



United Nations
Educational, Scientific and
Cultural Organization



**Knowledge Management to maximize impact:
Establishing a Knowledge Management System (KMS) on
Culture and Development**

**Culture and Development Thematic Window
Interregional Knowledge Management Workshop for the Joint Programmes in
Africa, the Arab States and Asia
23-25 June 2011
El Jadida, Morocco**

Participating Joint Programmes:

Africa: Ethiopia, Mozambique, Namibia, Senegal

Arab States: Egypt, Mauritania, Morocco, Palestinian Territories

Asia: Cambodia, China

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Kindly note that all the presentations made during the workshop can be found on Teamworks, in the event space specifically created for the Interregional Knowledge Management Workshop in Morocco.

1. Introduction

1.1 Context

The Interregional Knowledge Management Workshop for the Joint Programmes on Culture and Development in Africa, the Arab States and Asia was held in El Jadida from 23 to 25 June 2011. It gathered 40 participants representing the Joint Programme Coordinator, the national counterpart and the UN lead agency of the 10 Joint Programmes (JPs) implemented in Ethiopia, Mozambique, Namibia, Senegal, Egypt, Mauritania, Morocco, the Palestinian Territories, Cambodia and China. This workshop was part of the strategy for the elaboration of a Knowledge Management System for the MDG-F Culture and Development Thematic Window, which is led by UNESCO as Convenor of the Thematic Window in partnership with the MDG-F Secretariat.

This workshop was the third MDG-F Knowledge Management workshop on Culture and Development¹. It aimed at fostering a community of practice and a network among the Joint Programme teams as well as sharing knowledge and experience among all participants. The workshop was thought as a particularly mutually enriching space as it gathered JPs from 3 different regions at various stages of implementation.

In this aim and thanks to specific Knowledge Management tools, the workshop was structured around three main themes:

- ❖ Foster a **community of practice** by introducing all participants and the respective Joint Programmes including their success stories in order to
- ❖ Provide the space for **in-depth discussions** among mixed Joint Programme representatives around issues directly related to the Culture and Development Thematic Window through the sharing and exchanging of concrete examples on specific thematic
- ❖ Contribute to the **systematisation of data** through the MDG-F Knowledge Management Project on Culture and Development.

It should be noted that the Knowledge Management workshop was organised back to back to the global workshop organised by the MDG-F Secretariat (El Jadida, 20-22 June 2011), where issues related to mechanisms of coordination and 'Delivering as One' were addressed. In the interest of avoiding duplication for the participants, these aspects were not given a dedicated space in the Knowledge Management workshop (contrary to the two previous Knowledge Management workshops) but, rather, permeated discussions throughout the meeting.

Finally, since creating a community of practice is at the heart of a Knowledge Management workshop, it was important to ensure that there was as much interaction as possible between all participants beyond the language differences. To this end, simultaneous translation in both English and French was ensured throughout the workshop.

In order to contribute to a pleasant working atmosphere and to showcase some results of its Joint Programme, Morocco, the host country, installed a permanent exhibition in the workshop room. Participants could thus appreciate the handicrafts, as well as livelihoods products such as handicraft, couscous, cactus products, produced by women from the South of Morocco who have been benefitting from the JP to increase their entrepreneurial skills. These beneficiaries were also given the opportunity to testify their experience on the occasion of a lively highlight of the workshop.

¹ The first MDG-F Knowledge Management workshop on Culture and Development was held in Sarajevo, Bosnia and Herzegovina (28-30 March 2011) for the Joint Programmes implemented in Albania, Bosnia and Herzegovina and Turkey. The second Knowledge Management workshop was held in Montevideo, Uruguay (4-6 May 2011) for the Joint Programmes implemented in Costa Rica, Ecuador, Honduras, Nicaragua and Uruguay.

Morocco also organized a guide tour of the World Heritage Site of El Jadida. These side events were appreciated by all participants, who also echoed some actions of their JPs, notably through the exhibition of some materials of their JPs in the workshop room.

1.2 Opening remarks

The interregional workshop was opened by Mr Ahmed Gouitaa, Secretary General for Culture, Ministry of Culture, Kingdom of Morocco, Mr Philippe Quéau, Director of the UNESCO Office in Rabat, Mr Bruno Pouezat, UN Resident Coordinator in Morocco, Ms Lynne Patchett, UNESCO representative of Mr Bandarin, Convenor of the Culture and Development Thematic Window, Mr Jose Manuel Argilés, Deputy Chief at the Department of Cooperation and Cultural Promotion of the Spanish Development Cooperation Agency (AECID), and Ms Sara Ferrer Olivella, Programme Advisor, MDG-F Secretariat.

The innovative nature of the work undertaken within Thematic Window on Culture and Development, the important contribution of the MDG-F experience in the field of development, and the contribution of culture as both an important motor of development and a strong tool for social integration, were highlighted during the opening remarks. Moreover, it was stressed that culture - in all its dimensions - is a fundamental component of sustainable development; while this link may appear evident to those working in this field, this has not always been the case in the past. For this reason, the adoption of the United Nations General Assembly Resolution on Culture and Development on 20 December 2010 was both a milestone and recognition of the role of culture in development.²

The Culture and Development JPs have already produced significant results in this direction. For example, the program implemented in Morocco was instrumental in positioning cultural heritage as a development asset and a source of wealth for the country, as recalled by the Secretary-General for Culture of the Moroccan Ministry of Culture, Kingdom of Morocco, in his opening speech. Indeed, by aligning program objectives with national priorities and linking them with the National Initiative for Human Development, the culture was rooted in the social fabric and incorporated into the political agenda.

The importance of capitalising on this innovative experience and sharing success stories and lessons learnt as well as better understanding the processes and explicating the link between culture and development through tangible examples in order to attain the Millennium Development Goals was reiterated as the responsibility of all involved in the MDG-F experience. To this end, it was stressed that the Knowledge Management project on Culture and Development was one platform through which this ought to be done.

1.3 Presentation of the strategy and objectives of the MDG-F Knowledge Management Project on Culture and Development

The UNESCO Headquarters team, which leads the Knowledge Management Project for the Culture and Development Thematic Window presented the project, giving an overview of the project strategy and its specific objectives.

² In this Resolution, the important contribution of culture for sustainable development and for the achievement of national and international development objectives, including the Millennium Development Goals (MDGs), was emphasised. Given that there is no explicit mention of culture in the MDGs, this represents a major breakthrough at the international level, and it is hoped that this resolution will encourage stakeholders to more fully integrate the cultural dimension into development processes.

The Thematic Window supports 18 countries with 18 Joint Programmes in the areas of social inclusion and poverty reduction through the promotion and enhancement of cultural resources and assets. The Knowledge Management project began in the fall 2010. It should be noted that a specificity of the Thematic Window lies in the fact that a majority of the 18 Joint Programmes on Culture and Development should be completed in the coming months.

The innovative mode of intervention of the Joint Programmes, is based on the emphasis put on national ownership and the UN Reform modalities. In addition Joint Programming generates a considerable amount of knowledge in the field of development policies, particularly with a view to contributing to progress in achieving the MDGs.

Knowledge Management is particularly relevant to Culture and Development since, by essence, culture-related programmes generate a large number of indirect impacts, including unforeseen and intangible impacts, such as social change, which are difficult to capture and showcase.

Knowledge Management tries to capture, collect in a systematized manner and disseminate the information and knowledge in order to learn and raise awareness. In this sense, it is understood that knowledge includes data, but also goes beyond them, as it focuses on people's insight and experience. It also goes beyond sharing knowledge and connecting people, as it requires a different level of investment. At the same time it seeks to provide value to all stakeholders while keeping KM simple.

The specific objectives of the Knowledge Management project for Culture and Development are the following:

- Showcase the impact of the 18 Joint Programmes in terms of development and increase the visibility and promotion of the Joint Programmes
- Build a corpus of knowledge on the cultural sector as a key sector for development cooperation
- Inform future programming in the field of Culture and Development
- Create a community of practice between the JP teams to exchange experiences

The strategy of the Knowledge Management Project is structured around three pillars of work:

- i. **Teamworks:** an interactive electronic platform proposed by the Secretariat of the MDG-F thematic window for all. This creates a community of practice, allows the exchange of knowledge and its dissemination, and provides important information stored on the JP (products, networks and results).
- ii. A **questionnaire** that is tailored to the needs of the Thematic Window "Culture and Development", to capture knowledge in a systematic way across all Joint Programmes.
- iii. **Workshops:** The main objectives and expected results of the KMS workshops are to share knowledge and experience amongst JP teams, create networks amongst participants, complement and deepen knowledge on success stories, JP results, lessons learnt, and Delivering as One (as already codified through the questionnaire). Moreover, workshops provide a brainstorming platform to collectively think about results and their actual and/or anticipated impact on MDGs, identify knowledge needs/gaps, discuss the architecture and contents of the Knowledge Management System.

