluation Officer   |
| Formation of CLP   | Nov. 2007 / Jan. 2008                | E+C Evaluation Officer, Thematic Service Knowledge and Research  |
| Selection of Evaluators  | Nov. 2007                            | E+C Evaluation Officer   |
| Contracts signed with Evaluators   | Dec. 2007                            | E+C Evaluation Officer and Secretariat   |
| Scoping and Methodology Workshop   | Dec. 19, 2007                        | E+C Evaluation Officer, Thematic Service Knowledge and Research, Evaluation Team   |
| <b>Approach Workshop with the CLP</b>  | <b>14:00-16:30, January 24, 2007</b> | E+C Evaluation Officer, Evaluation Team, CLP   |
| Finalisation of Evaluation Design and Approach Paper   | Early Feb. 2008                      | Evaluation Team in consultation with E+C Evaluation Officer  |
| Logistical and administrative preparations   | ongoing                              | Evaluation Team Administrative Support., E+C Secretariat, Secretariat Thematic Service Knowledge and Research            |
| Electronic Survey of KN Practice   | Feb.-March 2008                      | Evaluation Team and targeted SDC staff   |
| First Round of a few interviews at SDC HQs (factual and context input)   | Jan. 2008                            | Evaluation Team and targeted SDC staff   |
| Second Round of ca. 10 interviews at SDC HQs including Senior Management and specialists   | March 2008                           | Evaluation Team and targeted SDC staff including Senior Management   |
| <b>Debriefing to the CLP on Emerging Findings</b> (3 hour meeting, 14:00-17:00)  | <b>17 April, 2008</b>                | Evaluation Team, CLP, E+C Evaluation Officer   |
| Third Round of Interviews at SDC HQs for validation (including bilateral discussions with members of Senior Management and specialists on emerging conclusions)  | End of April / early May 2008        | Evaluation Team and targeted SDC staff, possibly including Senior Management   |
| Evaluation Team delivers Draft Report to E+C   | May 15, 2008                         | Evaluation Team  |
| <b>Synthesis Workshop (1 day retreat outside Bern, 14:00 to 14:00 next day)</b><br>- <b>Feedback and validation of Draft Report</b><br>- <b>CLP identifies lessons learned, elaborates recommendations and Agreement at Completion Point</b> | <b>June 4-5, 2008</b>                | Evaluation Team, E+C Evaluation Officer, CLP   |
| Final Report, incorporation of final comments  | June 30, 2008                        | Evaluation Team  |
| Presentation and Discussion in COSTRA (Comité stratégique)   | Sept. 4, 2008                        | E+C Evaluation Officer, Evaluation Team (participation to be decided at end of process depending on developments at SDC) |
| Publication and Dissemination  |                                      | E+C Evaluation Officer and Secretariat   |

During the APW the CLP confirmed its willingness to cooperate with the Evaluation Team during the two other planned meetings.

## Evaluation Team

The Evaluation Team consists of 4 members of the core team and two sector specialists. It brings together the following skills mix:

- Critical distance from SDC
- Evaluation skills
- Expertise in Knowledge Management and Institutional Learning
- Knowledge of Development Cooperation
- Gender balance
- English, French, German language
- Analytical and editing skills, ability to synthesize
- Communication skills
- Ability to conduct a process to elicit recommendations from SDC staff

Estimated total person-days: ca. 90 days (detailed in budget in Form 8B)

## Reference Documents

- SDC Strategy 2010 (published in 2000, SDC's overall strategy for 2000-2010)
- Lernen und Wissensmanagement in der DEZA (published in 2004, SDC's main KM/IL strategy; available in German only)
- Flyer "Wissensmanagement" (available also in English, French, Spanish and Italian)
- Flyer "Wissensmanagement in der Praxis – Die fünf Grundsätze" (available also in English, French, Spanish)
- Glossar „Wissensmanagement“ (available also in English)
- „Thematische Erfahrungskapitalisierung – eine Orientierungshilfe (available also in English, French, Spanish)
- Flyer „Thematische Erfahrungskapitalisierung“ (available also in English, French, Spanish)
- „Geschichtenhandbuch“ (available also in English, French, Spanish)
- Flyer „Geschichten erzählen“ (available also in English, French, Spanish)
- „Communities of practice (CoP)“
- Flyer „Community of Practice (CoP)“ (available also in English, French, Spanish)
- Shareweb [www.communityofpractice.ch](http://www.communityofpractice.ch)
- Shareweb [www.daretoshare.ch](http://www.daretoshare.ch)
- "Learning Practices" (collection of process descriptions on SDC IntraWeb)
- "Prozess der Erfahrungskapitalisierung" (description of SDC standard business process on SDC IntraWeb)
- "Focus on knowledge" (newsletter on SDC IntraWeb)
- PwC proposal (November 2007)
- For copies of the above SDC documents, go to SDC Web [http://www.deza.ch/en/Home/Activities/Process\\_and\\_methodic\\_competencies\\_research/Knowledge\\_Management](http://www.deza.ch/en/Home/Activities/Process_and_methodic_competencies_research/Knowledge_Management)



