

**Republic of Indonesia  
National Development Planning Agency**

**Republic of Indonesia  
Project on Knowledge Management for  
South-South Cooperation**

**Final Report**

**May 2013**

**Japan International Cooperation Agency (JICA)**

**IC Net Limited**

IN
JR
13 - 006



## List of Acronyms and Abbreviations

ASEAN	Association of South - East Asian Nations
BAPPENAS	National Development Planning Agency ( <i>Badan Perencanaan Pembangunan Nasional</i> )
DMO	Debt Management Office
GDP	Gross Domestic Product
GOI	Government of Indonesia
INSW	Indonesia National Single Window
JCC	Joint Coordinating Committee
JICA	Japan International Cooperation Agency
MOF	Ministry of Finance
NAM-CSSTC	Non-Aligned Movement Center for South-South Technical Cooperation
NCT-SSTC	National Coordination Team on South-South and Triangular Cooperation
NGO	Non-Governmental Organization
OECD	Organization for Economic Co-operation and Development
ORI	Government Retail Bond
PDM	Project Design Matrix
PNPM	National Program for Community Empowerment ( <i>Program Nasional Pemberdayaan Masyarakat</i> )
PIP	Government Investment Unit
PO	Plan of Operation
RD	Record of Discussions
SECI	Socialization, Externalization, Combination, Internalization
SSTC	South-South and Triangular Cooperation
TFT	Task Force Team



## Table of Contents

1.2	Project Framework .....	2
1.3	Basic Policies for the Implementation of the Project .....	2
1.4	Project Implementation Methods .....	5
2	Achievement of the Project .....	6
2.1	Output 1: Knowledge and skills Necessary for Exercising Knowledge Management Acquired by the Key Actors of South-South Cooperation and Know-how of Conducting Knowledge Management Accumulated. ....	6
2.2	Output 2: Identified Indonesia's Comparative Advantages for Implementing South-South Cooperation and Revealed Expectations from Prospective Partner Countries .....	11
2.3	Output 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. ....	19
2.4	Achievement of the Project Purpose .....	23
3	Issues and Lessons learned.....	25
4	Result of Project Input.....	28
4.1	Input Result of Japanese Experts.....	28
4.2	Input Result of Locally Hired Staff .....	30
5	Report on Holding Joint Coordination Committee Meetings.....	31
6	Outline of Sub-contracted Work and Its Outputs .....	32
7	List of Transferred Equipment Purchased by the Project .....	34
8	Expenditure Result of Operational Costs .....	34

## **List of Annexes**

Annex 1	Project Design Matrix.....	Annex-1
Annex 2	Plan of Operation.....	Annex-4
Annex 3	Narrative Summary of the project, Indicators, and Achievement .....	Annex-8
Annex 4	List of TFTs' and Working Group 3 Members.....	Annex-10
Annex 5	Knowledge Management Seminar Report .....	Annex-12
Annex 6	Midterm Review Workshop Report .....	Annex-38
Annex 7	TFT on Poverty Reduction Matrix.....	Annex-51
Annex 8	TFT on Democracy Matrix .....	Annex-59
Annex 9	Macroeconomic Management Matrix.....	Annex-64

## **List of Boxes**

Box 1: TOR for the TFTs and Working Group 3 .....	9
---	---

## **List of Figures**

Figure 1: SECI Model for Knowledge Management and Its Connection .....	4
Figure 2: Organizational Chart of NCT-SSTC .....	6
Figure 3: The Present SECI Model .....	25
Figure 4: The Next SECI Model for an Implementing Agency.....	25

## **List of Tables**

Table 1: Project Framework .....	2
Table 2: List of the Four Phases and Their Related Output.....	5

## **1. Overview of the Project**

### **1.1 Background of the Project**

While the Government of Indonesia verifies the development effectiveness of aid projects for the country, it tries to promote South-South and Triangular Cooperation (SSTC) and manages requests for assistance from partner countries that have been increasing in recent years. This is indicative of Indonesia, a long-time aid recipient, now moving into a position of proactively supporting the partner countries as a newly emerging country itself.

Indonesia was greatly affected by the 1997 Asian financial crisis. However, since 2000, it has maintained a solid annual Gross Domestic Product (GDP) growth of 4 to 6% backed by economic reforms, and has been gradually acquiring a high profile in the international community. According to the income bracket classifications by the United Nations and the World Bank, Indonesia has become a middle-income country. It became in 2008 the sole Southeast Asian country in the Group of Twenty (G20), and served as the chair country for the Association of Southeast Asian Nations (ASEAN) in 2011. Meanwhile, momentum is rapidly gathering within the Indonesian government for promoting SSTC to have Indonesia demonstrate forceful leadership among the newly emerging countries in the future. SSTC is regarded as one of the key policies in the current Mid-term Development Plan 2010–14. The government established the National Coordination Team on South-South and Triangular Cooperation (NCT-SSTC) by a ministerial decree from the National Development Planning Agency (BAPPENAS) in 2010, and has started building a structure for promoting SSTC through the cooperation of the relevant ministries and agencies.

The Japan International Cooperation Agency (JICA) helped manage a study on the overall policy direction for the Indonesian government's SSTC. In 2010, it also provided assistance for the drafting of the South-South Cooperation Grand Design (2011–2025) and the South-South Cooperation Blueprint (2011–2014), which serve as policy papers for the implementation of SSTC. Moreover, it implemented the Comparative Studies on South-South Cooperation Management from October 2011 to March 2012 with a focus on Brazil, Thailand, and Japan.

In 2009, BAPPENAS requested Japan for technical cooperation to develop a knowledge management system to promote aid efficiency. Afterwards, the instantaneous rise in the momentum for promoting SSTC in Indonesia mentioned above occurred. Thus, in October 2011, the Indonesian side and JICA reconfirmed the target areas for knowledge management in a detailed plan formation study for the technical cooperation project, and reached an agreement on carrying out knowledge management to promote SSTC. In December 2011, the two sides signed a Record of Discussions (R/D) on the implementation of the Project on Knowledge Management for South-South Cooperation (hereinafter the “Project”).

## 1.2 Project Framework

The Overall Goal, Project Purpose, and Outputs of the Project are listed below. Details of the Project and project activities are described in Annex 1 and 2.

**Table 1: Project Framework**

Overall Goal	Indicators
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.	The materials (i.e. "knowledge-based products") produced or updated. The number of cases of South-South cooperation increases. The evaluation results of the projects/training courses improve.
Project Purpose	Indicators
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.	(1) The situation of dissemination of the materials (2) More than 90% of the key actors of South-South cooperation obtain the materials.
Output	Indicators
1. Knowledge and skills necessary for exercising knowledge management acquired by the key actors of South-South cooperation and know-how of conducting knowledge management accumulated.	(1) More than 90% of the key actors of South-South cooperation attend the seminars. (2) Seminar participants understand more than 80% of the context taught (3) Documentation on the know-how of knowledge management implementation
2. Identified Indonesia's comparative advantages for implementing South-South cooperation and revealed expectations from prospective partner countries.	(1) Information on Indonesia's comparative advantages (2) Information on the expectations of the partner countries
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.	(1) Documents, database, directories, map (i.e. "knowledge-based products") useful for South-South cooperation (2) Performance of dissemination through conferences and other opportunities

## 1.3 Basic Policies for the Implementation of the Project

The Project is implemented based on the direction and basic policies shown below.

### (1) Direction of the Project: To enable the active promotion of South-South and Triangular Cooperation

Once the Project Purpose has been realized, those involved in SSTC will be aware of Indonesia's strengths and possess materials that draw attention to the strengths, which would enable the country to actively approach the partner countries.

The development experiences in Indonesia are lying dormant in the form of mere information and data. By practicing knowledge management, the dispersed information, data, and tacit knowledge in people's heads will be unearthed and analyzed from the perspective of development effectiveness. The Project members



can convert such tacit knowledge into explicit knowledge, thereby creating new knowledge. The tangible output from the knowledge obtained through this process (knowledge that has been made explicit) is expected to serve as what could be called knowledge assets to the Indonesian government, and should serve as the foundation for promoting active SSTC.

**(2) Basic Policy 1: Share awareness on knowledge management and understand its methods in a sound manner**

**<Position knowledge management as a means for promoting South-South Cooperation>**

The purpose of the Project is to promote SSTC, not knowledge management. The Project will promote effective South-South and Triangular Cooperation by leveraging knowledge management, while carrying out knowledge management that was not implemented to any great extent.

**<Have leading experts teach the basics of knowledge management to stakeholders>**

To ensure that there are no discrepancies in the interpretations of those involved in the Project, the Project will have leading experts provide them with a thorough understanding of the basic theory on knowledge management.

**<Aim to not just acquire and process knowledge, but to create it>**

Knowledge management does not simply refer to the management of knowledge. Its basic concept is management based on knowledge creation, or knowledge-based management. The NCT-SSTC must not merely collect and organize development experiences. It must discover Indonesia's hidden strengths from the collected information and data, and consider new menus and cooperation schemes for SSTC.

**(3) Basic Policy 2: Consider techniques for practicing knowledge management that take the situation in Indonesia and the time constraints into consideration and link knowledge to practice**

**<Strive to establish knowledge management techniques tailored to the state of South-South and Triangular Cooperation in Indonesia>**

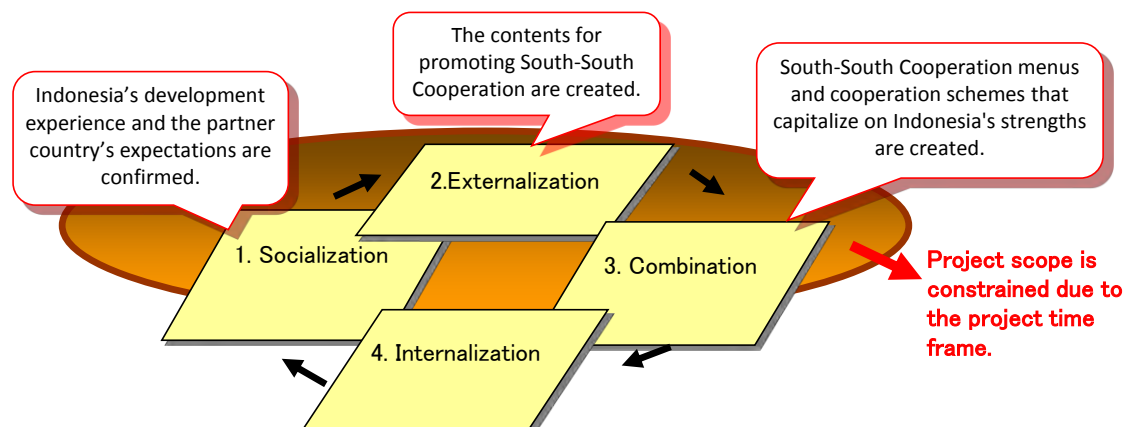
To implement knowledge management, it will be necessary to consider optimal approaches for Indonesia's SSTC from the techniques developed by private enterprises, and customize them so as to elicit the greatest possible benefits.

**<Narrow the focus to Socialization, Externalization, and Combination in light of the time constraints>**

The project period is a little over a year. Thus, with the individual processes of the SECI Model, the Project decided to focus on Socialization, Externalization, and Combination, but not Internalization. The Project

has clarified activities to be carried out during the Internalization stage and such activities are going to be implemented by the Indonesian side after the end of the project period.

As shown in Figure 1, the Project carries out Socialization, in which Indonesia's development is confirmed; Externalization, in which the contents, i.e., tangible output of the knowledge, for promoting SSTC are created; and Combination, in which South-South and Triangular Cooperation menus and cooperation schemes that capitalize on Indonesia's strengths are created.



**Figure 1: SECI Model for Knowledge Management and Its Connection with the Project's Time Constraints**

- (4) **Basic Policy 3: Facilitate the collection, analysis, and verification of information led chiefly by cross-sectional task force teams cutting across ministries and agencies, and strengthen coordination between those involved while considering the various stakeholders**

**<Launch cross-sectional task force teams cutting across ministries and agencies for each theme and sector>**

A cooperative structure among the ministries and agencies is necessary to enable the collection, analysis, and organization of information related to Indonesia's development experiences and the expectations of partner countries. To implement activities in an efficient manner, cross-sectional task force teams cutting across ministries and agencies are established for each theme to collect, analyze, and verify information. Such arrangement is expected to increase coordination among the ministries and agencies.

- (5) **Basic Policy 4: Help spread the message in an efficient manner through the use of various types of media (publicity activities)**

**<Improve the South-South Cooperation website>**

The website that was developed with JICA's assistance has been hardly updated. The current website is revised and improved into one that provides knowledge created through careful examination. The website

is expected to be a platform where knowledge and experiences of Indonesia are shared with partner countries and development partners.

#### <Dissemination through different types of media>

It is necessary to spread information not only over the website, but also through different media outlets. This means using mass media such as newspapers, television, and radio; making presentations at such venues as international conferences; holding workshops, forums, and fairs; and issuing printed matters such as newsletters.

#### <Be aware of the message to the international community>

Any tangible output from knowledge is expected to have a policy message with an impact. Such message is meant to ensure that it can provide strong backing for Indonesia's policy direction of raising its profile in the international community through such venues as the G20, Organization for Economic Co-operation and Development (OECD), and the international conference on South-South Cooperation in July 2012 in Bali.

### 1.4 Project Implementation Methods

This Project carries out activities over approximately 15 months from the middle of March 2012 until May 2013. The project period is categorized into Phases 1 through 4 according to the stage of the activities. In Phase 1, understanding of the knowledge management concept and skills was promoted and the project implementation framework was determined. In Phase 2, the strength of Indonesia's development experiences was confirmed and the expectations of partner countries were examined. In Phase 3, tangible outputs from the knowledge were created. In Phase 4, these tangible outputs are to be conveyed both in Indonesia and abroad, and the knowledge management concept and skills are to be reviewed.

**Table 2: List of the Four Phases and Their Related Output**

Phase 1	2	3	4
March–May 2012	June–November 2012	December 2012 - March 2013	April–May 2013
Key actors of SSTC acquire knowledge and skills necessary for exercising knowledge management.			Know-how of conducting knowledge management accumulated.
	Identified Indonesia's comparative advantages for implementing South-South cooperation and revealed expectations from prospective partner countries.		
		Indonesia's comparative advantages are presented in a tangible form (i.e., "knowledge-based products").	Know-how is shared with key actors and communicated in and outside Indonesia.

## **2 Achievement of the Project**

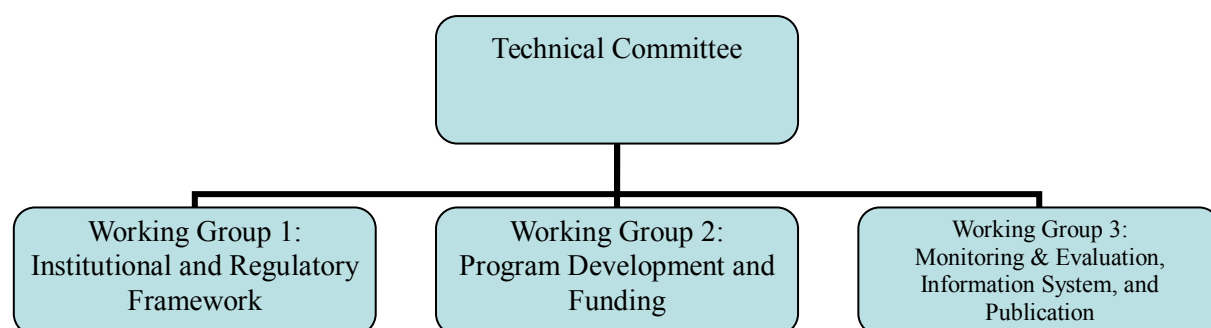
In this chapter, activities conducted by the Project are presented. Achievement level for each indicator is also examined. Summary of the achievement is shown in Annex 3.

### **2.1 Output 1: Knowledge and skills Necessary for Exercising Knowledge Management Acquired by the Key Actors of South-South Cooperation and Know-how of Conducting Knowledge Management Accumulated.**

#### **(1) Activities implemented to achieve Output 1**

##### **1) Identify key actors of South-South and Technical Cooperation who need to strengthen capacity for knowledge management.**

The Project held discussions with stakeholders such as ministries, implementing agencies, and development partners in April and May 2012 and identified major actors of SSTC. In parallel, the Indonesian side developed an organizational chart of the National Coordination Team for South-South and Triangular Cooperation (NCT-SSTC) as shown below. In the NCT-SSTC, Working Group 3 (WG3), the group in charge of monitoring and evaluation, information systems, promotion and publication, was made responsible for knowledge management practice.



**Figure 2: Organizational Chart of NCT-SSTC**

Through discussions with the NCT-SSTC, the Project established three Task Force Teams (TFTs), each of which worked on one of the following development experience themes: poverty reduction, democracy, and macroeconomic management. The three TFTs conducted knowledge management practices. Members of TFTs were selected from the ministries, implementing agencies, and other relevant organizations. One person in each TFT was assigned as the head of the team. For details, please see the List of TFTs and Working Group 3 Members in Annex 4. Those members of WGs and TFTs were considered key actors who needed to strengthen capacity for knowledge management.

In November 2012 at BAPPENAS, the Department of International Development Cooperation was established to promote SSTC. Then a new Chair of the Technical Committee for the NCT-SSTC was appointed<sup>1</sup>, and BAPPENAS staff members in charge of SSTC were reshuffled.

## **2) Develop seminar materials which cater to the needs of the seminar participants**

In preparation for the Knowledge Management Seminar, the needs of the seminar participants were assessed by conducting a questionnaire survey in April 2012. The questionnaire sheets were distributed to the members of the NCT-SSTC.