Finally, the KM Initiative of Gender as a cross-cutting issue was highlighted as:

- Strategies and actions for achieving gender equality have been undertaken at the individual Joint Programme level.

- There exists some specific substantive and programming challenges and opportunities within each thematic window or across windows that are central to effective gender equality programming areas, such as applying policy and legal frameworks, financing, women's political participation, and capacity development.
- Lessons derived from the joint programming modality as applied to programming for gender equality across themes will be instructive and important to capture.

2. Introducing ourselves and the Joint Programmes

2.1 Introducing each participant

The workshop started with an interactive way to present each other whereby participants were asked to qualify their experience with the MDG-F Joint Programmes. Qualifications such as “passionate, partnership, innovative, investment, enriching” were mostly put forward showing that this new cooperation modality was globally a well-received experience.

2.2 The Inspiring Object

In order to better understand the Joint Programmes (JP), each JP team was requested to bring one object which the team considered to be representative of either the JP as a whole or of a particularly important activity it has undertaken. The JP teams were encouraged to be creative when choosing this object as the underlying idea was to present their work to the rest of the participants in an enticing manner. The objects presented ranged from objects of craft, commercial products such as music CDs and brochures, objects made using traditional raw materials in a creative way, materials re-used as a way of promoting environmental sustainability, to figurative illustrations representative of the JP's work. The JP teams presented their objects and in a short five-minute presentation explaining their importance and what they represented. It is interesting to note that an overwhelming majority of the objects presented by the JPs were created by women, thus being indicative of the importance that the JPs have attributed to the gender dimension through their programme activities.

Participants expressed their high appreciation for this exercise, particularly since its preparation often led to a team building exercise within the JP teams as well as to a reflection on what are the major achievements and results of their JPs they want to showcase. Indeed, “the inspiring object” exercise provided the JP teams with the space to choose any object they wished and encouraged them to consult and collectively decide which object they believed encapsulated a particularly representative activity of the JP.

2.3 The Joint Programmes and their success stories from a Knowledge Management perspective

In continuation to the “inspiring object” exercise, the following session was devoted to fully present the JPs in 25 minutes in order to outline the main lines of action, objectives and areas of their implementation as well as to highlight some success stories. Due to the large number of JPs (10), the JP presentations were divided into two areas, but participants were free to move from one area to the next and to listen to presentations according to their interest, which may have resulted from the “inspiring object” session.

The presentations clearly illustrated the plethora of activities undertaken by the JPs whose areas of work ranged from the strengthening of cultural and creative industries, sustainable cultural tourism, the safeguarding of cultural landscapes and of cultural heritage, the promotion of cultural diversity and pluralism, to supporting inclusive policies and ethnic minority development. Indeed, in line with

the Terms of Reference of the Thematic Window, all of the actions undertaken in the aforementioned wide spectrum of areas have the ultimate aim to foster social cohesion and inclusive economic growth. Moreover, the JPs presented a few selected success stories drawn from their activities, thereby clearly illustrating the value added of culture when undertaking development activities.

Following the presentation of the JPs, a plenary discussion took place and the success stories were at the very core of the debates. The discussions focused on three elements: brainstorm on commonly-agreed **criteria**; define the **structure and content** of a success story; reflect on how to ensure appropriate **communication** on the success story.

Participants started sharing views on the criteria which both *make* a success story and which *effectively* recount it. The JP participants agreed that a success story on Culture and Development can be labelled as such if it is comprised of one or more of the following criteria: ensures national ownership; ensures community involvement; follows a participatory process; involves a plurality of stakeholders; bears creativity and innovation; revalorises traditional know-how; warrants capacity building; encourages networking; is replicable; is context-specific. It was noticed that similar criteria can be found in the Annex on success stories of the Questionnaire.

Regarding the structure and content of a success story, participants underlined that Knowledge Management is particularly useful in capturing the **three main stages which are crucial in identifying and presenting a success story**. The first entails the **context** of the success story; this is particularly salient given that development interventions are always undertaken within a context/a culture, which is crucial to understand in order to undertake effective development cooperation. The second relates to **methodology** and is of utmost importance for Knowledge Management as it seeks to document the process and actions which were undertaken in order to achieve the successful result. Documenting the methodology followed which bears the fruit of a success story is at the very essence of building a solid corpus of knowledge which may be useful in informing future development programming. Finally, the third stage which is important to capture through the Knowledge Management Systems project is the actual **change** that has been fostered as a result of this success story; namely what has altered from the original context, and how. The link between the success stories and development, sustainability, and their overall impact on targeted MDGs are part of the important information that needs to be documented, captured and codified.

Interlinked, is the importance of effectively communicating success stories in a manner which conveys both the importance of the success story for development and the difference it made at the local level. In this regard, beyond the traditional communication tools, the **identification of targeted beneficiaries to transmit their message** through their own human stories and the use of media, including local media, were all noted as vehicles through which to effectively transmit the success story to the broader public.

In this context, the discussion also dealt with **the differences and complementarities between Monitoring and Evaluation (M&E), Communication and Advocacy (C&A) and Knowledge Management (KM)** as participants felt that it was important to understand and underscore the value added of each field. While Monitoring and Evaluation focuses on analysing and confronting the results of a programme with pre-defined targets, Knowledge Management is also concerned with more intangible results which are harder to measure and seeks to document and showcase unforeseen results which are, oftentimes, extraordinarily successful. Finally, in its quest to build a solid corpus of knowledge, Knowledge Management seeks to capture the process and methodology through which results are obtained. Similarly, Communication and Advocacy seeks to also primarily focus on results and normally looks at selecting and conveying one clear message to the larger public. The three tools (M&E, C&A and KM) came out as being truly complementary useful tools in order to build ownership, to ensure sustainability and to maximize the impact of a JP. In this vein, some

participants felt that a Knowledge Management strategy and framework should be designed and integrated in the JP from the beginning as is the case for M&E and C&A

3. Further exploring Joint Programme impact/results and contribution to the MDGs through Knowledge Management techniques

This part of the workshop was dedicated to share experience and to commonly reflect on the impact of the JPs and in particular their contribution to the MDGs through concrete examples of activities carried out by the JPs. Nine thematic areas addressed by the JPs had been identified for discussion prior to the workshop: Partnership, creation of networks, coordination; Culture as a factor of sustainability; Capacity building and knowledge transfer; Culture and poverty reduction (MDG 1); Culture and education (MDG 2); Culture and gender equality (MDG 3); Culture and health (MDGs 4, 5, 6); Culture and the environment (MDG 7); Culture in global partnerships (MDG 8).

In order to structure and guide the reflection, two Knowledge Management techniques were used in three steps: as a first step, the River Diagram to help self-assessing the knowledge level of JP teams; as a second step, a plenary discussion to discuss the criteria which had been identified and applied by participants in their self-assessment; and as a third step the Knowledge Café to exchange and further develop the knowledge among participants based on each JP's experience.

Throughout these dedicated sessions, it was anticipated that both good practices or success stories and lessons learnt would emerge for each thematic areas, thereby allowing participants to share experiences on concrete cases and ultimately inform future programming exercises.

