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## Daftar Akronim dan Singkatan

ASEAN	<i>Association of South-East Asian Nations</i> (Asosiasi Negara-negara Asia Tenggara)
BAPPENAS	Badan Perencanaan Pembangunan Nasional
DMO	<i>Debt Management Office</i> (Manajemen Resiko Bencana)
GDP	<i>Gross Domestic Product</i> (Produksi Domestik Bruto)
GOI	<i>Government of Indonesia</i> (Pemerintah Indonesia)
INSW	<i>Indonesian National Single Window</i> (Jendela Tunggal Nasional Indonesia)
JCC	<i>Joint Coordinating Committee</i> (Komite Koordinasi Bersama)
JICA	<i>Japan International Cooperation Agency</i> (Badan Kerjasama Internasional Jepang)
MOF	<i>Ministry of Finance</i> (Kementerian Keuangan)
NAM-CSSTC	<i>Non-Aligned Movement Center for South-South Technical Cooperation</i> (Pusat Gerakan <i>Non-Aligned</i> untuk Kerjasama Teknis Selatan-Selatan)
NCT-SSTC	<i>National Coordination Team on South-South and Triangular Cooperation</i> (Tim Koordinasi Nasional untuk Kerjasama Selatan-Selatan dan Triangular)
NGO	<i>Non-Governmental Organization</i> (Organisasi Non-Pemerintahan/Lembaga Swadaya Masyarakat)
OECD	<i>Organization for Economic Co-operation and Development</i> (Organisasi untuk Kerjasama dan Pembangunan Ekonomi)
ORI	<i>Governmental Retail Bond</i> (Ritel Obligasi Pemerintah)
PDM	<i>Project Design Matriks</i> (Matriks Perancangan Proyek)
PNPM	Program Nasional Pemberdayaan Masyarakat
PIP	<i>Government Investment Unit</i> (Unit Investasi Pemerintah)
PO	<i>Plan of Operation</i> (Rencana Operasional)
RD	<i>Record of Discussions</i> (Catatan Diskusi)
SECI	<i>Socialization, Externalization, Combination, Internalization</i> (Sosialisasi, Eksternalisasi, Kombinasi, Internalisasi)
SSTC	<i>South-South and Triangular Cooperation</i> (Kerjasama Selatan-Selatan dan Triangular)
TFT	<i>Task Force Team</i> (Tim Gugus Tugas)



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## 1. Ringkasan mengenai Proyek

### 1.1 Latar Belakang Proyek

Pada saat Pemerintah Indonesia memverifikasikan efektivitas pembangunan dari proyek-proyek bantuan untuk Indonesia, pemerintah juga berusaha untuk menggalakkan Kerjasama Selatan-Selatan dan Trilateral (SSTC), sekaligus menangani permintaan bantuan dari negara-negara mitra yang semakin meningkat saja beberapa tahun belakangan ini. Hal ini menunjukkan bahwa Indonesia, yang telah lama menjadi penerima bantuan, kini mulai memegang posisi proaktif untuk mendukung negara-negara lain mitranya sebagai negara yang baru bangkit.

Indonesia sangat terpengaruh oleh Krisis Keuangan Asia pada tahun 1997. Tetapi, sejak tahun 2000, Indonesia telah mempertahankan tingkat pertumbuhan GDP yang kuat sebesar 4% hingga 6% dengan dukungan reformasi ekonomi. Menurut klasifikasi tingkat pemasukan PBB dan Bank Dunia, Indonesia telah meningkat derajatnya sehingga dapat dianggap sebagai negara dengan tingkat pemasukan menengah. Pada tahun 2008, Indonesia menjadi satu-satunya negara Asia Tenggara yang merupakan anggota Group of Twenty (G20), serta menjadi negara ketua Asosiasi Negara-negara Asia Tenggara (ASEAN) pada tahun 2011. Dengan demikian, Indonesia perlahan-lahan menjadi negara yang pantas diakui di komunitas internasional. Momentum semakin cepat terkumpul dibalik penggalakan SSTC di pemerintahan, agar Indonesia dapat menunjukkan kepemimpinan kuat diantara negara-negara yang baru muncul di masa mendatang. SSTC dianggap sebagai salah satu kebijakan kunci pada Rencana Pembangunan Jangka Menengah saat ini (2010-14). Pemerintah menunjuk Tim Koordinasi Kerjasama Selatan-Selatan dan Trilateral (CT-SSTC) melalui keputusan menteri dari Badan Perencanaan Pembangunan Nasional (BAPPENAS) pada tahun 2010, dan pemerintah telah mulai membangun suatu struktur untuk menggalakkan SSTC melalui kerjasama kementerian dan badan-badan terkait.

Japan International Cooperation Agency (JICA) mendukung suatu penelitian untuk mendapatkan ringkasan mengenai arah dari kebijakan SSTC Pemerintah Indonesia. Selain itu, pada tahun 2010 JICA menyediakan bantuan untuk membuat Rencana Besar Kerjasama Selatan-Selatan (2011–2025) dan Cetak Biru Kerjasama Selatan-Selatan (2011–2014), yang berfungsi sebagai surat-surat kebijakan untuk implementasi SSTC. Studi Banding untuk Manajemen Kerjasama Selatan-Selatan diimplementasikan mulai dari Oktober 2011 hingga Maret 2012 dengan berfokus pada tiga negara, yakni Brazil, Thailand, dan Jepang.

Pada tahun 2009, BAPPENAS telah mengajukan permohonan kerjasama teknis kepada Jepang untuk mengemnbangkan sistem manajemen pengetahuan yang dpat mendorong efisiensi dana bantuan. Setelah itu, terjadilah peningkatan momentum untuk menggalakkan SSTC di Indonesia seperti disebutkan di atas. Dengan demikian, pada bulan October 2011, pihak Indonesia dan JICA menetapkan kembali bidang-bidang target areas untuk manajemen pengetahuan dalam suatu studi rencana formasi terinci untuk proyek kerjasama teknis tersebut, dan telah mencapai kesepakatan mengenai cara melaksanakan manajemen pengetahuan untuk mendorong SSTC. Pada bulan Desember 2011, suatu R/D (*Record of Diskusi – Catatan Diskusi*) untuk implementasi Proyek Manajemen Pengetahuan untuk Kerjasama Selatan-Selatan (selanjutnya disebut “Proyek”) ditandatangani dan dipertukarkan.

## 1.2 Kerangka Kerja Proyek

Sasaran Keseluruhan, Tujuan Proyek, dan Hasil Keluaran Proyek dicantumkan dibawah ini. Detail Proyek dan aktivitas-aktivitas didalamnya dijabarkan dalam Lampiran 1 dan Lampiran 2.

**Tabel 1: Kerangka Kerja Proyek**

Sasaran Keseluruhan	Indikator
Dengan mengambil dari pengalaman Indonesia, Pemerintah Indonesia (GOI) terus menciptakan pengetahuan mengenai pembangunan secara efektif, dan menggunakannya agar Indonesia dapat mengimplementasikan Kerjasama Selatan-Selatan dengan lebih baik.	Material yang diperlukan (yakni “Produk-produk Berbasis Pengetahuan”) dihasilkan atau diperbaharui. Jumlah kasus Kerjasama Selatan-Selatan meningkat. Hasil evaluasi proyek/kursus pelatihan meningkat.
Tujuan Proyek	Indikator
Melalui praktek manajemen pengetahuan, GOI menciptakan pengetahuan mengenai pembangunan yang efektif yang didasarkan pada pengalaman Indonesia, dan membaginya dengan para pemangku kepentingan yang terkait dengan penggalakkan Kerjasama Selatan-Selatan.	(1) Situasi penyebaran material. (2) Lebih dari 90% pelaku utama Kerjasama Selatan-Selatan mendapatkan material tersebut.
Hasil	Indikator
1. Pengetahuan dan Kemampuan yang Diperlukan untuk Menerapkan Manajemen Pengetahuan yang telah Didapatkan oleh Pelaku-pelaku Kunci Kerjasama Selatan-Selatan dan Pemahaman Cara Pelaksanaan Manajemen Pengetahuan yang telah Didapatkan.	(1) Lebih dari 90% pelaku utama Kerjasama Selatan-Selatan menghadiri seminar. (2) Peserta seminar memahami lebih dari 80% dari konteks yang diajarkan. (3) Dokumentasi mengenai cara cara pelaksanaan implementasi manajemen pengetahuan.
2. Mengidentifikasi Keuntungan Komparatif Indonesia dalam Mengimplementasikan Kerjasama Selatan-Selatan dan Pengharapan yang Tampak dari Negara-negara Calon Mitra.	(1) Informasi mengenai keunggulan komparatif Indonesia. (2) Informasi mengenai pengharapan negara-negara mitra.
3. Keuntungan Komparatif Indonesia yang Ditampilkan dalam Bentuk Nyata (yakni “Produk-produk Berbasis Pengetahuan”) dan Dinikmati Bersama para Pelaku Kunci dan Dikomunikasikan Di Dalam dan Diluar Indonesia.	(1) Dokumen, database, direktori, peta (yakni “Produk-produk Berbasis Pengetahuan”) yang berguna untuk Kerjasama Selatan-Selatan (2) Pelaksanaan penyebaran melalui konferensi dan kesempatan-kesempatan lain.

## 1.3 Kebijakan Dasar untuk Implementasi Proyek

Proyek dilaksanakan sesuai dengan arahan Proyek. Kebijakan-kebijakan dasar untuk implementasi proyek disebutkan dibawah ini:

### (1) Arahan Proyek: untuk memungkinkan penggalakan Kerjasama Selatan-Selatan dan Trilateral secara aktif

Begitu Tujuan Proyek terealisasi, mereka yang terlibat dalam SSTC akan menyadari kekuatan Indonesia dan



bahwa Indonesia memiliki material-material yang akan menarik perhatian terhadap kekuatan yang dimiliki Indonesia tersebut, sehingga Indonesia dapat secara aktif mendekati negara-negara mitra.

Pengalaman pembangunan di Indonesia masih terkubur dalam bentuk informasi dan data semata. Dengan cara mempraktekkan manajemen pengetahuan, informasi, data, dan pengetahuan umum yang terdapat pada pikiran banyak orang tersebut akan dapat dikeluarkan, disebarkan dan dianalisis dari sudut pandang efektivitas pembangunan. Para anggota proyek mengubah pengetahuan umum tersebut menjadi pengetahuan tertulis, sehingga menciptakan pengetahuan baru. Hasil keluaran nyata dari pengetahuan yang didapatkan melalui proses ini (pengetahuan yang dituliskan) diharapkan untuk berfungsi menjadi apa yang disebut aset pengetahuan dari Pemerintah Indonesia, dan dapat berfungsi sebagai dasar untuk menggalakkan SSTC secara aktif.

**(2) Kebijakan Dasar 1: Berbagi kesadaran mengenai manajemen pengetahuan dan memahami metode-metodenya dengan cara yang sehat**

**<Memposisikan manajemen pengetahuan sebagai cara untuk menggalakkan Kerjasama Selatan-Selatan>**

Tujuan Proyek adalah untuk menggalakkan SSTC, dan bukan untuk menggalakkan manajemen pengetahuan. Proyek ini akan menggalakkan Kerjasama Selatan-Selatan dan Trilateral secara efektif dengan cara meningkatkan manajemen pengetahuan, sambil secara bersamaan menjalankan manajemen pengetahuan yang sebelumnya tidak dapat diimplementasikan secara mendalam, sekaligus melanjutkan pelaksanaan tugas-tugas tertentu untuk menggalakkan SSTC.

**<Memberi input ahli-ahli terkemuka untuk menetapkan dasar-dasar manajemen pengetahuan>**

Untuk memastikan agar tidak ada kesenjangan pada interpretasi dari mereka yang terlibat dalam Proyek, diberikan pemahaman menyeluruh mengenai teori-teori dasar manajemen pengetahuan.

**<Buatlah sasaran bukan hanya mendapatkan dan memproses pengetahuan, tetapi juga menciptakannya>**

Manajemen pengetahuan bukan hanya merujuk pada pengelolaan pengetahuan. Konsep dasarnya adalah manajemen yang didasarkan pada penciptaan pengetahuan, atau manajemen berbasis pengetahuan. CT-SSTC tidak boleh hanya mengumpulkan dan mengorganisir pengalaman mengenai pembangunan. CT-SSTC juga harus mengungkit kekuatan tersembunyi Indonesia dari informasi dan data yang telah

terkumpul, dan mempertimbangkan menu-menu serta dan skema-skema kerjasama baru untuk SSTC.

**(3) Kebijakan Dasar 2: Mempertimbangkan teknik-teknik untuk mempraktekkan manajemen pengetahuan yang ikut mempertimbangkan situasi di Indonesia maupun keterbatasan waktu, serta mengaitkan pengetahuan dengan praktek**

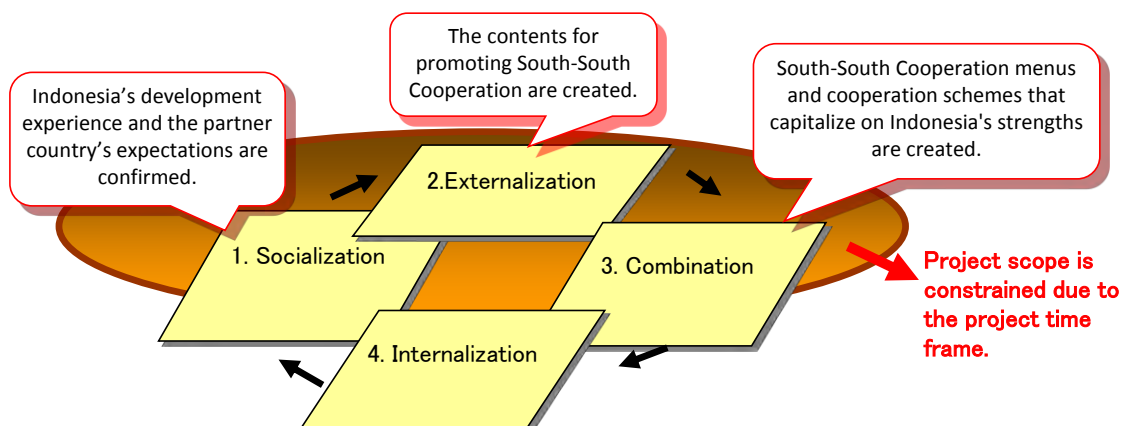
**<Berusaha untuk menciptakan teknik-teknik manajemen pengetahuan yang disesuaikan dengan keadaan Kerjasama Selatan-Selatan dan Trilateral di Indonesia>**

Untuk praktek manajemen pengetahuan, perlu mempertimbangkan pendekatan-pendekatan optimal untuk SSTC Indonesia dari teknik-teknik yang dikembangkan oleh perusahaan swasta, dan mengkustomisasikan pendekatan tersebut sehingga menghasilkan keuntungan yang optimal.

**<Mempersempit fokus Sosialisasi, Eksternalisasi, dan Kombinasi mengingat keterbatasan waktu>**

Dengan sepenuhnya mempertimbangkan singkatnya waktu yang tersedia untuk pelaksanaan proyek tersebut, yakni hanya setahun lebih sedikit, Proyek diputuskan untuk berfokus, dengan proses Model SECI, hanya pada Sosialisasi, Eksternalisasi, dan Kombinasi, tidak Internalisasi. Proyek ini telah menjelaskan mengenai kegiatan yang harus diselenggarakan pada tahap Internalisasi dan kegiatan tersebut akan dilaksanakan oleh pihak Indonesia setelah berakhirnya proyek ini.

Proyek ini menjalankan Sosialisasi, yakni dimana pembangunan Indonesia dikonfirmasi; Eksternalisasi, dimana kandungan (hasil keluaran nyata dari pengetahuan) untuk menggalakkan SSTC dibuat; hingga Kombinasi, dimana dibuat menu dan skema Kerjasama Selatan-Selatan dan Teknis yang memanfaatkan kekuatan Indonesia (lihat Gambar 1).



**Gambar 1: Model SECI untuk Manajemen pengetahuan dan Hubungannya dengan Keterbatasan Waktu Proyek**

- (4) Kebijakan Dasar 3: Memfasilitasikan pengumpulan, analisis, dan verifikasi informasi yang terutama dipimpin oleh gugus tugas lintas bagian yang meliputi beberapa kementerian dan badan, serta memperkuat koordinasi antara mereka yang terlibat dengan mempertimbangkan berbagai pemangku kepentingan yang ada.**

**<Meluncurkan tim-tim gugus tugas lintas bagian yang meliputi beberapa kementerian dan badan untuk masing-masing tema dan sektor>**

Diperlukan suatu struktur kerjasama antara kementerian dan badan untuk memungkinkan pengumpulan, analisis, dan pengorganisasian informasi yang berhubungan dengan pengalaman pembangunan Indonesia dan pengharapan negara-negara mitra. Agar dapat mengimplementasikan kegiatan dengan efisien, dibentuk tim gugus tugas lintas bagian yang meliputi kementerian dan badan untuk masing-masing tema untuk mengumpulkan, menganalisis, dan memverifikasikan informasi. Pengaturan ini diharapkan dapat meningkatkan koordinasi antara kementerian dan badan terkait.

- (5) Kebijakan Dasar 4: Membantu dengan cara menyebarluaskan kabar secara efektif melalui penggunaan berbagai jenis media (kegiatan publisitas)**

**<Memperbaiki situs web Kerjasama Selatan-Selatan>**

Situs web yang dikembangkan dengan bantuan JICA hampir tidak mendapatkan pembaharuan teratur atas informasinya. Situs web ini saat ini sedang direvisi dan diperbaiki menjadi situs web yang memberikan pengetahuan yang telah dibuat melalui pemilahan yang sangat berhati-hati. Situs web tersebut diharapkan menjadi platform dimana pengalaman dan pengetahuan yang dimiliki oleh Indonesia dapat dibagi dengan seluruh negara mitra maupun mitra pembangunan.

