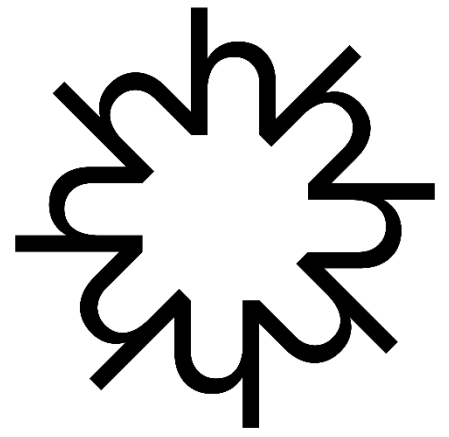


# Learning & Sharing Guide *Part 1*



## Knowledge Management Concepts and Context at horizont3000

horizont 3000

A GUIDE TO PRACTICE-BASED FRAMEWORKS USED WITHIN HORIZONT3000

VERSION 1.0 – 2024



Learning & Sharing in action: the Community of Practice 'Agroforestry Systems Mozambique' learnt how to make organic compost

ABOUT THIS DOCUMENT

# horizont 3000

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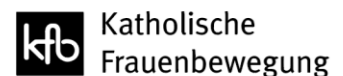
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# Acronyms

## *explained*

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ADC	Austrian Development Cooperation
AGM	Annual General Advisor Meeting
CoP	Community of Practice
CSO	Civil Society Organisation
DKA	Dreikönigsaktion der Katholischen Jungschar
ECP	Experience Capitalisation Process
h3	horizont3000
KM	Knowledge Management
KM-A	Knowledge Management Associates Austria
KM4Dev	Knowledge Management for Development (Community of Practice in Austria)
K4D	Knowledge for Development Partnership
L&S	Learning & Sharing
MO	Member Organisation (of horizont3000)
NGO	Non-governmental organisation
OD	Organisational Development
PO	Partner Organisation (of horizont3000)
PCM	Project Cycle Management
RCO	Regional/ Country office (of horizont3000)
SDG	Sustainable Development Goals
Advisor	Technical Advisor

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## Introduction to the Guide

### Objectives of the guide

The main objectives of the guide are to pool available expertise and tools for practice-based learning & sharing at h3 and specifically to provide a step-by-step guidance, practical tips and links to templates and resources for all learning & sharing methods and tools regularly promoted and supported within the h3 network.

### Target audience

The guide targets all staff at h3 as well as technical advisors who are involved in different roles and different ways with Knowledge Management (KM), Organisational Learning (OL), and specifically learning and sharing activities. Furthermore, it targets partner organisations who are interested in participating, suggesting or organising learning & sharing activities. The guide might also serve as a useful resource for h3 member organisations and their partner organisations and programme staff.

### Three guides for systematic learning and sharing

The Learning & Sharing Guide consists of **three volumes**. This present first volume provides background information on KM and learning & sharing at h3, as well as definitions and theoretical frameworks for the main terminology linked to and commonly used within the context of KM at h3.

The second volume is intended to serve as a practical resource for all those involved in planning, organising, coordinating or offering learning & sharing activities, where they can find all relevant information. Most of the content you will also find as interactive pages at the h3 [Knowledge Hub](#).

The third volume is about how to start integrating KM and OL into structures and processes of small- and medium-sized CSOs. It provides practical advice on first steps, building a KM strategy and action plans, and using data, information and knowledge, including from organisational self-assessments on gender equality and climate change.

As we continue further developing and learning, we will update the guides. You will find most recent versions of all guides on the h3 [Knowledge Hub](#) (please [contact us](#), if you need access).

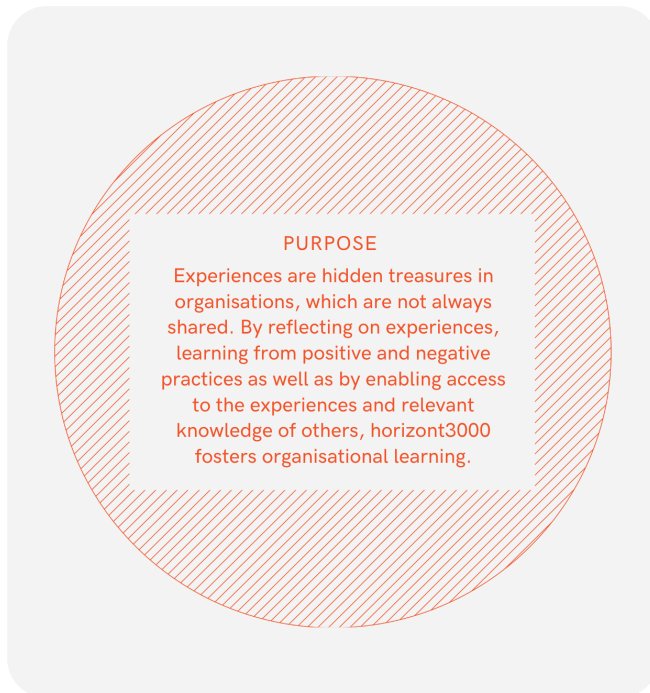
**These guides are the result of more than 15 years of experience at horizont3000 (h3) in developing and implementing activities with a variety of partners to foster practice-based knowledge sharing and learning. Many colleagues from different offices and departments have participated in advancing KM at horizont3000, along with partners around the world. They all have contributed to the pool of information, tools and methods bundled in these guides.**

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# 1. Context and background of *Knowledge Management* (KM) at horizont3000 (h3)

