

インドネシア国

国家開発企画庁

インドネシア国
南南協力推進のための
ナレッジマネジメントプロジェクト

最終報告書

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独立行政法人 国際協力機構（JICA）

アイ・シー・ネット株式会社

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略語表

BAPPENAS	国家開発企画庁
JCC	合同調整委員会
JICA	独立行政法人国際協力機構
M/M	協議議事録
PDM	プロジェクトデザインマトリックス
PNPM	住民エンパワーメントプログラム
PO	作業計画
R/D	討議議事録
SECI	共同化、表出化、結合化、内面化
TFT	タスクフォースチーム
WG3	第3作業部会

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I. プロジェクト実施の背景

インドネシア政府は、援助効果の向上に関する取り組みを行うとともに、南南協力の推進に向けた施策を展開している。これは、長く被援助国であったインドネシアが、新興国として積極的に他の途上国を支援していく立場に変わりつつあることを示している。

国際連合や世界銀行の所得階層別分類では、中所得国¹に位置づけられているインドネシアは、2008年に東南アジア諸国では主要20カ国・地域のG20へ唯一加盟するなど、国際社会において高いプレゼンスを獲得しつつある。インドネシア政府は、新興国の中で強いリーダーシップを発揮するためにも南南協力が重要と認識している。2010年には国家開発企画庁（BAPPENAS）の省令により「南南協力調整チーム」を創設し、関係省庁の連携を通じて国を挙げて南南協力を推進していく体制を構築し始めた。南南協力は中期開発5カ年計画（2009～2014年）にも取り上げられている。JICAは、これまでインドネシア政府の南南協力に関する政策的方向性を概観する調査²を行ったほか、2010年度後半には、南南協力実施のための政策文書となる「南南協力グランドデザイン」（2011～2025年）と「南南協力ブループリント」（2011～2014年）の起草を支援した。

インドネシア政府は、2009年に日本に対して、技術協力プロジェクト「援助効果向上のためのナレッジマネジメント開発プロジェクト」の要請を行った。しかし、その後、インドネシアで南南協力推進の機運が一気に高まったことから、2011年10月にJICAが実施した本技術協力プロジェクトの詳細計画策定調査では、ナレッジマネジメントの対象分野をインドネシア政府関係者と再度確認し、南南協力推進に供するナレッジマネジメントを実施するという合意に至った。同年12月には、「南南協力のためのナレッジマネジメントプロジェクト」の実施について、討議議事録（R/D）の署名・交換が行われた。

II. プロジェクトの枠組み

本プロジェクトの上位目標、プロジェクト目標、期待される成果は以下のとおりである。プロジェクトデザインマトリックス（PDM）と作業計画（PO）は添付1、2を参照のこと。

【上位目標】

インドネシアの開発経験に基づいた効果的な開発に関する知識が継続的に形成・活用され、インドネシアの南南協力が質量共に向上する。

【プロジェクト目標】

ナレッジマネジメントの実践により、インドネシアの開発経験に基づいた効果的な開発に関する知識が形成され、南南協力推進のために関係者に共有される。

¹ 厳密には、中所得国の中でも低中所得国に分類されている。

² 調査結果は、2010年に「Policy Direction on Indonesia's South-South Cooperation」という報告書にまとめられた。

【成果】

成果 1	国家開発企画庁（BAPPENAS）、国家官房、外務省、農業省等ライン省庁等の南南協力主要関係者が、ナレッジマネジメントを実践するに当たって必要な知識・技術を習得し、実施のノウハウを蓄積する。
成果 2	南南協力推進に有用なインドネシアの比較優位性と、南南協力パートナー国のインドネシアへの期待が確認される。
成果 3	成果 2 により確認された比較優位性と他国のインドネシアへの期待が具体的な形で提示され、南南協力主要関係者間で共有されるほか、インドネシア内外に発信される。

III. これまでの成果

1. 成果 1: 国家開発企画庁（BAPPENAS）、国家官房、外務省、農業省等のライン省庁等の南南協力主要関係者が、ナレッジマネジメントを実践するに当たって必要な知識・技術を習得し、実施のノウハウを蓄積する。

(1) 成果 1 に関する活動の実施状況

- 1) ナレッジマネジメントの能力強化が必要な南南協力実施者を明確化する。

ナレッジマネジメントの能力強化が必要な南南協力実施者として、タスクフォースチーム（Task Force Team: TFT）と第 3 作業部会（Working Group 3: WG3）のメンバーがいる。プロジェクトは、南南協力調整チームとの調整を通じて、ナレッジマネジメント活動の実施を目的とした 3 つの TFT を立ち上げ、貧困削減、民主化、マクロ経済運営の 3 分野で活動を行った。一方、インドネシア政府は、4 月に南南協力調整チームの下に 3 つの作業部会（WG）を設置し（図 1 参照）、その中でモニタリング評価、情報システム、広報を担当する WG3 が、ナレッジマネジメントに関する活動を担当することになった。TFT は活動の進捗状況を WG3 に適宜報告し、WG3 はナレッジマネジメント活動のノウハウを蓄積し、TFT が作成した成果品の広報を行う。

なお、南南協力調整チームの事務局は、BAPPENAS の多国間外国資金局が担当していたが、2012 年 11 月に BAPPENAS に国際開発協力局が新設され、そこが事務局を務めることになった。

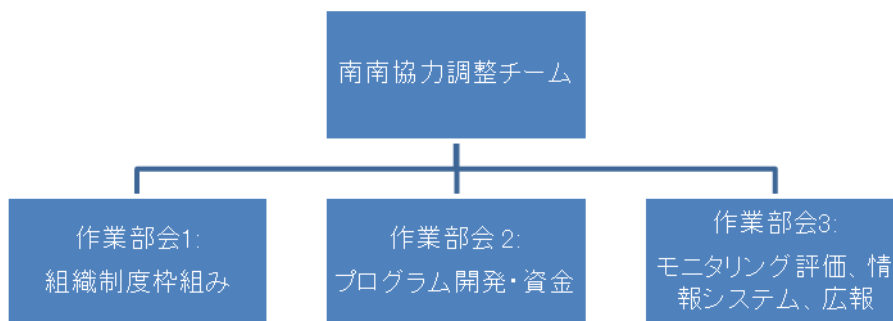


図 1 南南協力調整チームの組織図

- 2) 受講者のニーズに合ったセミナー教材を開発する。

4 月にナレッジマネジメントセミナーを開催する準備として、南南協力調整チームとプロジェクト

トの合同調整委員会（Joint Coordination Committee: JCC）のメンバーを対象にアンケート調査を行った。その結果、ほとんどのメンバーがナレッジマネジメントに関する知識がない一方で、ナレッジマネジメント、特に野中郁次郎一橋大学名誉教授の知識創造理論を勉強したいと考えていることがわかった。

調査結果をふまえて、セミナーではナレッジマネジメントの基礎に焦点をあてることにした。セミナー教材に関しても、パワーポイントなど視覚に訴える教材とともに、セミナー後に参加者が学習した知識を深めることができるような文献を配布した。セミナーでの配布物に関しては、添付資料3を参照のこと。

3) 主要な南南協力実施者を対象としてセミナーを実施する。

ナレッジマネジメントセミナーを2012年4月26、27日に開催した。1日目は様々な機関から51人が参加し、プロジェクトの団員である遠山亮子中央大学教授がナレッジマネジメントの理論を講義した。2日目は、プロジェクトの主要メンバーになると思われた25人のみが参加し、1日目の講義で学習したSECI³（Socialization, Externalization, Combination, Internalization）モデルに従って演習を行った。演習では、参加者による議論の結果、①災害リスクマネジメント、②家族計画とリプロダクティブヘルス（女性のエンパワーメント）、③食料安全保障、がテーマとして選ばれた。演習で策定されたナレッジマネジメント活動計画は、実際のプロジェクト活動で活用される予定であった。セミナー終了時に実施したアンケート調査によると、過半の参加者がナレッジマネジメント理論を理解し、南南協力の促進に向けて理論を活用できる、と回答した。

4) セミナー受講者の理解度や知識・技術の活用度をモニタリングし、必要に応じてメンター活動を実施する。

ナレッジマネジメントセミナーのフォローアップとして、TFT 会合の際には、ナレッジマネジメント理論や実際の活用事例を、ビデオや文献などを活用して、メンバーに理解してもらうよう努めてきた。2012年9月に開催された中間発表会では、遠山教授によって、ナレッジマネジメントの具体的事例が紹介されるとともに、再度ナレッジマネジメントの基礎を確認した。2013年4月の最終ワークショップでも、遠山教授よりナレッジマネジメントを実施する際のヒントなどが紹介された。

5) 南南協力のためのナレッジマネジメント実施のノウハウを整理する。

プロジェクトでは、TFT が実施している主なナレッジマネジメント活動を協議議事録（Minutes of Meeting: M/M）として記録するとともに、映像制作会社に委託し、すべての会合の様子をビデオと写真にも収めた。プロジェクトでは、このようなナレッジマネジメント活動記録を映像や冊子にまとめた。これらは、プロジェクト終了後、ナレッジマネジメントの手引書として活用される

³ 日本語では、「共同化、表出化、結合化、内面化」。

ことが期待される。

(2) 成果 1 の達成状況

成果 1 の達成度は、以下の 3 つの指標によって判断される。

指標	
1.1	主要な南南協力実施者の 9 割以上がセミナーを受講する。
1.2	セミナー受講者の理解度が 80%以上。
1.3	ナレッジマネジメント実施のノウハウをまとめた文書。

1) 指標 1.1

この指標は達成された。本プロジェクトの主要関係者は、WG3 と TFT のメンバーなど約 40 人であるが、2012 年 4 月に開催したナレッジマネジメントセミナー、もしくは 9 月の中間報告会に参加した人数は 37 人にのぼる。その他、南南協力を実施してきた、もしくは今後実施を予定しているセクター省庁や研究機関の関係者もセミナーやワークショップに参加した。

2) 指標 1.2

2012 年 4 月にナレッジマネジメントセミナーでのアンケート調査結果によると、回答者の 68%⁴ が、セミナーの内容を 80%以上理解したと回答した。9 月に開催された中間発表会では、回答数こそ 8 人と少なかったものの、全員が 80%以上理解したと回答した。よって、この指標は達成したと判断する。

3) 指標 1.3

これまでに開催されたセミナー、ワークショップ、WG3 会合、TFT 会合の大半がビデオに記録され、会合ごとに M/M を作成してきた。ナレッジマネジメント活動記録に関する映像と冊子が 2013 年 4 月に作成された。よって、この指標も達成した。

2. 成果 2: 南南協力推進に有用なインドネシアの比較優位性と、南南協力のパートナー国のインドネシアへの期待が確認される。

(1) 成果 2 に関する活動の実施状況

1) 主要な南南協力実施者のナレッジマネジメント実施における役割を明確化し、作業部会等を設置する。

2012 年 4 月のセミナーでは、3 つのテーマが選定され、それぞれのテーマに関するナレッジマネジメント活動をいかに行うべきかといった活動計画が策定された。しかし、南南協力調整チームの運営委員会 (Steering Committee) では、貧困削減、民主化、マクロ経済運営、の 3 分野で、南南協力を重点的に実施することが決定された。その決定を受けて、プロジェクトでも 5 月 28 日にテーマを変更し、実際に TFT のメンバーが決まり、活動を開始したのは 6 月 22 日であった。以

⁴ 28 人中 19 人。

降、TFT は、ほぼ 2 週間おきに会合を開催した。TFT 会合は、参加者間の議論を活発化させるためにインドネシア語で行われた。

2) インドネシアの開発経験（国営企業や市民団体等の民間セクターによる開発を含む）に関する情報を文献調査、インタビュー、ワークショップ実施等によってレビューする。

各 TFT は以下のような活動を行った。TFT 会合はインドネシア語で行われ、日本人専門家は通訳を通じて議論に参加した。これは、インドネシア人の積極的な発言を促すことを目的としたものであった。

< 貧困削減 TFT >

① サブテーマの選択

貧困削減 TFT は、インドネシア政府が実施している住民エンパワーメントプログラム（Program Nasional Pemberdayaan Masyarakat: PNPM）と、JICA が支援しているスラウェシ地域開発能力向上プロジェクトを、同分野での代表的な取り組みとして焦点をあてることにした。メンバーは、これらのプログラムが成功した要因を、a) コミュニティ参加とイニシアティブ、b) 既存組織の活用と開発、c) 説明責任と透明性、d) フィールドワーカーの能力開発、と判断し、これらをサブテーマとしてナレッジマネジメント活動を行うことにした。

② 強み・独創性、暗黙知の抽出

TFT メンバーは、プログラムに従事している実務者と議論を行い、各サブテーマの特徴を理解しつつ、その強みと独創性を分析した。分析結果を仮説と位置づけ、2012 年 9 月にフィールド訪問を実施し、関係者へのインタビューを通じて仮説の検証を行った。訪問後さらに議論を行い、「リーダーシップ」、「ファシリテーション」、「コミュニティの結束」といった 3 つのトピックに焦点をあて、暗黙知を以下のとおり抽出した。

- ・ プロジェクトの成功には、リーダー（コミュニティのリーダー、市長といった政治的リーダー）のコミットメントが不可欠。加えてリーダーが地域住民を信頼していることが成功の鍵。
- ・ よきリーダーは謙虚に住民から学ぼうとする。コミュニティとのオープンな議論、知識の共有、コミュニティへの奉仕も行っている。
- ・ よきファシリテーターは、コミュニティメンバーから信頼されるのは無論、コミュニティのプロジェクトへのオーナーシップを高めることに成功している。
- ・ よきファシリテーターは、理論ではなく実践を通じて、コミュニティに溶け込み、コミュニティ住民に知識を伝えるだけではなく、住民に自信をもたらしている。
- ・ コミュニティの結束は、リーダーが住民を信頼することによって醸成される。
- ・ 情報共有もコミュニティの結束のために欠かせない。宗教的な会合といったインフォーマルな場も情報共有にとって重要である。

加えて、TFT メンバーは、南南協力受入国といかにインドネシアの開発経験を共有できるのかといった援助スキームを議論するとともに、南南協力の受入国候補を特定した。

以上の議論の結果は、貧困削減 TFT のマトリックスとしてまとめられた（添付資料 4 を参照）。マトリックスには、受入国と共有することができる暗黙知、援助スキーム、南南協力受入国候補が示されている。

<民主化 TFT>

① サブテーマの選択

民主化に関するインドネシアの強みと独創性を議論するとともに、有識者へのヒアリングを行い、インドネシアの民主化全般に関する理解を深めた。結果、a) 民主化とインドネシアの伝統的なコミュニティの価値観、b) 民主化とインドネシアの対話文化、c) 民主化におけるメディアの役割、d) 民主化と開発、をサブテーマとすることにした。

② 強み・独創性、暗黙知の抽出

それぞれのサブテーマの強みと独創性を議論する中で、a) に関しては、インドネシアの伝統的な価値観を利用したことによって、民主化が比較的順調に根付いたのではないかという結論になった。例えば、コンセンサスを得るための慎重な議論を意味する「Musyawarah」、相互扶助を意味する「Gotong-royong」などが、民主化の背景にある暗黙知を検討する際のキーワードとなった。b) に関しては、紛争解決に向けた対話を促進する際に、ファシリテーターが重要な役割を果たしていることから、ファシリテーターが持つスキルも暗黙知になりうるという意見が出された。c) に関しては、民話やインドネシアにある口頭伝承について、d) に関しては、地方のイニシアティブによる開発、平等を重視した開発などについて議論が行われた。

議論の結果、アチェの紛争解決と平和構築プロセスに関する経験が、上記のトピックを議論する際の参考になるという結論に達し、2012年9月にアチェでフィールド訪問が行われた。フィールド訪問後、TFT メンバー間でさらに議論が行われ、アチェの平和構築と民主化の過程で、伝統的なコミュニティと女性が果たした役割に関する暗黙知を抽出した。同時に、貧困削減 TFT と同様に、南南協力受入国といかにインドネシアの開発経験を共有できるのかといった援助スキームを議論するとともに、南南協力の受入国候補を特定した。以上の議論の結果は、民主化 TFT のマトリックスとしてまとめられた（添付資料 5 を参照）。

<マクロ経済運営 TFT>

① サブテーマの選択

4つのサブテーマとして、国内債券市場、関税に関するワンストップサービス化（シングルウィンドウ）、税に関するコールセンター、コンピュータ処理（データプロセス）センターを選択し、各分野の実務者からヒアリングを行った。その後、シングルウィンドウに関しては、担当部署が

南南協力に熱心でないという理由でサブテーマから除外された。

② 強み・独創性、暗黙知の抽出

各分野の特徴と利害関係者に関する議論を行い、暗黙知の候補を抽出した。国内債券市場に関する暗黙知としては、組織間の調整ノウハウ、市場の安定化に果たした経験といった候補が挙げられた。税に関するコールセンターに関しては、ITの活用とともに、組織内でのサービス文化の醸成、チームワークの向上といったことが、データプロセスセンターに関してもITの活用とともにビジネスプロセスの改善、プロ意識の向上といったことが、暗黙知の候補として取り上げられた。同時に、各分野での南南協力受入国のニーズについても、どのようなトピックに関心があるのか議論がなされた。

注目すべき点は、ITの活用といった点だけではなく、組織やスタッフのノウハウや信念といったことが議論されたことだ。例えば、コールセンターでは、各オペレータが組織の代表者としての自覚を持って電話の受け答えをする工夫がなされるとともに、行政組織にも関わらずサービス文化を醸成する取り組みが実施されている。また、オペレータ間の競争を推進するとともに、チームワークを重視し、様々な取り組みが行われている。このようなノウハウや信念といった知識は、インドネシアの強み・独創性であり、コールセンターを設立する南南協力受入国の関心を引くことと思われる。

こうした議論と並行して、TFTメンバーは債券ディーリングルーム、コールセンター、データプロセスセンターを訪問し、受入国の期待についても議論した。以上の議論の結果は、添付資料6に示すマクロ経済運営TFTのマトリックスとしてまとめられた。