Based on the survey findings, seminar materials which focused on delivering the basic concept and ideas for application to the participants were developed. Audio-visual materials including PowerPoint slides and video clips were prepared so that the seminar participants would be able to easily understand some of the complicated topics. Supporting reading materials such as journal articles were also collected for enhancing the participants' understanding on case studies of knowledge management. For more details of the seminar materials developed, please refer to Annex 5.

## **3) Conduct seminars for the key actors of South-South and Triangular Cooperation**

The Knowledge Management Seminar was held on April 26–27, 2012. The first day of the seminar centered on the lecture by Professor Ryoko Toyama, a leading expert on knowledge management. Fifty-one participants from a wide range of institutions such as the ministries, research institutions, universities, non-governmental organizations (NGOs), international organizations, and development partners attended the lecture. The lecture enabled the participants to familiarize themselves with the basics of the knowledge management theory and convinced them of the efficacy of introducing knowledge-based organizational management for value creation.

The second day of the seminar was dedicated to group discussions and group work by the members of the NCT-SSTC. Twenty-five participants identified specific project activities and formulated action plans based on Professor Nonaka's "Socialization, Externalization, Combination, Internalization (SECI) model" and the idea of value creation, which was introduced by the lecture on the first day, and was widely understood by the participants.

As a result of the discussions and group work facilitated during the seminar, three development themes, namely i) disaster risk management, ii) family planning and reproductive health including women empowerment, and iii) food security, were selected by the participants as prospective topics

---

<sup>1</sup> Director for Multilateral Foreign Financing, BAPPENAS used to be the Chair before November 2012.

of knowledge management. Thereafter, specific project activities under each theme were identified. The participants then formulated action plans, which specified activities, methods, meeting agenda, responsible persons, resource persons, and timeframe. These outputs of the seminar, such as identified prospective development themes and action plans, were supposed to serve as a basis for future discussions by the Task Force Teams.

The results of the questionnaire survey during the seminar suggested that the majority of the participants understood Professor Nonaka's knowledge management theory and obtained a clearer idea of how they can practice knowledge management for the promotion of SSTC. For details of the seminar including the results of the questionnaire survey, please refer to the seminar report in Annex 5.

**4) Monitor levels of understanding and use of knowledge and skills on knowledge management and provide mentoring when necessary**

The Project has been trying to ensure that all the TFT members as well as the members of WG3 of NCT-SSTC understand and feel comfortable applying the knowledge management theory at work, by repeating and elaborating explanations of the theory and case studies in TFT meetings using various media, such as videos, presentation slides, and case study papers. Moreover, the Project sometimes explained the application of knowledge management theory to SSTC in the TFT meetings.

The Project held the Mid-term Review Workshop<sup>2</sup> on September 18 and 19, 2012, to monitor the progress of the project activities and share the achievements so far among stakeholders. Professor Toyama again gave a lecture on knowledge management theory, focusing on good practices of knowledge management at Japanese organizations. The Project also carried out a follow-up questionnaire survey in the workshop to assess the level of the participants' understanding of knowledge management. The results of the questionnaire survey showed that all the respondents understood the concept of knowledge management well enough (about 80% of what they were taught) to conduct their tasks for the Project, although the number of the respondents was 10<sup>3</sup>.

**5) Record, analyse and document know-how of knowledge management implementation**

The Project recorded and documented the major activities and implementation process of knowledge management, including the Knowledge Management Seminar in April 2012, the Mid-term Review Workshop in September 2012, the Wrap-up Workshop in April 2013 and the TFT meetings. Minutes were taken in each of the meetings.

---

<sup>2</sup> For details of the workshop materials, please see Annex 6.

<sup>3</sup> Four out of the ten answered "Yes, very much," and the remaining six "Yes, to some extent".

As for visual images which record the process of knowledge management, the Project worked in collaboration with a production company consisting of experts on visual products to complete them. Photographs and films taken during the lectures on, and exercises of knowledge management for SSTC were incorporated into texts and visual products detailing the know-how of knowledge management.

The recording and documenting activities above were carried out until March 2013. The video footage and written information were analyzed from the viewpoint of how knowledge management can be implemented effectively. The results of the analysis were compiled in the forms of a film and a booklet.

**6) Clarify roles and responsibilities of the key actors of South-South cooperation in implementing knowledge management and establish task forces**

As indicated in 1), three TFTs were established and the reporting system to WG3 was introduced. The box below shows the Project's terms of reference of the TFTs and Working Group 3.

**Box 1: TOR for the TFTs and Working Group 3**

**Task Force Teams**

1. Exploring tacit knowledge on Indonesia's development experiences
  - 1.1 Identify themes
  - 1.2 Document review, interviews and focus group discussions
2. Identifying tacit knowledge on Indonesia's development experiences
3. Identifying expectations from partner countries
4. Analyzing Indonesia's uniqueness in terms of sectors, aid schemes, implementing agencies, approaches, implementation mechanism, efficiency (budget), effect, impact, etc.
5. Producing "knowledge-based products" such as documents, films, directories of experts and institutions, maps useful for South-South cooperation

**Working Group 3**

1. Providing advice on content and progress of the Task Force Team's "knowledge-based products."
2. Disseminating the knowledge-based products to the key actors of South-South cooperation through the distribution of materials and/or by providing easy access to the materials.
3. Disseminating the knowledge-based products in and outside Indonesia through the Internet and/or various conferences.
4. Developing or improving the information system for facilitating the production and/or dissemination of the knowledge-based products.
5. Accumulating know-how on practicing knowledge management and recording the implementation process in the form of documents and films.

**(2) Degree of achievement of Output 1**

Achievement of Output 1 is measured by the following indicators.

Indicator	
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.

### 1) Indicator 1.1

This indicator has been fulfilled. 92.5% of the key actors of South-South cooperation who needed to strengthen capacity for knowledge management attended the Knowledge Management Seminar in April and/or the Mid-term Review Workshop.

The total number of the members of WG 3 is seven and the members of the three TFTs are around 35. They are regarded as the key actors of SSTC in project implementation, since they were responsible for practicing the SECI model of knowledge management under the initiative of the NCT-SSTC. Among these roughly 40 key actors, four attended the Knowledge Management Seminar on April 26 and 27, 2012. This small number is mainly due to the change of the three themes, which happened after the seminar, i.e., May and June 2012 (Please see in 2-2 (1)). Those who took part in the April seminar did not include many people from institutions which dealt with poverty reduction, democracy, and macroeconomic policy issues since these themes were selected at a later stage.

Among those who did not attend the seminar, 15 people participated in a make-up lecture held during the TFT meetings. Around 37 people among the key actors of SSTC participated in the Mid-term Review Workshop in September 2012 and had a chance to attend Professor Toyama's lecture<sup>4</sup>. Professor Toyama again gave a lecture on knowledge management theory at the Wrap-up Workshop held on April 3, 2013.

### 2) Indicator 1.2

The indicator has been cleared. According to the questionnaire survey during the Knowledge Management Seminar in April 2012, 19 out of the 28 respondents of the survey, i.e., 68% of the total respondents answered that they understood more than 80% of the contents taught in the seminar. In September 2012, at the mid-term review workshop, all the respondents answered that they understood more than 80% of the contents taught.

### 3) Indicator 1.3

The Knowledge Management Seminar, Mid-term Review Workshop, Wrap-up Workshop, and TFT meetings were videotaped and minutes were taken of the meetings of the TFTs. Information

<sup>4</sup> They include those who participated in the seminar in April 2012 and the make-up lecture.



collected in this way was analyzed and compiled in the Knowledge Management documentary film and book. Therefore, the achievement of Indicator 1.3 is satisfactory.

## **2.2 Output 2: Identified Indonesia's Comparative Advantages for Implementing South-South Cooperation and Revealed Expectations from Prospective Partner Countries**

### **(1) Activities implemented to achieve Output 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.**

As mentioned above, three development themes were selected in the knowledge management seminar by the participants while prospective topics of knowledge management and action plans for each theme were developed. Such outputs of the seminar were expected to serve as a basis for future discussions by the TFTs. However, the three development themes were substantially altered as a result of the discussions among the Steering Committee members of the NCT-SSTC at a later time. On May 28, 2012, the following three themes for knowledge management practices were officially chosen: i) poverty reduction under the area of development, ii) democracy under the area of governance, and iii) macroeconomic management under the area of economics. The change in the themes reflected the Indonesian government's priority areas for SSTC, i.e., i) development including poverty reduction, ii) governance and peace building, and iii) macroeconomic management, all of which the Vice President of Indonesia declared at the Bali High-level Meeting in July 2012.

The theme selection process took much longer than originally anticipated. Because of the substantial changes in the themes from the ones tentatively agreed in the April 2012 Seminar, the official assignment of TFT members was also delayed.

After the first TFT meeting on June 22, 2012, which was a plenary one in which all the three TFT members took part, it was agreed that each TFT would hold meetings separately with intervals of about two weeks to facilitate active theme-specific discussions.

#### **<Activities carried out by each TFT>**

##### **a) TFT on Poverty Reduction**

##### ***Scoping – selection of sub-themes***

The TFT members on poverty reduction discussed strengths and uniqueness of two national and regional programs, "Program Nasional Pemberdayaan Masyarakat (PNPM, or National Program for

Community Empowerment)” and the Sulawesi Capacity Development (CD) Project<sup>5</sup>, which are arguably the representative poverty reduction programs in Indonesia. The TFT members agreed that the following four elements had contributed substantially to the success of poverty reduction in Indonesia, namely 1) community participation and initiative, 2) local institution building, 3) accountability and transparency, and 4) capacity and roles of field workers.

### ***Identifying who has what tacit knowledge***

The Socialization of the SECI model process started in the TFT meeting in which some members engaged in PNPM gave presentations on the characteristics and advantages of PNPM with respect to the four sub-themes. After discussions, the participants reached an agreement on the uniqueness and strengths of PNPM in each of the four sub-themes by listing the key features of the PNPM approaches.

Based on the identified uniqueness and strengths, the TFT selected several project sites in Java and Sulawesi which might offer opportunities to the TFT members to explore tacit knowledge held by the stakeholders in the field. As for tacit knowledge to be explored during the field visits, the TFT members identified the following types of prospective tacit knowledge for each sub-theme.

- *Community participation and initiative*: social cohesion (mutual cooperation and collaboration spirit, volunteerism, and spirit of sharing), leadership of trusted religious and community leaders
- *Local institution building*: fair and equitable decision-making, spirit of sharing, trusted leadership, collective leadership
- *Accountability and transparency*: constant monitoring of community activities, culture of *ngerasani* (gossiping), effective information dissemination
- *Capacity of field workers*: role as a catalyst, high motivation

### ***Field visits***

Field visits to Gunung Kidul District and Pekalongan Town were conducted for observing activity sites and interviewing stakeholders of the PNPM activities. The findings from the field visits were shared among the TFT members as well as other members of the NCT-SSTC at the Mid-term Review Workshop on September 18 and 19, 2012.

### **Discussion**

Major findings from the field visit were presented in the TFT meeting. Participants agreed to focus on the following topics to explore tacit knowledge:

- Leadership: strong leadership at local government and the community level.

---

<sup>5</sup> The Sulawesi CD Project is a JICA technical cooperation project implemented from April 2007 to September 2012. It is the continuation of capacity development projects for poverty reduction which had been implemented in Sulawesi for over ten years.

- Facilitators: facilitator's capacity in understanding the local environment and communicating with local people.
- Cohesion: community cohesion with the spirit of *gotong royong*<sup>6</sup>.

Then, the participants discussed tacit knowledge in the topics. The major ideas discussed were as follows.

- Leadership means nothing without a commitment towards the program in one's region and trust in his or her community's ability.
- Good leaders learn from their community members.
- Good leaders are those who 1) build an open communication with their local community, 2) share knowledge with others, 3) have a good personality, and 4) commit themselves to serve their communities.
- Good facilitators are those who 1) set an example, 2) blend with the local community in each and every aspect, 3) communicate with the local community on a regular basis, and 4) empower the local community
- Community cohesion is nurtured with the trust given by leaders to their community members. The trust will raise ownership towards the program among the community members.
- Transparency of information is important to strengthen cohesion among the local people. Information of the program is to be disseminated not only through media outlets such as radio and posters, but also through formal and informal meetings, and religious and cultural activities

The participants also discussed how such experiences are to be exchanged with partner countries. They stressed the importance of exchanging experiences between Indonesia and partner countries, not just transferring of knowledge from Indonesia. Then, they cited potential partner countries as Timor Leste, India, Bangladesh, Philippines, China, Afghanistan, Cambodia, Laos, Vietnam, and Myanmar.

A matrix, which shows tacit knowledge to be exchanged, possible aid scheme, potential partner countries, was developed based on the discussion. The matrix is shown in Annex 7.

#### **b) TFT on Democracy**

##### ***Scoping – selection of sub-themes***

The TFT members listed their ideas of uniqueness and strengths of Indonesia's democracy to decide

---

<sup>6</sup> Roughly translated as "mutual cooperation to attain a shared goal."

the sub-themes. They shared the ideas and grouped them into several categories such as democratic governance and democratic society.

The TFT members decided to first collect opinions of experts on democracy as such opinions would serve as a useful reference. Some of the members consulted several experts from the academia and NGOs on this matter, and shared their opinions among themselves. The members then selected the following three sub-themes after several TFT meetings.

- Democracy and traditional community values: Features include empowerment of women, *musyawarah untuk mufakat* (deliberation to reach consensus), *gotong royong* (mutual help), sense of belonging and togetherness, and *Pancasila* (the Five Principles, or the Indonesian political philosophy).
- Democracy and dialogue culture: Features include roles of civil society organizations and inter-faith dialogues.
- Media and democracy: Features include roles of print and electronic media and social media in youth involvement.
- Democracy and development: Features include control of local resources by local communities, participatory development planning, and equitable development and business opportunities.

### ***Identifying who has what tacit knowledge***

Representatives from the Non-Aligned Movement Center for South-South Technical Cooperation (NAM CSSTC) and the Aceh Research Forum gave presentations on their experiences of providing training to other countries and going through the democratization process in Aceh in the last ten years (Aceh Research Forum), respectively. Based on their presentations, the TFT members discussed possible tacit knowledge they might want to explore. For the “democracy and traditional community values” sub-theme, egalitarianism, equality, pluralism, and folklore would be prospective topics. For the “democracy and dialogue culture” sub-theme, persuasive approach, fairness, and acceptance would be possibilities. For the “media and democracy” sub-theme, folklore and habit of verbal mass communication were identified as promising topics. For the “democracy and development” sub-theme, local initiative, locally-driven development (particularly in managing local resources), integrated equitable development, people empowerment, external support and assistance, and involvement of a variety of development actors were seen as prospective tacit knowledge.

### ***Field visits***

From September 9 to 11, 2012, a field visit to Aceh was conducted for interviewing stakeholders of democracy in Aceh in the past decade.

## ***Discussion***

The findings from the field visits were shared among TFT members. The members agreed that attention should be focused to democracy's role in peace building since Indonesia has Aceh as a good example of democracy experience in the context of peace building. The members also took notice of the roles of women and traditional community leaders (informal leaders) in democracy and peace building. They felt that these two areas could provide rich tacit knowledge which would be useful for promoting democracy and peace in many developing countries. The participants also discussed how such experiences of Indonesia are to be exchanged with partner countries and others. A matrix, which shows tacit knowledge to be exchanged, possible aid scheme, and potential partner countries, was developed based on the discussion. The matrix is shown in Annex 8.

### **c) TFT on Macroeconomic Management**

#### ***Scoping – selection of sub-themes***

SSTC in macroeconomic management was a relatively new area in Indonesia. Although the Ministry of Finance (MOF), the Central Bank of Indonesia, and other related organizations had organized seminars and workshops for other countries, their exposure in SSTC was still limited at the time of the Project. The MOF was responsible for planning and conducting SSTC in the area of economic management. Thus the MOF held a series of internal discussions by involving the different departments within the ministry to narrow down possible sub-themes before the meeting.

During the TFT meeting, the participants discussed the characteristics of macroeconomic management in Indonesia. They also identified Indonesia's strengths in the domestic bond market and in the deep and liquid bond market. Indonesia's low risk of exchange rate volatility, wide range of investment, and a better capital gain interest were identified as key strengths. They further discussed these characteristics and agreed that the most appropriate sub-themes would be the following:

- *Domestic bond market*: The domestic bond market helped Indonesia survive the economic and monetary crisis. Some key elements for the success include Indonesia's ability to identify investor appetite, to develop instruments that appeal to such an appetite, and to maintain good relationships with investors. Indonesia has also proven that the domestic bond market could be developed in a relatively short period of time.
- *National Single Window (NSW) for custom clearance*: The essence of the Indonesia National Single Window (INSW) is not IT systems but business process reforms. The process should be simple, efficient, consistent, transparent, and automatic. The INSW involved 18 government agencies related to the export-import business.
- *Tax contact center*: The center managed to nurture the "culture of service" among the agents. The Directorate General of Taxes Indonesia (Kring Pajak 500200) won the Gold Medal for the

Best Direct Response Campaign in the Asia-Pacific Region in the Annual Top Ranking Performer in the Contact Center World.

These are the areas for which MOF had received requests for assistance from partner countries of SSTC in recent years. Later, a tax data processing center was added as a sub-theme, while the National Single Window for customer clearance was dropped.

