Share, learn, innovate!

Methods and technologies to share human rights knowledge and ideas

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New York and Geneva, 2011

Note

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Symbols of United Nations documents are composed of capital letters combined with figures. Mention of such a figure indicates a reference to a United Nations document.

HR/PUB/11/03

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ABOUT THIS TOOLKIT

The *Share, learn, innovate!* toolkit presents methods and technologies to enhance knowledge sharing within the Office of the High Commissioner for Human Rights (OHCHR) and through its activities. The techniques presented here, some of which are well established training methods, are a combination of tools and technologies already in use at OHCHR and new ones to be tried out. The objective is to present the methods and technologies in a clear and practical manner so as to promote wider and more consistent use of knowledge sharing methods in the broad spectrum of OHCHR activities.

The Toolkit was developed in partnership with the International Training Centre of the ILO. The methods and technologies are drawn from other knowledge management (KM) toolkits within and outside the United Nations and adapted to the OHCHR context.

Share, learn, innovate! is for **all OHCHR staff**. All of us can use at least some of these methods in our activities and promote their use among our colleagues.

The promotion of the Toolkit includes:

- Learning events, such as workshops and coffee briefings
- Piloting and championing its use, particularly among those who participate in learning events
- Ad-hoc support and coaching provided by the Methodology, Education and Training Section (METS).

Share the knowledge you have gained through your experiences and practices. **Learn** from what you have done and from what others share with you. Make use of the knowledge to **innovate** in the way you work and the solutions you propose.

How to use the toolkit

The *Share, learn, innovate!* toolkit consists of instructional sheets on 21 knowledge sharing methods and 11 technologies, as well as a general introduction to knowledge management. Reading this introduction will help you to understand how the methods and technologies fit into the overall framework of knowledge sharing and give you a clear understanding of key concepts used – such as the knowledge cycle and the concept of tacit knowledge.

In addition to providing concise and practical guidance on when and how to apply the tools, each instructional sheet contains links to external resources that you can access to learn more about each tool. In some cases, the sheets also briefly describe previous or ongoing OHCHR experiences in applying the particular method or technology.

The methods and technologies are organized along six entry points, designed to guide you in identifying the tools that best serve your purposes. Some methods and technologies are categorized under more than one entry point because they are suitable for several purposes. All 21 methods and 11 technologies are also listed alphabetically in the table of contents for quick access to the instructional sheets.

Improving knowledge sharing at OHCHR is a constant work in progress. We therefore encourage you to share your experiences about using the *Share, learn, innovate!* toolkit. Please send your feedback to *knowledgesharing@ohchr.org*.

All key documents on KM at OHCHR are available on the KM Intranet page: *http://intranet.ohchr.org/Offices/Geneva/ResearchandRighttoDevelopmentDivision/DevelopmentandEconomicandSocialIssuesBranch/MethodologyEducationTrainingSection/KnowledgeManagement/Pages/default.aspx*

ABOUT THIS TOOLKIT

KM Repository of useful materials

This knowledge management repository is the result of a stocktaking exercise of KM resources inside and outside the United Nations system. It was done to feed the knowledge management toolkit for the Office of the High Commissioner of Human Rights.

You can access the repository by following this link: *http://intranet.ohchr.org/Offices/Geneva/ResearchandRighttoDevelopmentDivision/DevelopmentandEconomicandSocialIssuesBranch/MethodologyEducationTrainingSection/KnowledgeManagement/Documents/ohchr%20km%20final%20repository%20260111.xls*

Acronyms and Abbreviations

AAR	After Action Review
CoPs	Communities of practice
ECOSOC	Economic and Social Council
FAQs	Frequently asked questions
ILO	International Labour Organization
ISDN	Integrated Services Digital Network
ITC-ILO	International Training Center of the ILO
HRBA	Human rights-based approach
KM	Knowledge management
KS	Knowledge sharing
MDG	Millennium Development Goals
OHCHR	Office of the High Commissioner for Human Rights
SCORM	Sharable Content Object Reference Model
SOPs	Standard operating procedures
SWOT	Strengths, weaknesses, opportunities and threats
TRIZ	Russian acronym for "Reverse Brainstorming" (3-stage brainstorming)
VC	Videoconferencing

INTRODUCTION

“The Human Rights Treaties Division retreat used four different tools from the Share, learn, innovate! toolkit (icebreaker-sociometrics; brainwriting; world café and an envisioning exercise). This in my view totally changed the dynamics of the group. Everybody participated, there was a lot of fun. We had ‘traditional’ retreats before but this format definitely lifted the spirits and generated a few new creative ideas on how the treaty bodies could be strengthened.”

(Christina Meinecke, OHCHR*)*

WHAT IS KNOWLEDGE MANAGEMENT?

Knowledge management (KM) can be broadly described as a multi-disciplinary approach to achieving organizational objectives by making the best use of knowledge. This means:

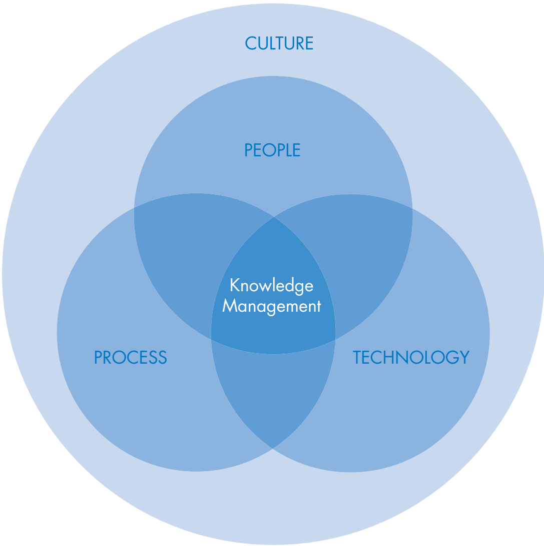
- Collecting the explicit knowledge of the organization and making it accessible.
- Connecting tacit knowledge that is not codified but exists in people's heads and in their experience.

Some of the important questions we have to answer to gain an understanding of KM are:

1. How is knowledge management different from information management?
2. Are there different types of knowledge?
3. What is the difference between tacit and explicit knowledge?
4. Is there such a thing as a typical knowledge cycle?

1. Knowledge management is different from information management

The term "knowledge management" gained prominence in the 1980s especially in the private sector, mainly due to the dramatic changes taking place in information and communication technology. As the creation and distribution of information accelerated, new patterns of sharing knowledge and working with information were born. These revolved around capturing, storing, retrieving and distributing information, with a strong reliance on technological tools and less attention to a fundamental factor: people. More recently the KM field has become more balanced, progressively shifting away from information-centric towards people-oriented approaches, which are commonly referred to as knowledge sharing methods. KM recognizes that the most valuable knowledge often resides in people's heads, drawn from their experiences and practice. "Connecting people's heads" to share knowledge is one of the aims of this toolkit.



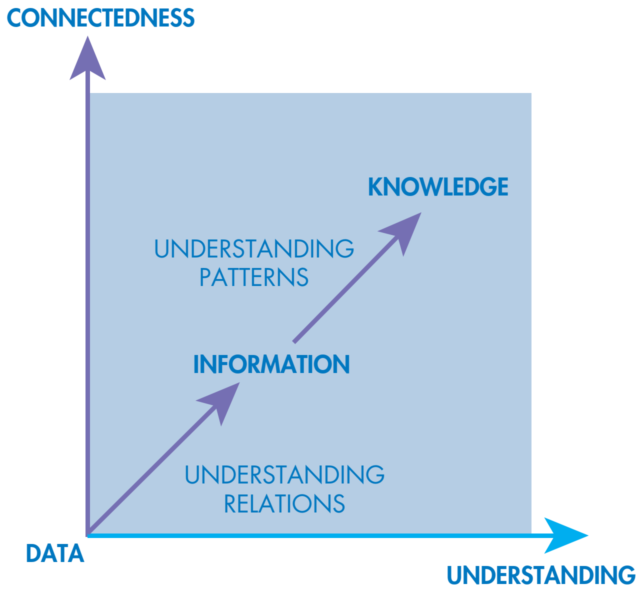
The diagram shows how KM is a hybrid discipline that integrates elements from learning, organizational development, human resources and information technology.

Knowledge management goes beyond information management in at least three ways:

- KM seeks to connect knowledge, which exists as a collection of multiple experiences and perspectives.
- KM is a catalyst for action. Information that does not turn into some form of action is not knowledge. "Knowledge for the most part exists only in the application."[1]
- Knowledge is applicable in new environments and situations. Information becomes knowledge when it is used to address novel situations for which no direct precedent exists. Information that is merely plugged into a previously encountered model is not knowledge and lacks innovation.[2]

1. Peter Drucker. 1987. The coming of a new organization. Harvard Business Review on knowledge management. Pp. 1-17.
2. Carl Frappaolo. 2006. Knowledge management. Capstone publishing. Pp. 7-28.

2. Are there different types of knowledge?



Human thinking[3] (as illustrated in the diagram above) can be categorized as:

a) **Data**: Raw data can exist in any form but do not have meaning on their own. Examples of data within OHCHR are dollar amounts in cost-plans, the figures of human rights indicators, numbers of complaints submitted and processed, ratifications registered, and contact details of experts.

b) **Information**: Information is data that is processed to be useful and provide answers to "who", "what", "where" and "when" questions. An example is the number of ratifications of the Convention on the Rights of Persons with Disabilities (CRPD) in a given region over a period of time. Another example could be the enrolment rate of girls belonging to a minority in primary school in a country at a given time; or a database listing all participants of workshops organized by a particular section or field presence.

c) **Knowledge**: Knowledge is the analytical collection and application of information for a meaningful purpose and provides answers to "how" and "why" questions. It also includes the distilling of new knowledge on the basis of previous knowledge. Most analytical work contained in OHCHR public reports as well as those of special procedures constitutes human rights knowledge. The same is true for OHCHR publications, and the tacit human rights knowledge developed and distilled through experience and practice and shared in formal or informal settings (workshops, coffee briefings, HuriTALK).

3. What is the difference between tacit and explicit knowledge?

"Explicit knowledge" is knowledge formally articulated, codified and stored in various media – publications, reports, websites, videos. It covers "know-what" (facts), "know-why" (science) and "know-who" (networking). Explicit knowledge can be easily communicated and transmitted between individuals both synchronously (in real time) and asynchronously. It can also be transferred through the use of technology.

"Tacit knowledge" on the other hand is embedded in individual experience. It involves such intangible factors as personal beliefs, perspective, instinct and values. It is difficult to transfer from one person to another in a written or even verbal way. We are often not aware of the tacit knowledge we possess and how it can be valuable to others. We can describe this kind of knowledge as "know-how". It is best conveyed face-to-face through practices such as apprenticeships, mentoring, thematic workshops or communities of practice.

3. This model is an adaptation of Russel Ackof's original model. The model refers to an article written by Gene Bellinger, Durval Castro and Anthony Mills. http://www.systems-thinking.org/dikw/dikw.htm

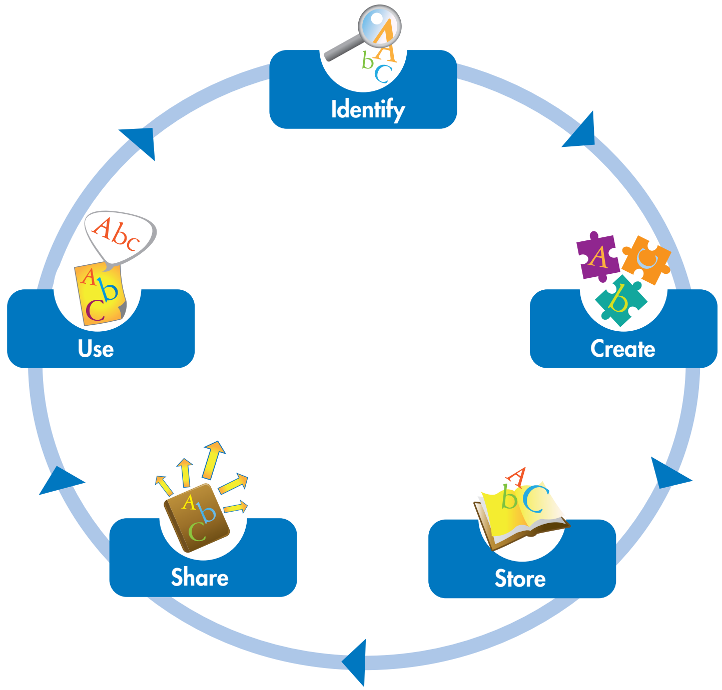
WHAT IS KNOWLEDGE MANAGEMENT?

The transformation of knowledge from tacit to explicit knowledge is usually referred to as "articulation", "specification" or "codification". These three terms all refer to the same process – making tacit knowledge accessible. It is a complex process because many tacit elements of knowledge cannot be codified, and can only be transmitted via training or gained through personal experience.

The *Share, learn, innovate!* toolkit focuses primarily on methods to build enabling environments in which OHCHR colleagues can interact, share and learn from each other (enablers for tacit knowledge). Much sharing of knowledge happens every day in an unplanned and informal manner, and the toolkit reflects this reality. It encourages both formal and informal approaches, offering techniques to facilitate and stimulate sharing in environments that are in some cases less formal (or less traditional).

4. Is there a typical knowledge cycle?

The different phases of a knowledge cycle are normally classified as "capturing", "storing", "sharing", "using" and "creating" knowledge. You will find different variations of cyclical models in different KM manuals. The *Share, learn, innovate!* toolkit uses the following five phases, which are all interconnected, although not necessarily in a linear fashion:



Knowledge management can also be visualized as a **continuum**. On one end of the continuum, there are activities related to the codification of knowledge with products like newsletters, briefing notes, reports and publications (capturing knowledge). At the other end of the continuum, there are activities where networks and communities are created, peers interact, individuals collaborate and communicate, and tacit knowledge is shared (connecting people). The methods presented in the *Share, learn, innovate!* toolkit help both in capturing knowledge and in connecting people.

WHY IS KNOWLEDGE MANAGEMENT SO IMPORTANT?

Many people have difficulty grasping the real benefits and impact of knowledge management. This may be due to unclear notions of what KM is, or a misconception of KM as something vague and abstract, with benefits that are difficult to measure. It also may have to do with the organizational dimension of managing knowledge, because KM has to navigate the typical challenges inherent in organizational cultures, behaviours and attitudes.

However knowledge management is simply about learning collectively from what we do and applying lessons learned and good practices. It is a very practical discipline, with tangible and concrete benefits:

■ Effective knowledge management allows us to readily know who does what in an organization. This puts us in a position to quickly address our question or problem to those with the ability to provide meaningful answers.

■ A strong knowledge management system ensures that there is a handover system in place, whereby the knowledge accumulated by an individual staff member remains with the organization when the staff member leaves. The person's work can thus be continued without the successor having to reinvent the wheel.

■ Improved knowledge management results in streamlined processes and procedures for recurrent and important activities so that they are conceptualized, developed, implemented and evaluated in a consistent and effective manner.

Here are more of the benefits that KM can deliver.
Think of the ones you need the most:

- improve individual and organizational performance
- innovate and foster the free flow of ideas
- reduce costs and do more with fewer resources
- increase institutional memory
- share human rights knowledge with an expanded audience
- generate new knowledge
- improve the quality and responsiveness of our advisory services
- learn from past experiences and apply lessons learned and good practices in future activities
- better locate and access human rights expertise inside and outside the organization
- improve the knowledge flow and strengthen cohesion between headquarters and field presences
- connect people and staff, build upon synergies, and reduce duplication
- stimulate team building
- increase the quality of our research
- involve staff in policy development
- enable stakeholders and partners to implement the human rights based approach in their work
- strengthen our relationships and joint initiatives with other parts of the UN system.

WHY IS KNOWLEDGE MANAGEMENT SO IMPORTANT?

What has happened so far regarding KM at OHCHR?

The rapid growth of OHCHR over the last few years has made a more systematic approach to knowledge management an imperative. In December 2009, the Office started a project aimed at developing an overarching and coordinated KM approach with the goal of increasing its effectiveness in the fulfilment of its mandate.

In the first half of 2010, under the coordination of the Methodology, Education and Training Section (METS), OHCHR conducted a KM needs assessment and a review of the KM approaches, practices and lessons learned of other UN agencies and departments. This process involved all parts of the Office, including field presences, through a survey open to all staff and through close consultation with the newly established OHCHR KM Reference Group. The opinions and viewpoints of KM experts from within the UN system were also sought under the advice of a consultant.

On this basis METS developed an OHCHR Workplan on Knowledge Management for 2011. Only a selected number of activities are being implemented within existing resources, one of which is the development of this toolkit for OHCHR staff.

The needs assessment and the staff survey confirmed the acute needs of the OHCHR in the KM area, and revealed considerable gaps that hamper the Office in using its work, experience and expertise to its full potential. Survey respondents highlighted the lack of a proper handover system, the need for institutionalization and systematization of good practices and lessons learned, and the role of an improved intranet as a reliable repository of knowledge on issues and processes. It was not all about gaps, however – the assessment revealed that a number of good KM practices were already in place in several parts of the Office, including at the field level. These practices require systematization and broader application across the Office in order to maximize their impact on organizational effectiveness.

How can we improve knowledge sharing at OHCHR?

Although a lot of knowledge is shared without any formal system or strategy, we cannot assume that people will share knowledge automatically just because they work together. Many elements need to come together in making a work environment conducive to knowledge sharing.

Time constraints are often evoked as major obstacles to knowledge sharing. We are all busy with our workloads and may often think that the time for sharing knowledge is a luxury we do not have. Taking these constraints into account, this *Share, learn, innovate!* toolkit offers methods that can be integrated into the way we work, in many cases allowing us to do the same things in a faster and more efficient way.

ENTRY POINTS

The methods and technologies presented in the toolkit can be organized into categories that broadly describe six classes of activities. These categories are entry points that can guide you in identifying the tools that best serve your purposes. Some methods and technologies are categorized under more than one entry point because they are suitable for several purposes (for example, storytelling can be effective for advocacy purposes, as a learning and training technique, and as a means to generate and share knowledge).

Design, learn and train

These are tools and approaches that can be used to design, develop and facilitate learning and training. How do we maximize knowledge sharing in the context of training? What tools can we use to create a dynamic learning environment? How can we use new technologies to promote learning on human rights issues?

Methods	*Technologies*
Innovative brainstorming	*Blogs*
Fishbowl	*Discussion forums*
Jigsaw	*Mind mapping*
Knowledge café	*Online surveys*
Peer assist	*Podcasts*
Sociometrics	*Presentations*
Storytelling	*Screencasts*
Thinking hats	*Videoconferencing*
Timelines	
Top 100 lists	

Generate and share knowledge

These are methods that stimulate the creation and sharing of knowledge. What can we do to improve the capturing of tacit knowledge? How do we make sure people in the organization are aware of who knows what? How can we best share our experiences so that others can learn from them?

Methods	*Technologies*
Communities of practice	*Blogs*
Envisioning the future	*Discussion forums*
Innovative brainstorming	*Mindmapping*
Fishbowl	*Online surveys*
How-to guides	*Podcasts*
Jigsaw	*Presentations*
Knowledge café	*Screencasts*
Knowledge fair	*Videoconferencing*
Open space	*Wikis*
Peer Assist	*Yellow pages*
Social network analysis	
Storytelling	
SWOT analysis	
Timelines	
Top 100 lists	

ENTRY POINTS

Assess, reflect and evaluate

These are techniques for strategic planning, monitoring and evaluation in a participatory and creative manner. How can we integrate lessons learned and reflections into strategic planning? What can we learn from good practices?

Methods	Technologies
After action review	Discussion forums
Appreciative inquiry	Online surveys
Envisioning the future	Videoconferencing
KM self assessment	
Most significant change	
Open space	
Peer assist	
SWOT analysis	
Thinking hats	
Timelines	
Social network analysis	

Support communities and networks of practice

These are methods and technologies to establish and strengthen formal and informal networks for sharing knowledge. How can we effectively create and moderate communities of practice? How can we support geographically disperse teams? Which methods are best suited to working in groups? How do we connect people who can learn from each other?

Methods	Technologies
Communities of practice	Discussion forums
Knowledge fair	Online surveys
Most significant change	Social networking
How-to guides	Videoconferencing
Open space	Wikis
Peer Assist	Yellow pages
Social network analysis	
Storytelling	

Involve stakeholders

These methods recognize the fact that listening to stakeholders is crucial. How do we involve stakeholders in our activities? How do we get input and information from our key constituents? How can we use new technologies to keep abreast of what our stakeholders are doing? How can we make use of the experience and knowledge of our stakeholders? How can we create space for dialogue with them?

Methods	*Technologies*
After action review	*Discussion forums*
Appreciative inquiry	*Online surveys*
Communities of practice	*Social networking*
Envisioning the future	*Videoconferencing*
Innovative brainstorming	*Wikis*
Knowledge café	
Knowledge fair	
Most significant change	
Open space	
Peer assist	
Social network analysis	
Storytelling	
SWOT analysis	
Top 100 lists	

Advocate

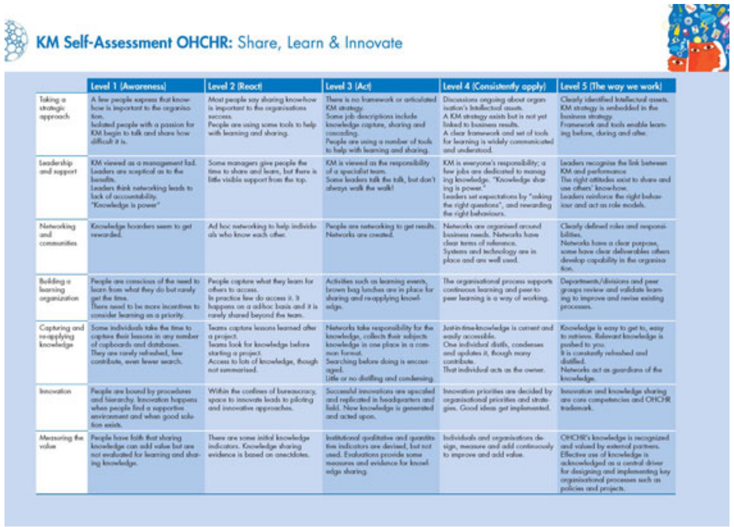
These methods and technologies help us to share knowledge for advocacy purposes. How can we use new tools to get key messages across and spread the word? How can we make issues visible, and how can people learn from this?

Methods	*Technologies*
Communities of practice	*Blogs*
Knowledge fair	*Discussion forums*
Storytelling	*Podcasts*
	Presentations
	Screencasts
	Social networking
	Videoconferencing

METHODS

KM SELF-ASSESSMENT

Where are we?