3) インドネシアの比較優位性を確認・抽出する。

プロジェクトでは、対象テーマの強みと独創性を確認し、インドネシアの優位性に関する一定の結論を導いた。しかし、比較優位性となると、タイやマレーシアといった他の南南協力実施国の状況を把握し、インドネシアとの比較を行う必要がある。本プロジェクトの計画では、他の実施国に関する研究は文献調査にとどめることになっていることから、比較優位性の確定までには至っていない。

4) 南南協力受入国からのこれまでの支援要請を文献調査、インタビュー、ワークショップ実施等によってレビューする。必要に応じて、他の新興国の南南協力の活動をレビューする。

南南協力受入国からの過去の支援要請について、開発パートナー、セクター省庁、南南協力実施機関などへのインタビューと文献調査を通じて簡易調査を行った。上記のように、他の南南協力実施国に関しても文献調査を行った。例えば、インドネシアとブラジル、インド、マレーシア、シンガポール、フィリピンを比較すると共通点も多いが、民主化、マクロ経済運営といったテーマを重点分野としている国はほかにはない。

5) 南南協力受入国のインドネシアへの期待を把握する。

南南協力受入国からの要請内容や要請提出経路に関する情報を、外務省から入手し、TFT 会合で共有した。外務省の資料の要約は以下のとおり。

- 40以上の国から支援要請が提出されている。インド、メキシコ、チリといった中進国も要請を提出している。
- アジア太平洋諸国、中近東諸国からの要請だけではなく、アフリカや中南米地域の国からの要請もある。
- 今回プロジェクトで対象としている貧困削減分野では14カ国から、民主化と経済分野ではそれぞれ8カ国、30カ国から要請があった。支援モダリティとしては研修に関する要望が多い。
- 要請提出の経路に関しては、在外インドネシア大使館及び領事館を通じた提出が圧倒的に多い。

(2) 成果2の達成状況

成果2の達成度は、以下の2つの指標によって判断される。

指標	
2.1	インドネシアの比較優位性に関する情報
2.2	南南協力受入国の期待に関する情報

1) 指標 2.1

この指標は達成された。すべてのTFTでそれぞれの対象分野の強みと独創性を議論し、暗黙知を抽出し、結果をマトリックスという形にまとめた。上述のように、本プロジェクトでは、他の南南協力実施国に関する本格的な研究を実施しないことから、比較優位性を完全に確定することは難しいが、比較優位性を判断する際の情報は収集された。インドネシアの比較優位性を完全に確定するには、他の実施国の状況を分析するとともに、本プロジェクトの終了後、SECIモデルのサイクルを回しながら、実施状況、参加者による評価、受入国の反応などを収集する必要がある。

2) 指標 2.2

この指標はある程度達成された。外務省などから南南協力受入国の期待に関する情報を入手したが、今後、さらなる情報の深化が必要である。本プロジェクトで作成された成果品など具体的な広報ツールを南南協力案として受入国に提供することで、より具体的なニーズを引き出すことが期待される。

3. 成果3：成果2により確認された比較優位性と他国のインドネシアへの期待が具体的な形で提示され、南南協力主要関係者間で共有されるほか、インドネシア内外に発信される。

(1) 成果3に関する活動の実施状況

- 1) 抽出したインドネシアの比較優位性について、分野、援助スキーム、実施機関、手法、実施メカニズム、効率性（予算）、効果、インパクト等の観点から詳細分析する。
- 2) 把握した南南協力受入国の期待について、分野、援助スキーム、実施機関、手法、実施メカニズム、効率性（予算）、効果、インパクト等の観点から詳細分析する。

各 TFT は南南協力受入国と共有できる知識をリスト化するとともに、どのように知識を共有することが有効なのかを検討した。例えば、貧困削減 TFT では、リーダーシップに関する知識は、講師が受講生に教えるといった研修方式ではなく、インドネシアと受入国のリーダーが対等な立場で議論を行い、知識を共有するといったスタイルが有効であると判断した。ファシリテーションに関しても、インドネシア人のファシリテーターが受入国のファシリテーターと一緒に働くことで、そのノウハウを共有するといった OJT 型の支援を検討すべきということになった。各 TFT の検討結果は、マトリックスという形に整理された。

3) 「活動1」および「活動2」で詳細分析した内容を編集し、南南協力で活用できる文書、映像、データベース、専門家・関連機関ダイレクトリー、地図等を作成する。

本プロジェクトでは、3つのテーマに関する映像と小冊子を作成するとともに、広報用に立て看板やチラシなどを作成した。これらの制作にあたっては、現地の映像制作会社に外注した。

<映像>

作成されたマトリックスの内容をふまえて、映像のストーリーを作成した。映像の長さを15分程度としたことから、映像は全てを語るのではなく、南南協力受入国の視聴者にインドネシアへの関心を高めてもらうことを目的とした。1月上旬にゼロドラフトを作成してTFTで議論を行い、そこでの議論の結果をふまえて第一次ドラフトを作成した。以下に、映像制作に関するプロセスを示す。

表1 映像制作プロセス

第一次ドラフト	TFTに提出	1月16日
	TFTでの議論をふまえて改訂、WG3に提出	2月4日
	WG3で議論	2月26日
ドラフト ファイナル	TFT、WG3に提出	3月13日
	WG3で議論	3月23日
ファイナル	完成	4月1日
	ラップアップワークショップでお披露目	4月3日
	WG3の承認	4月5日

<小冊子>

小冊子に関しても同様のプロセスで作成された。テーマ間の共通の章立てを採用し、第1章では各テーマの総論、第2章で関係者による証言、第3章で成功した要因の分析、第4章で南南協力事例の紹介を扱っている。第2章の証言に多くのページを割いたのは、ナレッジマネジメントで

掘り起こしたヒトや組織が有する経験を伝えることに焦点を当てたからである。

<その他>

その他の制作物としては、液晶ディスプレイを備えた立て看板、映像と小冊子を紹介した三つ折りのチラシ、成果品を展示するブースがある。

4) 「活動3」で作成された文書等を南南協力主要関係者に配布したり、容易にアクセスしたりできる仕組みを整える。

成果品の配布先、配布のタイミング、広報媒体などをまとめた広報計画を策定した。この計画に基づき、広報を担当するWG3が成果品を配布することが期待される（表2を参照）。重要な広報媒体の一つに南南協力ウェブサイトがあるが、ウェブサイトは開設以来更新されていなかった。プロジェクトでは、ウェブサイトの活性化を目指してサイトを一新した。活性化の際には、ウェブサイトの主なユーザである南南協力受入国と開発パートナーの関係者にとって、必要な情報が入手しやすくなるよう工夫した。

表 2 映像と小冊子の広報計画

イベント	時期	配布数		
		小冊子	パンフレット	映像
インドネシア外務省南南協力フォーラム	4月17日	300	300	300
アセアンサミット会議	未定	100	100	100
アフリカ開発会議V	2013年6月	100	100	100
経済協力開発機構開発援助委員会会合	未定	100	100	100
新たなアジア・アフリカ戦略的パートナーシップ会合	未定	100	100	100
コロボ計画会合	未定	100	100	100
国連開発計画南南協力年次エキスポ	2013年11月	100	100	100
バリ民主化フォーラム	2013年11月	100	100	100

5) 「活動4」で作成された文書等をインターネットや各種会議等を通じて国内外に発信する。

成果品は広報計画に沿って配布される予定である。まずは2013年4月17日に外務省が主催する南南協力フォーラムで配布した。このフォーラムには、南南協力受入国の駐インドネシア大使館関係者などが多く参加したことから、成果品を配布する絶好の機会であった。しかし、BAPPENAS副大臣から成果品の配布の許可が得られなかったため⁵、南南協力調整チームの事務局の判断で、民主化の小冊子と映像の配布は取りやめた。外務省は、在外インドネシア大使館へ成果品を配布

⁵ 民主化の成果物は、アチェを題材に扱っているが、アチェの状況が不安定なことから、南南協力調整チームでは配布の判断がつかず、貧困削減、マクロ経済運営の成果物と合わせて、副大臣に配布に関する裁可を仰ぐこととした。結局、副大臣からの許可は4月22日ごろ得られた。裁可に時間がかかったのは、内容的な問題ではなく、副大臣が多忙なためと聞いている。

することとした。今まで南南協力に関する要請が、在外インドネシア大使館を通じて行われた事例が多いことから有効と思われる。

6) 「活動3」、「活動4」、「活動5」に関連して情報システムの開発を行う。

2012年4月に開催されたナレッジマネジメントセミナーでは、ナレッジマネジメントを情報システムの改善から始めると失敗するケースが多い旨が発表された。ナレッジマネジメントの価値は、情報システムによってもたらされるものではなく、関係者の知識創造に向けた活動から生まれるものである。よって、プロジェクトでは、情報システムの改善ありきでなく、南南協力に関する情報の収集、共有、発信に効果的な方法を検討し、既存のウェブサイトを活活化することが効果的という結論に至った。以前のウェブサイトには多様な情報が掲載されているものの、インドネシアから協力を受けた国や組織にとっては、決して使い易いものではなかった。

ウェブサイトには、収集した情報を整理して提供するためのデータベース機能があるが、このデータベースも完成後活用されていない。プロジェクトの当初の計画では、データベースを改善する予定であったが、データベースに南南協力の情報を集めるには、関連機関のワークフローを変えることが前提となり、プロジェクトで実施するには時間的制約があることから、プロジェクトではウェブサイトの改善に注力することにした。

改善後のウェブサイトは、援助受入国関係者向けと開発パートナー国とインドネシア政府関係者向けの2つのポータルで構成されている。今後は、インドネシア側が定期的に記事をアップロードすることが必要なことから、ウェブサイトに関するマニュアルを作成するとともに、南南協力調整チームのスタッフに記事のアップロード方法を伝えた。

(2) 成果3の達成状況

指標	
3.1	南南協力に活用できる文書、映像、データベース、専門家・関連機関ダイレクトリー、地図等
3.2	会議等での発表実績

1) 指標 3.1

この指標は達成された。貧困削減、民主化、マクロ経済運営の3分野で南南協力を推進するための小冊子と映像、これらの紹介用パンフレットが作成されるとともに、展示用に液晶ディスプレイを使用した立て看板や展示ブースが制作された。

2) 指標 3.2

今後、成果品の配布が実施されれば、指標を達成できる。

4. プロジェクト目標の達成状況

プロジェクト目標の達成を確認する指標は以下のとおり。

- 1) 南南協用に活用できる文書、データベース、専門家・関連機関ダイレクトリー、地図等の情報共有と発信状況。
- 2) 南南協用主要関係者の 9 割以上に対して、プロジェクトで作成された文書、データベース、専門家・関連機関ダイレクトリー、地図等が共有される。

既に外務省主催の南南協用フォーラムで成果品が配布された。在外公館にも配布される予定である。指標 1) の達成度をより高めるために、プロジェクト終了後も、インドネシア側が広報計画に沿って、様々な機会を活用して成果品を配布することが期待される。同時に、プロジェクトは TFT や WG3 メンバー全員、セミナー参加者に成果品を配布した。よって指標 2) は達成された。

5. 上位目標達成の見込み

本プロジェクトの上位目標「インドネシアの開発経験に基づいた効果的な開発に関する知識が継続的に形成・活用され、インドネシアの南南協用が質量共に向上する」は、プロジェクト終了後、3年から5年、具体的には2016年以降に達成される見込みである。

上位目標の指標は以下のとおり。

- 1) 新たに作成、あるいは更新された南南協用推進に活用できる文書、映像、データベース、専門家・関連機関ダイレクトリー、地図等。
- 2) 南南協用の件数が増加する。
- 3) プロジェクトや研修の評価結果が向上する。

指標 1) に関しては、インドネシア側が引き続きナレッジマネジメントを実施していけば達成できる。ナレッジマネジメントを継続して実施する際には、プロジェクトが作成したナレッジマネジメント活動記録が参考になる。ナレッジマネジメント活動記録に関する冊子には、SECIモデルを実施する際のヒントが書かれている。このヒントを参考にしながら、インドネシア側が、新たな成果品の作成や既存の成果品の改訂を行うことが期待される。

指標 2) にあるような南南協用の事例の増加を実現するには広報活動が欠かせない。指標 3) に関しては、南南協用実施機関や南南協用調整チームが提携して、南南協用活動を改善していけば達成できる。重要なことは、今後も南南協用調整チームをはじめとする関係者が SECIモデルを進めていくことである。本プロジェクトでは、SECIモデルのうち C まで実施したが、時間の関係で「Internalization」は実施していない(図2を参照)。プロジェクト終了後、広報活動の実施、南南協用案件の形成・実施などがすみやかに実施されなければならない。

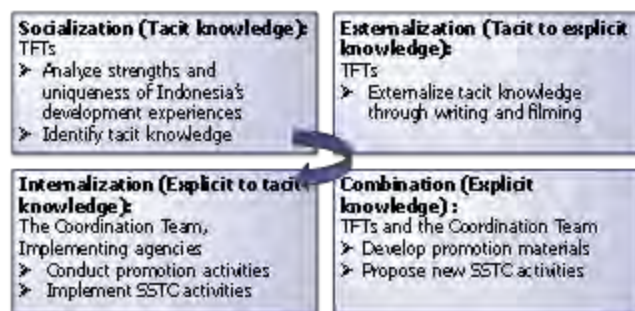


図 2 現在の SECI モデル

ナレッジマネジメントの SECI モデルは、一つのサイクルが終了しても次のサイクルを進めていくことが求められる。実施された南南協力活動から得られた知見と教訓を抽出するとともに、南南協力を実施する際の暗黙知を見極める（図 3 の Socialization）。それらを文書や映像に落とし（Externalization）、南南協力の改善に向けた提案をまとめるとともに、新たな南南協力活動を提案する（Combination）。そして、新たな、もしくは改善された南南協力を実施する（Internalization）。このような次のサイクルが実現できれば、南南協力の質量ともに向上し、上位目標の指標が達成される。

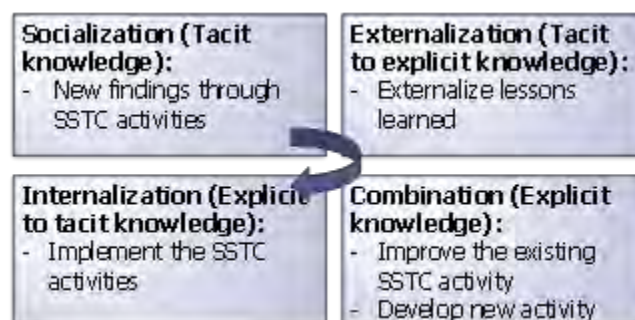


図 3 次の SECI モデル

なお、2013 年 6 月より新たな JICA 技術協力プロジェクトが実施される。次期プロジェクトでは、インドネシア政府が選択した南南協力重点プログラムを、計画、実施、評価することになっている。プロジェクトが終了する 2016 年までに、次期プロジェクトで SECI モデルを進めていくことができれば、上位目標達成の見込みは高くなる。

IV. 今後の課題と教訓

1. 課題

(1) ナレッジマネジメント活動の継続的な実施

本プロジェクトでは、TFT 会合の場をプラットフォームとしてナレッジマネジメント活動が実施された。プロジェクト終了後も継続して活動を行うには、活動の場が必要であるが、誰が場を提

供し、誰がファシリテートするのか決める必要がある。基本的には、南南協力調整チームの事務局である BAPPENAS の国際開発協力局がその役割を果たすことが期待されるが、新設の組織のためその能力は限定されている。

南南協力調整チームは、BAPPENAS の省令によって新しく設立された組織である。3つの作業部会が設置され、それぞれの役割も決められている。しかし、南南協力調整チームのメンバーは、所属する組織の通常業務を行いつつ、チームの仕事をこなさなければならない。各メンバーの役割も明確に決められているわけではない。WG3 と調整チーム事務局の間の役割分担、さらにはその上の運営委員会との関係も明確でないため、本プロジェクトで対象テーマを決定する際に、WG レベルで決めたテーマが運営委員会によって変更され、結果として TFT の活動開始が遅れたこともあった。調整チームでは標準作業手順書（Standard Operating Procedure）を作成したが、定着はこれからの課題である。個別の業務を実施していく中で作業手順やメンバーの役割を定着させなければいけない。

本年度中に、南南協力調整チームの能力強化を目的とした新たな JICA 技術協力プロジェクトが始まるが、実際に南南協力関連業務を行い、実践を通じて以上のような課題を解決することが期待される。

(2) セクター省庁との連携

本プロジェクトでは、選択したテーマの性格上、南南協力の実施機関であるセクター省庁の参画は弱かった。セミナーやワークショップには、セクター省庁の代表者も参加したが、貧困削減 TFT では BAPPENAS や PNPM のメンバーが中心となり、民主化 TFT では外務省が中心となった。マクロ経済運営 TFT は財務省とインドネシア国立銀行によって運営された。南南協力を質量ともに充実させるには、セクター省庁の参画が不可欠であるとともに、BAPPENAS、内閣官房、外務省、財務省といった中央省庁とセクター省庁間の連携が促進されなければいけない。関係者間の連携を促進するためにも、ナレッジマネジメント活動の場を確保することが必要と考える。

2. 教訓

(1) 政府関係者の成果品作成へのオーナーシップ

本プロジェクトの狙いは、TFT のメンバー自身がナレッジマネジメント活動を実施し、南南協力の促進に役立つ成果品を作成することであった。暗黙知の発掘といった議論に関しては、TFT メンバーは自ら考え、積極的に議論に参画していた。映像や小冊子の作成プロセスでも、メンバーがストーリーを作り、映像制作会社はそのストーリーに基づいて成果品を作成することが求められていた。本プロジェクトでは、TFT メンバーの成果品作成プロセスへのオーナーシップを高めるよう、機会を見て強調してきたが、実際の制作が始まると、多忙なこともあり、自らのイニシアティブで制作しようといった姿勢は弱まった。悪く言えば、制作会社とプロジェクトがすべての作業を行い、メンバーは出来上がった成果品のドラフトにコメントをつけるだけといった状況