**<Penyebaran melalui jenis-jenis media yang berbeda>**

Penting untuk menyebarluaskan pesan atas informasi yang ingin disampaikan bukan hanya melalui situs web, tapi juga dengan memanfaatkan berbagai kesempatan untuk menyebarluaskan melalui berbagai jenis media yang berbeda. Secara spesifik, penggunaan media tersebut termasuk menggunakan media massa seperti koran, televisi, dan radio; membuat presentasi pada acara-acara seperti konferensi internasional; mengadakan lokakarya, forum, dan pameran; serta mengeluarkan media cetak seperti newsletter.

**<Sadarilah pesan yang disampaikan ke masyarakat internasional >**

Pesan-pesan kebijakan yang akan berdampak diharapkan untuk dimasukkan ketika membuat hasil keluaran nyata dari pengetahuan. Hal ini dirancang untuk memastikan agar pesan-pesan tersebut dapat berfungsi

sebagai pendukung kuat untuk arah kebijakan Indonesia yang ingin meningkatkan profilnya di masyarakat internasional, seperti pada G20, OECD, dan Konferensi Internasional mengenai Kerjasama Selatan-Selatan yang akan diadakan pada bulan Juli di Bali.

#### 1.4 Metode Implementasi Proyek

Proyek ini menjalankan berbagai kegiatan selama kurang lebih 15 bulan, mulai pertengahan Maret 2012 hingga Mei 2013. Masa pelaksanaan proyek dibagi menjadi Tahap 1 hingga 4 sesuai tahapan kegiatan. Pada Tahap 1, pemahaman mengenai konsep manajemen dan keahlian pengetahuan digalakkan, dan kerangka kerja implementasi proyek ditetapkan. Pada Tahap 2, kekuatan pengalaman pembangunan Indonesia dikonfirmasi dan pengharapan negara-negara mitra ditinjau, sedangkan pada Tahap 3 hasil keluaran nyata dari pengetahuan dibuat. Pada Tahap 4, hasil keluaran nyata tersebut disebarluaskan baik di dalam maupun di luar negeri, dan konsep dan keahlian manajemen pengetahuan ditinjau.

**Tabel 2: Daftar Keempat Tahap dan Hasil Masing-masing**

Tahap 1	2	3	4
Maret-Mei 2012	Juni-November 2012	Desember 2012-Maret 2013	April-Mei 2013
Pengetahuan dan keahlian yang diperlukan untuk melaksanakan manajemen pengetahuan yang didapat oleh pelaku utama Kerjasama Selatan-Selatan.			Pengetahuan praktis dalam menjalankan manajemen pengetahuan yg terakumulasi.
	Mengidentifikasi keuntungan komparatif Indonesia dlm mengimplementasikan kerjasama Selatan-Selatan dan pengharapan yg tampak dari Negara-negara Calon Mitra.		
		Keuntungan komparatif Indonesia yg ditampilkan dlm bentuk nyata (yakni “Produk-produk Berbasis Pengetahuan”).	Dibagikan dengan pelaku utama dan dikomunikasikan didalam & diluar Indonesia.

## 2 Hasil Pelaksanaan Proyek

Bagian ini menampilkan kegiatan-kegiatan yang diselenggarakan melalui Proyek. Tingkat pencapaian untuk setiap indikator juga diukur. Ringkasan pencapaian tersebut dicantumkan pada Lampiran 3.

**2.1 Hasil 1: Pengetahuan dan Kemampuan yang Diperlukan untuk Menerapkan Manajemen Pengetahuan yang telah Didapatkan oleh Pelaku-pelaku Kunci Kerjasama Selatan-Selatan dan Pemahaman Cara Pelaksanaan Manajemen Pengetahuan yang telah Didapatkan.**

**(1) Kegiatan-kegiatan yang diimplementasikan untuk mencapai Hasil 1**

**1) Mengidentifikasi pelaku utama Kerjasama Selatan-Selatan dan Teknis yang butuh meningkatkan kapasitasnya untuk manajemen pengetahuan.**

Proyek ini mengadakan serangkaian diskusi dengan pemangku kepentingan seperti kementerian, badan pelaksana, dan mitra pembangunan pada bulan April dan Mei 2012 dan mengidentifikasi pelaku-pelaku utama SSTC. Secara paralel, pihak Indonesia mengembangkan bagan organisasi Tim Koordinasi untuk Kerjasama Selatan-Selatan dan Trilateral (CS-SSTC) seperti diperlihatkan di bawah ini. Telah ditetapkan bahwa Kelompok Kerja 3 (WG3), yang bertanggung jawab atas pengawasan dan evaluasi, sistem informasi, promosi dan penerbitan, bertanggung jawab atas praktek manajemen pengetahuan.



**Gambar 2: Bagan Organisasi Tim Koordinasi Nasional untuk Kerjasama Selatan-Selatan dan Triangular**

Melalui diskusi dengan CT-SSTC, Proyek ini menunjuk tiga Tim Gugus Tugas (TFT), yang masing-masing bertugas dalam satu tema pengalaman pembangunan, yakni penanggulangan kemiskinan, demokrasi, dan demokrasi. Ketiga TFT ini melaksanakan praktek-praktek manajemen pengetahuan. Anggota TFT dipilih dari kementerian, badan pelaksana, dan organisasi-organisasi terkait lainnya. Satu orang pada masing-masing TFT ditunjuk menjadi “Ketua” tim. Untuk rinciannya, silakan lihat “Daftar Anggota Tim Gugus Tugas dan Kelompok Kerja 3” pada Lampiran 4. Para anggota dari WG dan TFT tersebut dianggap sebagai pelaku utama yang perlu memperkuat kapasitas mengenai manajemen pengetahuan.

Departemen Kerjasama Pembangunan Internasional baru saja didirikan di BAPPENAS pada bulan

November 2012, dengan mandat untuk menggalakkan SSTC. Dengan mengikuti perubahan organisasi, ditunjuk pula Ketua Komisi Teknik untuk CT-SSTC<sup>1</sup>. Anggota staff BAPPENAS yang bertanggung jawab atas SSTC juga dipindahtugaskan.

## **2) Mengembangkan materi seminar yang sesuai dengan kebutuhan peserta seminar.**

Sebagai persiapan untuk Seminar Manajemen Pengetahuan, kebutuhan peserta seminar dinilai dengan cara menjalankan survei kuesioner pada bulan April 2012. Lembaran kuesioner dibagikan kepada para anggota CT-SSTC.

Berdasarkan hasil temuan survei ini, materi seminar yang berfokus pada penjelasan konsep dan ide dasar untuk diterapkan pada peserta pun dikembangkan. Telah dibuat materi audio-visual, termasuk slide Power Point dan video clip, sehingga peserta seminar dapat dengan mudah memahami sebagian dari topik-topik yang rumit tersebut. Bahan bacaan pendukung, seperti artikel jurnal, juga dikumpulkan untuk memfasilitasi pemahaman peserta secara lebih mendalam mengenai studi kasus pada manajemen pengetahuan.

Untuk rincian lebih lanjut mengenai materi seminar yang dikembangkan, lihat Lampiran 5.

## **3) Melaksanakan seminar untuk the pelaku utama Kerjasama Selatan-Selatan dan Trilateral**

Seminar Manajemen diadakan pada tanggal 26 dan 27 April 2012. Pada hari pertama, seminar berpusat pada kuliah dari Prof. Ryoko Toyama, seorang ahli akademisi yang ahli dalam bidang manajemen pengetahuan. Sebanyak 51 peserta dari berbagai institusi, seperti kementerian, badan penelitian, universitas, LSM, organisasi internasional, dan mitra pembangunan menghadiri kuliah tersebut. Kuliah ini memungkinkan peserta untuk lebih mengenal ide dasar teori tersebut, dan meyakinkan peserta mengenai efisiensi dari memperkenalkan manajemen organisasional berbasis pengetahuan untuk menciptakan nilai.

Hari kedua seminar dipusatkan pada diskusi kelompok dan kerja kelompok anggota CT-SSTC. Sebanyak 25 peserta mengidentifikasi kegiatan-kegiatan proyek secara spesifik dan membuat rencana tindakan yang didasarkan pada model “Sosialisasi, Eksternalisasi, Kombinasi, Internalisasi (SECI)” dari Prof. Nonaka dan pemikiran mengenai penciptaan nilai, yang diperkenalkan oleh kuliah pada hari pertama dan telah dipahami secara umum oleh para peserta.

Sebagai hasil dari diskusi dan kerja kelompok yang difasilitasi selama seminar, tiga tema pembangunan, yakni (1) manajemen resiko bencana, (2) perencanaan keluarga dan kesehatan reproduktif termasuk pemberdayaan wanita, dan (3) keamanan pangan, dipilih oleh para peserta sebagai topik-topik prospektif

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<sup>1</sup> Direktur Pendanaan Luar Negeri Multilateral atau BAPPENAS dulunya merupakan Ketua sebelum November 2012.

untuk manajemen pengetahuan. Selanjutnya, kegiatan-kegiatan spesifik proyek dalam masing-masing tema pun diidentifikasi. Para peserta kemudian memformulasikan rencana tindakan yang menspesifikasikan kegiatan, metode, agenda rapat, penanggung jawab, pihak sumber daya, dan jangka waktu. Hasil keluaran seminar tersebut, tema pembangunan prospektif dan rencana tindakan yang telah diidentifikasi, seharusnya berfungsi sebagai basis diskusi di masa mendatang oleh Tim Gugus Kerja.

Hasil dari survei kuesioner yang dilaksanakan selama seminar menyiratkan bahwa sebagian besar peserta mendapatkan pengetahuan mengenai teori manajemen pengetahuan Prof. Nonaka dan memiliki pandangan yang lebih jernih mengenai cara agar peserta dapat mempraktekkan manajemen pengetahuan untuk menggalakkan SSTC. Untuk rincian lebih lanjut dari seminar ini, termasuk hasil survei kuesioner, lihatlah Laporan Seminar yang tercantum pada Lampiran 5.

#### **4) Mengawasi tingkatan pemahaman dan penggunaan pengetahuan dan keahlian mengenai manajemen pengetahuan, dan menyediakan bimbingan jika perlu**

Proyek ini berusaha untuk memastikan bahwa semua anggota TFT maupun anggota WG3 dari CT-SSTC memahami dan merasa nyaman dalam mengaplikasikan teori manajemen pengetahuan pada praktek, dengan cara mengulangi dan menjelaskan lebih lanjut penjelasan pada the teori dan studi kasus pada rapat TFT dengan menggunakan berbagai media, seperti video, slide presentasi, dan paper studi kasus. Proyek terkadang menjelaskan penerapan teori manajemen pengetahuan dari SSTC pada rapat TFT.

Proyek mengorganisir Lokakarya Tinjauan Tengah Periode<sup>2</sup> pada tanggal 18 dan 19 September 2012 untuk mengawasi kemajuan kegiatan proyek dan berbagi hasil sejauh ini diantara para pemangku kepentingan. Prof. Toyama kembali memberikan kuliah mengenai teori manajemen pengetahuan, dengan berfokus pada praktek-praktek baik manajemen pengetahuan pada organisasi-organisasi di Jepang. Untuk rincian lebih lanjut mengenai materi seminar yang dibuat, lihatlah Lampiran 3. Proyek ini melaksanakan survei kuesioner lanjutan dalam seminar tinjauan tengah periode, yang ditujukan untuk menilai tingkat pemahaman manajemen pengetahuan para peserta. Hasil kuesioner yang dilaksanakan pada Lokakarya Tinjauan Seminar Tengah Periode menunjukkan bahwa semua responden telah memahami cukup baik konsep manajemen pengetahuan (sekitar 80% dari apa yang diajarkan) sehingga dapat melaksanakan tugas-tugasnya untuk Proyek, meskipun jumlah responden hanyalah 10 (orang)<sup>3</sup>.

#### **5) Merekam, menganalisis dan mendokumentasikan pengetahuan praktis implementasi manajemen pengetahuan**

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<sup>2</sup> Untuk rincian materi workshop, silakan merujuk pada Lampiran 6

<sup>3</sup> Empat diantaranya menjawab “Ya, sangat paham” sedangkan enam sisanya menjawab “Ya, cukup paham.”

Proyek mencatat dan mendokumentasikan kegiatan utama dan proses implementasi manajemen pengetahuan, termasuk Seminar Manajemen Pengetahuan di bulan April 2012, Lokakarya Tinjauan Tengah Periode di bulan September 2012, Lokakarya Penutupan pada bulan April 2013 dan Rapat-rapat TFT. Berita acara rapat dibuat untuk masing-masing rapat.

Sedangkan untuk citra visual yang mencatat proses manajemen pengetahuan, Proyek bekerja sama dengan suatu rumah produksi yang terdiri dari ahli produk-produk visual untuk menyelesaikan tugas ini. Foto-foto dan film yang diambil selama kuliah dan latihan manajemen pengetahuan untuk SSTC akan digabungkan menjadi produk-produk teks dan yang memberikan rincian pengetahuan praktis manajemen pengetahuan.

Kegiatan perekaman dan pendokumentasian seperti ini dilaksanakan hingga bulan Maret 2013. Rekaman video dan informasi tertulis tersebut dianalisa dari sudut pandang tingkat efektivitas realisasi implementasi manajemen pengetahuan. Hasil analisis tersebut telah dikumpulkan dalam bentuk film dan buklet.

#### **6) Mengklarifikasikan peran dan tanggung jawab pelaku utama Kerjasama Selatan-Selatan dalam mengimplementasikan manajemen pengetahuan dan establish task forces**

Seperti telah disebutkan pada 1), telah dibentuk tiga TFT dan sistem pelaporan WG3 pun diperkenalkan. Kotak berikut ini menunjukkan syarat-syarat acuan TFT dan Kelompok Kerja 3.

#### **Kotak 1: TOR untuk Tim Gugus Tugas dan Kelompok Kerja**

##### **Tim Gugus Kerja**

1. Menelaah pengetahuan umum mengenai pengalaman pembangunan Indonesia:
  - 1.1 Mengidentifikasi tema.
  - 1.2 Mendokumentasikan tinjauan, wawancara dan diskusi grup fokus (FGD).
2. Mengidentifikasi pengetahuan umum mengenai pengalaman pembangunan Indonesia.
3. Mengidentifikasi pengharapan dari negara-negara mitra.
4. Menganalisis keunikan Indonesia dalam hal sektor, skema bantuan, badan pelaksana, pendekatan, mekanisme, efisiensi (anggaran), efektivitas, dampak, dst.
5. Menghasilkan “Produk-produk Berbasis Pengetahuan” seperti dokumen, film, direktori ahli dan institusi, serta peta yang berguna bagi Kerjasama Selatan-Selatan.

##### **Kelompok Kerja 3**

1. Memberikan nasihat mengenai isi and kemajuan “Produk-produk Berbasis Pengetahuan” Tim Gugus Kerja.
2. Menyebarluaskan Produk-produk Berbasis Pengetahuan pada pelaku utama Kerjasama Selatan-Selatan dengan cara mendistribusikan materi dan/atau menyediakan akses mudah terhadap materi tersebut.
3. Menyebarluaskan Produk-produk Berbasis Pengetahuan di dalam dan diluar Indonesia melalui Internet dan/atau berbagai konferensi.
4. Developing or improving the information system for facilitating the production dan/atau penyebaran of the Produk-produk Berbasis Pengetahuan.
5. Accumulating pengetahuan praktis on practicing knowledge management and recording the implementation process dalam form of documents and film.



## (2) Tingkat Pencapaian Hasil 1

Pencapaian Hasil 1 diukur melalui indikator-indikator berikut:

Indikator	
1.1	Lebih dari 90% pelaku utama Kerjasama Selatan-Selatan menghadiri seminar.
1.2	Para peserta seminar memahami lebih dari 80% dari kandungan yang diajarkan.
1.3	Dokumentasi dari pengetahuan praktis implementasi manajemen pengetahuan.

### 1) Indikator 1.1

Indikator ini telah terpenuhi. Sebanyak 92.5% dari pelaku utama dalam Kerjasama Selatan-Selatan yang perlu memperkuat kapasitas manajemen pengetahuan menghadiri Seminar Manajemen Pengetahuan di bulan April dan/atau Lokakarya Tinjauan Tengah Periode.

Jumlah total anggota WG 3 adalah tujuh orang, sedangkan anggota ketiga TFT berjumlah total sekitar 35 orang. Orang-orang ini dianggap sebagai pelaku utama SSTC dalam konteks implementasi proyek, karena mereka bertanggung jawab untuk mempraktekkan Model SECI manajemen pengetahuan dibawah inisiatif CT-SSTC. Dari sekitar 40 orang pelaku utama ini, empat diantaranya menghadiri Seminar Manajemen Pengetahuan yang diadakan pada tanggal 26 dan 27 April. Jumlah yang sedikit ini terutama disebabkan karena perubahan atas ketiga tema, yang terjadi setelah tanggal seminar, pada bulan Mei dan Juni Silakan lihat bagian 2-(1)). Mereka yang berpartisipasi pada seminar di bulan April tidak termasuk banyak orang dari institusi yang berkaitan dengan masalah demokrasi dan kebijakan makro ekonomi, karena tema-tema ini dipilih belakangan.

Dari mereka yang tidak menghadiri seminar, 15 orang diantaranya ikut serta dalam sesi kuliah pengganti yang diadakan pada Rapat TFT. Sekitar 37 orang dari pelaku utama SSTC ikut serta dalam Lokakarya Tinjauan Tengah Periode pada bulan September 2012 dan berkesempatan mendengarkan kuliah Prof. Toyama<sup>4</sup>. Prof. Toyama memberikan kuliah tentang teori manajemen pengetahuan untuk kedua kalinya pada Lokakarya Penutupan yang diadakan pada bulan April 2013.

