



CAPACITY
BUILDING
COMMISSION

Promotion of Knowledge Sharing and creation of a Knowledge Repository

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Chapter 1. Introduction

1.1 Objective of the report

A responsive and outcome-oriented civil service is the bulwark of an efficient government system. Public servants are the face of government, they play an important role in society in contributing to national growth and promoting social good. Therefore, public servants should be committed to delivering the best administration possible and providing timely and quality service, while handling new and challenging problems with integrity. The government needs a critical mass of professionally educated officers and staff to effectively deliver on its public service goals and be a professional organisation. Thus, capacity building is a vital step towards ensuring the high performance of the civil service. An important enabler of building capacity is collaboration, through knowledge management and knowledge sharing.

This report aims to serve the following objectives to foster a culture of effective collaboration among institutes:

- Knowledge sharing among CSTIs through the development of courses and case studies.
- Resource sharing among CSTIs through faculty, physical infrastructure, research papers and other knowledge resources.
- Creation of a knowledge repository to act as a digital platform for collaboration among CSTIs.

What is knowledge management?

Knowledge management is generally defined as a set of new organizational practices with wide relevance in the knowledge economy. Knowledge management deals with practices and processes designed to optimize the use of knowledge. It is the process of enabling knowledge flow to enhance shared understanding, learning, and decision-making.

Public organizations are usually vertically divided into inter and intra-agency or department functions. This usually leads to a silo mentality in each agency, department, or section with little communication with external players. One of the key scopes of most knowledge management initiatives in public sector institutions includes knowledge sharing and creation across and beyond silos. Knowledge management is an essential element in collaborative organizations. It provides the overall strategy to manage the content of e-government by providing knowledge organization tools and techniques, monitoring whether knowledge contents are updated regularly, and making available all necessary information to citizens.

Government organizations worldwide are facing challenges as they increasingly transition into an electronic work environment. There is therefore an urgent requirement to adopt new approaches to electronic information management. Knowledge management tools have increasingly been recognized by most governments as strategic resources within the public sector.

What is knowledge sharing?

Knowledge sharing, in the context of a capacity-building exercise, can be defined as the process of sharing resources comprising inter alia of infrastructure, information, material, expertise, faculty, training content, etc., that facilitates the strengthening of capacities through a collective learning ecosystem. Knowledge sharing promotes the development of capacities. Different institutional structures exist to manage and oversee civil service training, and various approaches exist to align training at individual, organisational and institutional levels. It is important that training and development are organised and aligned to the core priorities of the civil service, not only to civil service vision and competency frameworks, but also to future priorities such as foresight, innovation, and digital skills.

A **Knowledge Repository** offers a ready platform for civil service personnel at both Central and State levels to open their professional knowledge to all other departments for mutual benefit. By pooling resources and taking advantage of each other's expertise, departments could build adequate capacity and reduce costs. They could tap into the resources that they do not have and participate in a networked resource development process.

Chapter 2. Institutionalization Of Knowledge Sharing & Repository

Knowledge Sharing, in the context of capacity building exercise, can be defined as the process of sharing information, material, expertise (packed in skill building initiatives), training content, and other resources that facilitate the strengthening of capacities through a collective learning ecosystem. Knowledge is a strategic asset that should be socially owned for its effective utilization. Sharing of these resources promotes the development of capacities by adding various bits and pieces of knowledge at a place where they can complement each other, by dissemination of skills in a way that they are upgraded by users and further shared, and by evolving a shared appreciation and understanding of behavioural competencies necessary to create the ecosystems in which they are standardised and nurtured.

The case material bank will serve to provide a repository of best practices, which can be used by training institutes for capacity building of present and future civil servants. It will serve as a cogenerated resource of best practices and innovations adopted across the public sector space for civil servants to contribute and benefit from. It will also serve as a device for recording and managing knowledge, by mapping institutional memory in relation to important projects conceived and facilitating learning from past mistakes and successes.

Another important aspect of knowledge sharing is the Knowledge Network, which would serve as an ideal platform for interactions among the CSTIs. It will provide a mapping of the capacity-building resources that can be shared among the CSTIs. This would include listing capacity-building programs undertaken by CSTIs as well as those conducted by other agencies for civil servants, course material, faculty, and external subject matter experts. The exploration through the network can promote a culture of sharing and nudge the ecosystem towards a networked approach to learning.