### **Identifying who has what tacit knowledge**

The TFT members discussed the characteristics and key stakeholders of each sub-theme. They also tried to identify the possible tacit knowledge that the stakeholders might possess and understand the expectations from partner countries. The results of the discussions were as follows:

#### **Sub-theme 1: Domestic Bond Market**

- *Characteristics*: Maintaining communication with investors to ensure supply meets demand; enhancing and selling Indonesia's successful credit story to investors through publicity activities, road shows and investor relations, and the self-control mechanism by the Indonesia Debt Management Office (DMO) by providing many instruments to control the market; actively offering bonds (as a player) and knowing what to do and how to take position in certain conditions.
- *Stakeholders*: Primary dealers, analysts, domestic and foreign investors (insurance companies, pension funds, banks, etc.), Government Retail Bond (ORI) brokers (Retail State Bond agents), ORI investors, Government Investment Unit (PIP), Fiscal Policy Directorate (BKF) of MOF, etc.
- *Tacit knowledge*: Coordination between working units and involvement of PIP in market stabilization.
- *Expectations from partner countries*: Comprehensive debt management strategies, bond transaction, and debt management planning from the very beginning, and risk management.

#### **Sub-theme 2: Tax contact center**

- *Characteristics*: Wide coverage across Indonesia using IT, target-specific publicity campaigns, standardized Q&A, controlled service quality by Quality Assessors, and integrated technology and application (multi-channels).
- *Stakeholders*: Directorates in MoF, Quality Assessor, taxpayers, and Contact Center Association.
- *Tacit knowledge*: Culture of service, availability of standardized information, and Human Resources by DJP Internal.
- *Expectations from partner countries*: How to establish a contact center, what business process to adopt, management of internal human resources, and what IT system to adopt.

Sub-theme 3: Tax data processing center

- *Characteristics*: Business model, security system, and good use of IT.
- *Stakeholders*: Taxpayers and relevant parties within the system.
- *Tacit knowledge*: Creativity (paper based-digitalized), ability to process data into information, zero-error-based data processing through IT system, integrated scanning and processing data, development of appropriate and efficient business processes (integrated with other directorates), and professionalism.
- *Expectations from partner countries*: Technology and system information, standardization of materials (box, cupboard, and barcode), and appropriate organization structure (focus on idle capacity).

***Field visits***

Field visits to the related directorates in the MoF were conducted. Interviews were recorded through videos and photos throughout the field visits.

A matrix, which shows tacit knowledge to be exchanged, possible aid scheme, and potential partner countries, was developed based on the discussion. The matrix is shown in Annex 9.

**2) Identify Indonesia's comparative advantages**

The TFTs have been discussing the uniqueness and strengths of Indonesia's development experiences, as indicated in 2-(1)-(1). The results of the discussions were used to identify Indonesia's comparative advantages and to understand the SSTC activities of other merging counties. Note that full-scale research on the SSTC activities of other emerging countries was not planned during the project period. The results of the current discussion provided valuable input to identifying Indonesia's comparative advantages.

All the TFTs formulated a matrix that shows Indonesia's knowledge to be exchanged with partner countries along with the possible aid scheme, expected partner countries, and SSTC's implementing agencies. The knowledge to be exchanged with partner countries shows the vast knowledge that Indonesia has gained through its development experiences, which still cannot be expressed well in written and visual form (= tacit knowledge). Such knowledge, embodying the uniqueness and strengths of Indonesia's development experiences, is regarded as Indonesia's comparative advantage.

**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.**

**4) Identify the expectations of the prospective partner countries.**

After a general review of the past requests from partner countries and SSTC activities by other emerging countries, analyses were conducted.

The Project conducted a preliminary survey on past requests from Indonesia's partner countries of SSTC. Five development partners, four line ministries, two implementing agencies and one related organization were interviewed. A record showing the requests of partner countries for SSCT was also obtained from the Ministry of Foreign Affairs in Indonesia.

The information gathered served as references for understanding the past and current trends of Indonesia's SSTC as well as its partner countries' past requests for cooperation in specific areas or themes. The survey was also useful for identifying some of the challenges in understanding the expectations of partner countries. The record from the Ministry of Foreign Affairs, on the other hand, showed that Indonesia has already received requests from partner countries in the areas of democracy and economy, among others, which are rather new areas for Indonesia's SSTC.

Another set of preliminary surveys was conducted on the activities of SSTC by other emerging countries. The survey was made mainly through a literature review on the SSTC experiences of Brazil, India, Malaysia, Singapore, the Philippines, and Thailand. The exercise deepened the understanding of the features and practices of SSTC by countries that are active advocates of South-South and Triangular Cooperation. While more similarities than differences were found in terms of policies, cooperation schemes, and areas of cooperation, the themes selected by the TFTs stood out for their uniqueness. None of the above countries has chosen democracy or macroeconomic management. Poverty reduction, which is a common topic, was made unique by the close link of the proposed sub-themes with the experiences and values of the Indonesian people.

After selecting the sub-themes, the TFTs analyzed the prospective partner countries and their expectations for each of them. The TFT on Poverty Reduction analyzed the past requests of partner countries for the training courses that were designed based on the experiences of implementing the nation's community-driven poverty reduction program. The members of the TFT on Democracy decided to propose potential partner countries after analyzing the uniqueness and strength of Indonesia's democracy rather than identifying their expectations, because democracy is a relatively new area. The TFT on Macroeconomic Management also identified requests from partner countries for each sub-theme.



**(2) Degree of achievement of Output 2**

Achievement of Output 2 is measured by using following indicators:

<b>Indicator</b>	
2.1	Information on Indonesia's comparative advantages.
2.2	Information on the expectations of the partner countries.

**1) Indicator 2.1**

This indicator is cleared to a certain extent. All the three TFTs have been discussing the strengths and uniqueness of each sub-theme. The TFTs formulated the matrix based on the results of their discussion. However, the Project was unable to draw an ultimate conclusion on Indonesia's comparative advantages, because the Project was not designed to conduct full-scale research on the SSTC activities of other emerging countries.

**2) Indicator 2.2**

The degree of achievement is cleared to a certain extent. Information on the expectations of the partner countries, including the Ministry of Foreign Affairs' list of request for SSTC, was gathered. Based on other sources, the themes selected by the TFTs were analyzed. To add value to these general data, it needs to be updated and further elaborated periodically. A possible way to achieve this is through feedback from partner countries on the promotional materials produced by the Project. State visits to the prospective partner countries and/or a host of events organized by the Government of Indonesia are opportunities to identify their actual needs for Indonesia's SSTC.

**2.3 Output 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.**

**(1) Activities implemented to achieve Output 3**

- 1) Analyse Indonesia's comparative advantages in terms of sectors, aid schemes, implementing agencies, approaches, implementation mechanism, efficiency (budget), effect, impact, etc.**
- 2) Analyse expectations of the prospective partner countries in terms of sectors, aid schemes, implementing agencies, approaches, implementation mechanisms, efficiency (budget), effect, impact, etc.**

All the TFTs analyzed the comparative advantages in terms of the knowledge to be exchanged with partner countries. They also examined what kinds of SSTC activities were effective to share knowledge with partner countries. For instance, the TFT on Poverty Reduction concluded that an effective way for mutual learning for the theme of leadership would be to exchange experiences

among people with a similar social position instead of resorting to training in Indonesia. For the theme of facilitation, a “working together” activity, such as an on-the-job training type of mentoring activity, by the Indonesian facilitators could be one of the possible aid schemes. However, the TFT members believe that conventional training may be more efficient than “working together,” because the number of trainees will be more. To overcome this problem, packaging conventional training with some elements of “working together” may be considered. The results of the analysis were expressed in the matrix (mentioned above).

**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.**

Based on the results of the analysis mentioned above, all the TFTs formulated the matrix. By referring to the matrix, the TFTs developed a structure and flow for the film. Without any expertise in filming and editing, the development of a storyline can be technical and challenging; thus, the TFT members discussed the ideal flow of the film, translated it into a matrix, and shared it with the production company to finalize a storyline.

The TFTs developed an outline for the booklet by accommodating the information indicated in the matrix. Given that the booklet is used as a promotional tool for Indonesia’s SSTC activities, the TFT members decided to make it informative as well as readable by inserting photos and graphs. After confirming the booklet outline in the TFT meeting, they selected the testimonials (interviewees) to be included.

Based on the storyline, the film editing was done. In cooperation with the production company, the TFT members developed the first and draft final versions of the film before developing the final version of the film. Upon producing each draft version of the film, the TFT members held meetings to discuss the contents to be revised to improve the quality. They also obtained comments from the National Coordination Team, mainly Working Group 3 (WG3), whose duties include public relations of Indonesia’s SSTC (See Box 1, page 12). The booklet was revised more than three times.

To check the reaction of the possible audiences of the film, the TFT members decided to resort to market testing. After the first draft of the film, the TFT members held a film viewing session for Palestinian trainees, who were participants of the training course implemented by the Ministry of Agriculture. Their feedbacks further improved the quality of the film content.

**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.**

Documents and other products were disseminated to the TFTs and WG3 members by the Project. At the SSTC Forum held on April 17 by the Ministry of Foreign Affairs, the booklets and films were disseminated to all participants, including representatives of the embassies, international organizations, development partners and SSTC implementing agencies. The booklet and film on Democracy were not disseminated during SSTC Forum. Since the democracy booklet and film introduce the peace-making process of Aceh, the Technical Committee of the NCT-SSTC had tried to get approval from the Vice Minister of BAPPENAS for the contents prior to dissemination, because the situation of Aceh was deemed sensitive at that time. Since the Technical Committee could not get approval before April 17, it decided not to disseminate the democracy booklet and film during SSTC Forum. Delay of the approval was not caused by contents of the film and booklet, but merely by complexity of the organizational decision process.

The Project developed a promotional plan, specifying the details of target audiences, timing of distribution, and medium of dissemination. WG3, which is in charge of promotion activities of Indonesia's SSTC, is expected to carry out the promotion plan.

One such medium of distribution is the existing South-South and Triangular Corporation website (SSTC website), which has a strong potential for broad access, although it has remained largely inactive for a while. The Project prepared a concept paper on the restructuring of the SSTC website and had a series of discussions with the members of the TFTs and WG3. The Project aimed to enable users in partner countries and development partners to find necessary information on the site smoothly. This idea was also to partially translate what is envisioned as Indonesia's knowledge hub into an actual mechanism of knowledge sharing.

**5) Disseminate documents and other products made in Activity 3.3. in and outside Indonesia through the Internet and/or various conferences.**

Documents and other products were disseminated to the key actors of SSTC in Indonesia, as mentioned above. The Ministry of Foreign Affairs will send the films and booklets to the Indonesian embassies abroad. A promotion plan proposed by the Project includes a dissemination plan to the SSTC stakeholders inside Indonesia. As mentioned above, Indonesia's official website on SSTC has the potential of becoming one such means through which key actors of SSTC have access to these materials.

Although this is not directly conducive for the dissemination of documents and other products, the

Project has been active in building the experiences of information dissemination through distribution of documents on the Project's purposes and related activities. Project brochures, quarterly and weekly newsletters, and concept papers, among others, have been distributed to development partners, stakeholders, and partner countries of SSTC on multiple occasions. Networks and know-how obtained through these experiences facilitated the implementation of promotional activities during the final phase of the Project.

**6) Develop and initial information system including the activities 3.3., 3.4., and 3.5.**

From the lectures on knowledge management at the Knowledge Management Seminar, it was made clear that an information system is not synonymous with knowledge management. More specifically, it was explained that while an information system might organize data, what creates new values from them is an intellectual exercise that largely relies on humans. Having this in mind, the Project has set out to re-evaluate the information system that helps accumulate existing information on Indonesia's SSTC. The Project collected information on the existing information system, especially the SSTC website, which was also proposed as a means for disseminating information on Indonesia's SSTC. The SSTC website covers a wide range of information, but does not necessarily provide useful information to those who are considering to receive training and to attend seminars in Indonesia.

The existing SSTC website includes a database of the South-South Cooperation, which was developed by another JICA project. The existing SSTC database was built for SSTC information sharing (e.g., details of training courses and alumni) among stakeholders. Such information sharing was expected to contribute to knowledge management practices. However, the database has not been updated and used after completion.

The website re-constructed by the Project has two portals. One of the portals is for those who are considering joining training and seminars from partner countries, and the other is for government officials and development partners involved in SSTC in Indonesia.

The portal for partner countries aims to attract partner countries to receive training and seminars in Indonesia. The major contents of the portal are (i) knowledge of key areas, (ii) list of implementing agencies, and (iii) experiences in cooperation programs. "Knowledge of key areas" introduces the knowledge identified through the activities of the TFT, and also displays the films and booklets. The portal also shows the contact information and the application process for training and seminars. The audience of the portal is expected to be attracted by the knowledge. They are then expected to want to obtain clearer views on the cooperation programs organized in Indonesia, and contact the Coordination Team of SSTC by viewing the website.

The portal for the government officials and development partners tries to find opportunities of SSTC for development partners. The portal displays the information on policies and recent discussions on SSTC in Indonesia. The portal also displays information on the implementing agencies and the experiences in the cooperation program, to help development partners easily organize SSTC programs.

The list of implementing agencies and experiences in cooperation programs were developed through a simple database, which is also possible to expand in the future. The Project simplified the database as much as possible, emphasizing easy data collection and entry. Similarly, the Project has been emphasizing the importance of updating the website, and has been requesting NCT-SSTC to assign a person in charge of the maintenance.

Initially, the Project was considering making minor revisions to the existing SSTC database to activate it. However, after examining the SSC database, the Project found that the activation of the database is not possible, because the existing SSTC database is too detailed and the work flows to collect SSTC information is not established. Therefore, IT system development in the Project focused on the restructuring the existing SSTC website as one of the mediums of dissemination of knowledge-based products.

## (2) Degree of achievement

Indicator	
3.1	Documents, database, directories, maps (i.e. “knowledge-based products”) useful for South-South cooperation
3.2	Performance of dissemination through conferences and other opportunities

### 1) Indicator 3.1

This indicator is fulfilled. The Project developed films and booklets as knowledge-based products. Some promotional materials, such as flyers, standing banners with liquid crystal display, and exhibition stand were also made under the Project.

### 2) Indicator 3.2

The indicator is expected to be fulfilled. Knowledge-based products were disseminated at the SSTC Forum held on April 17 by the Ministry of Foreign Affairs. The Ministry of Foreign Affairs is also going to disseminate them to Indonesian embassies abroad. The NCT-SSTC is expected to continue dissemination of the products based on the promotional plan after the end of the project period.

## 2.4 Achievement of the Project Purpose

Here are the indicators to measure the extent of achievement of the Project Purpose:

- 1) The situation of dissemination of the materials
- 2) More than 90% of the key actors of South-South Cooperation obtain the materials.

The dissemination activities started in April 2013. The key actors of SSTC, such as members of WG3 and TFTs, have received the materials. Embassies of partner countries in Indonesia, development partners and implementing agencies of SSTC have also received them. Embassies of Indonesia abroad, as the most important channel to receive a request from partner countries, will receive the materials as well. Both indicator 1) and 2) are met.

## **2.5 Probability of achieving the Overall Goal**

The Overall Goal of the Project, or “Drawing upon Indonesia’s experiences, the Government of Indonesia continues to create knowledge on effective development, and utilize it for Indonesia’s better implementation of South-South cooperation,” is expected to be realized in 3-5 years after the end of the project period.

Here are the indicators to measure the extent of achievement of the Overall Goal.

- 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.

In order to fulfill the first indicator, the Project has developed a knowledge management documentary film and book. The film includes knowledge-management-related activities, such as lecturing at seminars and workshops, discussions at the TFT meetings, and interviews during the field visits. All knowledge management activities are included in the book. The book also has a chapter titled, “Tips for future practice of the SECI model,” which will be used as a guide when Indonesia conducts the knowledge management practices after the project period. By referring to the book, members of the NCT-SSTC are expected to produce the materials of the new themes that Indonesia prioritizes for its SSTC, or to update the materials produced under the Project.

For the second indicator, promotional activities are necessary to increase the number of cases of SSTC. The NCT-SSTC is expected to carry out promotional activities by following the promotion plan developed by the Project. The third indicator will be cleared if the NCT-SSTC and implementing agencies of SSTC improve the SSTC activities. NCT-SSTC has been trying to establish a new standard operating procedure, which is aimed at improving the efficiency of the SSTC-related activities. The NCT-SSTC also plans to introduce a new indispensable monitoring and evaluation system to improve the quality of the SSTC activities.

An important part is to spin the SECI model (or moving to the Internalization stage which is out of the project scope due to the time limits, and jumping to the next SECI model). Then, the probability of realizing the Overall Goal will be enhanced. After the end of project period, SSTC's implementing agencies will conduct their activities, while the NCT-SSTC carries out promotional activities at the Internalization stage (refer to Figure 3).

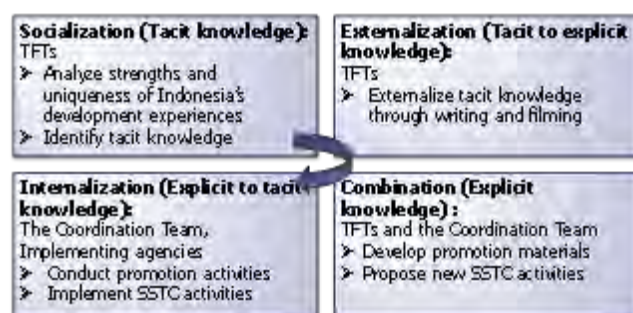


Figure 3: The Present SECI Model

In the next SECI model, the implementing agencies will be able to find new tacit knowledge on how to conduct a SSTC activity through knowledge management practices. The agencies will externalize the lessons learned through writing and make a proposal for better training (Externalization and Combination stages). If such a proposal for better SSTC activities is realized at the Internalization stage, the quality of the SSTC activities will improve (refer to Figure 4).