であった。

成果品を期日までに作成しなければいけないことから、プロジェクト側が作成プロセスをリードしてしまった点も否めない。これは、本プロジェクトだけではなく、JICA 技術協力プロジェクトに一般的にみられる課題で、例えば、プロジェクトで業務マニュアルを作成する際は、専門家が中心となり、カウンターパートが自ら手を動かすことは少ないと思われる。こうした課題に関する対応策は現時点では思い浮かばないが、今後の教訓として記す。

一方、カウンターパートのメンバー交替なども発生した。既に述べたように、2012 年 12 月に BAPPENAS に新設された国際開発協力局が南南協力調整チームの事務局を務めることになったことから、プロジェクト関係者も変更になった。また、マクロ経済運営 TFT では、リーダーが他業務で多忙となったため、2013 年 1 月以降は、チームとして会合を開催することが困難となり、懸案事項は個別に対応せざるを得なかった。カウンターパートのオーナーシップを高めるための工夫をしつつも、先方政府の組織変更、人事異動、任務変更があることを所与の条件としてプロジェクト運営に取り組む必要がある。

(2) ローカルコンサルタントの活用

本プロジェクトではローカルコンサルタントをコンサルタント契約ではなく、傭人契約で雇った。コンサルタント契約に基づいて明確なアウトプットを提出してもらうというよりは、インドネシア側との調整業務を行うといった、明確な形に残らない役割を期待したことが理由であった。インドネシアの場合は、やはり傭人契約でコンサルタントを雇ったほうが、利点が多いように思われる。インドネシア側との調整業務は、日本人でもできないことはない。しかし、インドネシア語で、インドネシア文化のコンテキストで調整するほうがはるかに効率的かつ効果的である。会合の予約一つをとってもインドネシア人同士で調整するほうがやりやすい。一方、日本人専門家は、カウンターパートに対して、現地スタッフを自分たちの名代として認識するよう意識づけをしていく必要がある。

(3) 会議の運営

本プロジェクトでは、TFT 会合などをインドネシア語で行い、日本人専門家は通訳を通じて議論に参加した。カウンターパートは英語も堪能で、英語で議論することを苦にはしていない。しかし、インドネシア人同士で議論をする際には、やはりインドネシア語でないと本音で議論をできないようである。

(4) 制作会社の監督

本プロジェクトでは、映像と小冊子の作成をインドネシアの制作会社に委託した。こちらの要望に対し柔軟に対応してもらえたが、制作が遅れることも少なくなかった。制作の最終過程では、これ以上の遅延が許されなかったことから、日本人専門家が制作会社のスタジオに滞在し、進捗

状況を管理するとともに、懸案事項は現場で判断した。結果、期日前に終わることができた。専門家を一人駐在させることは決して効率的とは言えないが、制作を期日どおりに終わる手段として有効であった。

V. 専門家活動実績

1. 日本人専門家派遣実績

氏名	担当	業務内容	派遣実績
徳良 淳	総括/ 開発効果 1	総括 <ul style="list-style-type: none"> プロジェクト全体の総括、関係機関との折衝・協議、JICA への報告 団員とローカルコンサルタントの監督・指揮 各業務報告書（インセプション～ファイナル）のとりまとめ ナレッジマネジメントセミナーの企画・監督 ナレッジマネジメントセミナーのファシリテーター ナレッジマネジメントの実施体制の整備 ナレッジマネジメントの対象とするインドネシアの開発経験の特定 開発効果 1 <ul style="list-style-type: none"> 開発効果 2 の指導、監督 開発効果 2 の成果に基づく、インドネシアの比較優位性の分析 開発効果の高い南南協力のアプローチの提案 	1) 4/13－5/17 2) 6/30－7/30 3) 9/1－10/15 4) 1/6－1/27 5) 2/26－2/27 6) 3/6－4/19 合計: 6.3 人/月
遠山 亮子	ナレッジマネジメント 1	<ul style="list-style-type: none"> ナレッジマネジメントセミナーでの講義、教材作成 ナレッジマネジメントセミナーのモニタリング、他団員への助言 中間レビューワークショップでの講義、教材作成 最終まとめワークショップでの講義、教材作成 	1) 4/23－4/28 2) 9/17－9/20 3) 4/1－4/4 合計: 0.49 人/月
首藤 久美子	ナレッジマネジメント 2/開発効果 2	ナレッジマネジメント 2 <ul style="list-style-type: none"> ナレッジマネジメントセミナーの企画、教材開発 ナレッジマネジメントセミナーのファシリテーター ナレッジマネジメントセミナーのモニタリング・メンター活動 開発効果 2 <ul style="list-style-type: none"> 開発効果 1 の補佐 開発効果 1 が選択した開発テーマのレビューとインドネシアの比較優位性の抽出 インドネシアによるこれまでの南南協力の実績と事例の分析 インドネシアの比較優位性とインドネシアに対する他国からの期待位について詳細分析・整理 	1) 4/16－4/29 2) 5/15－5/31 3) 6/11－6/30 4) 9/12－9/22 5) 10/22－11/20 合計: 3.07 人/月
畔田 弘文	ナレッジマネジメント 3/システム整備	<ul style="list-style-type: none"> ナレッジマネジメントのための情報システム開発 南南協力を進めるうえでのデータベース、ダイレクトリー、ウェブ 	1) 4/10－4/28 2) 6/17－7/4 3) 10/9－10/31 4) 1/6－1/23

氏名	担当	業務内容	派遣実績
		サイト等の作成 ・ ナレッジマネジメントセミナーのモニタリング・メンター活動	5) 2/25 - 3/2 6) 3/31 - 4/5 合計: 3.0 人/月
的場 めぐみ	対外発信/南南協力	・ 南南協力の実績と事例の分析 ・ 南南協力受入国の期待の把握と他の新興国の南南協力のレビュー ・ 南南協力を進めるうえでの文書、映像、地図等の作成 ・ ナレッジマネジメントセミナーのモニタリング・メンター活動	1) 4/10 - 5/19 2) 10/23 - 11/1 3) 2/8 - 4/6 合計: 3.6 人/月
末田 春江	研修計画/教材開発/業務調整	・ ナレッジマネジメントセミナーの企画 ・ ナレッジマネジメント 1 を補佐し、教材開発 ・ ナレッジマネジメントセミナーのモニタリング・メンター活動 ・ プロジェクト運営に関する経理等 ・ アドミニ業務全般 ・ 事務所ローカルスタッフの監督、指導	1) 4/3 - 6/1 2) 9/5 - 9/27 3) 11/8 - 12/17 4) 1/17 - 4/13 合計: 7.0 人/月

2. ローカルコンサルタントとローカルスタッフの投入実績

氏名	ポジション	業務内容	投入
ウバイディラ	コンサルタント	・ セミナー、ワークショップ、会合の準備支援 ・ セミナーやワークショップでのファシリテーション ・ 作業部会の準備とファシリテーション ・ 作業部会の活動議事録の作成 ・ 技術協力成果品作成支援 ・ 技術協力成果品の配布支援	8.5 人/月
シテイ ソラヤ	コンサルタント	同上	3.9 人/月
アユ ジュウィタ*	コンサルタント	同上	4.6 人/月
ユリア ウタミ	編集者	・ フィールド調査時のインタビュー実施補助 ・ フィールド調査のインタビュー結果から、貧困削減、民主化、マクロ経済のそれぞれのテーマの暗黙知を抽出し、証言リストを作成	6.0 人/月
ジェフリー フットン	編集者	・ 編集作業のための貧困削減、民主化、マクロ経済に関するインドネシアの歴史・背景調査 ・ 日本人専門家作成の文書の編集	4.0 人/月
ナタリー プルナミ	事務所秘書	・ プロジェクト経理補助 ・ プロジェクト関係者との調整支援	12.5 人/月
ウィウィエン	事務所秘書	・ プロジェクト関係者との調整支援 ・ プロジェクト関連の書類作成支援	3.5 人/月
マリオ ワネイ	事務所秘書	同上	1.0 人/月

* アユ ジュウィタ氏は、コンサルタントとして業務を開始する前に、7 か月間事務所秘書として働いた。

VI. JCC 開催記録

プロジェクト期間中、合同調整委員会（JCC）を3回実施した。

第1回 JCC

日程	2012年4月17日
参加者	国家開発企画庁 多国間援助資金調達課 外務省 社会文化・国際機関担当課、技術協力課 内閣官房 技術協力課 財務省 地域・二国間政策課 JICA インドネシア事務所 在インドネシア日本大使館 プロジェクトチーム
議事次第	プロジェクト活動の詳細説明 インセプションレポートの内容の合意
結果	プロジェクト実施期間中の留意事項として： インドネシアで南南協力を携わっている関係者を巻き込む。 作業部会の設置、メンバーの役割を明確にする。 ナレッジマネジメントの実践の持続性をプロジェクト実施中から議論する。 使い勝手を改善するため、既存の南南協力に関連する情報システムの状況確認と管理体制を調査する。

第2回 JCC

日程	2012年9月19日
参加者	国家開発企画庁 多国間援助資金調達課 外務省 社会文化・国際機関担当課、技術協力課 内閣官房 技術協力課 財務省 地域・二国間政策課 JICA インドネシア事務所 プロジェクトチーム
議事次第	プロジェクト活動の進捗報告とプロジェクト終了までの活動予定の確認
結果	プロジェクトが実施済みの活動と今後の予定が確認された。

第3回 JCC

日程	2013年4月8日
参加者	国家開発企画庁 多国間援助資金調達課 外務省 社会文化・国際機関担当課、技術協力課 内閣官房 技術協力課 財務省 地域・二国間政策課 JICA インドネシア事務所 プロジェクトチーム
議事次第	プロジェクトの活動実績、技術協力成果品の配布計画、教訓と課題の確認
結果	プロジェクトチームは、BAPPENAS からの技術協力成果品の最終承認を受けてから、4月17日に実施される外務省主催の南南協力フォーラムで、成果品を配布する。 ドラフトファイナルレポートとナレッジマネジメントレポートの内容についてのコメントは、4月15日まで受け付け、コメント内容を反映させて、ファイナルレポートを完成させる。 南南協力ウェブサイトの改訂作業は、4月19日をめどに完了する。

VII. 再委託業務の概要

以下2点を再委託契約によって作成した。

- ① プロジェクトの開始から終了までの活動記録をまとめたドキュメンタリー映像とレポート
- ② インドネシアに比較優位性のある3つの分野での、インドネシアの開発経験と南南協力を紹介する映像と小冊子

*レポートと小冊子はデザイン部分のみ依頼した。

①はインドネシアで南南協力推進に携わる関係者間でナレッジマネジメントの実践方法とプロセスを共有する際のツールとして、②は南南協力を推進するにあたって、インドネシアの開発経験を広く発信していくための広報媒体として位置づけられる。

上記2点の制作において、映像のシナリオ案作成、プロジェクト活動やインドネシアの開発現場の撮影、広報物のデザイン構成、各種編集作業などの専門業務に関し、インドネシアに拠点を置く制作会社に再委託を行った。制作会社は、プロジェクトチームと作成スケジュールを確認しながら、合計8つの技術協力成果品を完成させた。プロジェクトの最終段階で、日本人専門家の介入が必要だと判断した際には、制作会社のスタジオに駐在して、作業内容を確認しながら成果品の品質確保に努めた。

VIII. 供与機材リスト

以下が、供与機材である。

項目	購入日/検査日	設置場所	状態
デスクトップパソコン (2台)	2012年4月17日	BAPPENAS/プロジェクト事務所	良い
ラップトップ	2012年4月10日	BAPPENAS/プロジェクト事務所	良い
コピー機	2012年5月22日	BAPPENAS/プロジェクト事務所	良い

IX. 一般業務費支出実績

一般業務費の支出実績は以下の通り。

費目	支出額
備人費	12,733,258 円
機材保守管理費	6,498 円
消耗品費	608,528 円
旅費交通費	1,920,250 円
通信運搬費	10,209 円
資料等作成費	557,040 円
借料損料	212,152 円
現地研修費	1,800,205 円
雑費	1,199,048 円
その他	2,636,683 円
合計	21,683,869 円

別添資料

別添 1 プロジェクトデザインマトリックス

Project Title: The Project on Knowledge Management for South-South Cooperation

Target Area: Indonesia as a whole

Implementation Agency: Bappenas

Project Period: March 2012 – May 2013

Target Group: Ministries engaging in South-South cooperation

PDM Version 0 drafted on December 7, 2011

Summary of Project	Objectively Verifiable Indicator	Means of Verification	Important Assumption
<p>Overall Goal Drawing upon Indonesia's experiences, the Government of Indonesia (GOI) continues to create knowledge on effective development, and utilize it for Indonesia's better implementation of South-South cooperation.</p>	<p>1. The materials (i.e. "knowledge-based products") produced or updated. 2. The number of cases of South-South cooperation increases. 3. The evaluation results of the projects/ training courses improve.</p>	<p>1. The materials produced or updated. 2. The number of cases of South-South cooperation (statistical data) 3. The evaluation results of the projects/ training courses</p>	<p>The government policies to promote South-South cooperation are maintained or strengthened.</p>
<p>Project Purpose Through knowledge management practice, GOI creates knowledge on effective development, building upon Indonesia's experiences, and shares it with stakeholders engaged in the promotion of South-South cooperation.</p>	<p>1. The situation of dissemination of the materials 2. More than 90% of the key actors of South-South cooperation obtain the materials</p>	<p>1. Questionnaire or interview results concerning material dissemination 2. Questionnaire or interview results concerning use of the materials</p>	<p>The institutional structure to promote South-South cooperation is maintained or strengthened.</p>
<p>Output 1. Knowledge and skills necessary for exercising knowledge management acquired by the key actors of South-South cooperation and know-how on conducting knowledge management accumulated. 2. Identified Indonesia's comparative advantages for implementing South-South cooperation and revealed</p>	<p>1.1. More than 90% of the key actors of South-South cooperation attend the seminars 1.2. Seminar participants understand more than 80% of the contents taught 1.3. Documentation on the know-how of knowledge management implementation 2.1. Information on Indonesia's</p>	<p>1.1. Seminar participant records 1.2. Seminar participants' questionnaire results 1.3. Documentation on the know-how of knowledge management implementation 2.1. Summary of</p>	<p>Resignation and/or transfer of the key actors of South-South cooperation do not occur frequently.</p>

Summary of Project	Objectively Verifiable Indicator	Means of Verification	Important Assumption
<p>expectations from prospective partner countries.</p> <p>3. Indonesia’s comparative advantages presented in a tangible form (i.e. “knowledge-based products”) and shared with key actors and communicated in and outside Indonesia.</p>	<p>comparative advantages</p> <p>2.2. Information on the expectations of the partner countries</p> <p>3.1. documents, database, directories, maps (i.e. “knowledge-based products”) useful for South-South cooperation</p> <p>3.2. Performance of dissemination through conferences and other opportunities</p>	<p>information on Indonesia’s comparative advantages</p> <p>2.2. Summary of information on the expectations of the partner countries</p> <p>3.1. documents, database, directories, maps useful for South-South cooperation</p> <p>3.2. Data concerning conference presentations and other dissemination activities</p>	
<p>Activity</p> <p>1.1. Identify key actors of South-South cooperation who need to strengthen capacity for knowledge management.</p> <p>1.2. Develop seminar materials which cater for the needs of the seminar participants.</p> <p>1.3. Conduct seminars for the key actors of South-South cooperation.</p> <p>1.4. Monitor levels of understanding and use of knowledge and skills on knowledge management and provide mentoring when necessary.</p> <p>1.5. Record, analyze and document know-how of knowledge management implementation.</p> <p>1.6 Clarify roles and responsibilities of the key actors of South-South cooperation in implementing knowledge management and establish task forces.</p> <p>2.1. Review Indonesia’s development experiences (including development by the private sector initiatives such as state enterprises and civil society organizations) by way of literature review, interviews and workshops,</p>	<p>Input</p>		<p>The key actors of South-South cooperation can spend a sufficient amount of time in exercising knowledge management.</p>

Summary of Project	Objectively Verifiable Indicator	Means of Verification	Important Assumption
<p>etc. 2.2. Identify Indonesia's comparative advantages. 2.3. Review past requests from partner countries of South-South cooperation by way of literature review, interviews and workshops, etc. and also activities of South-South cooperation by other emerging countries when needed. 2.4. Identify the expectations of the prospective partner countries.</p> <p>3.1. Analyze Indonesia's comparative advantages in terms of sectors, aid schemes, implementing agencies, approaches, implementation mechanism, efficiency (budget), effect, impact, etc. 3.2. Analyze expectations of the prospective partner countries in terms of sectors, aid schemes, implementing agencies, approaches, implementation mechanisms, efficiency (budget), effect, impact, etc. 3.3. Compile the in-depth information gathered by Activity 3.1. and 3.2. and produce documents, films, database, directories of experts and institutions, maps useful for South-South cooperation. 3.4. Disseminate documents and other products made in Activity 3.3. to the key actors of South-South cooperation through the distribution of materials and/or by providing easy access to the materials. 3.5. Disseminate documents and other products made in Activity 3.3. in and outside Indonesia through the Internet and/or various conferences. 3.6 Develop an initial information system including the activities 3.3., 3.4., and 3.5.</p>			

別添 2 作業計画

Activity	Sub-activity	M 1	M 2	M 3	M 4	M 5	M 6	M 7	M 8	M 9	M 10	M 11	M 12
Output 1. Knowledge and skills necessary for exercising knowledge management acquired by the key actors of South-South cooperation and know-how of knowledge management implementation accumulated.													
1.1. Identify the key actors of South-South cooperation who need to strengthen capacity for knowledge management	1.1.1. The key actors of South-South cooperation who play a pivotal role in knowledge management are identified.	■											
	1.1.2. The participant lists and seminar schedules are prepared and informed to the participants.	■											
1.2. Develop seminar materials which cater for the needs of the seminar participants	1.2.1. Informal interviews are conducted to assess the level of participants' knowledge on knowledge management.	■											
	1.2.2. Seminar curricula and contents are discussed among concerned ministries and the seminar providers.	■											
	1.2.3. Seminar materials including methodology and tools for knowledge management are developed.	■											
1.3. Conduct seminars for the key actors of South-South cooperation	1.3.1. Seminars on knowledge management are conducted.	■	■										
	1.3.2. Questionnaire surveys to seminar participants are conducted and analyzed to evaluate the level of understanding.	■	■										
	1.3.3. Based on the answers to the questionnaires, seminar curricula and contents are revised/ improved where necessary.	■	■	■	■	■	■	■	■	■	■	■	■
1.4. Monitor levels of understanding and use of knowledge and skills on knowledge management and conduct mentoring when necessary.	Same as in the left	■	■	■	■	■	■	■	■	■	■	■	■
1.5. Record, analyze and document the know-how of knowledge management implementation	1.5.1. Workshops/meetings for reflecting on the experience of knowledge management										■	■	■