3.1 A Joint Programmes' self-assessment: the River Diagram

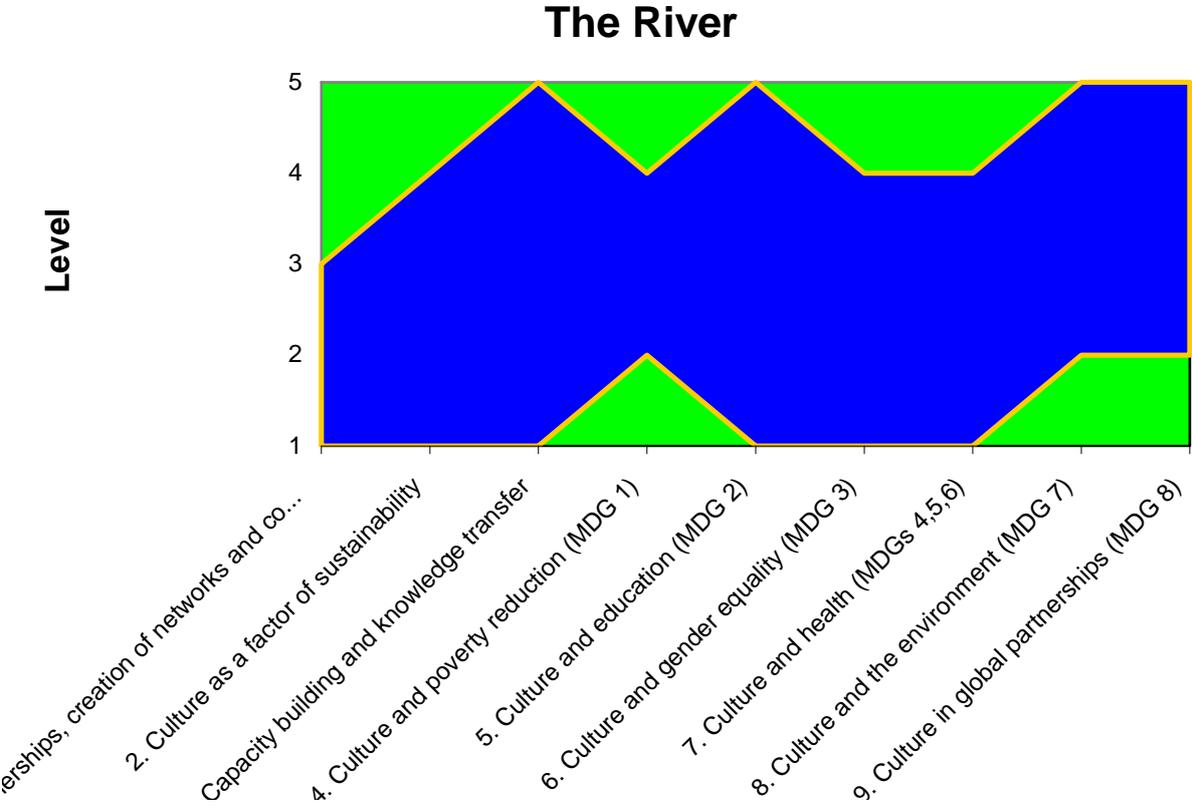
The River Diagram methodology can be used in a large group to share knowledge and to learn from the experience of each participant, while allowing to identify the specific themes gathering a significant amount of knowledge, the opportunities to learn within the group, and the areas requiring possible external inputs in order to enhance knowledge and know-how.

The methodology is based on a self-assessment conducted by each team where the knowledge acquired and generated on a common list of competencies or results is evaluated according to predefined levels. Teams are then invited to compare their assessment and to discuss, thereby sharing experience and knowledge in a given area of competence.

How does it works?: Self-assessment levels have been pre-defined ranging from "1" indicating a low level of knowledge and know-how or a willingness to learn more on a given subject, to "5" indicating a very good level of knowledge and know-how. The JP teams were requested to self-assess their JP as a team and to agree on their level of knowledge and know-how per thematic area while indicating the criteria used to define such level. It should be noted that the criteria were not pre-defined leaving each JP team free to identify them according to its own experience. The need to be fair and to neither under nor over-estimate their knowledge was primordial to this exercise.

Overall, participants expressed their satisfaction for the use of the River Diagram technique as it allowed them taking the time to collectively, as a team, self-assess the knowledge generated through their JP, thereby identifying knowledge strengths and opportunities to learn which could ultimately contribute to improve the effectiveness of the JP. Some participants felt that this tool could be used throughout the JP life in order to assess the internal resources and assets available and those which should be externally sought for to attain the JP objectives.

The results of the self-assessments were then analyzed using the River Diagram methodology to draw a River Diagram for each JP, as well as an integrated global one which is reproduced below and was presented in plenary:



As explained during the meeting, the diagram shows a river together with a Northern and a Southern bank. Where the river is large, it is possible to infer that opportunities to learn within the group are important. Differently, where the river is thinner, or where the Northern bank is large, there is still a fair opportunity to learn among the participants, but some external expertise may be needed to enhance the knowledge of the group.

In addition, it was highlighted that one first conclusion which can be drawn from the River Diagram is that participants may mainly learn from the teams that have self-assessed with the highest scores. However, in practice, discussions go both ways, together with the JP teams that self-assessed at lower grades, since the contexts of the JPs differ from one to another and since each assessment is based on different criteria. **In reality, the objective of the exercise was to focus on the criteria defined by the JP teams and exchange experiences on this basis.**

3.2 Learning from the experience of the Joint Programmes through the definition of common criteria for self-assessment

Building on the self-assessment exercise, a discussion in plenary followed which aimed at determining the criteria that the JP applied during their self-assessment exercise, thereby attaining commonly-agreed criteria. No criteria had been predefined on purpose in the spirit of the bottom-up approach from practice to theory which has been followed throughout the KM project. Indeed, the participants built on their own JP experience to identify the criteria.

Participants considered this exercise as very important as, through each criteria, it allowed to start identifying good practices, lessons learnt, actions which contribute to the achievement of the MDGs and even relate them to success stories. In this sense, it was very enriching and fruitful to share views among three different regions and JPs which are at different levels of implementation.

Below are the outcomes of the discussions which reflect the criteria attributed by the JP teams:

1. *Partnership, creation of networks, coordination*

- Capacity-building through a large number of trainings and consultations
- A wide participation of local and national networks
- Establishment of organized groups which will survive beyond the life of the JP
- Establishment of horizontal and vertical channels of communication
- Stakeholders' participation at each level
- Connecting media to increase networks
- Creation of coordination mechanisms at the local level
- Establishment of private-public partnerships
- Inter-agency partnerships and coordination mechanisms at UN, national, regional and local levels

2. *Culture as a factor of sustainability*

- Action at the institutional, policy and strategy level
- Cultural and gender sensitive approach at the local levels
- Capacity-building (trainings) linked with tourism
- Rely and mobilize the national and local resources/expertise and partners

3. *Capacity-building and knowledge transfer*

- Support and training of trainers at the local level
- Increase of human capital
- Developing tools to raise awareness for the public at large
- Developing, improving and disseminating training materials
- Workshops and debates with a wide-range of stakeholders on the surveys produced by the JP
- Action-targeted curricula

4. *Culture and poverty reduction (MDG 1)*

- Taking into account and mainstreaming cultural specificities in development policies to avoid marginalization in development
- Economic increase through job creation and income generation

5. *Culture and education (MDG 2)*

- Application of local/indigenous knowledge in curricula
- Educational policies integrating cultural dimension
- Awareness-raising activities promoting cultural diversity in schools
- Taking into account local languages and mother tongue in the educational curriculum

6. *Culture and gender equality (MDG 3)*

- Holding cultural awareness-raising workshops for men and women in view of behaviour change
- Increase women's access to and participation in trainings targeting income generation and job opportunities in the field of culture

- Development and adoption of gender-sensitive policies
- Educating youth on gender equality

7. *Culture and health (MDG 4,5,6)*

- Undertaking of anthropological surveys in the field of health to be informed about local traditions
- Use of local languages to approach communities on health issues
- Involvement of community and religious leaders and awareness-raising
- Increase interministerial cooperation between the culture and health related Ministries
- Interventions tailored to the local context
- Culturally-sensitive health communication

8. *Culture and environment (MDG 7)*

- Mainstreaming of culture in environmental strategies while taking into account indigenous peoples and traditional knowledge
- Link culture and environment strategies
- Contribute in changing behaviours and mindsets on the role of culture in the environment
- Taking culture into account in environmental impact assessment and environment management plans
- Inclusion of the environmental dimension in cultural policy strategies

9. *Culture in global partnerships (MDG 8)*

- Link and coordination with multilateral and bilateral partners and cooperation
- Create and/or integrate international expert networks

3.3 Exploring impact/results and contribution to the MDGs within the framework of a Knowledge Café

The River Diagram self-assessment together with the criteria identified by each JP team served as a starting point for the participants to further share and exchange knowledge as well as deepen their understanding of the JPs through concrete examples drawn from each JP implementation experience.

The Knowledge Management technique called Knowledge Café was thus chosen in this aim. Mixed tables of participants from different JP teams were set to address the abovementioned thematic areas. With the objective to foster in-depth discussions, the JP participants were divided into three anglophone and three francophone tables, thereby allowing to gain the time and spontaneity that translation can sometimes hinder. Each same language table was given three different themes to discuss so that all themes were discussed in each language. To assist the JP teams, discussion sheets were distributed in order for participants to identify concrete examples and describe the added value these examples had on the particular theme they were addressing. A rapporteur from each table was chosen by the participants themselves and, at the end of the session, the anglophone and francophone rapporteurs dealing with the same themes worked together to produce a single report on the concrete examples and added value they have to offer. The outcomes of the discussion in the form of tables produced during this session by the mixed JP teams can be found in Annex 4 of the present report.

