

A Proposal for a Learning Network for the GEF Land Degradation Focal Area

**Submitted by the GEF MSP
‘Measuring Impacts from SLM – Development of a Global
Indicator System’
(KM: Land)**

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1. Background

This proposal for an initial Learning Network for the Land Degradation (LD) Focal Area (FA) of the Global Environment Facility (GEF) is structured in two parts. The first part describes an overall framework for the KM:Land Learning Network based on users' needs and lessons learned from similar initiatives, and defines its underlying model for learning, its objectives and functions, the target groups, its thematic scope, underlying principles and delivery mechanism. It further highlights possible partnerships with other relevant Learning Networks, suggests an institutional model for long-term sustainability and outlines the phased approach for the full development of the overall Learning Network. The second part is intended to provide guidance to the designers of the online platform of the initial Learning Network. It outlines the key components and structure of the initial KM:Land Learning Network and provides a detailed description of the function and content of each element of the Learning Network. It also outlines requirements towards the supporting ICT (information and communication technology) tools as well as budgetary requirements.

The definition of a Learning Network as used in this concept note entails a comprehensive knowledge sharing mechanism comprising tools and processes that enhance access to knowledge and synthesized information emerging from the LD Focal Area, while at the same time serving as a communication and interaction platform for professionals with similar interests.

2. Overall Strategy for the GEF KM:Land Learning Network

2.1. Introduction

The GEF Assembly added land degradation to the GEF portfolio in 2002, and in the subsequent year, the GEF was designated a financial mechanism for the United Nations Convention to Combat Desertification (UNCCD). Since then, approximately US\$ 550 million, plus US\$ 2.6 billion in co-financing, has been invested in approximately 55 programmes and projects addressing the root causes and barriers to sustainable land management (SLM) for enhanced ecosystem integrity, stability, functions and services in the context of sustainable development. The portfolio includes initiatives aimed at setting up an enabling environment, strengthening institutional capacity to support SLM, harmonizing relevant planning and policy frameworks and integrating land use planning. In addition, GEF supports on-the-ground investments to improve the livelihoods of local people while preserving and/or restoring the capacity of ecosystems to provide goods and services. An important element of GEF's work is testing and applying sustainable practices for agriculture, rangeland and forest management.

The GEF LD portfolio represents a wealth of knowledge on controlling, preventing and mitigating land degradation that can be leveraged to enhance the collective impact of the GEF system and that of its partners in addressing global environment challenges and sustainable development. Most of the GEF-funded LD projects will mature or be in their final stages by the end of the fourth replenishment period of GEF (GEF-4). At this stage there will be an emerging knowledge base from the LD-FA. In an effort to harness this emerging knowledge, experience and expertise generated by projects of the LD FA, a group of United Nations organizations and regional development banks have jointly designed and initiated a three-phase knowledge management programme entitled KM:Land (meaning "Knowledge from the Land"), implemented by the United Nations Development Programme (UNDP) and executed by the United Nations Institute on Water Environment and Health (UNU-INWEH). KM:Land links the development of indicators with knowledge and adaptive management for the GEF LD FA. The GEF Medium-Size Project (MSP) "Ensuring Impacts from SLM - Development of a Global Indicator System" is the first phase of KM:Land and will focus on setting up an indicator system for the evaluation of the overall impact of the LD FA. The MSP also aims to establish an initial

Learning Network for exchange of information within the GEF LD FA and design the basis for a comprehensive framework of knowledge management (KM) and capacity building for SLM in the GEF LD FA. However, KM activities will be fully developed and implemented during the next phase of the KM:Land initiative.

2.2. Rationale

The report of the Third Overall Performance Study of the GEF (OPS3) (2005) acknowledged that KM, and specifically, the learning, dissemination and adoption of lessons learned through project implementation, is one of the key weaknesses of the GEF system. It noted (page 178) that *“Although there are some informal subparts of a system for learning lessons as identified above, OPS3 was not able to identify any systematic, comprehensive, GEF-wide approach to ensuring that lessons learned are captured and disseminated properly throughout the network. Moreover, there seems to be broad consensus at every level of the GEF partnership that lessons learned are not being identified, collected, and used in any cross-network, integrated way.”* To address this weakness, OPS3 suggested that a formal GEF wide KM function be established, making sure that adequate time is given to both capture, and even more importantly, disseminate and deliver the information to its appropriate targets. It is recognized that this will initially require development of better procedures, tools, and methods to disseminate lessons learned and knowledge gained. Other key initial areas to be further explored were identified, including knowledge users’ needs, effective channels and mechanisms for dissemination, two-way communication and networking.

The lack of management of knowledge is not unique to the GEF system, and this bottleneck has been identified as one of the major barriers to the successful implementation and effective up-scaling of SLM at various levels. Despite some efforts of national, regional and international agencies (e.g., by the World Overview of Conservation Approaches and Technologies (WOCAT)), small-scale successful experiences in SLM are typically only known in their own limited circles and are rarely repeated in other countries or regions. Good practices are rarely captured, and when they are, their dissemination or uptake is limited. Among the key constraints for better LD KM are information overload, fragmentation of knowledge and lack of efficient methods for knowledge dissemination based on users’ needs.

While KM first emerged from private sector initiatives that aimed to enhance efficiency and strengthen competitiveness, KM is also of great significance for the GEF system and the LD FA in particular, because it represents a critical pillar towards maximising impacts from GEF investments. This will be achieved through capturing lessons from GEF-funded LD projects and effectively disseminating these so as to improve design and implementation of projects in the FA. Furthermore, KM and enhanced inter-project exchange helps to avoid “re-inventing the wheel”, reduces the number of mistakes, and eliminates unnecessary processes, thus contributing to overall cost-efficiency in the GEF LD FA. There are additional benefits in retaining valuable experiences and knowledge of project managers in the GEF system (often tacit or implicit knowledge) by putting into place systematic mechanisms for capturing that knowledge and expertise at the termination of each project (and hence making that knowledge explicit). Innovation is an important element of GEF’s work, and GEF thus finances projects that target eventual global environmental benefits, e.g. through innovative financing mechanisms, alternative livelihoods, innovative land management and adaptation practices, etc. This will require not only to establish a Learning Network among GEF projects, but also to link to the broader environmental community of practice and continual learning from innovative approaches.

The need for an efficient KM mechanism has been previously recognized by the GEF Secretariat. Thus, several Focal Areas have initiated, or are in the process of initiating, processes to improve the effectiveness and efficiency of KM. The best-known, and most comprehensive GEF-funded

investment in KM is the MSP IW:LEARN for the International Waters (IW) FA. Recently, IW:Science was initiated as a follow-on project to IW:Learn. This MSP focuses primarily on synthesising science from IW projects. In addition, the MSP “Adaptation Learning Mechanism: Learning by Doing” (ALM) was designed to maximize adaptation learning in the Climate Change (CC) FA under the Strategic Priority on Adaptation, and to help further guide the implementation and improve the impact of GEF adaptation projects. In the Biodiversity (BD) FA, various initiatives were or are being implemented to strengthen KM, including the Biodiversity Planning Support Programme as well as the projects entitled “Strengthening Capacity to Generate, Disseminate and Adopt Good Practices for Biodiversity Conservation” and “Megadiverse Knowledge and Policy Network for Biodiversity and Sustainable Development”.

In the LD FA, the multi-agency programme KM:Land was designed to establish a systematic and comprehensive mechanism for KM. Information dissemination, knowledge acquisition, and capacity building is combined into one “Learning Network” in the context of the KM:Land initiative. The development of a Learning Network for the LD portfolio is not only intended to strengthen the existing GEF initiatives, but will also drive the future development of the LD portfolio. Furthermore, there is an opportunity for KM:Land to ensure that generic lessons and good practices are effectively disseminated and taken up by projects beyond the GEF family.

2.3. Linkages with the overall GEF knowledge management Strategy

At the GEF Council meeting in June 2009, a draft GEF KM strategy was presented (Draft Strategy 2009). This strategy pursues the overall goal of strengthening GEF’s learning, knowledge sharing and dissemination. The draft GEF KM Strategy (as of June 2009) identifies four components, including a number of activities under each component. Overall, the scope of the GEF KM strategy is consistent with the objectives of the KM:Land Learning Network as proposed in this proposal. In Table 1, the synergies between the GEF KM strategy and the KM:Land Learning Network are highlighted in detail.

Table 1. Comparison of the GEF KM strategy and concept of the KM:Land Learning Network

| Component | Activity of the GEF KM strategy | Link to KM:Land |
|--|--|--|
| Fostering partnerships for broader knowledge sharing and learning with GEF stakeholders (including Council Members, GEF Agencies, focal points, and staff), other Environmental Organizations/Institutions and the general public. | <p>Needs Analysis, Inventory and Baseline – conduct a comprehensive analysis of the GEF’s extensive existing knowledge; identify stakeholder demand for specific knowledge products; assess gaps and processes needed to systematize knowledge creation, sharing and use.</p> | <p>The KM:Land Learning Network has already initiated work on this for the LD FA and will continue with more in-depth analyses. It is important to avoid duplication of efforts.</p> |
| | <p>Liaise with GEF Agencies and other environmental partners – identify relevant knowledge centers; expand relationships so that they are strategically and systemically aimed at learning and sharing.</p> | <p>KM:Land has already started liaising with other relevant SLM KM initiatives and could therefore support this activity for the LD FA.</p> |
| Strengthening internal KM processes and generating GEF knowledge products for dissemination to GEF staff and stakeholders, based on learning objectives aligned with the GEF 5 Replenishment Strategy | <p>Learning Objectives – identify learning objectives as an embedded element of the RBM framework and the GEF 5 Replenishment strategy. Each Focal Area would be required to identify a small number of learning objectives, aligned with strategic objectives and expected outcomes, to ensure a coordinated approach to KM.</p> | <p>The KM:Land Learning Network proposes to identify a number of priority themes for learning activities and learning products of the LD FA in a consultative manner. The result of this process is expected to be available at the end of the first phase of KM:Land.</p> |
| | <p>Tracking Tools - incorporate learning objectives into tracking tools with measurable indicators and a method to draw lessons. Ensure that lessons and good environmental management practices can be drawn from GEF tracking tools or other reporting systems using agreed upon standardized and systematic methods.</p> | <p>KM:Land has agreed to support the GEF on developing tracking tools for the LD FA as part of the overall effort to establish a harmonized monitoring system across GEF agencies.</p> |
| | <p>Report Results and Lessons – produce and report lessons by Focal Area according to an agreed upon process.</p> | <p>One of the key elements of the follow-on phase of the proposed KM:Land Learning Network is the synthesis and dissemination of generic lessons from the LD FA. The synthesis process is not yet clearly defined. It is expected that important lessons can be learned from the GEF IW:Science project (Implementing agency: UNEP; Executing agency: UNU-INWEH), which is ongoing and synthesizes the science from GEF IW projects. In addition, the current concept of the KM:Land Learning Network suggests that each LD project should report its project-specific lessons using standardized KM tools, which then can be validated based on quality and relevance criteria and shared with the users of the Learning Network.</p> |