## 1.1 KM and Learning & Sharing (L&S) at h3

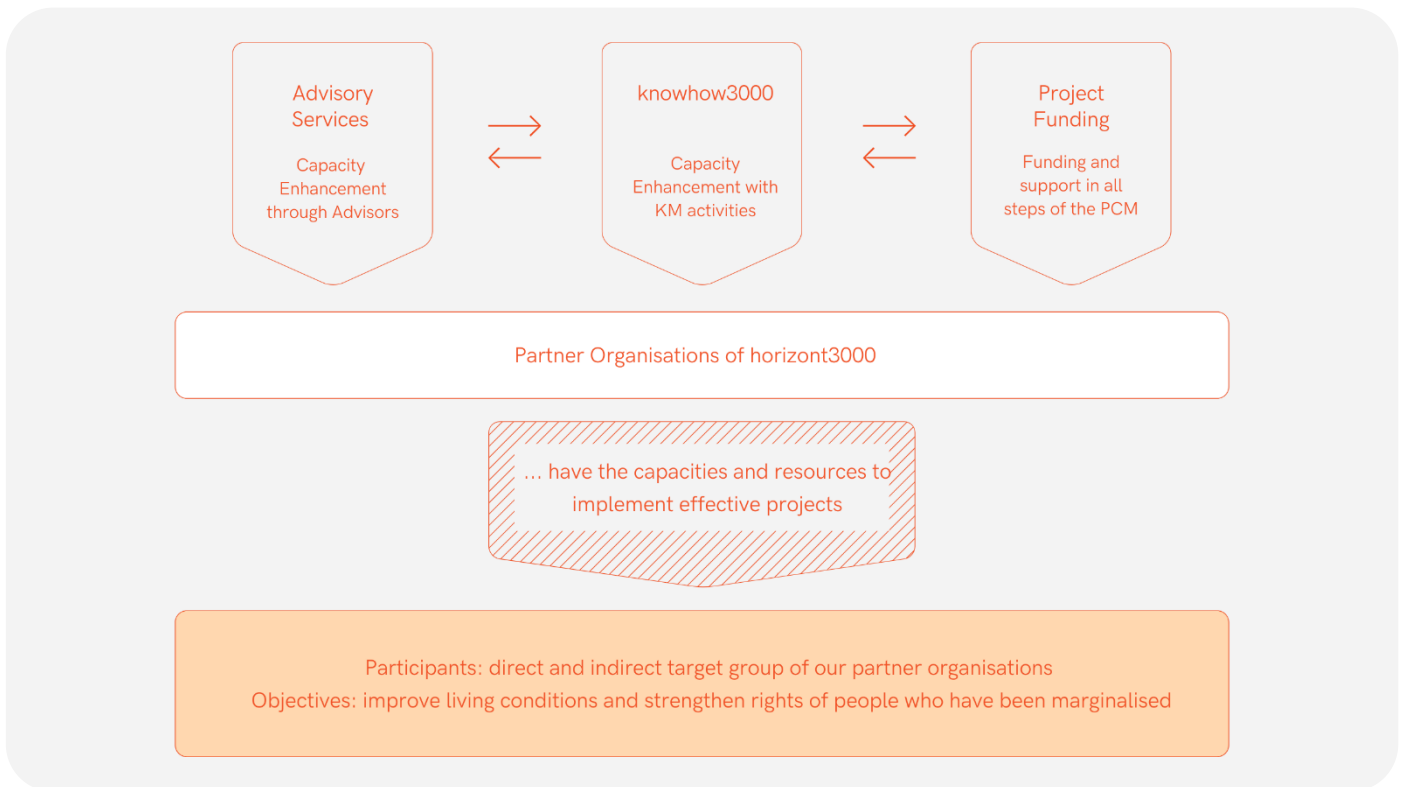


Since 2009/ 2010, horizont3000 has integrated into its pillars of work a special programme for capacity development and knowledge management, which has been called “knowhow3000” as of 2013. Even before there had been initiatives within the organisation to strengthen knowledge management activities. horizont3000 has access to a rich & diverse pool of knowledge & experiences through its regional and country offices, Austrian member organisations, appr. 80 partner organisations in about 15 countries as well as appr. 50 technical advisors per year. Furthermore, horizont3000 has strong relationships with other

likeminded Austrian and European NGOs as well as the Austrian Development Agency, the Austrian Foreign Ministry, European Commission Delegations, foundations and other donors. This is why the horizont3000 knowledge management programme was initiated in 2010 based on previous experiences: to use the existing potential for the benefit of our and our partner’s work and to make existing knowledge & experiences from practice within this network accessible.

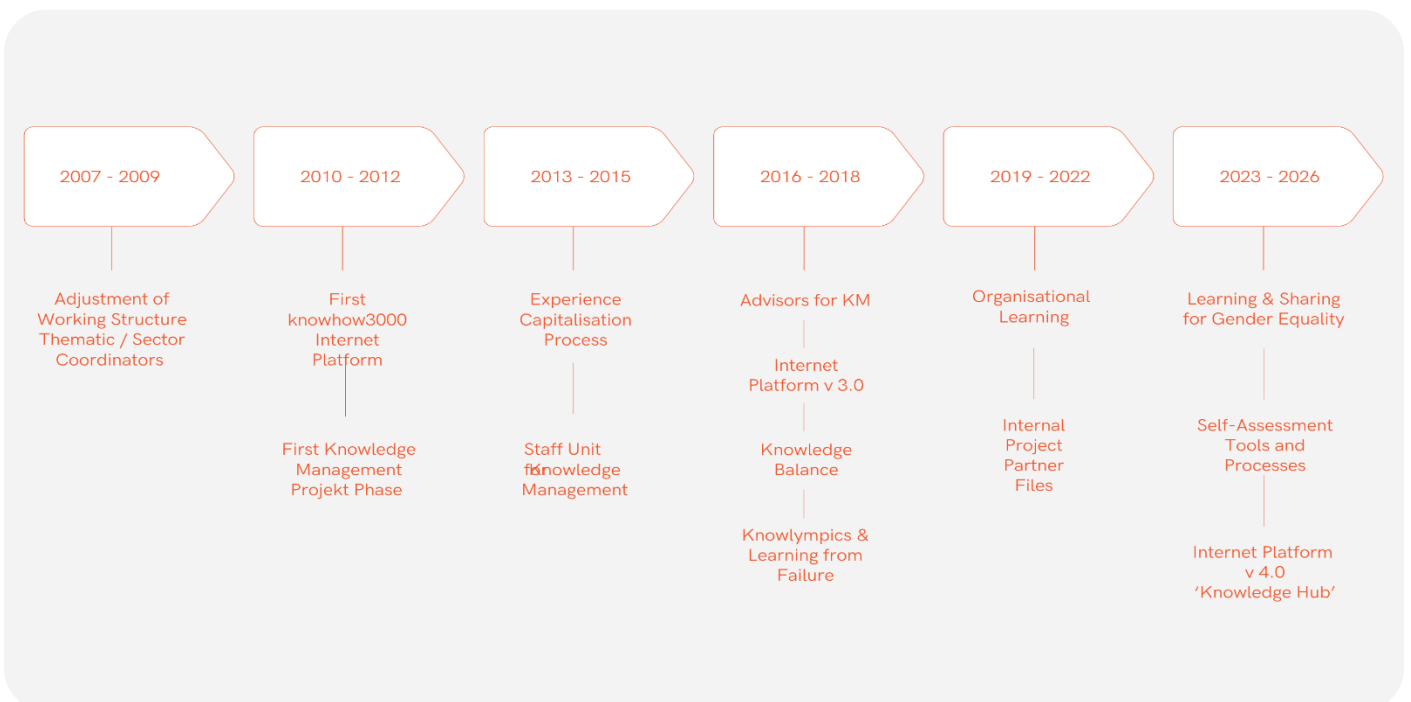
## 1.2 KM and L&S across h3 programmes

The KM services aiming at fostering learning & sharing, as described in this guide, constitute a complementary and essential offer to h3’s partner organisations. Alongside project funding and technical assistance, our main goal is to strengthen local partner organisations and their work towards improving the lives of people who have been marginalised. This contributes to positive societal change in the countries where we operate.



The knowhow3000 programme is part of the ADC funded framework programme, which includes numerous programme interventions implemented together with partner organisations in the sectors Sustainable Livelihoods and Human Rights – Civil Society. knowhow3000 is also carried out in close connection with the Advisory Programme of horizont3000 (technical advisors).