KM Self-Assessment OHCHR: Share, Learn & Innovate

	Level 1 (Awareness)	Level 2 (React)	Level 3 (Act)	Level 4 (Consistently apply)	Level 5 (The way we work)
Taking a strategic approach	A few people express that know-how is important to the organisation. Isolated people with a passion for KM begin to talk and share how difficult it is.	Most people say sharing know-how is important to the organisations success. People are using some tools to help with learning and sharing.	There is no framework or articulated KM strategy. Some job descriptions include knowledge capture, sharing and cascading. People are using a number of tools to help with learning and sharing.	Discussions ongoing about organisation's Intellectual assets. A KM strategy exists but is not yet linked to business results. A clear framework and set of tools for learning is widely communicated and understood.	Clearly identified Intellectual assets. KM strategy is embedded in the business strategy. Framework and tools enable learning before, during and after.
Leadership and support	KM viewed as a management fad. Leaders are sceptical as to the benefits. Leaders think networking leads to lack of accountability. "Knowledge is power"	Some managers give people the time to share and learn, but there is little visible support from the top.	KM is viewed as the responsibility of a specialist team. Some leaders talk the talk, but don't always walk the walk!	KM is everyone's responsibility; a few jobs are dedicated to managing knowledge. "Knowledge sharing is power." Leaders set expectations by "asking the right questions", and rewarding the right behaviours.	Leaders recognise the link between KM and performance The right attitudes exist to share and use others' know-how. Leaders reinforce the right behaviour and act as role models.
Networking and communities	Knowledge hoarders seem to get rewarded.	Ad hoc networking to help individuals who know each other.	People are networking to get results. Networks are created.	Networks are organised around business needs. Networks have clear terms of reference. Systems and technology are in place and are well used.	Clearly defined roles and responsibilities. Networks have a clear purpose, some have clear deliverables others develop capability in the organisation.
Building a learning organization	People are conscious of the need to learn from what they do but rarely get the time. There need to be more incentives to consider learning as a priority.	People capture what they learn for others to access. In practice few do access it. It happens on a ad-hoc basis and it is rarely shared beyond the team.	Activities such as learning events, brown bag lunches are in place for sharing and reapplying knowledge.	The organisational process supports continuous learning and peer-to-peer learning is a way of working.	Departments/divisions and peer groups review and validate learning to improve and revise existing processes.
Capturing and re-applying knowledge	Some individuals take the time to capture their lessons in any number of cupboards and databases. They are rarely refreshed, few contribute, even fewer search.	Teams capture lessons learned after a project. Teams look for knowledge before starting a project. Access to lots of knowledge, though not summarised.	Networks take responsibility for the knowledge, collects their subjects knowledge in one place in a common format. Searching before doing is encouraged. Little or no distilling and condensing.	Just-in-time-knowledge is current and easily accessible. One individual distils, condenses and updates it, though many contribute. That individual acts as the owner.	Knowledge is easy to get to, easy to retrieve. Relevant knowledge is pushed to you. It is constantly refreshed and distilled. Networks act as guardians of the knowledge.
Innovation	People are bound by procedures and hierarchy. Innovation happens when people find a supportive environment and when good solution exists.	Within the confines of bureaucracy, space to innovate leads to piloting and innovative approaches.	Successful innovations are upscaled and replicated in headquarters and field. New knowledge is generated and acted upon.	Innovation priorities are decided by organisational priorities and strategies. Good ideas get implemented.	Innovation and knowledge sharing are core competencies and OHCHR trademark.
Measuring the value	People have faith that sharing knowledge can add value but are not evaluated for learning and sharing knowledge.	There are some initial knowledge indicators. Knowledge sharing evidence is based on anecdotes.	Institutional qualitative and quantitative indicators are devised, but not used. Evaluations provide some measures and evidence for knowledge sharing.	Individuals and organisations design, measure and add continuously to improve and add value.	OHCHR's knowledge is recognized and valued by external partners. Effective use of knowledge is acknowledged as a central driver for designing and implementing key organisational processes such as policies and projects.

What it is

The KM self-assessment method was originally developed by Geoff Parcell and Chris Collison (the authors of *Learning to Fly and No More Consultants*). It can be the basis for planning work on KM, assessing it, reviewing priorities, and identifying strengths and weaknesses. If carried out in conjunction with other entities (field presences, sections, divisions), it can indicate where you can learn from others. The KM self-assessment method can be considered as a strategic internal benchmarking exercise, allowing you to detect performance gaps in some areas and discover good practices in others.

When to use it

- To assess your current status in knowledge management, whether as a starting point for work on KM or as an evaluation tool to assess progress
- To help you prioritize areas where you want to progress in KM
- To identify where you can learn from others in some KM areas.

How it is applied

The method can be applied individually or in groups. Groups have the double advantage of collective thinking and the application of the second phase of the exercise, the river diagram. The description that follows assumes that the exercise is undertaken in groups.

The method revolves around five questions:

1. Can we identify the issue?
2. Do we know our internal capability?
3. Does anyone do this well internally?
4. Do we know anyone who is good at it externally?
5. Is either an external or internal "expert" available to help us, either by sharing what they know or by implementing it?

Phase 1 – Self-assess

In the self-assessment chart, seven areas of knowledge management are represented in the rows (strategic approach, leadership and support, networking etc), and five levels of KM practice are represented in the columns.

- Ask each group to evaluate where their organization/office/team currently stands in each area (from level 1 to 5). Give everybody a voice.
- Explore differences in perspectives by asking for examples, such as: What are you seeing when you say we are at level 4? Get all perspectives and then agree a level.
- Ask what would it take to move to a higher level.
- Once the group has agreed on a current level for each of the seven areas, select two areas to improve. This forces group members to prioritize. This should be done according to what will have the greatest impact and what can realistically be achieved with the resources available.
- For each prioritized area, they should decide on what level they want to be at in 12 months' time (e.g. for "innovation" they may want to move from level 1 to level 2; for "building a learning organization" from level 2 to 4).

Phase 2 - Visualize the results: the river diagram

According to *Learning to Fly*, one of the most effective ways to stimulate a learning and knowledge sharing environment is to visualize the results of the phase 1 self assessment. This is the purpose of the river diagram. You can download the Excel sheet to build the river diagram here: *http://ohchrkm.wikispaces.com/file/view/KMRiverOHCHR.xls*

Once you have inserted the data of phase 1 in the Excel sheet, you will see a KM portrait coming up. The diagram portrays a range of scores in the seven areas. If more than one group carries out phase 1, each group will be able to compare differences and spot areas where one or other group is weak (level 1 or 2) while others are strong (level 4 or 5) and vice versa. The river diagram visually portrays the areas where one group can help others, because it shows the areas in which that group is doing well and the areas where it could be helped by better performing groups.

The river is narrow when there is greater equality among the groups (that is, the sections, field presences, divisions) because the groups will have similar scores for the different areas. This also means that there are fewer opportunities to learn from each other because all groups are at the same level. Where the river is wide, on the other hand, there is a diversity of competence, resources and knowledge, and hence more opportunities to exchange and learn from each other.

Often people doing this exercise are surprised to see how much their strengths and weaknesses differ. What is important is that everyone has something to share and to learn.

Phase 3 - Look ahead and assess progress periodically

The self-assessment and the river diagram create a common ground for dialogue and reflection. It is a good starting point to decide where to focus your resources and what methods and technologies of this toolkit can help you best achieve your goals. You may have identified field presences, divisions and colleagues that can help you in doing so.

Repeat this exercise periodically, every six to ten months, to assess progress (and possible setbacks), to track how you are moving in the table, and to establish new goals for the months to come.

Timing

Covering phases 1 and 2 takes approximately 2 hours:

- Introduction of the method, objectives and division in groups (10 minutes)
- Group discussion based on the KM matrix (60 minutes)
- Debriefing of the different groups (20 minutes)
- River diagram exercise and plenary debriefing (30 minutes).

What you will need

- Copies of KM matrix
- Laptop for each group to see the river diagram exercise
- Flip chart for each group
- Pencils and markers.

Where to learn more

- KS toolkit: *http://www.kstoolkit.org/KM+Self+Assessment*
- Geoff Parcel: *www.practicalkm.com*
- Chris Collison: *www.chriscollison.com*

“I found the KM Self-assessment useful as it helps to identify what exactly is missing and where steps are most urgently needed. We should repeat it once in a while to ensure that we are making progress.”

(Birgit Kainz, OHCHR*)*

KM Self-Assessment for OHCHR: *Share, learn, innovate!*

	Level 1 (Awareness)	Level 2 (React)	Level 3 (Act)	Level 4 (Consistently apply)	Level 5 (The way we work)
Taking a strategic approach	A few people express that know-how is important to the organization. Isolated people with a passion for KM begin to talk and share how difficult it is.	Most people say sharing know-how is important to the organization's success. People are using some tools to help with learning and sharing.	There is no framework or articulated KM strategy. Some job descriptions include knowledge capture, sharing and cascading. People are using a number of tools to help with learning and sharing.	Discussions ongoing about organization's Intellectual assets. A KM strategy exists but is not yet linked to business results. A clear framework and set of tools for learning is widely communicated and understood.	Clearly identified intellectual assets. KM strategy is embedded in the business strategy. Framework and tools enable learning before, during and after.
Leadership and support	KM viewed as a management fad. Leaders are sceptical as to the benefits. Leaders think networking leads to lack of accountability. "Knowledge is power"	Some managers give people the time to share and learn, but there is little visible support from the top.	KM is viewed as the responsibility of a specialist team. Some leaders talk the talk, but don't always walk the walk!	KM is everyone's responsibility; a few jobs are dedicated to managing knowledge. "Knowledge sharing is power." Leaders set expectations by "asking the right questions", and rewarding the right behaviours.	Leaders recognize the link between KM and performance The right attitudes exist to share and use others' know-how. Leaders reinforce the right behaviour and act as role models.
Networking and communities	Knowledge hoarders seem to get rewarded.	Ad hoc networking to help individuals who know each other.	People are networking to get results. Networks are created.	Networks are organized around business needs. Networks have clear terms of reference. Systems and technology are in place and are well used.	Clearly defined roles and responsibilities. Networks have a clear purpose, some have clear deliverables others develop capability in the organization.
Building a learning organization	People are conscious of the need to learn from what they do but rarely get the time. There need to be more incentives to consider learning as a priority.	People capture what they learn for others to access. In practice few do access it. It happens on a ad-hoc basis and it is rarely shared beyond the team.	Activities such as learning events and brown bag lunches are in place for sharing and re-applying knowledge.	The organizational process supports continuous learning and peer-to-peer learning is a way of working.	Departments/divisions and peer groups review and validate learning to improve and revise existing processes.
Capturing and re-applying knowledge	Some individuals take the time to capture their lessons in any number of cupboards and databases. They are rarely refreshed, few contribute, even fewer search.	Teams capture lessons learned after a project. Teams look for knowledge before starting a project. Access to lots of knowledge, though not summarized.	Networks take responsibility for the knowledge, collect their subjects' knowledge in one place in a common format. Searching before doing is encouraged. Little or no distilling and condensing.	Just-in-time-knowledge is current and easily accessible. One individual distils, condenses and updates it, though many contribute. That individual acts as the owner.	Knowledge is easy to get to, easy to retrieve. Relevant knowledge is pushed to you. It is constantly refreshed and distilled. Networks act as guardians of the knowledge.
Innovation	People are bound by procedures and hierarchy. Innovation happens when people find a supportive environment and when good solution exists.	Within the confines of bureaucracy, space to innovate leads to piloting and innovative approaches.	Successful innovations are upscaled and replicated in headquarters and field. New knowledge is generated and acted upon.	Innovation priorities are decided by organizational priorities and strategies. Good ideas get implemented.	Innovation and knowledge sharing are core competencies and a trademark of OHCHR.
Measuring the value	People have faith that sharing knowledge can add value but are not evaluated for learning and sharing knowledge.	There are some initial knowledge indicators. Knowledge sharing evidence is based on anecdotes.	Institutional qualitative and quantitative indicators are devised, but not used. Evaluations provide some measures and evidence for knowledge sharing.	Individuals and organizations design, measure and add continuously to improve and add value.	OHCHR's knowledge is recognized and valued by external partners. Effective use of knowledge is acknowledged as a central driver for designing and implementing key organizational processes such as policies and projects.

This self-assessment is an adaptation from the self-assessment model developed by Geoff Parcell and Chris Collison (Learning to fly, 2001) and inspired by the model used by IFAD.

AFTER ACTION REVIEW
Learning from recent experience

What it is

The After Action Review (AAR) is a simple process to review a project, an activity, an event or a task. In an AAR, the individuals involved discuss what happened, why it happened, what went well, what needs improvement, and what lessons can be learned from the experience with a view to doing as well or better next time.

When to use it

- The AAR is adaptable to virtually all types of activities
- It is important to use AARs for key, recurrent and strategic activities to ensure a constant flow of learning and improvement
- In the course of an activity, to learn while doing, track progress and correct some aspects straight away
- At the end of an activity, but before people forget what happened and move on to something new (learning after doing).

How it is applied

1. Call the meeting soon after the event:
   AARs should be conducted when the people involved in the experience are still available and their memories are fresh.

2. Create a climate conducive to frank sharing:
   Trust, openness and commitment to learning are key.
   - Emphasize that AARs are learning events, not critiques
   - Everyone is regarded as an equal participant and group members should not fall into junior/senior dynamics
   - Set ground rules
   - If possible, hold the AAR in a different location from the work environment to create the right climate.

3. Appoint a facilitator:
   The right facilitator is a key factor in contributing (or not) to the right climate for the AAR. Ideally this should be someone with a good understanding of the issue (to keep focus) and the AAR methodology, but who was not closely involved in the project or activity, in order to be objective.

4. Ask the 4 key questions:
   a. What was supposed to happen?
   b. What actually happened?
   c. Why were there differences between the planned and the actual?
   d. What did we learn?
   After revisiting the objectives of the activity, it is always a good idea to start with the positive points, i.e. "what went well out of what happened?" For each point, keep asking "why?"
   - For problematic areas, ask "what could have gone better?" instead of "what went wrong?" Understanding "why" is equally fundamental.
   - Allow enough time for reflection.
   - Encourage all members to contribute, if necessary by using flip charts and coloured cards.
   - Probe answers before recording them as lessons learned or good practices.

5. Record the AAR
   It is important to have a clear and well-documented account of the AAR:
   - The name of the activity and main data related to it, including the names of the people involved in the activity and those participating in the AAR
   - Lessons learned
   - Good practices
   - Guidance and recommendations for the future
   - Key documents related to the activity.

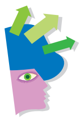
6. Share the learning
   Make the results of the AAR known to:
   - Those involved in the activity

AFTER ACTION REVIEW

- Others who can benefit from the learning (such as those embarking on a similar activity)
- Management and other parts of the organization that could take measures to redress or improve in areas that would benefit future activities of a similar nature.

How to adapt it

■ An AAR can be used as an end-of-day or end-of-activity evaluation in a training context.
■ It can be conducted in person, on the telephone, or online with tools such as instant messaging, teleconferencing, wikis and forums. Remember to provide adequate incentives for participation in a forum.
■ It is normally a collective activity but can be adapted to the individual level as an exercise for personal reflection.



What to consider

If participants in the AAR are initially hesitant to discuss what did and did not work, try asking everyone to express individually both a positive and a negative thought, or provide cards or sticky-notes for insights to be recorded and discussed later in the session. Identify key, recurrent and strategic activities and build the AAR into them to ensure a constant flow of productive feedback.

Timing

The timeframe for an AAR depends on the event being reviewed. While AARs should ideally be as short and concise as possible, more complex events will require more time. For example, while an AAR at the end of a training course can last as little as half an hour, you may need as much as a full day for a thorough After Mission Review for a fact-finding mission.

What you will need

■ Copies of the AAR framework with the four key questions
■ Pens/pencils
■ One flipchart with the large AAR framework used by the facilitator
■ Cards and sticky notes (optional).

Examples in OHCHR

■ After Mission Reviews (*http://ohchrkm.wikispaces.com/file/view/Note%20and%20template%20on%20After%20Mission%20Review.doc*)
■ End-of-day and end-of-activity evaluations of training courses
■ After Session Reviews of the Human Rights Council or a Treaty Body
■ After Mission Reviews of visits by special procedures mandate holders
■ After conference reviews (e.g. Durban review, social forum, minority forum)
■ Opening and closing of a field presence
■ After or during key activities of the section, branch, division or field presence.

Where to learn more

■ Downloadable template and case study from KM4Dev:
http://www.box.net/shared/ox2zjh988f

■ Practical examples and additional resources in the KS Toolkit:
http://www.kstoolkit.org/After+Action+Review

“ After action reviews provide an opportunity to recognize the good work done, acknowledge the mistakes that have been made and improve the way in which we work in the future. ”

(Ahmed Motala, OHCHR*)*

“ AARs are not just an instrument for the sections and field presences directly involved in the mission. They often point to gaps and areas of improvement that concern the entire office. Implementing recommendations to redress these office-wide gaps is then key. This is where AARs can make the biggest impact in improving the way we work as an office. ”

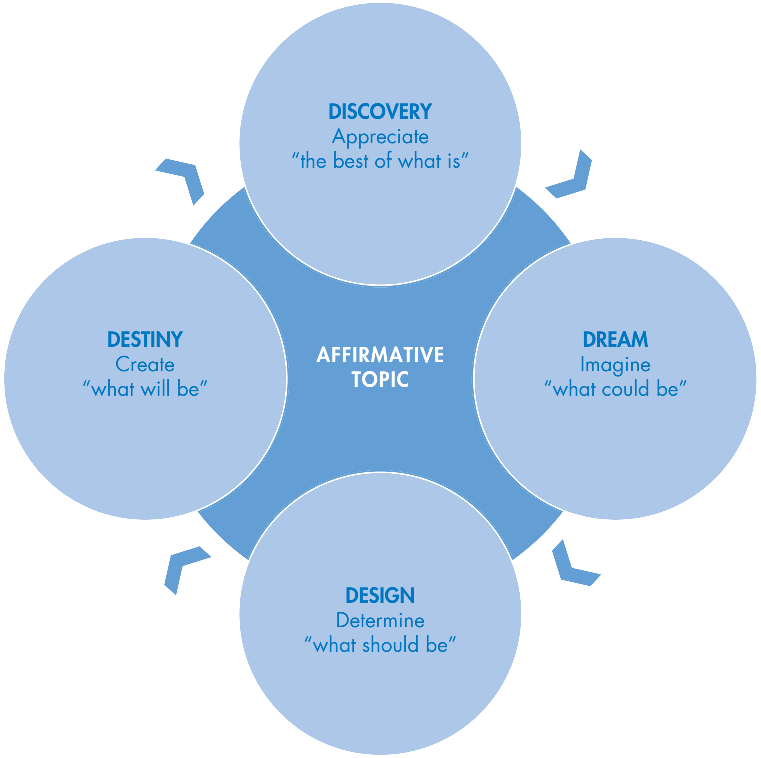
(Giuseppe Calandruccio, OHCHR*)*

“ When we deliver a training course, at the end of each day, we ask participants to discuss in three or four groups how the day went: what went well, what can be improved. One representative of each group will then report the group feedback to the training team. It is a useful method to take the temperature and quickly identify things to improve in the days to follow. By repeating the end-of-day evaluation throughout the course, we can also get feedback on the usefulness of the adjustments made. ”

(Cristina Michels, OHCHR*)*

APPRECIATIVE INQUIRY

Facilitating positive change in organizations. Building on what works.



What it is

Appreciative Inquiry is a method of organizational development that engages all levels of an organization (and its stakeholders) in its renewal, change and improved performance. It works on the assumption that there is something positive on which more can be built. It is a positive method that does not look back on what goes wrong or went wrong. Focusing on exceptional performance and on strengths has a motivational effect. This approach values existing capacities and talents and is participatory in nature.

When to use it

- Strategic planning
- Project planning, action planning
- Monitoring and evaluation
- Alternative team building
- Network and community development
- To uncover the positive forces that exist in an organization
- To create openness and stimulate innovation
- To address challenges and conflicts
- For problem solving.

How it is applied

The method usually works as follows:

1. **Discovery**: identifying what works well in the organization (or division, section, field presence) through structured interviews or through storytelling.
2. **Dream**: envisioning processes that would work well in the future. Under the guidance of a facilitator, participants imagine that the good practices identified in the discovery phase are the norm rather than the exception.
3. **Design**: planning and prioritizing processes that work well. Identify ways to make the ideal organization of the dream phase a reality.
4. **Destiny (or Deliver)**: implementation of the proposed design, usually a phase of experimentation and improvisation.

The exercise can take place in the framework of a meeting or event (such as a retreat) or over a longer period of time. Different teams/ working groups can take on the work done by others in previous stages of the process.

APPRECIATIVE INQUIRY

Facilitating positive change in organizations. Building on what works.

What to consider

Below are some generic tips to initiate the process (adapted from Olivier Serrat, 2008, "Appreciative Inquiry", Asian Development Bank):

- Think of a peak experience or high point in your work or experience in the organization.
- Within this experience, think about what you have valued most about yourself, the nature of your work, and of the organization.
- Think about the core factors that give life to your organization.
- What three wishes would you like to have that would heighten the vitality and health of your organization?

"I would like to commend you more particularly for your methodology of Appreciative Inquiry and to thank you for introducing it to the United Nations. Without this, it would have been very difficult, perhaps even impossible, to constructively engage so many leaders of business, civil society, and government."

(Former United Nations Secretary General Kofi Annan, speaking to the United Nations Leaders Summit in mid-2004)

Where to learn more

- For cases and practical examples: *http://appreciativeinquiry.case.edu/practice/default.cfm*

- Appreciative Inquiry Commons, 2008. *http://appreciativeinquiry.case.edu*

- Article on Appreciative Inquiry from the Asian Development Bank: *http://www.adb.org/Documents/Information/Knowledge-Solutions/Appreciative-Inquiry.pdf*

- Appreciative Inquiry Handbook. Cooperider D., Whitney D. & Stavros J. (2007). San Francisco: Berret-Koehler.

COMMUNITIES OF PRACTICE

Learning as a Social System

What it is

- Communities of practice (CoPs) are groups of people who share a specific area of work, interest, or passion, in a knowledge domain.
- CoPs share knowledge, learn from each other and interact regularly with peers in an enabling networked environment.
- Organizations use CoPs to share knowledge based on specific themes and areas, to break down organizational silos, and stimulate interdisciplinary teamwork.

Communities of practice are:

- Driven by the willing participation of their members (principle of self-selection)
- Focused on learning, sharing knowledge and strengthening capacity
- Engaged in developing expertise and solving problems.

"CoPs are not about bringing knowledge into the organisation but about helping to grow the knowledge that we need internally within our organisations." (Steve Dale, 2009. Communities of practice: turning conversations into collaboration. Presentation available at *http://www.slideshare.net/stephendale/cop-conversations-to-collaboration-presentation*).

When to use it

- Sharing and learning about practices in which colleagues are interested
- Encouraging professional development and accelerating learning
- Strengthening connections between headquarters and field presences (and among field presences as well)
- Responding more rapidly to stakeholders' needs and inquiries
- Learning by doing (action learning)
- Identifying, documenting and sharing best practices
- Collective problem-solving
- Reducing duplication and avoiding re-inventing the wheel
- Connecting "islands of knowledge", fostering cross-functional and cross-divisional collaboration.