| | | |
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| | <p>Supporting operational processes – develop processes to ensure that relevant knowledge is incorporated into project design, policies and strategies with the aim of improving effectiveness of GEF projects and replicating successes.</p> | <p>The KM:Land Learning Network proposal identifies the application of the knowledge generated by GEF-funded LD projects in new initiatives within and beyond the GEF family as a critical element of a comprehensive knowledge management mechanism. This will be addressed during a follow-on phase.</p> |
| <p>Internally developing a more supportive knowledge management infrastructure, building on existing assets.</p> | <p>GEF Portal – enhancement of the GEF Portal to include KM components: 1) Knowledge Management Web space and 2) Shared working space for GEF staff and partners and an event management tool.</p> | <p>The KM:Land Learning Network puts the interactive component at the centre of the proposed KM cycle. This will ensure that knowledge is retained in living ways and tacit knowledge is also captured. Therefore, the Learning Network proposes to design and integrate innovative tools to sustain virtual communities of practice through tapping specialist expertise of IT science organizations and building on experience from other Learning Networks. It is expected that important lessons will emerge through this process, which can help strengthen the interactive component of the GEF portal.</p> |
| | <p>Environmental Management Practices and Lessons Database – expand and populate to include GEF Agency, and GEF SEC and EO project related publications; populate with other relevant environmental management practices publications; expand to include communication materials; and improve functionality of database.</p> | <p>One of the key components of the proposed KM:Land Learning Network entails a virtual SLM Resources Center, which essentially is a database and database management system to manage and retrieve a wide variety of SLM resources generated by the LD FA, including publications, training materials, manuals, guidelines, reports, videos, pictures, etc. It is further envisioned that this virtual resources centre would entail an interactive GEF project portal linked to a global map, where all LD GEF projects are presented with a brief summary, contacts, produced materials, pictures etc. in order to allow interested users to easily review GEF project activities of a specific region. The LD FA database has to be linked or merged with the above-suggested GEF wide database. Joint planning will avoid duplication of efforts.</p> |
| | <p>PMIS – populate to fill gaps and verify contents to include all project related documents (project documents, evaluation products, and communication documents at project level).</p> | <p>The KM:Land Learning Network suggests that all GEF project documents, mid-term reviews and evaluation reports should also be stored in the above-mentioned SLM virtual resources centre. However, if this information is already available on the GEF website, this would not be considered as a priority.</p> |

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| | <p>Country Support Program – the website (www.gefcountrysupport.org) is managed by UNDP - verify and expand content to include innovative materials for focal points. Conduct a performance audit to assess relevance, results achieved and feasibility to incorporate on the GEF portal.</p> | <p>The KM:Land Learning Network is expected to produce knowledge products in the area of SLM and land degradation, which will also be highly useful for the country Focal Points and should be uploaded to this website.</p> |
| <p>Promoting a knowledge sharing and learning culture within the GEF and to wider stakeholder groups, with tailored and well targeted products.</p> | <p>Supporting practices and incentives –encourage collective and systematic learning across focal areas, GEF Agencies and focal points.</p> | <p>The KM:Land Learning Network explicitly places an emphasis on strengthening exchange of knowledge across GEF FAs. This reflects that the LD FA addresses land degradation as a crosscutting issue and recognizes investments in SLM as a cost-effective way to deliver other global environmental benefits, such as sustainable use of biodiversity, mitigation of climate change, and protection of international waters</p> |
| | <p>Learning and Good Practices Workshop – by Focal Area with aim of producing short informative documents.</p> | <p>In the concept of the KM:Land Learning Network it is proposed that regular face-to-face learning events should be organized in order to complement the virtual interactive component of the network and strengthen participation in the network. For example, a workshop on KM is scheduled to be held at the end of the first phase of KM:Land and could therefore be the first event of a series of learning workshops of the LD FA.</p> |

2.4. The overall knowledge management process

Figure 1 depicts the cyclical KM and learning process envisioned for the GEF LD FA. The learning cycle applies both to the learning and knowledge flows a) between SLM projects of the GEF LD FA as well as b) within each single project on the basis of effective results based monitoring processes for adaptive management.

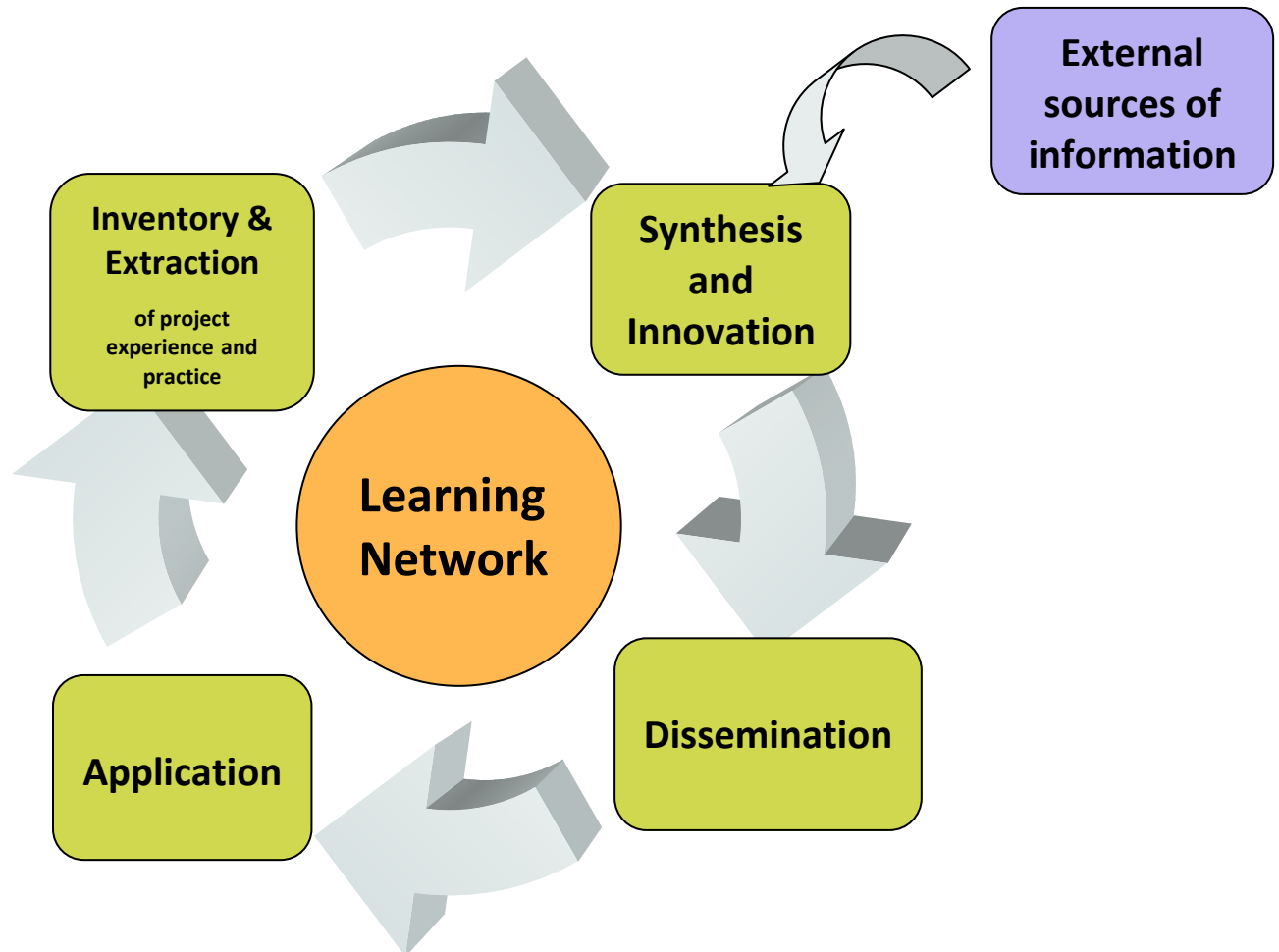


Figure 1: Knowledge management and the learning cycle in the GEF LD FA.

The Learning Network at the centre of the scheme animates the knowledge process by constantly contributing to the various stages of the process. Through the creation of a network of experts and the exchange and interpretation of information, the Learning Network ensures that knowledge is retained in "living" ways. Novel ideas emerge and the LD FA remains at the cutting edge.

KM for the LD FA is seen as a four-phased process with the four steps being conducted concurrently and repeatedly. First, experiences and information from GEF projects in the form of reports, evaluations, thematic studies, methodological guidelines, etc. are stored in a common knowledge storage system or database. During later stages of the GEF KM mechanism, an effort will be made to additionally capture information from external sources in the same database. Interested users will be able to extract relevant information and documents through an online interface, which will be supported by systematic search and information filtering functions. Secondly, this information is then synthesised into knowledge products and services in various forms such as good practices publications, policy briefs, training curricula, etc. During this step,

learning from external sources of information and through engaging international expertise adds a valuable dimension. Tacit knowledge is captured along with explicit knowledge and packaged in generic lessons. In a third step, knowledge products and services will be primarily disseminated via the internet. This mechanism of dissemination will be complemented and enhanced through face-to-face learning events and dissemination of printed products, particularly for stakeholders without reliable access to the internet. Lastly, efforts will be made to ensure that this knowledge is applied and used in order to improve practice in a continuing cycle.

2.5. Objectives of the GEF KM:Land Learning Network

The overall objective of the KM:Land project is to *“strengthen the capacity for adaptive management of SLM projects in order to enhance their effectiveness and impact on ecosystem integrity, stability, functions and services in the context of national development priorities”*. Specific Objective 2 of the initiative directly relates to the establishment of the Learning Network and is formulated as follows: *“Exchange and disseminate knowledge and practices generated through sustainable land management projects and programs through a Learning Network”*.

Responding to the needs of the GEF LD FA and the broader community dealing with global environment challenges and sustainable development, the GEF KM:Land Learning Network will pursue the following objectives:

- To ensure that experience, generic lessons and information from GEF-funded LD projects and programmes are captured, effectively disseminated and applied by initiatives within and beyond the GEF family;
- To integrate learning processes, exchange of information and project monitoring activities in one holistic KM process for enhanced adaptive management and improved project implementation;
- To strengthen professional networking, targeted exchange and collaboration of SLM experts within and beyond the GEF system;
- To advance with global knowledge on innovative SLM approaches and practice.