### 2) Indikator 1.2

Indikator ini telah tercapai. Menurut survei kuesioner yang dilaksanakan pada Seminar Manajemen Pengetahuan di bulan April, 19 dari 28 orang responden survei, yakni 68% dari jumlah total responden, menjawab bahwa mereka memahami lebih dari 80% kandungan yang diajarkan dalam seminar. Di bulan September, pada Lokakarya Tinjauan Tengah Periode, semua responden menjawab bahwa mereka

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<sup>4</sup> Termasuk mereka yang ikut serta dalam seminar yang diadakan pada bulan April 2012 dan kuliah pengganti.

memahami lebih dari 80% kandungan yang diajarkan.

### **3) Indikator 1.3**

Seminar Manajemen Pengetahuan, Lokakarya Tinjauan Tengah Periode, Lokakarya Penutupan dan Rapat TFT telah direkam dalam bentuk video dan berita acara rapat TFT pun dibuat. Informasi yang dikumpulkan dengan cara ini dianalisis dan dikumpulkan dalam film dokumenter dan buklet KM. Oleh karena itu, pencapaian Indikator 1.3 sudah memuaskan.

## **2.2 Hasil 2: Mengidentifikasi Keuntungan Komparatif Indonesia dalam Mengimplementasikan Kerjasama Selatan-Selatan dan Pengharapan yang Tampak dari Negara-negara Calon Mitra.**

### **(1) Kegiatan yang Diimplementasikan untuk Mencapai Hasil 2**

#### **1) Meninjau pengalaman pembangunan Indonesia (termasuk pembangunan melalui inisiatif sektor swasta, seperti perusahaan swasta dan lembaga sosial masyarakat) melalui tinjauan literatur, wawancara, lokakarya, dst.**

Seperti telah disebutkan di atas, para peserta telah memilih tiga tema pembangunan dalam Seminar Manajemen Pengetahuan, sedangkan topik prospektif manajemen pengetahuan dan rencana tindakan untuk masing-masing tema pun dikembangkan. Hasil keluaran seminar semacam ini diharapkan berfungsi sebagai basis pembahasan di masa mendatang oleh Tim Gugus Kerja (TFT). Tetapi, tema-tema pembangunan tersebut telah diubah secara signifikan sebagai hasil dari diskusi antara para anggota Komisi Pengarah CT-SSTC di kemudian hari. Pada tanggal 28 Mei, ketiga tema untuk praktek manajemen pengetahuan diputuskan secara resmi sebagai: (1) penanggulangan kemiskinan dibawah bidang pembangunan, (2) demokrasi dibawah bidang tata kelola, dan (3) manajemen makro ekonomi dibawah bidang ekonomi. Perubahan tema tersebut mencerminkan bidang-bidang yang dinyatakan sebagai prioritas oleh Pemerintah Indonesia untuk SSTC: (1) pembangunan, termasuk penanggulangan kemiskinan, (2) tata kelola dan penjagaan keamanan, serta (3) demokrasi, seperti yang telah dinyatakan dengan jelas oleh Wakil Presiden Indonesia pada Konferensi Tingkat Tinggi Bali pada bulan Juli 2012.

Proses pemilihan tema tersebut berlangsung jauh lebih lama daripada perkiraan. Karena perubahan signifikan pada tema dari tema-tema yang secara tentatif telah disepakati dalam Seminar di bulan April, penunjukan resmi anggota TFT ikut tertunda.

Setelah mengadakan Rapat TFT ke-1 pada tanggal 22 Juni sebagai rapat pleno dimana anggota ketiga TFT semuanya diundang, disepakati bahwa masing-masing TFT akan mengadakan rapat secara terpisah dengan interval sekitar dua minggu untuk memfasilitasikan diskusi aktif tema khusus.

#### <Kegiatan yang dilaksanakan oleh masing-masing TFT>

##### a) TFT untuk Penanggulangan Kemiskinan

###### *Menentukan Lingkup – Penentuan Sub-tema*

1. Anggota TFT untuk Penanggulangan Kemiskinan membahas kekuatan dan keunikan dia program nasional dan regional, “Program Nasional Pemberdayaan Masyarakat (PNPM)” dan Proyek Pengembangan Kapasitas (*Capacity Development – CD*) Sulawesi<sup>5</sup>, yang dapat dianggap sebagai contoh program penanggulangan kemiskinan di Indonesia. Anggota TFT menyetujui bahwa keempat unsur berikut ini bersumbangsih terhadap kesuksesan pengentasan kemiskinan di Indonesia, yakni 1) keikutsertaan dan inisiatif masyarakat, 2) pembentukan institusi lokal, 3) akuntabilitas dan transparansi, serta 4) kapasitas dan peran pekerja lapangan.

###### *Mengidentifikasi Siapa yang Memiliki Pengetahuan ‘Tacit’*

Proses sosialisasi Model SECI dimulai pada Rapat TFT, dimana sebagian anggota yang terlibat PNPM menyajikan presentasi mengenai sifat-sifat dan keunggulan-keunggulan PNPM sehubungan dengan keempat sub-tema. Setelah berdiskusi, mereka akhirnya menyepakati keunikan dan kekuatan PNPM pada keempat sub-tema dengan cara menyebutkan fitur-fitur kunci pendekatan PNPM approaches.

Berdasarkan keunikan dan kekuatan yang teridentifikasi, TFT memilih beberapa lokasi proyek di Jawa dan Sulawesi yang mungkin memberikan kesempatan pada Anggota TFT untuk menelaah pengetahuan umum yang dimiliki oleh pemangku kepentingan di lapangan. Sedangkan untuk pengetahuan umum yang ingin ditelaah selama kunjungan lapangan, anggota TFT mengidentifikasi pengetahuan umum prospektif untuk masing-masing sub-tema berikut ini. TFT memutuskan untuk menggali pengetahuan lokal yang tersebut di bawah ini selama wawancara dan pengamatan di lapangan.

- *Keikutsertaan dan inisiatif masyarakat*: kohesi sosial (semangat kerja sama dan gotong royong, ketersediaan untuk kerja sukarela, dan semangat berbagi), kepemimpinan tokoh keagamaan dan masyarakat yang dipercaya.
- *Pembentukan institusi lokal*: pengambilan keputusan yang adil dan setara, semangat berbagi,

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<sup>5</sup> Proyek CD Sulawesi merupakan proyek kerjasama teknis dengan JICA yang dilaksanakan dari April 2007 hingga September 2012. Proyek ini merupakan lanjutan dari proyek-proyek pengembangan kapasitas untuk penanggulangan kemiskinan yang telah diimplementasikan di Sulawesi selama lebih dari 10 tahun.

kepemimpinan yang dapat dipercaya, kepemimpinan kolektif.

- *Akuntabilitas dan transparansi*: pengawasan konstan terhadap kegiatan masyarakat, budaya *ngerasani* (bergunjing), penyebarluasan informasi yang efektif.
- *Kapasitas pekerja lapangan*: peran sebagai katalis, motivasi tinggi.

### ***Kunjungan Lapangan***

Kunjungan lapangan ke Kecamatan Gunung Kidul District dan Kotamadya Pekalongan dilaksanakan untuk mengamati lokasi kegiatan dan mewawancarai pemangku kepentingan kegiatan PNPM. Temuan dari kunjungan lapangan tersebut dibagikan antara anggota TFT maupun anggota CT-SSTC lainnya pada saat dilaksanakannya Lokakarya Tinjauan Tengah Periode (diadakan pada tanggal 18 dan 19 September).

### ***Diskusi***

Temuan utama dari kunjungan lapangan tersebut dipresentasikan dalam Rapat TFT. Para peserta setuju untuk berfokus pada topik-topik berikut untuk menelaah pengetahuan umum:

1. Kepemimpinan: kepemimpinan yang kuat pada tingkat pemerintah lokal dan masyarakat.
2. Fasilitator: kemampuan fasilitator untuk memahami lingkungan lokal dan berkomunikasi dengan masyarakat lokal.
3. Kohesi: kohesi masyarakat dengan semangat gotong royong<sup>6</sup>.

Lalu, para peserta anggota mendiskusikan pengetahuan umum di lapangan. Ide-ide utama yang dibahas adalah sebagai berikut:

- Kepemimpinan tidak berarti apa-apa tanpa komitmen terhadap program di daerah kita dan tanpa kepercayaan terhadap kemampuan masyarakat kita.
- Pemimpin yang baik belajar dari anggota masyarakatnya.
- Pemimpin yang baik adalah mereka yang: 1) membangun komunikasi terbuka dengan masyarakat lokalnya, 2) membagikan pengetahuannya dengan pihak lain, 3) berkepribadian baik, dan 4) berkomitmen untuk melayani masyarakatnya.
- Fasilitator yang baik adalah mereka yang: 1) menjadi teladan, 2) menyatu dengan masyarakat lokal dalam semua dan segala aspeknya, 3) berkomunikasi secara teratur dengan masyarakat lokal, dan 4) memberdayakan masyarakat lokal (bertindak "keluar dari buku").

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<sup>6</sup> Diterjemahkan secara umum sebagai "kerjasama bersama untuk mencapai sasaran yang dapat dipertukarkan"

- Kohesi masyarakat ditumbuhkan dengan kepercayaan yang diberikan oleh pemimpin kepada anggota masyarakatnya. Kepercayaan tersebut akan menumbuhkan rasa memiliki program diantara anggota masyarakat.
- Transparansi informasi penting untuk memperkuat kohesi diantara masyarakat lokal. Informasi mengenai program harus disebarluaskan bukan hanya melalui media seperti radio dan poster, tetapi juga melalui pertemuan formal dan informal, ataupun kegiatan agama atau budaya.

Para peserta juga membahas bagaimana pengalaman tersebut dapat dipertukarkan dengan pengalaman negara-negara mitra. Para peserta menekankan pentingnya bertukar pengalaman antara Indonesia dengan negara-negara mitra, bukan hanya pengalihan pengetahuan dari Indonesia. Lalu, para peserta mengajukan Timor Leste, India, Bangladesh, Filipina, Cina, Afganistan, Kamboja, Laos, Vietnam, dan Myanmar sebagai negara-negara mitra potensial.

Telah dibuat matriks yang menunjukkan pengetahuan umum yang akan dipertukarkan, skema bantuan yang dimungkinkan, negara-negara mitra potensial berdasarkan hasil diskusi (lihat Lampiran 7).

#### **b) TFT untuk Demokrasi**

##### ***Menentukan Lingkup – penentuan sub-tema***

Anggota TFT mencatat ide-ide mereka mengenai keunikan dan kekuatan demokrasi Indonesia untuk keperluan menentukan sub-tema. Mereka membagikan pemikiran mereka mengenai unsur-unsur unik yang telah mereka dan membagikan unsur-unsur tersebut menjadi beberapa kategori, seperti tata kelola demokrasi dan masyarakat demokratis.

Anggota TFT memutuskan untuk mendengar pendapat para ahli di lapangan demokrasi terlebih dahulu, mengingat informasi tersebut akan menjadi referensi yang berguna. Beberapa anggota TFT berkonsultasi dengan beberapa orang ahli dari akademika dan LSM, dan pendapat para ahli tersebut dibagikan dalam rapat selanjutnya. Anggota TFT kemudian memilih tiga sub-tema berikut setelah berdiskusi dalam beberapa Rapat TFT.

- Demokrasi dan nilai tradisional masyarakat: fiturnya termasuk pemberdayaan wanita, musyawarah untuk mufakat, gotong-royong, rasa memiliki dan kebersamaan, serta Pancasila.
- Demokrasi dan budaya dialog: fitur termasuk peran organisasi masyarakat madani dan dialog antar agama.
- Media dan demokrasi: fitur termasuk peran media cetak, elektronik dan sosial dalam keikutsertaan pemuda.
- Demokrasi dan pembangunan: fitur termasuk kendali sumber daya lokal oleh masyarakat lokal, perencanaan pembangunan secara partisipatif, dan kesempatan pembangunan dan usaha yang setara.

### ***Mengidentifikasi Siapa yang Memiliki Pengetahuan ‘Tacit’***

Perwakilan dari NAM CSSTC dan Aceh Research Forum memberikan presentasi mengenai pengalaman mereka masing-masing dalam menyediakan pelatihan ke negara-negara lain (NAM CSSTC) atau melalui proses demokratisasi di Aceh selama sepuluh tahun terakhir (Aceh Research Forum). Berdasarkan presentasi mereka, anggota TFT mendiskusikan lebih lanjut pengetahuan umum lebih mendalam yang ingin mereka telaah. Untuk sub-tema “demokrasi dan nilai-nilai tradisional”, egalitarianisme, kesetaraan, pluralisme, dan cerita rakyat dapat menjadi topik prospektif. Untuk sub-tema “demokrasi dan budaya dialog”, pendekatan persuasif, keadilan, dan rasa menerima dapat menjadi kemungkinannya. Untuk sub-tema “media dan demokrasi”, cerita rakyat dan kebiasaan komunikasi massa secara verbal diidentifikasi sebagai topik-topik yang menjanjikan. Untuk sub-tema “demokrasi dan pembangunan”, inisiatif lokal, pembangunan yang didorong secara lokal (terutama dalam hal mengelola sumber daya lokal), pembangunan setara yang terintegrasi, pemberdayaan rakyat, dukungan dan bantuan eksternal, serta keterlibatan berbagai pelaku pembangunan dilihat sebagai pengetahuan umum yang prospektif.

### ***Kunjungan lapangan***

Dari tanggal 9 hingga 11 September, diadakan kunjungan lapangan ke Aceh untuk mewawancarai pemangku kepentingan demokrasi di Aceh selama dasawarsa terakhir.

### ***Diskusi***

Hasil temuan dari kunjungan lapangan tersebut dibagikan antara para anggota TFT. Para anggota sepakat bahwa perhatian harus difokuskan pada peran demokrasi dalam penciptaan kedamaian, karena Indonesia memiliki Aceh sebagai contoh pengalaman demokrasi yang baik dalam konteks penciptaan kedamaian. Anggota TFT terutama memperhatikan peranan wanita dan pemimpin masyarakat tradisional (pemimpin informal) dalam demokrasi dan penciptaan kedamaian. Mereka merasa bahwa kedua bidang ini dapat memberikan pengetahuan umum yang kaya, yang dapat berguna untuk menggalakkan demokrasi dan keamanan di banyak negara berkembang. Para peserta juga membahas bagaimana pengalaman Indonesia dapat dipertukarkan dengan negara-negara mitra dan negara-negara berpotensi.

Telah dibuat matriks yang menunjukkan pengetahuan umum yang akan dipertukarkan, skema bantuan yang dimungkinkan, negara-negara mitra potensial berdasarkan hasil diskusi. Matriks ini ditunjukkan pada Lampiran 8.

## **c) TFT untuk Manajemen Makroekonomi**

### ***Menentukan Lingkup – Penentuan Sub-tema***

SSTC dalam bidang manajemen makroekonomi merupakan bidang yang relatif baru di Indonesia. Meskipun Kementerian Keuangan (Kemenkeu), Bank Sentral Indonesia dan organisasi-organisasi terkait lainnya berpengalaman dalam mengadakan seminar/lokakarya untuk negara-negara lain, paparan mereka terhadap SSTC pada waktu Proyek (dimulai) masih terbatas. Karena Kemenkeu memiliki tanggung jawab keseluruhan untuk merencanakan dan melaksanakan SSTC di bidang manajemen ekonomi, Kemenkeu

telah mengadakan serangkaian diskusi internal yang melibatkan berbagai departemen dalam kementerian ini, untuk mempersempit sub-tema yang dimungkinkan sebelum rapat diadakan.

Pada Rapat TFT, para peserta mendiskusikan sifat-sifat demokrasi di Indonesia dan mengidentifikasi kekuatan Indonesia dalam pasar obligasi dalam negeri, pasar obligasi mendalam dan cair, rendahnya resiko nilai tukar uang, luasnya kemungkinan investasi, serta pemasukan bunga modal yang lebih baik. Mereka juga membahas lebih lanjut sifat-sifat ini dan sepakat bahwa sub-tema-sub-tema yang paling sesuai adalah tiga bidang berikut ini:

- (1) *Pasar obligasi dalam negeri*: pasar obligasi dalam negeri telah membantu Indonesia bertahan selama krisis ekonomi dan moneter. Beberapa elemen kunci untuk keberhasilan ini termasuk kemampuan Indonesia untuk mengidentifikasi selera investor, mengembangkan instrumentasi yang menarik bagi selera tersebut, dan mempertahankan hubungan baik dengan investor. Indonesia juga telah membuktikan bahwa pasar obligasi dalam negeri juga dapat dikembangkan dalam jangka waktu yang relatif pendek.
- (2) *Jendela Tunggal Nasional (NSW) untuk administrasi bea cukai*: intisari dari Jendela Tunggal Nasional Indonesia (INSW) bukanlah mengenai sistem TI, tetapi mengenai reformasi proses usaha. Proses tersebut haruslah sederhana, efisien, konsisten, transparan dan otomatis. INSW melibatkan 18 badan pemerintah yang terkait dengan usaha ekspor-impor.
- (3) *Pusat kontak pajak*: pusat ini berhasil menumbuhkan “budaya melayani” diantara para agennya. Direktorat Jenderal Perpajakan Indonesia (Kring Pajak 500200) telah memenangkan Medali Emas untuk Kampanye Respon Langsung Terbaik di Asia-Pacific Region sebagai Annual Top Ranking Performer di Contact Center World.

Inilah bidang-bidang yang dimintai bantuan dari negara-negara mitra SSTC kepada Kemenkeu selama beberapa tahun terakhir ini. Nantinya, Pusat Pemrosesan Data Perpajakan ditambahkan sebagai sub-tema, sedangkan Jendela Tunggal Nasional untuk administrasi pelanggan dilepaskan.