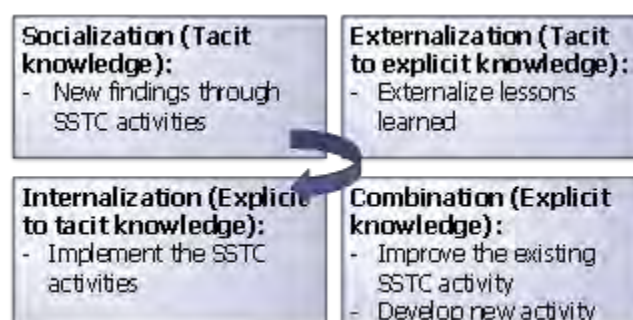


Figure 4: The Next SECI Model for an Implementing Agency

### 3 Issues and Lessons learned

#### 3-1 Issues

##### (1) Continuous knowledge management practice

To continue knowledge management practice, holding events under the project, such as TFT meeting, is necessary. The main issue will be; who will arrange and facilitate such a meeting.

Department of International Development Cooperation of BAPPENAS, as secretariat of NCT-SSTC, is expected to play such a role. The department, however, is not fully equipped with human resources because it is a newly established department.

NCT-SSTC itself is also a newly established cross-ministerial organization. While the roles of Working Groups are defined, those of each member of NCT-SSTC are not yet defined. In addition, the members cannot devote their time solely to the SSTC-related works due to their need to fulfill other tasks. Although the NCT-SSTC has adopted new standard operating procedures, full implementation of the new procedures may take some time. Division of roles among the Working Groups, the Technical Committee, and the Steering Committee is not yet fully clarified yet. Standard operating procedures and division of roles among the stakeholders are expected to be fixed firmly during implementation of the SSTC activities.

#### (2) Collaboration with line ministries

Involvement of line ministries in the TFT activities was not very visible due to the nature of themes selected. Representatives of BAPPENAS, the State Secretariat (SETNEG) and PNPM played a major role at TFT on Poverty Reduction, while Ministry of Foreign Affairs and Ministry of Finance played a major role at TFT on Democracy and Macroeconomic Management. To increase quality and quantity of Indonesia's SSTC from now on, collaboration needs to be promoted among line ministries as the implementing agencies and the central ministries such as BAPPENAS, SETNEG, Ministry of Foreign Affairs and Ministry of Finance. Knowledge management practice can be a platform among these stakeholders to promote collaboration.

### 3-2 Lessons learned

#### (1) Involvement of Indonesian partners during the production period

In the Project, TFT members were expected to implement knowledge management practices actively. They were active in the discussion to identify tacit knowledge. However, during the process of production of films and booklets, they became passive to some degree in spite of the fact that they were supposed to develop a story by themselves and the production company would develop film and booklet based on the story. One of the reasons was that the production was an intensive work while the members were too busy to take initiative. The other reason was that the Japanese experts could not afford further delays while waiting for the member's initiative within the fixed timeframe. Increase of the Indonesian partners' initiative under time constraint remains an issue for the next JICA technical cooperation project.

The Japanese experts need to keep their minds of the possibility of organizational change and personnel rotation, while encouraging initiatives among the Indonesian partners. In fact, a new



Chair of the Technical Committee for the NCT-SSTC was appointed and BAPPENAS staff members in charge of SSTC were reshuffled in November 2012 by following BAPPENAS's organizational change. Macroeconomic management TFT meeting had not been held since January 2013, because the key members of the TFT got other work assignments. The Japanese experts are expected to respond flexibly to such changes.

#### (2) Utilization of local consultants

The Project hired two local consultants as project staff without using output-based consultant contract as a basis. One of their major tasks was coordination work. They coordinated daily activities with the Indonesian side as a gateway of the project team. Output-based consultant contract is not suitable for such coordination work, as the work does not have clear output.

It was convinced during the project period that the coordination work should be conducted by the Indonesians who understand the Indonesian context, not by the Japanese. Even simple coordination work such as making an appointment can be done more efficiently by Indonesian nationals. Therefore, it is recommended that the next JICA technical cooperation project to hire local consultant as project staff without using output-based consultant contract as a basis.

#### (3) Meeting operation

Most of meetings were conducted in Bahasa Indonesia, although Indonesians involved in the project activities have good command of English. In order to activate discussion among the Indonesians, it is recommended to operate meeting in Bahasa Indonesia.

#### (4) Management of a production company

The Project assigned the production of films and booklets to a production company. The company responded flexibly to the demands of the Project. However, the company sometimes failed to meet the deadlines. As a countermeasure, the Japanese experts resided in the studio of the production company and monitored the progress at the final stage of the production, as no more delays were allowed. Then, the production company managed to complete the production on time. Such countermeasure was effective to complete the tasks on time, although it was not efficient since the Japanese experts had to spend most of time in the studio.

## 4 Result of Project Input

### 4.1 Input Result of Japanese Experts

Name	Responsibilities	Work details	Dispatch result
Atsushi Tokura	Chief Advisor/ Development Effectiveness1	<b>Chief Advisor</b> <ul style="list-style-type: none"> <li>Team Leader of the entire Project, negotiations and consultations with relevant bodies and filing reports with JICA</li> <li>Supervision and guidance on group members and local consultants</li> <li>Finalization of various work reports (from the Inception Report to the Final Report)</li> <li>Planning and supervision of the knowledge management seminar</li> <li>Facilitator of the knowledge management seminar</li> <li>Development of knowledge management implementation systems</li> <li>Identification of Indonesia's development experience themes on knowledge management</li> </ul> <b>Development Effectiveness 1</b> <ul style="list-style-type: none"> <li>Guidance and supervision on Development Effectiveness 2</li> <li>Analysis of Indonesia's comparative advantages based on output of Development Effectiveness 2</li> <li>Proposal of South-South Cooperation approaches having superior development effect</li> </ul>	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 – 4/16 Total : 6.23 M/M
Ryoko Toyama	Knowledge Management 1	<ul style="list-style-type: none"> <li>Lecture at the knowledge management seminar and preparation of materials</li> <li>Facilitator of the knowledge management seminar</li> <li>Formulation of planning for knowledge management seminar monitoring and mentor activity, and advice to other group members</li> <li>Lecture at the workshop for review of the knowledge management seminar</li> </ul>	1) 4/23 – 4/28 2) 9/17 – 9/20 3) 4/1 – 4/4 Total: 0.49M/M
Kumiko Shuto	Knowledge Management 2/ Development Effectiveness 2	<b>Knowledge Management 2</b> <ul style="list-style-type: none"> <li>Planning of the knowledge management seminar and development of materials</li> <li>Facilitator of the knowledge management seminar</li> <li>Knowledge management seminar monitoring and mentor activity</li> </ul> <b>Development Effectiveness 2</b> <ul style="list-style-type: none"> <li>Assistance to Development Effectiveness 1</li> </ul>	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 Total: 3.07M/M

Name	Responsibilities	Work details	Dispatch result
		<ul style="list-style-type: none"> <li>Review of development themes selected by Development Effectiveness 1 and extracting Indonesia's comparative advantages</li> <li>Analysis of the history and examples of Indonesia's South-South Cooperation</li> <li>Detailed analysis and sorting out of Indonesia's comparative advantages and expectations placed on Indonesia by other countries</li> </ul>	
Hirofumi Azeta	Knowledge Management 3/ System Development	<ul style="list-style-type: none"> <li>Development of information systems for knowledge management</li> <li>Preparation of databases, directories, websites, etc., for the promotion of South-South Cooperation</li> <li>Facilitator of the knowledge management seminar</li> <li>Knowledge management seminar monitoring and mentor activity</li> </ul>	1) 4/10 – 4/28 2) 6/17 – 7/4 3) 10/9 – 10/31 4) 1/6 – 1/23 5) 2/25 – 3/2 6) 3/31 – 4/5 Total: 3.0 M/M
Megumi Matoba	Public Relations/ South-South Cooperation	<ul style="list-style-type: none"> <li>Support to information dissemination through the Internet and a variety of meetings</li> <li>Analysis of the history and examples of South-South Cooperation</li> <li>Comprehension of expectations by South-South Cooperation partner countries and review of South-South Cooperation implemented by other emerging countries</li> <li>Preparation of documents, images, maps, etc., for the promotion of South-South Cooperation</li> <li>Facilitator of the knowledge management seminar</li> <li>Knowledge management seminar monitoring and mentor activity</li> </ul>	1) 4/10 – 5/19 2) 10/23 – 11/1 3) 2/8 – 4/6 Total: 3.6 M/M
Harue Sueda	Seminar Planning/ Materials Development/ Project Coordination	<ul style="list-style-type: none"> <li>Planning of the knowledge management seminar</li> <li>Assistance to Knowledge Management 1 and development of materials</li> <li>Facilitator of the knowledge management seminar</li> <li>Knowledge management seminar monitoring and mentor activity</li> <li>General administrative operations such as project management accounting</li> <li>Supervision and guidance on local clerical staff</li> </ul>	1) 4/3 – 6/1 2) 9/5 – 9/27 3) 11/8 – 12/17 4) 1/17 – 4/13 Total: 7.0M/M

## 4.2 Input Result of Locally Hired Staff

Name	Position	Responsibilities	Input
Mr. Ubaidillah	Consultant	<ul style="list-style-type: none"> <li>• Help prepare seminars and meetings.</li> <li>• Facilitate the seminars and workshop.</li> <li>• Prepare and facilitate task-force team activities.</li> <li>• Formulate documents such as meeting minutes of task-force team activities.</li> <li>• Develop and manage necessary outputs and materials during project implementation.</li> <li>• Assist dissemination of final project outputs</li> </ul>	8.5 M/M
Ms. Siti Soraya	Consultant	Same as above	3.9.0M/M
Ms. Ayu Juwita *	Consultant /	Same as above	4.6M/M
Ms. Yulia Fitri Utami	Editor	<ul style="list-style-type: none"> <li>• Implement interviews in the field.</li> <li>• Extract testimonials from interview transcripts and add personal background information in English.</li> <li>• Write analytically about tacit knowledge identified under the theme of macroeconomics management, democracy and poverty reduction, which is to be used in the testimonial section of the booklet.</li> </ul>	6.0M/M
Mr. Jeffrey Hutton	Editor	<ul style="list-style-type: none"> <li>• Conduct research, editing documents on Indonesia's "tacit" knowledge as one of the contributing factors in achieving development in the following three fields: democracy, poverty reduction, and macroeconomic management.</li> <li>• Edit an approximately 150-page report documenting the overall process of knowledge management for identifying Indonesia's "tacit" knowledge as part of the project activity.</li> </ul>	4.0M/M
Ms. Natali Purnami	Administrative Assistant	<ul style="list-style-type: none"> <li>• Manage logistics for Japanese experts and local staffs</li> <li>• Manage accounting and procurement</li> </ul>	12.5M/M
Ms. Wiwien	Administrative Assistant	<ul style="list-style-type: none"> <li>• Communicate with various Project stakeholders</li> <li>• Develop project-related documents</li> </ul>	3.5M/M
Ms. Mario Wanei	Administrative Assistant	Same as above	1.0M/M

\* Ms. Ayu Juwita worked as administrative assistant for 7.0M/M before working as a consultant in this project.

## 5 Report on Holding Joint Coordination Committee Meetings

Three Joint Coordination Committee (JCC) meetings were held during the project period.

### 1st JCC meeting

Date	April 17th, 2012
Participants	<ul style="list-style-type: none"> <li>• National Development Planning Agency (BAPPENAS): Directorate for Multilateral Foreign Funding</li> <li>• Ministry of Foreign Affairs (MOFA): Directorate of Socio-Culture and International Organizations of Developing countries, Directorate of Technical Cooperation</li> <li>• State Secretariat: Bureau for Technical Cooperation, Sub-Division for American and European Technical Cooperation</li> <li>• Ministry of Finance (MOF): Directorate of Center for Regional and Bilateral Policy</li> <li>• JICA Indonesia Office</li> <li>• Embassy of Japan</li> <li>• Project Team</li> </ul>
Agenda	<ul style="list-style-type: none"> <li>• To explain the details of the Project</li> <li>• To agree upon the contents of the Project Inception Report</li> </ul>
Discussion results	<ul style="list-style-type: none"> <li>• Active stakeholders in South-South Triangular Cooperation in Indonesia have to involved in the project implementation.</li> <li>• Establishment of Task Force Teams (TFTs) and identification of their roles and expectations have to be clarified.</li> <li>• Sustainability of knowledge management practice has to be discussed during the project period.</li> <li>• Current existing information system as well as management mechanism should be carefully examined in order to make present information system to be more user friendly.</li> </ul>

### 2nd JCC meeting

Date	September 19, 2012
Participants	<ul style="list-style-type: none"> <li>• National Development Planning Agency (BAPPENAS): Directorate for Multilateral Foreign Funding</li> <li>• Ministry of Foreign Affairs (MOFA): Directorate of Socio-Culture and International Organizations of Developing countries, Directorate of Technical Cooperation</li> <li>• State Secretariat: Bureau for Technical Cooperation</li> <li>• Ministry of Finance (MOF): Directorate of Center for Regional and Bilateral Policy</li> <li>• JICA Indonesia Office</li> <li>• Embassy of Japan</li> <li>• Project Team</li> </ul>
Agenda	To discuss project progress and activities way forward
Discussion results	The progress of the project thus far and further activities were confirmed.

### 3rd JCC meeting

Date	April 8, 2013
Participants	<ul style="list-style-type: none"> <li>• National Development Planning Agency (BAPPENAS): Directorate for International Development Cooperation, General Bureau</li> <li>• Ministry of Foreign Affairs (MOFA): Directorate of Socio-Culture and</li> </ul>

	International Organizations of Developing Countries, Directorate of Technical Cooperation <ul style="list-style-type: none"> <li>• State Secretariat: Bureau for Technical Cooperation</li> <li>• JICA Indonesia Office</li> <li>• Embassy of Japan</li> <li>• Project Team</li> </ul>
Agenda	To confirm the project achievements as well as knowledge-based products (KbPs) distribution plans and discuss lessons learned
Discussion results	<ul style="list-style-type: none"> <li>• The project team presented achievement of the project.</li> <li>• The comments on draft project completion report as well as knowledge management report are made by 15th of April by respective stakeholders and project team accommodates those comments into the reports.</li> <li>• The work regarding the reconstruction of SSTC website are completed by 19th of April.</li> <li>• The project is going to disseminate KbPs at SSTC Forum held on 17th of April at MOFA after receiving an endorsement from the steering committee.</li> </ul>

## 6 Outline of Sub-contracted Work and Its Outputs

As project outputs, the following visual- and text-based products that include project-activity scenes from the start to the end of the Project were developed by the Contractor: 1) theme-focused films (three in total) and 2) theme-focused booklets using the story-based knowledge management (SbKM<sup>7</sup>) approach; 3) project documentary film; and 4) project documentary book. The theme-focused films and booklets are utilized as tools for promotion of South-South Triangular cooperation activities both inside and outside Indonesia. The project documentary film and book were to record knowledge management processes that were identified during project implementation.

Task Force Team (TFT) members, Working Group 3 (WG3) members, the JICA Project Team, and the Contractor decided final output images, visuals, and text for the films and booklets/book through discussions. The Contractor provided its technical expertise and opinions in creating the theme-focused films and the documentary film. The Production Team from the Contractor, in consultation with the TFT members, was responsible for story development including shooting of project activities, editing, development of narration and subtitles, and implementation of other technical services that were requested by the Project Team in order to produce expected outputs.

### (1) Production of theme-focused fifteen (15)-minute films

The Contractor produced three (3) fifteen-minute films that focus on specific topics to demonstrate that the Government of Indonesia had a comparative advantage over other countries. Three themes selected were poverty reduction, democracy, and macroeconomics management. The films transmitted compelling messages through effective use of images and sounds that created a coherent, sequential string of thoughts

<sup>7</sup> This is an approach to document good practices in the form of stories by using media such as video, not statistical data or written documents.

and events, i.e., a “story.” Before the Contractor started editing, the Contractor submitted to the Indonesian partner agencies and the JICA Project Team a general script of each film for the purpose of letting the Indonesian partner agencies and the Project Team provide necessary inputs on the content.

The Production Team recorded a series of scenes where stakeholders of each pre-determined themes were engaged in different activities. These activities included but were not limited to interviews, workshops, and their day-to-day work. The Production Team undertook business trips inside and outside Jakarta with the TFT members and the Project Team. Photographing of the activities above were conducted in parallel. In total, 1,050 DVDs under each selected themes were produced.

#### (2) Production of theme-focused booklets

Using the values created as results of knowledge management and the information associated with them, the Contractor produced three (3) booklets on poverty reduction, democracy and macroeconomic management. Before the Contractor started editing, the Contractor submitted to the JICA Project Team a general outline together with a preliminary layout of each booklet for the purpose of letting it provide necessary inputs on the content.

The Production Team photographed a series of scenes where stakeholders of each pre-determined theme were engaged in different activities. These activities included but were not limited to interviews, workshops, and their day-to-day work. The Production Team received relevant information from the Project Team on each of these themes to be included in the booklets. The Production Team undertook business trips inside and outside Jakarta with the TFT members and the Project Team. In total, 1,050 booklets under each selected themes were produced.

#### (3) Production of a fifteen (15)-minute project documentary film

The Contractor developed a thirty-minute project documentary film that focused on knowledge management processes and activities during the project implementation period. The films helped inform the essence of knowledge management and the actual process and results of knowledge management in a coherent and sequential manner. Before the Contractor started editing, the Contractor submitted to the Indonesian partner agencies and the JICA Project Team a general script of the film for the purpose of letting the Indonesian partner agencies and the Project Team provide necessary inputs on the content. The Production Team recorded seminars, and the preparation and implementation of TFT meetings. Footage recorded for the theme-focused films above was used for this project documentary film as well. In total, 200 DVDs were produced.