2.6. Functions of the GEF KM:Land Learning Network

In an effort to maximise the use of widespread experience and knowledge, the KM:Land Learning Network will provide an avenue of communication and will facilitate the exchange of information and generate lessons learned among SLM experts. Initially, this will be primarily done via an online platform that concurrently provides a connection to a core knowledge base with relevant documents and resources, information and knowledge (and possibly with links to other additional databases). When the Learning Network is fully developed during a follow-on phase of KM:Land (Phase 2), face-to-face learning and training courses will complement the virtual knowledge exchange.

Specifically, the GEF KM:Land Learning Network will provide the following functions:

1. Bring together individuals from different regions and across all GEF agencies in voluntary, flexible communities based on common professional interest so that they can share and learn from each other’s experience. This will enable inter-project communication and collaboration.
2. Provide a platform for dialogue on a range of pertinent themes identified by the members of the Learning Network so that they can work together on problems, develop new ideas and keep up with external developments.

3. Establish a mechanism to share and access resources on a wide range of topics related to SLM and in various formats such as text documents, multimedia products, maps, statistics, websites, etc. Initially, this knowledge base will mainly contain resources produced by GEF projects, but while the knowledge base grows, experts outside the GEF realm are also expected to contribute their resources and materials.
4. Create new knowledge through knowledge synthesis and development of generic lessons that can be transferred to other SLM projects and guide decision-making and action. The synthesis will require input by experts and specialists who will generate synthesis products in various formats.
5. Build capacity for adaptive management through integration of learning and monitoring so that project managers are able to monitor progress towards outputs and steer the implementation of their projects based on new, emerging knowledge.
6. Add value by retaining knowledge in "living" ways and preserving the tacit aspects of knowledge that formal systems cannot capture.

2.7. Target audience of the GEF KM:Land Learning Network

In order to design a relevant and demand-driven Learning Network, the first critical step is to clearly define its target audience. This is essential in order to develop useful knowledge sharing tools based on the users' needs, synthesise pertinent information and package messages in a way that is understandable and relevant to the user group.

Based on GEF's feedback at the Expert Advisory Group meeting in Rome (June 2009), the KM:Land Learning Network will initially follow a more narrow focus responding to the immediate needs of the GEF Secretariat and the LD FA in particular. This means that the Learning Network will target the following user groups:

- GEF staff
- Agency staff responsible for LD projects
- GEF project teams, including project managers and technical staff of existing GEF-funded LD projects
- Members of the GEF LD Task Force (including STAP representatives)
- National and regional Focal Points for GEF-funded LD projects

The target audience is expected to grow as demand and size of the Learning Network expands and as it is expected to attract interest of SLM professionals beyond the direct GEF realm.

2.8. Thematic scope and focus

Generally, the Learning Network will address the entire thematic scope represented by the GEF LD FA, including various topics related to preventing, mitigating and controlling land degradation. The range of themes addressed by the GEF-funded LD projects was guided by the LD FA Strategy of GEF-4, which pursued the following two Strategic Objectives:

1. An enabling environment to place SLM in the mainstream of development policy and practice at regional, national and local levels.
2. Mutual benefits for the global environment and local livelihoods through catalyzing SLM investments for large-scale impact.

These objectives were addressed through the following three Strategic Programmes:

- (a) Supporting sustainable agriculture and rangeland management;
- (b) Supporting sustainable forest management in production landscapes; and

(c) Investing in innovative approaches in SLM.

Initially, the Learning Network will focus on priority themes that will be identified through consultations with users and reviewed by experts familiar with the state of knowledge on SLM. For example, this process can be initiated at the projected KM Expert Workshop. During the subsequent follow-on project, this list of identified substantive topics should be used to target learning activities and would be the point of reference for identifying the lessons and good practices that should be replicated and referred to by future SLM projects. Priority themes could include, for example:

- Payment for environmental services and economic evaluation;
- Involvement of land users in implementing SLM;
- Adaptation to climate change; and
- Integrated water resources management etc....

Furthermore, the hybrid SLM framework (Figure 2) developed by the KM:Land initiative can provide an important conceptual model for thematically managing knowledge from GEF-funded SLM initiatives as it relates to various themes of the framework elements. The SLM framework integrates the traditional Driver - Pressure - State - Impact - Response (DPSIR) framework with the conceptual model linking ecosystem services with human wellbeing, as recommended by the Millennium Ecosystem Assessment. This hybrid framework can provide the basis for aligning the storage and dissemination of topical knowledge with themes according to the six elements of the framework. Furthermore, the conceptual model can help identify gaps in the knowledge and prioritize themes for future research and capacity building.

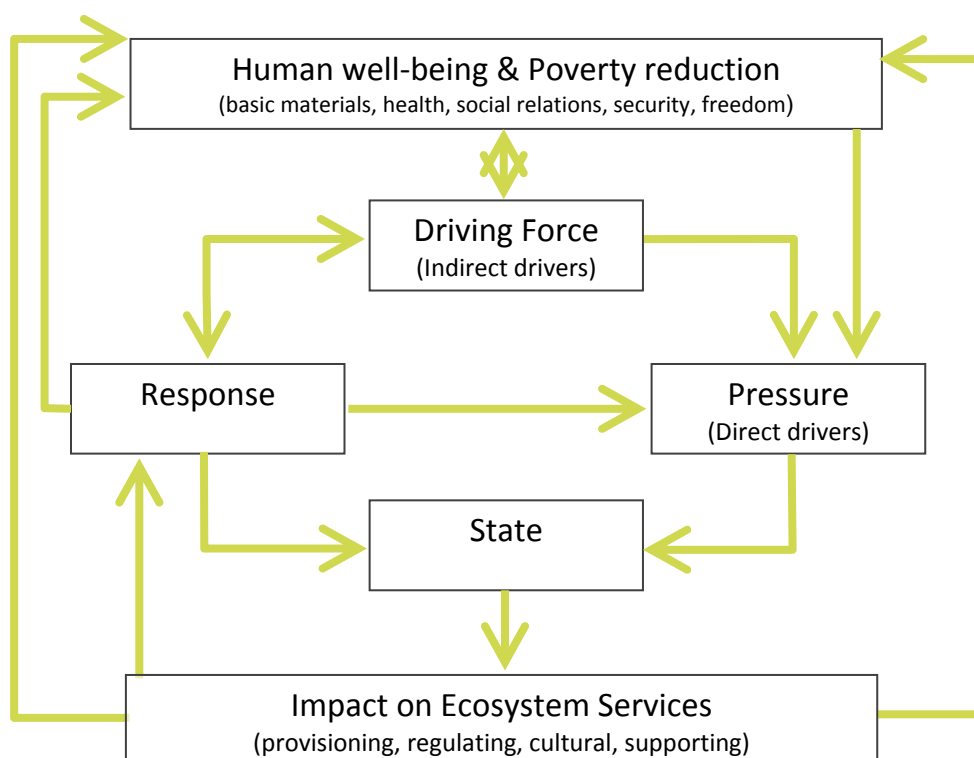


Figure 2. The hybrid SLM framework merging the DPSIR and MA frameworks can guide the thematic management of knowledge in the LD FA.

2.9. Lessons from other Learning Networks

Based on the recognition that a review of and consultations with other relevant Learning Networks and KM initiatives is critical, interactions with other relevant Learning Networks were initiated during the first phase of the KM:Land programme. So far, evaluation reports, review documents and websites of approximately 20 GEF and non-GEF Learning Networks have been reviewed and personal consultations conducted (a full list is provided in Annex 1). This review was conducted in order to identify some general lessons for the design and implementation of a Learning Network; to assess effectiveness of existing KM tools and mechanisms; to clarify needs of potential users of the KM: Land Learning Network; and to prioritize issues to be addressed by the KM:Land Learning Network.

Below the key lessons and major principles for the GEF KM:Land Learning Network are summarized:

- A **demand driven approach** is essential if a Learning Network is to be successful. Project and user needs should drive design and delivery of learning services and products on substantive topics.

How will this be addressed by the KM:Land Learning Network? This will be achieved through consultations with the target group, i.e. GEF Sec, GEF agencies and GEF project managers, which will be conducted at various stages during the design and development of the Learning Network. It is envisioned that the KM outputs will be discussed, reviewed and refocused with the users of the Learning Network on a revolving basis, with a major revision taking place at the end of each phase. It is important to note that some consultations with the user groups have already been carried out, e.g. at the first Expert Workshop of KM:Land in Iceland (July 2007) and throughout the implementation of the first phase of the KM: Land project.

- The design of Learning Networks has to be **flexible** in order to be able to respond to the demands of users and move forward on emerging issues. The mechanism should also be flexible with ICT solutions due to rapid technological changes and related user needs.

How will this be addressed by the KM:Land Learning Network? This flexibility will be ensured through a modular design of the Learning Network, which will allow for adding, removing and revising components based on the input received by users. The consultative approach and phased development of the Learning Network as proposed in the concept note is critical in this respect.

- To achieve substantial outputs and added value, a Learning Network can benefit greatly from **support with specific expertise**. This can be used to conduct reviews on results from theory and practice, and to deliver tangible results in the form of tools, manuals and guidelines in a format that is easy to read and understand.

How will this be addressed by the KM:Land Learning Network? It is proposed that the synthesis processes (to be conducted during the follow-on phase) will be driven by SLM experts with expertise in different areas of SLM. These will include scientists associated with successful SLM projects, networks and consortia of scientists such as the Association of DesertNet International and the Drylands Science for Development consortium whose members organized the first Scientific Conference of the Committee on Science and Technology for the UNCCD in September 2009.

- Due to time constraints in high-profile projects, there is a great demand for easy access to **synthesis** of project experiences, generic lessons and scientific knowledge that is

well packaged. A network that continuously requires significant input from project managers and/or agency staff is likely to fail.

How will this be addressed by the KM:Land Learning Network? The synthesis process as mentioned above is considered essential and should be given priority during a follow-on phase of KM:Land. The synthesis will evolve from the documentation of lessons learned from GEF projects and other expert sources via workshops etc.

- **Involving all stakeholders** is necessary to create dialogue and provide answers to specific questions on SLM. In order to achieve full participation of all **user groups**, messages need to be relevant, succinct and well packaged.

How will this be addressed by the KM:Land Learning Network? This is strongly linked both with the interactive component and the synthesis process, which will take into account the needs of different user groups.

- While being innovative with ICT solutions, it is important to **avoid an overreliance on technology**. The technical and substantive side of information services need to be well integrated.