### ***Mengidentifikasi Siapa yang Memiliki Pengetahuan ‘Tacit’***

Anggota TFT mendiskusikan sifat-sifat dan pemangku kepentingan kunci dari masing-masing sub-tema. Mereka juga berusaha untuk mengidentifikasi pengetahuan umum yang mungkin dimiliki pemangku kepentingan maupun memahami pengharapan dari negara-negara mitra. Hasil dari diskusi-diskusi tersebut adalah sebagai berikut:

#### Sub-tema 1: Pasar Obligasi Nasional

- *Sifat-sifat*: menajga komunikasi dengan investor untuk memastikan bahwa penawaran memenuhi permintaan, meningkatkan/menjual kisah sukses kredit Indonesia kepada investor melalui kegiatan publisitas, road show dan hubungan investor, mekanisme kendali diri oleh Kantor Manajemen Pinjaman Indonesia (*Indonesia Debt Management Office – DMO*) dengan cara menyediakan banyak

instrumentasi untuk mengendalikan pasar, secara aktif menawarkan obligasi (sebagai pemain), dan mengetahui apa yang harus dilakukan dan posisi apa yang harus diambil dalam keadaan-keadaan tertentu.

- *Pemangku kepentingan*: dealer primer, analis, investor dalam dan luar negeri (perusahaan asuransi, dana pensiun, bank, dst.), pialang Obligasi Ritel Indonesia (ORI) (agen Obligasi Ritel Negara), investor ORI, Pusat Investasi Pemerintah (PIP), Badan Kebijakan Fiskal (BKF) Kemenkeu, dst.
- *Pengetahuan umum*: koordinasi antara unit-unit kerja, keterlibatan PIP dalam stabilisasi pasar.
- *Pengharapan dari negara-negara mitra*: strategi manajemen pinjaman yang komprehensif, perencanaan transaksi obligasi dan manajemen pinjaman sejak awal, dan manajemen resiko.

#### Sub-tema 2: Pusat Kontak Pajak

- *Sifat-sifat*: lingkup luas di seluruh Indonesia dengan menggunakan TI, kampanye publisitas yang spesifik untuk target, T/J yang terstandarisasi, mutu jasa terkendali oleh Penilai Mutu, teknologi dan aplikasi terintegrasi (multi-channel).
- *Pemangku kepentingan*: Direktorat pada Kemenkeu, Penilai Mutu, wajib pajak, Asosiasi Pusat Kontak.
- *Pengetahuan umum*: budaya melayani, tersedianya informasi yang terstandarisasi, SDM melalui DJP internal.
- *Pengharapan dari negara-negara mitra*: cara mendirikan pusat kontak, proses usaha apa yang sebaiknya diadopsi, manajemen sumber daya manusia internal, sistem TI apa yang sebaiknya diadopsi.

#### Sub-tema 3: Pusat Pemrosesan Data Perpajakan

- *Sifat-sifat*: model usaha, sistem keamanan, penggunaan TI yang baik.
- *Pemangku kepentingan*: wajib pajak, pihak-pihak terkait dalam sistem.
- *Pengetahuan umum*: kreativitas (berbasis kertas-digitalisasi), kemampuan untuk memproses data menjadi informasi, pemrosesan data berbasis zero error melalui sistem IT, pemindaian dan pemrosesan data terintegrasi, pengembangan proses-proses usaha yang sesuai dan efisien (terintegrasi dengan direktorat lain), profesionalisme.
- *Pengharapan dari negara-negara mitra*: teknologi dan sistem informasi, standardisasi material (box, cupboard, barcode), struktur organisasi yang sesuai (fokus terhadap kapasitas jeda (*idle capacity*)).

### ***Kunjungan Lapangan***

Kunjungan lapangan ke direktorat-direktorat Kemenkeu terkait telah dilaksanakan. Telah dilaksanakan pengambilan foto dan video selama kunjungan lapangan untuk merekam wawancara tsb. Matriks ini ditunjukkan pada Lampiran 9.



## **2) Mengidentifikasi Keunggulan Komparatif Indonesia**

Para TFT telah membahas keunikan dan kekuatan pengalaman pembangunan Indonesia, seperti disebut pada bagian 2-(1)-(1). Hasil dari diskusi-diskusi tersebut dipergunakan untuk mengidentifikasi keunggulan komparatif Indonesia dan untuk memahami kegiatan SSTC pada negara-negara lain yang baru muncul, meskipun penelitian berskala penuh terhadap kegiatan SSTC negara-negara lain yang baru muncul tidak dilaksanakan selama berlangsungnya proyek. Hasil dari diskusi terkini memberikan masukan berharga dalam mengidentifikasi keunggulan komparatif Indonesia.

Semua TFT memformulasikan suatu matriks yang menunjukkan pengetahuan Indonesia yang akan dipertukarkan dengan negara-negara mitra, skema-skema bantuan yang dimungkinkan, perkiraan negara-negara mitra, dan badan pelaksana SSTC. Pengetahuan yang akan dipertukarkan dengan negara-negara mitra menunjukkan daftar pengetahuan yang telah didapatkan Indonesia melalui pengalaman pembangunannya dan masih belum dinyatakan dengan baik dalam bentuk tertulis dan visual (=pengetahuan umum). Pengetahuan ini, yang merupakan keunikan dan kekuatan pengalaman pembangunan Indonesia, dianggap sebagai keunggulan komparatif Indonesia.

## **3) Meninjau permohonan yang pernah diajukan oleh negara-negara mitra Kerjasama Selatan-Selatan dengan cara tinjauan literatur, wawancara dan lokakarya, dst., dan juga kegiatan Kerjasama Selatan-Selatan dari negara-negara lain yang baru muncul jika diperlukan**

## **4) Mengidentifikasi pengharapan negara-negara mitra prospektif**

Dilaksanakan analisis setelah tinjauan umum atas permintaan yang pernah diajukan negara-negara mitra dan kegiatan SSTC negara-negara lain yang baru muncul.

Proyek ini melaksanakan survei awal mengenai permintaan yang pernah diajukan oleh negara-negara mitra SSTC Indonesia. Lima mitra pembangunan, empat kementerian jalur, dua badan pelaksana, dan satu organisasi terkait telah diwawancarai untuk keperluan ini. Arsip yang menunjukkan permintaan negara-negara mitra untuk SSCT juga telah didapatkan dari Kementerian Luar Negeri Indonesia.

Informasi yang terkumpul berfungsi sebagai acuan untuk memahami tren SSTC Indonesia di masa lalu maupun masa kini, serta permintaan yang pernah diajukan negara-negara mitra untuk kerjasama di bidang atau tema tertentu. Survei ini juga berguna untuk mengidentifikasi sebagian tantangan yang ada dalam memahami pengharapan negara-negara mitra. Sebaliknya, arsip dari Kementerian Luar Negeri menunjukkan bahwa Indonesia telah menerima permintaan dari negara-negara mitra, diantaranya di bidang demokrasi dan ekonomi, yang merupakan bidang yang baru untuk SSTC Indonesia.

Serangkaian survei pendahuluan lain mengenai kegiatan SSTC telah dilaksanakan oleh negara-negara lain yang baru muncul. Survei tersebut terutama dilaksanakan melalui tinjauan literatur terhadap pengalaman Brazil, India, Malaysia, Singapura, Filipina, dan Thailand mengenai SSTC. Kegiatan ini berfungsi untuk memperdalam pemahaman mengenai ciri-ciri dan praktek-praktek SSTC oleh negara-negara yang merupakan pendukung aktif SSTC. Meskipun ditemukan lebih banyak kesamaan daripada perbedaan dalam ciri dan praktek tersebut dalam hal kebijakan, skema kerjasama, dan bidang-bidang kerjasama, tema yang dipilih oleh para TFT tetaplah tampak unik. Tidak satupun dari negara-negara yang tersebut di atas telah memilih manajemen makro ekonomi atau demokrasi. Sedangkan untuk penanggulangan kemiskinan, keterkaitan erat sub-tema yang diajukan terhadap pengalaman dan nilai-nilai rakyat Indonesia membuat topik yang cukup biasa ini menjadi unik.

Setelah memilih sub-tema, para TFT melaksanakan analisis terhadap negara-negara mitra prospektif dan pengharapan mereka masing-masing. TFT untuk Penanggulangan Kemiskinan menganalisis permintaan yang pernah diajukan negara-negara mitra untuk pelatihan yang dirancang sesuai dengan pengalaman dalam mengimplementasikan program penanggulangan kemiskinan berbasis masyarakat negara tersebut. Anggota TFT untuk Demokrasi memutuskan untuk mengajukan negara-negara mitra potensial setelah menganalisis keunikan dan kekuatan demokrasi Indonesia dan bukannya mengidentifikasi pengharapan negara-negara tersebut, karena demokrasi masih merupakan bidang yang relatif baru. TFT untuk manajemen makroekonomi juga mengidentifikasi permintaan dari negara-negara mitra untuk masing-masing sub-tema.

## (2) Tingkat Pencapaian Hasil 2

Pencapaian Hasil 2 diukur menggunakan indikator-indikator berikut:

Indikator	
2.1	Informasi mengenai keunggulan komparatif Indonesia.
2.2	Informasi mengenai pengharapan negara-negara mitra.

### 1) Indikator 2.1

Indikator ini telah tercapai. Ketiga TFT telah membahas kekuatan dan keunikan masing-masing sub-tema. Para TFT telah membuat matriks yang didasarkan pada hasil diskusi mereka. Tetapi, Proyek ini belum berhasil menarik kesimpulan akhir mengenai keunggulan komparatif Indonesia, karena Proyek ini tidaklah dirancang untuk melaksanakan penelitian berskala penuh terhadap kegiatan SSC negara-negara lain yang baru muncul.

## 2) Indikator 2.2

Tingkat pencapaian telah tercapai hingga batas tertentu. Informasi mengenai pengharapan negara-negara mitra, termasuk daftar permintaan Kementerian Luar Negeri untuk SSTC, telah dikumpulkan dan telah dilaksanakan analisis mengenai tema yang dipilih oleh para TFT berdasarkan sumber-sumber lain. Untuk menambah nilai dari data umum ini, data tersebut harus diperbaharui dan diperdalam secara teratur. Salah satu cara yang mungkin dijalankan untuk mencapai hal ini adalah dengan cara mendapatkan umpan balik negara-negara mitra mengenai materi promosi yang dihasilkan oleh Proyek. Kunjungan kenegaraan ke negara-negara mitra prospektif dan/atau serangkaian kegiatan yang diorganisir oleh Pemerintah Indonesia membuka kesempatan untuk mengidentifikasi kebutuhan aktual mereka terhadap SSTC Indonesia.

### **2.3 Hasil 3: Keuntungan Komparatif Indonesia yang Ditampilkan dalam Bentuk Nyata (yakni “Produk-produk Berbasis Pengetahuan”) dan Dinikmati Bersama para Pelaku Kunci dan Dikomunikasikan Di Dalam dan Diluar Indonesia.**

#### **(1) Kegiatan yang Diimplementasikan untuk Mencapai Hasil 3**

- 1) Menganalisis keunggulan komparatif Indonesia dalam hal sektor, skema bantuan, badan pelaksana, pendekatan, mekanisme implementasi, efisiensi (anggaran), efektivitas, dampak, dst.**
- 2) Menganalisis pengharapan negara-negara mitra prospektif dalam hal sektor, skema bantuan, badan pelaksana, pendekatan, mekanisme implementasi, efisiensi (anggaran), efektivitas, dampak, dst.**

Semua TFT menganalisis keunggulan komparatif dalam hal pengetahuan yang akan dipertukarkan dengan negara-negara mitra. Mereka juga memeriksa jenis-jenis kegiatan SSTC apa yang efektif untuk berbagi share pengetahuan dengan negara-negara mitra. Misalnya, TFT untuk Penanggulangan Kemiskinan menyimpulkan bahwa mengenai tema kepemimpinan, pelatihan di Indonesia mungkin tidak sesuai untuk bertukar pengetahuan umum untuk topik ini, tetapi bertukar pengalaman antara orang-orang yang memiliki posisi sosial serupa merupakan cara yang efektif untuk saling belajar. Mengenai tema fasilitasi, kegiatan “bekerja bersama” seperti kegiatan pembimbingan di tempat kerja yang dilaksanakan oleh fasilitator Indonesia mungkin dapat menjadi skema bantuan. Tetapi, anggota TFT menganggap bahwa pelatihan konvensional mungkin lebih efektif daripada “bekerja bersama”, karena jumlah peserta latihan jauh lebih besar. Untuk mengatasi masalah ini, memaketkan pelatihan konvensional dengan beberapa unsur “bekerja bersama” dapat dipertimbangkan.

Hasil analisis tersebut dinyatakan dalam bentuk matriks yang telah disebutkan di atas.

**3) Mengumpulkan informasi mendalam yang didapat dari Kegiatan 3.1 dan 3.2, dan menghasilkan dokumen, film, database, direktori para ahli dan institusi, serta peta yang berguna untuk Kerjasama Selatan-Selatan.**

Berdasarkan hasil dari analisis yang disebutkan di atas, semua TFT membuat matriks sendiri. Dengan mengacu pada matriks tersebut, TFT dapat mengembangkan aliran film. Karena pengembangan jalur cerita cukup bersifat teknis dan menantang tanpa keahlian dalam membuat dan menyunting film, anggota TFT berdiskusi mengenai aliran ideal video tersebut, mencerminkannya dari matriks dan membaginya dengan rumah produksi untuk memfinalisasi jalur cerita.

Para TFT mengembangkan garis besar buklet untuk mengikutsertakan informasi yang tercantum dalam matriks. Karena buklet tersebut dipergunakan sebagai alat promosi kegiatan SSTC Indonesia, anggota TFT memutuskan untuk menjadikan buklet tersebut informatif sekaligus mudah dibaca dengan memasukkan foto dan grafik. Setelah megkonfirmasi garis besar buklet tersebut dalam Rapat TFT, mereka memilih testimoni (hasil wawancara) yang akan diikutsertakan.

Berdasarkan garis cerita, penyuntingan video pun dilaksanakan. Dengan bekerjasama dengan rumah produksi, anggota TFT membuat versi awal dan draft versi final video tersebut sebelum membuat versi final video. Setelah membuat masing-masing draft versi video, anggota TFT mengadakan rapat untuk membahas isi yang akan direvisi untuk meningkatkan mutu, sekaligus meminta komentar dari Tim Koordinasi, terutama Kelompok Kerja 3, yang TOR-nya termasuk hubungan masyarakat SSTC di Indonesia (lihat Kotak 1 halaman 14). Buklet ini juga direvisi lebih dari tiga kali.

Untuk memeriksa reaksi calon pemirsa video tersebut, anggota TFT memutuskan untuk mengadakan uji pasar. Pada saat memproduksi draft pertama video, anggota TFT mengadakan sesi putar video untuk peserta pelatihan dari Palestina, yang merupakan para peserta kursus pelatihan yang diimplementasikan oleh Kementerian Pertanian, dan menerima umpan balik untuk semakin meningkatkan mutu isi video tersebut.

**4) Menyebarkan dokumen dan produk-produk lain yang diproduksi pada Kegiatan 3.3 pada pelaku utama Kerjasama Selatan-Selatan dengan cara mendistribusikan materi dan/atau dengan cara menyediakan akses yang mudah bagi materi tersebut.**

Dokumen dan produk-produk lainnya disebarluaskan kepada para anggota TFT dan WG3 oleh Proyek.. Pada Forum SSTC yang diadakan tanggal 17 April oleh Kementerian Luar Negeri, buklet dan film didistribusikan kepada seluruh partisipan, termasuk perwakilan dari kedutaan, organisasi internasional, mitra pembangunan dan badan pelaksana SSTC. Buklet dan film di Demokrasi tidak disebarluaskan selama Forum SSTC. Karena buku demokrasi dan film memperkenalkan proses perdamaian Aceh, Komite Teknis NCT-SSTC telah mencoba untuk mendapatkan persetujuan dari Wakil Menteri BAPPENAS mengenai

isinya sebelum sosialisasi, karena situasi Aceh dianggap sensitif pada saat itu. Berhubung Komite Teknis tidak bisa mendapatkan persetujuan sebelum 17 April, Komite Teknis memutuskan untuk tidak menyebarluaskan buklet dan film demokrasi selama Forum SSTC. Penundaan persetujuan itu bukan disebabkan oleh isi dari film dan buklet, melainkan hanya karena kompleksitas proses pengambilan keputusan organisasional.

Proyek telah mengajukan rencana promosi yang menyarankan rincian calon pemirsa, waktu distribusi, dan medium penyebarluasan. WG3, yang bertanggung jawab untuk menggalakkan SSTC Indonesia, diharapkan untuk menjalankan rencana promosi ini.

Salah satu media distribusi adalah Situs Web Kerjasama Selatan-Selatan dan Trilateral (Situs Web SSTC) yang telah ada, yang sangat berpotensi untuk akses meluas meskipun sudah beberapa lama bisa dikatakan tidak aktif. Proyek membuat kertas konsep mengenai restrukturisasi Situs Web Situs web SSTC mengadakan serangkaian diskusi dengan para anggota TFT dan WG3. Proyek bertujuan untuk memungkinkan pengguna di negara-negara mitra dan mitra pembangunan untuk menemukan informasi yang diperlukan mengenai situs tersebut dengan mudah. Ide ini juga diniatkan sebagai interpretasi parsial dari apa yang dipandang sebagai titik hubung pengetahuan Indonesia dengan mekanisme aktual untuk berbagi pengetahuan.

**5) Menyebarluaskan dokumen dan produk lain yang dibuat pada Kegiatan 3.3 didalam dan diluar Indonesia melalui Internet dan/atau berbagai konferensi.**

Dokumen dan produk-produk lainnya disebarluaskan kepada para pelaku utama SSTC di Indonesia sebagaimana disebutkan di atas. Kementerian Luar Negeri telah mengirimkan film dan buklet kepada kedutaan besar Indonesia di luar negeri. Rencana promosi yang dibuat oleh Proyek termasuk rencana penyebarluasan ke pemangku kepentingan SSTC di Indonesia. Seperti telah disebutkan di atas, situs web resmi SSTC Indonesia berpotensi menjadi salah satu cara dimana pelaku utama SSTC mendapatkan akses terhadap materi tersebut.