The knowhow3000 programme has further evolved over the years, building on several lessons learned, insights and emerging needs. The following graphic shows the main elements which were introduced over the different programme phases:



While the knowhow3000 programme has been the flagship programme, where knowledge management and learning & sharing among partner organisations has been systematically tested and developed at horizont3000, learning & sharing activities are also integrated into other projects.

In summary, we find the following projects related to learning & sharing at horizont3000:

- knowhow3000 knowledge management programme (global);
- Other learning & sharing or knowledge management specific projects or advisor assignments, with the main objective of strengthening capacities through learning and knowledge management,
- learning & sharing components and activities integrated into sector specific projects with objectives towards sustainable livelihoods, strengthening human rights and civil society, climate change adaptation and mitigation, gender equality and others.

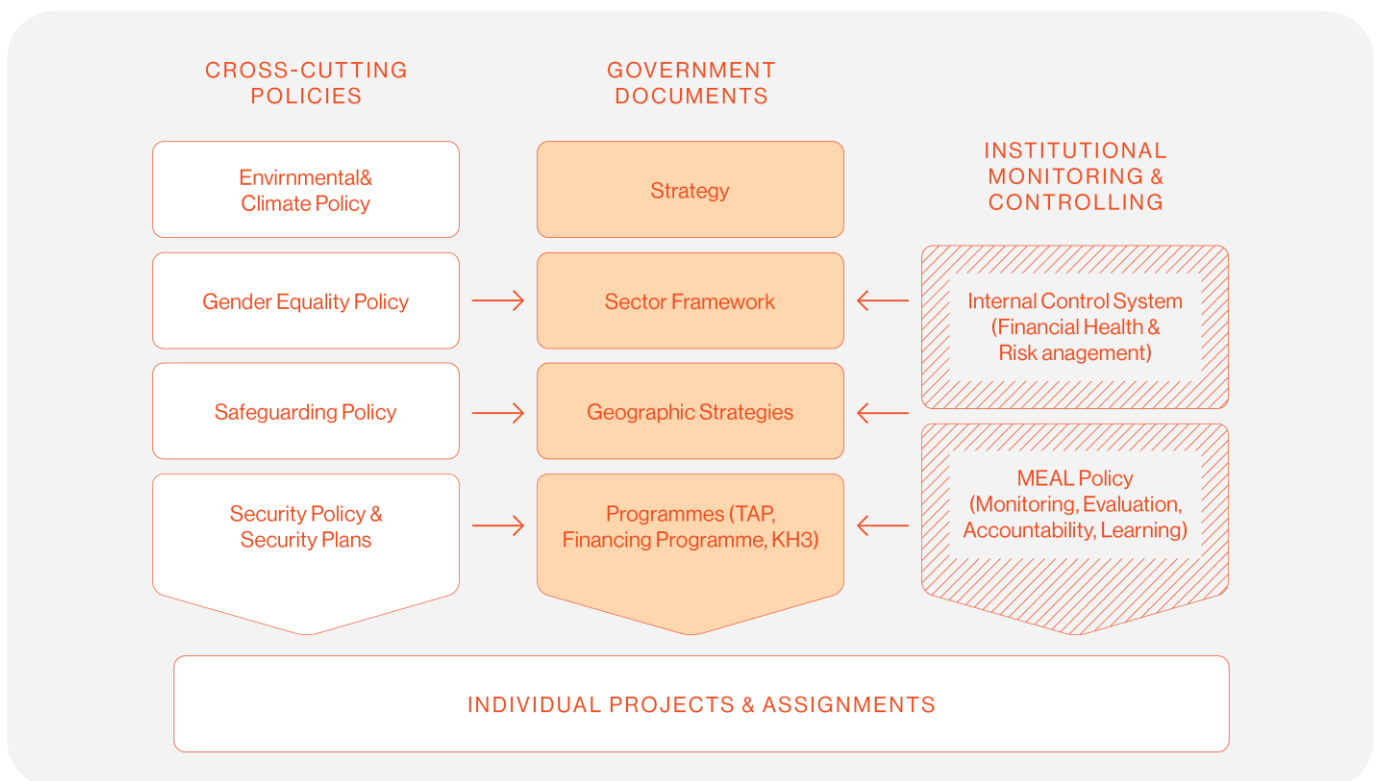
### 1.3 Support structure for KM and L&S at h3

At h3 a Knowledge Management (KM) team, comprising the following positions has developed over the years to coordinate and support, among other tasks, learning & sharing within our network:

- KM Team coordinator (based at the head office),
- Knowhow3000 Programme Coordinators in the HO and RCOs,
- h3 Knowledge Hub Coordinator (based at the head office),
- Sector coordinators for the two main sectors “Sustainable Livelihoods” and “Human Rights & Civil Society”,
- Focal points for “Gender Equality” and “Climate Change and Environment”,
- Advisors to specifically support knowledge management activities in some countries / regions.

In general advisors are target groups for learning & sharing activities and play a role to leverage impact of existing learning & sharing tools, methods and knowledge products. Advisors can participate themselves in learning & sharing activities and they are multipliers to motivate POs to systematically manage their knowledge, capitalize and share experiences and participate in h3 learning & sharing activities.

## 2. h3 Institutional *Policy Framework*



As the graphic above shows, all organisational policies in place at horizont3000 also apply to knowledge management projects as well as learning and sharing activities. This implies that activities are designed and implemented in a gender-sensitive or gender-responsive manner, that green office considerations are duly taken into consideration as well as safeguarding and security concerns. In practice this means that many different aspects and quality standards need to be taken into account when organising and planning L&S activities and in some cases different options must be weighed up. Furthermore, it is essential to keep policy requirements in mind when putting together project or activity budgets.

Apart from the policy documents itself, PART II of this guide provides practical tips and guidance on how to best include gender and climate change considerations into KM or learning & sharing activities. Given that we continue to learn and collect experiences, there will be a growing body of tools and checklists to support all parties involved in ensuring and strengthening the quality of L&S activities.

### 3. *Definition and concepts* of KM and organisational learning

The following chapter provides an overview of the understanding of some of the main terms and concepts used around knowledge management and organisational learning, in order to provide a common basis of understanding.