How will this be addressed by the KM:Land Learning Network? It is proposed that more in-depth research is conducted in the area of interactive KM mechanisms in order to study successful tools and mechanisms that already exist and to better understand the motivation for users to actively participate in communities of practice (see above). In order to remain on the cutting edge, an organisation with specific expertise in virtual communities will be involved in this background research, focusing on technological options.

- The provision of **passive technology is insufficient** to guarantee active participation in the Learning Network. Regular input in various forms is required in order to facilitate a sustainable dialogue and exchange of information and knowledge.

How will this be addressed by the KM:Land Learning Network? In addition to the virtual communities of practice, the KM:Land Learning Network will also offer regular face-to-face learning events, such as global thematic conferences and regional training workshops. The scheduled training workshops on indicator use of the first phase of the KM:Land project can be regarded as the first learning activity.

- Even though internet makes communication fast and easy, **face-to-face learning events** help people to get away from their daily activities and to put their focus on the topic brought forward.

How will this be addressed by the KM:Land Learning Network? As indicated above, the KM:Land Learning Network will not solely rely upon an online community to reach all users and address their needs; regular face-to-face learning events, including conferences and training workshops, will be an integral of the KM:Land Learning Network.

- Strong **institutional embedding** of the network, rather than reliance on a stand-alone programme, is essential to ensuring sustainability of operations. This will require allocation of human as well as financial resources.

How will this be addressed by the KM:Land Learning Network? GEF will provide the long-term institutional home to the KM:Land Learning Network. In order minimize the costs for a large centralized Learning system, all GEF-funded LD projects from GEF-5 onwards

will be required to anticipate the costs of involvement in the KM:Land Learning Network in their annual budgets (as part of the “Lessons Learnt” costs). In addition, GEF may retain a certain percentage of the approved budgets earmarked for KM activities.

- A Learning Network can greatly benefit from committed **partners and centres of excellence** that are selected based on learning objectives and local expertise.

How will this be addressed by the KM:Land Learning Network? A list of potential partners is provided in the proposal of the KM: Land Learning Network (Table 2). The Learning Network will ensure that linkages with these and additional centres of excellence will be established.

- Bringing project achievements to the attention of decision-makers and potential donors towards the end of a project provides **an incentive for engagement** in learning activities.

How will this be addressed by the KM:Land Learning Network? See synthesis process (above).

- Busy professionals tend to prefer **short, focused and distance learning opportunities** that can easily be incorporated into their professional routines to long, formal training schemes.

How will this be addressed by the KM:Land Learning Network? This will only be addressed through training activities in a second or third phase of the KM:Land Learning Network.

2.10. Delivery mechanism of the KM:Land Learning Network

Several tools and processes are available to enable the exchange of knowledge and experience within the GEF KM:Land Learning Network. The right mix of tools and processes will be refined through a consultative process with the users of the KM system in the LD FA (e.g., at a global workshop on KM and/or through an online survey). Based on earlier inputs from potential users of the Learning Network (i.e., GEF project managers, agency staff and SLM experts) and a review of other thematically-relevant learning networks, it is recommended that the initial Learning Network will entail the following KM tools and processes:

- **Web portal** as the online portal and communication tool;
- A **mechanism for exchange** of information, lessons and experiences among SLM professionals with a common interest, such as through online discussion fora and wiki-tools organized according to themes;
- An expandable **knowledge base** for accessing, managing and retrieving information, materials and other resources from GEF projects, stored on a database; and
- A **global meeting** on KM to refine the initial Learning Network, design the overall architecture of the KM System for GEF and plan for activities for follow-on phases of the KM:Land initiative.

As part of Phase 2 and 3 of the KM:Land initiative, the following learning mechanisms could be added, including:

- A **Synthesis** processes based on expert knowledge providing targeted, synthesised knowledge to a range of users in a format relevant to the specific audience(s).
- Global and regional **workshops and learning events**, such as training courses and conferences, on priority topics;
- **Distance learning** short courses on priority themes; and,

- Preparation of **learning products**, e.g. publications, guidelines, theme-specific manuals.

A process for maximising uptake of knowledge needs to be determined.

The synthesis of SLM knowledge was highlighted in the rationale as one of the key functions of the integrated KM:Land Learning Network. While the synthesis component will be implemented during the second phase of the Learning Network, the portfolio-wide synthesis mechanism will need to be designed by the end of the current MSP. It is expected that valuable lessons can be drawn from the IW:Science project, which recently initiated a portfolio-wide synthesis of scientific knowledge in the IW FA. The synthesis process is being facilitated through ecosystem-specific working groups (including rivers, lakes, groundwater aquifers, coastal marine, large marine ecosystems), which will produce reports on three topics relevant to the IW-portfolio, including emerging science issues as they relate to the specific ecosystem, science for adaptive management and indicators to support and inform effective results-based management. The results from the working groups will be scientifically analysed and further synthesised by a Scientific Synthesis Group producing three thematic reports (according to the three main topics) and a policy brief highlighting the key conclusions. Similar working group based processes could be followed by the KM:Land Learning Network, but the thematic scope of the KM: Land synthesis is likely to be broader than just focusing on the science generated by LD projects.

2.11. Partnerships with other Learning Networks

Various land degradation-related information networks already exist (Table 2), including the World Overview of Conservation Approaches and Technologies (WOCAT) network, UNCCD Thematic Programme Networks (TPNs), Consultative Group on International Agricultural Research (CGIAR) system-wide networks, the UN Forum on Forests (UNFF), EcoAgriculture, European Desert Net (EDN), the UN Water-Wiki network, Wise Coastal Practices for Sustainable Human Development (WiCoP), to name a few.

Furthermore, a few GEF-funded OP-15 projects have already started to produce thematic networks. Two global projects, the “World Initiative for Sustainable Pastoralism” (WISP) and the “Least Developed States – Small Islands Developing States” (LDC-SIDS) Portfolio Project, have set up a community of practice and websites. In addition, the LD FA has invested substantial funds in the development of regional umbrella programmes providing support for scaling up successful SLM practices and approaches. These include the Strategic Investment Programme (SIP) TerraAfrica for Sub-Saharan Africa, MENARID for the Middle East North Africa (MENA) Region and CACILM for Central Asia. These programmes have KM components and have established or are in the process of establishing online platforms for knowledge sharing and exchange.

GEF Implementing Agencies also implement numerous KM-related activities. For example, the World Bank has promoted the development of a “Knowledge Bank” in order to enhance sharing of knowledge both within the Bank as well as with clients and partners. UNDP supports KM through thematically defined “knowledge networks”, which function as global communities having a shared interest and professional focus. In addition, there are geographically organized networks, which serve a cluster of UNDP country offices and have advisory and research capacity to address substantive issues in greater depth.

As mentioned above, several GEF Focal Areas have initiated processes to strengthen KM at the project and broader environmental practice levels. While IW:LEARN is the most comprehensive Focal Area-specific KM process within the GEF, there are also KM initiatives in the BD and CC FAs.

Table 2. Overview of Learning Networks relevant to the KM:Land Learning Network.

| Learning Network | Lead Organisations | Target Audience | Themes | | Delivery mechanisms | | | | | | | |
|---|---|---|------------------------|----------------------|---------------------|-------------------|------------|--------------------|-----------------------|-------------------|-------------------|------------------|
| | | | Geographically grouped | Thematically grouped | Global meeting | Regional meetings | Website(s) | Online discussions | Online knowledge base | Email list-server | Distance learning | Training courses |
| ALM | UNEP, UNDP, GEF, World Bank | GEF projects in the CC FA, agency task managers | yes | no | no | yes | yes | no | yes | no | ? | ? |
| Biodiversity Planning Support Programme | UNDP, UNEP, World Bank, GEF | GEF projects in the BD FA, decision-makers | yes | yes | yes | yes | yes | no | no | yes | yes | yes |
| CACILM | ADB, UNDP, GEF and others | SLM professionals in Central Asia | no | no | no | yes | yes | yes | yes | no | no | yes |
| IW:LEARN | UNEP, UNDP, World Bank, GEF | GEF projects in the IW FA, decision-makers and agency task managers | yes | yes | yes | yes | yes | yes | yes | yes | yes | yes |
| Knowledge for Development (K4D) | World Bank | Organizations in the client countries | yes | Yes | no | yes | yes | yes | yes | no | yes | yes |
| Knowledge Forum | FAO | Wide range of professionals interested in FAO themes | yes | yes | no | no | yes | yes | yes | no | no | no |
| Landscape Measures Resources Centre | Ecoagriculture Partners | Natural resources managers | no | yes | no | no | yes | yes | yes | no | no | no |
| SIDS Network | UN Division for Sustainable Development | SIDS stakeholders | no | yes | yes | yes | yes | yes | yes | yes | no | no |
| TerrAfrica | World Bank, GEF, GM | SLM professionals in Africa | yes | yes | no | yes | yes | yes | yes | no | no | yes |
| UNFF | UNFF Secretariat | wide range of forest-related stakeholders | no | yes | yes | ? | yes | no | yes | no | no | no |
| Water Wiki | UNDP | Water sector professionals and practitioners | yes | yes | no | no | yes | yes | yes | no | no | no |
| WiCoP | UNESCO | Specialists in integrated coastal management | yes | no | yes | no | yes | yes | yes | yes | no | no |
| WISP | IUCN, UNDP, GEF | Specialists and practitioners working on pastoralism | no | yes | ? | no | yes | yes | yes | yes | yes | ? |
| WOCAT | CDE, University of Berne | SLM professionals, decision-makers and land users | yes | yes | yes | yes | Yes | under development | yes | yes | no | yes |

In order to coordinate knowledge creation and sharing, an approach will be taken for the development of the KM:Land Learning Network that builds strong ties with these existing regional, global and thematic networks. Through continuous exchange and interaction with other Learning Networks, these partnerships will emerge, be strengthened and possibly also formalized during the second phase of the KM:Land initiative. The model of these partnerships will remain flexible and take various forms. While in some cases the partnerships will be limited to creating links between the online platforms, in other cases it may be useful to consider merging and combining databases in order to develop powerful KM tools. For example, such a core partnership could be foreseen with WOCAT and the UNCCD process due to strong thematic and strategic overlaps. In addition, a particular emphasis should be placed on strengthening exchange of knowledge across GEF FAs, reflecting the fact that the LD FA addresses land degradation as a crosscutting issue and recognizes investments in SLM as a cost-effective way to deliver other global environmental benefits, such as maintenance of biodiversity, mitigation of climate change, and protection of international waters. As part of Phase 2 and 3, the KM:Land Learning Network may further provide support to the “sub-communities” of GEF-funded LD regional and/or project-specific networks and play a coordinating role as the global GEF SLM network of regional/thematic GEF SLM networks. In summary, the KM: Land Learning Network will develop links and collaborate with other networks for greater synergies for SLM, particularly with:

- Networks within the GEF family, including:
 - OP-15 project-specific networks (e.g., WISP);
 - Knowledge networks of regional umbrella programmes funded under OP-15 (CACILM, MENARID, TerrAfrica Strategic Investment Programmes);
 - Knowledge networks of other GEF FAs (i.e., IW, BD and CC FAs); and
 - Knowledge networks of GEF Implementing and Executing Agencies.
- Thematically-related, global and regional networks (WOCAT, UNCCD TPNs, Ecoagriculture, DSD, EDN, UN Water Wiki, CGIAR- theme specific networks etc.).