Meskipun tidak secara langsung berhubungan dengan penyebarluasan dokumen dan produk-produk lain, Proyek aktif membangun pengalaman penyebarluasan informasi dengan cara mendistribusikan dokumen mengenai tujuan Proyek dan kegiatan-kegiatan terkait. Brosur Proyek, newsletter per semester dan mingguan, serta kertas konsep, diantaranya, telah didistribusikan pada mitra pembangunan, pemangku kepentingan, dan negara-negara mitra SSTC dalam berbagai kesempatan. Jaringan dan pengetahuan praktis yang didapatkan melalui pengalaman ini memfasilitasi implementasi kegiatan promosi selama tahap akhir Proyek.

**6) Mengembangkan dan sistem informasi awal termasuk Kegiatan 3.3., 3.4., dan 3.5.**

Dari kuliah mengenai manajemen pengetahuan yang tersedia pada Seminar Manajemen Pengetahuan,

dijelaskan bahwa sistem informasi tidaklah sama dengan manajemen pengetahuan. Secara lebih spesifik, dijelaskan bahwa meskipun sistem informasi mungkin berfungsi untuk mengorganisir data, yang menciptakan nilai baru dari data tersebut adalah kegiatan intelektual yang terutama tergantung pada faktor manusiawi. Dengan mengingat hal ini, Proyek telah berusaha untuk mengevaluasi kembali sistem informasi yang membantu mengakumulasi informasi yang ada mengenai SSTC Indonesia. Proyek mengumpulkan informasi mengenai sistem informasi yang ada, terutama Situs Web SSTC, yang juga diajukan sebagai cara untuk menyebarkan informasi mengenai SSTC Indonesia. Situs Web SSC meliputi informasi yang sangat luas, tetapi belum tentu menyediakan informasi yang berguna bagi mereka yang sedang mempertimbangkan ingin mendapatkan pelatihan dan seminar di Indonesia.

Situs web SSC yang ada termasuk database Kerjasama Selatan-Selatan, yang dikembangkan dalam kerjasama lain dengan JICA. Database SSC yang ada dibuat untuk berbagi informasi SSC (mis. rincian mengenai pelatihan dan alumni) diantara para pemangku kepentingan. Pembagian informasi seperti itu diharapkan akan berkontribusi terhadap praktek manajemen pengetahuan. Tetapi, database tersebut belum diperbaharui dan dipergunakan lagi setelah diselesaikan.

Situs web yang akan direkonstruksi oleh Proyek memiliki dua buah portal. Salah satu portal tersebut diperuntukkan bagi mereka yang mempertimbangkan akan ikut pelatihan dan seminar dari negara-negara mitra, dan yang satunya adalah untuk pejabat pemerintah dan mitra pembangunan yang terlibat dengan SSTC di Indonesia.

Portal untuk negara-negara mitra ditujukan untuk menarik negara-negara mitra agar menerima pelatihan dan seminar di Indonesia. Kandungan utama portal tersebut adalah i) pengetahuan mengenai bidang-bidang kunci, ii) daftar badan pelaksana, dan iii) pengalaman dalam program kerjasama. “Pengetahuan Bidang Kunci” memperkenalkan pengetahuan yang diidentifikasi melalui kegiatan tim gugus tugas, dan juga menampilkan video dan buklet (yang telah dibuat). Portal ini juga menunjukkan informasi kontak dan proses pendaftaran untuk pelatihan dan seminar. Pengguna portal diharapkan akan tertarik dengan pengetahuan, lalu mendapatkan pandangan yang lebih jernih mengenai program-program kerjasama yang diorganisir di Indonesia, lalu menghubungi tim koordinasi SSTC dengan cara melihat portal situs web tersebut.

Portal untuk pejabat pemerintah dan mitra pembangunan mencoba untuk memungkinkan mitra

pembangunan menemukan kesempatan SSTC. Portal ini menampilkan informasi mengenai kebijakan dan diskusi terkini mengenai SSTC di Indonesia. Portal ini juga menunjukkan informasi badan pelaksana dan pengalaman dalam program kerjasama, sehingga mitra pembangunan dapat dengan mudah mengorganisir program-program SSTC.

Daftar badan pelaksana dan pengalaman pada program kerjasama dikembangkan dengan menggunakan database sederhana, yang mungkin juga dapat dikembangkan di masa mendatang. Proyek menjadikan database tersebut sesederhana mungkin, dengan menekankan kemudahan dalam pengumpulan dan entri data. Demikian pula halnya, Proyek menekankan pentingnya memperbaharui situs web, dan telah meminta CT-SSTC untuk menunjuk orang yang bertanggung jawab atas perawatan situs.

Awalnya, Proyek mempertimbangkan akan membuat revisi minor pada database SSTC yang ada untuk mengaktifkannya. Tetapi, setelah memeriksa database SSC, Proyek menemukan bahwa aktivasi database tidaklah mungkin, karena database SSTC yang ada terlalu terinci dan aliran kerja untuk mengumpulkan informasi SSTC belum ditetapkan. Oleh karena itu, Pengembangan Sistem TI dalam Proyek difokuskan pada restrukturisasi situs web SSTC yang sudah ada sebagai salah satu medium penyebarluasan Produk-produk Berbasis Pengetahuan.

## (2) Tingkat Pencapaian

Indikator	
3.1	Dokumen, database, direktori, peta (yakni “Produk-produk Berbasis Pengetahuan”) yang berguna untuk Kerjasama Selatan-Selatan.
3.2	Penyebarluasan Produk-produk Berbasis Pengetahuan melalui konferensi dan kesempatan lainnya untuk memenuhi pengharapan negara-negara mitra.

### 1) Indikator 3.1

Indikator ini telah dipenuhi. Proyek telah mengembangkan film dan buklet sebagai Produk-produk Berbasis Pengetahuan. Beberapa materi promosi seperti spanduk dengan layar kristal cair dan stand pameran juga dibuat dalam Proyek ini.

### 2) Indikator 3.2

Indikator ini diharapkan dipenuhi. Produk-produk Berbasis Pengetahuan disebarluaskan pada Forum SSTC yang diadakan tanggal 17 April oleh Kementerian Luar Negeri. Kementerian Luar Negeri juga akan menyebarkan produk-produk tersebut kepada kedutaan-kedutaan besar Indonesia di luar negeri. NCT-SSTC diharapkan untuk terus menyebarkan produk-produk sesuai rencana promosi sesuai masa

pelaksanaan proyek.

## **2.4 Tercapainya Tujuan Proyek**

Berikut adalah indikator yang mengukur tercapainya tujuan proyek:

- 1) Tersebar luasnya materi.
- 2) Lebih dari 90% pelaku utama Kerjasama Selatan-Selatan mendapatkan materi tersebut.

Kegiatan penyebarluasan dimulai pada bulan April 2013. Pelaku utama SSTC, seperti para anggota WG3 dan TFT, telah menerima materi tersebut. Kedutaan negara-negara mitra yang ada di Indonesia, mitra pembangunan dan badan pelaksana SSTC juga telah menerimanya. Kedutaan besar Indonesia di luar negeri, sebagai jalur utama untuk menerima permintaan negara mitra, juga akan menerima materi tersebut. Kedua indikator 1) dan 2) telah terpenuhi.

## **2.5 Kemungkinan Pencapaian Tujuan Keseluruhan**

Tujuan Keseluruhan of the Proyek, atau “Dengan mengambil dari pengalaman Indonesia, Pemerintah Indonesia terus menciptakan pengetahuan mengenai pembangunan yang efektif, dan menggunakan pengetahuan tersebut agar Indonesia dapat mengimplementasikan Kerjasama Selatan-Selatan dengan lebih baik”, diharapkan akan terealisasi dalam jangka waktu tiga hingga lima tahun setelah selesainya masa pelaksanaan proyek.

Berikut ini indikator untuk mengukur tingkat pencapaian Tujuan Keseluruhan:

- 1) Materi (yakni “Produk-produk Berbasis Pengetahuan”) diproduksi atau diperbaharui;
- 2) Jumlah kasus Kerjasama Selatan-Selatan meningkat;
- 3) Hasil evaluasi proyek/kursus pelatihan meningkat.

Untuk memenuhi indikator pertama, Proyek telah mengembangkan film dokumenter dan buklet manajemen pengetahuan. Film tersebut termasuk kegiatan terkait KM, seperti kuliah pada seminar dan lokakarya, diskusi pada Rapat TFT, dan adegan-adegan wawancara selama kunjungan lapangan. Semua kegiatan KM dicantumkan di dalam buklet. Buklet ini juga berisikan bab “Tips untuk Praktik Model SECI di Masa Mendatang”, yang akan dipergunakan sebagai buku petunjuk ketika pihak Indonesia melaksanakan praktek KM setelah masa pelaksanaan proyek. Dengan cara mengacu pada buklet, anggota CT-SSTC diharapkan untuk menghasilkan materi untuk tema baru yang diprioritaskan Indonesia untuk SSTC-nya, atau memperbaharui materi yang dihasilkan di bawah Proyek.



Mengenai indikator kedua, diperlukan kegiatan promosi untuk meningkatkan jumlah kasus SSTC. CT-SSTC diharapkan untuk menjalankan kegiatan promosi dengan cara mengikuti rencana promosi yang dikembangkan oleh Proyek. Indikator ketiga akan terpenuhi apabila CT-SSTC dan badan pelaksana SSTC memperbaiki kegiatan SSTC. CT-SSTC telah berusaha untuk menetapkan standar operasional baru, yang bertujuan untuk meningkatkan efisiensi kegiatan-kegiatan yang terkait dengan SSTC. CT-SSTC juga berencana untuk memperkenalkan sistem pengawasan dan evaluasi baru yang tidak dapat dilepaskan untuk meningkatkan mutu kegiatan SSTC.

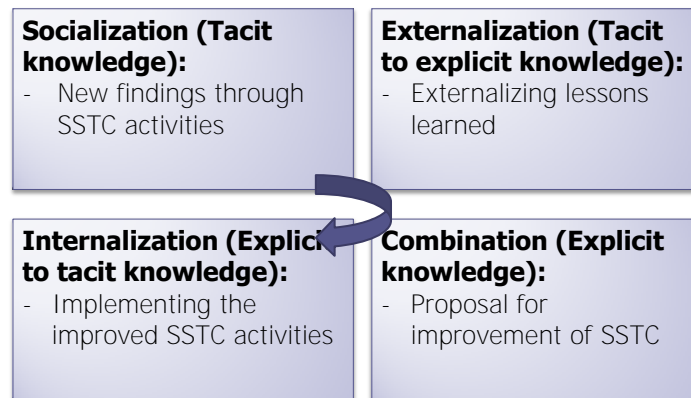
Hal yang penting adalah memutarakan Model SECI: bergerak ke tahap Internalisasi yang berada di luar lingkup Proyek akibat dari keterbatasan waktu dan berlanjut ke Model SECI selanjutnya. Dengan demikian, kemungkinan merealisasi Tujuan Keseluruhan akan ditingkatkan.

Setelah masa pelaksanaan proyek berakhir, badan pelaksana SSTC akan melaksanakan kegiatannya, sementara CT-SSTC menjalankan kegiatan promosi pada tahap Internalisasi (lihat Gambar 3).



**Gambar 3: Model SECI Saat Ini**

Pada Model SECI berikut ini, badan pelaksana akan dapat menemukan pengetahuan umum baru mengenai cara menjalankan kegiatan SSTC dengan cara mempraktekkan manajemen pengetahuan. Badan tersebut mengeksternalisasikan Pelajaran yang Didapat tersebut secara tertulis dan membuat proposal untuk pelatihan yang lebih baik (Tahap Eksternalisasi dan Kombinasi). Apabila proposal untuk kegiatan pelatihan SSTC yang lebih baik tersebut direalisasikan pada Tahap Internalisasi, mutu kegiatan SSTC akan meningkat (lihat Gambar 4).



**Gambar 4: Model SECI Selanjutnya untuk Badan Pelaksana**

### 3 Isu-isu Penting dan Pelajaran yang Diperoleh

#### 3-1 Isu-isu Penting

##### (1) Praktik Manajemen Pengetahuan yang Berkelanjutan

Untuk melanjutkan praktik manajemen pengetahuan, penting untuk menyelenggarakan acara selama proyek, seperti rapat TFT. Isu utamanya adalah siapa yang akan mengatur dan memfasilitasi rapat tersebut. Departemen Kerjasama Pembangunan Internasional dari BAPPENAS, sebagai sekretariat NCT-SSTC, diharapkan mengambil peran tersebut. Namun departemen ini tidak memiliki sumber daya manusia yang memadai karena departemen ini baru dibentuk.

NCT-SSTC sendiri juga merupakan organisasi lintas-kementerian yang baru dibentuk. Meskipun peran Kelompok Kerja telah didefinisikan, peran tiap anggota NCT-SSTC belum terdefinisi. Selain itu, anggota tidak bisa mencurahkan waktu mereka semata-mata untuk pekerjaan yang terkait dengan SSTC karena mereka juga harus memenuhi tugas-tugas lain. Meskipun NCT-SSTC telah mengadopsi prosedur operasi standar yang baru, pelaksanaan penuh dari prosedur baru tersebut mungkin membutuhkan waktu lama. Pembagian peran antara Kelompok Kerja, Komite Teknis, dan Komite Pengarah belum sepenuhnya diklarifikasi. Prosedur operasi standar dan pembagian peran di antara para pemangku kepentingan diharapkan dipastikan dengan sungguh-sungguh selama pelaksanaan kegiatan-kegiatan SSTC.

##### (2) Kolaborasi dengan kementerian lini

Keterlibatan kementerian lini dalam kegiatan TFT tidak terlalu nyata karena sifat dari tema yang dipilih. Perwakilan dari BAPPENAS, Sekretariat Negara (SETNEG) dan PNPM memainkan peranan penting

pada TFT Pengentasan Kemiskinan, sementara Kementerian Luar Negeri dan Kementerian Keuangan memainkan peranan penting dalam TFT Demokrasi dan Manajemen Makroekonomi. Untuk meningkatkan kualitas dan kuantitas SSTC Indonesia berikutnya, kolaborasi harus ditingkatkan di antara kementerian lini sebagai badan pelaksana dan kementerian pusat, seperti BAPPENAS, SETNEG, Kementerian Luar Negeri dan Kementerian Keuangan. Praktik manajemen pengetahuan dapat dijadikan platform bagi para pemangku kepentingan tersebut untuk mempromosikan kolaborasi.

### 3-2 Pelajaran-pelajaran yang diperoleh

#### (1) Keterlibatan pihak Indonesia selama masa produksi

Dalam Proyek ini, para anggota TFT diharapkan menerapkan praktik manajemen pengetahuan secara aktif. Mereka aktif saat diskusi untuk mengidentifikasi pengetahuan tacit. Namun, selama proses produksi film dan buklet, mereka menjadi lebih pasif, meskipun sesungguhnya mereka seharusnya mengembangkan cerita sendiri dan perusahaan produksi yang akan membuat film dan buklet berdasarkan cerita tersebut. Salah satu alasannya adalah karena proses produksi merupakan pekerjaan yang intensif sementara para anggota terlalu sibuk untuk mengambil inisiatif. Alasan lainnya adalah karena tenaga ahli Jepang tidak cukup sabar untuk menunggu inisiatif dari anggota mengingat keterbatasan waktu. Meningkatkan inisiatif pihak Indonesia dalam waktu yang terbatas menjadi isu bagi proyek kerjasama teknis JICA berikutnya.

Tenaga ahli Jepang perlu mengingat kemungkinan perubahan organisasi dan rotasi personel, sambil mendorong inisiatif di antara pihak Indonesia. Pada kenyataannya, seorang ketua baru Komite Teknis untuk NCT-SSTC telah diangkat dan anggota staf BAPPENAS di bidang SSTC telah diganti pada November 2012 berdasarkan perubahan organisasi BAPPENAS. Pertemuan TFT manajemen makroekonomi belum diselenggarakan sejak Januari 2013 karena anggota kunci dari TFT mendapat tugas kerja lainnya. Tenaga ahli Jepang diharapkan untuk merespon perubahan seperti ini secara fleksibel.

#### (2) Penggunaan konsultan lokal

Proyek ini mempekerjakan konsultan lokal sebagai staf proyek tanpa menggunakan kontrak konsultan berbasis output (hasil). Salah satu tugas utama mereka adalah pekerjaan koordinasi. Sebagai gerbang tim Proyek, mereka mengkoordinasikan kegiatan setiap hari dengan pihak Indonesia. Kontrak konsultan berbasis output tidak cocok untuk pekerjaan koordinasi tersebut karena pekerjaan itu tidak

memiliki output yang jelas.

Selama periode proyek terbukti bahwa pekerjaan koordinasi harus dilakukan oleh orang Indonesia yang memahami konteks Indonesia, bukan oleh orang Jepang. Bahkan pekerjaan koordinasi yang sederhana seperti membuat janji temu dapat dilakukan dengan lebih efisien oleh orang Indonesia. Untuk itu, disarankan pada proyek kerjasama teknis JICA berikutnya untuk mempekerjakan konsultan lokal sebagai staf proyek tanpa menggunakan kontrak konsultan berbasis output.

### (3) Pelaksanaan rapat

Sebagian besar rapat diadakan dalam Bahasa Indonesia, meskipun orang Indonesia yang terlibat dalam Proyek ini dapat berbahasa Inggris dengan baik. Untuk membuat diskusi lebih aktif di antara pihak Indonesia, disarankan untuk mengadakan rapat dalam bahasa Indonesia.

### (4) Pengelolaan perusahaan produksi

Proyek ini menugaskan produksi film dan buklet kepada sebuah perusahaan produksi. Perusahaan itu merespon terhadap tuntutan Proyek dengan fleksibel. Namun, perusahaan terkadang gagal memenuhi tenggat waktu. Untuk mengatasinya, para ahli Jepang pun mendatangi studio perusahaan produksi itu dan mengawasi perkembangan pada tahap akhir produksi, mengingat tak ada lagi ruang bagi penundaan. Hasilnya, perusahaan produksi pun bisa menyelesaikan proses produksi tepat waktu. Antisipasi semacam ini terbukti efektif untuk menyelesaikan tugas tepat waktu, meskipun tidak efisien mengingat para ahli Jepang harus menghabiskan sebagian besar waktu di studio.