The various presentations by the Rapporteurs of the “Knowledge Café” thematic groups allowed the identification of several common trends, approaches and good practices that could contribute to

building the Knowledge Management System. Indeed, the implementation of all Joint Programmes gave great emphasis to networks and partnerships that were considered as an achievement in their own right, as an added value for the Programmes, and as a means to ensure the success of engaged activities. Almost all the Joint Programmes worked on strengthening capacities, in particular in favour of minorities, indigenous peoples and marginalized groups, where scrupulous efforts were dedicated to raise awareness, induce behavioral changes, foster dialogue, build consensus, create synergies to stimulate positive social change, and promote the empowerment and recognition of women. Most Joint Programmes underlined that their activities influenced national policies, contributed to introducing new working methods and anchoring good practices at the national and local levels. An overarching culture sensitive approach in programming and implementing the Joint Programmes was underlined unanimously as a factor of success and an added value for development strategies at large.

The discussions highlighted the fact that the direct and tangible links with the MDGs were often challenging to make given both the short lifespan of the JPs and the very nature of the interventions undertaken. Yet, overall, the JPs could identify a series of concrete examples and actions which contributed to the achievement of the targeted MDGs and to the 'well being' of their targeted communities, taking into account that the impact of the JPs is more evident in the medium and long term. The importance of the JPs' interventions and the centrality they have in promoting social cohesion and in strengthening and promoting inclusive policies and the safeguarding of culture through income-generating activities, was stressed by all. The JP teams also agreed that future programming actions should have fewer and more focused activities in order to be more realistic and enhance their effectiveness.

4. The Systematisation of Data

4.1 The Culture and Development Questionnaire

A **questionnaire specifically tailored to the needs of the Culture and Development Thematic Window** was prepared within the framework of the KMS project in order to collect and codify in a systematized and organized manner, the same type of information across all 18 Joint Programmes of the Thematic Window. The questionnaire is structured in three parts: a main part focusing on the areas of intervention of the JP, its beneficiaries, the JP outputs and results, its impact on national development as well as the gender dimension as transversal theme; and two annexes, on success stories and lessons learnt respectively. The questionnaire, which has now been sent to all 18 JP teams, was presented in plenary. Participants noted that the important value added of this questionnaire is that since one questionnaire is filled per JP, the JP team collectively agrees on what is showcased through the questionnaire. Moreover, participants underscored the importance of being able to also showcase intangible, unquantifiable and unforeseen results through the questionnaire in particular, and the Knowledge Management project in general.

4.2 The Network Analysis

Linked with the foreseen analysis of the questionnaire and following a desire to link academic debates with the implementation work of the JPs, participants were presented with the innovative approach of **applying the Network Analysis to Culture and Development projects** as a way of exploring the potential sustainability of development projects through the creation of networks. Indeed, the field of cultural economics is exploring new methods for investigating the potential temporal sustainability of projects by analysing the creation of new networks and social dynamics as a result of their activities. While neither holistic nor exhaustive in its conclusions, the Network Analysis may provide indications regarding the sustainability of development projects' activities through the creation of new networks during a development project's lifetime and their potential functioning beyond the life of a development project. In short, it is based on the premise that a

development project should be able to, through its activities, create new networks, improve local relationships and create the ground for future collaborations, which are able to sustain benefits after the end of the project. Therefore, while sustainability of a project relies on a series of factors including network creation, applying the Network Analysis to Culture and Development projects is an innovative methodology which may complement and further inform the evaluation of projects.

4.3 Culture and Development and Teamworks

During the workshop, time was also dedicated to *Teamworks* from two perspectives: The functionalities of the e-tool, as well as the architecture which has been designed on the central page of the MDG-F Culture and Development thematic window e-page.

The **Teamworks functionalities** were presented to the participants based on the presentation provided by the MDG-F Secretariat to whom thanks are extended in this regard. The main functionalities of the tool as well as the plethora of opportunities to join various spaces and connect with other UN groups, available 'at a click' were presented. It was noted that UN agencies, national counterparts and other trusted members of the Community of Practice would be invited into *Teamworks*. In practice, it was agreed that invitations would be made via the JP Coordinator of each Joint Programme team (or his proxy), who would then provide a consolidated list of people that they would like to invite on the Culture and Development Thematic Window page.

The UNESCO Headquarters team then presented the proposed **KMS architecture of the Culture and Development page on Teamworks**. This page was created and revamped by UNESCO in order to entice the Culture and Development Community of Practice to be more active on *Teamworks*. Particular attention was given to the section entitled 'In the Spotlight,' where it was suggested that JPs can present their activities in more detail under this heading.

5. Conclusions

Overall, participants felt that the aims of the workshop were met as they felt that the workshop allowed them to create a community of practice among the JPs, as well as to share, exchange and deepen information and knowledge through thematic areas specific to the Culture and Development Thematic Window.

The added value of the Knowledge Management techniques which were used, notably the River Diagram and the Knowledge Café, not only allowed for a participative and interactive method of discussing important areas of intervention within the Thematic Window, but they also permitted participants to take 'time out' and reflect on the knowledge and know-how that they had accumulated during the implementation of their respective JPs. Providing the space for self-assessment and self-reflection allowed participants to hear, learn and oftentimes reassess their own perception of degree and depth of knowledge in a given thematic area, often in relation to their peers.

Similarly to the previous Knowledge Management Workshops on Culture and Development, participants identified a series of concrete examples and actions which contributed to the attainment of the targeted MDGs. However, discussions highlighted the fact that due to the short lifespan of the JPs and the very nature of the interventions undertaken, the impact of Culture and Development JPs is more evident in the medium and long term.

Finally, the complementarity that Knowledge Management brings to Monitoring and Evaluation and to Communication and Advocacy was a cornerstone of the workshop. The fact that in Knowledge Management attention is put on both the intangible, more difficult to measure results of the JPs as

well as on the unforeseen results of the JP is crucial. Crucial is also the fact that Knowledge Management does not seek to evaluate JPs against predefined benchmarks, but is rather centrally concerned with the process and methodology through which a given result is achieved. The 'how' is just as important as the 'what' for Knowledge Management and represents its added value for informing future programming in the field of Culture and Development.

Annex 1



Organisation
des Nations Unies
pour l'éducation,
la science et la culture



Knowledge Management to maximize impact: Establishing a Culture and Development Knowledge Management System (C&D-KMS)

**Interregional Workshop for the Culture and Development Joint Programmes implemented
in Africa, the Arab States and Asia**
23-25 June 2011
El Jadida, Morocco

Agenda

Thursday 23 June 2011

9.00 – 10.00	Opening remarks
10.00 – 10.15	Coffee break
10.15 – 10.45	Introduction of participants <i>Interactive session to meet and introduce participants</i>
10.45 – 11.30	Presentation of the Culture and Development Knowledge Management Project as well as the Workshop's objectives and organisation <i>The facilitators will explain the context and overall strategy linked to the Workshop before clarifying its objectives and sessions</i>
11.30 – 12.30	The Inspiring Object <i>Each Joint Programme team brings along an object considered to be representative of their JP, in order to share a 5 minute story about that object, in plenary, and entice others to learn more about their JP.</i>

12.30 – 13.00 **Presentation of the exhibition by the artisan group linked to the Joint Programme in Morocco**

13.00 – 14.00 Lunch

14.00 – 17.00 **Presentation of the Joint Programmes and their key Success Stories**

Two areas will be set up and equipped for simultaneous French/English interpretation so that each JP team can present the main outlines of its JP, as well as 1 or 2 Success Stories identified through the questionnaire's fiche on success stories. Participants will be free to move from one area to the other to listen to the presentations of the Joint Programmes of their choice

	Area 1	Area 2
14.30 – 14.55 :	Morocco	Mozambique
15.00 – 15.25 :	Senegal	Palestine
15.30 – 15.55 :	Ethiopia	China
16.00 – 16.25 :	Mauritania	Namibia
16.30 – 16.55 :	Egypt	Cambodia

Friday 24 June 2011

9.00 – 10.00 **Discussion on the Success Stories**

10.00 – 10.15 **River Diagram of Knowledge – Introduction (plenary)**

Overview of the activity, which aims to exchange and share on specific themes addressed by the Joint Programmes

10.15 – 11.00 **River Diagram of Knowledge – First part (Joint Programme teams)**

The 10 Joint Programme teams will form separate groups in order to self-assess their level of knowledge to share on the various themes