How to go about it

Steve Dale summarizes the five steps to building a successful CoP as follows:

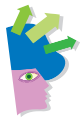
1. Establish or identify a purpose (What problem am I trying to solve?)
2. Identify your community (Who can be part of it?)
3. Understand the culture and behaviour
4. Develop the practice
5. Monitor and measure everything.

Dale describes the stages in more detail in the following presentation: *http://www.slideshare.net/stephendale/cop-conversations-to-collaboration-presentation*

Some crucial questions to ask your CoP

Key questions on **strategy**:
■ What change(s) in our work will take place in the next three to six months because of the CoP? What impact will it generate?
■ Why is the community the best way of bringing about this change?
■ What is the one thing that I need to do next week to facilitate or contribute to the community?

Key questions on the specific **knowledge domain** (the shared area of enquiry and key issues):
■ What specific topics do we want to address in the CoP in the next three to six months?
■ Why are these topics relevant to our organization?
■ What kind of influence do we want to have on our organization?
■ Who will assume leadership in promoting our domain?



Key **community**-related questions:
■ Who will be members of the community in the next three to six months?
■ How can ownership and management of the community be fostered?
■ How often will the community meet? How will the members connect?
■ How can the community balance the needs of the various members?
■ How will members deal with conflict?
■ How will new members be introduced in the community?

Key **practice**-related questions:
■ How should we identify, create, store, share and use knowledge?
■ How should we evaluate the effectiveness of our CoP in the next three to six months?
■ How should we ensure ongoing connection between the members?
■ How should we deal with conflicts between our own work and our community work?

Key **support**-related question:
■ What support do we need in order to be successful in achieving changes to our work through the CoP?

How to adapt it

These questions can also be used for interaction purposes between members of a community of practice:
1. What challenges do you face?
2. Are the challenges you face the same as mine or different?
3. What resources do you have that can be shared?
4. What ideas do you have about how to move ahead?
5. How can we be mutually supportive?

What to consider

■ CoPs can be excellent enablers to break up organizational and divisional boundaries

■ The strategic importance of the knowledge domain should have a legitimate place in the organization

■ Involve experts in your CoP

■ Look for a good balance of activities which are relevant for your members

■ Involve a well respected, skilful and dedicated moderator

■ Highlight some of the incentives for participating in the CoP

■ Make sure members allocate time in their daily duties to participate in the CoP

■ Define from the outset how you are going to measure the success of this CoP.

What about technology?

Technologies can support communities of practice. They can range from the simple use of a mailing list to the more expanded use of online social networks, combing discussion forums, blogs and wikis. The use of technology needs to support the overall goal of the community of practice and must bring added value.

Two tips on reviewing technology for your CoP:

1. Have a look at the Technologies section of the *Share, learn, innovate!* toolkit
2. Consult the book *Digital habitats, stewarding technology for communities* 2009. Etienne Wenger, Nancy White and John D. Smith. CPsquare.

Examples in OHCHR

UN Human Rights Policy network – HuriTALK
http://hrbaportal.org/

The UN Human Rights Policy Network (HuriTALK) is a virtual network which facilitates dialogue among UN practitioners on how best to integrate human rights in their work. Through the exchange of information, good practice and lessons learned, members develop their knowledge on human rights-related issues as well as their capacity to integrate human rights-based approaches (HRBA) in their work.

The network currently has a membership of over 1600 practitioners from more than 15 UN entities across 100 countries, and serves as a valuable practical tool for translating the UN's commitment to mainstream human rights into all aspects of its work.

HuriTALK provides members with a virtual forum in which to:

- Pose questions and start discussions on substantive issues related to human rights in development programming and practice
- Share comparative experience, case studies and "good practice"
- Discuss lessons learned and formulate strategies and policies rooted in experience
- Share information on upcoming events, relevant training, significant publications and resources through a monthly resource update.

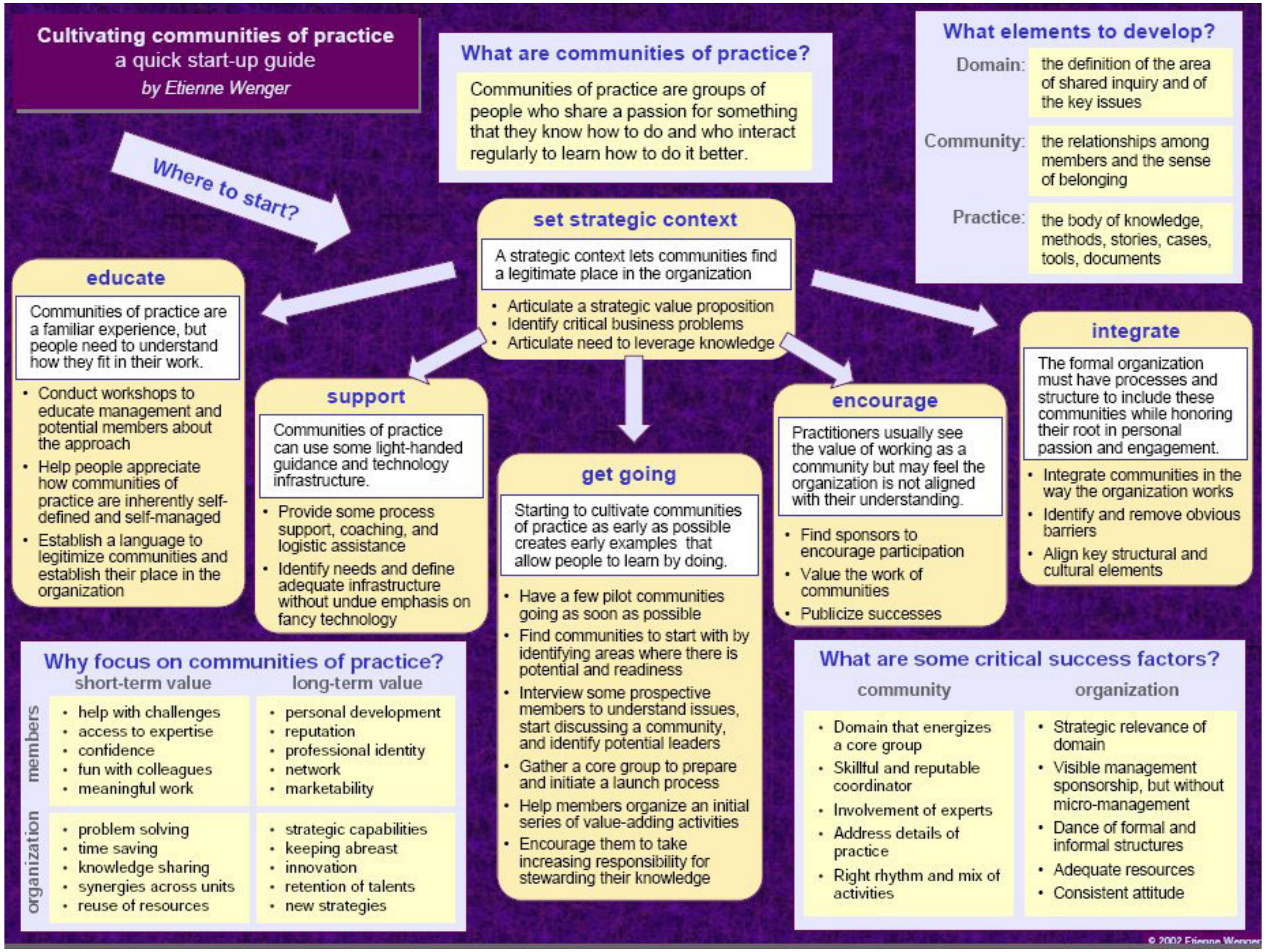
Many OHCHR staff are members of HuriTALK. They use it to advertise consultancies, to invite replies to surveys, or to share their newsletters, bulletins and information about events with a large and interested audience. They also launch queries to learn about experiences related to a task or a project they are working on. Some examples include:

- Experiences in opening and managing local human rights centres
- Experiences in conducting a public survey on human rights awareness
- Guidance and experiences in implementing a human rights based approach in national planning processes
- Good practices in prison inspection
- Materials and advice to organize training on the rights of persons with disabilities
- Awareness-raising materials on stigma and discrimination associated with HIV/AIDS
- Good practices on legislation and policies on evictions and resettlement.

Where to learn more

- Learning and Technology blog: *http://itcilo.wordpress.com/2010/03/30/community-of-practice/*
- KS toolkit: *http://www.kstoolkit.org/Communities+of+Practice*
- Digital Habitats: *http://technologyforcommunities.com/*
- Communities of practice:
http://www.odi.org.uk/resources/download/1129.pdf
http://en.wikipedia.org/wiki/Community_of_practice
http://tinyurl.com/3rw524q

COMMUNITIES OF PRACTICE
Learning as a Social System



DE BONO SIX THINKING HATS

Looking at decisions from all points of view

What it is

- A tool that assists in the critical analysis of complex situations by simulating diverse points of view in a controlled environment.

- The Thinking Hats exercise is a kind of roleplay in which different perspectives are represented by hats of different colours. When a participant is symbolically wearing a specific hat, they must seek to perceive the situation through the lens associated with that colour. This method shows how different aspects of one's personality can approach a problem differently.

- It helps to achieve more comprehensive perspectives and sounder solutions, by forcing the participants to step outside the limits of their standard thought processes and points of view.

- Makes participants aware of the variety of viewpoints that can be found within themselves, as well as in others.

When to use it

- To explore diverse opinions and decisions

- To minimize confrontation (in some cases paradoxically emphasising confrontation through roleplaying)

- To illustrate distinct perspectives

- To examine hypothetical consequences

- To form comprehensive strategies or scenarios

- To become more respectful and aware of different opinions

- This method is normally used in the context of training and can be considered a training technique.

Hat colours and their meanings:

The white hat focuses on data, facts, and information known or needed.
The black hat focuses on difficulties and potential problems, like why something may not work.
The red hat focuses on feelings, hunches, gut instinct, and intuition.
The green hat focuses on creativity: possibilities, alternatives, solutions, new ideas.
The yellow hat focuses on values and benefits, like why something probably may work.
The blue hat focuses on managing the thinking process: focus, next steps, action plans.

DE BONO SIX THINKING HATS

Looking at decisions from all points of view

How it is applied

1. Identify the issue. For example, it could be the pros and cons of engaging the Office in a new human rights situation at the national level. Or it could be about the risks and opportunities of working with a new partner, the contents of a sensitive press statement, or any other controversial situation in which a multitude of viewpoints converge or diverge.

2. Arrange the room to allow for conversation in small groups according to the number of participants.

3. Describe the characteristics/opinions of each coloured hat in detail and post clearly visible reminders in the working space.

4. Present background information on the subject matter.

5. Instruct participants to break into groups and ask each group to select a colour hat to begin with. An alternative approach is for the groups to all start out wearing the same hat and then move on to the other ones, in an order predetermined by the facilitator. This slightly limits the freedom of each working group, but renders the process easier to monitor because everyone will be using the same perspective simultaneously.

6. Assign facilitators for each group, or ask participants to select their own facilitator. The role of facilitator is to guide a productive discussion.

7. Move between groups to ensure that participants remain disciplined in their assigned perspectives and that the conversations are progressing according to the learning objectives. If participants seem to be facing barriers or losing control of the process, they may make an emergency switch of roles to the hat that will best help them deal with the challenges being faced. For example, the "creative" green hat can help find new ideas and the "managerial" blue hat can be used to reduce chaos. Following all their explorations under each coloured hat, instruct the groups to collaboratively evaluate the outcomes of their process and establish action items to solidify the lessons learned.

8. Each small group must identify a rapporteur to provide a summary of conclusions to the larger group.

9. Summarize the results and communicate them for future reference if appropriate.

You may want to watch these two short videos before applying the method:

- Explanation of the overall process: *http://www.youtube.com/watch?v=K4IkCdBTxxE&feature=related*
- Explanation of the hats and their meaning: *http://www.youtube.com/watch?v=cjVxSk1MqO4*

How to adapt it

■ Adapt the method to create a **constructive debate** around a controversial issue or complex challenge. (This variation is best suited for situations when the group can be divided by six. If the number is not quite right, set up a panel of six participants, each assigned to a different perspective):

- Divide the participants into groups and instruct each person to select a different coloured hat. Provide 5 to 10 minutes for them to examine the case or subject matter from the perspective of the hat they have chosen, then open the floor for debate.
- The debate will highlight diverse perspectives, but must remain constructive, not combative.
- In order to maintain balance between diverse yet equal perspectives, every participant in the group must contribute to the process.
- The participant with the white hat should act as facilitator for his/her working group and the blue hat is a good choice for the note taking role.

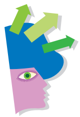
DE BONO SIX THINKING HATS

Looking at decisions from all points of view

■ After the panel reviews the case or challenge, open the floor for questions and have panelists respond according to their roles.

■ Assign coloured hats to participants in advance of a group discussion period. (Although it is difficult to ensure everyone maintains their roles, this creates intriguing dynamics and can be formulated as a challenge.)

■ Roles can be played in a **closed fishbowl** modality (see: FISHBOWL). Each group receives a hat with a perspective to play and one representative per group will play it in the inner circle with the other participants observing.



What to consider

■ If "hats" are not culturally appropriate, use T-shirts, coloured cards or badges, or coloured pens.

■ Establish collaborative group dynamics before the exercise, either through suitable ice-breakers or by scheduling the session in the middle of a course. As with most roleplay exercises, this one works best if the participants are confident.

Timing (1 hour to 1 hour 30 minutes)

■ Introduction to thinking hats method and roles (15 minutes)

■ Group processes and discussion (30-45 minutes)

■ Collective debriefing (20-30 minutes).

What you will need

■ Copies of the descriptions and roles for the participants who have a specific role to play

■ Pencils and markers

■ Flip chart.

Where to learn more

■ Overview of objectives and other basics: *http://www.debonoonline.com/Six_Thinking_Hats.asp*

■ De Bono exercise in mindmap style: *http://tinyurl.com/334pwp9*

ENVISIONING THE FUTURE
Creating new scenarios

What it is

■ A scenario-building method that invites collective reflection about plausible futures.

■ It works by imagining a time in the future (three to six years ahead) and assumes that the organization, section or field presence has achieved important goals.

When to use it

■ To think about the future.
■ To develop a vision of where you want to go as a section, field presence, or division.
■ To explore alternative solutions for the future.
■ To motivate and inspire a team and create cohesion around common goals.
■ Particularly suited for retreats on planning and/or team building.

How to apply it

■ Decide which organizational entity will be the focus of the exercise. It can be the entire office, a field presence, a section, a cross-division team, or a branch. Normally, this will depend on who is participating in the exercise.

■ Agree on when in the future the envisioning exercise will take place. Normally, it should be more than one year ahead — otherwise the future will simply match with the completion of the annual workplan, which would defeat the "vision" element of the activity. Conversely, setting a timeframe too far in the future could take away the element of reality which is important to maintain. If the time chosen is 20 years down the road, for instance, participants will tend to think in more utopian terms and disconnect the vision from the operational steps to achieve it. If the purpose is to emphasize the vision element, a five- to six-year timeframe would be appropriate. If the emphasis is more on medium-term goals and actions and how to achieve them, a shorter timeframe of two to three years would be best.

■ Announce the positive assumption about the future. This can simply be: "Imagine that in four years' time your team will have achieved important goals". It can also be more specific, for instance: "Imagine that in four years' time: "the treaty bodies system will be considerably improved"; or "you have won an award as a gender champion organization"; or "OHCHR is a recognized and respected protagonist of humanitarian response"; or "OHCHR has reduced by half the time for recruitment".

■ The positive assumption is accompanied by a number of questions aimed at eliciting the elements and details to explain what was achieved, why and how. Questions could include:

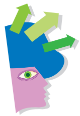
- What are the specific outcomes achieved?
- How do you know you have achieved these outcomes?
- What are the benefits? To whom?
- What problems were solved?
- How are people behaving differently?
- What is the external recognition of what has been achieved?

■ Divide participants into groups of four to six people to answer the questions.

ENVISIONING THE FUTURE

Creating new scenarios

■ After the group work, re-convene in plenary, where each group presents their future vision. A competition element can be introduced in which participants are asked to vote for the presentation that convinced them the most. If the exercise is in the form of a competition, this should be announced from the outset so that each group can prepare to convince and captivate the plenary with a well-organized and colourful presentation.
■ Alternatively, the plenary can build a common vision with the contributions from the different groups through a consensus process. In this case, the envisioned future will be the result of a fully collective process, with more ownership from the entire group.



What to consider

If time allows, consider the option of asking participants to write a story about the future instead of simply answering the questions. This can be done in a variety of ways. For instance, see the River of Life method (*http://www.kstoolkit.org/River+of+Life*)

Encourage participants to be realistic but to think out of the box and be creative. Some tips include:
■ Be provocative. Your proposal should stretch and challenge your section or field presence and force it to move beyond the parameters of its normal routines.

■ Be grand, but remain practical. Similar challenges have been met in the past and the vision represents a compelling possibility.

■ Your proposal should be desirable. Your entire group should be enthusiastic about it and want to be part of it.

■ The proposal should be stated in affirmative language. This helps you project a positive and dynamic image.

■ The proposal should be the result of a participatory process within your group.

■ The proposal should address multiple aspects, such as leadership, impact, behaviours and attitudes, communication, staff, structures, institutional practices.

Timing (1 hour 30 minutes to 3 hours). This example covers 2 hours:

- Instructions (10 minutes)
- Individual preparation time (20 minutes)
- Group preparation time (1hour)
- Group presentation time (20 minutes)
- Voting on the best proposal (10 minutes).

What you will need

- Flip charts for each group
- Instructions for each participant
- Markers and pencils.

Where to learn more

■ The river of life method. KS toolkit:
http://www.kstoolkit.org/River+of+Life

"The envisioning exercise forced us to think about concrete steps that would really make a difference in practice. In my view, this is a method that helped to generate some excellent ideas well worth pursuing outside the training context."

(Birgit Kainz, OHCHR*)*

FISHBOWL

The art of active listening

What it is

■ The Fishbowl is a tool for facilitating dialogue between experts in a way that exposes others to their knowledge while expanding the collective understanding of a subject.

■ Knowledgeable people (the fish) sit in circle to discuss a series of directional questions, surrounded by a larger group of observers in an outer circle (the bowl).

■ The inner circle is the stage for speaking and contributing. Those in the outer circle must listen actively and move into the role of fish when they wish to participate in the conversation.

When to use it

■ As an alternative to traditional debates
■ As a substitute for panel discussions
■ To foster dynamic participation
■ To address controversial topics
■ To avoid lengthy presentations.

How it is applied

1. Identify two to three experts (or participants who have experience) on the issue to be discussed.

2. Brief the experts/participants on the Fishbowl process.

3. Set up a small circle of chairs surrounded by a larger circle, with three or four additional chairs to facilitate mobility.

4. Open the session with the experts in the centre circle.

5. Explain the process, the objectives and the issue that will be discussed.

6. Opt for one of the two types of Fishbowl: open or closed.

   - An *open fishbowl* contains several empty chairs in the centre circle from the outset. Any member of the audience can join the discussion by occupying an empty chair at any time. A “fish” must voluntarily leave the centre circle to free a chair. The discussion continues with participants frequently entering and leaving the Fishbowl. Participants can have more than one opportunity to move into the inner circle.

   - In a *closed fishbowl*, the facilitator splits the participants into two groups (or more as needed) and assigns the role of speakers to one group, and the role of observers to the other. The initial participants in the inner circle speak for some time about the chosen subject. When time runs out (or when no new points are added to the discussion), the first group of participants leaves the fishbowl and a new group from the audience enters. The new group continues discussing the issue. This may continue until all audience members have spent some time in the fishbowl. The closed fishbowl approach is only appropriate when all participants have at least some level of knowledge about the subject.

7. The outer circle must always observe silently, and this principle should be enforced diligently by the facilitator. Participants in the outer circle can prepare questions and comments so that they are ready to move into the inner circle.

8. Once the topics or the time allocated have been covered, the facilitator should summarize the discussion and open the floor for a debriefing, after removing the inner circle of chairs. During the

debriefing, review key points, interesting comments and the group's feelings regarding particular issues. Participants must be allowed to develop their own conclusions and express themselves freely.

9. Providing the participants with an overview document of the lessons learned and a list of key resources can be helpful after the exercise has ended.

How to adapt it

Divide the participants into two groups. Each group prepares two to four questions for the other group. The first group then sits in the inner circle and discusses the questions posed. When everyone in the inner circle has had a chance to speak, change roles so that the second group moves into the inner circle and examines the second set of questions. Observe the fishbowl rules throughout.

A Feedback Fishbowl is a variation which systematizes interaction between the inner and outer circle. The "fish" discuss the issue for 15 minutes, then turn their chairs around to face the outer circle. The outer circle puts their comments and feedback directly to the "fish" in front of them. Then members of the inner circle again face the centre and incorporate the new information into the conversation (while the outer circle remains silent). After the conclusion of this round, the two groups change places, and the process is repeated.

Another variation is to invite people with similar opinions or experiences to sit in a Homogeneous Fishbowl. This arrangement aims to provide the outer circle with evidence and logic to support a cohesive perspective. This helps to avoid wasteful disagreements at the early stages of the discussion and creates clear concepts for debate.

In contrast to the previous variation, in a Heterogeneous Fishbowl, one person from each divergent viewpoint is invited to sit in the fishbowl. The debate must be carefully managed by the facilitator to ensure that it is productive and examines the full variety of opinions equally.

Multiple Fishbowls are ideal for addressing issues with large groups, or for cases when there are language barriers between participants. Assign a moderator to each fishbowl to provide clear instructions as well as support throughout the exercise. After the first discussions, representatives from each fishbowl form a new central fishbowl, and continue the conversation. According to the composition of the group, decide if the debriefing would be more effective in the large group or back in the original multiple fishbowls. Ensure that each moderator records the reflections so that these can be shared in a resource for all the participants.

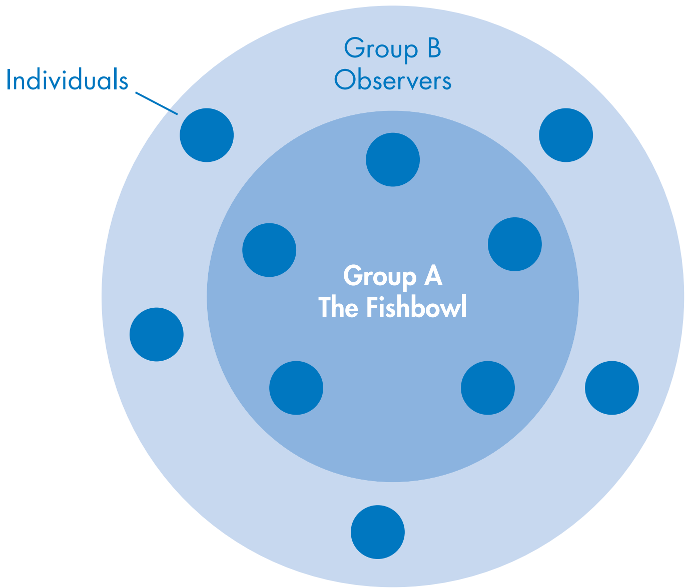
Roleplays can be conducted in closed fishbowls. Divide participants into as many groups as the number of roles you have prepared. Each group then prepares a role, although only one of their members will play it. The roleplay is then held in the middle of the room while the other participants observe from outside. After the roleplay, close the session with a debriefing. If the debriefing takes longer than the roleplay, it means the exercise was thought-provoking!