#### (4) Production of a project documentary book

The Contractor developed a project documentary book that focused on knowledge management processes and activities during the project implementation period. The book helped inform the essence of knowledge management and the actual process and results of knowledge management in a coherent and sequential

manner. Before the Contractor started editing, the Contractor submitted to the Indonesian partner agencies and the JICA Project Team a general outline together with a preliminary layout of the booklet for the purpose of letting the Indonesian partner agencies and the Project Team provide necessary inputs on the content. In total, 200 DVDs were produced.

## 7 List of Transferred Equipment Purchased by the Project

The list below is the transferred equipment purchased by the Project.

Item	Purchased/examined date	Place to be set	Condition
Desktop computer (2)	April 17th, 2012	BAPPENAS/Project Office	Good
Laptop computer (1)	April 10th, 2012	BAPPENAS/Project Office	Good
Photocopy Machine (1)	May 22nd, 2012	BAPPENAS/Project Office	Good

## 8 Expenditure Result of Operational Costs

The list below is the expenditure results of operational costs.

Item	Cost (USD)
Personnel (national consultants, interpreters)	135,460
Office equipment maintenance	60
Consumable goods (goods for project office)	6,473
Transportation (air fees, etc.)	20,428
Communication	100
Documentation	5,926
Rental cars	2,257
Trainings (workshops, seminars)	19,200
Incidentals (PR materials production)	12,756
Others (translation fees, etc.)	23,068



## **Annexes**

## Annex 1 Project Design Matrix

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
<b>Overall Goal</b> 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.	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.	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	The government policies to promote South-South cooperation are maintained or strengthened.
<b>Project Purpose</b> 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.	1. The situation of dissemination of the materials 2. More than 90% of the key actors of South-South cooperation obtain the materials	1. Questionnaire or interview results concerning material dissemination 2. Questionnaire or interview results concerning use of the materials	The institutional structure to promote South-South cooperation is maintained or strengthened.
<b>Output</b> 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.	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	1.1. Seminar participant records 1.2. Seminar participants' questionnaire results 1.3. Documentation on the know-how of knowledge management implementation	Resignation and/or transfer of the key actors of South-South cooperation do not occur frequently.

Summary of Project	Objectively Verifiable Indicator	Means of Verification	Important Assumption
<p>2. Identified Indonesia's comparative advantages for implementing South-South cooperation and revealed 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>2.1. Information on Indonesia's 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>2.1. Summary of 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><b>Activity</b></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>	<b>Input</b>		<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>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.</p> <p>2.2. Identify Indonesia's comparative advantages.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>3.5. Disseminate documents and other products made in Activity 3.3. in and outside Indonesia through the Internet and/or various conferences.</p>			

Summary of Project	Objectively Verifiable Indicator	Means of Verification	Important Assumption
3.6 Develop an initial information system including the activities 3.3., 3.4., and 3.5.			

**Annex 2 Plan of Operation**

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
<b>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.</b>													
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	Same as in the left												

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
knowledge and skills on knowledge management and conduct mentoring when necessary.													
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 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												
<b>Output 2. Identified Indonesia's comparative advantages for implementing South-South cooperation and revealed expectations from prospective partner countries.</b>													
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	2.4.1. Meetings are held to analyze the record												

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
countries.	produced in 2.3.4. and the expectations of the prospective partner countries are identified.												
<b>Output 3. The Indonesia's comparative advantages and expectations presented in a tangible form, shared with key actors and communicated in and outside Indonesia</b>													
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												

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
	initial information system.												
	3.6.2 Develop the initial information system.												



**Annex 3 Narrative Summary of the project, Indicators, and Achievement**

<b>Overall Goal</b>	<b>Indicators</b>	<b>Achievement</b>
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.	(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.	Necessary to continue the knowledge management practices to clear these three indicators.
<b>Project Purpose</b>	<b>Indicators</b>	
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.	(3) The situation of dissemination of the materials (4) More than 90% of the key actors of South-South cooperation obtain the materials.	(1) The dissemination activities will be carried out after the endorsement of the films and booklets. (2) After the endorsement, the Project will disseminate the films and booklets to the key actors of SSTC in April through the South-South and Triangular Cooperation Forum.
<b>Output</b>	<b>Indicators</b>	
4. Knowledge and skills necessary for exercising knowledge management acquired by the key actors of South-South cooperation and know-how of conducting knowledge management accumulated.	(4) More than 90% of the key actors of South-South cooperation attend the seminars. (5) Seminar participants understand more than 80% of the context taught (6) Documentation on the know-how of knowledge management implementation	(1) The indicator has been cleared. 92.5% of the key actors of South-South cooperation who need to strengthen capacity for knowledge management attended the Knowledge Management Seminar in April and/or the Mid-term Review Workshop. (2) The indicator has been cleared. According to the questionnaire survey during the Seminar in April 2012, 68% of the total respondents answered that they understood more than 80% of the contents taught in the seminar. In September 2012, at the mid-term review workshop, all the respondents answered that they understood more than 80% of the contents taught. (3) The achievement of the indicator is satisfactory. All seminar, workshops and meetings were videotaped and minutes were taken of the meetings. Information collected in this way is analyzed and compiled in the Knowledge Management documentary film and booklet.
5. Identified Indonesia's comparative advantages for implementing South-South cooperation and revealed expectations from prospective partner countries.	(3) Information on Indonesia's comparative advantages (4) Information on the expectations of the partner countries	(1) This indicator is cleared. Task Force Teams discussed the strengths and uniqueness of each sub-theme. However, the Project was unable to draw an ultimate conclusion on Indonesia's comparative advantages, because the Project is not designed to conduct

		<p>full-scale research on the SSTC activities of other emerging countries.</p> <p>(2) The degree of achievement is cleared to a certain extent. Information on the expectations of the partner countries was gathered. State visits to the prospective partner countries and/or a host of events organized by the Government of Indonesia are opportunities to identify their actual needs for Indonesia's SSTC.</p>
<p>6. 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>(3) Documents, database, directories, map (i.e. "knowledge-based products") useful for South-South cooperation</p> <p>(4) Performance of dissemination through conferences and other opportunities</p>	<p>(1) The indicator is cleared. The Project developed films and booklets as knowledge-based products. Some promotional materials, such as fryer, light emitting diode (LED) display were also made under the Project.</p> <p>(2) The indicator is expected to be cleared soon. The Project is, as an initial action, going to disseminate them to the embassies of partner countries and to the offices of development partners on behalf of the NCT-SSTC. The NCT-SSTC is expected to disseminate the information based on the promotion plan after the project period.</p>

Note: The Project Purpose is supposed to be achieved within the project period, while the Overall Goal is going to be achieved three to five years after the project is completed.

#### **Annex 4 List of TFTs' and Working Group 3 Members**

##### Members of Working Group 3

Name	Organization
Ms. Rika Kiswardani	Head, Bureau for Technical Cooperation, State Secretariat
Mr. Purnomo A. Chandra	Deputy Director of the Directorate of Socio-cultural and International Organizations of Developing Countries, Ministry of Foreign Affairs (MOFA)
Mr. Mukhammad Fahrurrozi	Head of South-South Technical Cooperation Division, Bureau for Technical Cooperation, State Secretariat
Mr. Zaenal Arifin	Deputy Director for Multilateral III, Directorate for Multilateral Foreign Funding, Bappenas
Mr. Amri K. Sumodiningrat	Head of Sub-Division for America & Europe Technical Cooperation, State Secretariat
To be appointed	Representative of Board of National Population and Family Planning (BKKBN)
Mr. Ivan Novianto	State Secretariat
Ms. Pratiwi Larosa	State Secretariat

##### Poverty Reduction TFT Members

Name	Organization
Ms. Woro Srihastuti	Head Division of Community Empowerment, Directorate of Poverty, Bappenas
Sulistyaningrum (Lisa)	Staff of Division of Community Empowerment, Directorate of Poverty, Bappenas
Mr. Iqbal Abbas	Staff of the Directorate of Labor and Employment Development, Bappenas
Ms. Ester Fitrenika	Staff of Division of Community Empowerment, Directorate of Poverty, Bappenas
Mr. Novi Susanto	Person in Charge of PRSEW Project, Bappenas
Mr. Yudianto	Center for Economic and Social Studies
Mr. Andi Ikhwan	Deputy Director of Empowerment of Rural Communities, Ministry of Home Affairs (MOHA)
Mr. Eko Sriharyanto	Consultant of PNPM Rural, MOHA
Mr. Maizir Akhmadin	Working Unit at Urban PNPM, Ministry of Public Works (MPW)
Ms. Mita D.A	Communication Consultant at Urban PNPM, MPW
Ms. Iroh Rohayati R	Urban Specialist at Urban PNPM, MPW
Mr. Imanudin	Communication, PNPM Support Facility/PSF
Ms. Dinda Hapsari	Head of South-South Technical Cooperation Division, Bureau for Technical Cooperation, State Secretariat
Mr. Mukhammad Fahrurrozi	Staff of Sub Division of South-South Technical Cooperation on Economic, State Secretariat
Mr. Hendryan S.	Head of Sub Division of South-South Technical Cooperation on Economic, State Secretariat
Mr. Arrya Tirta Sumarto	Communication Associate, World Bank, PNPM Support Facility/PSF
Ms. Yasmin Kapitan	

### Macroeconomic Management TFT Members

Name	Organization
Mr. Herfan Brilianto	Deputy Director, Center for Regional and Bilateral Policy, Fiscal Policy Office, Ministry of Finance (MOF)
Mr. Agus Riyanto	Staff of Directorate of Planning and Development, Bappenas
Ms. Ayu Lestari Y.S	Directorate International, Central Bank
Mr. Kristiyanto	Head of Subdivision, Center for Regional and Bilateral Policy, Fiscal Policy Office, MOF
Ms. Deasi Widya	Staff of Center for Regional and Bilateral Policy, Fiscal Policy Office, MOF
Mr. Evendi Siahaan	Directorate of Debt and Grant, MOF
Mr. Amri K. Sumodiningrat	Head of Sub-Division for America & Europe Technical Cooperation, State Secretariat
Ms. Pratiwi Riama Larosa	Analyst for International Technical Cooperation, State Secretariat

### Democracy TFT members

Name	Organization
Mr. Siuaji Raja	Deputy Director of the Directorate of Public Diplomacy, MOFA
Mr. Otto Hernowo Hadi	Head of Division of the Directorate of Politics and Communications, Bappenas
Mr. Imran Rosjadi	Staff of Interregional Division, Fiscal Policy Office, MOF
Mr. Meri Binsar Simorangkir	Deputy Director, Directorate of Technical Cooperation, MOFA
Mr. Purnomo A. Chandra	Deputy Director of the Directorate of Socio-cultural and International Organizations of Developing Countries, MOFA
Ms. Roos Diana Iskandar	Head of Division, Technical Cooperation for America and Europe Region, Directorate of Technical Cooperation, MOFA
Mr. M. Fattah H. Hardiwinangun	Head of Security Affairs Section, Directorate of Public Diplomacy, MOFA
Mr. Ambrosius Thomas	Directorate of Technical Cooperation, MOFA
Mr. A. Rofi'ie	Deputy Director of Program and Planning-Non Aligned Movement Centre for South South Technical Cooperation
Mr. Ivan Novianto	Staff of Technical Cooperation for South to South, State Secretariat
Ms. Yane Agie Widayanti	Head of Sub Division of South-South Technical Cooperation on Social Welfare, State Secretariat
Dr. Saleh Sjafei	Aceh Research Forum, University of Syiah Kuala
Mr. Ketut Erawan	Executive Director of Institute for Peace and Democracy, University of Udayana Bali

**Annex 5 Knowledge Management Seminar Report**



# 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)

## Table of contents

Table of contents .....	13
Programs of Knowledge Management Seminar .....	14
About The Seminar .....	16
DAY 1: SESSION 1 - Outline of Project.....	17
DAY 1: SESSION 2 - Lecture on Knowledge Management Theory and Application .....	17
DAY 1: SESSION 3 - Video Viewing: Example of Knowledge-based Products .....	19
DAY 1: SESSION 5 - Group Discussions on Prospective Themes/Sectors for Knowledge Management ...	21
DAY 2: SESSION 6 - Plenary Discussions on Identified Prospective Themes/ Sectors.....	22
DAY 2: SESSION 7 - Group Work on Activities of Knowledge Management.....	24
DAY 2: SESSION 8 - Video Viewing – Example of Knowledge-based Products .....	28
DAY 2: SESSION 9 - Group Work on Action Plan Formulation .....	30
Participants' Evaluation on Seminar .....	32
Findings and Lessons Learned .....	35
Appendix 1: Seminar attendance list	
Appendix 2: JICA Experts & structure of the Coordination Team on South-South and Triangular Cooperation	
Appendix 3: Project Design Matrix (PDM) and Plan of Operation (PO) (Session 1)	
Appendix 4: Project outline (Session 1)	
Appendix 5: Knowledge management theory and application (Session 2)	
Appendix 6: Story-based Knowledge Management (SbKM) (Session 3)	
Appendix 7: Grand Design and Blue Print of Indonesia's South-South Cooperation (Session 6)	
Appendix 8: Prospective South-South Cooperation Themes (Session 6)	
Appendix 9: SECI model (Session 7)	
Appendix 10: Database and IT system (Session 8)	
Appendix 11: Irodori (Session 8)	
Annex 1: Social Innovation: Creating New Knowledge for New Social Value	

## 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) ( <a href="http://www.apcdfoundation.org/">http://www.apcdfoundation.org/</a> )
Video length	18 minutes
Website	<a href="http://www.apcdfoundation.org/?q=content/together-we-can-make-changes-0">http://www.apcdfoundation.org/?q=content/together-we-can-make-changes-0</a> (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 “ <b>Story-based Knowledge Management (SbKM)</b> ” 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.

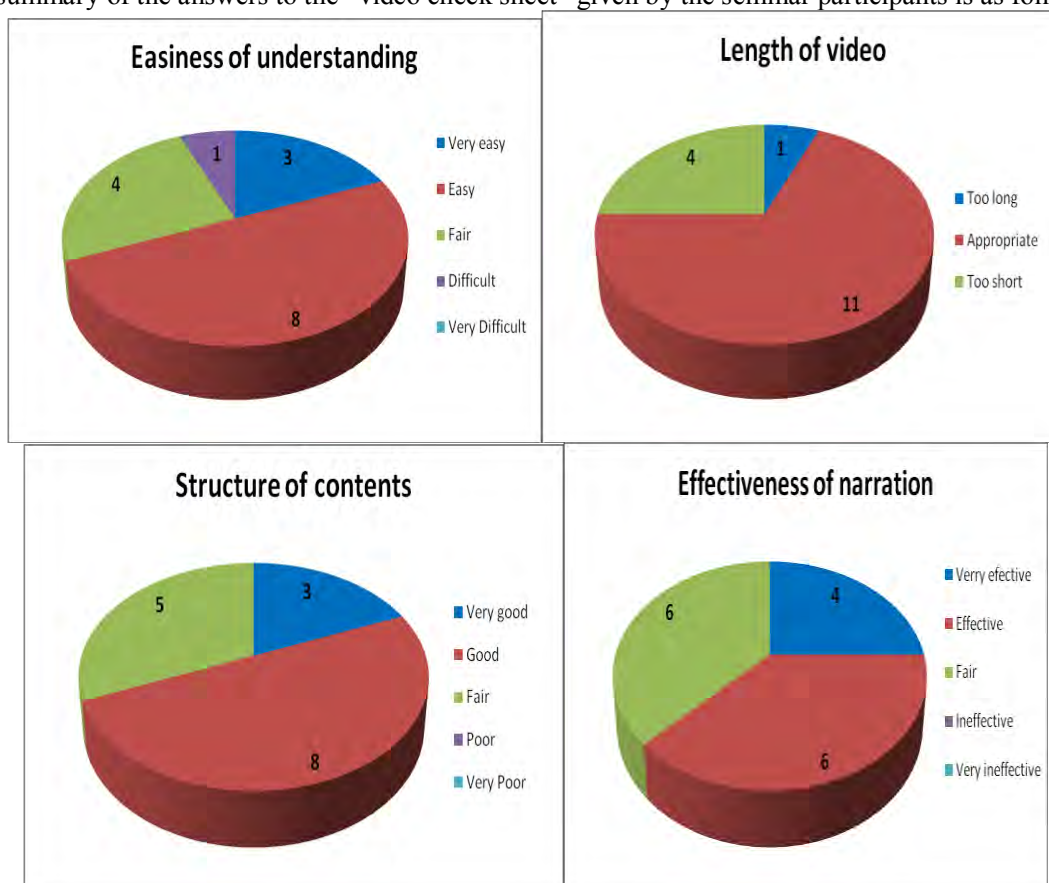
## Result of Video Check Sheet

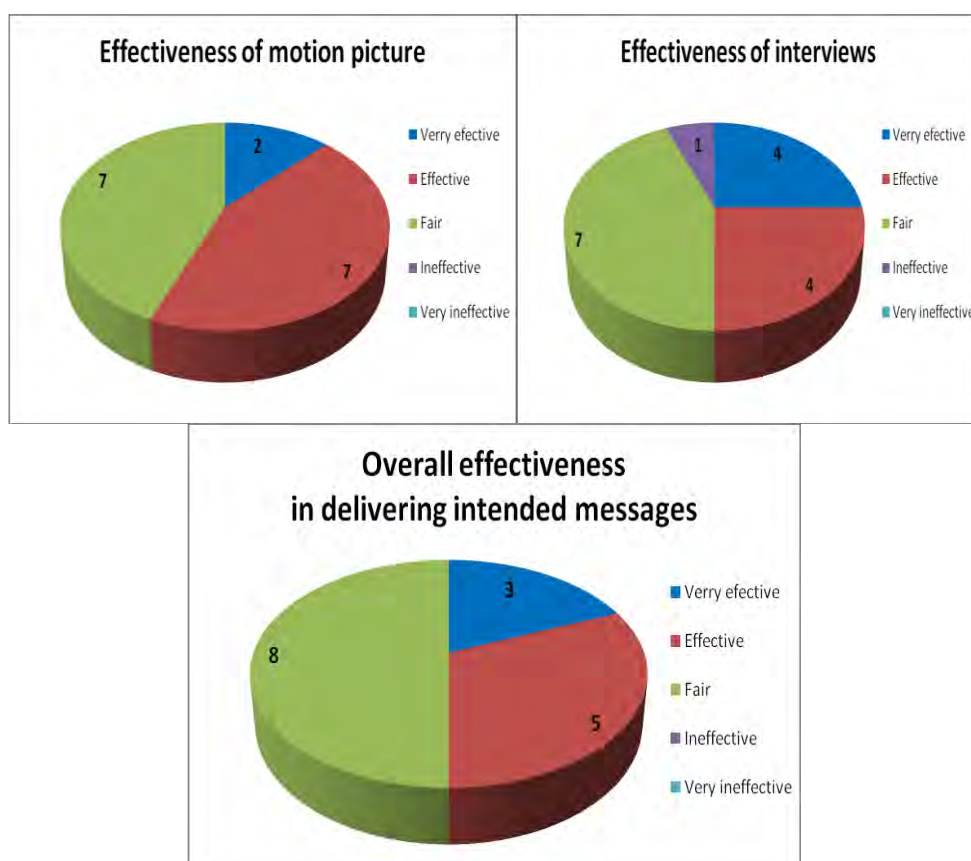
The response rate of the video check sheet was 31% (16 out of 51).