2.12. Institutional ownership and funding of the KM:Land Learning Network

In order to ensure sustainability of the KM:Land Learning Network, clear institutional ownership, long-term funding and adequate human capacity for its maintenance are essential.

It is proposed that the online portal and platform of the Learning Network is initially housed within UNU-INWEH, primarily for practical reasons. UNU-INWEH is the Executing Agency of KM:Land and, as such, responsible for the development and implementation of the KM:Land Learning Network, including its establishment, continuous refinement, update and maintenance of the initial online platform. However, in the medium-term – either towards the end of the second phase or beginning of the third phase – the institutional ownership will have to be devolved to the GEF Secretariat or other designated entity, providing the long-term institutional home to the network. Details of the timing and conditions of the transmission will need to be negotiated with the GEF Secretariat and clearly outlined in a partnership agreement between UNU-INWEH and the GEF Secretariat.

In order to minimize costs for a large centralized Learning system, it is suggested that all GEF-funded LD projects be required to anticipate the costs of involvement in the KM:Land Learning Network in their annual budgets (as part of the “Lessons Learnt” costs). Alternately, or in addition, GEF may retain a certain percentage of the approved budgets earmarked for KM activities. However, the contributions of GEF projects are likely to be insufficient for the long-term operation and maintenance of the Learning Network and, thus, the GEF Secretariat needs to be prepared to commit additional core funds. At minimum, a part-time project assistant will be required to update the online portal of the initial Learning Network on a regular basis.

2.13. Phased approach for the development of the KM:Land Learning Network

The KM:Land initiative was designed as a three-phased initiative. Each phase of the initiative places an emphasis on one of its three specific objectives, including: 1) development of an indicator system; 2) establishing a learning network; and 3) setting up a harmonised M&E system for GEF agencies. While the main focus of the current MSP is on designing the GEF indicator system, the Learning Network will be fully unfolded and implemented during the second phase of the project. Table 3 outlines the core outputs for each of the phases under specific objective 2) of the programme: “Exchange and disseminate knowledge and practices generated through sustainable land management projects and programs through a Learning Network”. The outputs will be discussed, reviewed and refocused with the users of the Learning Network on a revolving basis, with a major revision taking place at the end of each phase.

Table 3. The outputs under the Learning Network for the three phases of the KM:Land initiative.

| Phase 1 2007-2010 | Phase 2 2010-2012 | Phase 3 2013-2015 |
|---|---|--|
| Outputs: <ul style="list-style-type: none"> • Website and initial forum for information sharing between project stakeholders • Overall concept of the KM:Land Learning Network • Mechanism for synthesis of knowledge designed | Outputs: <ul style="list-style-type: none"> • Mechanism for synthesis of knowledge implemented • Learning products generated and disseminated • Knowledge database fully developed • Training framework, including 2-3 pilot modules • Training of stakeholders • Wider user group use and engage in the Learning Network • Support to sub-communities • Process for uptake of knowledge designed | Outputs: <ul style="list-style-type: none"> • Process for uptake of knowledge implemented • Training of new stakeholders • Support to sub-communities |

It should be noted that the emphasis of the next phase on the Learning Network will require adequate capacity to populate the knowledge base with information and resources, develop knowledge products and deliver services such as training and thematic workshops. The budget for the delivery of such a complex learning mechanism is estimated to be at a minimum of 1 million USD. A proposed budget is included in Annex 3.

3. Design Proposal for the Initial KM:Land Learning Network

This section is meant to provide guidance to the developers of the technology component of the initial Learning Network. It should be noted upfront that the design of the KM:Land Learning Network is flexible and that components can be added according to the specific priorities of the GEF.

3.1. Overview of the core components of the initial KM:Land Learning Network

The initial KM:Land Learning Network will be internet-based and its operationalization will be supported by ICT tools. The components of the Learning Network will be packaged in a demand-driven basis in order to enhance access to knowledge and synthesized information emerging from the LD FA, while at the same time serving as a communication and interaction platform for professionals with similar interests. Three core components are presented, but the extent to which they will be developed in the KM:Land Learning Network will depend on GEF's priorities for KM and resource availability.

The three core components are:

1. **Public website** as the online portal and communication tool;
2. An expandable **virtual Resources Centre** (database and database management system), embedded in the website, for storing, accessing, managing and retrieving information, materials and other resources from GEF projects;
3. **Communities of practice**, also embedded in the website, as a mechanism for exchange of information, lessons and experiences among SLM professionals.

The **website** is the key component of the initial KM:Land Learning Network because it will serve as the online platform providing a common gateway to the virtual Resources Centre and Communities of Practice. At the same time, the website will be the communication and dissemination tool for the KM:Land project.

In the beginning, the **database** underlying the virtual Resources Centre of the KM:Land Learning Network will be rather small. It will provide some storage space for materials and information (such as publications, training materials, events, contacts and reports) from GEF LD projects and will access already existing LD databases (e.g., WOCAT database). The Resources Centre will serve as a mechanism for sharing of materials and resources related to the Learning Network as well as a storage of online discussions. During the following phases, this component could be significantly expanded and would then also entail a systematic inventory of GEF projects including the comprehensive storage for all data and documentation from the LD portfolio.

In order to assure effective extraction and delivery of information from the corresponding virtual Resources Centre according to the search-functionality requirements, a **database management system** (DBMS) needs to be designed. The ability of the DBMS to reflect the most up-to-date and relevant representation of the database is vital. Below, the key characteristics of the DBMS are summarised:

- Functional search/browse function, maximizing a search query's ability to return the most relevant assimilation of data and/or knowledge. At a minimum, there should be a browse function by keywords, thematic topics, and geographic areas.
- The knowledgebase and the dynamic search capabilities must be accessible via an interactive and user-friendly interface embedded in the above-mentioned website.
- Development of highly intuitive metadata search capabilities that allow meaningful and powerful segregation of the data according to user-defined parameters.

The **communities of practice** component of the initial KM:Land Learning Network provides an avenue of communication and facilitates the exchange of information and lessons learned among SLM experts, via a platform that concurrently provides a connection to the Resources Centre with relevant documents and resources, information and knowledge (and possibly to other ancillary databases). The communities of practice also facilitate the creation of new knowledge and the efficient storage and dissemination of that knowledge. As such, they have

the capacity for efficient exchange of information and for dissemination of the users' interpretation of that information. Furthermore, information available in the system, as well as any further processing or interpretation of the materials, will be retained and archived, so as to provide a record of progress and change. This "living document" approach enables users to "re-purpose" the information for other applications as they arise. The communities of practice will be supported by the entire range of ICT tools available for web-based networking, such as online communities, blogs, and wiki-tools. The ICT tools will be based on the latest technology available.

Figure 3 provides an overview of the proposed structure for the website as the key component of the initial KM:Land Learning Network, which integrates the Virtual Resources Centre and Communities of Practice. According to this proposed structure, the website of the initial Learning Network will entail the following online areas:

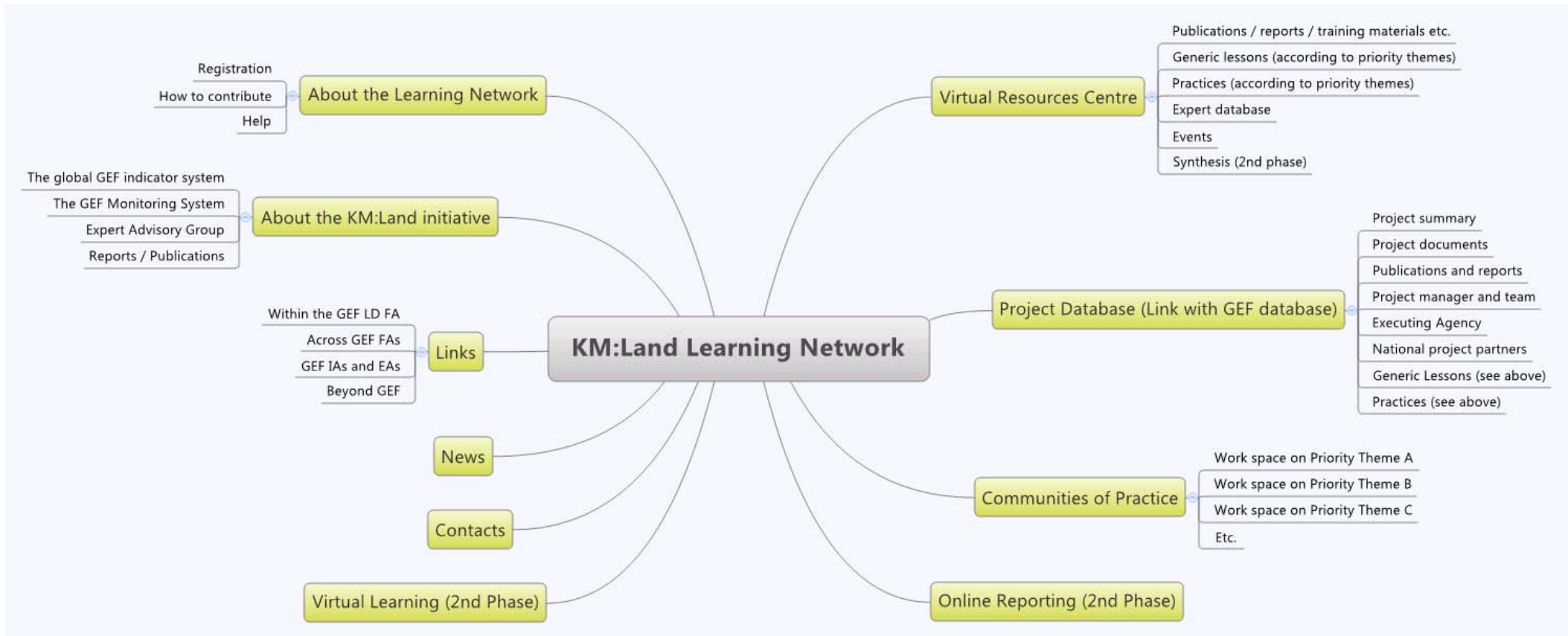
- Introduction to the KM:Land Learning Network;
- Overview of the KM:Land initiative and update on its current status;
- The Virtual Resources Centre, providing access to a wide range of information and resources;
- The workspace for Communities of Practice, enabling dialogue on various topics;
- News and updates;
- Collaborators to the KM:Land Learning Network, providing links to other relevant Learning Networks;
- Contact information for the initial Learning Network.