FISHBOWL

The art of active listing

What to consider

- The way to request a place in the inner circle should be decided at the outset of the session. Often, simply standing up to indicate interest is enough. A tap on the shoulder may also be helpful, but be wary of cultural taboos. Much depends on the culture and composition of the group.
- More reserved groups may require encouragement to take up a place in the inner circle. This can be helped by well-formulated objectives and introductions to the subject matter.
- You can place limitations in the interest of time or fairness, such as everyone being required to make a minimum (or maximum) number of contributions in the centre circle.
- If the outer circle participants want to make more contributions after the fishbowl session has ended, open a blog, wiki or discussion forum to continue capturing their comments, reflections and questions.
- Consider appointing a note-taker/rapporteur to write down the key points of the fishbowl discussion on a flipchart and present a summary to the group after the fishbowl has ended.



Timing (approximately 1 hour 30 minutes)

- Introduce the method and the objectives/guiding questions of the discussion (10 minutes)
- Fishbowl discussion (1 hour)
- Debriefing (20 minutes).

What you will need

- One chair for every participant (plus three or four empty chairs)
- Flip chart and markers for the note-taker.

OHCHR applications

During the *Share, learn, innovate!* workshops, different groups of OHCHR participants brainstormed on the potential application of the Fishbowl method. Here are some of their ideas for when it is appropriate to apply this tool:

- As an innovative format for coffee briefings
- To facilitate discussion on focused topics during section meetings
- To discuss both substantive and administrative topics during branch or division retreats
- For small expert meetings
- During the Heads of Field Presences meeting.

FISHBOWL
The art of active listening

Where to learn more

Comprehensive book from Learning Resources and Information: *The Winning Trainer. Winning ways to involve people in learning.* Julius E. Eitington 1996. Gulf Publishing Company, Houston Texas. Pp. 67-70.

Collaboratively written instructions from the KS Toolkit: *http://www.kstoolkit.org/Fish+Bowl?f=print*

Using the fishbowl for awareness-generating activities:*http://www.edchange.org/multicultural/activities/fishbowl.html*

A general article on the Fishbowl method with additional resources: *http://itcilo.wordpress.com/2009/02/16/facilitate-a-fishbowl-discussion/*

“ I was pleased to skip the boring part of my long PowerPoint presentation and move directly to the much more interesting group discussion. Although I used to be rather sceptical about untraditional presentations and debates, this set-up was highly stimulating for in-depth participant involvement. ”

(A. Rosemberg, International Trade Union Confederation: on being an expert in a fishbowl)

“ The facilitator explained the fishbowl principles and objectives to the group. The inner circle began with experts from three well known international organizations. After a short introduction explaining the roles of the experts, two of them gave a PowerPoint presentation on the subject itself. A participant from China, a government official from Nepal and an enterprise manager from South Africa were the first to join the inner circle. During the one-hour fishbowl discussion 12 people contributed to the inner circle dialogue, demonstrating the low entry-barrier to discussion with experts during a fishbowl. The other participants observed and reflected in silence. ”

(M. Lisa, ITC-ILO training expert)

HOW-TO GUIDES

Operational instructions and practical suggestions

What it is

- How-to guides give practical and operational guidance within a specific area of work of OHCHR. They provide practical suggestions on how to implement a task or project in the best possible way to achieve the objectives effectively.

When to use it

- To provide/obtain practical advice
- To follow operational instructions
- To obtain step-by-step guidance
- To codify tacit knowledge about a specific activity or task.

How to apply it

Step 1: Identify the issue

Identify the activity for which you want to develop the How-to guide. This should be a recurrent activity for which the organization would benefit from consistency in the way the activity is undertaken.

Examples in OHCHR would be:

- Organization of a mission of a special procedures mandate-holder (how to go about this in a step-by-step manner, with templates of invitation requests, lists of standard actors with whom the mandate-holder would normally request meetings, administrative arrangements, interpretation, etc.)
- Organization of a session of a treaty body
- Opening and closing a field presence
- Organization of a training activity (training needs assessment, information note, venue requirements, training team, session plans)
- A planning process
- Use of a database
- Organization of travel (travel forecasts, e-travel, visa, security)
- Selection processes and procedures.

Step 2: Research

Information resources for data and expertise collection can include existing manuals and guidelines produced by OHCHR and other organizations, lessons learned if they have been captured, mission reports, reports, templates of letters, standard messages and e-mails.

Step 3: Drafting

- The development of a How-to guide requires a lead author and a process manager, who should be given the time to develop it. Depending on resources and on the scope of the guide, these two roles may be fulfilled by one person.
- When starting a How-to guide, the lead author outlines the drafting and review process, determines necessary steps, assesses the required time frame (including deadlines), and calculates financial resources needed (including translations if desired).
- Although there is no prescribed format for How-to guides, they should be as concise as possible and follow a step-by-step logic. When relevant, reference should be made to existing OHCHR manuals, guidelines and Standard Operating Procedures (SOPs). Templates and checklists should be annexed when appropriate.

Step 4: Reviewing

A small (up to six people) well targeted group can set up a Peer Assist for the planning, design and development of the How-to guide. They should be willing to comment on the outline and structure of the Guide, and at a later stage, on its detailed contents.

Step 5: Dissemination

The How-to guide can be posted on the Intranet, disseminated through newsletters and presented in coffee briefings or in section, branch or field presence meetings.

Step 6: Follow-up

A content review and update one year after completion is recommended. This should include a review of the use and usefulness of the guide by selected field presences. This feedback should be used to update and revise the How-to guide if necessary.

HOW-TO GUIDES

Operational instructions and practical suggestions

What to consider

■ Foresee adequate resources to develop these guidelines. They do not materialize on their own in the course of normal staff work. Adequate time and resources are needed to develop these knowledge products.

■ Pay particular attention to the writing style, keeping it as simple and practical as possible. Technical language may be used if it is likely to be understood by the target audience.

■ In most cases, colleagues who have worked in the subject area will have the best knowledge. Ideally, they should be the authors of the How-to guides. If this is not feasible, it is essential to involve them in all stages of development, review and follow up.

■ Different methods from the *Share, learn, innovate!* toolkit can be used in phases 4 and 6 (review and follow up): peer assist, knowledge cafe, after action review, online surveys.

■ SOPs and published guidance have differences and similarities with How-to guides, as summarized in the table below.

How-to guides	Standard Operating Procedures (SOPs)	Published guidance
Recommended guidance	Prescriptive guidance	Can be both
Internal to the organization	Internal to the organization	Public
Generally focused on internal processes and functions	Generally focused on internal processes and functions	Generally focused on substance
Can be turned into an SOP to give it prescriptive status if this is considered more effective		

OHCHR examples

■ OHCHR Field administrative manual, available on the Intranet at: *http://intranet.ohchr.org/Documents/FAM.pdf)*

■ Checklists on OHCHR engagement in humanitarian action, available on the Intranet at: *http://intranet.ohchr.org/Offices/FieldPresences/SupportForPeaceMissions/CotedIvoire(ONUCI)/Documents/Checklists%20on%20OHCHR%20engagt%20in%20hum%20crisis%208%20October%202010.doc*

■ Guidance notes for the preparation of workplans, mid-term reports and annual reports

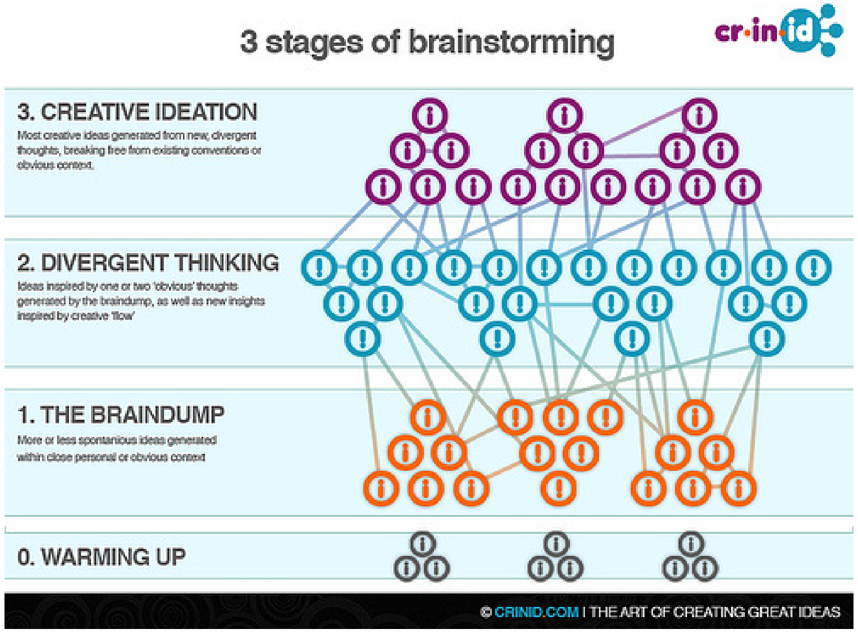
■ Manual for staff assisting the Committee on the Elimination of Discrimination against Women (CEDAW).

Where to learn more

The steps described above were adapted from UNDP's guidelines on writing How-to guides, included in the UNDP Knowledge Management Toolkit for the Crisis Prevention and Recovery Practice Area. You can access the full guide here:
http://www.undp.org/cpr/documents/whats_new/UNDP_Toolkit_LowRes.pdf

INNOVATIVE BRAINSTORMING

Fostering the flow of innovative ideas



What it is

- A fast way to collect ideas
- An inclusive method for encouraging creativity
- A technique that stimulates spontaneous thought processes
- A tactic that can inspire innovation.

When to use it

- To produce ideas
- To stimulate creativity
- To think critically
- To overcome blockages
- To solve problems.

How it is applied

1. Identify the focus issue for the brainstorming session, such as an idea, problem, project, activity, or organizational entity
2. Gather the participants in a room
3. If the group is larger than 15 people, divide it into separate working groups so as to encourage balanced participation
4. Briefly present the issue as a challenge
5. The ideas generated by participants can be captured in many ways. For example, participants can speak out loud while the facilitator writes the points on flip-charts, or they can write their ideas on cards or sticky notes after announcing them.

Allow the process to take a natural course. Try not to restrict it with time limits or directions. This can be helped by carefully selecting a specific, concrete subject. When no more ideas are being offered, allow about two minutes of silence to be sure that every idea has truly been shared.

- Use one of the following options to sort out the ideas generated during the brainstorm:
  - **Word clouds** are a simple way of randomly visualizing the ideas collected through brainstorming. You can use a free online tool for generating word clouds, such as Wordle (*http://www.wordle.net*).
  - **Buzzgroups** are small working groups in which colleagues share their individual ideas and prioritize them. The highest-rated ideas from all groups are then presented and possibly clustered (see also Dotmocracy).
  - The **Card Sorting technique** clusters sticky notes into logical groups of related ideas for further review.
  - **Dotmocracy** is a fast and normally enjoyable way of democratically ranking ideas and proposals. Clearly display the ideas (e.g. on a flipchart, or a board) and instruct colleagues to place a sticky dot, or other indicator, underneath the ideas that seem most promising. Select the ideas with the most "votes" for further analysis, discussion or action.

Conduct a participatory debriefing of the brainstorm, which concludes the exercise.

How to adapt it

Brainwriting is a simple technique for overcoming challenges to brainstorming, namely the tendency to judge, the clash of personalities, and the fact that time constraints or shyness may limit the number of people who express themselves.

1. Gather the participants around tables
2. Provide each person with a sheet of paper with a problem statement printed at the top
3. Ask them to write down three ideas related to the problem statement within three minutes
4. Everyone then passes their paper to their neighbour and repeats the process on the paper they have received, either building on the ideas already written or adding new thoughts. It is important that you instruct participants not to simply repeat ideas, but rather to produce as many as possible. In a few minutes you can gather many ideas!

Online Brainstorming can be done by inviting colleagues to share ideas in a discussion forum or wiki, or using synchronous technologies (see Wikis and Discussion Forums in the Technologies section).

Reverse Brainstorming, also known by the Russian acronym TRIZ, can be used to identify challenges and solve problems.

1. Specify an unwanted consequence, then identify the probable causes of the consequence
2. Gather ideas that would create an ideal scenario and formulate them into the best possible situation
3. Compare the real and ideal cases to determine the differences
4. Finally, draw up action plans to remedy the problem itself.

The **Three Stage Brainstorming** technique envisages a more structured approach.

1. Start by conducting a short warming-up brainstorm on simple topics that are not necessarily relevant to the task at hand. This gets people into a creative thinking mode.
2. Move on to the first stage, the “braindump”stage, by opening the floor to all thoughts on the specific subject.
3. In the second stage, “divergent thinking”, ask participants to produce ideas related to those already captured, such as implementation, resources or risks.
4. In the third stage, called “creative ideation”, the ideas are examined in more depth and reformulated into possible solutions.

See the TOP 100 LISTS method for another approach to Brainstorming.

INNOVATIVE BRAINSTORMING

Fostering the flow of innovative ideas

What to consider

Create an atmosphere of productive playfulness to encourage colleagues and participants to relax and share ideas, free of inhibitions.

Cluster and evaluate the ideas generated. Generating ideas is not an end in itself, there should be a practical outcome emerging from the brainstorming. A Brainstorming topic does not have to always be negative like a problem statement. It can examine positive scenarios or desired consequences.

If there is a facilitator writing down ideas, it is helpful also to have a moderator with a distinct role, to ensure that all ideas are properly captured and that the process is well managed.

Timing

Creative processes are difficult to limit in time and require a certain flexibility. Depending on the brainstorming technique you choose, reflect on what timespan should be reasonable and where you can build in flexibility. A brainwriting exercise can be done in 20 minutes, whereas a Top 100 list can be mainstreamed into a two to three day training activity.

What you will need

- Paper
- Sticky notes or coloured cards
- Copies of instructions of the method for participants
- Markers and pencils
- Flip chart for debriefing.

Where to learn more

- Overview and examples from other organizations can be found at: *http://www.kstoolkit.org/Brainstorming*
- For a case study on a combination of brainstorming and card sorting, see this blog post: *http://tinyurl.com/397y54c*
- Comprehensive article on brainwriting: *http://litemind.com/brainwriting/*

“Brainwriting is a truly participatory way to gather ideas. It allows the participants who are shyer or not as verbal to express their views, while brainstorming tends to over-represent the ideas of the more spontaneous, charismatic and imposing speakers.”

(*Saori Terada*, OHCHR)

“As the day was winding down on a recent section retreat, we had to prioritize areas for future action. Rather than going into potentially lengthy and complex discussions, our facilitator simply wrote all the options on a flipchart and gave us each three sticky dots to place next to the options we were in favour of prioritizing. We saved valuable time through the use of Dotmocracy and this helped us fully implement our agenda for the day.”

(*Juan Fernando Núñez*, OHCHR)

JIGSAW

Assembling the small pieces to see the big picture

What it is

- The Jigsaw is a cooperative learning strategy that encourages people to develop their own understanding and then share knowledge with the group.
- Working groups are each assigned a particular part of a problem, or puzzle piece, and the tools to develop knowledge on that specific component.
- The pieces are then put together using visual materials and facilitation techniques.

When to use it

- To review multiple cases, issues or actors that are part of a bigger picture (for example, a series of attacks against human rights defenders, nationalist uprisings in a particular region, election processes in a given year, OHCHR interaction with non-state actors, case law on economic, social and cultural rights).
- To identify possible patterns in a human rights situation
- To develop synthesis skills
- To encourage comparative thinking.

How it is applied

1. Prepare a list of all the possible "pieces" of the subject (actors, country situations, cases of human rights violations).
2. Collect sources of information for the working sessions, including visual presentations. When appropriate, relevant documents should be made available before the discussion takes place so that participants can come prepared.
3. Split participants into the appropriate number of working groups (six to eight people per group) to allow each team to examine their piece separately using the resources or tools provided (such as brief articles, notes, reports, images, or access to the internet).
4. Provide reflection questions that will guide the participants through all the important learning aspects of the piece, including background information, context, actors and consequences.
5. Ensure that there is an appropriate working space for the groups to document key points.
6. Provide access to the internet or other resources if the participants are not familiar with the subject matter or the pieces in advance.
7. Design a series of questions to guide the group reflection process. These should focus on background information, the opportunities and risks, and the relevance, role and meaning of each piece to the overall scenario.
8. Ask each group to appoint a note-taker and a timekeeper to ensure that the activity is recorded and that all questions are covered within the time limit.

JIGSAW
Assembling the small pieces to see the big picture

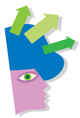
9. Allow 30 minutes for initial reflection, then close the discussion.

10. Ask each group to report their observations and key reflections in plenary. Each debriefing may take up to 10 minutes, to ensure it is clear and comprehensive. The reports from each group in plenary provide information to all the participants about the key recommendations for all of the pieces examined.

11. Open the floor for 15 to 20 more minutes of final discussion, to ensure that the pros and cons of each topic, method or tool are addressed and that the group is confident enough to make future decisions.

How to adapt it

After the initial round of reflection, create new groups composed of one representative of each original group to bring all the pieces together to form the full puzzle. The discussion then proceeds as each representative explains their results.



What to consider

The working groups should use visual debriefing resources. These may include pictures provided with the initial article, diagrams created on flip charts, or key words used as speaking notes.

A double debriefing at the end is effective. The first debriefing focuses on what participants have discussed within their small groups. The second debriefing can focus on the bigger picture that appears once the pieces are assembled. An expert can give additional feedback in the second debriefing.

Timing (2 hours)

- Introduce the session and objectives (5 minutes)
- Divide participants into working groups (5 minutes)
- Individual reflection and working time (30 minutes)
- Review different pieces in groups (45 minutes)
- Report back from each group (20 minutes)
- Debrief on the puzzle as a whole (10 minutes)
- Close session (5 minutes).

What you will need

- One flip chart per group
- Instructions copied for each participant
- Pencils and markers
- Copies of the materials for each piece of the jigsaw
- Internet access for each group (if required).

JIGSAW

Assembling the small pieces to see the big picture

Example in OHCHR

During OHCHR's *Share, learn, innovate!* knowledge sharing workshop, participants were divided into small groups.
Every individual received a specific knowledge sharing method. Participants were given 30 minutes to read the materials and answer key questions, namely:

- What is the knowledge sharing method about?
- What are the apparent strengths of the method?
- How is this method applicable in OHCHR?

Every individual contributed to the small group discussion with his/her answers to these questions, in no more than 10 minutes. This was followed by a report back to the plenary. The final stage was an exchange of overall results among the participants.

The Jigsaw method was deemed effective for communicating complex information about multiple methods in a short time and generated a lot of ideas for potential application within OHCHR.

The method can be applied to analyse complex human rights situations and identify possible patterns (the bigger picture).

Where to learn more

- Brief video describing the jigsaw method with model maps: *http://tinyurl.com/2wynny7*
- How it is used with schoolchildren: *http://www.jigsaw.org/*

“We used the Jigsaw method at a recent Share, learn, innovate! workshop. I found it to be a fast and participatory method of learning about different knowledge sharing tools.”

(Katayoun Vessali, OHCHR*)*

KNOWLEDGE CAFÉ / ROUND TABLE SESSIONS

Informal knowledge sharing around the table

What it is

- An activity designed to spread ideas and expand insights through sharing knowledge and experience.
- Open and creative dialogue is encouraged through an informal café-type environment. Groups rotate from one table/topic to the other, while a host at each table facilitates discussions.
- Each round of table changes allows participants to create a web of collective knowledge around the chosen subject matter.
- The method assumes that people themselves are sources of wisdom, and that creating a constructive context around a table can bring valuable ideas and lessons to the surface.

When to use it

- To share tacit knowledge among a group of at least 12 participants
- To discover fresher insights than through traditional panel presentations, due to its participatory nature
- To engage in collaborative problem-solving that cuts across standard constraints
- To generate meaningful interaction by limiting hierarchical distinctions.

How it is applied

1. Identify the purpose, establish the parameters and prepare the room before the session, so that the Knowledge Café will foster creative discourse while remaining focused on the subject. Cover the tables with flip-chart paper or brown paper.

2. Design questions that are thought-provoking. A good question may have many answers and will allow the participants to examine the issue in all its complexity. See "How to adapt it" below for ideas on dealing with the questions.

3. The ideal number of participants per table is four to six. More tend to limit the opportunities to contribute, and fewer tend to reduce the amount of experience shared.

4. Each table should nominate a host, who will stay at the table throughout the exercise to provide an overview for the next group and steer them towards complementary thought processes in order to avoid repetition.

5. Encourage participants to take notes, doodle or create diagrams directly on the table.

6. Ask the participants to focus on key points and to contribute their own thoughts and ideas. They should listen actively for interesting connections, patterns or additional questions.

7. Each round of conversation should last 15 to 30 minutes. As "ambassadors of meaning", all the participants (except for the host) then move to the next table. It is not necessary for all participants to spend time at each table, because after a few rounds (typically two or three, depending on the time allocated) the session closes with a debriefing.

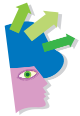
8. The host of each table presents a synthesis and key reflection points to the entire group of participants either from the table itself, or in a plenary: the choice depends on the room set-up and size.

9. Allow time for participants to add interesting points or lessons learned after the debriefing by table hosts.

10. Capture key learning points on a flip-chart, a supporting note and/or an online record for future reference.

KNOWLEDGE CAFÉ / ROUND TABLE SESSIONS

Informal knowledge sharing around the table



What to consider

■ Be sure to provide a minimum of 60 minutes for the Knowledge Café to ensure that the questions are thoroughly examined, with a maximum of three hours to avoid boredom and repetition.

■ Further questions that deepen the analysis of the subject can be posed to the tables during the last round of conversation. Make sure that the questions are complementary and relevant.

How to adapt it

■ How the questions are assigned to tables depends on the objectives of the exercise. Asking each table to deal with different aspects of a problem or giving each table different case studies to discuss are just two approaches.

■ The exercise can be re-named "strategy café", "discovery café", "world café" or any name that is relevant and will connect participants. A more formal name could be "rotating round table sessions".

■ If there is diversity in language, opinion, interest, geographic or demographic situations, or other factors that may hinder the exchange process, the tables can be arranged to be homogeneous.

Timing (Approximately 1 hour 30 minutes)

■ Introduction to method and objectives (15 minutes)
■ Round 1 of discussion (20 minutes)
■ Round 2 of discussion (20 minutes)
■ Round 3 of discussion (20 minutes)
■ Collective debriefing (15 minutes).

What you will need

■ Large pieces of blank brown paper to cover the tables
■ Markers for each table
■ Visual instructions of the method (on PowerPoint or printed out)
■ Music or a bell to indicate when to rotate tables.

Where to learn more

■ More information about the design of a World Café: *http://www.theworldcafe.com/principles.htm*

■ *The Change Handbook, The definitive resource on today's best methods for engaging whole systems.* 1999. P. Holman, T. Devane & S. Cady. Berrett-Koehler Publishers, Inc. San Francisco. Pp. 179-194.

