Number/percentage of partner organizations learning new and valuable information/knowledge produced from partnership activities, by type

Indicator Number:
49

Logic Model Component:
Initial Outcomes

Data Type(s):
Count, proportion, qualitative

Short Definition:
Measures the extent to which partner organizations and their audiences report that they have learned about knowledge jointly produced from partnership activities

Definition and Explanation (Long):
This indicator measures the extent to which partner organizations and their audiences report that they have become aware of and are learning from knowledge jointly produced from partnership activities and feel capable of applying knowledge in their work. This indicator focuses on the value-generating type of knowledge, or expertise, that enables them to achieve their partnership goals and objectives (ADB, 2011).

Data Requirements:
Quantitative data from self-reporting survey; qualitative data from anecdotal user reports

Data Sources:
Periodic surveys, followed by key informant interviews and focus groups, as needed

Frequency of Data Collection:
Annually

Purpose:
The purpose of this indicator is to systematically document learning opportunities supported in the partnership through partnership activities and KM outputs, particularly partner organizations producing value-generating types of knowledge, such as guidelines, lessons learned, or promising practices on technical topics. For example, High Impact Practices
(HIps) in Family Planning, which are a set of evidence-based family planning practices vetted by experts against specific criteria and documented in an easy-to-use format, provide specific value-generating types of knowledge.

Issues and Challenges:

Value-generating types of knowledge are specifically relevant to KM and partnerships, and generally fall under three categories of knowledge areas: 1) sector/thematic, 2) research, and 3) operational (ADB, 2011): · sector and thematic knowledge – largely tacit, but can be made into know-how explicit through meetings, publications, and other mechanisms; · research knowledge – primarily published and, therefore, explicit but may also include tacit research know-how in specific subject areas and research methods, which should be distinguished from the explicit nature of basic health science research; · operational – primarily explicit know-how about the organizational framework, examples include operational policies, procedures, instructions, and processes. It is useful to link the learning of new knowledge among partner organizations to these categories, and assess in which areas partnership activities are adding particular values in achieving partnership goals and objectives.

Related Indicators:

To adopt new knowledge, partner organizations need to first learn the new knowledge. This learning stage encompasses the progression from awareness of new knowledge to one’s attitudes toward the knowledge and the intention to use it. For more information, see indicators 34 to 39.

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