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**

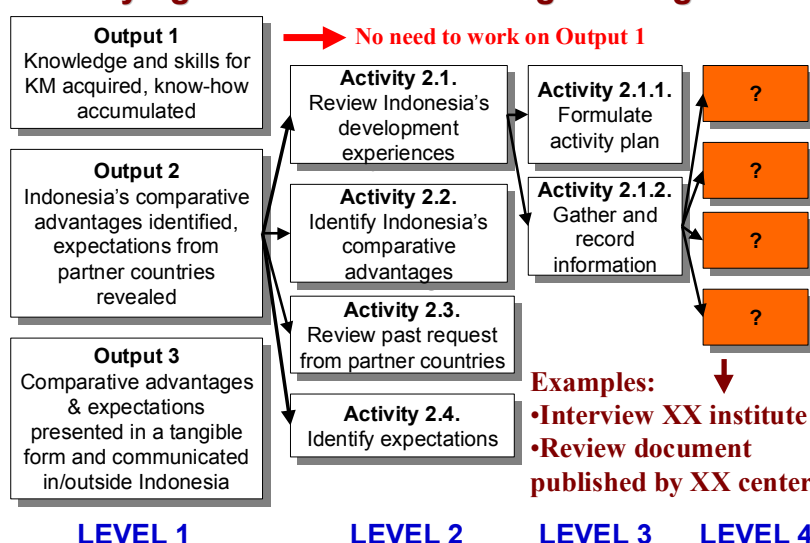
### **Objective of Session 7**

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

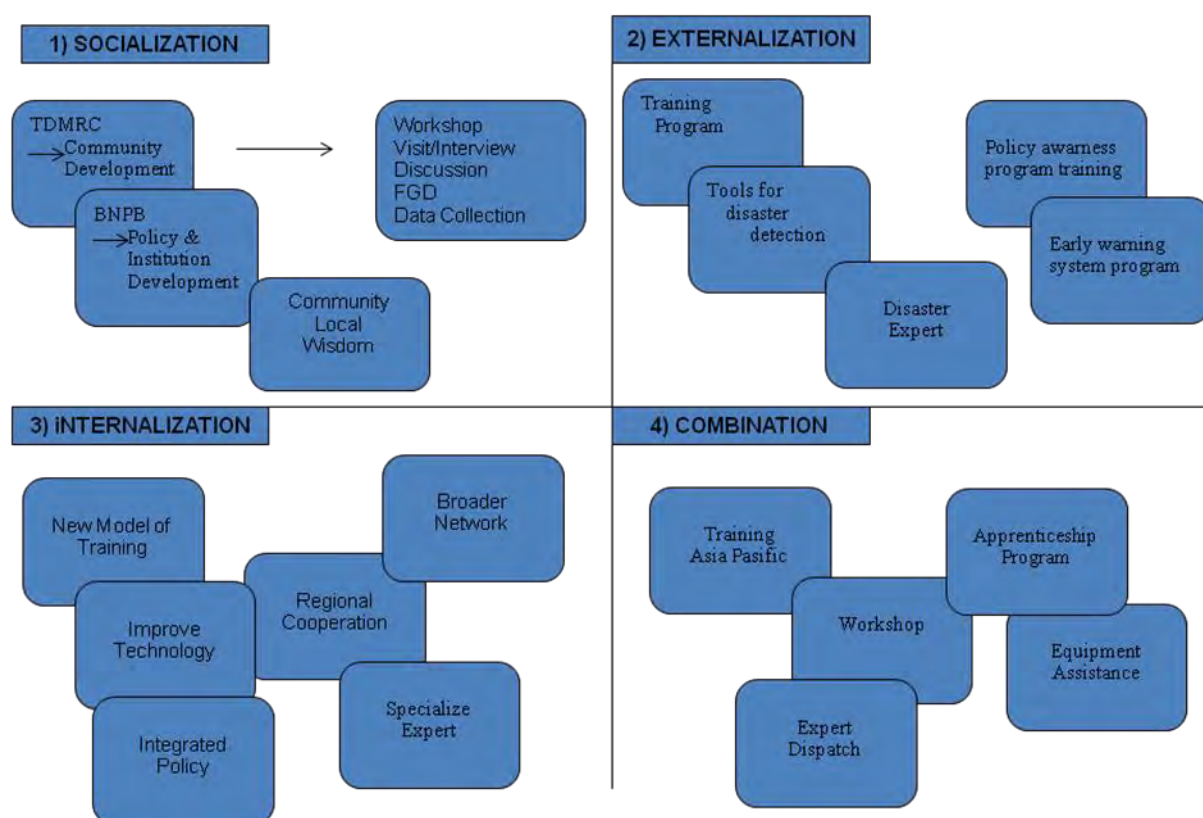
#### Group 1

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

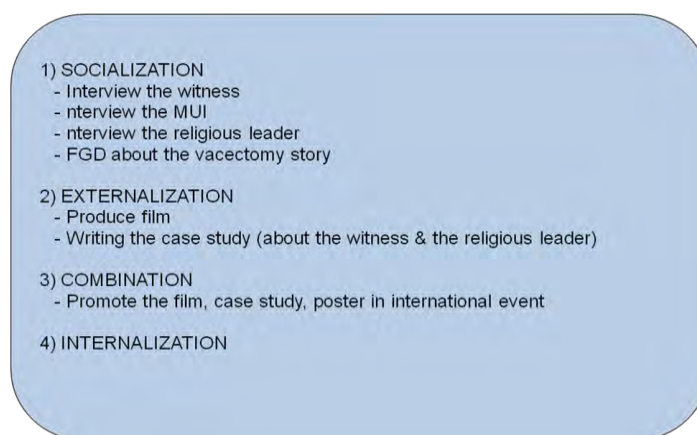
Ms. Theodora Pandjaitan of BKKBN, representing Group 2, presented their actions to be taken in the field of family planning program especially in case of promotion of vasectomy. She explained that the obstacle to promote this program was related to the “fatwa” (Islamic law) and lack of knowledge of vasectomy 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



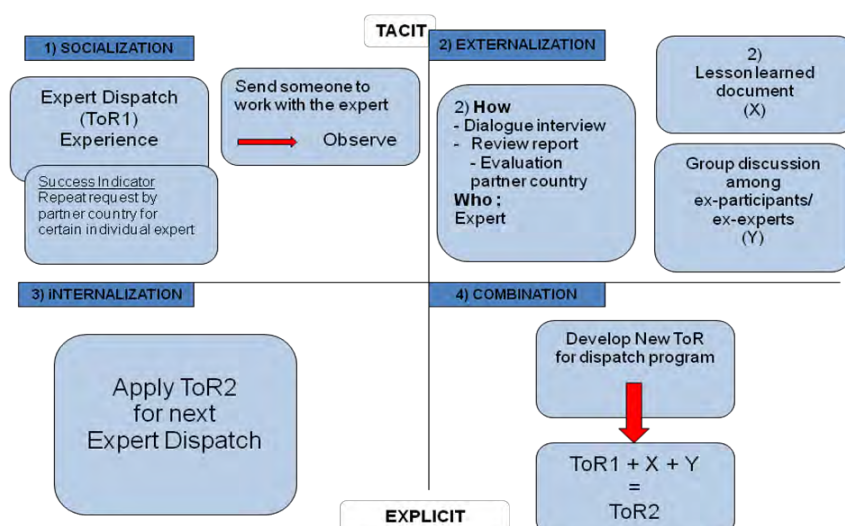
#### Group 3

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	<a href="http://jica-net.jica.go.jp/lib2/05PRDM016/en1/n01.html">http://jica-net.jica.go.jp/lib2/05PRDM016/en1/n01.html</a> (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		

### 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	- Present each of member's finding - Identification of Resource persons	- Share interview script & finding - Compile summary report		- Develop movie script - Posters - Report of case study - Develop website for promotion
Responsible Person		- Group A - Group B - Group C		
Resource Person		- Religious Leader - Witness	- 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"> <li>- Document Review</li> <li>- Web search</li> <li>- Brain storming</li> </ul>	<ul style="list-style-type: none"> <li>- Review - INA</li> </ul>	<ul style="list-style-type: none"> <li>- Site visit to the target stakeholder, in INA or other country (Afghanistan, Pakistan etc.)</li> </ul>	
Meeting	Min. 2x per month	Min. 1x per month via email	Min. 1x per month	
Meeting Agenda	<ul style="list-style-type: none"> <li>- Pre kick off meeting (FP Line Ministries)</li> <li>- Kick off :</li> <li>- Presentation of person</li> <li>- Identification resource person</li> </ul>	<ul style="list-style-type: none"> <li>- Fast finding to related stakeholder</li> <li>- Fast finding to partner countries</li> </ul>	<ul style="list-style-type: none"> <li>- Result Fact finding</li> <li>- Result document review</li> <li>- Lesson &amp; learned document</li> </ul>	<ul style="list-style-type: none"> <li>- Create new method value</li> </ul>
Responsible Person	<ul style="list-style-type: none"> <li>- All task force</li> <li>- MOA</li> <li>- Bappenas</li> <li>- MOFA</li> <li>- State Secretariat</li> </ul>			
Resource Person	<ul style="list-style-type: none"> <li>- Mr. Purnomo Chandra</li> <li>- Mr. Meri</li> <li>- Mr. Andi</li> <li>- Farmers</li> <li>- Experts</li> </ul>	<ul style="list-style-type: none"> <li>- Head of training center</li> <li>- Expert</li> <li>- Farmer</li> </ul>		

## 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

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 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

**Annex 6 Midterm Review Workshop Report**



# Report on Midterm Review Workshop ~ The Project on Knowledge Management for South-South Cooperation~

September 18-19, 2012

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

## Table of contents

Programs of Midterm Review Workshop - DAY 1 - .....	40
Programs of Midterm Review Workshop - DAY 2 - .....	41
Introduction .....	42
DAY 1: Opening Remarks & Session 2 - Presentation on South-South Corporation .....	42
DAY 1: Session 1 - Introduction on Project Progress.....	42
DAY 1: Session 3 - Lecture on Knowledge Management .....	43
DAY 1: Session 4 - Task Force Team Presentations .....	45
DAY 1: Closing Remarks .....	46
DAY 2: Opening Remarks.....	47
DAY 2: Session 5 - Task Force Team Activities - A Way Forward .....	47
DAY 2: Session 6 - Effective Documentation "How to Make a Film?" & Video Viewing .....	47
DAY 2: Session 7 - Group Discussions and Presentation on Final Outputs .....	48
DAY 2: Closing Remarks .....	49
Participants' Evaluation .....	49

Appendix 1: Workshop attendance list

Appendix 2: Introduction on project progress (Session 1)

Appendix 3: Presentation on South-south Corporation (Session 2)

Appendix 4: Knowledge management (Session 3)

Appendix 5: Task Force Team presentation (Session 4)

Appendix 6: Task Force Team activities - a way forward (Session 5)

Appendix 7: Effective presentation "How to make a film?" & video viewing (Session 6)



## 1. Programs of Midterm Review Workshop - DAY 1 -

**Tuesday, September 18, 2012**

**MC: Ms. Theresia Nusantara, CT-SSTC**

Time	Program	Presenter
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 (CT-SSTC) - Ms. Dinur Krismasari, Senior Representative, JICA Indonesia Office
9:10-9:25	Session 1: Introduction on Project Progress	Mr. Atsushi Tokura, JICA Expert
9:25-9:40	Session 2: Presentation on South-South Cooperation - International trend and Indonesia's position	Mr. Dewo Broto Joko Putranto, Chairperson of Coordination Team on SSTC
9:40-10:40	Session 3: Lecture on Knowledge Management (including the review of KM theory and application)	Prof. Ryoko Toyama, JICA Expert
10:40-11:00	Coffee break	-
11:00-12:30	Session 3 (cont'd)	Prof. Ryoko Toyama, JICA Expert
12:30-13:30	Lunch break	-
13:30-14:30	Session 3 (cont'd)	Prof. Ryoko Toyama, JICA Expert
14:30-14:50	Coffee break	-
14:50-16:50	Session 4: Task Force Team (TFT) presentations	Task Force Teams, facilitated by Mr. Ubaidillah, Project National Consultant
16:50-17:00	Closing remarks	Ms. Rika Kiswardani, State Secretariat (SETNEG)

## 2. Programs of Midterm Review Workshop - DAY 2 -

**Wednesday, September 19, 2012**

**MC: Ms. Theresia Nusantara, CT-SSTC**

Time	Program	Presenter
8:30-9:00	Participant registration	-
9:00-9:10	Opening remarks	Ms. Dinur Krismasari, Senior Representative, JICA Indonesia Office
9:10-9:25	Session 5: Task Force Team activities - a way forward	Mr. Atsushi Tokura, JICA Expert
9:25-10:05	Session 6: Effective documentation "How to make a film?" & Video viewing	Dr. Kumiko Shuto, JICA Expert
10:05-10:25	Coffee break	-
10:25-12:00	Session 7 : Group discussion on final outputs	Task Force Teams, facilitated by Mr. Ubaidillah, Project National Consultant
12:00-13:00	Lunch Break	-
13:00-14:30	Session 7 (cont'd) : Group presentation on final outputs	Task Force Teams, facilitated by Mr. Ubaidillah, Project National Consultant
14:30-14:45	Closing remarks	Mr. Arco Hamanto, Ministry of Foreign Affairs

### 3. Introduction

#### Workshop setting

This workshop was co-hosted by the Chair of Technical Committee of the Coordination Team on South-South and Triangular Cooperation (CT-SSTC), the Senior Representative of JICA Indonesia Office, and the Chief Advisor of JICA Expert Team. It took place at Hotel Akmani, Jakarta on September 18<sup>th</sup> and 19<sup>th</sup>, 2012.

Around 120 participants from various institutions in Indonesia such as members of TFTs and Working Groups of the CT-SSTC, academia, private sector organizations, and development partners attended the first day of the workshop. Professor Ryoko Toyama, of the Graduate School of Strategic Management, Chuo University, Japan, presented knowledge management theory and examined case studies both at organizational and regional levels.

The second day of the workshop was attended by the key actors of the Project, i.e. the members of the three TFTs and Core Members of the Working Group 3 of the CT-SSTC. The participants held a series of discussions to review their findings so far and to formulate further action plans.

#### Aims and objectives

The aims of the workshop were: 1) to review the knowledge management theory to deepen one's understanding of its application methods; 2) to share information and findings from a series of activities conducted by the TFTs up to this point; 3) to familiarize oneself with the process of making knowledge-based products; and 4) to discuss outlines of final outputs among the TFT members as well as develop activity schedules.

### 4. DAY 1: Opening Remarks & Session 2 - Presentation on South-South Cooperation<sup>8</sup>

In her opening remarks, Ms. Dinur Krismasari, the Senior Representative of JICA Indonesia Office addressed her appreciation towards the enthusiasm of TFTs in identifying tacit knowledge gained from Indonesia's development experiences. The statement was then re-emphasized by Mr. Dewo Broto Joko Putranto, the Chair of Technical Committee of the CT-SSTC, who encouraged the TFTs to extract, collect and develop knowledge from Indonesia's local wisdom<sup>9</sup>. The rationale behind his argument was Indonesia's role in supporting other Southern countries through knowledge sharing programs was increasingly becoming important in the international community.

### 5. DAY 1: Session 1 - Introduction on Project Progress

Mr. Atsushi Tokura, the Chief Advisor of JICA Expert Team, presented project's progress and achievements from April 2012 up to September 2012<sup>10</sup>. He started with an introduction about project purpose and the implementation processes which consisted of 6 (six) major activities: acquiring knowledge and skills of knowledge management, identifying strengths and uniqueness of Indonesia's development experiences and tacit knowledge, revealing expectations from prospective partner countries, analyzing Indonesia's strengths and uniqueness for implementing South-South Cooperation (SSC), and producing and disseminating knowledge-based products. He concluded his presentation with an explanation that the project was currently in the socialization phase of the SECI model<sup>11</sup> of

---

<sup>8</sup> "Presentation on South-South Cooperation", which was scheduled as Session 2, was delivered consecutively after the opening remarks.