■ A World Café hosting guide: *http://www.empowermentinstitute.net/lcd/lcd_files/World_Cafe_Hosting_Guide.pdf*

■ World Café images and examples from the World Bank: *http://www.theworldcafe.com/ibank.html*

■ Video about the World Café from its creators: *http://tinyurl.com/26jglvm*

"The world café allowed us to go to the heart of the subject within a limited amount of time. Another good feature was that the moderator briefed the subsequent group so that there would be no repetition. This allowed us to provide new ideas and insights on the subject, building on the previous ones."

(*Darka Topali,* OHCHR)

KNOWLEDGE FAIR

Knowledge transfer between practitioners

What it is

- An event designed for sharing large amounts of information from numerous expert sources at a common venue with the help of visual aids and displays.
- A face-to-face method for sharing experience, encouraging exchange and promoting new ideas and concepts.

When to use it

- To display resources
- To share experiences
- To promote best practices
- To understand peer perspectives
- To provide a networking platform
- To empower people
- To solve problems.

How it is applied

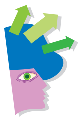
1. Advance preparation is required for any Knowledge Fair, particularly if travel is involved.
2. Identify key objectives and outline the major themes for the contributors to explore.
3. Invite relevant actors, institutions and individuals to participate. Include people from diverse groups with different backgrounds, to contribute to the complexity of ideas.
4. Provide practical guidelines and individual assistance and allow time for participants to create their displays in advance.
5. Standardized templates and display equipment will minimize visual distractions and maximize the amount of information that is absorbed and retained.
6. Select a site for the fair in a high-traffic area, to attract as many visitors as possible. This has to be done well in advance.
7. Ensure that support is available early enough to assist the presenters in setting up their displays.
8. Identify in advance who will require power supplies, projectors or other special equipment for their presentations.
9. Publicize the fair as widely as possible, using methods appropriate to the target audience.
10. Arrange to have technicians on hand, as well as access to a secretariat, should anyone require logistical support.
11. Ensure that interested parties have barrier-free access to the fair, and sufficient time to explore.
12. Record the progress and reflections in "real time" using discussion forums, blogs, or social networks.
13. Collect the relevant documentation and end-of-activity reports in a central location for accessible future reference.

KNOWLEDGE FAIR

Knowledge transfer between practitioners

How to adapt it

Broadcast the fair online. Use Web 2.0 tools if there might be a wider audience for the content, or if the knowledge fair would benefit from outside input. The first objective will require that participants share key points and insights online, whereas the second (complementary) goal will require a significant level of publicity within the relevant community before the fair begins. **A Virtual Knowledge Fair** is a variation of this approach, a way to share large amounts of content among key stakeholders at a distance. This can be done in advance of an event, or as part of it (for example, the annual meeting of OHCHR field presences, a thematic discussion at the Human Rights Council, an international conference of national human rights institutions, the Forum on Minority Issues, or Human Rights Day). Select pertinent themes and provide outlines of the type of information to share. Good practices, case studies or particular challenges can be presented using video clips, collections of photos, and links to resources. Ensure that there is adequate technical support.



What to consider

■ Capture the results and outcomes in an accessible online format to create continuity of knowledge sharing. Ensure that other interested practitioners are aware of the resource.
■ Name the activity by objectives or other features. For example, the agricultural community, led by the FAO, has coined the term Share Fair for their events of this type.
■ Keep the atmosphere light and fun so as to encourage openness and creativity.
■ Encourage ownership by contributors and participants. This will create high quality presentations and good interaction, as people will follow their own interests.
■ Running a knowledge fair in multilingual contexts is particularly complex and costly.
■ Gain support from leaders of key organizations in order to achieve open and honest participation by all stakeholders.
■ Create incentives that motivate a competitive approach to presenting displays.

Timing

A knowledge fair usually takes one to three days. It really depends on the context and whether it is combined with other events. For example you can dedicate a complete afternoon to a knowledge fair with specific activities and then let it stand in the background for demonstration and illustration purposes.

What you will need

■ Displays or movable boards
■ Flip charts
■ Laptops and projectors
■ Big posters
■ Pencils and markers
■ Microphone
■ Summary sheets for every stand
■ Name labels for every stand.

Where to learn more

■ Visit the KSToolkit wiki for an overview of the method: *http://www.kstoolkit.org/Knowledge+Fairs*
■ Quick tips from an organizational perspective: *http://www.steve-denning.com/Knowledge-Management/knowledge-fairs.aspx*
■ Article about the ILO's experience: "The culture of a knowledge fair: lessons from an international organization", available at: *http://journal.km4dev.org/journal/index.php/km4dj/article/viewFile/38/54*
■ Example of a Virtual Knowledge Fair: *http://waterwiki.net/index.php/Workspace/Water-K-Fair* .

"I attended the 'Human Rights and New Technology' event. There were presentations, shows, and stands. One could sign up for a segment of interest or simply walk around the various stands. It was an excellent opportunity to understand how technologies can be harnessed for human rights monitoring and investigations. I was also impressed by the generosity of people with technical expertise, who were so willing to make their technology and expertise available for human rights work free of charge."

(*Ahmed Motala*, OHCHR)

MOST SIGNIFICANT CHANGE

Inspired by meaningful stories

What it is

Most Significant Change is a qualitative and participatory method for monitoring and evaluation. It helps you to monitor and evaluate the performance of your activities through the participatory collection of stories that reflect significant change resulting from human rights activities. The method was originally invented by Rick Davies and has undergone several adaptations.

When to use it

- To evaluate an activity, project or programme
- To build ownership among the stakeholders of a project
- To share visions and values
- To facilitate a dynamic dialogue when working with diverse outcomes and multiple stakeholders
- Capturing "hard to capture" data about changes in hearts and minds.

How it is applied

- The Most Significant Change technique involves the participatory collecting of stories. Anecdotes are collected from stakeholders with a focus on change that has happened as the result of an activity, project or programme.
- A systematic selection of the stories is then made, with a slight bias in favour of success and impact.
- Based on this selection, the actors involved in the evaluation exercise (internal and/or external to OHCHR) start in-depth discussions on project impact and about the value of the reported changes.
- The technique links very well with the storytelling technique described earlier (see: STORYTELLING). There is usually a high level of enthusiasm throughout the entire process.
- The original guide, which you will find in the resources section, highlights ten different steps to undertake (Davies and Dart, 2005).

Overview of Most Significant Change implementation steps
(Adapted from Davies and Dart, 2005)

	What?	Why?
1	Getting started: Establishing champions and getting familiar with the approach	To build interest.
2	Establishing domains of change	To define clearly the type of change you want to capture, for example: "During the last month, what in your opinion, was the most significant change that took place for the beneficiaries of the activity?" This kind of question will help those gathering stories to understand the type of inspirational change you are looking for, and what types of cases would be useful to illustrate such change.
3	Defining the reporting period	To provide a timeframe for your evaluation.
4	Collecting stories of change	This includes also some quality control mechanisms to ensure that the information content is accurate, relevant and representative.
5	Reviewing the stories and selecting the most significant ones	To select stories on the basis of agreed-upon criteria.
6	Provide stakeholders with feedback about the selection process	To inform them openly about the selected stories.
7	Verifying the stories	To check that the stories have been reported accurately and honestly.
8	Quantification	To include quantitative information as well as qualitative information.
9	Conducting secondary analysis	To identify the main themes and differences among stories, to conceptualize the change, and to encourage further publication via articles, conference papers, etc.
10	Revising the most significant change process	To revise the design of the most significant change process and take into account what has been learned.

MOST SIGNIFICANT CHANGE
Inspired by meaningful stories

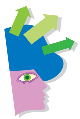
How to adapt it

■ Instead of a one time application it might be interesting to run several cycles of the technique.

■ While the Most Significant Change (MSC) technique produces stories suited for monitoring and evaluation, many of the stories that come up can be used for other purposes as well (such as communication, advocacy, and planning).

■ Stories can be collected before a face-to-face workshop, and during the event itself the stories and lessons learned can be discussed.

■ The stories collected through this method can also feed into manuals and guidelines to illustrate guidance with experiences and examples.



What to consider

■ Make sure you get support from senior management and assign someone to lead the entire process.

■ Make sure everybody understands the process.

■ Stories need to be real and the experiences must be reviewed by those responsible for the project or activity whose impact is being assessed.

■ Make sure the "change" that you want to document is clearly defined in order to avoid confusion.

■ Communicate very carefully how stories will be selected and deal with the selection in a sensitive way, since everybody is attached to his/her story.

■ Stories can also be collected through knowledge sharing technologies (discussion forums, wiki, blogs).

OHCHR applications

During the *Share, learn, innovate!* workshops, different groups of OHCHR participants brainstormed the potential application of the Most Significant Change method. Here are some of their ideas for applying this tool:

■ To promote the cross-fertilization of experiences from the field, focusing on good practices and demonstrating OHCHR impact to external partners

■ As a tool for reflection during section retreats, strategic planning meetings, annual reporting, and after-mission reviews

■ When evaluating and reporting on programmes and activities

■ As a means to assess the impact of human rights training activities

■ To gauge improvements in IT services.

Where to learn more

■ The 'Most Significant Change' (MSC) Technique: A Guide to Its Use by Rick Davies and Jess Dart (2005). 104 pages. PDF format - 1.236 KB *http://www.mande.co.uk/docs/MSCGuide.htm*

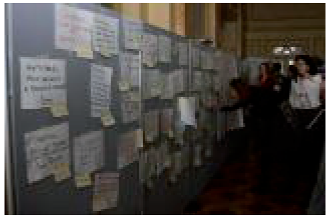
■ Most significant change: *http://www.odi.org.uk/rapid/tools/toolkits/communication/docs/MSC.pdf*

■ KS toolkit: *http://www.kstoolkit.org/Most+Significant+Change*

■ Clear Horizon: *http://www.clearhorizon.com.au/flagship-techniques/most-significant-change*

OPEN SPACE

Agency in agenda-setting


What it is

■ Guided development and implementation of an agenda that deals with a central theme

■ Uses the self-organizing capacity and ingenuity of participants to reach learning and knowledge sharing objectives

■ Participatory approach to identifying relevant learning and knowledge sharing content and methods.

Open Space principles

■ *Whatever happens is the only thing that could have happened*, because participants drive the process.
■ Participants decide which session they want to join according to their interests and needs, *which means all those who attend are the right people.*
■ *Whenever the work starts is the right time*, because creativity does not happen on a set schedule.
■ *When it is over, it is over*. Move on to something else, even if the subject has been dealt with quickly.
■ *The law of the two feet.* Use your feet to walk out from a session and move to another discussion whenever you feel you are not contributing or not getting anything useful out of a discussion.

When to use it

■ To identify and address key issues for participants within one or two days
■ To support informal learning, brainstorming, networking, deal making and collaboration within groups that have identified common goals
■ To address highly complex central themes that no single person or small group can understand completely
■ To design action plans
■ Not appropriate when there are specific agenda items to address, or when the participants are not already familiar with the central theme
■ Suitable for retreats and strategic meetings
■ Suitable for groups of any size
■ Creates momentum and ownership of issues of interest.

OPEN SPACE
Agency in agenda-setting

How it is applied

Before launching the Open Space

■ Select a focusing statement, theme or question. The scope of this statement, theme or question will influence how much time will be required. It should clearly frame the learning and knowledge sharing objectives.

■ Set up the room and allocate enough time to allow the group to fulfil its potential.

■ Place chairs in a circle and choose a blank wall for the agenda. Use large sticky notes to arrange agenda proposals.

During the Open Space

1. After explaining the theme and objectives, invite the participants into the centre of the circle. Ask each participant to present their proposal and place it on the agenda, including their name for reference.

2. Avoid duplication by encouraging participants to create one posting per issue.

3. Identify the person most passionate or experienced about each agenda item to convene the sessions and take notes. In principle those who proposed an issue should take responsibility to convene the session, facilitate it and report on it.

4. If several people have identified the same focus areas, suggest that these be combined or run in parallel.

5. Participants should dictate the learning process. The facilitator must be present yet invisible, providing assistance and guidance only when necessary.

6. Ensure that the “law of two feet” is properly understood – if at any time a participant is neither learning nor contributing, they must walk out and look for an alternative session.

7. Participants may move from group to group like bumblebees, pollinating and cross-pollinating sessions.

8. Conflict can occur when one individual wants to go to two sessions that are scheduled simultaneously. The conflicted person must find the two conveners and convince them either to combine their sessions or change the time. If this approach is unsuccessful, the participant can behave like a bumblebee.

9. Provide enough computers in each session for participants to use for their learning.

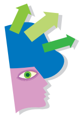
After the Open Space sessions

1. Time must be allocated at the end of each session for formulating a report on the learning process. For this purpose it is helpful to provide the moderators with a standard format that includes the time and session title, moderator name, list of participants, discussion points and key recommendations.

2. Convene participants an hour before closing time in order to share highlights and key reflections in a round table discussion.

3. The facilitator must convene with a representative from each session to collect the primary reports in order to prepare a final report after the Open Space. Add a table of contents, review the language, and format the document as needed before providing it to the participants in print form or online. Wikis or blogs are useful outlets.

OPEN SPACE
Agency in agenda-setting



What to consider

■ Create useful reminders for the participants by visually depicting the theme, the five principles, the law of two feet, and stimulating sayings such as: "Be prepared to be surprised" on flip charts or posters.

■ Set the right conditions for the activity by ensuring familiarity among participants and an atmosphere of collaboration.

■ If too many agenda subjects are identified, use a logical process of elimination to assist the participants in setting a schedule. This may begin by asking participants to indicate their sessions of interest, and eliminating all those without likely participants. Suggest clusters of relevant subjects to reduce the agenda further.

■ To ensure that participants are actively listening during the round-table discussion, a "talking stick" can be passed from one person to the next. Describing the session in one sentence is a good technique for summarizing the outcomes.

Timing

Never try to squeeze an Open Space into less than a day. One to three days is the recommended length. However this rule can be broken if the objective is to focus on a single specific theme.

What you will need

- Wall with the open space agenda
- A print-out of the open space principles and instructions
- Template print-outs for reporting
- Enough flip charts for the different break out sessions
- Pencils and markers.

Example in OHCHR

The 2010 Heads of Field Presences Meeting was carried out using the Open Space method. The table below lists the issues that were discussed, with links to the record sheets (accessible only to OHCHR Intranet users).

Open Space discussion topics at the OHCHR heads of field presences meeting, 2010

Category of Discussion	Discussion Record Sheet	No. of Participants
Administration of justice	1. Illegal detention/securing release of prisoners 2. Steps Towards the Eradication of Torture 3. Access to Justice for Indigenous Peoples 4. Accountability of police	22
Equality and discrimination	1. Equality and Denial 2. Discrimination & Rights for all 3. HIV-related discrimination 4. Human Dignity 5. How to address discrimination through legislation	23
Field presences	1. 2020 Vision for OHCHR's field experiences 2. Role of regional offices 3. Reporting by field presences 4. Role/purpose of annual field meeting	62
Groups in focus	1. Consultative Committees with Indigenous Peoples 2. Ending and Addressing Violence Against Women and Trafficking in Human Beings 3. Protecting the human rights of migrants	24
Human resources	1. Rotation	13
Humanitarian action/crisis response	1. Role/capacity of OHCHR in crisis settings 2. How to enhance OHCHR engagement in humanitarian action	29
Impact of HR work	1. Measuring Impact, Why? How? 2. How do we make operational the human rights indicators 3. How to make sustainable impact on Human Rights in Africa 4. Follow up on Open Space recommendations	55

Where to learn more

- *Practical information on how to facilitate an open space. Open Space Technology: a user's guide.* H. Owen. 2008. Berrett-Koehler Publishers, Inc. San Francisco.

- List of links to resources for facilitators from Open Space World: *http://tinyurl.com/2wnk9p6*

- Watch an Open Space take place in 30 seconds: *http://www.youtube.com/watch?v=V22R6_7eDNE*

"The first impression that can come to one's mind is chaos. But if one takes a closer look, you see dynamic groups having animated discussions and scribbling out ideas."

(*T. Wambeke*, International Training Centre of the ILO)

"Everyone had doubts about it before. You go in and there is no agenda. But then it was like a gold rush with everyone going enthusiastically to the centre of the space and writing their topics and putting them on the wall. We had about 70 meetings! Open Space allowed for staff to really express things they would not have been able to express in a structured meeting, including some difficult issues related to management. The law of two feet was great. Open Space is an excellent method to empower staff."

(*Sandy Shibata*, OHCHR)

"It provided the space for everyone, regardless of their position and level, to bring up issues they wished to discuss. When we were in those meetings, we were just there as persons wishing to discuss and not as staff from that or the other section or field presence. It created opportunities for discussions that were important to us but that are normally not possible."

(*Rachel Rico*, OHCHR)

Design, learn and train
Generate and share knowledge
Assess, reflect and evaluate
Support communities and networks of practice
Involve stakeholders
Advocate

PEER ASSIST

Learning before doing

What it is

- A participatory method of learning with and through peers by sharing experiences, insights and knowledge.
- Designed to develop context-specific solutions to a particular challenge, based on participants' previous practices and experiences.
- Collaborative analysis in order to adapt action to a specific situation.
- Exchange of tacit knowledge and good practices in order to assist a peer in a particular activity or challenge.

When to use it

- To stimulate collaborative problem-solving
- To connect experienced peers
- To address challenges
- To elicit feedback
- To review projects
- To stimulate complex analysis.

How it is applied

- Assess whether the subject is suitable for the Peer Assist method and identify staff or experts with sufficient knowledge and experience on the subject matter.
- The Peer Assist normally consists of a meeting or a series of meetings.
- The length of time required will vary depending on the complexity of cases selected and the size of the group. No less than 1.5 hours is recommended, because more severe time limits can restrict the natural progress of the discussions.
- Discussions can take place in one group or several working groups depending on the number of people participating.
- The group or groups should be made up of four to eight participants to ensure constructive discussion.
- Each discussion group will require a flip-chart surrounded by a circle of chairs.

Roles

- There are three roles in the Peer Assist which must be clearly explained for the session to run smoothly: the "peer assistee", the "peer assisters" and the facilitator.
- The "peer assistee" is the person/s who posed the challenge/case that is about to be discussed, and is therefore the beneficiary of the assistance. During the discussion, the "peer assistee" should consider all ideas equally and be open to diverse perspectives.
- The "peer assisters" are the people sharing their knowledge, expertise and ideas with the peer assistee and with each other. Their role is not to solve the problem single-handedly, but to offer options and insights based on their own experience. Suggestions of alternative resources, specialists or similar cases can be particularly useful to the peer assistee.
- Each group should also identify a facilitator, whose role is to create a climate that is conducive to constructive dialogue and an open exchange of ideas.

Method

1. The meeting begins with the peer assistee presenting the case to the group and summarizing its details on a flip-chart. This should

not be a traditional presentation and must give only the information necessary to start a dialogue within 10 minutes.

2. Under the guidance of their respective facilitators, each group of peer assisters then discusses the case through a constructive dialogue and an open exchange of ideas. The facilitator should record the main points of the conversation on a flip-chart. During the last 20-30 minutes of the session, each facilitator can present a summary of key ideas and points in plenary, and peer assisters can provide any final reflections.

3. After the Peer Assist is concluded, the "peer assistee" prepares a note capturing the main points of the discussion. He/she should keep the group informed about any actions and outcomes that occur after the session. This step is essential because it reflects the use and value of the assistance received and can feed into the learning cycle of future applications of knowledge in similar situations.

How to adapt it

A **Rotating Peer Assist** creates a wider spread of ideas by allowing the participants to the Peer Assist to act as assisters for more than one case or challenge. This adaptation can be viewed as an application of the Knowledge Café method (see: KNOWLEDGE CAFÉ/ROUND TABLE SESSIONS).

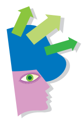
■ In this variation, the facilitators and peer assistees act as table hosts. The objective is to address two to four distinct, but closely related cases, or different facets of a single case. The peer assisters, in groups of four to six, start at one table and rotate every 30 to 45 minutes.

■ Each rotation begins with a brief presentation from the peer assistee on that table's case. Every time the peer assistee repeats the explanation of the case, he or she is likely to understand the problem better and come closer to an actual solution. The facilitator then summarizes observations and suggestions from the previous rounds to ensure that the conversation is constructive rather than repetitive. Finally, the peer assisters discuss the case, building upon the ideas of the table's previous discussions.

■ Approximately two to four rotations are ideal. Due to the creative nature of the process, any more than this will simply exhaust the participants.

■ At the end of the rotations, facilitators can give brief summaries of the discussions held at their tables in plenary. This option is a challenge for groups with diversity in language.

■ Another possibility is to carry out a Peer Assist with a single group of six to ten people.



What to consider

■ In order to save time in producing a record of the session, have the facilitators of each group record the ideas and insights directly into an accessible format, such as a previously opened wiki, blog, forum, or simple document. The facilitator must be able to type at a reasonable speed for this to be useful.

■ Avoiding the use of flip charts saves a step and minimizes waste. However, this can create difficulties for visual learners. This can be dealt with if computers and projectors are available for each group. In this case, ensure each group is close enough to a screen or a white wall.

■ Arrange Peer Assist groups by language if required.

PEER ASSIST
Learning before doing

Timing (at least 1 hour 30 minutes)

- Introduce the session and divide into groups (10 minutes)
- Facilitator explains process and roles (5 minutes)
- Peer assistee presents the case (5-10 minutes)
- Discussion and facilitation (45 minutes)
- Validate notes and plan follow-up (5 minutes)
- Plenary debriefing (after multiple Peer Assists) (15 minutes)
- Close the session (5 minutes).

What you will need

- Flip chart for each Peer Assist group
- Markers and pencils
- Introduction video of what a Peer Assist is about, or handouts with instructions for the Peer Assist method
- Computers with internet access (if required).

OHCHR applications

During the *Share, learn, innovate!* workshops, different groups of OHCHR participants brainstormed the potential application of Peer Assists at OHCHR. Here are some of their ideas of areas where this method could be useful:

- Gathering input for the development of policy/guidance on a given issue
- Planning exercises and office reviews
- Specific OHCHR related challenges and problems
- Strategizing before embarking on a new task (for the Office, the section, the field presence or an individual staff member)
- Discussing projects with UN country teams
- Opening a new country office/regional office
- Identifying tailored solutions from others' experiences on specific topics or needs
- Dealing with sensitive situations or political issues.

Where to learn more

- More information from Learning Resources and Information: *Learning to fly.* C. Collison & G. Parcell. 2004. Capstone. Pp. 97-131.
- Instructional video on Peer Assist at: *http://www.youtube.com/watch?v=ObmQyW3EiiE*

SOCIAL NETWORK ANALYSIS

Exploring strategic links

What it is

Knowledge resides to a large extent in social networks, so it is important to understand what these networks are and how they function. Social networks are nodes of individuals, groups, organizations or related systems connected to one another in different ways, such as working relations, functions, project collaboration, or sharing of expertise. Social network analysis maps these connections and visualizes formal and informal connections and knowledge flows between people, groups and organizations.