In addition, Figure 3 further presents ideas of how the website/online Learning Network will be expanded in the follow-on phases of KM:Land, particularly through adding the following online areas:

- Database of GEF LD projects;
- On-line reporting for GEF projects;
- Platform for virtual/distance learning courses.

It should be emphasised that the initial KM:Land Learning Network will be set up in two steps. A first draft of the online platform will be developed based on this design concept and upon further discussions between the KM:Land project team and the contractors. Once the platform goes online, users of the Learning Network will be invited to test the initial Learning Network and will be requested to provide feedback and comments on the structure, functionality and relevance of the networking tools and identify gaps. This input will be used and incorporated into the second draft of the Learning Network, which should be fully functional by the end of this proposal.

Figure 3. Mind map depicting possible online areas of the website of the initial KM: Land Learning Network, integrating the Communities of Practice and the virtual Resources Centre.



3.2. Description of the components of the initial Learning Network

In the following, the possible pages/components and sub-pages/sub-components of the website as depicted in Figure 3 are described in more detail to explain their function in the initial Learning Network. Since the virtual Resources Centre and Communities of Practice are an integral part of the website, their purpose and functionality are also described in this section.

a) About the Learning Network: This page is the entry point to the website of the KM:Land Learning Network. Here, users are welcomed and a description of the purpose, scope, background and functionality of the KM:Land Learning Network is provided. Links to both the GEF and UNU-INWEH websites will be incorporated into this page. The first page of the KM:Land portal will further lead to the following sub-pages:

- *Registration:* This page will outline the registration process and explain the purpose of registration to users. Registration will be required in order to actively contribute to the virtual Resources Centre and Communities of Practice. In order to register, users will have to complete a simple online questionnaire¹. Upon registration, users will receive a username and password by email. The registration process, though an additional deterrent for participation, will help keep an overview of the user groups of the Learning Network and identify their interests and needs upon which the network can be modified as and when needed. The registration process will also ensure some control for misuse of the system.
- *How to contribute?* This page will explain the ways in which interested users can use and contribute to the KM:Land Learning Network, e.g. through uploading information, creating own workspaces and/or participating in online discussions as registered users.
- *Help:* Here guidance is provided to the users on how to use the Learning Network. A simple contact sheet or provision of contact details will allow people to contact the administrator for additional questions.

Level of access:

- Public access

b) About the KM:Land initiative: This page will provide information on the overall KM:Land initiative, its history, objectives and significance for the GEF LD FA and beyond. It will also highlight the collaboration of UN agencies and Development Banks (links to their websites may be incorporated). More details on the various project components will be provided through the following sub-components:

- *The GEF indicator system (the product of the 1st phase of KM:Land)* : describing the purpose, significance and components of the overall indicator system. Furthermore, an overview of the selected global- and project-level indicators will be provided, including indicator profiles with detailed descriptions of the methodologies and reporting procedures. The various reports on global- and project-level indicators as well as any other documents such as scientific papers, earlier publications and guidance materials (once finalised) produced in relation to these indicators will be readily available on this page. Furthermore, links to other relevant indicator initiatives will be established, such as the FAO LADA project, the UNCCD CST indicator work, WOCAT impact monitoring task force, CACILM, TerrAfrica and MENARID indicator components, Desertlinks, DeSurvey, DESIRE, etc.
- *Harmonised M&E:* this page will describe the envisioned, improved M&E system for the entire GEF system which will be based on adaptive management principles and stronger involvement of land users. GEF-commissioned reports on Strengthening GEF SLM

¹ This simple questionnaire will be designed to provide information on the professional background and interests, institutional affiliation and level of experience of the user.

impacts through impact pathways should be available on the page as well as any reports by the GEF M&E unit on the application of the Theory of Change for the impact evaluation of the entire LD FA.

- *Publications/reports*: All publications, workshop and thematic reports, guidance materials and scientific papers will be available for downloading.
- *Expert Advisory Group (optional)*: this page will explain the role of the Expert Advisory Group of the KM:Land project in terms of scientific guidance, and will provide a list of names.

Level of access:

- Public access

c) The Virtual Resources Centre: This online space will be the main mechanism for sharing and exchanging resources related to SLM. Users of this Virtual Resources Centre will be able to upload and download reports, publications, training materials, videos, etc. The resources will be searchable by theme², keyword³, geographic region⁴ and country, at a minimum. The establishment of this Resources Centre will require the development of a database for the storing of resources as well as a functional database management system with a search/browse function. In order to populate the Virtual Resources Centre, all GEF project managers will be requested to upload their latest thematic publications, reports, methodological guidelines and other interesting materials on a regular basis. Initially, it may require some additional effort by project managers and agency task managers to compile relevant resources and incorporate them into the database in the same format. Later on, this could become an integrated part of the regular reporting responsibility of GEF projects and could in the future be linked to an online GEF-wide reporting system. In the later stages of the Learning Network, independent SLM experts are expected to contribute their own resources by adding additional information to the database on a voluntary basis. Generally, before resources can be added to the knowledge base, materials and information will need to be screened on the basis of quality and relevance. The Virtual Resources Centre will entail the following sub-components:

- *Publications/reports*: including books, scientific articles, theme specific reports, workshop proceedings and project reports.
- *Guidance materials*: including training materials, guidelines, resource kits, manuals, guidance materials, etc.
- *Lessons Learned*: as part of their standard reporting obligations, GEF projects regularly report on lessons learned from their projects. After screening for quality and relevance, these lessons should be stored in a standard format⁵ and made available through this resources centre.
- *Expert network/database*: Profiles and contact details of SLM professionals will be stored in this database using the information provided through the registration. This will allow SLM professionals to get into contact with colleagues working on similar problems. Users will be able to edit their profiles online and add additional information and pictures, and decide whether they want their profile to be visible to the public.
- *Events*: Calendar with relevant events for SLM professionals.
- *Multimedia*: Storage space for video clips and photos taken at project sites.
- *WOCAT technologies and approaches (2nd phase of the project)*: upon agreement with WOCAT, a link will be established with the WOCAT database on technologies and

² Themes could be arranged by land use systems (agriculture, rangeland management, forest management), and/or ecosystems, and could include topics such as integrated water resources management, financing of SLM, sustainable livelihoods, community involvement, climate change adaptation, etc. This function needs to be flexible in order to be able to add themes as and when needed.

³ To be defined.

⁴ E.g., following the UNCCD definition of regions and sub-regions.

⁵ To be developed.

approaches in order to make this valuable source of knowledge available to the GEF community. This can only be realistically established during the second phase of the Learning Network. In addition, GEF projects could become important contributors to the WOCAT database. For example, as part of the final project report, GEF project managers could be requested to report on their successful approaches and technologies using the standard WOCAT questionnaires. This would provide a powerful, growing database on SLM technologies and approaches, which could further be linked to other international reporting efforts, i.e. UNCCD reporting.

- *Synthesis documents (2nd phase of the project)*: during the second phase of the Learning Network, a major emphasis will be placed on providing portfolio-wide, comparative analysis and synthesis of critical SLM knowledge. The synthesized knowledge will be added to the Resources Centre in various formats, such as guidelines, policy briefs, and good practices publications, etc., and will be disseminated through the Learning Network.

Level of access:

- Public access for downloading of information, unless use is restricted
- Only registered users will be able to contribute resources and information to the Resources Centre

d) Communities of Practice: The communities will provide users with a range of useful interactive and networking tools that support virtual peer-to-peer exchange and dialogue. This will help project managers retain a connection to the world beyond the project and, ultimately, produce better project results. For example, in communities of practice, interested users or user groups will have the possibility to meet and exchange ideas and experiences on specific topics or discuss problems encountered in the implementation of projects. Web-based networking tools to support this dialogue will include innovatively designed online discussion fora, wiki functions, blogs, or a customized combination of these tools, as appropriate for the users' needs. The latest available ICT technology will be used. The communities will be arranged in thematically distinct workspaces that will be initiated and designed by registered users based on their specific needs. The key challenge of these communities will be to address the now-familiar "too busy" mentality that comes with managing and working on short-duration, high-profile projects (see below on active participation). In order to create sustainable virtual communities based on innovative technology, input by an organization specialised in designing virtual networking tools will be required (please also see Box 1). The following tools are envisioned to be available for these communities of practice:

- *Decentralised workspaces*: Interested users or user groups will have the possibility to create and design online spaces, including online discussions, wiki functions, linked to the Resources Centre for sharing of information materials.
- *Online discussion fora*: Innovative, web-based tools that support interaction in discussion groups, each governed by a (voluntary) discussion group leader⁶. Communication can be directed at an individual, individuals of choice, pre-set groups of interest/expertise, or the entire network. These tools should capture snapshots of recent information exchanges within discussion groups. The discussions will pursue clear objectives with a defined thematic scope.
- *Wiki-Tools (optional)*: tool enabling users to jointly compose and review a text, document or report.
- *Blogs (optional)*: one-way communication tool and type of a website which is maintained by an individual with regular entries of commentary, description of events, or upload of materials.

⁶ Communication within and between groups would be monitored and facilitated by a group leader, with intervention and/or assistance provided as necessary. The groups will be led on a revolving and voluntary basis, with the entire network managed at adequate levels of hierarchy to ensure that momentum and participation is both ongoing and relevant.

- *Add-on functions:* In the online working spaces, users will also have the possibility to upload and share documents, events, and other items of interest. These resources will be stored in the virtual Resources Centre (see above).

Level of access:

- Access will be restricted when content discussed is confidential; otherwise, access is public.
- Only registered users can create their workspaces and contribute to discussions and documents.

e) News: This page will automatically display resources or events recently posted in the KM:Land virtual Resources Centre as well as current discussions in the communities of practice without requiring input by the webmaster. If sufficient capacity for maintaining this page is available, then additional latest news relevant for the Network can be summarized. In addition, during the second phase of the project, the KM:Land Learning Network may consider producing regular ‘news bites’ informing subscribers of current issues, ongoing discussions, etc. These brief messages were highly appreciated by users in other KM initiatives such as the Biodiversity Support Programme.