Activity	Sub-activity	M 1	M 2	M 3	M 4	M 5	M 6	M 7	M 8	M 9	M 10	M 11	M 12
	implementation are held.												
	1.5.2. Workshops/ meetings for reflecting on the experience of knowledge management implementation are held.												
1.6. Clarify roles and responsibilities of the key actors of South-South cooperation in implementing knowledge management and establish task forces teams	Same as in the left												
Output 2. Identified Indonesia's comparative advantages for implementing South-South cooperation and revealed expectations from prospective partner countries.													
2.1. Review Indonesia's development experiences (including development by the private sector initiatives such as state enterprises and civil society organizations) by way of literature review, interviews and workshops, etc.	2.1.1. Formulate an activity plan for literature review, interviews, workshops, etc.												
	2.1.2 Information is gathered and recorded by conducting literature review, interviews, workshops, etc.												
2.2. Identify Indonesia's comparative advantages	2.2.1. Meetings are held to analyze the record produced in 2.1.2. and Indonesia's comparative advantages are identified.												
2.3. Review past requests from partner countries of South-South cooperation by way of literature review, interviews and workshops, etc. and also activities of South-South cooperation by other emerging countries when needed.	2.3.1. A scope of stocktaking on partner countries requests is clarified through discussions with concerned parties.												
	2.3.2. Formulate an activity plan for literature review, interviews, workshops, etc.												
	2.3.3. Review activities of South-South cooperation by other emerging countries where necessary.												
	2.3.4. Information is gathered and recorded by conducting literature review, interviews, workshops, etc.												
2.4. Identify the expectations of the prospective countries.	2.4.1. Meetings are held to analyze the record produced in 2.3.4. and the expectations of the prospective partner countries are identified.												
Output 3. The Indonesia's comparative advantages and expectations presented in a tangible form, shared with key actors and communicated in and outside Indonesia													

Activity	Sub-activity	M 1	M 2	M 3	M 4	M 5	M 6	M 7	M 8	M 9	M 10	M 11	M 12
3.1. Analyze Indonesia's comparative advantages in terms of sectors, aid schemes, implementing agencies, approaches, implementation mechanism, efficiency (budget) effect, impact.	3.1.1. Detailed analysis on the identified comparative advantages is made and confirmed through meeting.						■	■					
3.2. Analyze the expectations of the prospective partner countries in terms of sectors, aid schemes, implementing agencies, approaches, implementation mechanism, efficiency (budget) effect, impact.	3.2.1. Detailed analysis on the identified comparative advantages is made and confirmed through meeting.						■	■					
3.3. Compile the in-depth information gathered by Activity 3.1. and 3.2. and produce documents, films, database, directories of experts and institutions, maps useful for South-South cooperation.	3.3.1. Formulate an activity plan to produce materials useful for South-South cooperation using the analysis produced in 3.1.1. and 3.2.1.							■					
	3.3.2. Documents, films, database, directories of experts and institutions, maps are produced according to the activity plan.								■	■	■	■	
3.4. Disseminate documents and other products made in Activity 3.3. to the key actors of South-South cooperation through the distribution of materials and/or by providing easy access to the materials.	3.4.1. Materials to be distributed in the form of hardcopies are selected, then printed and distributed									■	■	■	
	3.4.2. Using the Intranet and Internet, softcopies of the materials and database are made accessible to the key stakeholders.									■	■	■	
3.5. Disseminate documents and other products made in Activity 3.3. in and outside Indonesia through the Internet and/or various conferences.	3.5.1. Documents and other products are uploaded on the Internet.								■	■	■	■	
	3.5.2. Documents and other products are used for conference presentations, etc.								■	■	■	■	
	3.5.3. The activities and outputs of the Project are presented and shared with the stakeholders at a workshop.											■	
3.6. Develop an initial information system including the Activities 3.3., 3.4., and 3.5.	3.6.1. Examine the current operation of AIMS, SSC Information System and other database. Formulate an activity plan for developing an initial information system.	■	■										
	3.6.2 Develop the initial information system.		■	■	■	■	■	■	■	■	■	■	■

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Report on Knowledge Management Seminar ~ The Project on Knowledge Management for South-South Cooperation~

April 26-27, 2012

Coordination Team on South-South & Triangular Cooperation,
the Government of Indonesia
&
Japan International Cooperation Agency (JICA)

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Programs of Knowledge Management Seminar

DAY 1

Thursday, April 26, 2012

MC: Ms. Theresia Nusantara, Coordination Team on SSTC

Time	Program	Responsible person
8:30-9:00	Participant registration	-
9:00-9:10	Opening remarks	-Mr. Dewo Broto Joko Putranto, Chairperson of Coordination Team on South-South and Triangular Cooperation (SSTC) -Ms. Dinur Krismasari, Senior Representative, JICA Indonesia Office
9:10-9:20	Introduction of Project Team	Mr. Atsushi Tokura, JICA Expert
9:20-9:40	SESSION 1: Introduction of project outline	Mr. Dewo Broto Joko Putranto, Chairperson of Coordination Team on SSTC
9:40-10:40	SESSION 2: Lecture on knowledge management theory and application	Prof. Ryoko Toyama, JICA Expert
10:40-11:00	Coffee break	-
11:00-12:00	SESSION 2 (cont'd)	Prof. Ryoko Toyama, JICA Expert
12:00-13:00	Lunch break	-
13:00-14:00	SESSION 2 (cont'd) The dynamic model of organizational knowledge creation	Prof. Ryoko Toyama, JICA Expert
14:00-14:15	Coffee break	-
14:15-15:30	SESSION 2 (cont'd) A case of regional knowledge creation and leadership	Prof. Ryoko Toyama, JICA Expert
15:30-16:00	SESSION 3: Video viewing- Example of knowledge-based products "Together We can Make Changes"	-Mr. Yoshio Niizeki, JICA Senior Advisor -Dr. Kumiko Shuto, JICA Expert
16:00-16:40	SESSION 5*: Group discussions on prospective themes/sectors for knowledge management	Project Team, facilitated by Mr. Zaenal Arifin, Coordination Team on SSTC
16:40-17:00	SESSION 5 (cont'd): Presentation	Project Team, facilitated by Mr. Zaenal Arifin, Coordination Team on SSTC
17:00-17:10	Closing remarks	Ms. Siti N. Mauludiah, Director for Technical Cooperation, Ministry of Foreign Affairs

*Due to a change in the programs, there was no SESSION 4.

DAY 2**Friday, April 27, 2012 – DAY 2 -****MC: Mr. Zaenal Arifin, Coordination Team on SSTC**

Time	Program	Responsible person
8:45-9:00	Participant registration	-
9:00-9:10	Opening remarks	Mr. Dewo Broto Joko Putranto, Chairperson of Coordination Team on SSTC
9:10-10:00	SESSION 6: Plenary discussions on identified prospective themes/ sectors	-Ms. Megumi Toda, JICA Expert -Project Team
10:00-10:30	SESSION 7: Group work on activities of knowledge management (discussions)	-Dr. Kumiko Shuto, JICA Expert -Mr. Hirofumi Azeta, JICA Expert -Project Team
10:30-10:45	Coffee break	-
10:45-11:15	SESSION 7 (cont'd)	Project Team
11:15-11:45	SESSION 7 (cont'd) : Group presentation	Project Team
11:45-13:30	Lunch break	-
13:30-14:00	SESSION 8: Video viewing- Example of knowledge-based products “Irodori”	Dr. Kumiko Shuto, JICA Expert
14:00-15:00	SESSION 9: Group work on action plan formulation (discussions)	Project Team
15:00-15:15	Coffee break	-
15:15-15:30	SESSION 9 (cont'd)	Project Team
15:30-16:50	SESSION 9 (cont'd) Group presentation	Project Team
16:50-17:00	Seminar wrap-up and closing remarks	Mr. Zaenal Arifin, Coordination Team on SSTC

About The Seminar

Aim of Seminar

The Government of Indonesia and the Government of Japan signed and exchanged a Record of Discussions (R/D) over the implementation of the Project on Knowledge Management for South-South Cooperation (hereinafter the “Project”) in October 2011. The Project was launched in March 2012 for the purpose of promoting Indonesia’s South-South Cooperation by utilizing the concept and technique of knowledge management.

The aims of the seminar were to familiarize the seminar participants, i.e. stakeholders of the Project, with the basics of Prof. Ikujiro Nonaka’s* knowledge management theory and to facilitate the exchange of ideas and opinions about the application of knowledge management to the promotion of South-South Cooperation among the participants.

* Ikujiro Nonaka is a Professor Emeritus at Hitotsubashi University Graduate School of International Corporate Strategy; the Xerox Distinguished Faculty Scholar, Institute of Management, Innovation and Organization, University of California, Berkeley. He is best known for his work on knowledge management. He proposed the knowledge management theory based on knowledge creation spirals called SECI model, which presents the transformation of tacit knowledge into more explicit forms.

Structure of Seminar

The structure of the seminar was two-fold: (1) lectures on knowledge management and plenary discussions on the direction of the Project (Day 1) and (2) group work by the core stakeholders (i.e. the main implementers) of the Project for discussing knowledge management methods and action plans (Day 2).

Participants of Seminar

Pursuant to the structure of the seminar, the expected participants were divided into two categories.

The first group of **the participants for Day 1 (April 26, 2012) was mainly the project stakeholders drawn from a wide range of organizations and institutions** such as the government ministries, local governments, civil society organizations, media, academia, private sector organizations, and development partners.

The second group of **the participants for Day 2 (April 27, 2012) was largely, but not limited to, the core stakeholders, or the main implementers of the Project**, i.e. the members of the Coordination Team on South-South and Triangular Cooperation (SSTC).

Session Material

- The seminar attendance list is included in Appendix 1.
- The list of JICA Experts and the structure of the Coordination Team on South-South and Triangular Cooperation are included in Appendix 2.

DAY 1: SESSION 1 - Outline of Project

Objective of Session 1

Session 1 explained the outline of the Project, i.e. the Project Purpose, expected outputs and planned activities specified in the Project Design Matrix (PDM) and Plan of Activities (PO) (Appendix 3).

Presenter

Mr. Dewo Broto Joko Putranto, the Chairperson of Coordination Team on SSTC, presented the outline of the Project.

Session Material

Presentation slides on project outline in Appendix 4.

DAY 1: SESSION 2 - Lecture on Knowledge Management Theory and Application

Objective of Session 2

Session 2 introduced the basics of Prof. Nonaka's knowledge management theory and various applications of knowledge management to firms and organizations.

Lecturer

The lecture was given by Prof. Ryoko Toyama, a leading academic expert in knowledge management.

Session Material

- Presentation slides on knowledge management theory and application in Appendix 5.
- For further reading, an article entitled "Social Innovation: Creating New Knowledge for New Social Value" is attached as ANNEX 1.

Major points raised during the Question and Answer session:

(Answers were given by Prof. Toyama)

Q: Is "100% customer satisfaction" a realistic target to set when we engage in the socialization stage?

A: The important thing is how to make people comfortable in using the new technology, then move to the externalization stage. Through socialization, we need to put aside our preconceived notion, and try to see things as it is. We should try to understand their feelings, passion, and so forth. When we understand the root cause hidden behind the superficial source of the problem, then you might be able to find the fundamental solution. So, regarding the achievement of the target it depends on your vision of the future.

Q: After the socialization stage, product innovation is to be promoted to the market. Will there be negotiation with the interested countries or institutions? Who should do this negotiation? Is it the organization which did product research or the producer of product ?

A: It depends on capability of the producer. If they (producer) need some helps to negotiate, they can have a separate organization for negotiation. However, you have to be careful that people in such an organization feel as passionate as the producers of the product. Because it is not "their product", such an organization might not be as serious as the producers about the negotiation.

Q: How to stimulate someone to translate a tacit knowledge they know into explicit forms? Are incentives needed in this process ?

A: Incentive is really important. There are many ways in giving incentives to make people share their knowledge. Sometimes money works, but more important is commitment to the common goal. If they can share the vision of the future you want to create, they would feel "I'd like to do it". Make people committed by letting them see why they are doing what they are doing. They also like to achieve & create their future.

Q: Regarding the importance of involving many institutions to participate in the knowledge

management process, is it possible to make government's policy or regulation work well to solve traffic jam problem in Jakarta?

A: First, we need to get down to the root cause of the problem. Through socialization, you really need to see the reality as it is. You might think that you know the current situation, but you may not. Then, "Ask Why Five Times" to grasp the root cause of the problem. To draw up the solution, you need to have the future vision. Instead of starting from the present and fix the problem one by one, try to start from the future, and make the stake holders agree on the future vision.

Q: Could "Ba" be implemented in the meeting or in informal organization?

A: "Ba" can appear and disappear quickly. "Ba" is about relationship among people, how they interact and understand each other. Sharing emotion, understanding each other is a basic of "Ba". But "Ba" is for knowledge creation. So we need a common goal that participants of "Ba" can commit to. People work together to achieve the goal together.

Q: Prof. Toyama presentation showed that it is good to receive a new comer for something new. Does it have to be a new comer to make changes or to explore and create new spirit?

A: Creativity comes out of our commitment, how strong we are willing to achieve our goal. So, a leader has to remind the organization, "why we are doing, why we are working so hard, etc.". For a refreshing idea, sometime we need a new member. But in other cases, by meeting different community through the small world network, you can get fresh idea or new idea.

Q: After the Tsunami in Aceh, Government had built the infrastructure there but it was too difficult to build awareness for disaster in the community culture. How to integrate local community's culture into knowledge ecosystem?

A: In Japan, people thought that technologies can prevent disaster. We were wrong. We ignored indigenous knowledge. Our ancestors had wisdom to deal with the disaster, but we didn't listen to them. We thought the technologies based on explicit knowledge are enough to save us. We need technologies of course, but we also should not forget that there is valuable tacit knowledge in the community. We need someone who can connect the communities and the new technologies.

Q: There was Jakarta mangrove plantation program at coastal area in North Jakarta, however there were some conflict of interest and unclear role definition between local community and local government. How to make this program work in accordance with the SECI model?

A: First, we need a vision of the future that all the stake holders can agree on. Once they agree on the vision, then they can cooperate each other to achieve the vision.

Q: What do we need for knowledge leadership to manage our knowledge assets?

A: We need knowledge leadership to manage our knowledge assets. We need to take inventory of what we know, because in large organizations, we often don't know what we know. And more important is what we do not know, what we have to create. To realize the vision of the future we want to create, we need certain knowledge assets. If we do not have such knowledge, we have to build it or have a partnership with someone who has such knowledge.

Q: How can we keep the SECI model moving continuously? How can we motivate the team to keep doing that?

A: We need to have a vision of ideal future that might not be so easy to achieve. Then, try to make people see how their action is related to the achievement of the vision.

DAY 1: SESSION 3 - Video Viewing: Example of Knowledge-based Products

Objective of Session 3

Session 3 showed one of the videos produced as a result of practicing knowledge management at a non-profit organization, the Asia-Pacific Development Center on Disability (APCD), based in Thailand. The video was shown as an example of a knowledge-based product.

The session also introduced the Story-based Knowledge Management (SbKM), an approach of practicing knowledge management developed by the APCD.

Facilitator

Mr. Yoshio Niizeki, a JICA Senior Advisor in ICT and Knowledge Management, introduced an approach called “the Story-based Knowledge Management (SbKM)”.

Dr. Kumiko Shuto, a JICA Expert in Knowledge Management 2/ Development Effectiveness 2, facilitated the session.

Video Summary

Name of video	Together We can Make Changes
Produced by	Asia-Pacific Development Center on Disability (APCD) (http://www.apcdfoundation.org/)
Video length	18 minutes
Website	http://www.apcdfoundation.org/?q=content/together-we-can-make-changes-0 (Video streaming possible)
Sector	Social security, Social welfare services
Location	Lao PDR
Target audience	Social workers, policy planners, NGOs in social services
Description	This video was produced by a Thailand-based non-profit organization, the Asia-Pacific Development Center on Disability (APCD). Since its establishment in 2002, the APCD has been facilitating collaboration among organizations of persons with disabilities (PWDs) in the Asia-Pacific region to promote their empowerment and an inclusive, barrier-free and rights-based society. JICA has been providing technical assistance for the APCD for nearly a decade. JICA’s assistance includes the dispatch of experts in knowledge management who helped the APCD to produce this video as a product of knowledge management. The APCD uses what they call the “ Story-based Knowledge Management (SbKM) ” approach for producing the video. SbKM tries to capture the knowledge of PWDs in the form of video stories, in which PWDs tell the audience the stories of their activities, experiences and determination to overcome their disabilities. By adopting the SbKM approach, the APCD succeeds to get PWDs’ tacit knowledge expressed in the form of highly personal stories. PWDs’ personal stories are easily shared with the audience. More specifically, tacit knowledge is transmitted through images and dialogues, instead of written texts, which together make up a story, letting the audience join the process of converting it into explicit knowledge through their own interpretations. Furthermore, the video was produced by the PWDs themselves. The very process of producing the video, i.e. concept formation, scenario writing, video shooting, editing, evaluating the product and use of the product, can be regarded as part of knowledge creating activities.
Key words	persons with disabilities (PWDs), social inclusion, social rehabilitation

Key Questions

- What is unique about this video in terms of video producing methods?
- What knowledge can you learn (or “feel”) by watching this video?
- How do you think the SbKM approach can be applied to knowledge management for South-South Cooperation?
-

Session Material

Presentation slides on the SbKM in Appendix 6.