To achieve the goals enshrined in setting up of knowledge repository and ensuring effective knowledge sharing among Civil Service Training Institutions (CSTIs), it is essential to institutionalize a mechanism, which can ensure its continuity. Such institutional mechanism needs not only acceptance by all stakeholders but also their pro-active participation, in both contributing and receiving shared knowledge and resources. Once effective and institutionalized, it can break the silos in the training landscape of civil services in India, minimize duplication of efforts and enable leveraging of expertise at scale to benefit a wider group of trainees from within the Government. It can also enable CSTIs to focus on their areas of expertise and reach greater heights therein.

For the sake of simplicity and conceptual clarity, the whole exercise can be divided into three large groups of related outputs:

- 2.1 Institutionalization of knowledge sharing mechanism among CSTIs. We can refer to it as "Knowledge Sharing" (KS).
- 2.2 Development of a digitalised database of knowledge and the software application to host knowledge resources and institutionalization of its control, management, review, and quality control. We can call this digitalised database and the software operating it the "Knowledge Repository" (KR).
- 2.3 Strategies that can be adopted for ensuring successful and efficient implementation.

2.1 Institutionalization of Knowledge Sharing Mechanism (KS)

To accomplish the institutionalization of knowledge sharing among CSTIs, the key outputs required and the mechanism to achieve the same are mentioned below:

Key Outputs	Mechanism to achieve the key outputs
Common courses by CSTIs with relevant experience	<ul style="list-style-type: none"> • Identification of Areas of Common Interest wherein courses can be useful across all or several CSTIs. • Identification of CSTIs as Centres of Excellence/ renowned capacity in those areas. • The conceptualisation of Common Courses in such areas by CSTIs with expertise • Identifying the demand-supply limitations, other logistics, mode of delivery (MOOCs/online/hybrid/physical), costs & fees, incentives for resource persons, and constraints (Receipt &

	Payment Rules/Budgeting/Mandate from parent Department/GFR/DFPR) for such common courses
Resource Sharing	<ul style="list-style-type: none"> • Identification of categories of resources (internal/external) that are to be shared. • Identification of competencies (behavioural/functional/domain) for sharing of resources. • Conceptualizing the mechanism for identifying best resource persons for areas of capacity building. • Getting resource sharing practices embedded in CSTIs.
Networking	<ul style="list-style-type: none"> • Conceptualizing & institutionalizing a proactive network of CSTIs with CBC as a facilitator & CSTIs taking turns to host its events • Conceptualizing the scope of collaboration among CSTIs (sharing of faculty, conducting common courses, customized courses etc.) and their institutionalization by DoPT in the form of official Guidelines, and standard MoUs. • Conceptualizing the scope of collaboration of CSTIs with other institutions & agencies with relevant & requisite expertise, and their institutionalization by DoPT in the form of official Guidelines, and standard MoUs
Developing and Sharing Case Material	<ul style="list-style-type: none"> • Standardisation of Case Material (case study/case laws/case scenarios): Templates/Parameters for selection/Benchmarking/Guidelines on preparation & use of case material. • Capacity building of Faculty in preparing case material. • Conceptualization & implementing appropriate incentives for resource persons preparing quality case material. • Conceptualization of Mechanism for Review & Quality Control

2.2 Development & Institutionalization of Knowledge Repository (KR)

CBC recommends setting up a knowledge repository to increase collaboration among Civil Service Training Institutions. The key decision points that will need to be considered for this purpose and the details of potential options are further elaborated in the later part of this chapter.

One of the mechanisms for sharing knowledge resources is a central digitalised knowledge repository, consisting of a database of shared resources in digital format, and an appropriate software application to connect and make it accessible to those using it. The knowledge repository or KR would itself be a shared resource among CSTIs, although to ensure efficient management it should be managed and monitored by a single CSTI or a cluster of CSTIs working together. A project monitoring unit may also need to be put in place to ensure that the project is implemented in accordance with its objectives.

The KR will receive resources from both Internal and External sources. For internal resources, the KR would leverage the CSTIs as contributors. The CSTIs can share the cases developed by them, their courses, and the faculty list.