<sup>9</sup> Session 2: Presentation on South-South Cooperation - International trend and Indonesia's position - Appendix 4

<sup>10</sup> Session 1: Introduction on Project Progress - Appendix 3

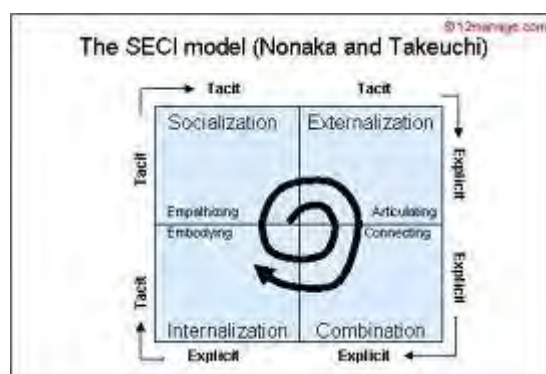
<sup>11</sup> The SECI Model consists of four stages, namely Socialization, Externalization, Combination, and Internalization.

the Knowledge Management Theory and expected to move to the externalization phase in October 2012.

## 6. DAY 1: Session 3 - Lecture on Knowledge Management

Professor Ryoko Toyama started her session with a review on the knowledge management theory, which included explanations on different types of knowledge: 1) explicit knowledge, knowledge that can be expressed in words and 2) tacit knowledge, knowledge that cannot be expressed in words since it is embedded in our body or mind<sup>12</sup>. She further explained the interaction between explicit and tacit knowledge using the Socialization-Externalization-Combination-Internalization ("SECI") model.

She then showed examples of knowledge management application by examining cases of (1) a Japanese pharmaceutical company, Japan Roche, (2) a hot spring resort, Kurokawa Onsen, and (3) Asahi-yama Zoo.



At the end of her session, Professor Toyama reminded all participants that in order to conduct a successful SSC program we needed to find the right people, both inside and outside an organization, who had high-quality tacit knowledge based on their personal experiences. Having a good IT system (database) could be of help but did not necessarily guarantee good SSC. We also needed "idealistic pragmatist" type of leaders who could create vision, embrace paradoxes/conflicts, be open to others' ideas, create "Ba" and networks of "Ba", and keep a balance between "I" and "we".

### Questions and Answers

Q [Ms. Rika, State Secretariat (SETNEG)]: How can we make use of our tacit and explicit knowledge in SSC training programs that will be delivered to other countries via class room (explicit) training and site visit (tacit) program? How can we combine the Indonesia's generic modules with the country-specific issues of our partners such as Myanmar, Vietnam, etc.?

A [Professor Toyama]: The essence, modules, and text books are universal and can be applied to all countries. But to make them suitable to each particular country, we need to make an extra effort by going to the field and exercising that module with the local people.

Q [Ms. Eni, Singosari]: How can we collaborate with our competitors? Referring to Mr. Goto's experience in the case of Kurokawa Onsen, what kind of benefit did he get from the corporation-competition?

A [Professor Toyama]: Mr. Goto was a risk taker and he believed in his vision which he got from his tacit knowledge that was accumulated over the years. In a knowledge creation activity, there is no such thing as "no-risk". We need to increase our self-confidence and constantly believe in our vision. In collaborating with competitors, we need to build trust. We need to start slowly and gradually to reach success.

Q [unidentified]: Can you provide examples of how you can cooperate with other countries through SSC so that we can learn from their experiences, particularly in the areas of investment or industrial

<sup>12</sup> Session 3: Lecture on Knowledge Management (including the review of KM theory and application) - Appendix 5

development. How can we transfer the experience of one country to our mind so that we can achieve the same success as that country has achieved?

A [Professor Toyama]: The essence is the same either for private organizations or government institutions. Through sharing the essence of our tacit knowledge and experience with others we can make them as good as us. We need to bear in mind that each situation is different. What was successfully applied in Japan might not be successfully applied in Indonesia. SSC involves people. Therefore, people development should be the main focus of this activity, not just transferring supervision or technology. We have to keep doing it gradually and steadily.

Q [Mr. Herfan, Ministry of Finance (KEMENKEU)]: The TFT on Macroeconomic Management is faced with the difficulty of not being able to access the primary information sources, due to the nature of the specific topics we are working on. How should we share knowledge with other countries if we do not have access to the 'first hand' experts to support us?

A [Professor Toyama]: In that case, we need to see the reality with our own interpretation and feeling, because seeing and listening to others give a totally different impression. Therefore, we need to try to utilize our own tacit knowledge in coping with this kind of situation.

Q [Ms. Pratiwi Larosa, SETNEG]: Can you explain to us some indicators that we have to be aware of in applying the SECI model in Indonesia's SSC?

A [Professor Toyama]: We need to check whether people who are working with us in order to have the sense of success. It does not have to be a big success but small successes which happen in many times along the way will suffice. We need to grow slowly, steadily and keep spinning the SECI model.

Q [Mr. Zaenal Arifin, National Development Planning Agency (BAPPENAS)]: Recently, Korean and Indian companies are flourishing while Japanese companies are struggling. Do you think Japan is a bit behind in spinning the SECI process?

A [Professor Toyama]: There are several problems with Japanese management plans. First, in the past the Japanese grand founders, such as Mr. Honda, were brave to take risks. But their successors are unfortunately not so. Second, more Japanese top managements do not have a "what kind of unique future only you can create?" vision. They are just imitating others' successes and not even spinning the SECI model.

Q [Mr. Raja, Ministry of Foreign Affairs (KEMENLU)]: How can we understand tacit knowledge if that knowledge cannot be expressed in words?

A [Professor Toyama]: Though tacit knowledge cannot be expressed in words, it can be transformed into explicit knowledge. That is the basic concept of the SECI process. For example, when we are sad, we cannot express our real sadness but when we express it into painting then others might understand our feeling.

Q [Mr. Raja, KEMENLU]: Do you think it's a good idea to involve private sectors in our TFTs discussion?

A [Professor Toyama]: It is indeed a very good idea because people from outside organizations can enrich our knowledge creation process.

Q [Ms. Deasi Widya, KEMENKEU]: How do we implement the SECI model in an organization that consists of people with various personalities?

A [Professor Toyama]: In every organization, we have different types of people. When we go to different countries, we will meet up with different kind of people. We have to look at the reality and modify our SSC to the local situation.

Q [Mr. Fahrurrozi, SETNEG]: Can you provide us with examples of Japan's SSC, especially in dealing

with trust?

A [Professor Toyama]: In dealing with trust, we need to think in the long run. Which one is more important, to protect or to open up our intellectual property? For example, a researcher in the U.S. who created the concept of the Internet said that he was glad not to protect this idea with a copyright since his creation was now being used by people all over the world.

## 7. DAY 1: Session 4 - Task Force Team Presentations

### Presentation-1 (Democracy)

Mr. Raja, the Head of TFT on Democracy, explained the TFT progress which consisted of field visit to Aceh, 5 (five) meeting in which they selected 4 (four) sub-themes<sup>13</sup>. The four sub-themes were: 1) democracy and traditional community value; 2) democracy and dialogue culture; 3) democracy and media; and 4) democracy and people-centered development.

### Discussion-1

Q [Mr. Zaenal Arifin, BAPPENAS]: I think Indonesia achieved democracy by accident, rather than by design. Given this situation, do you think Indonesia can take a reference from, for example, a country like Libya, which experienced the same situation of "democracy by accident."

A [Mr. Raja and Mr. Rofi'ie of NAM CSSTC]: Based on the information we received from various sources, Indonesia did not achieve democracy by accident. It achieved democracy by design. Therefore, we cannot use Libya as a reference.

[Comments by Mr. Nakazawa of JICA Indonesia Office and Mr. Niizeki, JICA Senior Advisor] TFTs need to continue exploring and find an innovative way, besides the traditional aid scheme such as provision of training and dispatch of expert, to engage people in sharing the tacit knowledge.

### Presentation-2 (Macroeconomic Management)

Mr. Herfan, the Head of the TFT on Macroeconomic Management, explained the TFT progress on selecting 4 (four) sub-themes<sup>14</sup>. The sub-themes selected were: 1) developing bond market (potential partners: Vietnam, Cambodia and Laos); 2) national single window (potential partners: Vietnam and Cambodia); 3) data processing center (potential partners: the Philippines and Timor Leste); and 4) tax contact center (potential partners: the Philippines, India, Timor Leste, and Palestine).

### Discussion-2

Q [Mr. Subagja, PNPM]: Indonesia has not yet succeeded in bridging a social gap between high, middle and low economic classes. How do we anticipate questions that might be raised from our potential partners?

A [Mr. Herfan, KEMENKEU]: I agree with your opinion about remaining social gap. We will take this issue into consideration although the subject is more related to the TFT on Poverty Reduction.

[Comment made by Mr. Niizeki] In expressing the areas of possible tacit knowledge, it is better to use "verb" instead of "noun" words so that the idea is more clearly understood.

### Presentation-3 (Poverty reduction)

Ms. Lisa, the Head of the TFT on Poverty Reduction, presented the TFT progress by explaining that the Indonesia's poverty characteristics are composed of economic, non-economic (such as access to education, etc.), and demographic distribution. She then explained the selected 4 (four) sub-themes<sup>15</sup>. The four sub-themes were: 1) community participation and initiatives; 2) local institutional building;

---

<sup>13</sup> Session 4: Task Force Team presentations - Appendix 6

<sup>14</sup> *ibid*

<sup>15</sup> *ibid*

3) accountability and transparency; and 4) role of facilitator.

#### Discussion-3

Q [Mr. Rofi'ie, NAM CSSTC]: How do we measure the level of empowerment of the local society? Who does the monitoring and evaluation?

A [Ms. Lisa]: We have a comprehensive statistical data on local society empowerment which we can show you later. The monitoring and evaluation are conducted by the local society as well as line ministries.

Q [Mr. Elly, Aceh Research Forum]: Why did you choose PNPM?

A [Ms. Lisa]: PNPM is a social empowerment program that can be given in a financial or non-financial term to support local communities.

Q [Mr. Subhan, KEMENKEU]: Was there any real impact of PNPM on the local community in the past?

A [Ms. Lisa]: Based on our study and evaluation, PNPM had a significant impact on local communities in areas of education and income.

[Comment by Mr. Nakazawa] The TFTs need to understand that 1) in SSC we can share failures, challenges, and difficulties as well as successes; 2) We can find new areas since many countries are interested in learning how the Indonesian government developed and implemented the plan; and 3) We need to think about how to find a linkage between the themes the TFTs selected and traditional sub-sectors such as agriculture, health or education.

## **8. DAY 1: Closing Remarks**

The closing remarks were made by Ms. Rika, the Head of Working Group 3 of the CT-SSTC. She conveyed her gratitude to all speakers, participants, and committees who had contributed and participated in this midterm review workshop.

## 9. DAY 2: Opening Remarks

Ms. Dinur Krismasari, the Senior Representative of JICA Indonesia Office, stated that the SECI model needed to continuously applied to all aspects of the project activities. She stressed that the SECI process required all levels of the organization to be involved and all TFTs needed to be able to see the knowledge essence, which included both success and failure stories. In the end, development effectiveness should be the key of this activity.

## 10. DAY 2: Session 5 - Task Force Team Activities - A Way Forward

Mr. Atsushi Tokura, the Chief Advisor of the JICA Expert Team, explained about the TFTs and WG3 activities from now on, clarified roles of the TFTs and WG3, and the overview and project timeline<sup>16</sup>.

### Questions and Answers

Q [Mr. Basuki, KEMENLU]: To what extent will the website be developed?

A [Mr. Tokura]: The website will be a platform for information sharing. The development plan will be made later in October 2012 after discussions with the WG3.

Q [unidentified]: What sort of document is needed and who is going to write it?

A [Mr. Tokura]: A video, small booklet, leaflet to promote poverty reduction, democracy, and macroeconomic management are to be developed. The story should be developed by the TFTs and the draft will be written by the project team.

## 11. DAY 2: Session 6 - Effective Documentation "How to Make a Film?" & Video Viewing

Dr. Kumiko Shuto, a JICA Expert in knowledge management and development effectiveness, shared tips for making a documentary/PR film with the audience<sup>17</sup>. Three video clips were shown this session as good examples of effective films.

Mr. Riyadh, a producer from PT. GAMA Linggatama (a production company), continued the explanation about technical aspects of the film making by following the "checklist" GAMA made<sup>18</sup>.

### Questions and Answers

Q [Mr. Raja, KEMENLU]: What will be the film duration? What language are we going to use? Do you have any sample of JICA's sponsored video?

A [Dr. Shuto]: The duration will be 15 to 20 minutes length. At the moment we plan to make the video bilingual - English and Bahasa Indonesia. "Irodori" is a sample video made by JICA.

Q [Mr. Rofi'ie, NAM CSSTC]: To what extent are the TFTs expected to produce video or booklet? Are they going to produce the final output or just contribute to the production of the output by giving ideas?

A [Dr. Shuto]: The TFTs will need to prepare the structure of the book while project team prepares the first draft. After receiving feedback from the TFTs, the project team will finalize it. The storyline will be developed after the discussions with the TFTs.

Q [Mr. Elly, Aceh Research Forum]: How can we shoot a scene in the video if it is about a past or historical event?

A [Mr. Riyadh]: The production team can only shoot the current situation/condition. Therefore, if we need a past or historical event captured in a film, we have to seek support from local governments, the archive office, the national TV stations, or internet-posted information with permission.

---

<sup>16</sup> Session 5: Task Force Team activities way forward - Appendix 7

<sup>17</sup> Session 6: Effective documentation "How to make a film?" & Video viewing - Appendix 8

<sup>18</sup> *ibid.*



Q [Ms. Alfita, PNPM]: How can we present the community involvement activity in a 15 to 20 minute video?

A [Mr. Riyadh & Mr. Tokura]: The objective of video making is promotion. Therefore it won't be necessary to cover all stories in depth or in a very comprehensive manner. However, the project team will work closely with the production team and share the idea, especially during the developing stage of the storyline, with the TFTs.

Q [Mr. Bauski, KEMENLU]: Is it possible for TFTs to re-conduct the field visit for film making purpose?

A [Mr. Tokura]: We still can conduct one more field visit.

Q [Ms. Alfita, PNPM]: How to produce a film which described the success of the project?

A [Dr. Shuto]: Our film structure will be very much different from those three samples shown above and therefore we will try to cope with the idea to show the success of the project.

Q [Mr. Basuki, KEMENLU]: Can we communicate regularly to avoid any discrepancy that might happen between the production team and the TFTs during the pre-production phase?

A [Mr. Riyadh]: We surely do, especially when we develop the draft of script and the interview list.

Q [unidentified]: Is it possible for us to make a video that shows various religious symbols in Indonesia and capture them in one scene to reflect our Bhinneka Tunggal Ika (unity in diversity) value?

A [Mr. Riyadh]: Yes, it is highly possible.

Q [Mr. Raja, KEMENLU]: We need to clearly define our target audience which in our case our beneficiary, the Asian and African countries. Would it be possible to make it beneficial to European countries?

A [Mr. Riyadh]: Yes, we can.

Q [unidentified]: Can you provide a checklist for the macroeconomic subject? My concern is how we can visualize it.

A [Mr. Riyadh]: We can show it through visualizing statistical figures, graphs or other related data. We can also show the benefit of having, for example, the tax call center or national single window, in the community.

## **12. DAY 2: Session 7 - Group Discussions and Presentation on Final Outputs**

Each TFT was asked to develop a short term plan for producing knowledge-based products based on the lecture and presentations delivered during the workshop.

### Presentation-1 (TFT Poverty Reduction)

- Output: video and booklet. The booklet will be used to explain the video's content in a detailed manner.
- Theme: Society empowerment
- Sub-themes: 1) Community participation; 2) Local institutional building; 3) Transparency and accountability; 4) Capacity building and role of facilitators; and 5) Impact of the program manifested by testimonials of the program beneficiaries.
- Storyline: 1) Poverty background (before and after); 2) Program's location (rural and urban areas in Java and South Sulawesi); and 3) Poverty reduction activities.
- Tacit knowledge that will be exposed: 1) Decision making process in a community level and close cooperation; 2) Finding good leaders and change agents in a community; 3) Monitoring and evaluation activities by local communities using the community media such as radio, etc.;

and 4) High commitment of the facilitators.

- Pre-production activities: 1) TFT meeting to discuss and decide tacit knowledge to be exposed in the video/booklet; and 2) TFT meeting to discuss and finalize the storyline with the production team.

#### Presentation-2 (TFT Macroeconomic Management)

- Output: video and booklet.
- Theme: Indonesia's efforts to increase the state income in the context of sustainable development
- Sub-themes: 1) Development of bond market; 2) Development of national single window; 3) Tax call center; and 4) Tax data processing
- Storyline: At the beginning of the video, we will present comments/remarks made by high-level officials and policy-makers, followed by activities of the sub-themes.
- Pre-production activities: 1) TFT meeting to develop a plan for field trips; and 2) TFT meeting to update the result of the field trip.

#### Presentation-3 (TFT Democracy)

- Output: video consisting of 2 (two) segments.
- Sub-theme: Peace building and democracy
- Storyline: 1) Women's role in democracy, illustrating a case of the role Ms. Surayya Kamaruzzaman played during the 2001 conflict in Aceh; and 2) Traditional community values, illustrating a role of local leaders, Geuchik of Gampong Gue Gajah, in managing conflict and promoting democracy.
- Pre-production activities: 1) TFT meeting to prepare the storyline (24 or 25 September 2012); 2) Conduct a field visit to Aceh at the end of October 2012 to identify key actors and sites; 3) Refine the storyline in November 2012; and 4) Conduct a field visit with the production team.