Video Check Sheet

The participants were asked to fill out the “Check Sheet for Viewing Video” as they watch the video.

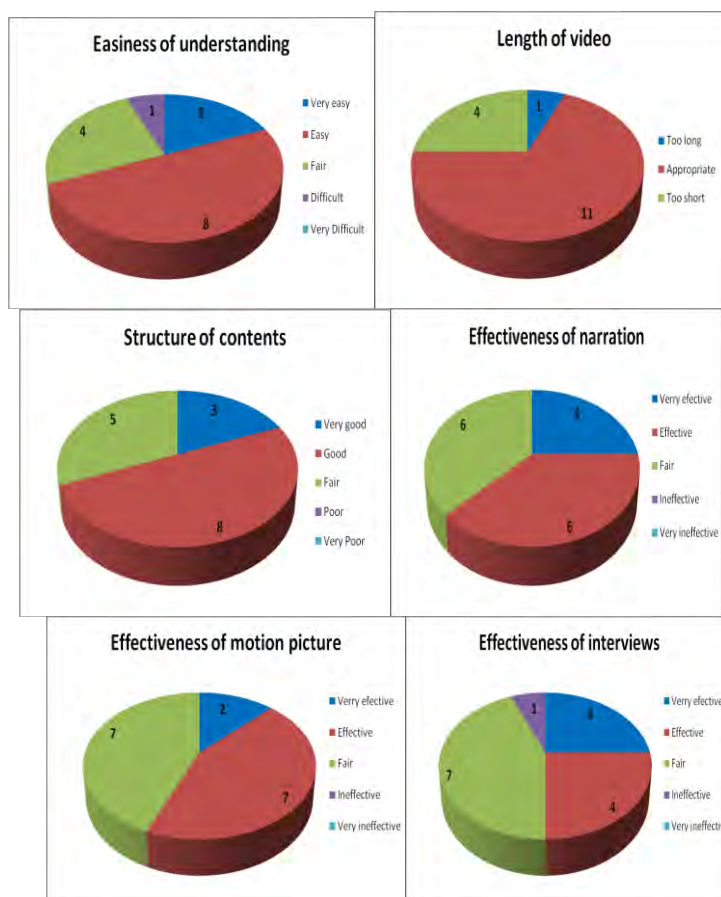
Result of Video Check Sheet

The response rate of the video check sheet was 31% (16 out of 51).

Most of the respondents said that the video was just quite good and effective in delivering intended message. The video was relatively easy to understand with an appropriate running time and has quite a good structure of contents. The narration of the movie was also useful in helping people to understand more about its content and also to share knowledge to others.

However, the participants also felt that the video were not quite clear in delivering the idea and message of the case study. It needed to increase the effectiveness of motion picture and make a better story so the video can be easily understood and work more effectively in delivering the messages. The method of interview in the video also needed to be more suitable to collect rich data and information from the interviewees so that the viewer would know more about their conditions and what they planned and did in the project.

The summary of the answers to the “video check sheet” given by the seminar participants is as follows:





DAY 1: SESSION 4 - Plenary Discussions: “How to apply knowledge management to the promotion of South-South Cooperation?”

Due to a change in the program, Session 4 was not conducted.

DAY 1: SESSION 5 - Group Discussions on Prospective Themes/Sectors for Knowledge Management

Objective of Session 5

Development themes/ sectors which should be taken up as the subjects of knowledge management were explored by the seminar participants.

Discussion Method

1. The seminar participants were divided into three groups for facilitating active discussions among them.
2. A rapporteur was chosen by the group member for taking note of the discussions.
3. In a group, the participants freely exchanged opinions and views on prospective development themes/sectors that should be addressed in the practice of knowledge management. During the exercise of identifying development themes/ sectors, the participants were asked to give due consideration to:
 - (1) Indonesia’s policy direction and priorities;
 - (2) Indonesia’s perceived comparative advantages in development experiences; and,
 - (3) Expectations of partner countries, i.e. the recipients of South-South Cooperation, toward Indonesia.
4. The rapporteurs presented the group’s discussion results to the rest of the participants after the discussion.

Facilitator & Rapporteur

Mr. Zaenal Arifin, a member of the Coordination Team on SSTC, facilitated the session.

Results of Group Discussions

The seminar participants were divided into 3 groups. Result of each group discussion was as follows:

Group 1.

Group 1 proposed four projects to be promoted for South-South Cooperation as follows:

1. Disaster risk management project (TDRMC/ Tsunami Disaster Risk Management Center, funded by Government) – This area should be comprehensive to cover various social dimensions including policies, laws and technologies concerning disaster management.
2. PNPM in poverty reduction as a cross cutting theme project – The strength of this project is that it actually contributed to reduction of poverty in Indonesia. It also gave birth to a variety of “derivatives”, such as the dissemination of environmentally-sound waste technologies, which can be regarded as new knowledge created from PNPM.
3. Reproductive health (BKKBN)
4. Trade and industries – Infrastructure development to link with private companies for economic development.

The group suggested focusing on the value of each project rather than details of the project for the promotion of South-South Cooperation.

Group 2.

Group 2 proposed the following three projects to be promoted for South-South Cooperation:

1. Training on export and import, including taxation systems - This knowledge on export and import activity is very important to promote international trade.
2. Capital market and sharia bond
3. Empowerment of women - This program is implemented through social-economic and cultural activity such as income generation activities and eco-friendly handicraft-making using waste materials. Family planning through enhancing religious leaders' role is also part of women's empowerment activity.

Group 2 suggested when promoting these activities or a programs, Indonesia should understand the perspectives of the partner countries.

Group 3.

Group 3 discussed the advantages of some projects in Indonesia which can be promoted for South-South Cooperation. Outputs of the discussions are as follows:

1. Food security program and farmers' welfare: This program is an integration agricultural program. This program has been conducted as local community empowerment endeavor and has successfully reached the goal on food security.
2. Agricultural revitalization program: This program consists of training, dissemination of appropriate technologies, expert dispatch and agricultural mechanization. Many partner countries request the Ministry of Agriculture in Indonesia to provide training program, such as farmer to farmer program and expert dispatch. Indonesia is already in possession of human resources (agricultural experts) and appropriate facilities for training.

DAY 2: SESSION 6 - Plenary Discussions on Identified Prospective Themes/ Sectors

Objective of Session 6

Following up the plenary discussions in Day 1, the participants in Day 2, who were the main implementers of the Project, further discussed identified prospective themes/ sectors in detail.

Facilitator

Mr. Zaenal Arifin, a member of the Coordination Team on SSTC, facilitated the session.

Discussion Method

1. Ms. Megumi Toda, a JICA Expert in Public Relations/ South-South Cooperation, gave a brief presentation on the findings of the Project Team's preliminary survey on prospective SSC themes. Presentation slides appear as Appendix 5.
2. The participants were asked to examine validity and feasibility of the themes/ sectors identified in Day 1.
3. They were asked to analyze any major constraints or challenges in practicing knowledge management on these themes/ sectors.
4. The participants were asked to choose three themes/ sectors tentatively for the group work purpose.
5. The participants were asked to identify main stakeholders (including those who can serve as resource persons) of each theme/ sector identified. The stakeholders could include development initiatives, specific ministries, institutions, development partners, NGOs, local government, communities directly involved in implementation of such projects.
6. The participants were then asked to be divided into three groups for the group work. Each group decided on a theme/ sector which the group members wished to work on.

Session Material

Presentation slides on Indonesia's Grand Design and Blue Print of South-South Cooperation in Appendix 7.

Presentation slides on prospective SSC themes in Appendix 8.

Before the group work, Mr. Dewo Broto Joko Putranto, Director for Multilateral Foreign Financing, BAPPENAS presented the Grand Design and Blue Print of Indonesia's South-South Cooperation.

Comments from Prof. Toyama were as follows.

- To achieve the goals of the program, the top leaders should commit themselves to this program and communicate their ideas to the middle-level managers. The top leaders have to motivate the middle-level managers to commit to this program.
- It is important that the middle-level managers see the reality, to understand what the concrete idea of this program is and to cultivate their staff members' motivation and commitment. Make sure that the middle-level managers are excited with what they are doing. They should believe good future, i.e. prosperity for the partner countries, will be achieved by conducting the program.
- We should create the future image of each flagship program. What kind of future each program would like to reach needs to be defined. Future images of Indonesia and other partner countries are also ought to be defined. It is also important to clarify why we are doing these programs. Such future images will motivate us.
- We have to convince all stakeholders that there will be good results. The result of the flagship program does not have to be a big one at first. It is important for us to produce early-stage successes, however small they may be, so that our motivations will be maintained. People can have emotional and personal attachments to such small successes and that will make people clearly see the big picture for the future.
- South-South Cooperation should be beneficial not only for the partner countries but also for Indonesia. It should bring mutual benefits. For instance, the Japan Overseas Cooperation Volunteers (JOCV) Program is designed to benefit the partner countries. However, JOCV is contributing greatly to human resource development of Japan in that the program provides a good leaning opportunity to Japanese youths. JOCV is a highly successful program because of this character of mutual benefit. South-South Cooperation of Indonesia also should contribute to human resource development of Indonesian facilitators, trainers, and experts, etc. When making the knowledge-based products, make sure to include this aspect.

Process of Theme/Sector Selection

Based on the group discussions on the first day of the seminar, the participants summarized following seven programs as prospective themes for knowledge management.

1. Disaster risk management
2. PNPM on poverty reduction
3. PNPM on infrastructure development
4. Family planning and reproductive health including empowering woman program
5. Trade and industries
6. Finance and taxes
7. Food security program
8. Agricultural revitalization

During the plenary discussions, the participants agreed that the programs to be selected should be in line with the Indonesia's Flagship Programs because policy priority was one of the most important considerations to be taken into account in pushing forward South-South Cooperation. They also pointed that some of the eight programs listed were overlapping each other and could be grouped together into more comprehensive categories. They further discussed that while the area of "finance and taxes" was of great potential, the number of training participants was still very small and Indonesia was not quite ready

to promote this area since human resources and facilities for implementing South-South Cooperation were not sufficiently developed.

After giving due consideration to the issues explained above, the participants agreed to focus on the following three programs for further group discussions.

1. Disaster risk management
2. Family planning and reproductive health including empowerment of woman
3. Food security program

DAY 2: SESSION 7 - Group Work on Activities of Knowledge Management

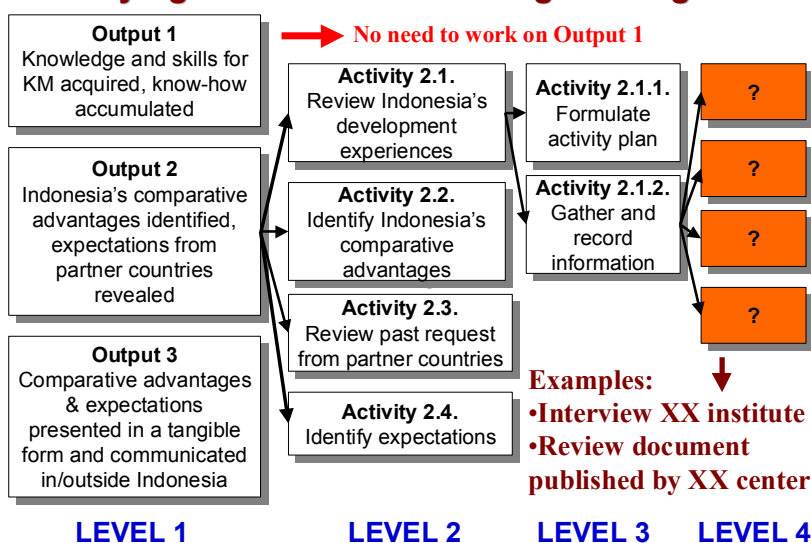
Objective of Session 7

Specific activities for practicing knowledge management in the context of promoting South-South Cooperation were identified and discussed in detail.

Group Work Instruction

1. In order to review the concept of the SECI model, Dr. Kumiko Shuto, a JICA Expert in Knowledge Management 2/ Development Effectiveness 2, gave a brief presentation about the SECI model using an example of the development of a bread-making machine by Panasonic.
2. Mr. Hirofumi Azeta, a JICA Expert in Knowledge Management 3/ System Development, made a brief presentation about the existing database and IT system and their implications to the Project.
3. The participants, being divided into three groups, discussed practical knowledge management activities to be implemented in the Project. When identifying specific activities, the participants were asked to refer to the Plan of Operation (PO) where project activities were listed. The groups identified and discussed more specific activities than the ones listed in the PO.

Identifying Activities of knowledge management



4. The participants used sticky notes (Post-it) to write down their ideas on the activities to be implemented for practicing knowledge management, considering the development theme/ sector their group was addressing.
5. The sticky notes were placed on poster papers and then grouped into categories.
6. In the form of group presentation, each group presented the ideas listed on the poster paper to the other groups. The participants exchanged opinions on each group's presentation.

Facilitator

Mr. Zaenal Arifin, a member of the Coordination Team on SSTC, facilitated the session. Discussions in each group were conducted with the initiative of the participants.

Session Material

Presentation slides on the SECI model in Appendix 9 and on database and IT system in Appendix 10.

Result of Group Discussion

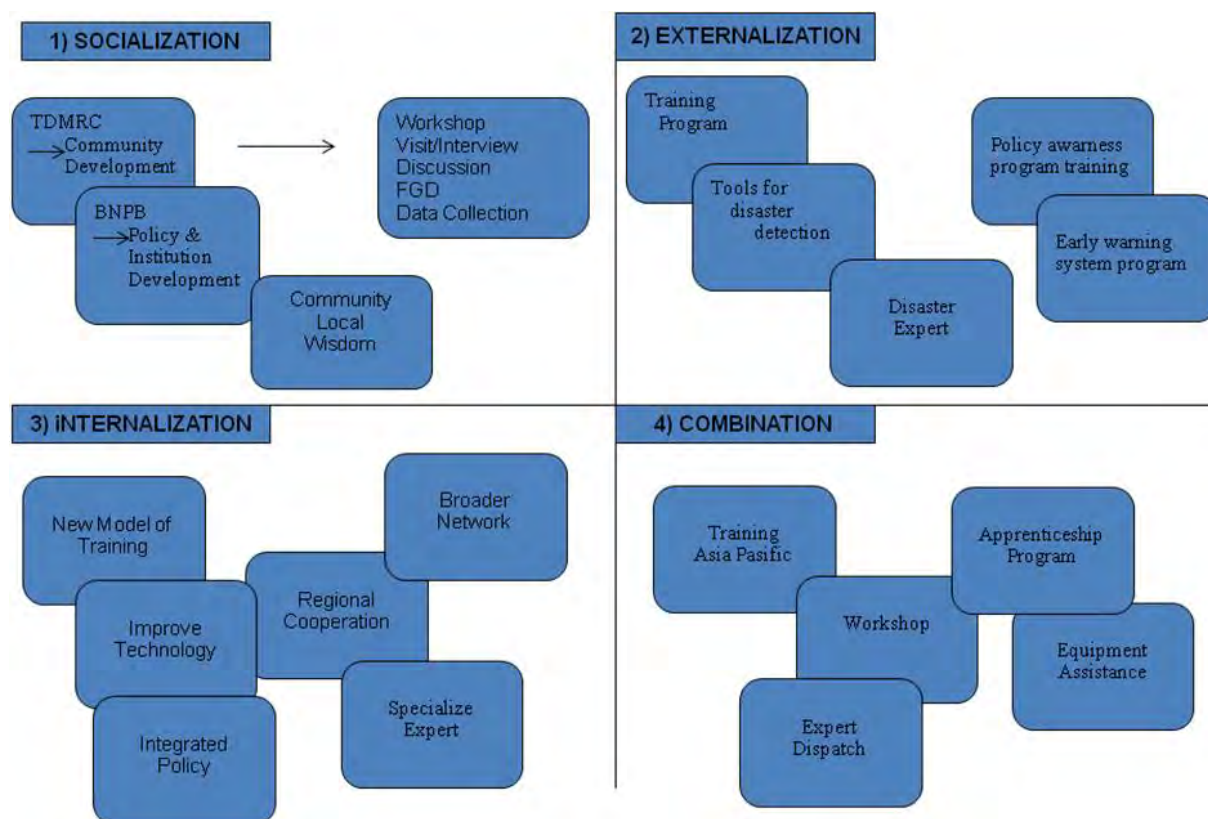
Group 1

Mr. Amri K. Sumodiningrat of State Secretariat, representing Group 1, presented the result of the group discussion. The group considered Disaster Risk Management (DRM) was one of Indonesia’s capacities which can be shared with the partner countries. By applying the SECI model, the group found out what kind of tacit knowledge Indonesia had in the field of DRM and identified which actors had tacit knowledge in the field. It was expected that five actors had tacit knowledge of DRM, namely local governments, NGOs, government institutions, communities, and the Tsunami and Disaster Mitigation Research Center (TDMRC) in Aceh.

Prof. Toyama gave comments on the presentation. She pointed that it was not very clear what kind of tacit knowledge the group wanted to explore. In the Socialization process, it was necessary to find the experts in the field. Then, their tacit knowledge would be explored. In the Combination process, various organizations with valuable experiences would be involved in the process. Such organizations would be expected to combine their knowledge to achieve common objectives. It was important to make sure those organizations shared common objectives to achieve.

In response to the comment from a group member, Ms. Lingga of JICA Indonesia Office, that it was difficult to accurately categorize activities into the four SECI stages, Prof. Toyama pointed that categorizing was not so important but making the flow, or spinning the spiral of SECI model was most important. She stressed that applying the findings or learning obtained during the spinning process to the next spiral was very crucial.