The various outputs that would need to be achieved to establish the broader goal of setting up a digitalized Knowledge Repository where shared resources can be accessed by all CSTIs (and maybe other users), and the institutionalization of its management and quality control, can be listed in the following manner:

- Conceptualize & develop the Digital Platform for hosting the KR.
- Conceptualization & constitution of the Team that will manage the KR.
- Conceptualize the Project Monitoring Unit (PMU) for KR and its roles.
- Conceptualize the mechanism for interaction of CSTIs & trainees with KR.
- Conceptualize the mechanism for sharing of resources by the CSTIs with KR
- Conceptualize the mechanism for sharing external resources on KR
- Conceptualize the mechanism for archiving redundant resources
- Conceptualization of the Scope of Use of Resources shared on KR
- Conceptualization of Review Mechanism & Feedback Loop.
- Developing ToR for engaging an external Partner Agency if so required.
- Developing a Standard Operating Procedure (SOP) for all stakeholders, their respective roles, interactions, and troubleshooting.

2.3 Strategies for successful implementation & institutionalization

To ensure that the objectives are achieved as desired, there would be a need to adopt certain measures and interventions at various stages of the project. The outputs that would be required to implement such strategies for successful and effective implementation and institutionalization of a knowledge-sharing ecosystem among CSTIs, and the knowledge repository where such resources will be hosted and accessed, can be listed as under:

- Pre-pilot SWOT Analysis of the proposed system of Knowledge Sharing & Knowledge Repository
- Pilot Project as Proof of Concept with core functionalities, stakeholder participation and feedback
- Identification of weaknesses & vulnerabilities of proposed KS and KR & strategies to strengthen them and make them self-sustainable.
- Determine the Timeline for Implementation of all steps envisaged.
- Estimate Resources & Inputs required for Implementation in the given time frame.
- Identifying a cluster of CSTIs (3 to 5) to carry out the work of this project under the guidance and supervision of CBC. (Can be the same as the Team managing KR or a larger cluster with additional CSTIs)
- Identification of the respective roles & responsibilities of each CSTI in the Cluster of CSTIs implementing the project.
- Regular Stakeholder Inputs; Analysis of Inputs & Troubleshooting Measures for timely & successful Implementation.
- Decision on Financing in the Long Term: Government Financed or Self-Financed

Chapter 3. Sub-committee Recommendations

The sub-committee on Promotion of Knowledge Sharing after deliberation on the above key outputs recommends the following practices that could be adopted in the short and long term by the various stakeholders:

Key Outputs	Stakeholder	Recommendations
Common courses by CSTIs with relevant experience	CSTIs, CBC	Short term <ul style="list-style-type: none"> Digitalize courses where CSTIs have relevant expertise and can be delivered online Form a working group with CSTIs with common interest and identify the scope of knowledge sharing
		Long term <ul style="list-style-type: none"> Identification of CSTIs as Centres of Excellence (CoE)/ renowned capacity in areas of common interest Collaborate with other CSTIs to develop CoEs Develop courses of common interest in collaboration with other CSTIs Identify the demand supply limitations, other logistics, mode of delivery (MOOCs/online/hybrid/physical), costs & fees, incentives for resource persons, and constraints (Receipt & Payment Rules/Budgeting/Mandate from parent Department/GFR/DFPR) for such common courses
Resource Sharing	CSTIs, CBC	Short term <ul style="list-style-type: none"> Prepare exhaustive list of all resources available that can be shared (faculty, accommodation/ convention centres/ sports/ lab and other facilities) Digitalize knowledge resources (research papers, thought leaderships etc.) that can be shared
		Long term <ul style="list-style-type: none"> Define joint research targets for developing training programs run by both/one of the institutes Onboard faculty from other CSTIs as compared to faculty from non-CSTIs (higher honorarium could be provided for the same) Involve representation from external institutes in governing bodies of CSTIs to promote diverse thinking Conceptualize the mechanism for identifying the best resource persons for areas of capacity building Embed resource-sharing practices within CSTIs
Networking	CSTIs	Short term <ul style="list-style-type: none"> Prepare calendar of events to be tentatively conducted/participate in the year

		<ul style="list-style-type: none"> • Create forums and other communication channels to facilitate interaction between faculty of other institutes from similar domain • Conduct faculty networking events among institutes of similar domain • Knowledge Exchange Programs: Enable faculty, trainee and staff from partner CSTIs to participate in a systematised exchange program
	CBC	<p>Long term</p> <ul style="list-style-type: none"> • Conceptualize & institutionalize a proactive network of CSTIs with CBC as a facilitator & CSTIs taking turns to host its events • Conceptualize the scope of collaboration of CSTIs with other institutions & agencies with relevant & requisite expertise, and their institutionalization by DoPT in the form of official Guidelines, and standard MoUs
Developing and Sharing Case Material	CSTIs	<p>Short term</p> <ul style="list-style-type: none"> • Digitalize existing case studies by CSTIs on best practices
	CBC, CSTIs	<p>Long term</p> <ul style="list-style-type: none"> • Standardisation of Case Material (case study/case laws/case scenarios): Templates/ Parameters for selection/ Benchmarking/ Guidelines on preparation & use of case material • Capacity building of Faculty in preparing case material.
Knowledge Repository	CBC	<ul style="list-style-type: none"> • Conceptualize and develop the Knowledge Repository
	CSTIs	<ul style="list-style-type: none"> • Digitalize knowledge resources (research papers, best practices, case studies, thought leadership papers, etc.)