11.00 – 11.30 Coffee break

11.30 – 13.00 **River Diagram of Knowledge – Second part (plenary)**

Discussion on the overall results of the self-assessment exercise in order to identify which JP teams have the most knowledge to share on each theme and analysis of the criteria used by each JP team in the assessment

13.00 – 14.30 Lunch

14.30 – 17.30 **Knowledge Café**

Group discussions continue on the following themes:

- *Culture and poverty reduction (MDG 1)*
- *Culture and education (MDG 2)*
- *Culture and gender equality (MDG 3)*
- *Culture and health (MDGs 4,5,6)*
- *Culture and the environment (MDG 7)*
- *Culture in global partnerships (MDG 8)*
- *Partnerships, creation of networks and coordination*
- *Culture as a factor of sustainability*
- *Capacity building and knowledge transfer*

Saturday 25 June 2011

9.00 – 10.00	Plenary debrief and discussion Representatives from each group share findings on the themes discussed
10.00 – 10.45	Questionnaire: presentation and feedback session
10.45 – 11.00	Coffee break
11.00 – 11.30	Presentation on Network Analysis for Culture and Development
11.30 – 12.15	Introduction to <i>Teamworks</i> and presentation of the architecture of the Culture and Development Teamworks page
12.15 – 12.30	Conclusions and next steps
12.30 – 14.30	Lunch
14.30	Departure for the visit of the Portuguese city of Mazagan (El Jadida), property inscribed on UNESCO's World Heritage List since 2004.

Annex 2: Workshop concept note



Knowledge Management to maximize impact: Establishing a Knowledge Management System (KMS) on Culture and Development

Interregional workshop for the Culture and Development Joint Programmes
implemented in Africa, the Arab States and Asia
23-25 June 2011
El Jadida, Morocco

Background and Rationale

The Thematic Window on Culture and Development of the Millennium Development Goals Achievement Fund (MDG-F) supports eighteen countries in the areas of social inclusion and poverty reduction through the promotion and enhancement of cultural resources and assets. This innovative modality, which was established to support the UN Reform, generates considerable innovation and knowledge in the field of development policy as well as at the organisational level. UNESCO, in its capacity as the Convenor of the Thematic Window on Culture and Development, has designed a strategy for the elaboration of a Knowledge Management System that aims at capitalizing on the impact of the eighteen Joint Programmes on Culture and Development. This will allow for the sharing of information and expertise, success stories and lessons learnt, as well as for building a corpus of knowledge based on the Joint Programmes' experience.

The interregional workshop for the Culture and Development Joint programmes implemented in Africa, the Arab States and Asia, is part of that effort.

Target audience

The workshops are addressed to those responsible for implementing the MDG-F Joint Programmes (JP) within the framework of the Culture and Development Thematic Window.

The Joint Programme Coordinator, a representative of the Lead Agency, and a representative of the main national counterpart are invited based also on the recommendation of the JP teams.

Main Objectives and Expected Results

Objectives:

- ❖ Share knowledge and experience among JPs
- ❖ Maximise the impact, visibility and sustainability of C&D-KMS contributions
- ❖ Build a corpus of knowledge
- ❖ Create a community of practice and a network among the JP teams
- ❖ Strengthen the capacity of participants on specific focus areas within the Culture and Development thematic window.

Expected results:

- ❖ Content of each JP is shared and known among the JP teams
- ❖ Success stories identified and detailed per JP with the guidance of the questionnaire
- ❖ Linkages to the targeted Millennium Development Goals (MDGs) better identified
- ❖ Lessons learnt identified and detailed per JP with the guidance of the questionnaire
- ❖ Categories of relevant information for the Knowledge Management System identified and agreed upon
- ❖ Better familiarisation of Teamworks
- ❖ Better understanding of the KMS objectives

Contents

A questionnaire which is specifically tailored to the needs of the Culture and Development Thematic Window has been prepared. This questionnaire has been sent in 'waves' to all 18 Joint Programmes teams (via the JP Coordinators) so that, in the spirit of Delivering as One, one questionnaire is jointly filled for each Joint Programme. The questionnaire will have to be completed as much as possible by each participating national team prior to the workshop. This will both allow to better prepare, collect and codify information, as well as allow for a more substantive and in-depth analysis during the workshop.

The first day of the workshop will be devoted to getting to know each other and to learn about the main lines of action of the participating Joint Programmes. Each Joint Programme team is requested to bring one object which is considered representative of either the JP or an activity of the JP. This object can be anything from a photograph, to an object of craft, to training material, to any other object that the team feels can visually represent an aspect of the JP to be showcased. JP teams are encouraged to be creative when choosing this object and to not hesitate to be imaginative. Each JP team will present this object in a five-minute presentation, which will serve as a 'teaser' enticing participants to find out more about the JP.

Each JP team will then be asked to make a 20 to 25 minute presentation on their JP in order to briefly outline the main lines of action, objectives and areas of implementation. This presentation should also include one to two success stories of the JP. Indeed, the success stories fiche which is part of the questionnaire prepared for the Culture and Development Thematic Window, can help guide the JP team in the preparation of identifying and narrating the success stories in the presentations.

The second day will address the sharing and exchanging between the JPs in more detail and through concrete examples from the JPs. To this end, Knowledge Management techniques will be applied, such as the River Diagram and Knowledge Café, through which the JP teams can address matters related to culture and sustainability, capacity building, and impact on the targeted Millennium Development Goals.

When presenting their JPs, the JP teams are encouraged to be particularly mindful of the gender dimension and of the Delivering as One added value of the joint implementation effort (for example, access to new partners, multi-sectoral approach, increased dialogue among a wider cross section, etc). These cross-cutting issues will also form part of the overall discussions.

The third day will focus on the systematisation of data through the Culture and Development Knowledge Management Project. Time will be set aside for discussion and feedback on the questionnaire. A debate will also take place with the view to contribute to the Knowledge Management System architecture and, in particular, develop the contents of Teamworks. A guided site visit to the UNESCO World Heritage Site of the Portuguese city of Mazagan (El Jadida) will take place in the afternoon.

Finally, please note that the workshop languages are both English and French. Simultaneous translation will be provided in the plenary sessions.

Place where the workshop will be held

The workshop will be held at the hotel Mazagan, near the Portuguese city of Mazagan (El Jadida), inscribed on UNESCO's World Heritage List in 2004.

The Portuguese fortification of Mazagan, now part of the city of El Jadida, 90-km southwest of Casablanca, was built as a fortified colony on the Atlantic coast in the early 16th century. It was taken over by the Moroccans in 1769. The Portuguese City of Mazagan - one of the early settlements of the Portuguese explorers in West Africa on the route to India - is an outstanding example of the interchange of influences between European and Moroccan cultures, well reflected in architecture, technology, and town planning.

A guided tour of the UNESCO World Heritage property is proposed to the participants of the workshop during the afternoon of 25 June 2011.

Annex 3: Thematic Discussions

KNOWLEDGE CAFÉ – FICHE DE DISCUSSION Culture et réduction de la pauvreté (MDG 1)

SOUS-THEMES	PROGRAMME CONJOINT / PAYS	EXEMPLES CONCRETS	DECRIEZ LA VALEUR AJOUTE (POURQUOI ET COMMENT?)
Création ou Renforcement d'Activités Génératrices de Revenus fondées sur les savoir faire traditionnels / Job creation and income generation	Cambodge Chine Egypte Ethiopie Maroc Namibie Sénégal	<ul style="list-style-type: none"> - Formation de groupes - Transmission des savoir-faire - Soutien au développement de nouveaux designs (créativité) - Renforcement des compétences entrepreneuriales et de marketing - <i>Business Development Services delivery</i> - Création et renforcement de réseaux commerciaux (local, provincial, national, exportation) - Gestion des ressources naturelles (matières premières...) - Construction d'ateliers - Approvisionnement en équipement - Organisation de foires culturelles par les communautés locales - Développement de produits touristiques culturels 	<ul style="list-style-type: none"> - Pérennisation du savoir-faire comme source de revenu supplémentaire - Amélioration des conditions de vie - Valorisation de l'individu dans le foyer et dans la société - Intégration des communautés dans l'économie locale - Création d'emplois - Stimulation de la demande
Prise en compte des spécificités culturelles dans l'élaboration et la mise en œuvre de programmes et de politique de développement local	Sénégal Maroc Cambodge	<ul style="list-style-type: none"> - Au niveau de l'élaboration des plans locaux de développement par Conseils Ruraux (élus, collectivités locales) - Elaboration d'un plan communal de développement intégrant la culture comme vecteur de développement <p>Au niveau de la mise en œuvre d'activités</p>	<ul style="list-style-type: none"> - Les communautés locales (surtout autochtones) acceptent et sont parties prenantes dans des projets de développement qui respectent leurs spécificités culturelles.