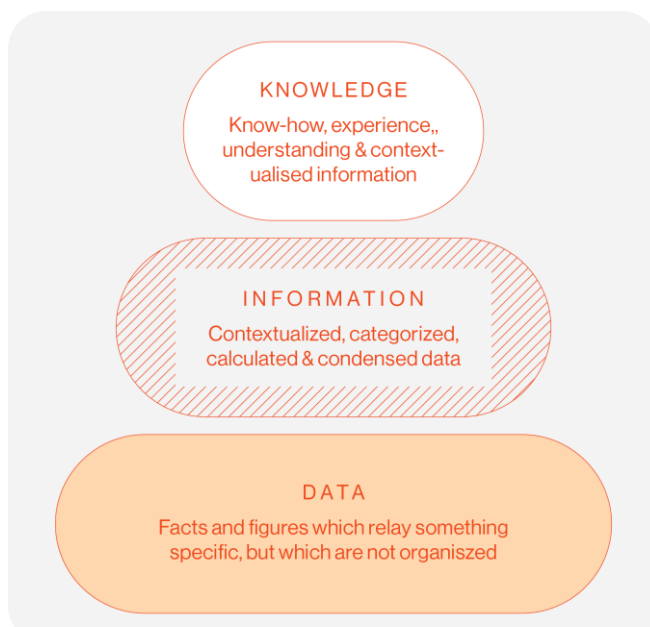


Figure 1: DIK pyramid (adapted from [knowledge-management-tools.net](http://knowledge-management-tools.net))

#### 3.1 What is knowledge?

Knowledge is NOT data and NOT information. However, knowledge is related and linked to both of them, information and data.

As the data – information - knowledge pyramide shows, **data** consists of facts and figures that are not organized in any specific way. *For example: 140, trees, Kaolack, 2020, water, dead.*

**Information** is data put into a specific context, category or system. For example: In Kaolack region (Senegal), residents of a community managed to plant 140 trees during the year 2020. Only 107 trees survived.

**Knowledge** is contextualized information and related to a person. By using certain information and data, a person obtains knowledge. He or she experiences and understands something by doing it and generates knowledge on it.

**EXAMPLE**

A woman participates in a tree planting training. She used the information provided by the environmental facilitator of the project, watering the tree every day for 1 month, however, after 3 months, the tree was dying. After showing the dead tree to the environmental facilitator, she was told that she had overwatered it by using too much water.

The woman and the facilitator have gained knowledge:

- Facilitator: to integrate more details on water quantity into tree planting instructions.
- Participant: to keep a closer eye on the tree's condition and ask for advice if something seems to be wrong with the tree.

In practice, many teams and organisations confuse data, information and knowledge. Some organisations believe they need a new database to master their knowledge management. However, knowledge always has something to do with people and their practice and not just with IT systems.

Most of the existing knowledge is invisible and inaccessible. It is stored in people's brains, bodies and practices. This **implicit or tacit knowledge**, also known as know-how, is not structured and documented and people are not always aware of their tacit knowledge on a particular topic.

A small part of the existing knowledge is structured, documented and made accessible. This is known as **explicit knowledge**. It lives in books, wikis, manuals, videos and other structured knowledge products. This **know-what** is easy to access and can be shared with others.

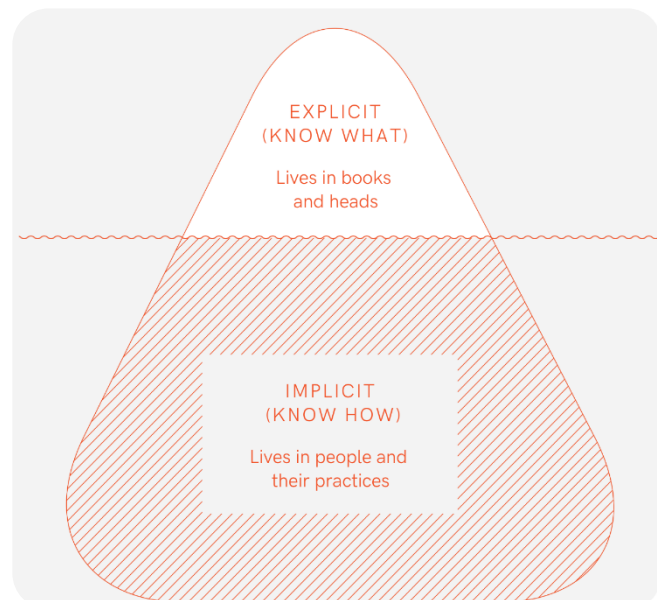


Figure 2: Types of knowledge (based on [Nonaka and Takeuchi, \(1995, The Knowledge-Creating Company\)](#))

## 3.2 What is Knowledge Management?

**Knowledge Management** is a targeted, integrated, and systematic management approach to identifying, acquiring, creating, sharing, applying, and capturing knowledge relevant to achieving the specific objectives of an organisation.

Knowledge Management is not only about organizing “explicit forms of knowledge” through information management, technology systems and activities to “capture and store” knowledge.

“We only know what we know when we need to know it.” (Snowden, D. 2023)

Human beings cannot list all tacit knowledges that they have, they need stimulus to recall it. KM is always and especially also about making accessible and putting into use the “implicit forms of knowledge” by promoting:

- people’s interaction and learning processes
- sharing knowledge, creating knowledge, using knowledge, connecting knowledge
- a knowledge and learning culture.

Knowledge follows a cycle in an organisation as the following knowledge cycle, a KM framework developed by KM-A, shows:

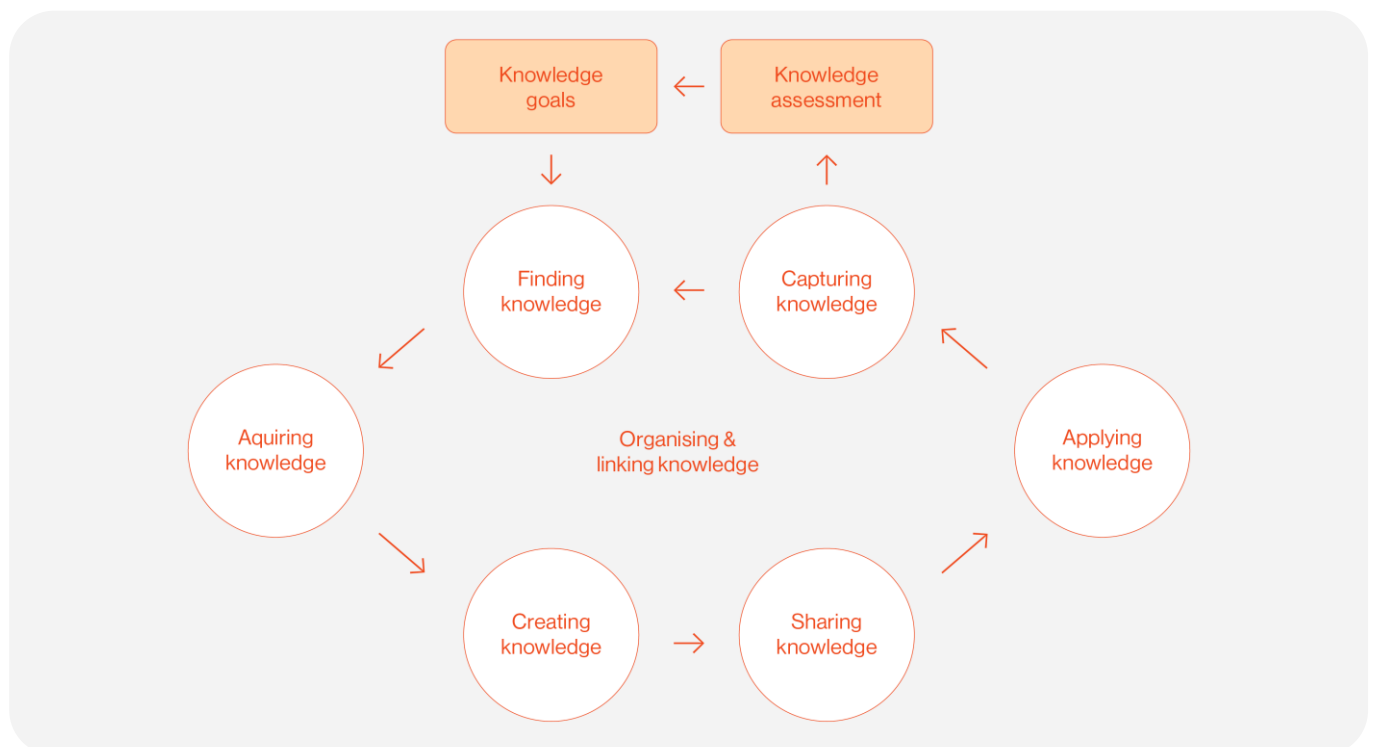


Figure 3: Knowledge Cycle (adapted from [Probst, Raub, Romhardt, 2000, Managing Knowledge](#))

KM serves best an organisation's goals, if it is done in a systematic, target oriented and integrated manner:

- by identifying relevant knowledge (target-oriented): what kind of knowledge does my organisation need? What kind of knowledge is relevant for our success?
- by organizing systems and processes that guarantee access to and usage of relevant (internal/external) knowledge sources: who owns relevant knowledge? How is it accessed (external)? How is it documented (internal)? How is it used?
- By fostering collaborative teamwork that enables knowledge sharing
- By raising awareness on knowledge as an organisational asset and integrating it into core operational processes, the organisational culture and leadership practice
- By providing spaces for generating new knowledge and co-creativity.

Integrated knowledge management covers the following six areas within an organisation:

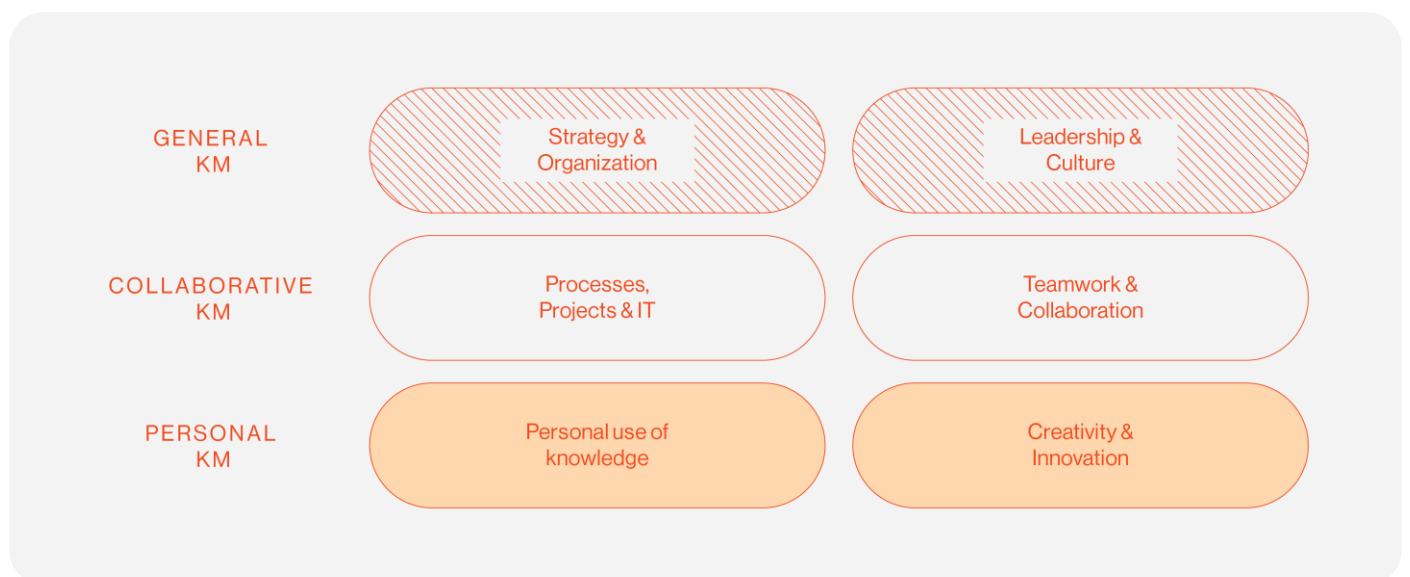


Figure 4: Integrated KM (adapted from [Brandner, 2023, KM Essentials](#))

### 3.3 What is organisational learning?

Based on systems theory, organisations are social systems where a group of individuals collaborate to fulfil a common objective/ purpose. This happens in an environment with which the organisation interacts. Organisational learning is not the mere sum of learnings of its members/ staff. When organisations learn, they adapt their communication structures and processes based on an intervention set, a new knowledge obtained or an internal or external change.

According to Peter Senge (Senge, 2023), in learning organisations people continually expand their capacity to create the results they truly desire, new and expansive patterns of thinking are nurtured, collective aspiration is set free, and people are continually learning to see the whole together. Senge argues, that while all people have the capacity to learn, the organisational structures in which they have to function are often not conducive to reflection, learning and engagement.

**KM and organisational learning are interdependent:** A disposition to learning encourages the acquisition and development both of personal and organisational knowledge. At the same time, KM provides the infrastructure and techniques to assimilate learning and enhance the quality of organisational knowledge. In other words: Learning is a key feature of KM practices, and KM promotes the integration of new learnings into an organisation.

Becoming a learning organisation and introducing systematic knowledge management in one's organisation means to become not only more effective and efficient, but also more flexible and adaptive. This helps to cope with an ever changing economic, social, political, ecological environment.

horizont3000 has integrated LEARNING into its core processes by providing a clear framework for projects and programmes with its MEAL (monitoring, evaluation, accountability & learning) policy.