GROUP 1 : DISASTER RISK MANAGEMENT



Group 2

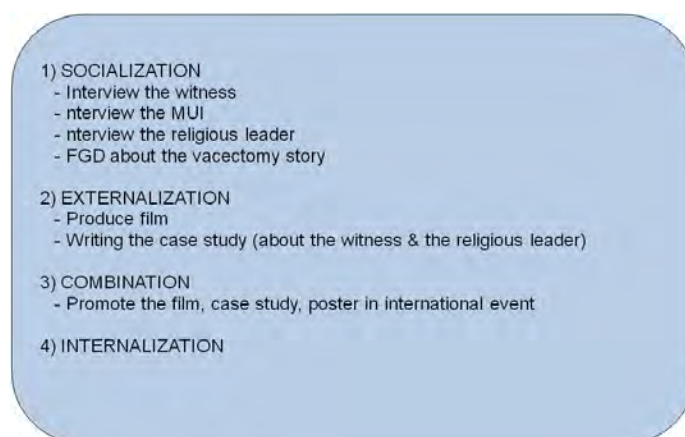
Ms. Theodora Pandjaitan of BKKBN, representing Group 2, presented their actions to be taken in the field of family planning program especially in case of promotion of vasectomy. She explained that the obstacle to promote this program was related to the “fatwa” (Islamic law) and lack of knowledge of vasectomy among people. Group 2 would try to find the key to solve those problems during the Socialization stage of the SECI model. The group members would find out the roles of religious leaders in disseminating the vasectomy program among the Moslem people. The group members would also try to assess the program by interviewing ex-trainees who attended the training on the roles of religious leaders in family planning.

Prof. Toyama advised that the group members needed to understand the essence of Indonesia’s success in this field and try to apply the essence to other countries. It was important to be aware of the difference of the situations between Indonesia and other countries. The group might need to ask “why?” five times to understand other countries environment.

Mr. Nakazawa of JICA Indonesia Office, a member of Group 2, added a comment on the process of the group work undertaken by Group 2. He explained that the group started working on identifying activities of knowledge management implementation without really paying attention to uniqueness or comparative advantages of the family planning training in Indonesia. Therefore, the activities listed on the poster paper ended up giving no suggestions in terms of “creating value” or “creating innovation”. At the time, JICA expert intervened in the process and asked many questions about what was unique about BKKBN’s training. The group then realized that identifying uniqueness of BKKBN’s training would ultimately lead to discovering Indonesia’s comparative advantages in relation to the partner countries, which was exactly the goal of the Project. Group 2, therefore, decided to take up the case of the training of religious leaders’ role in the promotion of vasectomy since this particular training is something only Indonesia could offer to the other countries.

Dr. Shuto, a JICA Expert, further added to Mr. Nakazawa’s comment. She explained that the reason why she intervened in the group work of Group 2 was that she wanted the group members to think deeply why the training is worthwhile from the view point of the partner countries. The training they wanted to promote had to be something that the partner countries found value in. It had to be something only Indonesia could offer to them. The partner countries came all the way from places like Bangladesh just to attend the training in Indonesia. The training should be worth paying the air tickets and other expenses. In order for BKKBN to prove the value of the training, the group needed to think very deeply about the history and Indonesia’s past experiences which this particular training was based on.

GROUP 2: THE ROLE OF RELIGIOUS LEADERS ON VASECTOMY



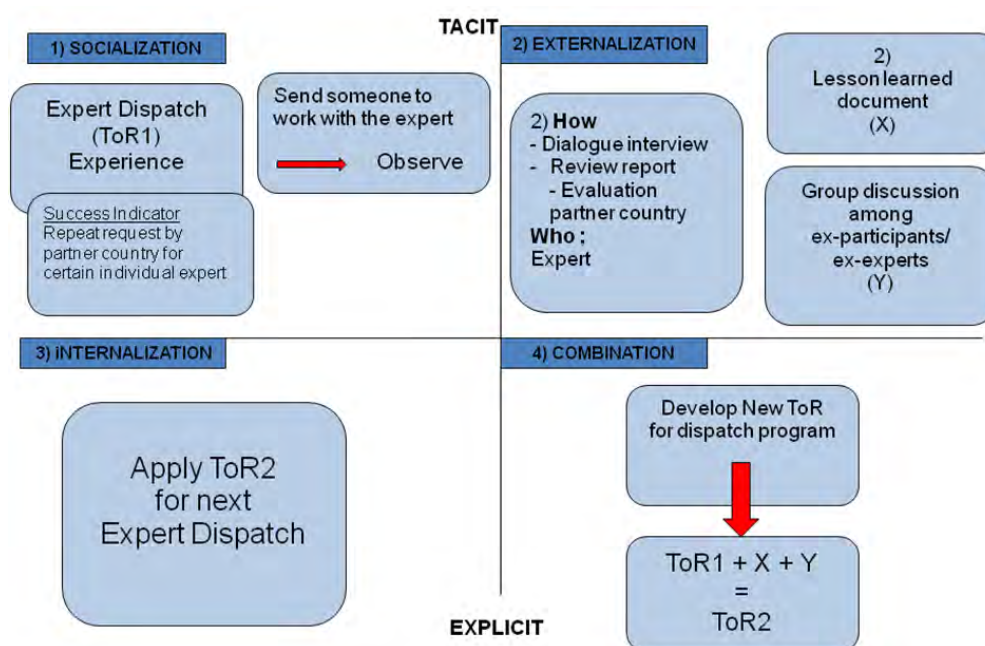
Group 3

Mr. Egi Suarga of BAPPENAS and Ms. Dewi of Ministry of Agriculture gave a presentation on behalf of Group 3. Group 3 addressed the topic of expert dispatch in the field of agriculture for their SECI model practice. The group’s motive for selecting this topic came from the fact that the partner countries often requested the dispatch of certain agricultural experts over and over again. They decided to observe the activities of successful experts and analyze why they were so much appreciated in their destination community. Such secrets of success could be utilized when the Ministry of Agriculture formulated new terms of references for agricultural experts.

After the group presentation, Prof. Toyama recommended that the group might wish to approach the farmers too and explore their tacit knowledge.

Dr. Shuto commented that tacit knowledge of agricultural experts could be very diverse: not just agricultural knowledge but also knowledge on handicrafts, food processing, off-farm income generation activities or environmental issues since they were the experts of rural realities.

GROUP 3: FOOD SECURITY PROGRAM



Comments by Project Team

Ms. Toda made a comment that while the three groups proposed different approaches, significance of the Group 2 was that they looked at the story behind the success of the training program.

DAY 2: SESSION 8 - Video Viewing – Example of Knowledge-based Products

Objective of Session 8

Session 9 introduced one of the videos produced by JICA as a sample of knowledge-based product.

Facilitator

Dr. Kumiko Shuto, JICA Expert in Knowledge Management 2/ Development Effectiveness 2, facilitated the session.

Video Summary

Name of video	Irodori*
Produced by	JICA
Video length	20 minutes

Website	http://jica-net.jica.go.jp/lib2/05PRDM016/en1/n01.html (Video streaming possible)
Sector	Rural development, Community empowerment, Private sector development
Location	Kamikatsu, Tokushima Prefecture, Japan
Target audience	Extension workers, NGOs workers in rural development
Description	The subject “IRODORI” is a business model built up by people in Kamikatsu, Tokushima Prefecture of Japan. Irodori has attracted attention as good example of “stimulus for the region”, and has received numerous prizes. During the period of Japan’s high economic growth, Kamikatsu became increasingly depopulated. Then, in 1981, it was struck by an extraordinary cold wave that dealt a crushing blow to its main industry, the cultivation of mandarin oranges. Their means of livelihood lost, the people of Kamikatsu didn’t know where to turn. Seeking a way out of the dilemma, a young employee of the local agricultural cooperative chanced upon an idea which linked to Irodori. Stories of his difficulties in turning this idea into a business, of his sense of achievement when he finally succeeded, and, of the importance of taking a second look at one’s surroundings with fresh eyes - these things, we believe, will be able to provide a fresh viewpoint to many people engaged in assisting rural regions of developing countries that have been depleting their natural resources while seeking to earn a living. (excerpt from the video’s website)
Key words	local resources, extension worker, empowerment, gender, small-scale business development, One Village One Product (OVOP)

*A Japanese word which literally means “colors”, “colorful”, or “decoration”

Key Questions

- What is unique about this video in terms of video producing methods?
- Who is the main target audience of this video?
- The Irodori project itself is considered to be a success story of knowledge-creating practice in the areas of community development and gender empowerment. How did they succeed in creating knowledge? Pay special attention to leadership of the initiative.

Session Material

Presentation slides on Irodori in Appendix 11.

Video Check Sheet

The participants were asked to fill out the “Check Sheet for Viewing Video” as they watch the video.

Result of Video Check Sheet

The response rate of the video check sheet was 28% (7 out of 25).

Most of the respondents felt that the video was effective in delivering intended messages. The video was also easy to understand and its structure and length was appropriate. Participants also agreed that the narration of the video was effective in describing and explaining the value or message of the case shown.

1. Easiness of understanding (N=7)

Very easy	Easy	Fair	Difficult	Very difficult
3	4	0	0	0

2. Length of video (N=7)

Too long	Appropriate	Too short
1	6	0

3. Structure of contents (N=7)

Very good	Good	Fair	Poor	Very poor
3	3	1	0	0

4. Effectiveness of narration (N=7)

Very good	Good	Fair	Poor	Very poor
2	4	1	0	0

5. Effectiveness of interviews (N=7)

Very good	Good	Fair	Poor	Very poor
2	3	2	0	0

6. Overall effectiveness in delivering intended messages (N=7)

Very good	Good	Fair	Poor	Very poor
3	3	1	0	0

7. Comments from the respondents

- The video was easy to understand.
- The video gave a good picture of the situation, problem, and the people.
- A lot of information can be collected from the video.
- Through the video we can see the strong commitment of the leader in implementing the program and also the commitment of the people in the community.
- Coordination Team on SSTC should create a video like this to show the uniqueness of Indonesia and what Indonesia already has.

DAY 2: SESSION 9 - Group Work on Action Plan Formulation

Objective of Session 9

Tentative action plans for practicing knowledge management based on the SECI model were formulated.

Group Work Instruction

1. The three groups discussed actual actions to be taken to complete one cycle of SECI model together with the issue of when to implement the activities, who would be responsible for each activity and who should be contacted as resource persons. The Project would cover up to SEC (Socialization, Externalization and Combination) due to time limitations. Therefore, the group discussed actions up to Combination stage of the SECI model.
2. The participants used sticky notes (Post-it) to write down their ideas on the actions to be taken, considering the development theme/ sector their group was addressing.
3. The sticky notes were placed on poster papers and then grouped into categories and lined up according to time sequence.
4. In the form of group presentation, each group presented the action plan formulated on the poster paper to the other groups. The participants exchanged opinions on each group's presentation.

Sample Action Plan

	May	June	July	August
Activity	Identification of Indonesia's comparative advantage			
		Identification of expectations of partner countries		
Method	Document review	-Interviews with Ministry -Interviews with JICA -Interviews with XX research center	Interviews with XX research center	
	Web search	Review of documents provided by resource persons		
Meeting	Twice a month	Twice a month		
Meeting agenda	- Present each member's findings - Identification of resource persons	- Share interview scripts and findings - Compile summary report		
Responsible person	All Task Force Team Members	X Group of the Team Y Group of the Team		

Resource person	-	Ministry of Agriculture XX research center JICA		
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Facilitator

Mr. Zaenal Arifin, a member of the Coordination Team on SSTC, facilitated the session.

Discussions in each group were conducted with the initiative of the participants.

Action Plan of Each Group

Group 1

Group 1 presented the action plan as follows.

Dr. Shuto recommended that the group should do the document review carefully, as the group could be overwhelmed easily by the quantity of data. In connection with this issue, she suggested that it might be better that the group first visited institutions, particularly development partners such as UDNP, which had been conducting a similar program so that the group would have a better overview of the topic

Mr. Tokura warned that ethical considerations needed to be paid when interviewing those who were affected by disasters as they might be still suffering from emotional distress.

Ms. Dinur, JICA Indonesia Office, pointed out that the formulation process of Laws on Disaster Management in Indonesia could be an interesting experience to be shared with other countries.

GROUP 1: DISASTER RISK MANAGEMENT

Activity	May	June	July	August
Methods	- Doc. Review & research	- Visit & Interview		- Program development
Meeting & Workshop	Indonesian experience in DRM	- Presentation of finding of visit - Identification of Indonesia's comparative advantage in DRM	- Identification of expectations of partner countries - Knowledge product	
Responsible Person		Task force members & I.A.		- BNPB - Pemda - TDMRC
Resource Person		- TDRMC - BNPB - Local Government - Community	- MUI - Community - BKKBN	

Group 2

By following the Group 2 presentation, Dr. Shuto advised that a women group, i.e. the beneficiary of the program, should be included as resource persons. Data collection from such beneficiary groups through interviews, focus group discussions and observation was indispensable. It might be also worth comparing data derived from different beneficiary groups.

GROUP 2: THE ROLE OF RELIGIOUS LEADERS ON VASECTOMY

Activity	May	June	July	August
	Identification of Indonesia's Comparative Advantage			
	Identification of Expect			Partner Countries
Methods	- Doc. Review Develop. Concept - List of questionnaires	- Making a method of interview - Interview the witness - Interview the religious leader	- Interview MUI - FGD with community - Interview person in charge	
Meeting	2x per month	2x per month		

Meeting Agenda	<ul style="list-style-type: none"> - Present each of member's finding - Identification of Resource persons 	<ul style="list-style-type: none"> - Share interview script & finding - Compile summary report 		<ul style="list-style-type: none"> - Develop movie script - Posters - Report of case study <ul style="list-style-type: none"> - Develop website for promotion
Responsible Person		<ul style="list-style-type: none"> - Group A - Group B - Group C 		
Resource Person		<ul style="list-style-type: none"> - Religious Leader - Witness 	<ul style="list-style-type: none"> - MUI - Community - BKKBN 	

Group 3

Group 3 presented the Action Plan as follows.

Prof. Toyama stressed the importance of sharing the objective with the stakeholders when the group organized a kick off meeting, as the stakeholders might come from various organizations. When the group members face any conflicts, they would be able to go back to the common objective and overcome such conflicts.

GROUP 3: FOOD SECURITY PROGRAM

Activity	May	June	July	August
	Identification of Indonesia's Comparative Advantage			
	Data Collection			
Methods	<ul style="list-style-type: none"> - Document Review - Web search - Brain storming 	<ul style="list-style-type: none"> Review - INA 	<ul style="list-style-type: none"> - Site visit to the target stakeholder, in INA or other country (Afghanistan, Pakistan etc.) 	
Meeting	Min. 2x per month	Min. 1x per month via email	Min. 1x per month	
Meeting Agenda	<ul style="list-style-type: none"> - Pre kick off meeting (FP Line Ministries) - Kick off : - Presentation of person - Identification resource person 	<ul style="list-style-type: none"> - Fast finding to related stakeholder - Fast finding to partner countries 	<ul style="list-style-type: none"> - Result Fact finding - Result document review - Lesson & learned document 	<ul style="list-style-type: none"> - Create new method value
Responsible Person	<ul style="list-style-type: none"> - All task force - MOA - Bappenas - MOFA - State Secretariat 			
Resource Person	<ul style="list-style-type: none"> - Mr. Purnomo Chandra - Mr. Meri - Mr. Andi - Farmers - Experts 	<ul style="list-style-type: none"> - Head of training center - Expert - Farmer 		

Participants' Evaluation on Seminar

During the seminar, questionnaires were distributed to the participants. This section summarizes the results

of the questionnaire survey.

1. Number of participants (excluding the number of JICA Experts, Local Consultants, note-takers, and interpreters)

<Day 1>

Coordinating ministry*	Line ministry	Development partner	Research institution	NGO	University	Int' org.	Other	Total
24	13	5	3	2	2	1	1	51

*BAPPENAS, Ministry of Foreign Affairs, Ministry of Finance, and State Secretariat

<Day 2>

Coordinating ministry	Line ministry	Development partner	Total
17	5	3	25

2. Response rate of the questionnaire

<Day 1> 21 out of 51 (41%)

<Day 2> 7 out of 25 (28%)

<Total> 28 out of 76 (37%)

3. Question: How do you evaluate the overall level of difficulty of the seminar? (N=26)*

Very difficult	Difficult	Appropriate	Easy	Very easy
0	12	8	6	0

*Cumulative number of participants of Day 1 and Day 2.

4. Question: Overall, how much did you understand the contents of the seminar? (N=28)*

Understood 80% or more	Understood about 50% - 79%	Understood less than 50%
19	9	0

*Cumulative number of participants of Day 1 and Day 2.

5. Question: How do you evaluate the materials used in the seminar? – Power Point slides (N=17)*

Very good	Good	Fair	Poor	Very poor
13	13	1	0	0

* Cumulative number of participants of Day 1 and Day 2.

6. Question: How do you evaluate the materials used in the seminar? –Video (N=18)*

Very good	Good	Fair	Poor	Very poor
8	6	4	0	0

* Cumulative number of participants of Day 1 and Day 2.

7. Question: How do you evaluate the materials used in the seminar? –Handouts (N=27)*

Very good	Good	Fair	Poor	Very poor
16	9	2	0	0

* Cumulative number of participants of Day 1 and Day 2.

8. Question about the arrangements of the seminar: Did you have any difficulties/problems attending the seminar?

<Participants of Day 1>

Yes: 3, No: 1 (Reason for “yes”) I am too busy to attend the entire seminar.

<Participants of Day 2>

Yes: 0, No: 5

9. Question about the arrangements of the seminar: Do you think the length of the seminar (one day for the participants of Day 1 and two days for the participants of Day 2) was appropriate?

<Participants of Day 1>

Too long	3	(Reason) It is better if the seminar is divided into two days with a shorter time in each day.
Appropriate	12	
Too short	6	(Reason) We need to learn more deeply - not only theory but also strategy. The seminar needs at least 2 whole days. The seminar materials were so many but the seminar was too short.

<Participants of Day 2>

Too long	0	
Appropriate	2	
Too short	3	(Reason) Need more time especially for the theory explanation.

(N.B. The questions from 10 through 20 were addressed only to the participants of Day 2.)