#### 4 Hasil Input Proyek

##### 4.1 Hasil Input dari Tenaga Ahli Jepang

Nama	Tanggung Jawab	Rincian Kerja	Penyerahan Hasil
Atsushi Tokura	Penasihat Kepala/ Efektivitas Pembangunan 1	<p><b>Penasihat Kepala</b></p> <ul style="list-style-type: none"> <li>• Ketua Tim keseluruhan Proyek, negosiasi dan konsultasi dengan badan-badan terkait dan menyerahkan laporan dengan JICA.</li> <li>• Mengawasi dan membimbing anggota grup dan konsultan lokal.</li> <li>• Memfinalisasikan berbagai laporan kerja (mulai dari Laporan Perencanaan hingga Laporan Akhir).</li> <li>• Merencanakan dan mengawasi Seminar Manajemen Pengetahuan.</li> <li>• Sebagai Fasilitator pada Seminar Manajemen Pengetahuan.</li> <li>• Mengembangkan sistem-sistem implementasi manajemen pengetahuan.</li> <li>• Mengidentifikasi tema-tema pengalaman pembangunan Indonesia pada manajemen pengetahuan.</li> </ul> <p><b>Efektivitas Pembangunan 1</b></p> <ul style="list-style-type: none"> <li>• Membimbing dan mengawasi Efektivitas Pembangunan 2.</li> <li>• Menganalisis keunggulan komparatif Indonesia berdasarkan Hasil Keluaran Efektivitas Pembangunan 2.</li> <li>• Membuat proposal pendekatan Kerjasama Selatan-Selatan yang memiliki dampak pembangunan yang lebih baik.</li> </ul>	<p>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</p>
Ryoko Toyama	Manajemen Pengetahuan 1	<ul style="list-style-type: none"> <li>• Memberi kuliah di Seminar Manajemen Pengetahuan dan menyiapkan materi.</li> <li>• Sebagai Fasilitator pada Seminar Manajemen Pengetahuan.</li> <li>• Membuat perencanaan untuk kegiatan pengawasan dan pembimbingan pada Seminar Manajemen Pengetahuan, dan memberikan nasihat pada anggota grup lain.</li> <li>• Memberi kuliah pada lokakarya untuk tinjauan Seminar Manajemen Pengetahuan.</li> </ul>	<p>1) 4/23 – 4/28                  2) 9/17 – 9/20                  3) 4/1 – 4/4                  Total: 0.49M/M</p>
Kumiko Shuto	Manajemen Pengetahuan 2/ Efektivitas Pembangunan 2	<p><b>Manajemen Pengetahuan 2</b></p> <ul style="list-style-type: none"> <li>• Merencanakan Seminar Manajemen Pengetahuan dan mengembangkan materi.</li> <li>• Sebagai Fasilitator pada Seminar Manajemen Pengetahuan.</li> <li>• Melaksanakan kegiatan pengawasan dan pembimbingan pada Seminar Manajemen Pengetahuan.</li> </ul>	<p>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</p>

Proyek Manajemen Pengetahuan untuk Kerjasama Selatan-Selatan: Laporan Akhir

Nama	Tanggung Jawab	Rincian Kerja	Penyerahan Hasil
		<p><b>Efektivitas Pembangunan 2</b></p> <ul style="list-style-type: none"> <li>• Mendukung Efektivitas Pembangunan 1.</li> <li>• Meninjau tema-tema pembangunan yang dipilih oleh by Efektivitas Pembangunan 1 dan menyarikan keunggulan komparatif Indonesia.</li> <li>• Menganalisis sejarah dan contoh Kerjasama Selatan-Selatan di Indonesia.</li> <li>• Melaksanakan analisis terinci dan mensortir keunggulan komparatif Indonesia serta pengharapan yang dibebankan pada Indonesia oleh negara-negara lain.</li> </ul>	
Hirofumi Azeta	Manajemen Pengetahuan 3/ Pengembangan Sistem	<ul style="list-style-type: none"> <li>• Mengembangkan sistem informasi untuk manajemen pengetahuan.</li> <li>• Menyiapkan databases, direktori, situs web, dst. untuk menggalakkan Kerjasama Selatan-Selatan.</li> <li>• Sebagai Fasilitator pada Seminar Manajemen Pengetahuan</li> <li>• Melaksanakan kegiatan pengawasan dan pembimbingan pada Seminar Manajemen Pengetahuan</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	Hubungan Masyarakat/ Kerjasama Selatan-Selatan	<ul style="list-style-type: none"> <li>• Mendukung penyebaran informasi melalui Internet dan berbagai pertemuan.</li> <li>• Menganalisis sejarah dan contoh Kerjasama Selatan-Selatan.</li> <li>• Memahami pengharapan negara-negara mitra Kerjasama Selatan-Selatan dan meninjau Kerjasama Selatan-Selatan yang diimplementasikan oleh negara-negara lain yang baru muncul.</li> <li>• Menyiapkan dokumen, gambar, peta, dst. untuk menggalakkan Kerjasama Selatan-Selatan</li> <li>• Sebagai Fasilitator pada Seminar Manajemen Pengetahuan</li> <li>• Melaksanakan kegiatan pengawasan dan pembimbingan pada Seminar Manajemen Pengetahuan</li> </ul>	1) 4/10 – 5/19 2) 10/23 – 11/1 3) 2/8 – 4/6 Total: 3.6 M/M
Harue Sueda	Perencanaan Seminar/ Pengembangan Materi/ Koordinasi Proyek	<ul style="list-style-type: none"> <li>• Merencanakan Seminar Manajemen Pengetahuan.</li> <li>• Membantu Manajemen Pengetahuan 1 dan mengembangkan materi.</li> <li>• Sebagai Fasilitator pada Seminar Manajemen Pengetahuan.</li> <li>• Melaksanakan kegiatan pengawasan dan pembimbingan pada Seminar Manajemen Pengetahuan</li> <li>• Melaksanakan operasi administrasi umum, seperti akuntansi manajemen proyek.</li> <li>• Mengawasi dan membimbing staff administrasi lokal.</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 Hasil Input Staff Lokal

Nama	Jabatan	Tanggung Jawab	Input
Bpk. Ubaidillah	Konsultan	<ul style="list-style-type: none"> <li>• Membantu menyiapkan seminar dan rapat.</li> <li>• Memfasilitasi seminar dan lokakarya.</li> <li>• Menyiapkan dan memfasilitasi kegiatan-kegiatan tim gugus tugas.</li> <li>• Membuat dokumen seperti berita acara kegiatan Tim Gugus Tugas.</li> <li>• Mengembangkan dan mengelola hasil keluaran dan materi yang diperlukan selama implementasi proyek.</li> <li>• Membantu penyebaran hasil keluaran akhir proyek.</li> </ul>	8.5 M/M
Ibu Siti Soraya	Konsultan	Sama seperti di atas.	3.9.0M/M
Ibu Ayu Juwita *	Konsultan /	Sama seperti di atas.	4.6M/M
Ibu Yulia Fitri Utami	Editor	<ul style="list-style-type: none"> <li>• Mengimplementasikan wawancara di lapangan.</li> <li>• Menyarikan testimoni dari transkripsi wawancara dan menambahkan informasi latar belakang pribadi dalam bahasa Inggris.</li> <li>• Menulis secara analitis mengenai pengetahuan umum yang teridentifikasi dengan tema manajemen makro ekonomi, demokrasi dan penanggulangan kemiskinan yang akan dipergunakan pada bagian testimoni pada buklet.</li> </ul>	6.0M/M
Bpk. Jeffrey Hutton	Editor	<ul style="list-style-type: none"> <li>• Melaksanakan penelitian, mengedit dokumen mengenai “pengetahuan umum” Indonesia sebagai salah satu faktor pendukung dalam mencapai kemajuan pada ketiga bidang sebagai berikut: manajemen makro ekonomi, penanggulangan kemiskinan, dan demokrasi.</li> <li>• Menyunting laporan sepanjang ± 150 halaman yang mendokumentasikan keseluruhan proses manajemen pengetahuan untuk mengidentifikasi “pengetahuan umum” Indonesia sebagai bagian dari kegiatan proyek.</li> </ul>	4.0M/M
Ibu Natali Purnami	Asisten Administratif	<ul style="list-style-type: none"> <li>• Mengatur logistik untuk ahli dari Jepang dan staff lokal.</li> <li>• Mengatur akuntansi dan pengadaan.</li> </ul>	12.5M/M
Ibu Wiwien	Asisten Administratif	<ul style="list-style-type: none"> <li>• Berkomunikasi dengan berbagai pemangku kepentingan Proyek</li> <li>• Membuat dokumen-dokumen yg terkait dengan proyek.</li> </ul>	3.5M/M
Ibu Mario Wanei	Asisten Administratif	Sama seperti di atas	1.0M/M

\* Ibu Ayu Juwita bekerja sebagai asisten administrasi untuk 7.0M/M sebelum bekerja menjadi konsultan pada proyek ini.

## 5 Laporan Pelaksanaan Rapat-Rapat Komite Koordinasi Bersama

Telah dilaksanakan tiga rapat Komisi Koordinasi Bersama (JCC) selama berlangsungnya proyek ini:

### Rapat JCC Ke-1

<b>Tanggal</b>	<b>17 April 2012</b>
<b>Peserta</b>	<ul style="list-style-type: none"> <li>• Badan Perencanaan Pembangunan Nasional (BAPPENAS): Direktorat untuk Pendanaan Asing Multilateral</li> <li>• Kementerian Luar Negeri (KEMENKEU): Direktorat Sosio-buday dan Organisasi Internasional Negara Berkembang, Direktorat Kerjasama Teknis</li> <li>• Sekretariat Negara: Biro Kerjasama Teknis, Sub-divisi Kerjasama Teknis dengan Amerika dan Eropa</li> <li>• Kementerian Keuangan (Kemenkeu): Direktorat Pusat untuk Kebijakan Regional dan Bilateral</li> <li>• Kantor JICA di Indonesia</li> <li>• Kedutaan Besar Jepang</li> <li>• Tim Proyek</li> </ul>
<b>Agenda</b>	<ul style="list-style-type: none"> <li>• Menjelaskan rincian Proyek.</li> <li>• Menyepakati isi dari Laporan Perencanaan Proyek.</li> </ul>
<b>Hasil Diskusi</b>	<ul style="list-style-type: none"> <li>• Pemangku kepentingan aktif pada Kerjasama Selatan-Selatan di Indonesia harus terlibat dalam implementasi proyek.</li> <li>• Pendirian Tim Gugus Kerja (TFT), identifikasi perannya, serta klarifikasi pengharapan yang dimiliki.</li> <li>• Keberlanjutan praktek manajemen pengetahuan harus dibahas selama berlangsungnya proyek.</li> <li>• Sistem informasi dan mekanisme manajemen yang ada saat ini harus ditinjau dengan hati-hati untuk menjadikan sistem informasi yang ada lebih ramah pengguna.</li> </ul>

### Rapat JCC Ke-2

<b>Tanggal</b>	<b>19 September 2012</b>
<b>Peserta</b>	<ul style="list-style-type: none"> <li>• Badan Perencanaan Pembangunan Nasional (BAPPENAS): Direktorat untuk Pendanaan Asing Multilateral</li> <li>• Kementerian Luar Negeri (KEMENKEU): Direktorat Sosio-buday dan Organisasi Internasional Negara Berkembang, Direktorat Kerjasama Teknis</li> <li>• Sekretariat Negara: Biro Kerjasama Teknis</li> <li>• Kementerian Keuangan (Kemenkeu): Direktorat Pusat untuk Kebijakan Regional dan Bilateral</li> <li>• Kantor JICA di Indonesia</li> <li>• Kedutaan Besar Jepang</li> <li>• Tim Proyek</li> </ul>
<b>Agenda</b>	Menbahas kemajuan proyek dan kegiatan yang akan dilakukan kemudian.
<b>Hasil Diskusi</b>	Kemajuan proyek sejauh ini dan kegiatan yang akan dilanjutkan telah dikonfirmasi.



### Rapat JCC Ke-3

<b>Tanggal</b>	<b>10 April 2013</b>
<b>Para peserta</b>	<ul style="list-style-type: none"> <li>• Badan Perencanaan Pembangunan Nasional (BAPPENAS): Direktorat untuk Pendanaan Asing Multilateral</li> <li>• Kementerian Luar Negeri (KEMENKEU): Direktorat Sosio-buday dan Organisasi Internasional Negara Berkembang, Direktorat Kerjasama Teknis</li> <li>• Sekretariat Negara: Biro Kerjasama Teknis</li> <li>• Kementerian Keuangan (Kemenkeu): Direktorat Pusat untuk Kebijakan Regional dan Bilateral</li> <li>• Kantor JICA di Indonesia</li> <li>• Kedutaan Besar Jepang</li> <li>• Tim Proyek</li> </ul>
<b>Agenda</b>	Mengkonfirmasi pencapaian proyek dan membahas pelajaran yang didapat.
<b>Hasil Diskusi</b>	<ul style="list-style-type: none"> <li>• Tim Proyek menyajikan pencapaian dari proyek ini.</li> <li>• Tanggapan mengenai laporan penyelesaian draft proyek serta laporan manajemen pengetahuan dibuat pada tanggal 15 April oleh para pemangku kepentingan terkait dan tim proyek mengakomodasi tanggapan tersebut ke dalam laporan.</li> <li>• Pekerjaan terkait rekonstruksi situs web SSTC diselesaikan tanggal 19 April.</li> <li>• Proyek ini akan menyebarluaskan KbPs pada Forum SSTC yang diadakan tanggal 17 April di Kemenlu setelah mendapatkan dukungan dari steering committee atau panitia pengarah.</li> </ul>

## 6 Garis Besar Pekerjaan yang Di-subkontrak-kan dan Hasil-Hasilnya

Sebagai hasil keluaran proyek, produk-produk berbasis visual dan teks berikut ini, yang termasuk kegiatan-kegiatan proyek dari awal hingga akhir Proyek, dibuat oleh Kontraktor: 1) film berfokus tema (total tiga buah) dan 2) buklet berfokus tema dengan menggunakan pendekatan manajemen pengetahuan berbasis kisah (SbKM<sup>7</sup>); 3) film dokumenter proyek; dan 4) buku dokumentasi proyek. Film dan buklet berfokus tema dipergunakan sebagai alat untuk menggalakkan Kerjasama Trilateral Selatan-Selatan baik didalam maupun diluar Indonesia. Film dan buku dokumenter proyek berfungsi untuk merekam proses manajemen pengetahuan yang teridentifikasi selama implementasi proyek.

Anggota Tim Gugus Kerja, anggota Kelompok Kerja 3 (WG3), Tim Proyek JICA, dan Kontraktor memutuskan hasil keluaran final gambar, visualisasi, dan teks untuk film dan buku/buklet melalui diskusi. Kontraktor menyediakan keahlian dan opini teknisnya dalam membuat film-film berfokus tema dan film dokumenter tersebut. Tim Produksi Kontraktor, setelah berkonsultasi dengan anggota TFT, bertanggung jawab untuk pengembangan cerita, termasuk merekam kegiatan proyek, menyunting, membuat narasi dan

<sup>7</sup> Pendekatan ini mendokumentasikan praktek-praktek baik dalam bentuk kisah dengan menggunakan media seperti video, bukan data statistik ataupun dokumen tertulis.

subtitel, serta implementasi jasa-jasa teknis lain yang diminta oleh Tim Proyek untuk menghasilkan hasil keluaran sesuai harapan.

(1) Produksi Film-film berfokus Tema Sepanjang Lima Belas (15) Menit

Kontraktor memproduksi tiga (3) buah film sepanjang lima belas menit yang berfokus pada topik-topik spesifik untuk menunjukkan bahwa Pemerintah Indonesia memiliki keunggulan komparatif dibanding negara-negara lain. Ketiga tema yang dipilih adalah penanggulangan kemiskinan, demokrasi, dan manajemen makro ekonomi. Film-film tersebut menyampaikan pesan-pesan menggugah dengan penggunaan efektif dari citra dan suara yang menghasilkan jalinan pikiran dan kejadian yang koheren dan berurutan, yakni suatu “kisah.” Sebelum Kontraktor mulai menyunting, Kontraktor menyerahkan naskah garis besar masing-masing film pada badan mitra dari Indonesia dan Tim Proyek JICA agar badan mitra dari Indonesia dan Tim Proyek dapat memberikan masukan yang diperlukan untuk isinya.

Tim Produksi merekam serangkaian adegan dimana pemangku kepentingan dari masing-masing tema yang telah ditetapkan sebelumnya sedang melakukan berbagai kegiatan. Kegiatan-kegiatan tersebut termasuk tapi tidak terbatas pada wawancara, lokakarya, dan kerja sehari-hari. Tim Produksi mengadakan perjalanan dinas di dalam dan diluar Jakarta dengan anggota TFT dan Tim Proyek. Pengambilan foto dari kegiatan-kegiatan tersebut di atas dilaksanakan secara paralel. Akan diproduksi sejumlah total 1.050 keping DVD untuk masing-masing tema yang telah ditetapkan.

(2) Produksi Buklet Berfokus Tema

Dengan menggunakan nilai yang diciptakan sebagai hasil dari manajemen pengetahuan dan informasi yang terkait dengannya, Kontraktor membuat tiga (3) buah buklet mengenai penanggulangan kemiskinan, demokrasi dan manajemen makro ekonomi. Sebelum Kontraktor mulai menyunting, Kontraktor menyerahkan naskah garis besar masing-masing buklet beserta layout awal buklet pada badan mitra dari Indonesia dan Tim Proyek JICA agar badan mitra dari Indonesia dan Tim Proyek dapat memberikan masukan yang diperlukan untuk isinya.