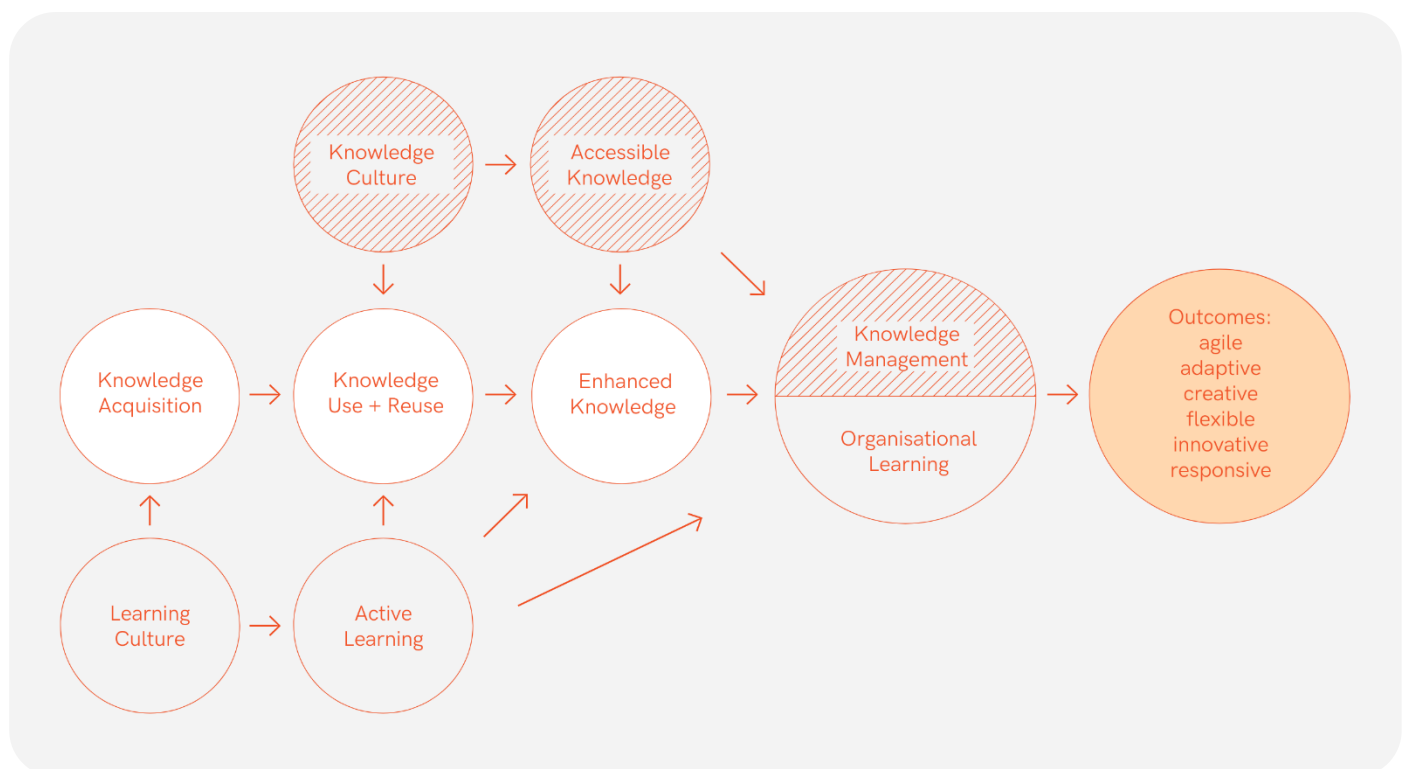


Figure 5: The Learning Organisation – KM and Organisational Learning (adapted from David J. Skyrme. 2010, [K-Briefing: The Learning Organization](#))

### 3.4 What is capacity enhancement<sup>1</sup>?

horizont3000 understands capacity enhancement as the strengthening of human and institutional resources and capabilities and is based on 3 levels:

#### AT THE INDIVIDUAL LEVEL

Strengthening human potential and capabilities to enhance capacities of employees of organisations as well as multipliers of target groups.

#### AT THE ORGANISATIONAL LEVEL

Supporting the development of organisations (strategy development, structure, process organisation, financial administration, management, positioning, communication, networking) with a view to sustainably strengthening organisational structures and processes of partner organisations.

#### AT THE SOCIETAL LEVEL:

Strengthening civil society structures, specifically locally-led organisations and sections of the civil population in the affected regions in their networking efforts and empower them to influence changes at a socio-political level and thus overall to have a lasting positive influence on living conditions of their target groups.

Knowledge Management, organisational learning and learning&sharing activities focus on directly supporting capacity development at individual and organisational levels, while indirectly also impacting the society level.

## 4. horizont3000 framework for *organisational learning*

horizont3000 fosters a systematic approach for organisational learning to assure an efficient use of resources and a long-term impact.

The following 5 steps are promoted to assure that organisations integrate the learnings into its processes and structures. This is not always a linear cycle. However, those five components for organisational learning are important elements for systematic and targeted learning. It is not possible

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<sup>1</sup> The term “capacity development” has been replaced at h3 with “capacity enhancement”.

due to resource constraints to cover the complete cycle for all learning topics, however, for focus areas such as gender and climate, h3 has set targets to follow this framework for learning.