When to use it

Carrying out a social network analysis within the scope of your activity or at the organizational level can allow you to:

- Visualize relationships within and outside the organization
- Identify knowledge bottlenecks, and isolated individuals and groups
- Identify knowledge flows: who is seeking information and knowledge from whom?
- Accelerate knowledge flows across functional and organizational boundaries
- Strengthen the efficiency and effectiveness of existing formal communication channels
- Improve innovation and learning
- Refine strategies.

How it is applied

1. Identify the network of people to be analysed.
2. Define the objectives and the scope of analysis.
3. Identify the types of relationships and knowledge flows between individuals and organizations that you want to analyse.
4. Gather the necessary background information and relevant data that clarifies the scope of the analysis.
5. Formulate hypotheses and questions.
6. Develop a survey methodology and design a questionnaire which will generate the data (quantitative and qualitative) that can be used to analyse the network.
7. Process the results of the survey.
8. Use a software mapping tool to visualize the networks (see 'SNA tools' below).
9. Review the map and the problems and opportunities that it illustrates.
10. Design and implement actions to bring about the desired change.
11. Map the network again after a suitable time.

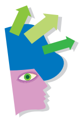
SOCIAL NETWORK ANALYSIS
Exploring strategic links

Questions to ask

- Who knows who, and how well?
- How well do people know each other's knowledge and skills?
- Who or what gives people information about xyz?
- What resources do people use to find information/feedback/ideas/ advice about xyz?
- What resources do people use to share knowledge about xyz?

How to adapt it

- You can use the Social Network Analysis (SNA) method in combination with other methods as a start for strategic planning.
- You can also use it in combination with other methods such as sociometrics.
- Icebreakers that have a clear link with social networks can be used in a complementary way, such as the "six degrees of separation" game.



What to consider

- It is very important to visualize the networks. If social network analysis software is not available, make sure you have enough wall space, paper, and other visualization material available.
- SNA software tools:
  http://gephi.org/
  http://www.netminer.com/NetMiner/home_01.jsp

Six degrees of separation

It happens all the time: we meet someone who knows someone we know. The objective of this game is to see how small the world really is.

1. First form pairs. Introduce yourselves and make a list of five to ten things that you have in common with each other: where you went to school, year you were born, number of years with the organization, food likes, sports likes, etc.

2. Once you have completed your first list, find someone else in the room who also has at least one of those five to ten things in common with you. When you have found that person, repeat step one with them and develop a new list.

3. Repeat step two until you have met a total of five people or until time runs out. Once you have met five people let the facilitator know that you are finished.

A prize can be given to the first person who is able to complete the game.

The facilitator should allow 15 to 20 minutes for the game. Once most people have finished, call time. Ask the winner to reveal his/her chain of separation by introducing those interviewed.

Different types of social network analysis exist. The method just described is designed to identify and reflect on knowledge flows, but social network analysis can analyse human rights situations as well. This is often referred to as "actor mapping", which is a tool presented in OHCHR training courses on human rights monitoring. Through this method, we can map actors and their relations around human rights issues, such as key actors on the right to education in a given country, recruitment of children in armed forces, summary executions, or cases of forced evictions. Actors and their relations can be mapped to visually describe a human rights situation from the points of view of its agents, protagonists, players, rights-holders, or duty-bearers. Factors such as the interplay among the actors, power relations, influence, and pressures can often become clearer through this exercise.

SOCIAL NETWORK ANALYSIS
Exploring strategic links

Example in OHCHR

During the *Share, learn, innovate!* workshops participants undertook a social network analysis on OHCHR.
Two groups were given the following instructions:

1. Identify the key internal or external actors.
2. What types of knowledge sharing and collaboration are currently going on? Define the activity. Be concrete and concise.

   (Mapping exercise) (15 minutes).

   x Green connections. Well established and institutionalized.

   x Orange connections. Informal and not institutionalized.
3. What types of potential knowledge sharing can you identify between sections and field presences that is not yet taking place? (Opportunities.)

   (Mapping exercise) (15 minutes).

   x Red connections.

This practical exercise led to interesting visualizations on how real workflows were perceived among colleagues.

Where to learn more

■ Who knows whom and who knows what. Susannah Patton. *http://bit.ly/fz2nTb*

SOCIOMETRICS

Understanding social structures and systems

What it is

- An activity through which people represent social dynamics using physical spaces.

- Two of its most common applications in professional learning environments are social network analysis and social mapping.

When to use it

Sociometrics is an excellent approach:

- To set the context and break the ice
- To connect people
- To decipher complex structures
- To create an open environment and share knowledge.

How it is applied

1. Identify objectives for an introductory exercise before using sociometrics as an ice-breaker.
2. Prepare a series of questions or statements related to the participants themselves or the subject matter.
3. If the objective is purely to introduce people, create questions related to their personal backgrounds. Examples: How many years have you worked in OHCHR? How many reports to the Human Rights Council have you drafted? Which area among the following would you consider to be the most important of your human rights experience – legal advice, human rights monitoring, assistance to human rights mechanisms, capacity building, advocacy, working with partners, programme management?
4. Use signs, flip charts or vocal identification to identify physical spaces representing each answer.
5. Ask participants to gravitate to the space most relevant to them.
6. Tell the participants to discuss the issue and identify one key reflection, such as a common reason for the selection, to share with the other groups.
7. Repeat the process up to three times, with different sets of questions or statements, to encourage the largest possible mixing of participants.
8. Debrief the group in an informal plenary to reiterate key observations and collect reflections from participants.

How to adapt it

Enhance the level of interaction by instructing participants to situate themselves in an ascending line according to selected characteristics. These can be arbitrary, such as thumb size or amount of water consumed each day; or practical, such as total years' of experience or levels of alertness compared to tiredness; or personal, such as ranking them from introverted to extroverted; or by total number of countries visited.

See the link in "Where to learn more" below for two more variations and sample questions.

SOCIOMETRICS

Understanding social structures and systems

What to consider

- Each exercise must demonstrate to participants that they are active agents in the process. Sociometrics should bring them closer to the subject of the meeting.
- Avoid long exercises, as people tend to get tired or bored after about 20 minutes.
- Ensure that there are good acoustics in the room, so that instructions can be heard over any movement of participants.
- Creating diagrams, graphs and tables can be revealing about the nature of the networks.

Timing

Sociometrics is mainly used for icebreaking purposes and should not take longer than 20 to 30 minutes.

What you will need

- A projector to list the questions in PowerPoint form.
- Labels if you want to divide the participants in the room.

Where to learn more

- An explanation can be found at: *http://www.kstoolkit.org/Sociometric+IntroductionSample*

“Sociometrics as an icebreaker method was a powerful and efficient tool to create a dynamic in the group and by putting all colleagues, whatever their grades, responsibilities, experience and expertise, on an equal footing. It helped a lot in creating a friendly atmosphere.”

(*Patrice Gillibert*, OHCHR)

STORYTELLING

Tales to remember – The human face of human rights

What it is

Storytelling is about:

- Relating authentic experiences
- Sharing captivating lessons
- Participatory communication
- Reflecting on what happened
- Active listening.

When to use it

- To introduce concepts and explore values
- To evoke powerful emotions and link them to human rights
- To enhance motivation, engagement and understanding
- To encourage respect for diversity of beliefs and values that result from a range of individual and collective experiences
- As an effective team-building tool when used with participants who are familiar with one another
- Not suitable for routine situations or exercises that require objectivity in the reporting process
- Not necessarily personal – storytelling can convey complex patterns and nuances in projects, programmes, and even organizations.

How it is applied

- Set clear learning objectives with whoever will be sharing stories, whether it is a facilitator, participant or expert. These may include introducing a subject, sharing information or telling participants about diverse situations or personalities.
- Ask the storyteller to carefully prepare a relevant and powerful story, bearing the following points in mind:
  - Elements that evoke emotion, attract attention and have interesting aspects make a story effective.
  - Present the story from the perspective of a single protagonist to allow participants to empathize more easily.
  - Be descriptive, because people remember sequences of images more often than words.
  - Use images, sounds and video to complement the storytelling process.
  - Impart the story in a way that is appropriate to the background, culture and composition of participants. It can for example be done in a circle, lecture-style, using a video or as a screencast.
  - Focus on the narrative aspects and leave the participants to do the analytical work.
  - Avoid discussing morals or subjective perspectives that can taint and limit the creativity of the participants later on.
- Close the Storytelling exercise with a comprehensive debriefing and reflection, either as a group or individually, to lead into a related learning activity, such as a case study.

How to adapt it

■ Ask participants to bring an object or picture that will help each of them tell a story that relates to the topic of the meeting, event or training. Visual stimuli attract the attention of others and provide anchors for those telling stories.

■ Divide participants into small groups to share short personal stories verbally in about 20 minutes:

- Then ask each group to either choose one story to develop further, or create a new story that combines multiple tales.
- The final story is told in plenary by a participant selected by each group.
- Lead the conclusion of the session by reflecting on the lessons from all of the final stories presented.

■ The Postcard method stimulates discussion by conveying experiences visually. Participants arrive in advance with a relevant image or symbol, then mark their names and key words from their stories on the back of the "postcard". These are hung up on display and participants are asked to discuss them during lunch and breaks.

■ Arrange two rows of chairs to allow participants to face each other, in a "speed dating" kind of scenario. They must then tell a story about their professional experience on the subject of the session:

- Once the first set of participants have told their stories, make a sound (e.g. ring a bell) to signify that it is the second set's turn.
- After two intervals of two to three minutes, ring the bell again. Instruct one row of participants to move one chair to the left.
- Allow each new pair to exchange stories as before.
- After several rounds, or after about 20 minutes, instruct the participants to stand behind the person who told them the most inspiring story.
- This will identify the top three most interesting stories in the room. These can form the basis for a group discussion reflecting on the experience of others, common themes, contradictions and insights.

What to consider

■ Pose provocative questions that elicit honest experiences at every stage.

■ Elicit stories by asking questions based on the participants' experience, such as when they felt most inspired, became part of a team or community, were proud to be part of something, or learned a valuable lesson about the subject.

■ Use storytelling as a team-building exercise by pairing participants with diverse backgrounds to generate interesting dynamics.

STORYTELLING

Tales to remember – The human face of human rights

Where to learn more

- Dare to Share's in-depth guide to Storytelling, including instructions, check-lists and variations: *http://tinyurl.com/2w84fhn*

- Explore examples from the Centre of Digital Storytelling: *http://www.storycenter.org/stories/index.php?cat=2*

- Video discussing the consequences of a single story: *http://tinyurl.com/3ydrsfm*

“ In side events of the Human Rights Council, rights-holders with real life experiences are often invited – survivors of human trafficking, indigenous peoples, persons with disabilities, human rights defenders, migrants, people who have experienced discrimination. They tell their stories, what they lived, what they suffered, how they claimed justice. Their stories are powerful and the audience can see the human face of human rights. Because human rights are about people. ”

(Mara Steccazzini, OHCHR*)*

See, for instance, the stories and watch the video on survivors of human trafficking at: *http://www.ohchr.org/EN/NewsEvents/Pages/SurvivorstraffickingBreakingthesilence.aspx*

“ I once attended an event in which an incredibly talented storyteller captured her audience with stories about people. The human aspect of her stories was absolutely captivating. The choice of her words, very descriptive, combined with her facial and body expressions made her narration so interesting and touching. She responded very well to the public's reaction. The connection with the audience was palpable. It was a powerful method of conveying human rights messages by placing the human aspect at the centre. ”

(Ahmed Motala, OHCHR*)*

“ As part of a recent training, we invited two colleagues to ‘tell their stories’ of OHCHR*'s engagement in two humanitarian crises. Their very personal reflections on the challenges faced were moving, placing the participants in the shoes of the affected population, as well as inspiring and generating good discussions on* OHCHR*'s added value in a humanitarian response. This method also contributed to creating a positive ‘sharing of experiences mood’ among the participants. ”*

(Erik Friberg, OHCHR*)*

SWOT ANALYSIS

Honing in on helps and hindrances

What it is

- Acronym for Strengths, Weaknesses, Opportunities and Threats in relation to a situation, activity or programme.

- A strategic planning tool for identifying key factors that may influence specific OHCHR action and responses.

When to use it

- To carry out an environmental scan
- To make an internal assessment
- For strategic planning and organizational development
- To incorporate different perspectives on a situation.

How it is applied

1. Design four series of SWOT analysis questions to explore internal and external factors that may affect a case, situation or challenge. Internal factors that generate strengths and weaknesses may include human resources, finances, organizational structure and priorities, and institutional culture. Common external factors that affect opportunities and threats include the political, social and economic context, and technological advances or limitations.

2. Create a blank two-by-two table (see table below) to capture factors having a potential impact on the situation. Questions that guide the participants may be included in this table, or provided in flip-charts or handouts.

3. Create small working groups and instruct each group to appoint a facilitator and a note-taker. The facilitator must guide the discussion while remaining impartial and supportive.

4. Rotate among the groups to check that they are focused, and to provide assistance if required. A bell or other sound marking each quarter of the allocated time can help participants to manage their time.

5. The note-taker will add key points into the matrix as the group agrees on them.

6. Conclude the working session and have the groups report back in plenary.

7. Lead a collaborative discussion that identifies priority areas for action. Record the key reflections and next steps.

8. Ensure appropriate follow-up to the activity.

Example of a two-by-two table

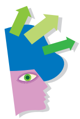
Strengths	Weaknesses
What do you do well? What are your strengths? What resources can you draw upon?	What could you improve? What are others likely to see as your weakness?
Opportunities	**Threats**
What opportunities are open to you? What trends could you take advantage of? How can you turn strengths into opportunities?	What threats could harm you? Who is the source of threats? What threats do your weaknesses expose to you?

SWOT ANALYSIS
Honing in on helps and hindrances

How to adapt it

1. Create four working groups and ask each group to address one aspect of the SWOT analysis: strengths, weaknesses, opportunities or threats.
2. Each group appoints a facilitator and a note-taker to steer the discussion and reporting.
3. Provide a large piece of paper labelled with the element that they must analyse.
4. After enough time has been allowed to discuss the subject (depending on its complexity), ask each group to report their results to the plenary.
5. Combine the notes of all four groups into a complete matrix by hanging them on the wall in a visible space.
6. Lead a reflective conversation about the next steps and actions.

SWOT analysis can also be carried out individually.



What to consider

- Pay careful attention to the more subtle aspects of a scenario, as they can sometimes be overlooked in favour of grand or dramatic SWOT indicators.
- Ensure that the participants devote an appropriate amount of time to each of the four areas to create a balanced picture of the issue.

Timing (approximately 1 hour 30 minutes)

- Introduction to the method (5 minutes)
- Individual reflection and preparation (15 minutes)
- Group based work on the four factors (45 minutes)
- Collective debriefing (25 minutes).

What you will need

- Copies of the two-by-two tables
- Pencils and markers
- Flip charts.

Where to learn more

- Short video and sample worksheet from a business or individual perspective: *http://www.mindtools.com/pages/article/newTMC_05.htm*
- Key approaches from a business perspective: *http://forlearn.jrc.ec.europa.eu/guide/2_design/meth_swot-analysis.htm*

“What’s important is to avoid using this method as an end in itself. Its value lies in using it as a step in a process, for instance in the context of strategic planning.”

(Ahmed Motala, OHCHR*)*

“In our courses on human rights monitoring, we propose using this method to analyse strengths, weaknesses, threats and opportunities of OHCHR *interaction with civil society to see how we can take advantage of the strengths of civil society to compensate the weaknesses of* OHCHR *in a given country. For instance, civil society normally has better knowledge of the local reality and a stronger outreach capacity on the ground while* OHCHR *can have better access to authorities and the international community. The SWOT analysis can help in shaping* OHCHR *interaction with civil society in such a way that both parties can best complement each other.”*

(Mara Steccazzini, OHCHR*)*

TIMELINES

Visualizing the evolution of events and ideas

What it is

Timelines are visualization tools for showing the progress of programmes, institutions or ideas. They highlight historical milestones and complex developments in a schematic manner. They can be adapted for use in participatory reflection on trends and developments, and to link events with strategic planning.

When to use it

- To identify interconnected milestones
- To visualize a sequence of events
- To understand complex scenarios
- To make history interesting
- To plot networks
- To activate past learning.

How it is applied

Timelines can be generated by individuals or as a collective exercise. They can be used in documents and presentations, or built into the context of meetings and learning activities. In all cases, the first step is to identify the objective of the timeline.

1. If generating a timeline in the course of a meeting, first establish an appropriate space by hanging the necessary length of brown paper on a blank wall, or by placing multiple writing walls/whiteboards together to create a continuous canvas.
2. Begin by inserting boundaries indicating where the timeline will start and where it will finish.
3. Draw appropriate indicators, such as a central line or reference years.
4. Create an environment that is conducive to participation, so that even the shyest participants will contribute. Do not position working spaces in the front and centre of the room and support all suggestions.
5. Provide participants with writing materials or sticky notes, and ask them to fill the timeline with relevant information.
6. When the participants have exhausted their ideas, suggest additional points to ensure that all information is captured.
7. Debriefing should be carried out using a participatory discussion format. If time is limited, the facilitator can summarize the ideas.
8. Turn the timeline into a re-usable resource. This can be done by posting photos of the end products on the Intranet or using a free online tool such as Dipity (see link below) to organize milestones.

TIMELINES

Visualizing the evolution of events and ideas

How to adapt it

■ If participants are not familiar with the topic's history, prepare cue cards of milestones in advance and have the participants place them on the timeline.

■ Interactive Timelines use the internet to introduce key occurrences, related projects or historical events, and set the stage for an exercise.

■ Dipity (*www.dipity.com*) and AllofMe (*www.allofme.com*) are simple free tools with which to create online timelines. Content cannot be uploaded directly but is linked in from other web resources. Thumbnail images, videos and audio clips make online timelines engaging and interesting to explore.

■ If there is no working space big enough for the entire group, separate the participants into small groups to work on several timelines simultaneously.

■ Create multiple working groups to generate diverse timelines on the theme from complementary perspectives – social, economic and political events, followed by a comprehensive and comparative debriefing. These timeline results may also be combined in various ways to demonstrate common features, differences and relationships between events.

What to consider

■ Events of particular importance can be plotted using different colours or larger sticky notes for emphasis.

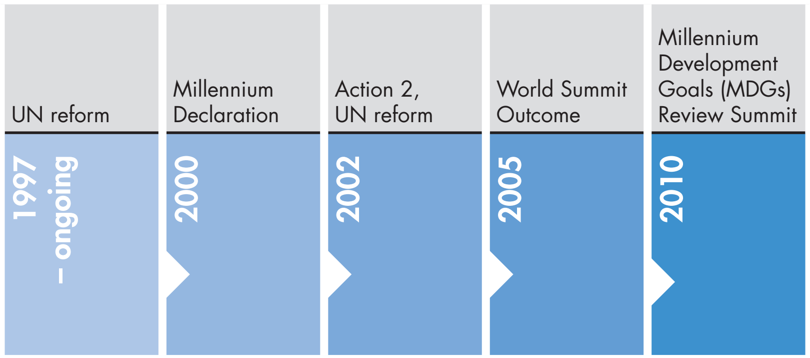
■ Participants with very little historical knowledge of the given subject will find it difficult to populate a timeline. This situation needs to be anticipated so that you can prepare for it properly. A comprehensive timeline or knowledgeable resource person can provide hints, or direct participants to identify additional milestones if major elements are missing.

Where to learn more

■ Dipity is one of many free online tools for creating basic timelines. These can be presented in other forms such as flipbooks, lists and maps: *http://www.dipity.com/timeline/Iran-UN-Sanctions*
■ Guidelines for designing a timeline activity:
http://www.scenariosforsustainability.org/methods/Timeline.pdf
■ Create custom and personal web-based timelines with:
http://www.allofme.com/

Examples of timelines

Milestones of human rights mainstreaming in the United Nations



Indigenous Peoples and the United Nations: 1920–Present

1920s: First attempts of indigenous peoples to gain visibility at the international level

1936: ILO adopts "The Recruitment of Indigenous Workers Convention", C50

1939: ILO adopts "The Contracts of Employment Convention, C64

1947: ILO adopts "The Convention concerning the maximum length of contracts of employment of indigenous workers", C86

1957: Adoption of the ILO's Indigenous and Tribal Populations Convention, C107

1971: The Economic and Social Council (ECOSOC) authorizes a complete and comprehensive "Study of the Problem of Discrimination against Indigenous People"

1972: Special Rapporteur José Martínez Cobo begins the Study of the Problem of Discrimination against Indigenous People

1982: The Economic and Social Council establishes the Working Group on Indigenous Populations (WGIP) with the mandate to develop a set of minimum standards that would protect indigenous peoples

1981–1983: The Study of the Problem of Discrimination against Indigenous People is presented to the Commission on Human Rights of the Economic and Social Council

1985: WGIP begins the drafting of a declaration on the rights of indigenous peoples

1987: The WGIP proposes the celebration of an International Year of the World's Indigenous People

1989: The ILO adopts the Indigenous and Tribal Peoples Convention (C169)

1991: The Indigenous and Tribal Peoples Convention, C169, enters into force

1992: The Nobel Peace Prize is awarded to Rigoberta Menchú Tum

1993: UN General Assembly proclaims 1993 as the International Year of the World's Indigenous Peoples

1994: Proclamation of the International Decade of the World's Indigenous Peoples

1994: The Sub-Commission on the Prevention of Discrimination and Protection of Minorities adopts the Draft Declaration on the Rights of Indigenous Peoples

1995: The Commission on Human Rights establishes the open-ended inter-sessional working group to consider and elaborate on the 1994 draft declaration

1997: OHCHR Indigenous Fellowship Programme is launched

2000: ECOSOC establishes the United Nations Permanent Forum on Indigenous Issues (UNPFII) through resolution 2000/22

2001: The Commission on Human Rights appoints Dr. Rodolfo Stavenhagen (Mexico) as the first Special Rapporteur on the Situation of Human Rights and Fundamental Freedoms of Indigenous People

2002: UNESCO adopts the Universal Declaration on Cultural Diversity

2002: UNPFII holds its first session

2003: UNESCO adopts the Convention for the Safeguarding of the Intangible Cultural Heritage

2004: Proclamation of the Second International Decade of the World's Indigenous Peoples

2006: The Human Rights Council adopts the draft Declaration on the Rights of Indigenous Peoples

2007: Expert Mechanism on the Rights of Indigenous Peoples is created through Human Rights Council Resolution 5/1

2007: The United Nations Declaration of the Rights of Indigenous Peoples is adopted through General Assembly Resolution 61/295

2007: The Human Rights Council once again renews the Special Rapporteur's mandate

2008: Prof. James Anaya (United States) replaces Dr. Stavenhagen as Special Rapporteur on the Situation of Human Rights and Fundamental Freedoms of Indigenous People

2010: Indigenous peoples participate in the Conference of the Parties to the UN's Convention on Climate Change in Copenhagen, Denmark.

TOP 100 LISTS

Fostering the flow of innovative ideas

What it is

- An approach for capturing a high level and large number of ideas.
- A technique that calls for participants' contributions.