Annexures

Annexure 1

Metrics and Stages of under Collaboration Pillar of National Standards for Civil Service Training Institutions

<i>Metric</i>	<i>Descriptor - Stage I</i>	<i>Descriptor - Stage II</i>	<i>Descriptor - Stage III</i>	<i>Descriptor - Stage IV</i>	<i>Descriptor - Stage V</i>
<i>What percentage of faculty members' total training hours are spent at other Institutes?</i>	<i>Less than 25% of total training hours of the faculty</i>	<i>25-29% of total training hours of the faculty</i>	<i>30-34% of total training hours of the faculty</i>	<i>35-40% of total training hours of the faculty</i>	<i>>40% of total training hours of the faculty</i>
<i>To what extent has the institute leveraged faculty members from other institutes to deliver trainings in the past two years?</i>	<i>For less than 25% of courses</i>	<i>For 25-29% of courses</i>	<i>For 30-34% of courses</i>	<i>For 35-40% of courses</i>	<i>For >40% of courses</i>
<i>To what extent do you contribute Course / Course Material / Digital learning resources to other training institutions in the last 2 years?</i>	<i>For less than 25% of total courses</i>	<i>For 25-29% of total courses</i>	<i>For 30-34% of total courses</i>	<i>For 35-40% of total courses</i>	<i>For >40% of total courses</i>
<i>To what extent did you leverage Course / Course Material / Digital learning resources from other training institutions in the last 2 years?</i>	<i>For less than 25% of total courses</i>	<i>For 25-29% of total courses</i>	<i>For 30-34% of total courses</i>	<i>For 35-40% of total courses</i>	<i>For >40% of total courses</i>
<i>To what extent has the Institute conducted and participated in networking events in the past 2 years?</i>	<i>The Institute has not conducted or participated in any networking events in the last 2 years.</i>	<i>The Institute has not conducted or organized any events but has participated in workshops or events organized by other CTIs which are mostly official in nature.</i>	<i>The Institute has organized occasional networking events and workshop or participated in similar events organized by other training institute in the last 2 years</i>	<i>The Institute regularly organizes and participates in workshops, networking events in the last 2 years, which also has participation from several academic / non-academic stakeholders from the country.</i>	<i>The Institute regularly organizes and participates networking events and engages industry experts. The institute also proactively encourages and handholds other ATIs and RTIs to organize similar events on a regular basis.</i>

Annexure 2

Case Study: A useful model for collation of resources and building up a knowledge repository

The U.S. Office of Personnel Management (OPM) serves as the chief human resources agency and personnel policy manager for the United States Federal Government. OPM provides human resources leadership and support to Federal agencies and helps the Federal workforce achieve their aspirations as they serve the American people. OPM directs human resources and employee management services, administers retirement benefits, manages healthcare and insurance programs, oversees merit-based and inclusive hiring into the civil service, and provides a secure employment process.

Under the Program Division -Human Resources Solutions – is the **Centre for Leadership Development** (CLD). CLD offers education programs for all career levels based on the Executive Core Qualifications (ECQs). They deliver their products and services through multiple modalities to transform today's employees into tomorrow's leaders through innovative development programs.

CLD provides:

- Government-to-government courses
- Interagency and tri-sector leadership development
- Tailored solutions and learning management systems
- Distance learning
- Human centred design
- Programs for succession management

The **Knowledge Portal division** of CLD works with agencies to help them understand the importance of sharing knowledge of agency missions, goals, and values across all organizational lines. The Division helps agencies realize the full potential of their employees by helping them develop processes to share knowledge across organizations. Specific offerings include the development and delivery of customized learning management systems (LMS)/learning content management systems (LCMS) and associated services, e-Learning/Testing platforms, communities of practice, and other content and collaboration platforms, object and document repositories, course development, and innovative software engineering services.