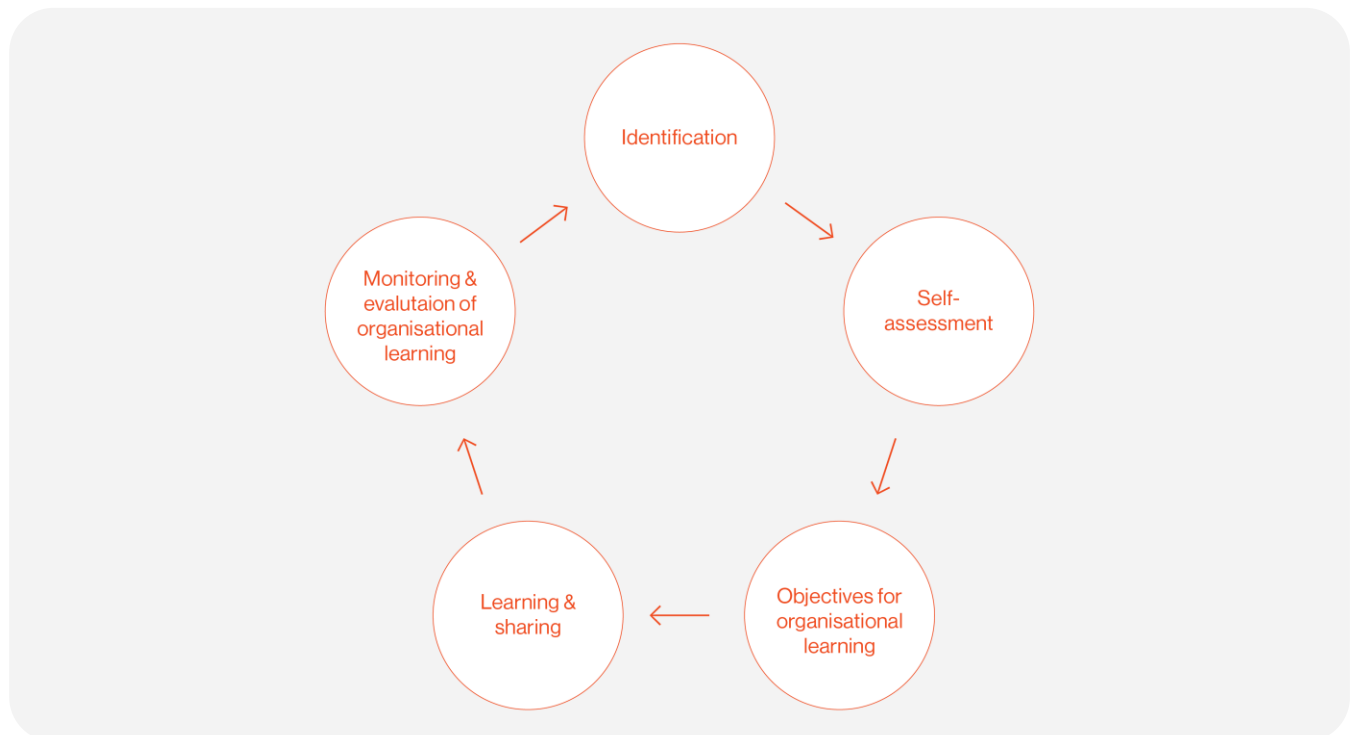


Figure 6: Cycle of Organisational Learning

## 4.1 Identification of relevant knowledge and experiences

Within the horizont3000 knowledge network, we find vast amounts and a considerable diversity of practice-based experiences and expertise. It is not possible and not relevant to capitalize, document and share all of this knowledge. A very first step for sustainable organisational learning is to identify relevant knowledge(s) and experiences.

Programme and project staff of local **partner organisations** identify relevant experiences as part of their regular project implementation, monitoring and learning processes. Relevant for a partner organisation can mean that it is relevant for their internal learning and further development of methods, approaches and projects. It does not necessarily mean that an experience is relevant for others.

horizont3000 has set up a structure of **sector coordinators**, **thematic focal points** (in Vienna and RCOs) and technical **advisors for knowledge management**. Those functions have an overview of strategic and programmatic relevant topics in all horizont3000 countries within the two main sectors “Sustainable Livelihoods”, and “Civil Society and Human Rights” as well as regarding the cross-cutting topics of “Gender Equality”, “Environment and Climate Change” and “Knowledge Management”.

Together with programme coordinators in Vienna and RCOs, they support the identification of relevant knowledge(s) and experiences by the following means:

- Monitoring visits and structured monitoring meetings,
- Revising yearly narrative reports from POs and advisors,
- Regular communication channels (e.g. call for proposals or discussion rounds during partner meetings) with POs to collect relevant topics for learning. POs are asked to propose topics and/ or learning & sharing formats to horizont3000,
- Call for learning proposals via the global knowhow3000 newsletter,
- Via external evaluations and respective recommendations.

## 4.2 Organisational self-assessment frameworks

Before starting a capacity strengthening or learning activity, horizont3000 encourages the use of self-assessment frameworks to identify the status-quo within the organisation for a given relevant topic. A clear picture enables the organisation concerned to develop learning objective(s) and it helps horizont3000 to finetune its support and decide on the possible and suitable learning & sharing offers within its programmes and projects.

A self-assessment process is a momentum for awareness raising on a topic, for sharing experiences and thoughts on a given topic and document an organisation's status quo.

horizont3000 either refers POs to existing self-assessment frameworks or provides for an external guided assessment, if no self-assessment is feasible. For certain strategic topics such as Gender, Environment/ Climate Change, and KM, horizont3000 has developed self-assessment tools that partner organisations can use, either with or without facilitation support:

- Organisational Gender Equality Self-Assessment Tool
- Organisational Environment & Climate Change Self-Assessment Tool
- Knowledge Management Capacity Self-Assessment Tool

h3 through focal persons or advisors can assist POs with guidance for the self-assessment processes and provide feedback on the results, if requested or needed by partner organisations.

#### TIPS

- The organisation concerned shall appoint one staff member responsible for the coordination of the self-assessment process and shall decide who should be involved in the self-assessment process.
- The facilitator does not necessarily need to be the expert on the topic, it is rather more important, that this person understands the organisational culture and has good facilitation and communication skills.
- Ideally, participation across the organisation is diverse and representative to allow for a rich discussion. Participation of representatives of programmatic and administrative staff as well as senior management, board members and technical officers is key to allow for a good understanding of the competencies and capacities of the organisation. Furthermore, it is essential to ensure a gender balanced participation in the assessment, reflecting the organisation's staff composition. A self-assessment process should be undertaken within a limited period. Too lengthy assessment processes can become tiring and demotivating for participants, information obtained irrelevant, and the momentum gets lost.

Main results of assessments are documented into the horizont3000 internal partner database.

### 4.3 Objectives for organisational learning

Based on the outcomes of the self-assessment, the management together with relevant staff of the partner organisation concerned develops clear objectives for organisational learning on the respective topic. This step assures commitment from the organisation for the learning process and enables the organisation itself to look for suitable formats and expertise to facilitate the learning process. Also, there is the opportunity to specify any specific support needs, which horizont3000 can take into account when preparing the knowhow3000 or other programme country or region-specific work plans.

The objectives for organisational learnings are documented within the self-assessment tool and process as well as the h3 internal partner database.

## 4.4 Implementing learning & sharing activities

horizont3000 has developed, tested and established a broad set of tools, methods and activities offers them to foster learning & sharing (L&S) within its global network.

At horizont3000 we structure the methods, tools and activities for learning and sharing according to these three main pillars:

- **Experience Capitalisation & Documentation** of Learning from Practice.
- **Knowledge Sharing** to facilitate the sharing of experiences, learnings and knowhow between peers and other relevant stakeholders.
- **Training & Skills Development** to strengthen or build knowledge in specific areas.

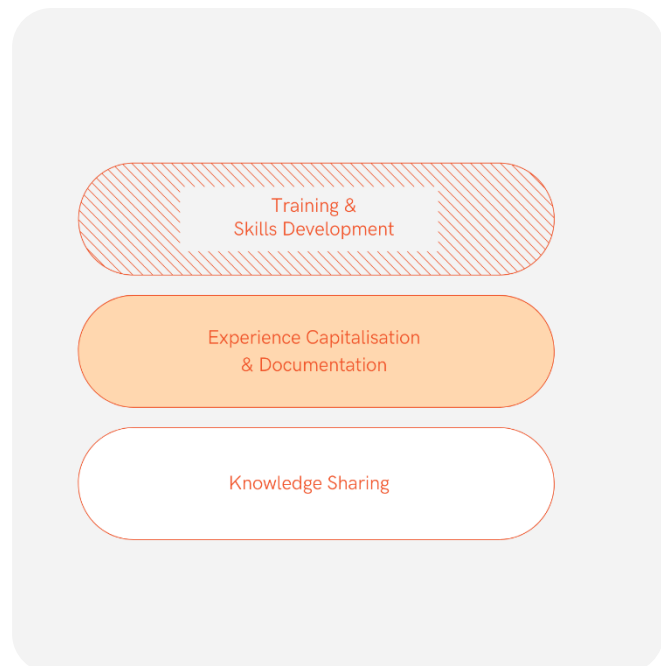


Figure 7: Main categories of learning & sharing activities at h3

### EXPERIENCE CAPITALISATION & DOCUMENTATION

**Experience** is the tacit knowledge that our employees, project teams and organisations gather when doing their work. Experiences are hidden treasures in organisations and are not always explicitly shared within teams and with others.

horizont3000 aims to provide tools and spaces for its partner organisations, employees and member organisations to learn from their own and others relevant practice-based experiences and insights in order to increase the effectiveness and impact of its own and its partners' work.