		de soutien aux communautés rurales par les programmes de développement	
Reconnaissance dans la politique nationale de l'importance de la culture dans le développement	Maroc Sénégal	<ul style="list-style-type: none"> - Elaboration d'une stratégie nationale de préservation, de valorisation et de promotion du patrimoine par un processus de large consultation (approche participative) prenant en compte les OMD - Elaboration par toutes les parties prenantes (consultation sur un an avec le gouvernement, le secteur privé, les élus, les collectivités locales, les partenaires de développement) d'une stratégie de croissance accélérée sur la fenêtre « Tourisme-Industries Culturelles-Artisanat » (TICA) 	<ul style="list-style-type: none"> - Synergie entre différents institutions gouvernementales (tourisme, culture, habitat, urbanisme, affaires religieuses...) - Reconnaissance par les dirigeants politiques du patrimoine comme vecteur de développement

KNOWLEDGE CAFÉ - DISCUSSION SHEETS

Culture and education (MDG 2)

SUB-THEMES	JP COUNTRY	CONCRETE EXAMPLE	DESCRIBE THE ADDED VALUE (WHY & HOW?)
Public awareness raising on cultural heritage	<i>Palestine</i>	Development and distribution of heritage manual for primary and middle schools	Integrate culture into educational system in cooperation with MoE and UNRWA
	<i>Egypt</i>	Conduct various awareness raising activities for school children on heritage protection	To raise awareness about heritage site and encourage site conversation through campaigns, lectures, flyers and site visits
Curriculum and policy development	<i>Namibia</i>	Mainstream cultural heritage in national education curriculum and train teachers in the use of the improved curriculum	Introduce heritage protection into educational curriculum by reviewing existing policies, integrating culture into the curriculum and training teachers in the new curriculum
	<i>China</i>	Review of national education policies	To improve education policies for ethnic minorities and

		concerning ethnic minorities & their local implementation and development & dissemination of policy recommendations	strengthen their local Implementation through a policy gap analysis, local case studies and a national policy workshop
	<i>Ethiopia</i>	Development of vocational curricula for craftsmen	To enhance the role of handicrafts in economic development by creating well-trained human resources

KNOWLEDGE CAFÉ - DISCUSSION SHEETS
Culture and gender equality (MDG 3)

SUB-THEMES	Category	JOINT PROGRAMME COUNTRY	CONCRETE EXAMPLE	DESCRIBE THE ADDED VALUE (WHY & HOW?)
Skills development and training	Creative Industries	Egypt	Training course for 20 women on producing innovative marketable handicrafts made of recycled materials	<ul style="list-style-type: none"> - Contribution to MDG 1- income generation - New field of training introduced - Empowerment of women despite a conservative social context (adaptability of the programme to the social context/women work from home) - Contribution to MDG 7 – usage of agricultural waste for CI manufacturing
		Cambodia	<ul style="list-style-type: none"> - Training courses for women on ensuring good quality of handicrafts - Linking trainees with local markets - Training on how to market handicraft products (financial, business,7 knowledge) 	<ul style="list-style-type: none"> - Gender empowerment through enhancing financial income - Promoting women as household responsible of family income - MDG 1- Income generation
	Tour Guiding	Namibia	Training course on tour guiding /motivating women to join the sector	<ul style="list-style-type: none"> - Awareness raising among community members convincing women to join Job creation and employment opportunities (specially school drop outs) - Behavioral change
	Policies and strategies	Palestine	Development of gender responsive “National Sector Strategy of Culture” used as the base of sector	<ul style="list-style-type: none"> - Behavioral and institutional change within the ministries

			programmes and ministries plans and policies Gender responsive programmes and activities resulted from the strategy	- First time coordination between ministries (MoC and MoWA)
Awareness raising	Reproductive health	Mozambique	Cross cutting role of culture at the service of reproductive health plans. Men and women roles in the sexual reproductive health Targeting both men and women.. Bringing the issue to discussions by men.	- Direct link to MDG 5 and MDG 6. - Sessions addressed boys and girls jointly, culturally separated in schools. - Women are required to develop jointly with men action plans and this helped in raising their voices.

KNOWLEDGE CAFÉ – FICHE DE DISCUSSION
Culture et égalité des genres (MDG 3)

SOUS-THEMES	PROGRAMME CONJOINT / PAYS	EXEMPLES CONCRETS	DECRIEZ LA VALEUR AJOUTE (POURQUOI ET COMMENT?)
Appui à l'autonomisation des femmes	Mauritanie	Appui et création d'AGR (tourisme, artisanat et culture) -Mise en place de deux auberges (gérées par homme et femme) -10 coopératives artisanales traditionnelles (bijoux, tissus, peinture ...) -7groupes musicaux, calligraphie....	L'autonomisation des femmes et renforcée par : - Création de Revenus - Réduction de la pauvreté - Réduction de l'exode rural - Amélioration de la cohésion sociale -participation à la prise de décision et à l'amélioration des conditions de vie (ménage, mariage...) -prise en compte du Genre dans le montage des projets AGR.
	Sénégal	20 groupements appuyés dans le secteur de la pêche. -appui à la commercialisation des produits -20 groupements appuyés dans le secteur de production et de commercialisation du couscous et Fannio.	
	Maroc	Appui des femmes dans trois filières : - Tissage des tentes et vannerie (1 GIE, 36 femmes) - Couscous (1 GIE, 24 femmes)	

		Appui à la commercialisation des produits	
Renforcement des capacités	Mauritanie	<ul style="list-style-type: none"> -Atelier de sensibilisation sur les objectifs du programme. -Atelier sur le suivi-évaluation Sensibilisation des femmes et hommes sur les AGR. <ul style="list-style-type: none"> -sensibilisation à travers réunions (tourisme, culture) 	<ul style="list-style-type: none"> -Empowerment Niveau national et local -Ressources humaines valorisées (estime de soi, confiance, mobilité,...) -qualité des produits fabriqués améliorée -les gens connaissent leurs droits.
	Sénégal	<ul style="list-style-type: none"> -Organisation de 4 ateliers sur les droits d'auteurs et la propriété intellectuelle pour environ 100 personnes. -organisation d'un atelier de management et techniques de commercialisation pour 40 femmes. -2 ateliers de sensibilisation à l'environnement (100 personnes) - Atelier artisanat-tourisme (100 personnes) -2 ateliers de sensibilisation destinés aux femmes sur les axes de lutte contre la violence à l'égard des femmes (100 femmes) 	
	Maroc	<ul style="list-style-type: none"> -Atelier sur le concept Genre dans l'action culturelle (H et F) -Formation sur la budgétisation sensible au Genre au profit des acteurs locaux des 4 communes ciblées. -Atelier sur le leadership féminin et l'approche droit (200 femmes) -formation sur les techniques de tissage de tente (34 F) - Formation sur les motifs, design de vannerie (60 F) -Formation sur les techniques de séchage du 	

		couscous (20 F) -formation de 60 personnes sur les OMD -sensibilisation de 100 personnes sur les OMD. -Formation sur le montage des projets (6 coopératives, 100 femmes) -Formation sur la gestion administrative et financière des coopératives (100 F)	
Elaboration des stratégies, politiques et lois	Mauritanie	-15 études mettant l'accent sur l'égalité du Genre et la Culture.	-connaissances des législations et des lois existants en matière de culture et égalité du Genre.
	Sénégal	-Existence d'une loi sur la parité (décret non publié)	
	Maroc	-au niveau national : intégration des préoccupations du Genre dans les SNPP. -Au niveau local : intégration des préoccupations du genre et du patrimoine dans le processus d'élaboration de 4 PCDs.	

KNOWLEDGE CAFÉ - DISCUSSION SHEETS
Culture and health (MDG 4, 5, 6)

SUB-THEMES	Category	JP COUNTRY	CONCRETE EXAMPLE	DESCRIBE THE ADDED VALUE (WHY & HOW?)
Health	Awareness	Mozambique	Use of social cultural approach in sexual & reproductive health and its impact also on HIV & AIDS Stakeholders' defined action plan and strategy to address SRH practices. Harmonizing and unifying the messages between traditional and formal education and health systems.	With recognition of the role of both the traditional and formal health and education systems will lead to more sustainable, appropriate and scientifically accurate approaches to SRH practices. Community identifying their problems initiating dialogue on problem causes.