#### Comments

- Mr. Niizeki reminded that the TFTs to consider the selection and the objective of media. The selection of media will depend heavily on the type of story and people who will share the tacit knowledge with us, while the objective is certainly to promote SSC.
- Mr. Fahrurrozi (SETNEG) and Mr. Meri (KEMENLU) reminded the TFTs to consult the proposed tacit knowledge with the Steering Committee of CT-SSTC to avoid unnecessary post-production amendments in the future.
- Ms. Ayu (Bank of Indonesia) proposed that the TFTs should receive progress feedback from JICA and CT-SSTC.
- Mr. Imran (KEMENKEU) suggested to the TFT on Poverty Reduction to reconsider "women participation" as a sub-theme.

### **13. DAY 2: Closing Remarks**

The closing remarks made by Mr. Arko Hamanto, Director of Socio-Culture and International Organization of Developing Countries, Ministry of Foreign Affairs. He encouraged the TFTs to keep spinning the SECI model and to increase their personal knowledge and capacity, especially in the field of the three themes selected.

### **14. Participants' Evaluation**

According to the result of the questionnaire that collected at the end of the workshop, all of respondents were satisfied with the materials (slides, video, and handouts) in the workshop, the number of respondents was rather small, though. These statements were reflected by following feedbacks given by the participants:

- The workshop was very well prepared and managed;
- Professor Toyama's presentation was very informative;
- The handouts are good and complete enough.

The participants' understanding level is satisfactory. More than 60% of the respondents said they understood the contents more than 80%.

On the other hand, some participants also addressed their concerns to be considered such as:

- The lecture should be more applicative to the Indonesian environment;
- Dining area need to be provided;
- Lightning in the hotel should be able to illumine all part of the room;
- The handouts need to be distributed beforehand.

**Annex 7 TFT on Poverty Reduction Matrix**

Topics	Tacit Knowledge to be exchanged	Possible Aid Schemes	Target Countries	Effectiveness of SSC	Implementing Agencies
1. Leadership	<p><b>1. [Making a commitment]</b> 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><b>Establishing new budget for poverty reduction.</b> The Pekalongan mayor announced policy related to poverty reduction and allocated regional budget for special program on community empowerment and poverty reduction.</p> <p><b>Local leaders should show their willingness for physical work.</b> Village and sub-district leaders in Gunung Kidul work together with the community members by following the philosophy of “Selapanan”.</p> <p><b>2. [Securing funds]</b> How do the Mayors build a close relationship and have a dialogue with the parliament to get budgetary allocation to the program?</p> <p><b>Strong initiative of the mayor.</b> The Pekalongan mayor has approached to some parliament members to support local poverty reduction program, especially as regards to budget allocation/increase.</p> <p><b>Establishing and allocating new budget for poverty reduction programs.</b> The Pekalongan mayor allocated regional budget for special programs on community empowerment and poverty reduction.</p> <p><b>Allocating budget to locals directly.</b> The Pekalongan mayor believes in empowering villages by allocating budget directly to the local</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>&lt;Coordination&gt;</p> <p>Bappenas (Direktorat Penanggulangan Kemiskinan)</p> <p>&lt;Planning&gt;</p> <p>&lt;Implementing&gt;</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>development programs, without any controls from the central government.</p> <p>3. <b>[Sharing knowledge]</b> 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><b>Important to share achievement with other political leaders.</b> Both the Pekalongan and Wakatobi mayors spoke their achievements at the regional forums on local government or at any other events.</p> <p>4. <b>[Maintaining good communication]</b> How do the Mayors/Sub district Heads/ Village Heads/Informal Leader maintain good communication with community members?</p> <p><b>The mayors are willing to hear the voices from locals.</b> 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><b>The mayors do not stay in their offices.</b> The Pekalongan mayor conducts weekly field visits by bicycle on Friday mornings to see local environment.</p> <p><b>Using media.</b> The Pekalongan mayor conveys his ideas through local radio programs.</p> <p><b>Local leaders are also willing to go to the field and</b></p>				

Topics	Tacit Knowledge to be exchanged	Possible Aid Schemes	Target Countries	Effectiveness of SSC	Implementing Agencies
	<p>have dialogue with community members.</p> <p><b>5. [Motivating communities]</b> How do the Sub district Heads/Village Heads/Informal Leader motivate their communities in implementing the program?</p> <p><b>Promoting community independence.</b> 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><b>Local leaders show their commitment by visiting field</b> and have dialogue with community members.</p> <p><b>Local leaders utilize the traditional events.</b> They convey the idea of eradicating poverty reduction through traditional ceremony such as “Ruwat Bumi”.</p> <p><b>Not forcing but raising awareness.</b> 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><b>Cooperation with the religious leader.</b> The religious leader (Kyai) plays an important role to increase awareness among the community members.</p>				
6. Facilitation	<p><b>1. [Improving capacity and skills]</b> 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><b>Sharing their experiences with other facilitators.</b> It is important for the facilitators to share their experiences with other facilitators in order to enhance</p>	<p>Training for facilitators of partner countries in Indonesia</p> <p>Sharing method of facilitation among countries through Workshop</p>	<p><u>Countries with high and moderate poverty and less community participation in development initiatives</u></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</p>	<p>&lt;Coordinating&gt;</p> <p>Bappenas (Direktorat Penanggulangan Kemiskinan)</p> <p>&lt;Planning&gt;</p>

Topics	Tacit Knowledge to be exchanged	Possible Aid Schemes	Target Countries	Effectiveness of SSC	Implementing Agencies
	<p>their capacities.</p> <p><b>Informal gathering among the facilitators.</b> The coordinator of PNPM organizes an event to share experiences, discuss frankly, and build closeness and togetherness among them.</p> <p><b>Making social mapping.</b> This is an effective way to enhance the facilitator's skills, when the facilitators are dispatched to their destinations first time.</p> <p><b>Having various types of trainers.</b> 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>&lt; Necessary skills for the facilitators &gt;</p> <p>Interview skills: <b>avoiding asking why and how, but ask what, where, who, when.</b></p> <p>2. <b>[Blending with communities]</b> How do the facilitators blend with communities to get accepted and work with the communities?</p> <p><b>Changing the facilitator's mindset.</b> Facilitators should not teach but listen to voices from the field and understand problems.</p> <p><b>Participating in local events.</b> The facilitators are supposed to attend traditional and religious events as well as community informal meetings.</p> <p>3. <b>[Identifying the right persons]</b> How do the</p>	<p>Facilitators in Indonesia dispatch to partner countries to share their experience</p> <p>“Working together”, i.e. an OJT type of mentoring activity, by the Indonesian facilitators</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>South Asia Countries</p>	<p>together” may be considered.</p>	<p>MoHA</p> <p>&lt;Implementing&gt;</p> <p>Government of South Sulawesi Province with</p> <p>NGO</p>

Topics	Tacit Knowledge to be exchanged	Possible Aid Schemes	Target Countries	Effectiveness of SSC	Implementing Agencies
	<p>facilitators approach to the communities and identify the right persons who can mobilize other community members?</p> <p><b>Approaching not only to community leaders.</b> The facilitators need to approach to local people who are facing problems.</p> <p>Identify the <b>people who have the same concerns</b> as the facilitator's.</p> <p>Necessary to involve villagers who have a <b>better understanding of the situation on the ground and day-to day activities.</b></p> <p>4. <b>[Networking for obtaining support]</b> How do the facilitators establish a relationship with, and get support from, the relevant government officers at the local and regional levels?</p> <p><b>Inviting various types of people as a trainer.</b> 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><b>Inviting the government officers to the trainings.</b> The Wakatobi mayor requests his staff to participate in the training for facilitators.</p> <p><b>Participating in trainings outside of the program.</b> The facilitators look for an opportunity to participate in training programs provided by local governments.</p> <p>5. <b>[Building partnership and collaboration]</b> How do the facilitators make collaboration with community and government officers in the field? How the involving government officers to act as facilitators</p>				



Topics	Tacit Knowledge to be exchanged	Possible Aid Schemes	Target Countries	Effectiveness of SSC	Implementing Agencies
	<p>(working together as a facilitators for community)</p> <p><b>Facilitators as change agents:</b> 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 level of government.</p> <p><b>Inviting the officials to the field.</b> PNPM and the CD project invite the Mayors and government officers in the field activities.</p> <p><b>Participating in local projects.</b> The facilitators approach to local government office's (SKPD) program.</p> <p><b>Keep independence.</b> 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>				
6. Community Cohesion	<p>1. <b>[Building mutual trust]</b> How do the community members trust one another? What are the contributing factors in mutual trust building?</p> <p><b>Through meetings.</b> 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><b>Trying to avoid rule of the majority.</b> In case of the Binatur project, problems were solved through discussions at the mosque.</p> <p><b>Role of religious leaders.</b> In case of the Binatur project, some community members had to give up their pieces of lands to widen the community road.</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>SCC activities are made more effective if the participating communities are accompanied by the facilitators and program implementers.</p>	<p>&lt;Coordinating&gt;</p> <p>Bappenas (Direktorat Penanggulangan Kemiskinan)</p> <p>&lt;Planning&gt;</p> <p>MoHA</p> <p>&lt;Implementing&gt;</p> <p>Government of South Sulawesi</p>

Topics	Tacit Knowledge to be exchanged	Possible Aid Schemes	Target Countries	Effectiveness of SSC	Implementing Agencies
	<p>The community leaders asked religious leaders to convince those community members.</p> <p><b>Economic incentives to the community.</b> The leaders explained that land prices would surge, once the river was clean and the village had a good road.</p> <p><b>Traditional values.</b> The community leaders stress on traditional value such as “Gotong-Rorong”, “Musyawarah” to promote cooperation among the community members.</p> <p>2. <b>[Selecting the right representatives]</b> 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><b>Trying to avoid voting.</b> 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. <b>[Social inclusion]</b> How are voices of vulnerable groups reflected in the decision-making process?</p> <p><b>Involving them into the implementing unit.</b> The PNPM involves the representatives of marginal and vulnerable groups as the BKM members (implementation unit).</p> <p><b>Quota system for women.</b> There is the quota system</p>		<p>Myanmar</p> <p>Vietnam</p> <p>Timor Leste</p> <p>African Countries</p> <p>South Asia Countries</p>		<p>Province</p> <p>NGO</p>

Topics	Tacit Knowledge to be exchanged	Possible Aid Schemes	Target Countries	Effectiveness of SSC	Implementing Agencies
	<p>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><b>4. [Using community media]</b> 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 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><b>Through religious/traditional events.</b> PNPM also utilizes the opportunity of religious events, such as “Wayang”.</p>				

### Annex 8 TFT on Democracy Matrix

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><b>DURING CONFLICT</b> [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"> <li>- 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.</li> </ul> <p>How do communities maintain their aspiration for identity, justice and humanity?</p> <ul style="list-style-type: none"> <li>- Utilizing informal channels: Maintain communication through informal channels and prioritize community's safety and needs.</li> </ul>	<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><b>POST CONFLICT</b> [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"> <li>- Stressing traditional value: Promote musyawarah through traditional meetings to discuss local situation and conflict happened.</li> <li>- Mindset of leaders: Ensure equal opportunity for everyone to be heard and every concern is addressed</li> </ul>	<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</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
	<p>How do community leaders prevent conflicts arising among community members?</p> <ul style="list-style-type: none"> <li>- Trust and unity among leaders: Respect and understand each other between Geuchik, religious leader and Tuhapeut.</li> <li>- 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.</li> <li>- Know how among leaders: Try not to connect problems to what happened in the past.</li> </ul> <p>[Community members participation in decision-making]</p> <p>How do community members participate in the decision making process?</p> <ul style="list-style-type: none"> <li>- Organizing women: Women participate in decision making process in the village meetings and citizen deliberation through women's organizations.</li> <li>- Egalitarian approach: Elders, traditional leaders and youth beside women are all involved in village community meeting</li> </ul> <p>[Traditional/ informal social institutions promoting peace building]</p> <p>How do traditional/ informal social institutions promote grass-roots democracy?</p> <ul style="list-style-type: none"> <li>- Approach to youth and women: Invite youth and women to take part in community activities.</li> <li>- Having informal meetings: Maintain close communication, i.e. having dialogs with community members at their houses, coffee shops, religious ceremony</li> </ul> <p>How do traditional/ informal social institutions work with local administrative systems for keeping peace?</p>		be effective		

Topics	Tacit Knowledge to be exchanged	Cooperation Scheme	Effectiveness of SSC	Target Countries	Implementing Agencies
	<ul style="list-style-type: none"> <li>- Applying religious and custom laws: Sharia and adat law are used to solve problems for small problems, while state law for bigger problems.</li> <li>- Respect for the customary practices: Elder and traditional leaders preserves the customary practices in community.</li> </ul>				
2. Women's contribution to peace building/keeping	<p><b>DURING CONFLICT</b>            [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"> <li>- 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.</li> <li>- Organizing women: Build solidarity and organize themselves to increase bargaining position (Aceh Women Congress).</li> </ul> <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"> <li>- 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.</li> <li>- Cautious and human approach: Blend with local people to avoid suspicion, human approach to gain sympathy from armed group/military.</li> <li>- Evidence-based approach: Collect data of harassment against women.</li> </ul>	<p>Exchange of experiences between Indonesia and partner countries (dialogue and site visit)            Dispatch of Indonesia's women activists for sharing experience.</p>	<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><u>Countries with ongoing conflicts</u>            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>

Topics	Tacit Knowledge to be exchanged	Cooperation Scheme	Effectiveness of SSC	Target Countries	Implementing Agencies
	<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"> <li>- Through religious occasion: Empower women through religious club.</li> <li>- Economic empowerment: Provide trainings in entrepreneurship.</li> <li>- Women Congress: Conduct annually.</li> </ul> <p>How do women acquire a stronger role in the decision making process?</p> <ul style="list-style-type: none"> <li>- Encouraging young women to attend village meetings.</li> <li>- Organizing women: Develop and enhance women organization so that they have more bargaining position.</li> </ul> <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"> <li>- Quota system for women candidate: The role of women in parliament is still not significant in Aceh. The quota is not fulfilled.</li> <li>- Cooperation between the local election body and NGOs: To enhance women participation in politics through workshop organized jointly by the body and NGOs.</li> </ul>	<p>Exchange of experiences between Indonesia and partner countries (dialogue and site visit) Dispatch of Indonesia's women activists for sharing experience.</p>	<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><u>Countries in the process of introducing democratic setup/system</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) Women NGO in cooperation with Ministry of Women Empowerment</p>
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"> <li>- 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.</li> </ul> <p>How do they maintain a system to pursue</p>	<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</p>

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



### Annex 9 Macroeconomic Management Matrix

Topics	Tacit Knowledge to be exchanged	Cooperation Scheme	Effectiveness of SSC	Target Countries	Implementing Agencies
1. Enhancing Credibility of Government Bond	<p><b>[Formulating a market strategy]</b></p> <ul style="list-style-type: none"> <li>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.</li> <li>One of the big modifications is the “Primary dealer system”.</li> </ul> <p><b>[Maintaining good investor relations]</b></p> <ul style="list-style-type: none"> <li>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.</li> <li>DMO dealers also have close communications with investor on transactions. They use communication tools that are fact, direct and convenient.</li> <li>Dealers know the perfect timing for communications with investors (not to interrupt investors’ work). Phone calls are used only for emergency cases.</li> </ul> <p><b>[Developing an Instrument]</b></p> <ul style="list-style-type: none"> <li>Idea on the instrument development is gathered from meetings with investors.</li> <li>Based on the feedback from investors, terms and conditions of the instruments are determined.</li> <li>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.</li> <li>DMO dealers are trying to understand the preference of the investors on the conditions of instruments (e.g. fixed</li> </ul>	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><b>[Promoting coordination in response to market changes]</b></p> <ul style="list-style-type: none"> <li>Divisions have coordination for bond transactions.</li> <li>“Morning call”, a daily meeting is organized to equip dealers with current issues and sentiments.</li> </ul> <p><b>[Ensuring continuous learning]</b></p> <ul style="list-style-type: none"> <li>HRD is conducted through internal and external trainings.</li> <li>Comparative study and visits on other dealing rooms are carried out.</li> </ul>				
2. Increasing Revenue Tax	<p><b>TAX CONTACT CENTER</b></p> <p><b>[Building a culture of service]</b></p> <ul style="list-style-type: none"> <li>Introduction of a service culture was started with assumption that “all agents do not have skills in tax and communication”</li> <li>Mindset of agents was standardized to understand the needs of taxpayers and people’s perception towards tax.</li> <li>All agents share the goal of the team to provide best services for tax payers.</li> </ul> <p><b>[Developing standardized tax knowledge-based information]</b></p> <ul style="list-style-type: none"> <li>Initially it was developed to ensure providing standard answers.</li> </ul> <p><b>[Fueling motivation and creating a competitive climate for staff]</b></p> <ul style="list-style-type: none"> <li>All agents share the goal of the team to provide best services for tax payers.</li> <li>Agents think that they are the face of Director General of Taxation.</li> <li>Agents understand the importance of encouraging taxpayers to pay tax through education.</li> <li>Solid team was built through communications between agents and leaders. Team leaders provide full</li> </ul>	<p>Training in Indonesia, including site visit to tax contact center</p> <p>OJT at tax contact center.</p>	<p>Training in combination with site visit to tax contact center would enhance participants’ understanding</p> <p>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>	Tax Contact Center

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