By systematically reflecting on their experiences and getting access to other experiences and approaches, horizont3000 fosters **organisational learning** and assumes that partner organisations adapt their practice/ methods and improve their services for their target groups.

horizont3000 has defined **two experience categories** within its knowledge management in order to achieve know-how sharing and mutual learning:

### **Learning from good practice**

A “Good Practice” refers to an experience that an organisation has gained in a particular situation with certain **successful** “approaches”, “methods” or other types of “knowledge”. Documenting and sharing what has been successful and why is key to avoid that other organisations or teams need to start from scratch or re-invent the wheel.

### **Learning from failure**

A “Learning from Failure” refers to an experience that an organisation has gained in a particular situation with certain **unsuccessful** “approaches”, “methods”, or activities. horizont3000 believes that failures are excellent teachers and discussing them allows us to learn a great deal. Capitalizing what has been learnt out of a failure without evaluating or blaming those who might have done something wrong implies a huge potential to learn.

### **The Experience Capitalisation Process**

**Capitalizing experiences** means to collectively reconstruct what has happened, reflect on it and draw lessons learnt. It means to bring structure into tacit, unstructured knowledge and therefore make it explicit and shareable.

horizont3000 tries to promote participatory ways of Experience Capitalisation as learning from experience is enriched if more points of views are integrated. **Participatory Experience**

**Capitalisation** means that representatives of stakeholders involved in an action/ experience are integrated in the capitalisation process.

If the experience is not yet capitalised and documented, the partner organisation, advisor and/or horizont3000 proposes a method on how to capitalise the experience, if possible in a participatory way.

The Partner Organisation decides, if desired or necessary in coordination with horizont3000, on the method, how to capitalise the experience and how to finance the process.

All experiences capitalized and shared within knowhow3000 should be

- **relevant experiences**, meaning that it is considered relevant for the own work of the organisation and potentially relevant for other organisations in a similar working field
- have the **potential for learning from them**, both for the organisation that made the experience and for other organisations in similar fields.

horizont3000 promotes mostly the following four methods for capitalizing experiences and learning from practice:

- Systematisation of experiences
- Questionnaires for experience capitalisation
- Storytelling
- Lessons Learnt Workshop/ After Action Review

#### GOOD TO KNOW

Results from experience capitalisations can be summarised using our "At-a-Glance" format. These short "At-a-Glance" summaries are a way of making knowledge palatable to people, motivating them to engage with it. If desired, they are uploaded to the [horizont3000 website](#).

Selected Knowledge Products (links)

- Example of At-a-Glance
- Example of detailed questionnaire
- Example of story

#### KNOWLEDGE SHARING

The exchange of experiences and the sharing and transfer of knowledge(s) are at the heart of horizont3000 knowledge management. We put a major effort in the promotion of events, communities and activities, which bring together people and organisations working in similar fields and facing similar challenges.

This is done through various tools, activities and methods that aim at fostering structured and systematic sharing amongst people and organisations with similar learning needs. The application and backflow of new learnings from such sharing activities and spaces to the individual organisations are supported by encouraging involved persons to actively reflect on the use and applicability of their learnings for their specific work and teams.

Depending on the learning needs and objectives, horizont3000 or the respective partner organisation(s) decide which sharing format is suitable. At certain stages it is more suitable to invite experts to a one-off sharing event or learning visit.

- Communities of Practice
- Sharing Events

- Exchange of Experience Meetings
- Exchange and Learning Visits
- Borrow-a-Advisor (BA)
- Knowlympics
- Knowledge Hub (incl. h3 Website)

## TRAININGS & SKILLS DEVELOPMENT

For certain topics, external expertise is needed to build up knowledge within the h3 partner community. h3 therefore provides opportunities for training and skills development either by organising group **trainings** or by combining trainings with specific, tailor-made **coaching** as follow-up.

### GOOD TO KNOW

A description of these practical tools and methods can be found in part II of the L&S guide and on the Knowledge Hub.

## 4.5 Monitoring & Evaluation of learning application and impact

Like with any other project activity, also learning & sharing needs to be monitored and evaluated. Learning & sharing uses resources and needs a budget, it is therefore necessary to evaluate its impact and monitor quality of implementation.

horizont3000 advises partner organisations to establish a monitoring process and to regularly follow up on learning & sharing activities. At the same time also horizont3000 follows up on activities, checking whether experiences and learnings have been adopted internally, by other (Partner) Organisations and, whether they have been adapted and applied. horizont3000 undertakes this within its regular monitoring & evaluation schemes as defined in its MEAL policy. Additionally, horizont3000 provides follow-up forms after learning & sharing activities to collect immediate feedback on the learning and actions planned by participating organisations. horizont3000 encourages and collects learning & sharing success stories from its partner organisations and documents some of them within its storytelling. Main results of self-assessments as well as learning objectives are documented in the horizont3000 internal PO-database.

In order to follow-up and monitor the impact of learning & sharing activities, the following tools have been developed and are used:

- Action plan for learning
  - Organisations are asked to fill in a short action plan for learning after each learning & sharing activity they have participated in covering the insights they take with them from the learning & sharing activity, what they plan to do, when and with whom to integrate the learning into their organisation/ project.
- Follow-up & feedback: horizont3000 collects structured feedback on certain learning & sharing activities like sharing events, trainings and coaching to assure quality of services.
- Learning & sharing activity logbook as part of annual progress reporting: A global logbook to document and collect data on learning & sharing activities and outputs in the RCOs + Vienna Office continually and in a standardized way across the regions, independent of programme and project phases.
- Indicator tracking sheet: Learning & sharing indicators are integrated into the overall indicator tracking sheets for a project/ programme/ programme intervention and are regularly discussed and monitored within the horizont3000 monitoring setting as described in the horizont3000 MEAL policy.

Learning & sharing activities are evaluated externally following the respective MEAL policy guidelines and those from our donors.

## *Literature* and References

Snowden, D. 2023: Rendering Knowledge. <https://thecynefin.co/rendering-knowledge/> (access 2024-11)

Brandner, A. 2012/2023: [KM-essential training and KM-advanced training material](#)

Skyrme, D. 2010. [K-Briefing: The Learning Organization](#)

### FURTHER REFERENCES

Find more information about learning & sharing on horizont3000's [Knowledge Hub](#).

For practical tools for facilitation and groupwork, visit <https://www.liberatingstructures.com/>.

For an overview of the Experience Capitalisation approach in general you can review [this practical guidebook](#) by CTA and IFAD.