10. How do evaluate Session 1: Introduction of project outline (N=7)

Very good	Good	Fair	Poor	Very poor
0	6	1	0	0

11. How do evaluate Session 2: Lecture on knowledge management theory and application (N=7)

Very good	Good	Fair	Poor	Very poor
0	4	3	0	0

12. How do evaluate Session 3: Example of knowledge-based products “Together We Can Make Changes” (N=6)

Very good	Good	Fair	Poor	Very poor
2	2	2	0	0

13. How do evaluate Session 5: Group discussion on prospective themes/sectors for knowledge management (N=7)

Very good	Good	Fair	Poor	Very poor
2	4	1	0	0

14. How do evaluate Session 6: Discussion on identified prospective themes/sectors (N=7)

Very good	Good	Fair	Poor	Very poor
2	4	1	0	0

15. How do evaluate Session 7: Group work on activities of knowledge management (N=7)

Very good	Good	Fair	Poor	Very poor
1	6	0	0	0

16. How do evaluate Session 8: Video viewing - Example of knowledge-based products “Irodori” (N=7)

Very good	Good	Fair	Poor	Very poor
5	1	1	0	0

17. How do evaluate Session 9: Group work on action plan formulation (N=5)

Very good	Good	Fair	Poor	Very poor
0	4	1	0	0

18. On the scale of 1 to 10 (1 being the lowest and 10 being the highest), how do you rate the level of your understanding on knowledge management before attending the seminar? (N=5)

Scale	10	9	8	7	6	5	4	3	2	1
No.	0	1	0	0	0	0	1	1	2	0

19. On the scale of 1 to 10 (1 being the lowest and 10 being the highest), how do you rate the level of your understanding on knowledge management after attending the seminar? (N=5)

Scale	10	9	8	7	6	5	4	3	2	1
No.	0	1	2	1	0	1	0	0	0	0

20. Do you now have a clearer idea of how you can practice knowledge management for SSC? (N=6)

Yes, very much	Yes, to some extent	No, not so much	No, not at all	Not applicable
1	5	0	0	0

51 participants of the seminar for the first day of the seminar were drawn widely from coordinating ministries, line ministries, development partners, NGOs and academia. Day 2 of the seminar was attended by 25 members of Coordination Team of South-South and Triangular Cooperation (Question 1).

The response rates of the questionnaire are 41% for Day 1 and 28% for Day 2 of the seminar (Question 2).

As for the level of difficulty of the seminar, nearly half of the respondents said that it was quite difficult to understand the seminar mainly because the approach of the knowledge management introduced in this seminar was very new to them (Question 3). However, despite the perceived difficulty of the seminar topic, most of the respondents (19 out of 28 respondents) managed to understand 80% or more of the content of the seminar (Question 4).

Nearly all of the respondents answered the quality of the Power Point slides was either “very good” or “good”, indicating that the slides were very effective in facilitating the lectures given during the seminar (Question 5). The seminar handouts were evaluated the highest among the three types of materials: Power Point slides, video and handouts. 16 out of 27 respondents felt the handouts were very good and nine respondents evaluated it as “good” (Question 7). Among the two types of the videos shown in the seminar, the one entitled “Irodori” shown in Day 2, as well received.

Among all the sessions in the seminar, Session 8, the introduction of an example of knowledge-based products (Video entitled “Irodori”), gained the highest evaluation. The other sessions equally received relatively high evaluation with the majority of the respondents rating the sessions “very good” or “good”.

It is evident that the participants, who were, in their understanding, had very little knowledge about knowledge management improved their level significantly as indicated by the change shown in the tables of Question 17 and 18. For example, they felt their level of understanding on knowledge management fell somewhere between 2 and 4 before attending the seminar, which was very low in rating. After the seminar, however, the level rose to 7, 8 or 9.

As the result of attending the seminar, all of the respondents felt that they had a clearer idea of how they could practice knowledge management for South-South Cooperation (Question 20).

As for the arrangements of the seminar, most of the respondents said that they did not have any difficulties or problem attending the seminar (Question 8).

While nearly half of the respondents said that the one day seminar in Day 1 was of appropriate length regarding the topics, a significant number of the respondents felt that one day was not enough to cover all the topics presented and discussions conducted in Day 1 (Question 9). They felt they needed more time to know more about the topics and about various methods introduced by this seminar as well as to understand the handouts. Some of them asked the lecturer materials to be delivered in advance.

Three out of five respondents of Day 2 answered two days were still too short. They felt that more time for theory explanation should have been allocated. They also felt that time for Day 2 was not enough to discuss all of materials and making a good action plan. The group discussion sessions in Day 2 were received well as they enabled the participants to make the topics more understandable and the participants were able to practice their understanding in their group work on the selected themes.

Findings and Lessons Learned

Generally speaking, the seminar was very well received by the participants drawn from a variety of institutions. The participants gave positive evaluation on both the contents and arrangements of the

seminar.

Here are some findings and lessons learned from the experience of organizing the seminar.

1. Arrangements of Seminar

1.1. Number of Participants

The numbers of the participants were slightly lower than expected (51 people for Day 1 and 25 for Day 2), considering the fact that the invitation letter was sent to 51 institutions and individuals for Day 1 and 30 for Day 2. This might be largely due to the fact that the letter was sent only six days before the seminar. The late dispatch of the invitation letter was mainly due to some delays in seminar arrangements. Some development partners pointed to this problem of short notice as a reason for their absence. **For the next seminar, the invitation letter should be sent well in advance to attract more participants.**

1.2. Participants' Organizations

Although the seminar was attended by people from a variety of organizations, there were only two from NGOs and two from academia. JICA and World Bank were the only two organizations from development partners which attended the seminar. **Further efforts should be made in the future to get more participants from development partners, NGOs, academia, and also from the media.**

1.3. Length and Venue of Seminar

As for the length and venue of the seminar, **a one- or two-day seminar in central Jakarta seemed appropriate and convenient** for most of the participants. When the Interim Presentation Meeting and the Final Workshop are organized in future, similar arrangements should be made as to length and venue of the seminar.

2. Contents of Seminar

2.1. Baseline Survey and Designing of Seminar

Before the seminar, a baseline survey to assess participants' level of knowledge about knowledge management was conducted. Questionnaires were distributed to the members of the Joint Coordination Committee (JCC) of JICA' "Project on Knowledge Management for South-South Cooperation" and Coordination Team on South-South and Triangular Cooperation on April 17. 13 people answered the questionnaire.

The results of the survey indicated that only one person had ever attended a meeting or seminar related to knowledge management and three had ever read a book on knowledge management. The number of people who had ever been involved in practicing knowledge management was only one. These answers suggested that **almost all of the respondents were not familiar with the concept of knowledge management.** The respondents, at the same time, were very much interested in learning a lot about knowledge management and its usefulness in their duties and SSC promotion.

The seminar, therefore, was organized to address this situation expressed by the survey respondents. The seminar primarily aimed at familiarizing the seminar participants with the concept of Prof. Nonaka's knowledge management theory. **The seminar also tried to stress the importance of knowledge/value creation for making innovation within the organization** so that the participant would not erroneously take knowledge management for a simple data or information management exercise.

2.2. Lecture on Knowledge Management

Based on the result of the baseline survey, it was decided that the seminar should spend a substantial portion of its time giving a lecture on knowledge management theory and application. The lecture was concentrated on the first day of the seminar so that the participants would be given a good induction to the overall aim and goal of the Project. Three hours and 45 minutes of the lecture sessions included topics such as knowledge management theory, the dynamic model of organizational knowledge creation, and cases of regional knowledge creation and leadership.

Each session was followed by questions from the floor and answers were given by Prof. Toyama. **Most of the questions were asked by the officials of line ministries or institutions which were the main implementers of SSC activities.** The reason for it is probably that those who conduct SSC activities were able to clearly relate themselves to the idea of "value creation" given by the lecture since they were trying to create value in their daily work of giving services to the clientele. Their questions were largely related to the actual SSC activities the organizations were currently engaged in

and the participants wanted to know how the approach of knowledge management could be effectively applied to their daily SSC activities for making innovation.

According to the questionnaire survey, many of the participants felt the lecture was slightly difficult to understand, not because of the difficulty of the lecture *per se* but because of the limited time allocated to the lecture sessions. Interviews with the participants during the seminar also revealed that they were busy “digesting” the lecture and thinking how the concept could be realistically put into action in the context of SSC. For future seminars or workshops, **it may be a good idea (1) to lessen the number of topics of the lecture and (2) to allocate more time to questions and answers after a lecture** to give a little more time to the participants to digest the topic better.

2.3. Proportion of Lecture and Group Work

It was generally felt that the proportion of time for lecture and group work was appropriate. After they had learned the basic concept of knowledge management on the first day, the participants deepened their understanding of knowledge management by “doing” during the group work sessions on the second day.

Moreover, it was observed that the participants of the second day of the seminar felt more comfortable asking detailed questions about knowledge management during the group work. Communication and interaction among the participants were much more active and dynamic during the group work.

As this approach of combining lecture and group work/discussion was proved to be effective, it should be adopted in future seminars too, where possible.

2.1. Seminar Materials

The participants were given a handout which consists of session overview/instruction, Power Point slides for presentations and other supporting materials (such as journal articles pertinent to the topic). **Since the questionnaire survey indicated that the handout received a good reputation, future seminar/workshop should prepare similar handouts.**

Apart from the handout, the seminar employed audio-visual materials, namely the Power Point projection and video, for facilitating lectures and presentations. The video clips, which were introduced to the participants as examples of knowledge-based products, were particularly well received and helped the viewers to picture realistically what they were going to produce as the outputs of the Project. **It was evident that audio-visual materials were powerful tools to motivate the viewers and to convey messages to them. Thus, videos or pictures should be actively used for future seminars/workshops.**

3. Follow-up

3.1. Questionnaire

Questionnaires were distributed to the seminar participants and good reviews and analyses of the seminar were able to be made based on the returned questionnaires. The rate of return, however, was rather low: it remained as low as 37%. In the future seminars, **efforts should be made to raise the return rate by reminding the participants of the questionnaire submission by way of making an announcement during break times or at the end of the seminar.**

3.2. Video-recording of Lecture

Video-recording was made throughout the lecture sessions. The video tape (in a DVD format) was used for those who could not attend the seminar. Since it was rather difficult to understand the contents of the lecture only by going through the printout of the Power Point slides, **it was best to use the video tape as a make-up lecture. It is a good practice to video-record the lecture in the future seminars too.**

END

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Topics	Tacit Knowledge to be exchanged	Possible Aid Schemes	Target Countries	Effectiveness of SSC	Implementing Agencies
1. Leadership	<p>1. [Making a commitment] How do the mayors/sub-district heads/village heads/informal leaders make a commitment to support poverty reduction/community driven development (CDD) program? How do they utilize their authority (as a leader) to support poverty reduction/CDD program?</p> <p>Establishing new budget for poverty reduction. The Pekalongan mayor announced policy related to poverty reduction and allocated regional budget for special program on community empowerment and poverty reduction.</p> <p>Local leaders should show their willingness for physical work. Village and sub-district leaders in Gunung Kidul work together with the community members by following the philosophy of “Selapanan”.</p> <p>2. [Securing funds] How do the Mayors build a close relationship and have a dialogue with the parliament to get budgetary allocation to the program?</p> <p>Strong initiative of the mayor. The Pekalongan mayor has approached to some parliament members to support local poverty reduction program, especially as regards to budget allocation/increase.</p> <p>Establishing and allocating new budget for poverty reduction programs. The Pekalongan mayor allocated regional budget for special programs on community empowerment and poverty reduction.</p> <p>Allocating budget to locals directly. The Pekalongan mayor believes in empowering villages by allocating budget directly to the local development programs, without any controls from</p>	<p>Sharing experience and knowledge among leaders (leaders of Indonesia and partners countries) through dialogue and visiting each other</p> <p>Workshop for leaders</p> <p>Leaders dispatch to partner countries to share their experience</p>	<p><u>Countries with high and moderate poverty and less and moderate community participation in development initiatives</u></p> <p>Countries with similar socio-cultural with</p> <p>e.g.</p> <p>Cambodia,Lao PDR, Myanmar,Vietnam,Tim or Leste, African Countries, South Asia Countries, (Afghanistan, Bangladesh)</p>	<p>Exchange of experiences among the people with a similar social position is an effective way for mutual learning.</p> <p>N.B. Training in Indonesia may not be suitable to exchange tacit knowledge for this topic.</p>	<p><Coordination></p> <p>Bappenas (Direktorat Penanggulangan Kemiskinan)</p> <p><Planning></p> <p><Implementing></p> <p>Government of South Sulawesi Province with assistance from MOHA</p>

Topics	Tacit Knowledge to be exchanged	Possible Aid Schemes	Target Countries	Effectiveness of SSC	Implementing Agencies
	<p>the central government.</p> <p>3. [Sharing knowledge] How do the Mayors/ Sub district Heads/Village Heads share knowledge with other leaders in surrounding areas for implementing the program and overcoming difficulties/problems?</p> <p>Important to share achievement with other political leaders. Both the Pekalongan and Wakatobi mayors spoke their achievements at the regional forums on local government or at any other events.</p> <p>4. [Maintaining good communication] How do the Mayors/Sub district Heads/ Village Heads/Informal Leader maintain good communication with community members?</p> <p>The mayors are willing to hear the voices from locals. The Pekalongan mayor has a lounge in the office, where he chats with any visitors.</p> <p>The Pakalongan mayor opens the doors of his house; a poor farmer is welcomed in the same way as a local business person.</p> <p>The mayors do not stay in their offices. The Pekalongan mayor conducts weekly field visits by bicycle on Friday mornings to see local environment.</p> <p>Using media. The Pekalongan mayor conveys his ideas through local radio programs.</p> <p>Local leaders are also willing to go to the field and have dialogue with community members.</p> <p>5. [Motivating communities] How do the Sub district Heads/Village Heads/Informal Leader motivate their</p>				

Topics	Tacit Knowledge to be exchanged	Possible Aid Schemes	Target Countries	Effectiveness of SSC	Implementing Agencies
	<p>communities in implementing the program?</p> <p>Promoting community independence. The Wakatobi Mayor expects the community not to depend on higher levels of government. Instead, the Mayor stimulates the community and the sub-district government to work together to solve local issues. .</p> <p>Local leaders show their commitment by visiting field and have dialogue with community members.</p> <p>Local leaders utilize the traditional events. They convey the idea of eradicating poverty reduction through traditional ceremony such as “Ruwat Bumi”.</p> <p>Not forcing but raising awareness. In case of the Binatur project, the local leader did not force the community members to join the service, but tried to convince them by raising their awareness on environment.</p> <p>Cooperation with the religious leader. The religious leader (Kyai) plays an important role to increase awareness among the community members.</p>				
<p>6. Facilitation</p>	<p>1. [Improving capacity and skills] How do the facilitators build their capacity and acquire necessary skills to smoothly execute their duties such as conducting needs assessment? How do they build a positive mindset, develop various skills including communication skills?</p> <p>Sharing their experiences with other facilitators. It is important for the facilitators to share their experiences with other facilitators in order to enhance their capacities.</p> <p>Informal gathering among the facilitators. The coordinator of PNPM organizes an event to share experiences, discuss frankly, and build closeness and</p>	<p>Training for facilitators of partner countries in Indonesia</p> <p>Sharing method of facilitation among countries through Workshop</p> <p>Facilitators in Indonesia dispatch to partner countries to share their experience</p> <p>“Working together”, i.e.</p>	<p><u>Countries with high and moderate poverty and less community participation in development initiatives</u></p> <p>e.g.</p> <p>Cambodia</p> <p>Lao PDR</p>	<p>Conventional training may be more efficient than “working together” because the number of trainees will be much larger. In order to overcome this problem, packaging conventional training with some elements of “working together” may be considered.</p>	<p><Coordinating></p> <p>Bappenas (Direktorat Penanggulangan Kemiskinan)</p> <p><Planning></p> <p>MoHA</p> <p><Implementing></p> <p>Government of South Sulawesi</p>

Topics	Tacit Knowledge to be exchanged	Possible Aid Schemes	Target Countries	Effectiveness of SSC	Implementing Agencies
	<p>togetherness among them.</p> <p>Making social mapping. This is an effective way to enhance the facilitator's skills, when the facilitators are dispatched to their destinations first time.</p> <p>Having various types of trainers. PNPM invites local government officers, academia, NGOs for facilitator's training.</p> <p>The coordinator of PNPM invites the national-level trainers with support from the Mayor.</p> <p>< Necessary skills for the facilitators ></p> <p>Interview skills: avoiding asking why and how, but ask what, where, who, when.</p> <p>2. [Blending with communities] How do the facilitators blend with communities to get accepted and work with the communities?</p> <p>Changing the facilitator's mindset. Facilitators should not teach but listen to voices from the field and understand problems.</p> <p>Participating in local events. The facilitators are supposed to attend traditional and religious events as well as community informal meetings.</p> <p>3. [Identifying the right persons] How do the facilitators approach to the communities and identify the right persons who can mobilize other community members?</p> <p>Approaching not only to community leaders. The facilitators need to approach to local people who are</p>	<p>an OJT type of mentoring activity, by the Indonesian facilitators</p>	<p>Myanmar</p> <p>Vietnam</p> <p>Timor Leste</p> <p>African Countries</p> <p>South Asia Countries</p>		<p>Province with</p> <p>NGO</p>

Topics	Tacit Knowledge to be exchanged	Possible Aid Schemes	Target Countries	Effectiveness of SSC	Implementing Agencies
	<p>facing problems.</p> <p>Identify the people who have the same concerns as the facilitator's.</p> <p>Necessary to involve villagers who have a better understanding of the situation on the ground and day-to day activities.</p> <p>4. [Networking for obtaining support] How do the facilitators establish a relationship with, and get support from, the relevant government officers at the local and regional levels?</p> <p>Inviting various types of people as a trainer. PNPM and the CD project invite government officers as trainers when they organize trainings for facilitators. They also invite a guest speaker from the private sector, academia and NGO.</p> <p>Inviting the government officers to the trainings. The Wakatobi mayor requests his staff to participate in the training for facilitators.</p> <p>Participating in trainings outside of the program. The facilitators look for an opportunity to participate in training programs provided by local governments.</p> <p>5. [Building partnership and collaboration] How do the facilitators make collaboration with community and government officers in the field? How the involving government officers to act as facilitators (working together as a facilitators for community)</p> <p>Facilitators as change agents: In the CD project, the facilitators are expected to change the mindset of local people: Local people should work together with the sub-district government to solve the problems identified in the local communities rather than waiting for assistance to be provided by the higher</p>				