Tim Produksi akan mengambil foto serangkaian adegan dimana pemangku kepentingan dari masing-masing tema yang telah ditetapkan sebelumnya sedang melakukan berbagai kegiatan. Kegiatan-kegiatan tersebut termasuk tapi tidak terbatas pada wawancara, lokakarya, dan kerja sehari-hari. Tim Produksi menerima informasi yang relevan dari Tim Proyek mengenai

masing-masing tema tersebut yang harus dimasukkan ke dalam buklet tersebut. Tim Produksi mengadakan perjalanan dinas di dalam dan diluar Jakarta dengan anggota TFT dan Tim Proyek. Akan diproduksi sejumlah total 1.050 keping buklet untuk masing-masing tema yang telah ditetapkan.

(3) Produksi Film Dokumenter Sepanjang Tiga Puluh (30) Menit

Kontraktor membuat suatu film dokumenter proyek yang berfokus pada proses dan kegiatan manajemen pengetahuan selama implementasi masa berlangsungnya proyek. Film ini akan membantu memberikan informasi mengenai intisari manajemen pengetahuan serta proses aktual dan hasil manajemen pengetahuan secara koheren dan berurutan. Sebelum Kontraktor mulai menyunting, Kontraktor menyerahkan naskah garis besar film dokumenter tersebut pada badan mitra dari Indonesia dan Tim Proyek JICA agar badan mitra dari Indonesia dan Tim Proyek dapat memberikan masukan yang diperlukan untuk isinya. Tim Produksi akan merekam seminar maupun persiapan dan implementasi rapat TFT. Rekaman yang dipergunakan untuk film-film berfokus tema tersebut di atas juga akan dipergunakan untuk film dokumenter proyek ini. Akan diproduksi sejumlah total 200 keping DVD (film dokumenter ini).

(4) Produksi Buku Dokumentasi Proyek

Kontraktor akan membuat suatu buku dokumentasi proyek yang difokuskan pada proses dan kegiatan manajemen pengetahuan selama implementasi masa berlangsungnya proyek. Buku ini akan membantu memberikan informasi mengenai intisari manajemen pengetahuan serta proses aktual dan hasil manajemen pengetahuan secara koheren dan berurutan. Sebelum Kontraktor mulai menyunting, Kontraktor menyerahkan naskah buku dokumentasi beserta layout awal buku dokumentasi pada badan mitra dari Indonesia dan Tim Proyek JICA agar badan mitra dari Indonesia dan Tim Proyek dapat memberikan masukan yang diperlukan untuk isinya. Akan diproduksi sejumlah total 200 keping DVD (buku dokumenter ini).

## 7 Daftar Peralatan yang yang Dibeli Proyek untuk Ditransfer

Daftar berikut ini merupakan perlengkapan yang ditransfer yang dibeli untuk Proyek.

<b>Barang</b>	<b>Tanggal Dibeli/Diperiksa</b>	<b>Lokasi Penempatan</b>	<b>Kondisi</b>
Komputer desktop (2)	17 April 2012	BAPPENAS/Kantor Proyek	Baik
Komputer laptop (1)	10 April 2012	BAPPENAS/Kantor Proyek	Baik
Mesin fotokopi (1)	22 Mei 2012	BAPPENAS/Kantor Proyek	Baik

## 8 Hasil Pengeluaran dari Biaya Operasional

Item	Biaya (USD)
Biaya personil (konsultan lokal, penerjemah)	135.460
Pemeliharaan/pengaturan peralatan kantor	60
Barang konsumsi pemakaian (barang keperluan kantor proyek)	6.473
Biaya transportasi (biaya penerbangan pesawat dll.)	20.428
Komunikasi	100
Penyusunan dokumen	5.926
Rental mobil	2.257
Pelatihan (lokakarya, seminar)	19.200
Biaya tak terduga (penyusunan materi PR)	12.756
Lain-lain (biaya penerjemahan dll.)	23.068

## **LAMPIRAN-LAMPIRAN**

**Lampiran 1: Matriks Desain Proyek**

Nama Proyek: The Project on Knowledge Management for South-South Cooperation  
 Area Tujuan: Indonesia dalam satu keseluruhan  
 Badan Pelaksana: Bappenas  
 Periode Proyek: Maret 2012 – Mei 2013  
 Kelompok Sasaran: Kementerian-kementerian yang berhubungan dengan kerjasama Selatan-Selatan  
 Matriks Desain Proyek Versi 0 dikonsepsikan pada tanggal 7 Desember, 2011

<b>Ringkasan Proyek</b>	<b>Indikator yang Dapat Diverifikasi secara Obyektif</b>	<b>Maksud Verifikasi</b>	<b>Asumsi yang Penting</b>
<p><b><u>Tujuan Keseluruhan</u></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.</p>	<p>1. The materials (i.e. “knowledge-based products”) produced or updated.                      2. The number of cases of South-South cooperation increases.                      3. The evaluation results of the projects/ training courses improve.</p>	<p>1. The materials produced or updated.                      2. The number of cases of South-South cooperation (statistical data)                      3. The evaluation results of the projects/ training courses</p>	<p>The government policies to promote South-South cooperation are maintained or strengthened.</p>
<p><b><u>Tujuan Proyek</u></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.</p>	<p>1. The situation of dissemination of the materials                      2. More than 90% of the key actors of South-South cooperation obtain the materials</p>	<p>1. Questionnaire or interview results concerning material dissemination                      2. Questionnaire or interview results concerning use of the materials</p>	<p>The institutional structure to promote South-South cooperation is maintained or strengthened.</p>
<p><b><u>Hasil</u></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.                       2. Identified Indonesia’s comparative advantages for implementing South-South cooperation and revealed</p>	<p>1.1. More than 90% of the key actors of South-South cooperation attend the seminars                      1.2. Seminar participants understand more than 80% of the contents taught                      1.3. Documentation on the know-how of knowledge management implementation                       2.1. Information on Indonesia’s</p>	<p>1.1. Seminar participant records                      1.2. Seminar participants’ questionnaire results                      1.3. Documentation on the know-how of knowledge management implementation                       2.1. Summary of information on Indonesia’s comparative</p>	<p>Resignation and/or transfer of the key actors of South-South cooperation do not occur frequently.</p>

Proyek Manajemen Pengetahuan untuk Kerjasama Selatan-Selatan: Laporan Akhir Lampiran

Ringkasan Proyek	Indikator yang Dapat Diverifikasi secara Obyektif	Maksud Verifikasi	Asumsi yang Penting
<p>expectations from prospective partner countries.</p> <p>3. Indonesia's comparative advantages presented in a tangible form (i.e. "knowledge-based products") and shared with key actors and communicated in and outside Indonesia.</p>	<p>comparative advantages</p> <p>2.2. Information on the expectations of the partner countries</p> <p>3.1. documents, database, directories, maps (i.e. "knowledge-based products") useful for South-South cooperation</p> <p>3.2. Performance of dissemination through conferences and other opportunities</p>	<p>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>Kegiatan</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> <p>2.1. Review Indonesia's development experiences (including development by the private sector initiatives such as state enterprises and civil society organizations) by way of literature review, interviews and workshops,</p>	<p><b>Input</b></p>		<p>The key actors of South-South cooperation can spend a sufficient amount of time in exercising knowledge management.</p>

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



**Lampiran 2 : Rencana Operasional**

Kegiatan	Sub-kegiatan	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>Hasil 1. Pengetahuan dan Keahlian yang Diperlukan untuk Menerapkan Manajemen Pengetahuan yang telah Didapatkan oleh Pelaku-pelaku Kunci Kerjasama Selatan-Selatan dan Pemahaman Cara Pelaksanaan Manajemen Pengetahuan yang telah Terakumulasi.</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 knowledge and skills on knowledge management and conduct mentoring when necessary.	Same as in the left	■	■	■	■	■	■	■	■	■	■	■	■
1.5. Record, analyze and document the know-how of knowledge management implementation	1.5.1. Workshops/meetings for reflecting on the experience of knowledge management implementation are held.										■	■	■

Proyek Manajemen Pengetahuan untuk Kerjasama Selatan-Selatan: Laporan Akhir Lampiran

Kegiatan	Sub-kegiatan	M 1	M 2	M 3	M 4	M 5	M 6	M 7	M 8	M 9	M 10	M 11	M 12
	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>Hasil 2. Mengidentifikasi Keuntungan Komparatif Indonesia dalam Mengimplementasikan Kerjasama Selatan-Selatan dan Pengharapan yang Tampak dari Negara-negara Calon Mitra.</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 countries.	2.4.1. Meetings are held to analyze the record produced in 2.3.4. and the expectations of the prospective partner countries are identified.					■	■	■					
<b>Hasil 3. Keuntungan Komparatif Indonesia yang Ditampilkan dalam Bentuk Nyata (yakni "Produk-produk Berbasis Pengetahuan") dan Dinikmati Bersama para Pelaku Kunci dan Dikomunikasikan Di Dalam dan Diluar Indonesia.</b>													

Proyek Manajemen Pengetahuan untuk Kerjasama Selatan-Selatan: Laporan Akhir Lampiran

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

**Lampiran 3: Rangkuman proyek, indikator, hasil pencapaian**

<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.	<ol style="list-style-type: none"> <li>(1) The materials (i.e. "knowledge-based products") produced or updated.</li> <li>(2) The number of cases of South-South cooperation increases.</li> <li>(3) The evaluation results of the projects/training courses improve.</li> </ol>	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.	<ol style="list-style-type: none"> <li>(3) The situation of dissemination of the materials</li> <li>(4) More than 90% of the key actors of South-South cooperation obtain the materials.</li> </ol>	<ol style="list-style-type: none"> <li>(1) The dissemination activities will be carried out after the endorsement of the films and booklets.</li> <li>(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.</li> </ol>
<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.	<ol style="list-style-type: none"> <li>(4) More than 90% of the key actors of South-South cooperation attend the seminars.</li> <li>(5) Seminar participants understand more than 80% of the context taught</li> <li>(6) Documentation on the know-how of knowledge management implementation</li> </ol>	<ol style="list-style-type: none"> <li>(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.</li> <li>(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.</li> <li>(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.</li> </ol>
5. Identified Indonesia's comparative advantages for implementing South-South cooperation and revealed expectations from prospective partner countries.	<ol style="list-style-type: none"> <li>(3) Information on Indonesia's comparative advantages</li> <li>(4) Information on the expectations of the partner countries</li> </ol>	(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

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		<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.

#### Lampiran 4: Daftar Anggota Gugus Tugas dan Kelompok Kerja 3

##### Anggota-anggota Utama Kelompok Kerja 3

Nama	Organisasi
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

##### Anggota-anggota Tim Gugus Tugas Pengentasan Kemiskinan

Nama	Organisasi
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 Tirto Sumarto	Communication Associate, World Bank, PNPM Support Facility/PSF
Ms. Yasmin Kapitan	

Anggota-anggota Tim Gugus Tugas Makroekonomi

Nama	Organisasi
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

Anggota-anggota Tim Gugus Tugas Demokrasi

Nama	Organisasi
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

**Lampiran 5: Laporan Seminar Manajemen Pengetahuan**



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

April 26-27, 2012

Coordination Team on South-South & Triangular Cooperation,  
the Government of Indonesia

&

Japan International Cooperation Agency (JICA)



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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.

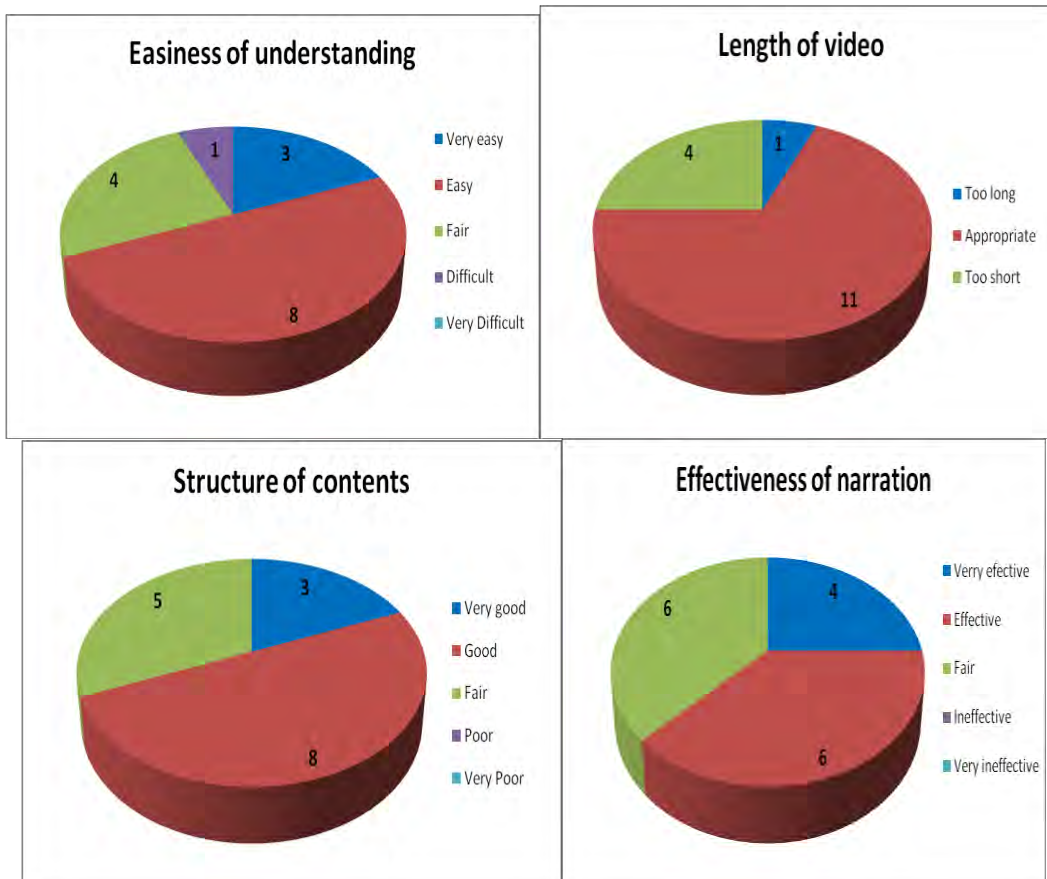
## Result of Video Check Sheet

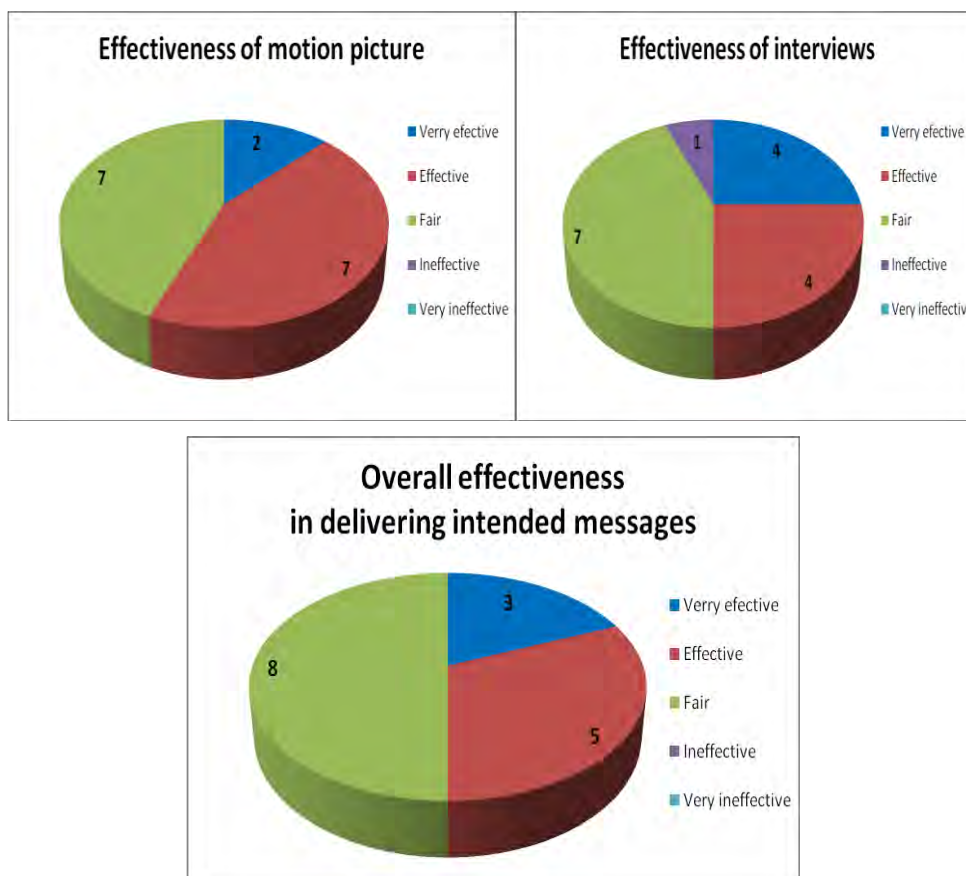
The response rate of the video check sheet was 31% (16 out of 51).