## Recent SDC Evaluations

|                      |  |
|----------------------|--|
| EVALUATION 2009/1    | PERFORMANCE IN MAINSTREAMING GENDER EQUALITY   |
| EVALUATION 2008/1    | SDC HUMANITARIAN AID IN ANGOLA 1995–2006   |
| EVALUATION 2007/2    | DECENTRALISATION IN SDC'S BILATERAL COOPERATION<br>Relevance, Effectiveness, Sustainability and Comparative Advantage  |
| EVALUATION 2007/1    | SDC'S PERFORMANCE TOWARDS EMPOWERMENT OF STAKEHOLDERS FROM<br>THE RECIPIENTS' PERSPECTIVE  |
| EVALUATION 2006/1    | EVALUACIÓN INDEPENDIENTE DEL PROGRAMA REGIONAL DE AMÉRICA CENTRAL<br>1999–2005   |
| EVALUATION 2005/3    | INDEPENDENT EVALUATION OF THE SDC/seco MEDIUM TERM CONCEPT 2002–2006<br>IN SERBIA & MONTENEGRO   |
| EVALUATION 2005/2    | INDEPENDENT EVALUATION OF SDC NEPAL COUNTRY PROGRAMMES 1993–2004<br>Building Bridges in Nepal – Dealing with deep divides  |
| EVALUATION 2005/1    | AUFGABENTEILUNG ZENTRALE – KOBÜ  |
| EVALUATION 2004/4    | SDC'S INTERACTION WITH THE SWISS NGO'S<br>(for internal use only)  |
| EVALUATION 2004/3    | QUALITY ASSESSMENT OF SDC'S EXTERNAL EVALUATION REPORTS<br>(not published)   |
| EVALUATION JR 2004/2 | SWISS-SOUTH AFRICAN DEVELOPMENT COOPERATION PROGRAMME 2000–2003<br>Joint Review  |
| EVALUATION 2004/1    | SDC'S HUMAN RIGHTS AND RULE OF LAW GUIDANCE DOCUMENTS<br>INFLUENCE, EFFECTIVENESS AND RELEVANCE WITHIN SDC   |
| EVALUATION EE 2003/6 | SDC – COUNTER TRAFFICKING PROGRAMME MOLDOVA  |
| EVALUATION EE 2003/5 | SDC – HUMANITARIAN AID IN ANGOLA   |
| EVALUATION EE 2003/4 | 12 JAHRE OSTZUSAMMENARBEIT<br>BAND 1 DIE TRANSITION UND IHR SCHATTEN<br>BAND 2 BILANZ DER ÖFFENTLICHEN SCHWEIZERISCHEN ZUSAMMENARBEIT<br>MIT OSTEUROPA UND DER GUS 1990–2002 |
| EVALUATION 2003/3    | PROGRAMME DE LA COOPERATION SUISSE AU NIGER 1997–2002  |
| EVALUATION 2003/2    | SDC'S INTERACTION WITH THE UNITED NATIONS DEVELOPMENT PROGRAMME<br>(UNDP)  |
| EVALUATION 2003/1    | SDC'S BILATERAL ENGAGEMENT IN THE POVERTY REDUCTION STRATEGY PAPER<br>(PRSP) PROCESS   |
| EVALUATION 2002/1    | EIN JAHRZEHNT CINFO 1990–2001  |

DEZA  
Sektion Controlling  
Freiburgstrasse 130  
CH-3003 Bern  
Telefon +41 (0) 31 325 36 03  
Fax +41 (0) 31 324 16 92  
E-Mail [info@deza.admin.ch](mailto:info@deza.admin.ch)  
[www.deza.admin.ch](http://www.deza.admin.ch)

March 2009

Titelfoto: Marc Kollmuss