When to use it

- To generate ideas
- To encourage creativity and thinking out of the box
- To brainstorm with structure
- To break the ice
- To activate past learning.

How it is applied

1. Begin by identifying the issue to be tackled with a list of possible solutions and related ideas.

2. Prepare an adequate space in the room to make the Top 100 list accessible to all (with flip charts, paper hanging on the wall, a whiteboard, coloured cards, or a collective notepad).

3. Write the problem at the top of the working space, followed by the numbers 1 to 100. The high number is what makes the method effective. It forces a profound level of reflection that reaches all corners of the mind.

4. Ask participants to come up with their ideas as quickly as possible. All ideas should be recorded, even if they seem obscure or irrational.
   - The first 30 ideas tend to be the obvious ones, as they stem from the recent memory or most-repeated experiences of participants.
   - The next 40 ideas will begin to demonstrate patterns and trends. These ideas tend to be the most difficult to generate because they require diverging from the habitual approach.
   - The final 30 entries are often the most imaginative and innovative, perhaps even absurd, because by this time the most common options have already been exhausted. This is the most profitable phase of the process, where shifts in perspective are most likely to occur.

5. Lead a reflection process once 100 ideas have been produced. This should examine the general trends and patterns, as well as the plausibility of the entries themselves.

6. The information can then be used in a variety of complementary exercises that analyze and use the information produced. One approach is to cluster and then prioritize the points, as after a brainstorming session.

7. Reproduce the list in a reusable format in order to include it in the end-of-activity report, or on the Intranet.

How to adapt it

Almost any subject can be addressed with a Top 100 List. Whether you do this on an individual or group level will depend on the objectives. The Top 100 List can also be used as a "background activity" during a learning event. Start the Top 100 list on a flipchart and make it available for participants to write down ideas throughout the duration of the activity.

TOP 100 LISTS

Fostering the flow of innovative ideas

What to consider

- Be sure to provide enough time to complete the list, because it is only effective when done in one sitting or in one specific, dedicated period (for example, over a three-day training event).
- Rid the room of all distractions. This includes turning off mobile devices and finishing any drinks.
- Repeated ideas may provide clues to the thought processes of participants. Therefore address them only at the end of the session.
- Instruct participants to use acronyms and short forms, and to avoid full sentences as they consume precious time and energy.

Where to learn more

- The method in action: *http://itcilo.wordpress.com/2010/09/06/100-facilitation-tips/*
- Blog and instructions: *http://litemind.com/tackle-any-issue-with-a-list-of-100/*
- Top 100 list of top 100 learning tools: *http://www.c4lpt.co.uk/recommended/*

“During a recent learning activity we had an ongoing Top 100 list on a flip chart. When participants came up with ideas during the activity, particularly during breaks, they would write these down on the list. This ensured that loose ideas that would have perhaps been lost otherwise were captured. Our Top 100 list also equipped us with a series of suggestions for concrete follow-up actions.”

(Juan Fernando Núñez, OHCHR*)*

TECHNOLOGIES

BLOGS

Your space on the web

What it is

A blog (an abbreviation of the original term “web log”) is an online chronological collection of personal commentary and links. Easy to create and use from anywhere with an internet connection, blogs are a popular form of internet publishing and have become an established communications tool. Blogging has evolved from its origins as a medium for the online publication of personal diaries to a respected vehicle for editorial opinion.

When to use it

Blogs are usually run by individuals (and groups in some cases) to spread knowledge, experiences and points of view about specific subjects. Blog readers are encouraged to submit opinions and questions regarding blog posts and an online discussion may derive from there. In all cases, the owner retains control over the blog’s content and opinions.

How it is applied

Once the blog is set up (see “Technological considerations” below), its readers/subscribers can access it through a normal link. The blog owner generates posts that may include text, video, presentations, photos, etc. Posts are published in the blog’s homepage and are also fed to subscribers’ mailboxes. Alternatively posts may arrive via RSS, a syndication mechanism through which new information automatically comes to you either through an RSS reader or via e-mail. Blog subscribers can then access the post and make comments.

Blogs in organizations

Blogs can be used as tools for knowledge sharing in everyday workplace activities to:

- Deliver news and updates to internal or external audiences about a programme or activity such as the Human Rights Council, the Social Forum, or other events
- Request peer assistance on specific problems (see PEER ASSIST)
- Request specialists to develop and contribute content on a regular basis, and open this content for Q&A
- Function as an electronic portfolio or repository of materials produced by groups or individuals in a given area (such as legal advice on NGO laws; training materials; tools to mainstream gender in human rights work, etc.).

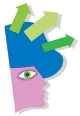
Blogs can serve to foster discussion around workplace matters, but in order to make this happen, care should be taken regarding the blog owner and his/her administrative relationship to potential readers/commentators.

Blogs can also be used as knowledge sharing and assessment tools for learning activities. Blogs are particularly useful for presenting multimedia and linking the learning activity with the “external world” of knowledge available beyond the activity itself. Examples of learning activity use include:

- Regular updates of training course schedules and activities
- Content update during the course
- Controlled discussion of controversial or unclear issues related to the learning activity, for example discussing “**how** to implement” or “**why should** we implement” **what has** been learned during the activity.

BLOGS

Your space on the web



What to consider

Technological considerations

■ You will need a place on the internet to host your blog. Popular blogging platforms are *www.blogger.com*, *www.typepad.com* and *www.wordpress.com*.

■ Blogs can also be set up for internal use through the OHCHR Intranet. Contact *intranet@ohchr.org* for more information.

■ Other tools for this purpose include Drupal, Moodle and Joomla.

■ For multimedia features, the easiest path is to make use of existing Web 2.0 services such as Youtube, SlideShare, Scribd, or Flickr. All these sites allow easy embedding of their content into a blog.

Methodological considerations

■ Clearly explain the purpose of the blog.
■ Cover a well-defined topic and end the post with a question.
■ Ask structured, opened-ended questions that relate to people's experiences.
■ Avoid passive invitations such as "comment" in favour of questions such as "What do you think?" and "Do you have other examples?"
■ Use content from related discussions as inspiration for blog posts.
■ Ask experts to write regular posts and answer questions from readers.
■ Always check facts and spelling.
■ Keep it simple. Short, concise text is always easier to read and digest.
■ Posts can be described using category tags. Organize your posts meaningfully with keywords or categories to make it easy for you and your readers to find older posts.
■ Allow for anonymity or pseudonyms. If individual opinions can be identified, this may deter people from expressing their opinions openly.

An example

The International Training Centre of the ILO launched a learning and technology blog (*www.itcilo.wordpress.com*) in 2009. The blog aims to develop digital literacy and to raise critical awareness on new learning methodologies and technologies among ITC-ILO staff and interested constituents.

The blog has three objectives:

■ To monitor new learning and training methodologies and technologies available through the internet

■ To identify methodological and technological resources relevant to learning and training

■ To blog weekly on best learning methods and tools to inform and assist interested colleagues.

In less than two years the blog was visited by more than 30,000 people. What was originally intended for internal staff development became an important resource for all external partners interested in learning methodology and technology.

Where to learn more

■ ITCILO blog: *http://tinyurl.com/pzyx73*
■ Pedagogical classification of blogs:
http://www.edtechpost.ca/gems/matrix2.gif
■ The pedagogy behind blogs: *http://tinyurl.com/35utauq*
■ Blogs in higher education: *http://www.worcester.ac.uk/ils/cult/cult.html*
■ Multilingual blogging:
http://tinyurl.com/3xukony and http://tinyurl.com/2zyhyt
■ Knowledge Sharing Toolkit: *http://www.kstoolkit.org/Blogs*
■ How to embed pictures and videos in a WordPress blog:
http://tinyurl.com/dcnb4d
■ Video tutorial on WordPress:
http://www.teachertrainingvideos.com/wordPress/index.html

DISCUSSION FORUMS

Using the web to facilitate discussion

What it is

A discussion forum, or message board, is a website that hosts conversations in the form of short posts. Discussion forums can be used to generate dialogue, solicit feedback, provide direct answers to questions, share and discuss practices and ideas, and kick-start collective knowledge creation. They can also serve as informal spaces for team building and networking.

When to use it

In the context of knowledge sharing and teamwork, a discussion forum may be used:

- To create informal spaces where participants can exchange views about a variety of topics with the objective of team-building
- To complement learning methods or knowledge sharing activities such as Thinking Hats, Peer Assist, Top 100 lists, Storytelling and Jigsaws
- To extend discussions once a face-to-face activity has ended (such as the OHCHR meeting of heads of field presences or the annual meeting of special procedures mandate-holders)
- To start discussions leading up to events like the Minorities Forum or the Social Forum
- To facilitate interaction between people who would otherwise meet face-to-face
- To discuss specific subjects, projects or actions

In the context of training, whether workplace training, on the job training, or traditional training formats, a discussion forum can be used:

- To solicit feedback from participants
- To encourage participants to stay in touch after the course and share relevant experiences.

How it is applied

Discussion forums should have explicit and clear objectives and require active and regular facilitation in order to keep them alive. Discussion forums are meant for asynchronous (not real-time) interaction, as opposed to synchronous (simultaneous or real-time) tools like Skype or MSN Messenger. The asynchronous aspect has its advantages – it ensures that posts are thought out and analysed before posting and it allows users in different time zones to exchange views. A well facilitated discussion forum may give rise to blogs and wikis, where knowledge that emerges from online discussions can be further distilled in a more structured manner.

DISCUSSION FORUMS

Using the web to facilitate discussion

What to consider

Technological considerations

■ Discussion forum software can range from free online tools like Google Groups, to software that you can host in your own network, such as Moodle. The OHCHR Intranet, based on the Sharepoint platform, has a discussion forum feature (contact *intranet@ohchr.org* for information on setting up a discussion forum on the Intranet).

■ For multilingual forums, you can use automatic translation software such as Google Translate.

Methodological considerations

As with all social media, the behaviour patterns of participants will encourage or hinder interaction. In addition, organizational structures and hierarchies may sometimes discourage members from participating and being proactive in a discussion forum. The following methodological suggestions should help foster interaction:

■ Focus on asking the right questions, rather than on providing the right answers. In other words, take a bottom-up approach.

■ Put users/discussants at the centre of the discussion. The facilitator should only contribute 25 per cent to 50 per cent of the online material.

■ Encourage discussants to come up with **guidelines** or **ground rules** for online discussion. For example:

- quantitative: three contributions per week
- qualitative: support statements with facts, encourage responses

■ **Keep discussions on track** by contributing and ensuring that relevant information is shared. Regularly encourage users to contribute.

■ Summarize and relate posts to the overall theme/objective of the discussion.

■ Gather the best postings and distil these in the form of FAQs or a blog post to be shared with all forum contributors.

Questions to encourage participation

■ Conceptual clarification questions to make people think about concepts behind the arguments: Why are you saying that? How does this relate to what we have been talking about? Can you give me an example?

■ Probing assumptions to get people to think about the assumptions their arguments are based on: Can you verify or disprove that assumption? What if xyz happened?

■ Probing rationales and evidence to elicit support for the argument being made: Why is that happening? Can you give me an example? What do you think causes xyz?

■ Questioning viewpoints and perspectives to get people to consider other viewpoints: What are alternative ways of looking at this? How are x and y similar?

■ Probe implications and consequences:

- Then what would happen?
- What would be the consequences?

■ Questions about the question: What was the point of asking that question?

Where to learn more

■ Dos and don'ts *http://tinyurl.com/36fdrra*

■ E-moderating *http://tinyurl.com/36xysq5*

■ Planning and facilitating discussions *http://tinyurl.com/37lwzmu*

■ KS toolkit *http://www.kstoolkit.org/Discussion+Forums*

■ Multilingual forums *http://tinyurl.com/3xukony*

■ *E-moderating*, Gilly Salmon, 2nd Edition, 2004.

MINDMAPPING

The art of visualizing concepts

What it is

A mindmap, also known as a concept map, is a diagram that depicts connections between organizations, people, concepts, objects, ideas, tasks, or events. These elements can be represented through many types of media, including text, images and video. The elements are generally connected to each other visually through the use of arrows, often labelled with text. Arrows can be bi-directional, or they can be directed from one concept to another, depending on the type of relationship. The various connections can be classified using different types of lines (thick, dashed, coloured).

Mindmaps/concept maps are very useful for generating, visualizing, structuring, and classifying knowledge, particularly tacit knowledge. They are also used as aids in problem solving, decision making, strategic analysis, debriefing, and collaborative brainstorming. One of their most useful characteristics is their technological simplicity: paper and markers are often enough.

When to use it

- Mindmaps are useful for conceptually breaking down ideas to illustrate links and connections between people, concepts, ideas and organizations. These links become clearer when they are visualized.
- In a problem solving context, mindmaps can be drawn to describe four types of “concepts”: problem description, causes, effects and solutions.
- Mindmaps can be used to provide structure to argument.
- In meetings, mindmaps are useful for graphically representing and structuring the results of brainstorming activities.

How it is applied

- Start out by drawing a tree

- Place the topic to be discussed at the roots of the tree

- The first layer of the tree will consist of arguments that support the subject

- The second layer will have proofs that support these arguments

- The third and final layer can contain conclusions

- Intermediate layers can be created to include counter arguments that one can expect to hear in meetings or advocacy activities

- Mindmaps can be used to analyse the characteristics of concepts by simply connecting a central concept with the various characteristics a group comes up with

- A context analysis can be supported by the use of concept maps where a situation, project, or plan is connected to the classic What? Why? Where? When? Who? and How? questions

- Storylines and narrative can be structured through concept maps by incorporating characters, context, sequence of events, and internal structure of a plot.

MINDMAPPING

The art of visualizing concepts

What to consider

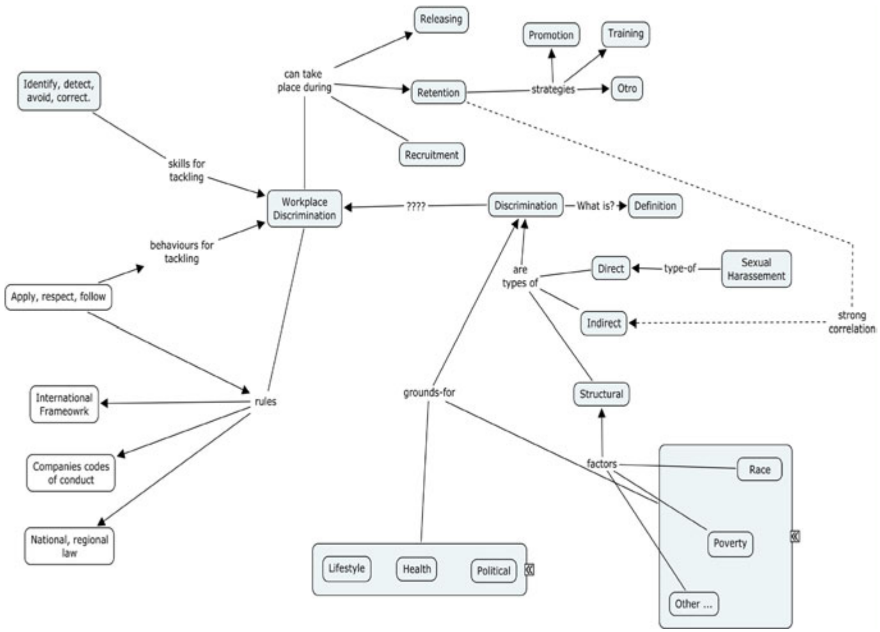
Technological considerations

- There are many online/downloadable tools that allow for the creation of mindmaps or concept maps, such as: *http://cmap.ihmc.us/*, *http://freemind.sourceforge.net/wiki/index.php/Main_Page* , *http://www.mindomo.com* , *http://www.mindmeister.com*
- Check the software you intend to use to see what kind of maps it can create, the formats in which maps can be exported, and the level of interactivity and collaboration the tool allows for.
- Always remember that mindmaps can be made manually without the aid of software. Manual mindmaps are particularly appropriate for meetings and training.

Methodological considerations

- Start in the middle of the page with an image of the topic or a single word.
- Keep topic labels as short as possible.
- Always make the meaning of connections explicit.
- Do not use too many types of connections.
- Be visual: use colours, drawings, symbols.
- Be ready to spot links that are concepts in their own right.
- For brainstorming: write down or draw all your thoughts around the central topic. Once all the ideas are there, organize them through relationships.

Example



Where to learn more

- *http://itcilo.wordpress.com/2009/03/02/map-your-mind*
- *The mindmap book.* T. Buzan. 1993. Penguin Group.
- Mindmapping on KS toolkit: *http://www.kstoolkit.org/Mindmapping*
- *http://www.12manage.com/methods_mind_mapping.html*
- *http://en.wikipedia.org/wiki/Argument_map*
- *http://www.informationtamers.com/WikIT/index.php?title=Concept_maps_or_mind_maps%3F_the_choice*

ONLINE SURVEYS

Giving and soliciting opinions in few clicks

What it is

Online surveys are web-based forms which are used to gather information from staff, stakeholders, constituents or the general public. They can be created using free tools, such as Google forms which tend to have various limitations and/or advertising. Alternatively you can create online surveys with fee-based tools such as Survey Monkey. OHCHR has a subscription with this service and IT colleagues can assist you in creating surveys with it (contact: *intranet@ohchr.org*).

Online surveys allow for fast analysis of results and reduce the errors which often result from collecting information from individuals or "by hand". However, while online tools make it easier to distribute surveys and collect data, the design of surveys and polls is the most important success element and is not technology dependent.

When to use it

- To consult staff and partners and provide an anonymous and democratic way of gathering opinions and views
- To solicit inputs from stakeholders
- To assess needs in a given area as a basis for future work or planning
- To evaluate events
- To increase transparency and participation in decision-making processes
- For learning activities, to assess learning needs (before the activity) and to evaluate the learning activity and its impact (after)
- Examples of on-line surveys in OHCHR include:
  - Survey on library services and collections
  - Survey on recruitment processes
  - Survey on OHCHR engagement in humanitarian action
  - Pre and post training surveys.

How it is applied

Technological aspects

- Provide contact details to allow people to ask questions and clear doubts.
- When selecting the provider, pay attention to the possibilities for automatic reporting and data export.

Methodological aspects

- Include brief instructions with your survey questionnaire (context, purpose, use of information collected, anonymous character of the survey if applicable, time expected to complete it).
- While open questions are possible and sometimes appropriate, it is better to make use of closed questions with lists of ready-made answers, and include a field for comments and "other" for responses that do not fit with any of the ready-made answers. Closed questions with multiple ready-made answers will allow for a more accurate analysis of quantitative information and will provide you with statistics. Closed questions are also faster to respond to and will therefore increase your overall response rate.
- Make sure that all of the answers you provide to closed questions are relevant to the question posed.
- Consistency is very important when you prepare ready-made responses.
- To capture varying degrees of emotion about a subject, it is best to use either a rating or a ranking question (e.g. "please identify the three most important priorities among those listed below"; "please indicate how accessible the information on XYZ is: very difficult to access, difficult to access, accessible, very easy to access, not applicable/relevant"; "please indicate the degree to which you agree with the following statements: strongly agree, agree, neither agree nor disagree, disagree, strongly disagree").

ONLINE SURVEYS

Giving and soliciting opinions in few clicks

- Open questions are appropriate when you explore new ideas, or when you do not know what to expect from the respondents and you need qualitative rather than quantitative information (e.g. descriptions of experiences and practices, examples of legislation). If you opt for open questions, be aware that the quality and relevance of responses will vary enormously.
- Keep questions short and concise.
- Do not ask for personal information unless you really need it.
- Test and proofread the survey questionnaire thoroughly before sending it out.

“Online surveys are easy to create, distribute and analyse. They are also easy to fill in. When the OHCHR Library conducted the survey on library services and collections we used the Zoomerang survey tool. We included the survey link in the Library’s electronic newsletter, shared it with office colleagues via e-mail, and posted it on the Library’s intranet page. Not only did this survey give us an opportunity to get the necessary feedback from our clients; it also became a tool for promoting library services.”

(Alfia Abazova and Anthony Donnarumma, OHCHR)

Where to learn more

- *http://www.surveymonkey.com/*
- *http://www.doodle.com/*
- *http://questionform.com/*
- *http://icebrrg.com/*
- *http://jotform.com/*
- Google spreadsheet form capability
- Opinio is useful and free. You can use it in a hosted environment or install it on your own server.
- Zoomerang is an alternative to Survey Monkey.

PODCASTING

Audio-recording and disseminating knowledge

What it is

Podcasts are digitally recorded audiofiles that can be shared with colleagues and external partners and stakeholders.

When to use it

- To accommodate different communication styles and needs
- To share interviews or debates
- To overcome literacy problems or visual disabilities.

How it is applied

The following are a few suggestions for different types of podcasts:

- Record lectures and then add and revise material about important concepts
- Real-world or live settings, such as debates, important meetings such as staff meetings, or expert interviews
- Document discussions with the voices and stories of participants
- Replace written articles
- Record summaries of experts' lectures after a live session.

Methodological instructions

Podcasting generally follows a three-phase approach:

1. *Introduction*. Brief introduction of the guest speaker, motivational encouragement, announcing a news item or telling an introductory story.
2. *Core content*. Explore previous knowledge on the issue, discuss key aspects of the topic, address potential questions from listeners, and link current podcast to future content.
3. *Conclusion*. Final story, recommendations, or wrap up with a series of challenging questions.

What to consider

- Make sure to set aside sufficient time for preparation – research, formulating questions, and testing technology.
- Speak in a conversational tone, even if using a prepared script.
- Test the technology and prepare with a short practice podcast.
- Record in a quiet environment to minimize background noise.
- Close all applications that make noise such as Skype and avoid typing or mouse-clicking.
- Position the microphone to the side of your mouth rather than directly in front of you.
- Speak clearly and at a pace that suits your audience.
- Beware of "ummms", silences longer than three seconds, breathing sounds and "popping p's and b's".

PODCASTING

Audio-recording and disseminating knowledge

■ Make the podcast short and lively (aim for about seven minutes).
■ Add a brief descriptive text when uploading the podcast to your website, blog, or wiki.
■ Like blogs, podcasts can be a great vehicle to share good practices, tips, or updates on a topic.
■ Do not duplicate content that is available elsewhere (lecture notes, textbooks), unless to summarize difficult or important concepts.
■ Use podcasts as pre-training material.
■ Try playful approaches, for example simulating a radio show for 3 to 5 minutes.

What you will need

■ A computer and a microphone
■ Use open-source software like Audacity to edit (*http://audacity.sourceforge.net/*)
■ An MP3 device or computer with which to listen to the podcast.

Examples:
■ The UNICEF podcast is a global radio service that focuses on health, education, equality and child protection.
http://www.unicef.org/videoaudio/video_allpodcasts.html
■ The Division for the Advancement of Women used a podcast to launch an online discussion to promote an event:
http://tinyurl.com/28lljab
■ All Staff Meetings at OHCHR are often made available as podcasts on the Intranet.