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

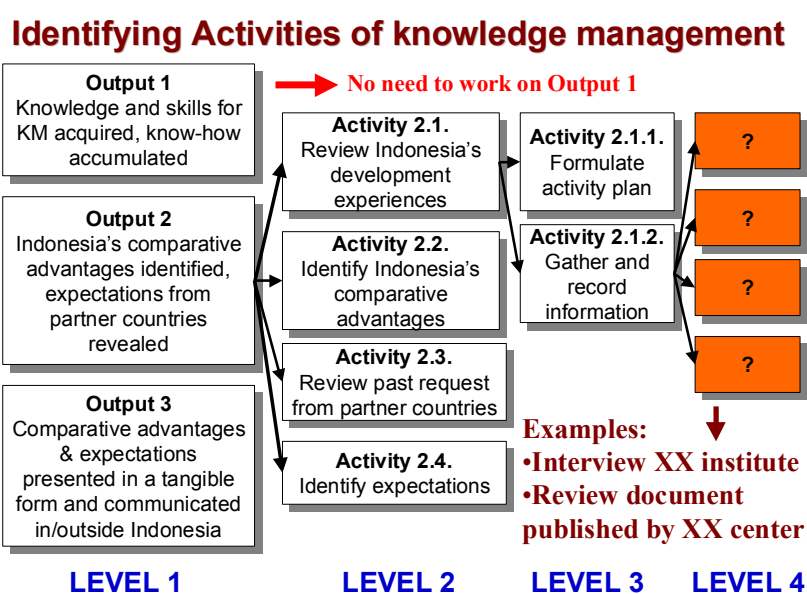
## **DAY 2: SESSION 7 - Group Work on Activities of Knowledge Management**

### **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.



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**

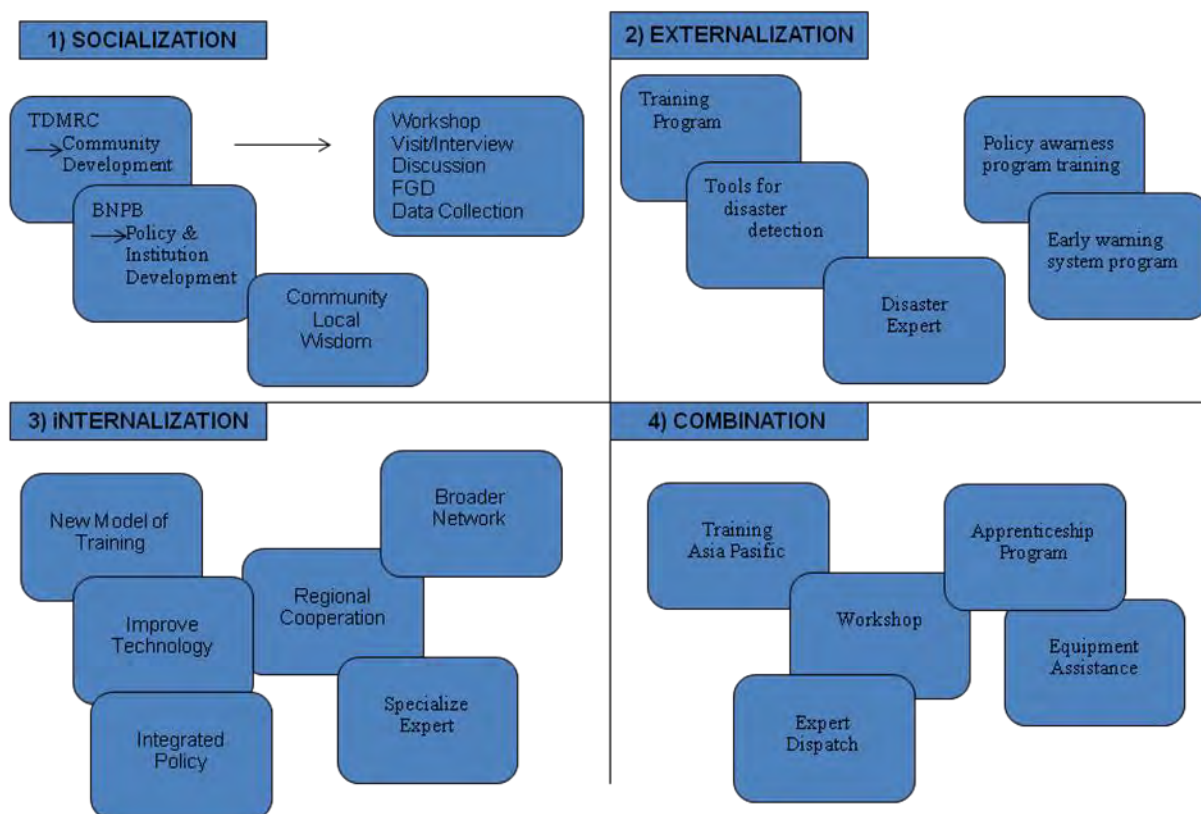
Mr. Amri K. Sumodiningrat of State Secretariat, representing Group 1, presented the result of the group discussion. The group considered Disaster Risk Management (DRM) was one of Indonesia's capacities which can be shared with the partner countries. By applying the SECI model, the group found out what 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.

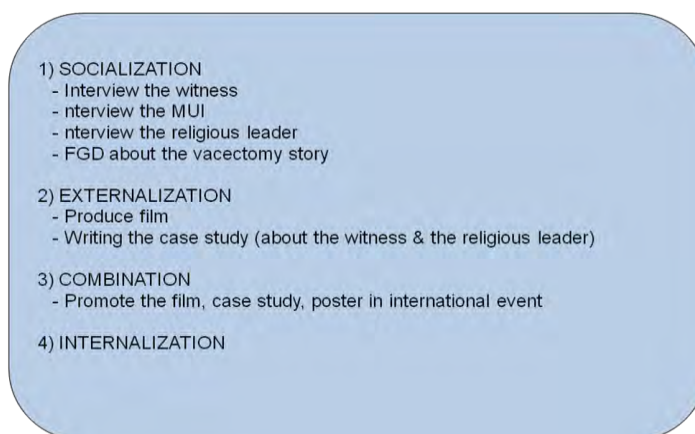
Prof. Toyama advised that the group members needed to understand the essence of Indonesia’s success in this field and try to apply the essence to other countries. It was important to be aware of the difference of the situations between Indonesia and other countries. The group might need to ask “why?”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

- 
- 1) SOCIALIZATION
    - Interview the witness
    - interview the MUJ
    - interview the religious leader
    - FGD about the vacectomy story
  - 2) EXTERNALIZATION
    - Produce film
    - Writing the case study (about the witness & the religious leader)
  - 3) COMBINATION
    - Promote the film, case study, poster in international event
  - 4) INTERNALIZATION

#### Group 3

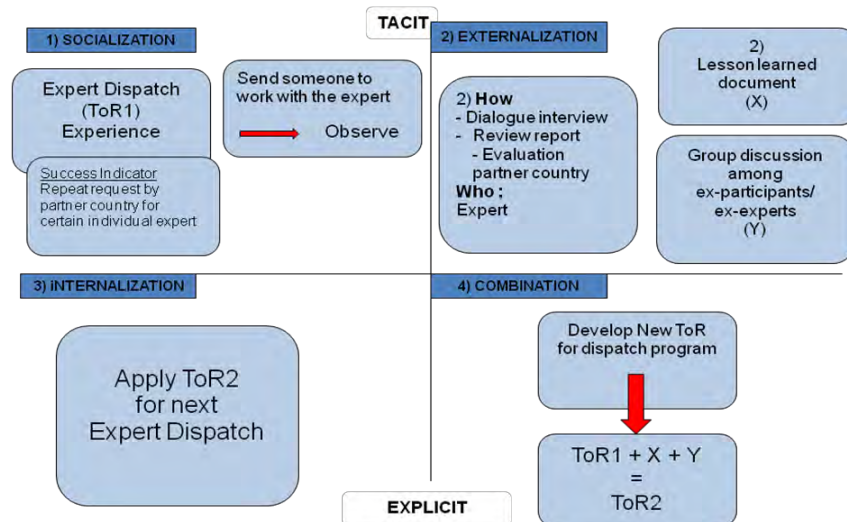
Mr. Egi Suarga of BAPPENAS and Ms. Dewi of Ministry of Agriculture gave a presentation on behalf of Group 3. Group 3 addressed the topic of expert dispatch in the field of agriculture for their SECI model practice. The group’s motive for selecting this topic came from the fact that the partner countries 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	<ul style="list-style-type: none"> <li>- Present each of member's finding</li> <li>- Identification of Resource persons</li> </ul>	<ul style="list-style-type: none"> <li>- Share interview script &amp; finding</li> <li>- Compile summary report</li> </ul>		<ul style="list-style-type: none"> <li>- Develop movie script</li> <li>- Posters</li> <li>- Report of case study                             <ul style="list-style-type: none"> <li>- Develop website for promotion</li> </ul> </li> </ul>
Responsible Person		<ul style="list-style-type: none"> <li>- Group A</li> <li>- Group B</li> <li>- Group C</li> </ul>		
Resource Person		<ul style="list-style-type: none"> <li>- Religious Leader</li> <li>- Witness</li> </ul>	<ul style="list-style-type: none"> <li>- MUI</li> <li>- Community</li> <li>- BKKBN</li> </ul>	

### 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</li> <li>- 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% of 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

**Lampiran 6: Laporan Workshop Tinjauan Tengah Periode**



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)



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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

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<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

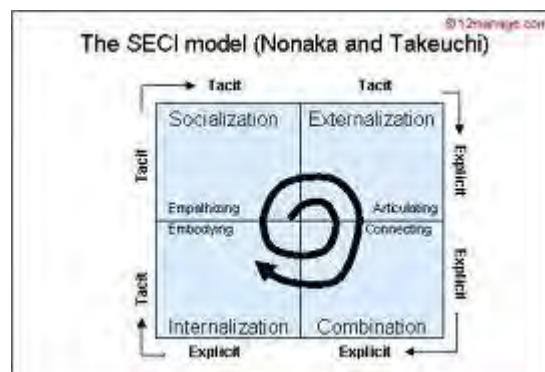
<sup>11</sup> The SECI Model consists of four stages, namely Socialization, Externalization, Combination, and Internalization.

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

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

<sup>14</sup> *ibid*

<sup>15</sup> *ibid*

### Discussion-3

Q [Mr. Rofli'e, 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 and 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.

**Lampiran 7: Matriks TFT untuk Pengentasan Kemiskinan**

Topik	Pengetahuan <i>Tacit</i> yang akan Dipertukarkan	Kemungkinan Skema Bantuan	Negara-negara Sasaran	Efektifitas KSS	Badan Pelaksana
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</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>

Proyek Manajemen Pengetahuan untuk Kerjasama Selatan-Selatan: Laporan Akhir Lampiran

Topik	Pengetahuan <i>Tacit</i> yang akan Dipertukarkan	Kemungkinan Skema Bantuan	Negara-negara Sasaran	Efektifitas KSS	Badan Pelaksana
	<p>by allocating budget directly to the local 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>				

Proyek Manajemen Pengetahuan untuk Kerjasama Selatan-Selatan: Laporan Akhir Lampiran

Topik	Pengetahuan <i>Tacit</i> yang akan Dipertukarkan	Kemungkinan Skema Bantuan	Negara-negara Sasaran	Efektifitas KSS	Badan Pelaksana
	<p><b>Local leaders are also willing to go to the field</b> and have dialogue with community members.</p> <p>5. <b>[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>1. <b>[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</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>

Proyek Manajemen Pengetahuan untuk Kerjasama Selatan-Selatan: Laporan Akhir Lampiran

Topik	Pengetahuan <i>Tacit</i> yang akan Dipertukarkan	Kemungkinan Skema Bantuan	Negara-negara Sasaran	Efektifitas KSS	Badan Pelaksana
	<p>experiences with other facilitators in order to enhance 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’ 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>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>



Topik	Pengetahuan <i>Tacit</i> yang akan Dipertukarkan	Kemungkinan Skema Bantuan	Negara-negara Sasaran	Efektifitas KSS	Badan Pelaksana
	<p>3. <b>[Identifying the right persons]</b> How do the 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> PNPB 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</p>				

Proyek Manajemen Pengetahuan untuk Kerjasama Selatan-Selatan: Laporan Akhir Lampiran

Topik	Pengetahuan <i>Tacit</i> yang akan Dipertukarkan	Kemungkinan Skema Bantuan	Negara-negara Sasaran	Efektifitas KSS	Badan Pelaksana
	<p>involving government officers to act as facilitators (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</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>

Proyek Manajemen Pengetahuan untuk Kerjasama Selatan-Selatan: Laporan Akhir Lampiran

Topik	Pengetahuan <i>Tacit</i> yang akan Dipertukarkan	Kemungkinan Skema Bantuan	Negara-negara Sasaran	Efektifitas KSS	Badan Pelaksana
	<p>their pieces of lands to widen the community road. 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>

Proyek Manajemen Pengetahuan untuk Kerjasama Selatan-Selatan: Laporan Akhir Lampiran

Topik	Pengetahuan <i>Tacit</i> yang akan Dipertukarkan	Kemungkinan Skema Bantuan	Negara-negara Sasaran	Efektifitas KSS	Badan Pelaksana
	<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>				

**Lampiran 8: Matriks TFT untuk Demokrasi**

Topik	Pengetahuan <i>Tacit</i> yang akan Dipertukarkan	Kemungkinan Skema Bantuan	Negara-negara Sasaran	Efektifitas KSS	Badan Pelaksana
1. Community and community leaders' contribution for peace building/keeping	<p>DURING CONFLICT [Traditional/informal social institutions promoting peace building] How do traditional/ informal social institutions promote peace building in communities?</p> <p>Emphasizing traditional value: Geucik together with religious leaders and Tuhapeut promoted Musyawarah through informal channels.</p> <p>How do external facilitators convince communities of peace building? - Mindset of the facilitators: They learned about the community backgrounds, found trustworthy contact people, treated everyone respectfully and be mindful about neutral venue and language.</p> <p>How do communities maintain their aspiration for identity, justice and humanity? - Utilizing informal channels: Maintain communication through informal channels and prioritize community's safety and needs.</p>	<p>Exchange of experiences in Indonesia, focusing on informal social institutions and facilitators (Site visit to the communities)</p> <p>Lecture on informal social institutions in Indonesia</p>	<p>Package of site visit and lecture can be effective</p>	<p><u>Countries with ongoing conflicts</u> Sri Lanka The Philippines Madagascar</p>	<p>MoFA through Bali Democratic Forum (BDF) NAM CSSTC Institute for Peace and Development Directorate of Technical Cooperation, MoFA State Secretariat ASEAN Foundation NGOs (Sekolah Demokrasi Foundation)</p>
	<p>POST CONFLICT [Formal and informal community leaders' facilitation for an open dialogue among community members] How do community leaders facilitate an open dialogue among community members? (exercised grassroots democracy) - Stressing traditional value: Promote musyawarah through traditional meetings to discuss local situation and conflict happened. - Mindset of leaders: Ensure equal opportunity for everyone to be heard and every concern is addressed How do community leaders prevent conflicts</p>	<p>Expert (facilitators, local leaders, etc.) dispatch Exchange of experiences among community leaders (Visiting each other) Exchange of experiences by site visit to the communities and dialogue with community members in Indonesia Training on facilitation skills for inclusive participation</p>	<p>Exchange of experiences is effective way for mutual learning.</p> <p>Site visit to the communities and dialogue with community members, accompanied by a lecturer who can explain historical background and community system, can be effective</p>	<p><u>Democratizing countries</u> Egypt Tunisia Myanmar Timor Leste Fiji</p>	<p>MoFA through BDF NAM CSSTC Institute for Peace and Development Directorate of Technical Cooperation, MoFA State Secretariat ASEAN Foundation NGOs (Sekolah Demokrasi Foundation)</p>

Proyek Manajemen Pengetahuan untuk Kerjasama Selatan-Selatan: Laporan Akhir Lampiran

Topik	Pengetahuan <i>Tacit</i> yang akan Dipertukarkan	Kemungkinan Skema Bantuan	Negara-negara Sasaran	Efektifitas KSS	Badan Pelaksana
	<p>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] 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] 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> <ul style="list-style-type: none"> <li>- Applying religious and custom laws: Sharia and adat law are used to solve</li> </ul>				

Proyek Manajemen Pengetahuan untuk Kerjasama Selatan-Selatan: Laporan Akhir Lampiran

Topik	Pengetahuan <i>Tacit</i> yang akan Dipertukarkan	Kemungkinan Skema Bantuan	Negara-negara Sasaran	Efektifitas KSS	Badan Pelaksana
	<p>problems for small problems, while state law for bigger problems.</p> <ul style="list-style-type: none"> <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>DURING CONFLICT [Courage and skills for negotiation] How do women raise their courage and acquire skills for negotiation to protect their family?</p> <ul style="list-style-type: none"> <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>

Proyek Manajemen Pengetahuan untuk Kerjasama Selatan-Selatan: Laporan Akhir Lampiran

Topik	Pengetahuan <i>Tacit</i> yang akan Dipertukarkan	Kemungkinan Skema Bantuan	Negara-negara Sasaran	Efektifitas KSS	Badan Pelaksana
	<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 political aspiration in the election process?</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 NGO with focus on</p>



Proyek Manajemen Pengetahuan untuk Kerjasama Selatan-Selatan: Laporan Akhir Lampiran

Topik	Pengetahuan <i>Tacit</i> yang akan Dipertukarkan	Kemungkinan Skema Bantuan	Negara-negara Sasaran	Efektifitas KSS	Badan Pelaksana
	<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>				election system (CETRO)

**Lampiran 9 : Matriks Manajemen Makroekonomi**

Topik	Pengetahuan <i>Tacit</i> yang akan Dipertukarkan	Kemungkinan Skema Bantuan	Negara-negara Sasaran	Efektifitas KSS	Badan Pelaksana
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</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)

Proyek Manajemen Pengetahuan untuk Kerjasama Selatan-Selatan: Laporan Akhir Lampiran

Topik	Pengetahuan <i>Tacit</i> yang akan Dipertukarkan	Kemungkinan Bantuan	Skema	Negara-negara Sasaran	Efektifitas KSS	Badan Pelaksana
	<p>conditions of instruments (e.g. fixed 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 Tax Revenue	<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>	<p>Tax Contact Center</p>	

Proyek Manajemen Pengetahuan untuk Kerjasama Selatan-Selatan: Laporan Akhir Lampiran

Topik	Pengetahuan <i>Tacit</i> yang akan Dipertukarkan	Kemungkinan Bantuan	Skema	Negara-negara Sasaran	Efektifitas KSS	Badan Pelaksana
	<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 [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	<u>Countries interested in tax data processing</u> e.g. Cambodia Lao PDR Myanmar Vietnam Timor Leste	Pusat Pengolahan Data dan Dokumen Pajak (PPDDP)