Level of access:

- Public access

f) Collaboration: Links will be established to other Learning Networks and possibly to other relevant databases (e.g. the WOCAT database on SLM approaches and technologies), including the following relevant online platforms:

- within the GEF LD FA (e.g. Terrafrica Knowledge Base, CACILM Learning Network, MENARID website, WISP website, LDC-SIDS website);
- across the GEF Focal Areas (Adaptation Learning Mechanism, IW:Learn, IW:Science, etc.);
- GEF Implementing and Executing agencies (Knowledge Bank of the World Bank, UNDP Learning Networks etc.); and
- beyond the GEF family (WOCAT, EcoAgriculture, Water Wiki, UNFF, DSD website, EDN, UNCCD TPNs, relevant CGIAR-networks).

Level of access:

- Public access

g) Contact: Contact details of the responsible webmaster will be provided. In addition, contact information of the KM:Land project team and responsible focal point in the GEF Secretariat can be displayed.

Level of access:

- Public access

3.3. Components for future phases of the KM:Land Learning Network

a) Project database (2nd phase): During the second phase of the KM:Land Learning Network, a comprehensive, interactive portal for GEF projects of the LD FA will be set up. The database will be an integral part of the Virtual Resources Centre. At a minimum, for each project in the database, there will be a brief project summary, project documents, full set of mid-term review and final evaluation reports, all project reports, publications and other materials produced during the lifetime of the project, contact information and profiles of project managers and team members, executing agency, partners, location (on Google Earth) and pictures of the

project sites. In addition, the projects will provide generic lessons arranged by key topics of SLM and upload good practices on SLM technologies and approaches using WOCAT tools. This database will be regularly updated by the project managers as part of their reporting requirements and will be searchable for interested users by key word, themes, regions, countries, etc.

Level of access:

- Public access
- Registered project team members will be responsible for updating the information

b) Virtual/Distance Learning (2nd and 3rd phases): The development of a few technical short courses and seminars using distance learning and information-sharing tools such as threaded discussions, email, audio and video conferencing, may be considered during the second phase of the Learning Network. This could be linked to other distance learning courses such as the UN Water Virtual Learning Centre (WVLC) established by UNU-INWEH, or relevant university courses that may wish to participate.

Level of access:

- Public access

c) Online reporting (2nd and 3rd phases): In an effort to harmonize reporting within the GEF system, it is desirable that project managers can easily report to the responsible GEF Implementing Agency through an online platform, following the same, standard format. Access to this reporting would be restricted to project managers and agency staff. However, relevant information of value and interest to other project managers could be automatically stored in the Virtual Resources Centre, e.g. lessons learned, thematic reports, scientific publications, training materials, etc.

Level of access:

- Restricted to project managers and agency task managers

3.4. Underlying principles of the Initial Learning Network

The following important principles will drive the design and development of the technology component of the initial KM:Land Learning Network:

1. **Intuitive Interface:** An online platform that serves as a user-friendly and intuitive interface:
 - a. Using symbols for major functions, e.g. registration, communities, resources centre, etc.
 - b. Providing a simple user's guide⁷;
 - c. Easy registration process that includes obtaining the users' profiles; and
 - d. Quicklinks for easy and engaging interaction to take place with the desired audience, e.g., send message, upload document, bring to the attention of, ask a question, make appointment for phone conferences, post an item on the message board for discussion, etc.
2. **Interactive design:** An online platform providing innovative, web-based networking tools that facilitate and encourage sustainable interaction and exchange between peers. Specialist knowledge to design such tools will be required.
3. **Different access levels:** Definition of different levels of user/access rights for the use of the various online tools, including:

⁷ To be written jointly by the contractor and the KM:Land team.

- a. Administrators: will have full user rights to edit all contents of the website. The administrators will also have the responsibility to decide who has access to which parts of the website.
 - b. Registered users (possibly distinguishing between different user groups): can add a resource or event to the virtual Resources Centre, participate in the Communities of Practice and edit their profile in the directory of experts. Areas with restricted access to specified user groups should be limited as much as possible in order to enable and encourage easy participation of professionals interested in the Learning Network.
 - c. Public: can browse the website, view public online discussions, download resources from the Resources Centre and send comments to an administrator.
4. **Users' profiles:** a simple questionnaire will need to be completed by the users during the registration process in order to better understand the interests and needs of the users of the website. The information documented by this online questionnaire will be automatically displayed in the expert directory of the Learning Network and can be edited there by the users.
 5. **Low-speed access:** As about half of the users will be based in developing countries and half in developed countries, the systems need to be designed to work effectively at both high and low internet speeds.
 6. **User-driven design:** Useful tools are required that is driven by users' needs which will help them in their daily work rather than adding an extra burden. Thus, feedback by users is critical and will be incorporated into the second draft of the KM system.
 7. **Easy maintenance:** The online tools should require as little input from an administrator as possible. To the extent possible, common processes, such as registration and news updates, should be automatic.
 8. **Easily enhanced:** Flexibility in terms of adjusting the tools and adding new components, including components from external web-designers, is required.
 9. **Multilingual:** The online tools should be made available in different languages in order to ensure strong engagement of professionals from various regions.
 10. **Global audience:** It is envisaged that all professionals worldwide with an interest in SLM, both within and external to GEF, will benefit from the KM:Land Learning Network. Initially, user groups will mainly include international experts, including GEF project managers and project teams, UN agency staff, scientists and practitioners.
 11. **Search or browse function:** supporting the search for documents, projects and online fora according to regions, keywords, country or theme of interest.
 12. **Contemporary design:** In order to enhance the functionality and content of the Learning Network, the online platform will require a contemporary, attractive and user-friendly design, which will also determine the overall branding of the KM:Land initiative. This design effort should not be overly elaborate or expensive, but may require the services of a professional graphic designer.

3.5. Ensuring active participation

One key aspect of creating such an online Learning Network is to explore ways to ensure meaningful virtual representation of individuals in interactive learning. Thus, it is critical that the Learning Network responds to user and project needs and delivers well-packaged learning services and products on relevant substantive topics. Due to the time constraints that managers of complex projects are facing, there is high demand for synthesised information which can be easily accessed through an online platform and/or is directly delivered to the user by email. In order to ensure active participation in online dialogues, the provision of innovative technology alone will be insufficient; regular input is required, for example, through active moderation of online fora by experts and regular face-to-face meetings that bring people together. Box 1 provides valuable lessons on active online discussions derived from the experience of the Knowledge 4 Development initiative of the World Bank. These lessons will be incorporated in

the design of interactive dialogues and networking tools of the Community of Practice of the KM: Land Learning Network.

Box 1. Lessons learned from 100 e-discussions with over 50,000 members conducted by the World Bank's Knowledge 4 Development initiative

- **Utilize e-discussion as one tool:** E-discussions can be very cost-effective, but have their limitations. They are best used to complement other forms of consultations such as face-to-face events and video conferences.
- **Clearly define the objectives:** Without a clear understanding of the specific issues that need to be addressed in an e-discussion, it is unlikely to succeed. In this regard, an e-discussion is similar to a face-to-face event.
- **Connect the results to something tangible:** E-discussions are always more active and meaningful when participants know in advance that their contributions will have some sort of impact on the organizers.
- **Keep the technology simple:** The platform used is relatively low-tech and email-based. While other types of discussions on the Internet are more visually appealing, they often require the type of Web access not commonly found in most developing countries and often involve unwieldy registration forms.
- **Engage the services of a facilitator:** Just because an e-discussion is not a face-to-face event does not mean that it does not require a lot of attention. Experience has proven a direct correlation between time expended by a facilitator and results attained.
- **Make the discussion inclusive:** Advertise widely and offer the discussion in different languages.
- **Recruit a partner and participants:** A partner or two, particularly an NGO, offers numerous advantages particularly when it comes to facilitation, marketing, and overall credibility. Recruiting active participants from the very start also ensures a lively discussion.

(Source: <http://web.worldbank.org>)

There are also several technological ways to engage people more effectively, for example:

- Identify topics that users are interested in and then derive sub-topics (such as, "If you are interested in rangeland management, you will probably be interested in a subtopic dealing with fire management in rangelands");
- A "push" system that matches a user's profile (and any derived terms) against a new topic that comes up and would "automatically" add an option for that user to join the group. This could be a simple "YES/NO" button appearing in the user's main entry page.
- Create interest profiles for users to receive feeds with pertinent information. Preliminary profiles can be created based on questionnaires that have to be completed when registering on the website, but should be refined automatically over time.
- RSS feeds from all of the material that is broken down into topics and subtopics that users subscribe to. The RSS feed access "button" can then be placed on their personal page, or they can be notified by email that new materials are available.

It is expected that the developers of the Learning Network will bring their unique experience in designing networking tools and internet-based systems that maintain and encourage virtual communities.

3.6. Next steps for establishing the Initial KM:Land Learning Network

Until the end of the MSP in June 2010, several steps are deemed necessary to set up an initial KM:Land Learning Network, which can be expanded during the follow-on phases of the project. Below, some activities are suggested that can still be realistically implemented by the end of the

first phase of the project. They are structured according to the three different components of the initial Learning Network as suggested above and include the following:

- **Website** as the common gateway to the virtual Resources Centre and Communities of Practice, and the communication tool for the KM:Land project. It is feasible to set up this component before the end of the first phase of the MSP. It would also serve as the communication platform for the outputs of the first phase of the KM: Land initiative.
- **Communities of practice**, which can be embedded in the website as a mechanism for exchange of information, lessons and experience among SLM professionals with a common interest. Given the limited time left during this phase, it is proposed that the MSP focus on conducting more in-depth research on this component, reviewing existing communities of practice tools and tapping specialist expertise (e.g. ,CoMap at the University of Waterloo, Canada). This research should result in a better understanding of the motivation of users to actively participate in the Learning Network and a proposal of concrete ICT tools that could be used in the initial Learning Network. If possible, these tools could already be integrated in the website before project termination.
- An expandable **Virtual Resources Centre**, embedded in the website for storing, accessing, managing and retrieving information, materials and other resources from GEF projects, such as publications, proceedings, training materials, events, contacts and reports. This will require a database to create storage space for materials and information and a database management system according to the search-functionality requirements in order to assure effective extraction and delivery of information. During this phase of KM:Land, it will be realistic to design the overall architecture of the database and database management system and to conduct an assessment of the knowledge base available within the LD FA. Setting up the system and population of the database would need to take place after the first phase or independent from KM: Land (e.g., by the GEF Sec).
- The **synthesis** of relevant, generic information generated by GEF projects should be given priority during the follow-on phase of the project. The need for synthesised products has been highlighted by many potential users as one of the key gaps that needs to be addressed. Before project termination, it is feasible to design the procedure for a synthesis to be implemented during a follow-on phase.

