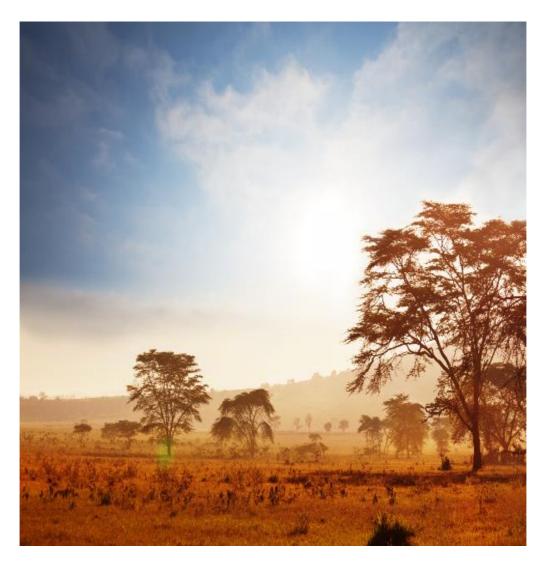# WISER Africa

Knowledge Management and Applied Learning (KMAL) Guidance

October 2022

Introduction

This document provides guidance on how to complete **Section 18** on Knowledge Management and Applied Learning (KMAL) in the WISER Africa Proposal Template. It is intended for use by prospective project partners of WISER who are applying for grants to deliver projects in Africa. It has been developed by the WISER Programme Team.

WISER uses the following definitions of KMAL:

- **Knowledge Management:** identifying, aggregating, organising and making accessible informal knowledge, undocumented knowledge, collective knowledge and knowledge that is already documented but hard to find. This is done so that knowledge becomes an available asset that can be reinvested productively to improve the delivery of current Projects and Programmes and improve future designs - rather than being lost.
- **Applied Learning** – Practical and timely use of the knowledge assets made available through Knowledge Management, Monitoring, Evaluation and Learning (MEL) and from related programmes to strengthen existing Project and Programme activities and decision-making processes as appropriate.

Having KMAL activities within proposed projects will support three of WISER's aims at programme level:

1. Sharing knowledge within the programme to disseminate and stimulate good practice and evidence and learning based management by projects.
2. Communicating and sharing WISER knowledge beyond the programme to enable this knowledge to benefit other weather and climate information projects and programmes, enhancing WISER's visibility.
3. Influencing policy, practice, and programmes to bring about transformational change to weather and climate information services programme development and impact.

By contributing to the above three aims, KMAL will have a direct benefit to individual WISER projects. Through WISER, project teams will have access to and the opportunity to learn from good practice, evidence and learning generated by other projects. This will help projects to better innovate, adapt and deliver than if they were facing challenges, shifting demands or changes in context in isolation. It should also have indirect benefits for project teams. You will have the opportunity to contribute to knowledge and learning on weather and climate information services project design and delivery that is shared across WISER but also beyond the programme, increasing your profile among counterparts and peers nationally, regionally and potentially internationally.

The rest of this guidance focuses on the questions in **Section 18** on KMAL in the WISER Africa Proposal Template.

The section consists of two questions, with space for writing up to 1 A4 page of text (font size 10) in response to both questions. Here, we provide additional instructions below each question in italic font to support your response.

1. Please describe how the project will enable lesson learning within WISER across ARCAN, regionally, and where possible globally.

In your response, try to focus on the 'how' rather than the 'what'. What lessons your project will generate about delivering weather and climate information services is hard to predict at proposal stage. Yet how you intend to learn lessons is important to set out now. The appropriate tools, processes and incentives that support lesson learning need to be put in place from the start, as with other project management systems (e.g. for financial management, MEL, etc). You may want to draw on your team's experience of good project management methods because many also support lesson learning. How did you record decisions from internal meetings, encourage team members to share insights and useful tools, or step back to consider the big picture and adapt to emerging lessons? Were there any gaps that meant that important lessons were lost or not acted upon? Say how regularly will you do these things in future and which people will be involved. Who in the team will lead on lesson learning. Mention any related support or capacity building your team requires.

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2. Please indicate up to three Learning Questions the project will gather knowledge on and use to support internal management and / or wider learning. At least one question should focus on an issue of interest to the project team (e.g. testing a new method or technology) and at least one on an issue of interest to an external stakeholder audience (e.g. new opportunities for businesses in a sector or region).

To formulate a strong Learning Question, the following guidance might be helpful:
- Useful: applicable to the objective and context of the project, and answerable in a timely manner so as to inform decision-making.
- Focused: clear and designed to bring about greater effectiveness in line with the project objective.
- Feasible: proportionate in terms of whether the benefits of answering the question outweigh the costs, and technically and logistically answerable, within the current resourcing envelope (or with resources that are readily available elsewhere).
- Inclusive: developed alongside those charged with answering it and those who will be using the answer.

You might find it helpful to write your three Learning Questions in a table such as this:

No.	Learning Question	Use	Users

The table is asking for different information in each column:
- *1st column: give a number for each question (i.e. 1, 2, or 3)*

- *2nd column: in the form of a one sentence question write the topic or issue you seek to explore*
- *3rd column: say what you expect the knowledge and experience gathered by exploring the question will be used for (e.g. enhancing the relevance and impact of weather and climate information services to a particular or new user group)*
- *4th column: state who the intended users of the knowledge and experience gathered by exploring the question are (i.e. user groups, roles and organisations, not named individuals)*

This is an opportunity to tell us what you are interested in learning about. In setting out a Learning Question as suggested above, focus on 'use'. Think of one activity or method within your proposed project. How would delivering or testing it in different ways generate useful knowledge and experience? Which users (i.e. in the project team or in an external stakeholder group relevant to your project) do you understand well enough to imagine a situation in which their actions or behaviour could be changed by the use of that knowledge and experience? Don't restrict the Learning Questions to ones that are easy or quick to answer. The open ended exploration of a good question is likely to be more useful than answering a bad question simply.

An example Learning Question of interest to a project team might be:
How will testing co-production in different locations (e.g. urban areas) using a particular method (e.g. quick video interviews with users on a mobile phone) effect inclusion of marginal but climate vulnerable user needs (e.g. women vegetable traders) in the weather and climate information service?
- *Use: Enhancing the relevance and impact of WCIS to others in society*
- *Users: WISER projects looking at WCIS for food security in cities, and/or WISER projects looking at Gender Equality and Social Inclusion (GESI) in weather and climate information design*

An example Learning Question of interest to an external stakeholder audience might be:
What difference does access to weather and climate information services make to the decision making of agriculture cooperatives in East Africa?
- *Use: Evidence for a Business Case for Return on Investment on weather and climate information service subscription fees paid by a business.*
- *Users: Agriculture cooperative boards or commodity exchange traders in Nairobi and Kampala.*