Where to learn more

■ ITCILO blog:
http://tinyurl.com/3yqyntz

■ G. Salmon’s guidelines for “profcasting”:
http://tinyurl.com/3yvhy6a

■ G. Salmon’s pedagogical models for podcasts:
http://tinyurl.com/37keul6

■ Principles and pedagogy:
http://tinyurl.com/35xf4es

■ Video tutorials:
EasyPod *http://tinyurl.com/2w9n8rx*
Audacity *http://audacity.sourceforge.net/*
and How to use Skype to podcast:
http://tinyurl.com/2ut4lj4

SCREENCASTING

Making your knowledge flow on the screen

What it is

A screencast is a recorded video that shows both a computer screen and a presenter at the same time. The presenter refers to the computer screen, which can show a presentation, website or other media. Screencasts can be shared via e-mail, intranet, or websites, and are very useful in training and advocacy.

When to use it

- To reach out to an audience with more than text-based information and knowledge
- To create non text-based advocacy or promotional material
- To create a tutorial on the use, including tips and tricks of a particular software, website, or online database
- To provide an introduction to a learning event that participants can view in advance.

How it is applied

Technological aspects

- Software available for screencasting: Camtasia (not free), simplified version of Jing, which is Open Source (free).
- Most webconferencing software and services (such as Wiziq or Elluminate) also allow sessions to be recorded.
- Skype has plugins available that allow you to share your screen and record the session.
- Camtasia allows for the addition of questions and answers at the end of a screencast.
- Camtasia also generates SCORM-compliant screencasts. These follow technological standards that allow the screencast to be integrated later in many learning management platforms.

Methodological aspects

- If you are going to produce a screencast, bear in mind that preparation and post-recording editing can take as much as 80 per cent of the time and effort.
- Prepare a script and practice it while moving the mouse to make sure audio and video are synchronized.
- Record in a quiet environment to minimize background sounds.
- Position the microphone to the side of your mouth rather than in front of you.
- Speak clearly and at a pace that suits your audience.
- Beware of the “ummms”, any silences of over three seconds, breathing sounds and “popping p’s and b’s”.
- When uploading the screencast to your platform of choice (wiki, blog, website), make sure you include a descriptive text and possibly the script itself.

What you will need

- A computer
- A webcam
- A microphone
- Depending on the sound quality required, you may need more costly microphones and studio-quality sound insulation
- Screencasting software.

“Prior to the ‘Share, learn, innovate!’ knowledge sharing workshop, one of the facilitators shared a screencast with all participants. This provided a more interactive way to become familiarized with the content and objectives of the workshop and also allowed participants to ‘meet’ one of the facilitators before the start of the workshop.”

(Mara Steccazzini, OHCHR*)*

To view the abovementioned screencast: http://training.itcilo.org/delta/ohchrknowledgelab/ohchrkmknowledgelab.html

Where to learn more

- ITCILO: *http://itcilo.wordpress.com/2008/02/01/screencasting/*
- Common elements and instructional strategies: *http://tinyurl.com/2wkhm53*

SOCIAL NETWORKING
Connect and collaborate

What it is

Social networking is about linking people and organizations around similar interests via internet-based tools. Most social networking sites involve creating a user profile, inviting contacts and "friends" to your personal network, creating short updates or blog posts, having discussions and sharing resources. Established social networking sites, such as Facebook and LinkedIn allow for the creation of groups. You can also create a subject-specific or group-specific network using Ning.

Access to an enlarged network of people makes social networking a valuable advocacy and communication strategy. It is also a great way to enable colleagues who work in different offices and in different time zones to easily share knowledge and experiences.

When to use it

- To communicate, collaborate and network
- To post and share content
- To build and connect to a network or community of practice
- To establish professional connections
- To find expertise or talent
- To discuss issues
- To create awareness
- To engage people.

How it is applied

The way you build a social network is highly dependent on which online platform you use. We focus here on LinkedIn and Ning, but similar considerations apply to other platforms. For instance, UNDP has created a social network called Teamworks, which UN agencies and organizations can use on a trial basis and with annual subscriptions.

Linkedin (*www.linkedin.com*)

Linkedin is a large, professionally-oriented social network with over 70 million members that is aimed at helping people establish professional connections with others. The main functions of LinkedIn are: 1) asking and answering questions in professional online groups, 2) making recommendations and introducing contacts, and 3) providing information on your organization.

Steps for using it

- Create your profile.
- Publish a link to your profile in all your communications.
- Participate in group discussions. Take a look at the Group Directory to find existing groups, or create one of your own based on a topic, activity or event. Use it for sharing good practices among members.
- Ask and answer questions of your network.
- Enrich your profile and home page with extra functionalities (presentations, blogposts, videos).

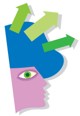
Ning (*www.ning.com*)

Ning is an online service that allows users to create their own social networks or online communities of practice, providing a more "focused environment" in which to network, validate and build on existing knowledge and good practices. Many online communities have been set up for professional or interest groups where members can network with one another in a more private space. They often have full social networking functionality such as profiling, message posting, discussion forums and online chat. Ning also allows you to participate in other existing networks.

SOCIAL NETWORKING
Connect and collaborate

Steps for using it
Once you register, it does not take a lot of time and technical expertise to set up an on-line network on Ning. Once you have a name and select a URL, you will be automatically guided through four screens. These guided screens will help you:

- Indicate whether you want the network to be private or public
- Describe the network and add a tag-line and keywords
- Choose among a spectrum of functionalities that you want to integrate in your community (photos, videos, blog, forum)
- Select a visual theme and customize it to match the graphic identity of your project, activity, event or issue
- Decide on what information you want from users.



What to consider

■ Consider joining an existing successful network before creating a new one through either Ning or Linkedin.
■ Consider joining online communities such as *www.km4dev.org and http://capacitydevelopment.ning.com/*
■ Content needs to be relevant and up to date. Make sure you have the time and adequate resources. Updating on a weekly basis is a must.
■ Track the people who participate, and measure the activity in your network using different social metrics (not only site visits).
■ Use external networks relevant for your work.

OHCHR applications

OHCHR has an official page on Facebook, which illustrates how social networks can be used to advocate and raise awareness on human rights issues: *http://www.facebook.com/unitednationshumanrights*

Where to learn more

■ 115 social networking and collaborative spaces:
http://c4lpt.co.uk/Directory/Tools/social.html

■ Comparison of free social networks: Twitter,Facebook, Ning and Elgg *http://c4lpt.co.uk/handbook/comparison.html*

VIDEOCONFERENCING

Being present in image and sound

What it is

Videoconferencing (VC) is a tool that enables people in two or more locations to interact synchronously (in real time) using both audio and video. It is the technological solution that most resembles face-to-face meetings and is thus very useful in situations when collaboration via written methods can stall. VC enables people to participate in meetings, training sessions, and other activities without the need for travel.

Many different technologies allow for videoconferencing. The most commonly used ones are internet software such as Skype, and professional VC systems. Professional systems support ISDN technology which, unlike the internet, connects VC sites directly without sharing the connection with others. This ensures that the bandwidth remains the same throughout the VC. All VC systems allow for the recording of the sessions on the receptor side, and most VC communications are encrypted and thus assumed to be private.

When to use it

Videoconferencing is useful for situations where written communication, whether synchronous (real-time chat) or asynchronous (forums, blogs, e-mail), is not sufficient.

Frequent uses of VC are:

- Meetings
- Presentations
- Interviews
- Influencing, lobbying, advocating
- Coaching
- Negotiating
- Teaching and distance learning.

How it is applied

Technological considerations

The two main categories of systems for VC are:

- **Professional systems** that integrate hardware and software (such as the Polycom system used at OHCHR). These systems work independently from PCs and include cameras, microphones and all necessary functionalities. Almost all of them allow for ISDN and internet based communications.
- **Computer based software systems** can be installed on Windows, MacOS or Linux systems, with microphones and cameras connected to the computer. Systems of this kind include the very popular Skype, and MSN Messenger. More professional software systems such as Elluminate are also available.

Technical requirements:

- Communication line: this can be a dedicated line, used exclusively for the purpose of the videoconferencing, such as the lines used by ISDN based systems. It could also be a shared internet line. Skype, MSN Messenger, Wizig, Dimdim, and Elluminate use this kind of line for their communication.
- Compatible system or software on the other end(s): if a professional VC system is used (such as Polycom) the two or more systems will need to share at least the same communication protocol in order to be connected. For software systems like Skype, MSN Messenger or Elluminate, each participating computer needs to run the same software.

Make sure to test the connection for:

- ISDN problems: ISDN communications are not always reliable in all parts of the world. Give yourself enough time to test the connection so that the telecom companies concerned can solve unforeseen problems.

- Audio quality: Check microphone and speaker quality, environmental noise, and echoing. You can reduce background noise by setting your microphone to mute and only activating it when you speak (and encouraging your interlocutors to do the same).
- Video quality. Check light inside the rooms, distance from participants to the camera and whether specific participants are in focus.
- If computer input (screen, PowerPoints) will be sent through the VC system, test for delays. What is happening on your screen may take some time to be seen on the other side.

Methodological considerations

VC meetings should be run in much the same way as face-to-face meetings:

- Make sure all required documents, including the agenda, have been shared in advance.
- As part of the preparation and/or follow up to the videoconference, discussion forums can be organized. These may be used to deepen the involvement of participants, and their knowledge and ownership of the topic.
- At the very beginning of the videoconference, review the agenda and establish steps or phases for the meeting.
- Make the videoconference as interactive as possible.
- Agree on what to do if the video or audio connection is lost. In particular when using ISDN-based VC technology (such as Polycom), it is helpful to have a technician on call in case any connection problems arise.
- Allow time delays for questions and answers to be delivered on the other side. There is always a short delay (about half a second) and sometimes the quality of audio deteriorates.
- Avoid unnecessary verbal feedback such as "uhm", "OK", "got it". These interjections will arrive with delays, when the speaker may already have moved on.

Where to learn more

- Guidance on using Skype at OHCHR (only accessible to OHCHR Intranet users): *http://intranet.ohchr.org/GuidelinesProcedures/PSMS/InformationTechnology/ITdocuments/Pages/GuidelinesandProcedures.aspx*

- IP Videoconferencing: *http://www.uofaweb.ualberta.ca/dte/nav03.cfm?nav03=39854&nav02=39850&nav01=14311*

- ISDN: *http://en.wikipedia.org/wiki/Integrated_Services_Digital_Network*

- Skills for e-moderation of videoconferences: *http://www.emoderationskills.com/?p=32*

- Multipoint videoconferencing on Skype: *http://blogs.skype.com/garage/2010/05/skype_50_beta_1_for_windows.html*

- An introduction to videoconferencing: *http://www.slideshare.net/eluyten/videoconference-introduction*

- Blueprints for interactive classrooms: *http://bic.avnet.kuleuven.be/products/handbook/handbook.html*

VISUAL PRESENTATIONS
Beyond PowerPoint

What it is

A visual presentation is a multimedia or visual aid that can support and supplement a speaker, trainer or facilitator. Interactivity can be incorporated using images, videos and interactive questions. Microsoft PowerPoint is perhaps the most popular presentation software, but options such as Prezi (*www.prezi.com*) can be higly effective.

When to use it

- In meetings
- For advocacy purposes
- In training activities, when the trainer is in "telling mode", i.e. s/he holds the floor and controls the contents being transferred. Telling mode is known to be a training technique with a relatively low level of knowledge transfer (participants learn more when they "do" than when they "are told"), so combining telling with a visual aid becomes important to increase levels of retention
- In all cases in which knowledge is concentrated in a person or group, and listeners are not aware of this knowledge, visual aids help the listeners maximize their learning experience.

What to consider

Technological considerations

- Use sans-serif fonts: Arial, Arial Black, Tahoma, Futura (not Times New Roman), and avoid mixing too many fonts.
- Use a lot of **white space**. Contrast is important in design, and without blank space there is no contrast.
- Keep animations subtle and professional, and only use them if they add meaning.
- **Avoid PowerPoint Clip Art**. Instead, use **high-resolution digital images** or **stock photos** from websites like iStockPhoto or from organizations that provide images free, such as NASA, Associated Press and LIFE Magazine, or use Flickr's CreativeCommons. Be aware of copyright issues when using images found on other sites.
- Use **full bleed images** (full screen) and move excess text to the notes section, keeping only a headline or the main concept.
- Use **appropriate charts**: pie charts for percentages, vertical bar charts for changes over time, horizontal bar charts to compare quantities and line charts to demonstrate trends (these can be animated).
- Learn how you can embed videos or Youtube clips: *http://tinyurl.com/c8v27e*

An alternative to PowerPoint: Prezi

- Whereas PowerPoint presentations are linear, Prezi is like one giant sheet of paper. It makes presentations more dynamic by allowing navigation, and it lets you focus on different objects and their relationships by moving, zooming and rotating the view. You can download it and use it off-line.
- Because it is also stored online, **multiple users can collaborate on Prezi simultaneously**.
- Prezi needs practice, particularly when navigating, because one click can get you off course and you may have trouble finding your way back. The best way to avoid this problem is to define a path within your Prezi presentation.
- In order to generate a handout you have to link your Prezi presentation path to visible or invisible frames that focus on a specific section of the canvas.
- To view a sample presentation on the *Share, learn, innovate!* toolkit created using Prezi: *http://prezi.com/kkdi0rveb_k_/ohchr-online-module-structure/*
- More info on Prezi and its EduEnjoy license can be found on www.prezi.com and at: *http://tinyurl.com/2vk2b56*

Methodological considerations

- When considering the purpose of the visual presentation, think beyond "transfer of information". What value does the visual presentation add that handouts, articles and books do not offer? Why is a visual presentation the best way to address this particular knowledge sharing need? How can you ensure that your audience is involved and active, rather than passive?

- Reduce text to the absolute minimum. The best slides have no text at all. For example, when discussing a convention or other instrument, include a few key words in the presentation and provide the full text as a handout.

- **Never read** the text on your slides.

- **One concept per slide**. The visual should be understood immediately.

- **Replace bullet-point lists with images, charts or diagrams**. Use visual tools to show the overall idea of the list, and give the key points of the idea verbally.

- Keep the **number of slides** to a **minimum**.

- Choose images that **evoke emotion**. This will help people to remember the concepts. Emotions stay in our memories longer and we recall them with greater accuracy.

- **Add stories** that support your major points, as well as audio and video when appropriate (clips from YouTube, movies, TED conferences, etc.) to stimulate different learning styles.

- **Do not give handouts of the slides**. People remember more when they get information in diverse ways. Rather, give them a link to a podcast of the next lecture or a detailed written handout as a takeaway.

Where to learn more

- *http://itcilo.wordpress.com/2007/10/17/presentations/* and *http://itcilo.wordpress.com/2009/11/17/pecha-kucha/*

- Educause: 7 things you need to know about next generation presentation tools: *http://tinyurl.com/yam7gty*

- Blog: *www.presentationzen.com*, tips and 85 example slides: *http://tinyurl.com/6pfzag*

- Nancy Duarte's blog: *http://tinyurl.com/bsnvxf*

- Educause: 7 things you need to know about data visualization: *http://tinyurl.com/mykx3v*

- A list of quote resources: *http://tinyurl.com/denmj*

- *Presentation Zen*. G. Reynolds. 2008. Pearson Education

- *Slideology* by N. Duarte

- *Resonate* by N. Duarte.

“Using Prezi was not only very useful for developing visually attractive presentations. It also helped me to think in a non-linear way about what I was going to say, stimulated me in finding more connections in the different ideas that I wanted to share with my audience and finally provided me with an alternative to the traditional slide by slide approach of PowerPoint presentations.”

(*T. Wambeke*, International Training Centre of the ILO)

WIKIS

Using the web to refine contents collaboratively

This screenshot illustrates the history feature on Wikispaces. All changes made to the page are recorded and can later be consulted.

What it is

A wiki is a set of structured and interlinked web pages containing different media, ranging from text to video to flash animations. Because wikis are built collaboratively, they serve the purpose of transforming collective tacit knowledge into explicit knowledge. In addition to the latest version of the document or product in continuous development, wikis contain a discussion thread for each page. Most wiki software also provides versioning tools, which allow all participants to view the state of the wiki at any point of its development and see the changes made by different users (similar to the "track changes" function in MS Word).

When to use it

■ In the context of everyday work, a typical use of wikis is the production of documents by a group of people. All changes are recorded and discussions on specific subjects can be carried out in relation to each section being built. Working with wikis is considerably less messy than the alternatives: multiple changes recorded in one single document, discussions carried out via e-mail, or comments in the document's text, which sometimes get mixed with its final version.
■ Wikis are well suited for gathering and eliciting collective knowledge on a subject, project, or internal procedure.
■ In the context of a learning activity, wikis can be useful for working group assignments like the development of a workplan or a project proposal. The resulting wikis, including discussions and earlier versions, can later serve as evaluation tools.
■ Some examples in OHCHR include:

- The wiki used to develop the toolkit you are reading (on wikispaces at: *http://ohchrkm.wikispaces.com/)*
- The Civil Society Practice Wiki (developed using Sharepoint and accessible through the OHCHR Intranet at: *http://intranet.ohchr.org/Offices/Geneva/ExecutiveDirectionManagement/CivilSocietySection/CivilSocietyPracticewiki/Wiki%20Pages/Home.aspx)*
- The wiki for the Glossary of human rights violations.

What to consider

Technological considerations

■ Many services and software allow for the creation of wikis. Wikispaces (*http://www.wikispaces.com*) is a popular and free online service. Google Docs also allows for the creation of collaborative documents, although it does not provide for thread discussions linked to the documents.
■ Wikis for internal OHCHR users can also be developed in Microsoft Sharepoint and hosted through the OHCHR Intranet. For more information on this option contact *intranet@ohchr.org*.
■ Not all wiki software allows for concurrent editing.
■ Most wiki services provide e-mail notifications when changes are made. This is helpful for the process of reviewing changes in a timely manner.

WIKIS

Using the web to refine contents collaboratively

Methodological considerations
As with all social media tools, the behaviour of users can speed up or slow down the development of a wiki. Organizational arrangements will also encourage or discourage members to participate, discuss, and edit content.
Here are some methodological suggestions to make your wiki work:

- Provide clear guidance on how to create and edit pages in the homepage of the wiki, or indicate clearly a link to a separate document where this can be found
- Explain the **purpose** of the wiki and how it will contribute to the expected outcome
- Create a **framework** for the wiki (homepages, sections, sub-sections)
- Users should have a **collaborative** and open culture and a vested interest in the wiki – it must be relevant to their work
- Provide guidance on the content of the wiki, and regular **feedback**
- Use images and other **visuals** as much as possible to make pages more interesting and easier to follow
- Regularly **clean up** old material and **organize** existing material.

Where to learn more

- Video about wikis:
http://dotsub.com/films/index.php?filmid=710
- Wiki Pedagogy:
http://www.profetic.org/dossiers/spip.php?article970
- Wiki Patterns:
http://www.wikipatterns.com/display/wikipatterns/Wikipatterns
- KS Toolkit:
http://www.kstoolkit.org/wikis

This screenshot illustrates the Discussion feature on Wikispaces, through which users can post comments and suggestions to one another regarding a specific page.

“We used a Wiki during the development of the ‘Share, learn, innovate!’ toolkit. It was very useful and productive to have the entire text in an accessible setting. The wiki made it much easier to jointly draft and edit a long text, especially considering that the members of the team working on this project were in Turin and Geneva. Using a wiki certainly saved us many phone calls, e-mails, and above all, messy documents with track changes.”

(Juan Fernando Núñez, OHCHR*)*

YELLOW PAGES

Finding expertise in house

What it is

Yellow pages (also known as white pages or staff directories) are searchable electronic directories that contain information about staff within an organization. In addition to general information (name, job title, contact details, division/section/field presence), Yellow Pages can also include information concerning staff members' knowledge, skills, expertise, prior experience and interests.

When to use it

- To tap into tacit knowledge within the organization
- To locate in-house expertise on a country, region, or human rights theme
- To link skills and knowledge to individuals
- To identify colleagues for a Peer Assist or similar exercise
- To establish and strengthen networks.

How it is applied

OHCHR currently has a directory ("Find a Colleague") on its Intranet's homepage. This allows each staff member to upload and update contact details as well as current responsibilities, past experiences, and colleagues, among other features. The "Find a Colleague Directory" is searchable by name and by keywords. It relies on each staff member to keep his/her profile updated, creating a sense of collective ownership.

The following are a few suggestions to make the most of your directory listing and, in so doing, contribute to a more comprehensive inventory of the knowledge we hold within OHCHR:

- Make an effort to thoroughly fill in all fields of your profile, not only contact details. Include details about your current responsibilities, but also about past experiences, so that colleagues can find you when looking for expertise in a particular area. For instance, if you worked on the right to health in the past and you include this information in your profile, those looking for this expertise by searching the keyword "health", will find you.

- If you change posts, make sure to update your directory profile accordingly. If you change division or section, check that this has been updated on your profile, or request the OHCHR IT Service Desk (*itservicedesk@ohchr.org*) to change your division or section on the directory.

- Photos make it easier to connect names to faces, so consider adding yours to your profile. You are encouraged to include informal photographs, which say more about you than the picture on your ID badge. (However do not include a photograph so informal that your face is not visible enough to recognize you!).

- Use the search function of the directory when looking for expertise in a particular area.

- Bear in mind that the Intranet directory and its search function will only work insofar as there is a "critical mass" of directory users with fully updated profiles.

- Promote the Intranet directory within your section or field presence and try to get as many of your colleagues as possible to update their profiles.

YELLOW PAGES
Finding expertise in house

How to adapt it

■ Some parts of the Office, such as the Research and Right to Development Division (RRDD), have developed a PDF-based "Who's Who". This comprehensive directory is centrally managed at the Division level and therefore benefits from regular updating and uniformity in its entries. Its PDF format makes it very easy to search for keywords. On the other hand, this makes it less dynamic, and staff members are only able to update their entries periodically. The information on each staff member for the RRDD directory refers only to current responsibilities.

■ Some existing telephone directories on the intranet link to the "Find a Colleague" directory. One of them is the Field Operations and Technical Cooperation Division's (FOTCD) directory of responsibilities, which is a comprehensive listing of staff names, contact details, and areas of responsibility, linked to the intranet directory. This kind of list has several useful functions such as filtering by branch, section, or staff name, and it can be printed out and updated easily by focal points. When one clicks on the staff name, it opens the person's profile on the "Find a Colleague" directory. This encourages staff to update their profiles on the "Find a Colleague" directory.

■ Listing your profile in an online social network such as LinkedIn, Ning or Facebook can be very useful, especially when involving stakeholders and partners from outside OHCHR who do not have access to the OHCHR intranet.

Where to learn more

■ Detailed instructions on how to use the OHCHR Intranet directory (accessible to OHCHR staff only):
http://intranet.ohchr.org/Documents/OHCHR%20Directory%20user%27s%20manual.pdf

■ KS Toolkit:
http://www.kstoolkit.org/Yellow+Pages

■ Dare to Share: *http://www.daretoshare.ch/en/Dare_To_Share/Knowledge_Management_Methods_and_Tools/Knowledge_Management_Toolkit/Yellow_Pages*

■ Article on Yellow Pages by Chris Collison:
http://ezinearticles.com/?Knowledge-Management—Creating-a-Sustainable-Yellow-Pages-System&id=12271