Annex 1. List of Reviewed Learning Networks

| Learning Network | Lead Organisations | Weblink |
|---|---|---|
| Adaptation Learning Mechanism | UNEP, UNDP, GEF, World Bank | http://www.adaptationlearning.net |
| Biodiversity Planning Support Programme | UNDP, UNEP, World Bank, GEF | No longer active |
| CACILM | ADB, UNDP, GEF and others | http://www.adb.org/projects/CACILM/ |
| CGIAR Networks | CGIAR | http://www.cgiar.org without open access to Learning Networks |
| European (International) Desert Net | UNCCD, EU-COM (several DGs), UNESCO etc. | http://www.european-desertnet.eu/aims_eu.php |
| FRAME | USAID | http://www.frameweb.org/ev.php?ID=1_201&ID2=DO_ROOT |
| Knowledge for Development | World Bank | http://web.worldbank.org/WBSITE/EXTERNAL/WBI/WBIPROGRAMS/KFDLP/0,,contentMDK:20934415~menuPK:2882148~pagePK:64156158~piPK:64152884~theSitePK:461198,00.html |
| Forum for Sustainable Land Management (SLM) | SDC, Intercooperation, Swissaid, GTZ, Worldbank | http://www.cde.unibe.ch/Research/FSLM_Re.asp |
| IW:LEARN | UNEP, UNDP, World Bank, GEF | http://www.iwlearn.net/ |
| IUCN Knowledge base | IUCN | No external web link |
| Knowledge for Development (K4D) | World Bank | http://web.worldbank.org/WBSITE/EXTERNAL/WBI/WBIPROGRAMS/KFDLP/0,,contentMDK:20934415~menuPK:2882148~pagePK:64156158~piPK:64152884~theSitePK:461198,00.html |
| Knowledge Forum | FAO | http://www.fao.org/corp/knowledgeforum/eng |
| Landscape Measures Resources Centre | Ecoagriculture Partners | http://www.landscapeasures.org/ |
| MENARID | IFAD, GEF | Not yet |
| ROSELT/OSS | OSS | www.roselt-oss.org/accueil.php?type=graph&langue=1 |
| SIDS Network | UN Division for Sustainable Development | http://www.sidsnet.org/1e.html |
| TerrAfrica | World Bank, GEF, GM | http://knowledgebase.terrafrica.org/ |
| UNFF | UNFF Secretariat | http://www.un.org/esa/forests/ |
| Water Wiki | UNDP | http://waterwiki.net/index.php/Welcome |
| WiCoP | UNESCO | No longer active |
| WISP | IUCN, UNDP, GEF | http://www.iucn.org/wisp/ |
| WOCAT | CDE, University of Berne | http://www.wocat.net/ |

Annex 2. Input from the Expert Advisory Group (EAG) meeting in June 2009 in Rome, Italy

At the EAG meeting in Rome, the meeting participants (GEF Secretariat, GEF agency representatives, EAG members and KM:Land project team) raised a number of points for consideration in the design of the KM:Land Learning Network. Below, the key points are summarized and an explanation is provided of how the KM: Land Learning Network will address these:

- 1) A major interest of GEF is in addressing the gap of knowledge exchange between users (the interactive component).

How will this be addressed by the KM:Land Learning Network? This reflects one of the key functions of the proposed KM:Land Learning Network, which is to improve sharing of information and learning across GEF agencies and GEF projects through communities of practice. These virtual communities are meant as a platform for dialogue on a range of pertinent themes identified by the members of the Learning Network so that they can work together on problems, develop new ideas and keep up with external developments. Additional more in-depth research in the area of interactive KM mechanisms is required to study successful, already existing tools and mechanisms and to better understand the motivation for users to actively participate in communities of practice (e.g. career development). In the current concept note of the KM:Land Learning Network, the results of consultations with relevant Learning Networks, also with regards to the effectiveness of interactive tools, are summarized and preliminary recommendations are provided in the section on communities of practice.

- 2) The GEF would like a means to show results and achievements at the portfolio/programme level, especially to target groups such as donors.

How will this be addressed by the KM:Land Learning Network? The Learning Network as defined in the concept note entails a synthesis process, through which knowledge products (and services) will be developed. These will take various forms such as good practices publications, policy briefs, training curricula, guidelines, etc. Learning from external sources and engaging international expertise will be a key element. The synthesised knowledge will be packaged according to the target audience. The synthesis process can only begin during a follow on phase of KM:Land.

- 3) GEF highlights innovation as an important element of GEF's work and places an emphasis on contributions to advancing with global environmental practice.

How will this be addressed by the KM:Land Learning Network? The KM:Land Learning Network proposes to make the link to the broader environmental community of practice and to learn from innovative approaches.

- 4) The GEF Secretariat would like to consider how to streamline the wealth of information and the different types of learning tools emerging from each project.

How will this be addressed by the KM:Land Learning Network? Standardized KM tools will be required to capture, store and manage information and practices from GEF projects in a systematic way. Different KM modules will then have to be developed according to different elements of an overall framework, e.g. the hybrid SLM framework, as suggested in the concept note.

- 5) In terms of capturing information from GEF projects, the PIR process is seen as the procedure to periodically compile experience, practices and lessons in a systematic way from GEF projects for dissemination.

How will this be addressed by the KM:Land Learning Network? The same procedure is suggested in the KM:Land concept. Relevant resources will be uploaded to the proposed virtual SLM resources centre of the KM:Land Learning Network as part of the regular reporting responsibility (PIR process) of GEF projects. However, in order to populate the resources centre, this will initially require some additional effort by GEF project managers and GEF agency task managers to provide already existing reports, publications, training materials and other relevant materials.

- 6) The GEF highlighted that there are no major funds available for deploying the KM strategy.

How will this be addressed by the KM:Land Learning Network? In the concept of the KM:Land Learning Network it is proposed that GEF retains a certain percentage of the approved project budget earmarked for KM activities in order to sustain the operational costs of the KM:Land Learning Network. This model is already successfully applied by UNDP.

- 7) GEF highlighted the need to define learning areas, particularly those reflecting the links between the environment and human well-being.

How will this be addressed by the KM:Land Learning Network? The KM:Land Learning Network proposes to identify a number of priority themes for learning activities and knowledge products of the LD FA in a consultative manner. The outcome is expected to be available at the end of the first phase of KM:Land and could support the process of defining learning areas and learning needs in the emerging GEF-5 strategy.

Annex 3. Indicative Budget for the Learning Network

| | Object of Expenditure | 2011 (USD) | 2012 (USD) | 2013 (Jan- June) (USD) | Total (USD) |
|----------|--|---------------|---------------|---------------------------------|----------------|
| 1 | Project Personnel Component | | | | |
| 1.1 | Project Manager | 30,000 | 30,000 | 15,000 | 75,000 |
| 1.2 | Technical Coordinator (inventory, support to WGs, etc.) | 22,500 | 22,500 | 11,250 | 56,250 |
| 1.3 | Administrative Support | 15,000 | 15,000 | 7,500 | 37,500 |
| | <i>Sub-total</i> | 67,500 | 67,500 | 33,750 | 168,750 |
| 2 | Consultants | | | | |
| 2.1 | IT Platform Developer | 20,000 | - | - | 20,000 |
| 2.2 | Science Analyst | 20,000 | - | - | 20,000 |
| 2.3 | Analysis, writing of thematic synthesis report | - | 36,000 | - | 36,000 |
| 2.4 | IT Specialist (Virtual platform design) | 20,000 | 10,000 | - | 30,000 |
| 2.5 | IT Specialist (Social Network Tool) | 20,000 | 10,000 | - | 30,000 |
| 2.6 | IT Specialist (KM interface, website development) | 15,000 | 15,000 | - | 30,000 |
| 2.7 | IT specialist (Online reporting tool to link to KM) | 10,000 | 20,000 | - | 30,000 |
| | <i>Sub-total</i> | 105,000 | 91,000 | 0 | 196,000 |
| 3 | Thematic component | | | | |
| 3.1 | Working Group 1: Agro-ecosystems | 45,000 | - | - | 45,000 |
| 3.2 | Working Group 2: Forest ecosystems | 45,000 | - | - | 45,000 |
| 3.3 | Working Group 3: Pressure, state and impacts | 45,000 | - | - | 45,000 |
| 3.4 | Working Group 4: Institutions, capacity building & mainstreaming | 45,000 | - | - | 45,000 |
| 3.7 | Analyst and writer of WG reports | 30,000 | 30,000 | - | 60,000 |
| 3.8 | Knowledge Management tools | - | 20,000 | - | 20,000 |
| | <i>Sub-total</i> | 210,000 | 50,000 | 0 | 260,000 |
| 4 | Training and Workshops | | | | |
| 4.1 | Field trips (project team) | 10,000 | 10,000 | - | 20,000 |
| 4.2 | Training (project team) | 20,000 | 10,000 | - | 30,000 |
| 4.3 | International workshop on KM | - | 150,000 | - | 150,000 |
| 4.4 | Working Group meetings | 50,000 | 50,000 | - | 100,000 |
| 4.5 | Steering Committee meetings | 20,000 | 20,000 | - | 40,000 |
| | <i>Sub-total</i> | 100,000 | 240,000 | 0 | 340,000 |
| 5 | Equipment/Office supplies | | | | |
| 5.1 | Office supplies | 2,500 | 2,500 | - | 5,000 |
| 5.2 | Library acquisitions | 2,500 | 2,500 | - | 5,000 |
| 5.3 | Computer software | 2,500 | 2,500 | - | 5,000 |
| 5.4 | Computers (hardware, laptops) | 2,500 | 2,500 | - | 5,000 |
| | <i>Sub-total</i> | 10,000 | 10,000 | 0 | 20,000 |
| 6 | Travel | | | | |
| 6.1 | Project personnel | 20,000 | 20,000 | 5,000 | 45,000 |
| | <i>Sub-total</i> | 20,000 | 20,000 | 5,000 | 45,000 |

| | | | | | |
|----------|--|---------|---------|---------|------------------|
| 7 | Reporting | | | | |
| 7.1 | Publications, maps, newsletter, printing, etc. | 10,000 | 10,000 | 15,000 | 35,000 |
| | <i>Sub-total</i> | 10,000 | 10,000 | 15,000 | 35,000 |
| 8 | Miscellaneous | | | | |
| 8.1 | Miscellaneous costs/items | 5,000 | 5,000 | 2,000 | 12,000 |
| | <i>Sub-total</i> | 5,000 | 5,000 | 2,000 | 12,000 |
| 9 | Terminal Evaluation | | | | |
| 9.1 | Consultant (fees, travel, admin support) | - | - | 50,000 | 50,000 |
| | <i>Sub-total</i> | 0 | 0 | 50,000 | 50,000 |
| | Total costs | 527,500 | 493,500 | 105,750 | 1,126,750 |