KNOWLEDGE CAFÉ - DISCUSSION SHEETS
Culture and environment (MDG 7)

SUB-THEMES	JP COUNTRY	CONCRETE EXAMPLE	DESCRIBE THE ADDED VALUE (WHY & HOW?)
Awareness raising and promotion of indigenous knowledge in environmental conservation	<i>Ethiopia</i>	Inventory of indigenous knowledge in environmental conservation	To promote ind. Knowledge hand in hand with modern conservation systems through creating inventories
	<i>China</i>	Conduct advocacy campaign on the role of traditional knowledge in biodiversity protection	To strengthen and capitalize on traditional knowledge and practices in biodiversity protection through conduction of advocacy campaign
Etude d'impact environnemental	<i>Sénégal</i>	Etude d'impact en vue de la création d'un centre d'interprétation et d'un centre communautaire	Préservation et valorisation du site
Environmental sustainability	<i>Namibia</i>	Developed EIAs and EMPs for the selected cultural tourism pilot sites	To ensure environmental sustainability through development of EIAs and EMPs
Linking cultural and environmental strategies	<i>Egypt</i>	Working towards turning 1 cultural heritage site into a protected area	To protect the natural and cultural properties of the heritage site
	<i>Maroc Mauritanie</i>	Production d'outils stratégiques (stratégies, plans communaux de développement, révision de textes de loi)	Prise en compte du lien entre culture et environnement
Promotion des savoirs locaux en matière d'environnement	<i>Maroc</i>	Développement d'AGR lies au patrimoine culturel (production de couscous, dattes, vannerie, tissages)	Recours à l'énergie solaire pour le séchage du couscous permet de préserver l'environnement

KNOWLEDGE CAFÉ – FICHE DE DISCUSSION
Culture dans le partenariat mondial (MDG 8)

SOUS-THEMES	PROGRAMME CONJOINT / PAYS	EXEMPLES CONCRETS	DECRIVEZ LA VALEUR AJOUTE (POURQUOI ET COMMENT?)
Link and coordination with multi and bi partners / mapping préalable des activités	Cambodge Egypte Ethiopie Maroc	- Mapping préalable à l'élaboration des activités du Programme Conjoint (Ethiopie, Sénégal) - Building partnership with WTO to put Darshur	- Eviter les doublons - Renforcer les synergies - Renforcement des processus institutionnels - MDG-F programme impact extended beyond its

<p>Connexion à des réseaux régionaux ou internationaux</p> <p>Promotion des échanges culturels</p>	Namibie Sénégal	<p>site on the tourism map (Egypte)</p> <ul style="list-style-type: none"> - Continuité des activités du Programme Conjoint assurée par un nouveau programme multilatéral - Agreement with local communities and international cooperation to develop one cultural center in one location instead of two (Namibia) 	<p>lifespan</p> <ul style="list-style-type: none"> - Renforcement du poids réseaux régionaux et mise en valeur de leurs thèmes d'intervention sur la scène internationale - Mise en valeur de la culture nationale sur la scène internationale
	Cambodge	<ul style="list-style-type: none"> - Connexion des producteurs de résine à une ONG d'envergure régionale (Asie du Sud-est) spécialisée dans la récolte et la commercialisation de résine - Participation à des festivals internationaux 	
	Maroc		

KNOWLEDGE CAFÉ – FICHE DE DISCUSSION
Partenariats, création de réseaux, coordination

SOUS-THEMES	PROGRAMME CONJOINT / PAYS	EXEMPLES CONCRETS	DECRIEZ LA VALEUR AJOUTE (POURQUOI ET COMMENT?)
Systématisation du dialogue et de la concertation entre les acteurs	Cambodge Chine Egypte Ethiopie	<ul style="list-style-type: none"> - Organisation d'une consultation nationale sur l'élaboration d'un Décret Royal pour l'établissement d'un Système de Trésors Humains Vivants au Cambodge (Cambodge) 	<ul style="list-style-type: none"> - Confiance accrue entre les différents acteurs - Synergie entre les différents acteurs - Création d'un consensus autour des textes de loi - Lancement de dynamiques de dialogue et de

<p>gouvernementaux, non gouvernementaux et privés</p>	<p>Maroc Namibie Sénégal</p>	<ul style="list-style-type: none"> - Implication dans toutes les formations et ateliers (tous pays) - Forums de développement local pour les communautés des sites du patrimoine mondial (Egypte) - Organisation de Consultations Publics-Privés, sectorielles et intersectorielles au niveau national et local (tous pays) - Organisation d'un Dialogue Interinstitutionnel et de Concertation Intersectoriel pour l'élaboration de la Stratégie Nationale (Sénégal) - Organisation d'un Dialogue National pour la révision de la Loi sur le patrimoine du Maroc - Création de Cadres Conventionnels de partenariat entre le Gouvernement, les élus et les porteurs de projets dans la zone de mise en œuvre du Programme Conjoint (Maroc) - Soutien à la création d'associations d'artisans - Connexion entre les organisations locales et les associations nationales, pour renforcer les compétences des premières et élargir le réseau des secondes (dans le domaine de l'artisanat et des arts de la scène au Cambodge) 	<p>transparence qui peuvent durer au-delà-du programme (encrage de bonnes pratiques)</p>
<p>Renforcement des réseaux nationaux-locaux</p>	<p>Cambodge Chine</p>	<ul style="list-style-type: none"> - Three documentary films produced on cultural mapping and agricultural heritage 	<ul style="list-style-type: none"> - Opportunités de renforcement des capacités et d'accès au marché pour les membres de l'association - Renforcement des capacités et des rayons d'action des acteurs non gouvernementaux (fédérés)
<p>Partnership with media for communication and advocacy</p>	<p>Chine</p>	<ul style="list-style-type: none"> - A number of newspaper articles, interviews published around the theme of culture and development for ethnic minorities, heritage protection and crafts - A number of public events organized including photo exhibition and public lectures 	<ul style="list-style-type: none"> - Awareness raising amongst public, volunteers and potential donors

KNOWLEDGE CAFÉ - DISCUSSION SHEETS
Culture as a factor of sustainability

SUB-THEMES	Category	JP COUNTRY	CONCRETE EXAMPLE	DESCRIBE THE ADDED VALUE (WHY & HOW?)
Income generating	Capacity building	Egypt	<ul style="list-style-type: none"> - Promotion of tourism in JP target area through the development of the master plan of tourism and master plan of the area (including the archeological aspect) - Establishment of local guide associations in a rural and conservative area that act as entry points to promote tourism 	<ul style="list-style-type: none"> - Behavioral change (conservative local communities accepted to receiving tourists home stay thanks to cultural sensitive eco tourism plans)
Policy/ legal framework	Transmission of living ICH to young generation	Cambodia	<ul style="list-style-type: none"> - A decree for promoting living human treasures and conserving ICH. 	<ul style="list-style-type: none"> - Protection of ICH – convention 2003 - Through intense networking between ministries, NGOs, civil society - Through awareness raising targeting stakeholders and local communities
	Cultural diversity and introduction of handicrafts	Ethiopia	<p>Cultural diversity and social cohesion are part of a revised national culture policy (devised in the framework of the MDG F).</p> <p>Ratifying the 2005 convention and promoting indigenous knowledge.</p>	<ul style="list-style-type: none"> - Awareness raising on cultural diversity and reflecting this aspect in the government policies.
Health	Awareness raising	Mozambique	<p>Methodology and strategy devised for Sexual and Reproductive Health through a socio cultural sensitive approach (community, traditional and religious leaders and community members, as well as formal educational and health system)</p> <p>Integration of socio cultural aspects in district development planning.</p>	<ul style="list-style-type: none"> - Sustainability ensured through the socio-cultural approach - Inter-sectoral approach and methodology defined by the stakeholders
Laws, strategies and		Mauritania	<ul style="list-style-type: none"> - Creation of the culture diversity village. - Development of Law on heritage and historical sites. 	<ul style="list-style-type: none"> - Mobilisation et appropriation des populations locales (acteurs locaux et SC)

policies		Senegal	<ul style="list-style-type: none"> - Elaboration of the culture sector strategy - Communication - Village and interpretation center. - 2 conservation plans developed, plans and solutions and the integration of socio cultural aspects in district development planning. ped and owned by local authorities. 	de l'Etat et des différents partenaires
		Morocco	Production of the first gender responsive culture strategy Deuxième mécanisme de durabilité : élaboration et application de loi -troisième mécanisme : intégration des préoccupations du Genre et de la culture dans les plans communaux de Développement.	