Topics	Tacit Knowledge to be exchanged	Possible Aid Schemes	Target Countries	Effectiveness of SSC	Implementing Agencies
	<p>level of government.</p> <p>Inviting the officials to the field. PNPM and the CD project invite the Mayors and government officers in the field activities.</p> <p>Participating in local projects. The facilitators approach to local government office's (SKPD) program.</p> <p>Keep independence. While working together with government officers, the facilitators should be independent from the government, be critical of the government, and not see themselves as civil servants.</p>				
<p>6. Community Cohesion</p>	<p>1. [Building mutual trust] How do the community members trust one another? What are the contributing factors in mutual trust building?</p> <p>Through meetings. The leader of Gunung Kidul managed to convince skeptical community members through conducting lots of community meetings. Each decision was made openly and transparently.</p> <p>Trying to avoid rule of the majority. In case of the Binatur project, problems were solved through discussions at the mosque.</p> <p>Role of religious leaders. In case of the Binatur project, some community members had to give up their pieces of lands to widen the community road. The community leaders asked religious leaders to convince those community members.</p> <p>Economic incentives to the community. The leaders explained that land prices would surge, once the river was clean and the village had a good road.</p> <p>Traditional values. The community leaders stress on traditional value such as "Gotong-Rorong",</p>	<p>Site visit and Observation Exchange visit between Indonesian communities and those of the partner countries</p> <p>Comparative studies between Indonesia and partner countries</p>	<p><u>Countries with high and moderate poverty and less community participation in development initiatives</u></p> <p>e.g.</p> <p>Cambodia</p> <p>Lao PDR</p> <p>Myanmar</p> <p>Vietnam</p> <p>Timor Leste</p> <p>African Countries</p>	<p>SSC activities are made more effective if the participating communities are accompanied by the facilitators and program implementers.</p>	<p><Coordinating></p> <p>Bappenas (Direktorat Penanggulangan Kemiskinan)</p> <p><Planning></p> <p>MoHA</p> <p><Implementing></p> <p>Government of South Sulawesi Province</p> <p>NGO</p>

Topics	Tacit Knowledge to be exchanged	Possible Aid Schemes	Target Countries	Effectiveness of SSC	Implementing Agencies
	<p>“Musyawarah” to promote cooperation among the community members.</p> <p>2. [Selecting the right representatives] How do the communities choose their representatives for?</p> <p>Community members select the person who is active, caring, accountable, and has unimpeachable character. He/she is to be respected among the community members.</p> <p>Trying to avoid voting. The selection is to be done based on “Musyawarah”.</p> <p>It is important to select different and various types of people for the members of committee, monitoring team, and maintenance team.</p> <p>3. [Social inclusion] How are voices of vulnerable groups reflected in the decision-making process?</p> <p>Involving them into the implementing unit. The PNPM involves the representatives of marginal and vulnerable groups as the BKM members (implementation unit).</p> <p>Quota system for women. There is the quota system for women in the PNPM Desa Bejiharjo.</p> <p>Even poor people can be selected for the monitoring team for PNPM Desa Bejiharjo. The criteria of selection are their willingness and capability, in addition to literacy skills.</p> <p>4. [Using community media] How do the communities choose and use media, such as radio, formal and informal meetings, religious and/or cultural events, for awareness-raising and monitoring the</p>		South Asia Countries		

Topics	Tacit Knowledge to be exchanged	Possible Aid Schemes	Target Countries	Effectiveness of SSC	Implementing Agencies
	<p>implementation process?</p> <p>PNPM promotes its activities through local media such as village newspaper and community radio. PNPM also uses commercial broadcast radio for the program socialization.</p> <p>Through religious/traditional events. PNPM also utilizes the opportunity of religious events, such as “Wayang”.</p>				

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Topics	Tacit Knowledge to be exchanged	Cooperation Scheme	Effectiveness of SSC	Target Countries	Implementing Agencies
1. Community and community leaders' contribution for peace building/keeping	<p>DURING CONFLICT [Traditional/informal social institutions promoting peace building] How do traditional/ informal social institutions promote peace building in communities?</p> <p>Emphasizing traditional value: Geucik together with religious leaders and Tuhapeut promoted Musyawarah through informal channels.</p> <p>How do external facilitators convince communities of peace building?</p> <ul style="list-style-type: none"> - Mindset of the facilitators: They learned about the community backgrounds, found trustworthy contact people, treated everyone respectfully and be mindful about neutral venue and language. <p>How do communities maintain their aspiration for identity, justice and humanity?</p> <ul style="list-style-type: none"> - Utilizing informal channels: Maintain communication through informal channels and prioritize community's safety and needs. 	<p>Exchange of experiences in Indonesia, focusing on informal social institutions and facilitators (Site visit to the communities)</p> <p>Lecture on informal social institutions in Indonesia</p>	<p>Package of site visit and lecture can be effective</p>	<p><u>Countries with ongoing conflicts</u> Sri Lanka The Philippines Madagascar</p>	<p>MoFA through Bali Democratic Forum (BDF) NAM CSSTC Institute for Peace and Development Directorate of Technical Cooperation, MoFA State Secretariat ASEAN Foundation NGOs (Sekolah Demokrasi Foundation)</p>
	<p>POST CONFLICT [Formal and informal community leaders' facilitation for an open dialogue among community members] How do community leaders facilitate an open dialogue among community members? (exercised grassroots democracy)</p> <ul style="list-style-type: none"> - Stressing traditional value: Promote musyawarah through traditional meetings to discuss local situation and conflict happened. - Mindset of leaders: Ensure equal opportunity for everyone to be heard and every concern is addressed <p>How do community leaders prevent conflicts arising among community members?</p>	<p>Expert (facilitators, local leaders, etc.) dispatch Exchange of experiences among community leaders (Visiting each other) Exchange of experiences by site visit to the communities and dialogue with community members in Indonesia Training on facilitation skills for inclusive participation</p>	<p>Exchange of experiences is effective way for mutual learning.</p> <p>Site visit to the communities and dialogue with community members, accompanied by a lecturer who can explain historical background and community system, can be effective</p>	<p><u>Democratizing countries</u> Egypt Tunisia Myanmar Timor Leste Fiji</p>	<p>MoFA through BDF NAM CSSTC Institute for Peace and Development Directorate of Technical Cooperation, MoFA State Secretariat ASEAN Foundation NGOs (Sekolah Demokrasi Foundation)</p>

Topics	Tacit Knowledge to be exchanged	Cooperation Scheme	Effectiveness of SSC	Target Countries	Implementing Agencies
	<ul style="list-style-type: none"> - Trust and unity among leaders: Respect and understand each other between Geuchik, religious leader and Tuhapeut. - Traditional and religious approach: Use musyawarah approach and applying religious law (adat/syariah) in the special place (meunasah) to solve problems when they are still small scale. - Know how among leaders: Try not to connect problems to what happened in the past. <p>[Community members participation in decision-making] How do community members participate in the decision making process?</p> <ul style="list-style-type: none"> - Organizing women: Women participate in decision making process in the village meetings and citizen deliberation through women's organizations. - Egalitarian approach: Elders, traditional leaders and youth beside women are all involved in village community meeting <p>[Traditional/ informal social institutions promoting peace building] How do traditional/ informal social institutions promote grass-roots democracy?</p> <ul style="list-style-type: none"> - Approach to youth and women: Invite youth and women to take part in community activities. - Having informal meetings: Maintain close communication, i.e. having dialogs with community members at their houses, coffee shops, religious ceremony <p>How do traditional/ informal social institutions work with local administrative systems for keeping peace?</p> <ul style="list-style-type: none"> - Applying religious and custom laws: Sharia and adat law are used to solve problems for small problems, while state law for bigger problems. 				

Topics	Tacit Knowledge to be exchanged	Cooperation Scheme	Effectiveness of SSC	Target Countries	Implementing Agencies
	<ul style="list-style-type: none"> - Respect for the customary practices: Elder and traditional leaders preserves the customary practices in community. 				
2. Women's contribution to peace building/keeping	<p>DURING CONFLICT [Courage and skills for negotiation] How do women raise their courage and acquire skills for negotiation to protect their family?</p> <ul style="list-style-type: none"> - Praising women's basic strength: Motherly instinct and women intuition, which involve patience, caring, solidarity, willingness to sacrifice and ability to touch the hearts of others. - Organizing women: Build solidarity and organize themselves to increase bargaining position (Aceh Women Congress). <p>[Collective power and capacity for ceasefire] How do women organize their collective power and capacity to bring about ceasefire and peace?</p> <ul style="list-style-type: none"> - Grass-root approach: Start at grassroots level, visiting woman one by one and trying to understand her environment, empowering women through a series of trainings at their convenience. - Cautious and human approach: Blend with local people to avoid suspicion, human approach to gain sympathy from armed group/military. - Evidence-based approach: Collect data of harassment against women. 	Exchange of experiences between Indonesia and partner countries (dialogue and site visit) Dispatch of Indonesia's women activists for sharing experience.	<p>Exchange of experiences is effective way for mutual learning.</p> <p>Internationally recognized women activities can share their knowledge effectively in partner countries</p>	<p>Countries _____ with <u>ongoing conflicts</u></p> <p>Sri Lanka Madagascar The Philippines</p>	<p>MoFA through BDF NAM CSSTC Institute for Peace and Development Directorate of Technical Cooperation, MoFA State Secretariat ASEAN Foundation NGOs (Sekolah Demokrasi) Foundation Women NGO in cooperation with Ministry of Women Empowerment</p>
	<p>POST CONFLICT [Participation in the decision making process] How do women organizing themselves and participate in various democracy processes and activities?</p> <ul style="list-style-type: none"> - Through religious occasion: Empower women through religious club. - Economic empowerment: Provide trainings in entrepreneurship. - Women Congress: Conduct annually. <p>How do women acquire a stronger role in the</p>	Exchange of experiences between Indonesia and partner countries (dialogue and site visit) Dispatch of Indonesia's women activists for sharing experience.	<p>Exchange of experiences is effective way for mutual learning.</p> <p>Internationally recognized women activities can share their knowledge effectively in partner countries</p>	<p>Countries in the <u>process</u> of <u>introducing democratic setup/system</u></p> <p>Egypt Tunisia Myanmar Timor Leste Fiji</p>	<p>MoFA through BDF NAM CSSTC Institute for Peace and Development Directorate of Technical Cooperation, MoFA State Secretariat ASEAN Foundation NGOs (Sekolah Demokrasi)</p>

Topics	Tacit Knowledge to be exchanged	Cooperation Scheme	Effectiveness of SSC	Target Countries	Implementing Agencies
	<p>decision making process?</p> <ul style="list-style-type: none"> - Encouraging young women to attend village meetings. - Organizing women: Develop and enhance women organization so that they have more bargaining position. <p>[Women's political participation] How do women obtain and fulfill electoral quotas of legislative seats in parliaments and other elected bodies?</p> <ul style="list-style-type: none"> - Quota system for women candidate: The role of women in parliament is still not significant in Aceh. The quota is not fulfilled. - Cooperation between the local election body and NGOs: To enhance women participation in politics through workshop organized jointly by the body and NGOs. 				Women NGO in cooperation with Ministry of Women Empowerment
3.Fair electoral system	<p>POST CONFLICT [Introducing a fair electoral system] How do local stakeholders introduce a fair electoral system after conflict?</p> <ul style="list-style-type: none"> - Mindset of the electoral commission member: Stay neutral and professional, i.e. do not show any favor to certain candidates and always be mindful when making statements. <p>How do they maintain a system to pursue political aspiration in the election process?</p> <ul style="list-style-type: none"> - Considering local conditions: Accommodate uniqueness and characteristics of local people and consider the historical background. It should be allowed to introduce local regulations, not following the Indonesian laws. - Cooperation with NGOs: Making cooperation with local and international NGOs to raise awareness for the need of fair election, especially for special voters minorities (women, youth), i.e. election-themed student competition. 	<p>Training for election committees from partner countries Workshop on election for post-conflict areas Expert Dispatch</p>	<p>Training is the highly demanded modality of cooperation</p> <p>Workshop can provide a venue for knowledge exchange among post-conflict countries</p>	<p><u>Countries in the process of introducing democratic setup/system</u> Egypt Fiji Sri Lanka</p>	<p>NAM CSSTC Institute for Peace and Development Directorate of Technical Cooperation, MoFA National Election Commission National Election Supervision Body NGO with focus on election system (CETRO)</p>

Topics	Tacit Knowledge to be exchanged	Cooperation Scheme	Effectiveness of SSC	Target Countries	Implementing Agencies
	<ul style="list-style-type: none"> - Using religious/traditional leaders: Their influence is vital to raise awareness. <p>[Electoral dispute resolution] How do the local stakeholders resolve electoral disputes?</p> <ul style="list-style-type: none"> - Using legal procedures to settle all disputes 				

別添 6 マクロ経済 TFT マトリックス

Topics	Tacit Knowledge to be exchanged	Cooperation Scheme	Effectiveness of SSC	Target Countries	Implementing Agencies
1. Enhancing Credibility of Government Bond	<p>[Formulating a market strategy]</p> <ul style="list-style-type: none"> Basic guidance and handbook were prepared under the supports of the World Bank. They were revised to meet Indonesian condition through comparative studies and seminars. One of the big modifications is the “Primary dealer system”. <p>[Maintaining good investor relations]</p> <ul style="list-style-type: none"> DMO dealers communicate with investors to get feedback from investors upon the development of instruments, as they know that investors are more active if they are given more information. DMO dealers also have close communications with investor on transactions. They use communication tools that are fact, direct and convenient. Dealers know the perfect timing for communications with investors (not to interrupt investors’ work). Phone calls are used only for emergency cases. <p>[Developing an Instrument]</p> <ul style="list-style-type: none"> Idea on the instrument development is gathered from meetings with investors. Based on the feedback from investors, terms and conditions of the instruments are determined. From the experiences, DMO dealers know that instruments are more appealing and acceptable to market players, if they are involved in the development of instruments. DMO dealers are trying to understand the preference of the investors on the conditions of instruments (e.g. fixed 	Training in Indonesia Workshop on developing bond market	<p>Training is an efficient way to provide knowledge to partner countries</p> <p>Exchange of experiences in the workshop among the people with a similar position is an effective way for mutual learning</p>	<p><u>Countries that have not developed the domestic bond market</u></p> <p>e.g. Cambodia Myanmar Vietnam</p>	Debt Management Office (DMO)

Topics	Tacit Knowledge to be exchanged	Cooperation Scheme	Effectiveness of SSC	Target Countries	Implementing Agencies
	<p>rate).</p> <p>[Promoting coordination in response to market changes]</p> <ul style="list-style-type: none"> • Divisions have coordination for bond transactions. • “Morning call”, a daily meeting is organized to equip dealers with current issues and sentiments. <p>[Ensuring continuous learning]</p> <ul style="list-style-type: none"> • HRD is conducted through internal and external trainings. • Comparative study and visits on other dealing rooms are carried out. 				
<p>2. Increasing Tax Revenue</p>	<p>TAX CONTACT CENTER</p> <p>[Building a culture of service]</p> <ul style="list-style-type: none"> • Introduction of a service culture was started with assumption that “all agents do not have skills in tax and communication” • Mindset of agents was standardized to understand the needs of taxpayers and people’s perception towards tax. • All agents share the goal of the team to provide best services for tax payers. <p>[Developing standardized tax knowledge-based information]</p> <ul style="list-style-type: none"> • Initially it was developed to ensure providing standard answers. <p>[Fueling motivation and creating a competitive climate for staff]</p> <ul style="list-style-type: none"> • All agents share the goal of the team to provide best services for tax payers. • Agents think that they are the face of Director General of Taxation. • Agents understand the importance of encouraging taxpayers to pay tax through education. • Solid team was built through communications between agents and leaders. Team leaders provide full supports (including mental supports) to agents. Team leaders also show high 	<p>Training in Indonesia, including site visit to tax contact center OJT at tax contact center.</p>	<p>Training in combination with site visit to tax contact center would enhance participants’ understanding OJT at tax contact center would give participants opportunities to have hands-on experience</p>	<p><u>Countries planning to establish a tax contact center</u></p> <p>e.g. Cambodia Lao PDR Myanmar Vietnam Timor Leste</p>	<p>Tax Contact Center</p>

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	<p>appreciation to agents.</p> <ul style="list-style-type: none"> • There is evaluation, assessment and reward / award system to make agents proud of their jobs. • Happy programs are organized to make agents relaxed and refreshed. <p>[Understanding stakeholders]</p> <ul style="list-style-type: none"> • Agents have experiences that they can provide better services through humane approach. • Agents are taught to identify callers' voice tone and types of questions through experiences. • Agents learnt how to keep their tone flat. 				
	<p>TAX DATA PROCESSING CENTER [Developing appropriate and efficient work procedures]</p> <ul style="list-style-type: none"> • Through trainings, staffs learnt labeling and input process properly. • PPDDP minimize human errors in data processing by quality assurance and double checking. • KPP and PPDDP have close and regular coordination so that PPDDP can be always aware of KPP's needs and also can respond timely. <p>[Promoting professionalism]</p> <ul style="list-style-type: none"> • Staffs were given illustration about what data processing center was all about (functions and procedures). • Coaching meetings are held. Leaders welcome fresh ideas from young staffs. • Leaders encourage and facilitate staffs to provide feedbacks. 	<p>Training in Indonesia, including site visit to tax data processing center</p>	<p>Training in combination with site visit to tax contact center would enhance participants' understanding</p>	<p><u>Countries interested in tax data processing</u></p> <p>e.g. Cambodia Lao PDR Myanmar Vietnam Timor Leste</p>	<p>Pusat Pengolahan Data dan Dokumen Pajak (PPDDP)</p>