KNOWLEDGE CAFÉ - DISCUSSION SHEETS
Capacity building and knowledge transfer

SUB-THEMES	JOINT PROGRAMME COUNTRY	CONCRETE EXAMPLE	DESCRIBE THE ADDED VALUE (WHY & HOW?)
Participatory process	<i>Maroc Mauritanie</i>	Echange de visite des Comités de gestion des PC	Occasion d'échange, capitalisation, expérience des deux Comités
	<i>Sénégal Maroc Mauritanie</i>	Mise en place et exécution des PC	Multitude d'acteurs et de décideurs qui se mettent ensemble en réseau
	<i>Palestine</i>	Building a sectoral strategy for culture	The strategy is approved by the government and functioning and provides a reference for all stakeholders in the cultural sector.
Training of trainers (ToT)	<i>Namibia, China</i>	Training of Trainers (ToT) on Start Your Own Cultural Business	Equip communities with entrepreneurial skills through ToT
	<i>Ethiopia</i>	ToT of modern and traditional religious	To create peaceful co-existence between cultures and

		leaders in inter-religious dialogue	religions through dialogue
	<i>Egypt</i>	ToT of community members on the production of cultural products	To promote job and income creation through ToT
Formation	<i>Maroc Mauritanie</i>	Atelier de formation des gestionnaires de projet	Renforcement des capacités de gestionnaire du PC (programmation, suivi et évaluation) et intégration des approches droit et genre
	<i>Maroc Mauritanie Sénégal</i>	Organisation de formation technique dans les domaines du patrimoine culturel et naturel	Inventaire système géographique, TIC
	<i>Maroc Mauritanie</i>	Formation au profit des partenaires nationaux du PC	Renforcement des capacités des partenaires nationaux en gestion de projet (programmation, suivi et évaluation, approche droit et genre)
	<i>Maroc Mauritanie Sénégal</i>	Formation et encadrement des acteurs de terrain (société civile, collectivités locales, autorités, départements institutionnels)	Sensibilisation plaidoyer sur les OMD, développement d'activités pilotes en rapport avec la culture et le développement
	<i>Maroc Mauritanie Sénégal</i>	Formation pratique	Transmission d'un savoir-faire dans l'artisanat, la pêche, le tissage et la cueillette
Tools development	<i>China</i>	Introduce and adapt the UNESCO Cultural Lens to the Chinese context and train local officials in its usage	Enable local officials to conduct culture-sensitive programming
	<i>Maroc Mauritanie Sénégal</i>	Accompagnement d'acteurs de la société civile dans le développement AGR (activités génératrices de revenus) lié au patrimoine naturel et culturel	Transfert de techniques améliorant la qualité et la valeur marchande des produits
	<i>Maroc Mauritanie Sénégal</i>	Elaboration d'outils stratégiques basés sur la culture, révision de texte de lois, définition du rôle des intervenants, charte nationale, production d'outils méthodologiques pour les départements nationaux (inventaires, cartographie, portail et sites web)	Les pays disposent d'outils pour une meilleure gestion du patrimoine culturel et naturel

Annex 4: List of Participants

MDG-F CAMBODIA

- Blaise Kilian, JP Coordinator and representative of the Lead UN Agency, UNESCO
- Laychour Vin, National counterpart, Deputy Director General, Directorate General of Techniques for Culture, Ministry of Culture and Fine Arts

MDG-F CHINA

- Joern Geisselmann, JP Coordinator
- Jiangping Li, Lead UN Agency /National Programme Officer UNESCO

MDG-F EGYPT

- Mohamed Shaker, JP Coordinator
- Amany Nakhla, Lead UN Agency, UNDP
- ElHussein Abdel Bassir, National counterpart, Inspector

MDG-F ETHIOPIA

- Akalu Woldemariam, JP Coordinator
- Getu Assefa, Lead UN Agency /Culture National Programme Officer UNESCO
- Demrew Dagne Yirgu, National counterpart, Director of Cultural Industry Development and Cooperation Directorate, Ministry of Culture & Tourism

MDG-F MAURITANIA

- Alain Sitchet, JP Coordinator
- Baouba Ould Mohamed-Naffé, Lead UN Agency / National Project Officer UNESCO
- Baba Hadmaloum, National Counterpart, President of the Programme Management Committee

MDG-F MOROCCO

- Fatima Ait Mhand, JP Coordinator
- Mohamed Ould Khattar, Lead UN Agency / Programme Specialist UNESCO
- Kamal Raftani, Lead UN Agency / National Project Officer UNESCO
- Philippe Quéau, UNESCO Office Rabat
- Latifa Mouftakir, National Counterpart, Co-President of the Programme Management Committee, Ministry of Culture
- Rachida Lakhal, National Counterpart, Focal Point, Ministry of Culture
- Sara Cherki, National Counterpart, Ministry of Foreign Affairs
- Bouchra Rah, National Counterpart, Agence du Sud / PDTS
- Meryem Bolata, UN Partner Agency, UN Women

MDG-F MOZAMBIQUE

- Lorraine Johnson, JP Coordinator and representative of the Lead UN Agency, UNESCO
- Francisco Benesse, National counterpart, Head of the Planning Department, Ministry of Culture

MDG-F NAMIBIA

- Boyson Ngondo, JP Coordinator
- Damir Dijakovic, Lead UN Agency, UNESCO
- Erica Ndalikokule, National counterpart, Government JP focal point, National Heritage Council

MDG-F PALESTINIAN TERRITORIES

- Hiba Tibi, JP Coordinator
- Muawia Riad Ibrahim Tahboub, National counterpart, Director of International Relations, Ministry of Culture

MDG-F SENEGAL

- Mamadou Koumé, JP Coordinator
- Christian Ndombi, Lead UN Agency, UNESCO
- Abdoul Aziz Guisse, National counterpart, Ministry of Culture, Gender and Living Environment

AECID

Jose Manuel Argiles Marin, Deputy Chief, Department of Cooperation and Cultural Promotion, AECID Madrid

MDG-F SECRETARIAT

Sara Ferrer Olivella, Programme Advisor

EXPERT

Donatella Saccone, Department of Economics, University of Turin, Italy

UNESCO Headquarters (Paris)

- Lynne Patchett, Chief Executive Office of the Culture Sector
- Dorine Dubois, Executive Office of the Culture Sector
- Caroline Munier, Executive Office of the Culture Sector
- Maria Gropa, Focal Point MDG-F Knowledge Management , Executive Office of the Culture Sector
- Nada Al Hassan, Executive Office of the Culture Sector

Annex 5: Workshop evaluation



**Knowledge Management to maximize impact:
Establishing a Knowledge Management System (KMS)
on Culture and Development**

**Evaluation of the Workshop for the Culture and Development
Joint Programmes implemented in the Arab States, Africa and Asia.
El Jadida, 23-25 May 2011**

1. Kindly provide an overall assessment for the workshop preparation:

	I strongly agree	I agree	I disagree	I strongly disagree	Comments
I was sufficiently informed of the objectives and expectations of the workshop before the workshop	17	11			
I was satisfied with the support I received in terms of preparation for the workshop	15	12			

2. Kindly provide an overall assessment of the workshop:

	I strongly agree	I agree	I disagree	I strongly disagree	Comments
The workshop's objectives were met in terms of exchange of information and sharing of experiences	10	18			
It was a good forum for us to strengthen ties among the Joint Programmes of the region	14	13			
I was satisfied with the way the workshop was conceptualised and was structured	10	16	1		
I was satisfied with the time that was made available to present each Joint Programme's salient issues	15	11	1		
The workshop was primarily centred on the substance of the Thematic Window and allowed the Joint programmes to set forth issues they are faced with and discuss them amongst colleagues.	11	13	3		

	I strongly agree	I agree	I disagree	I strongly disagree	Comments
I found the complementarity between the questionnaire and the workshop rationale as being mutually reinforcing and useful	12	8	1	1	
I was better familiarised with Teamworks	5	17	2		
I feel more comfortable to use Teamworks	6	17	1		
I have a better understanding of the KMS objectives	9	17			
The workshop contributed to better identify linkages to targeted MDGs	13	14	1		
The workshop contributed to better identify lessons learnt	8	18	1		
The workshop contributed to better identify good practices	15	10	1		
I gained greater knowledge about other JPs	17	10			
The workshop was well organised	19	8	1		

3. Please rate the following:

	Very useful	Useful	Not useful	Comments
Usefulness/interest of presentations on the JPs and their success stories	20	7		
Usefulness/interest of the thematic discussion session in mixed groups	14	11		
Usefulness/interest of the auto-evaluation session	10	15	1	
Usefulness/interest of questionnaire feedback session	8	14	1	
Usefulness/interest of Teamworks and KMS architecture session	9	12		
Quality of the workshop's moderation	19	8		