



KM4DEV FORUM 2007

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## OPEN SPACE BOOK OF PROCEEDINGS

8–9 February 2007

Auditorium Zones A and B, Asian Development Bank Headquarters

Manila, Philippines

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### OPEN SPACE SESSIONS HELD

Session	A	B	C	D	E	F	G	H	I
1			Facilitating knowledge sharing among organizations that are competing	"Asian" KM? Does it exist? & Knowledge Inclusion	Inter-agency sharing of information	KM needs for innovation  Innovation for KM needs	Will Google and Google products such as Google books and maps change the way we see KM and receive information	Is it possible to implement a low cost, efficient/ effective KMS?	Where should KM Center/Units Be connected / organizational setting -independent -HRM -IT -Innovator/RD
2	Local NGOs are important actors in development.	Do we need a "KM Department" and a "KM Officer?"	Strengthen KM in health programs and health research to reach MDGs		KM and Poverty: How can KM help solve/ alleviate it?	How can we best make students understand and appreciate KM?	Using KM to build trust in government		Relativity Theory (implementation) in KM
3	How to embed KM in development programming and projects as way of doing business?	Knowledge and Information Overload: How to cope	"Literacy and E-literacy"  Future of KM is dependent on these	Breaking Barriers towards KM/  Doing KM Obstacles, Steps, Issues, Solutions	KM: issue on equitability of access to resources – how to manage conflict/ How to develop sustainable CoP	Does any organization have a system of capturing "institutional knowledge" of staff who leave/get promoted/ retire?	How to measure the value of KM initiatives? /  ROI and CBA of KM	KM as a (personal) way of life	ICT solutions and issues for Development KM

**TITLE: FACILITATING KNOWLEDGE SHARING AMONG ORGANIZATIONS THAT ARE COMPETING****CONVENOR/RECORDER: JOZEF SERNEELS****PARTICIPANTS:**

1. Mieke Leermakers, VECO Indonesia,
2. Jozef Serneels, Trias ([www.triasngo.be](http://www.triasngo.be))
3. Sushil Pandey, ICIMOD
4. Charmalee Jayasinghe, UNDP Regional Centre in Colombo
5. Lanlan Cruz, DAP
6. Wini Dagli, ALL in CBNRM
7. Daniela Goehler, GTZ (ASEAN Secretariat)
8. Joric Maglanque, ASTI
9. Kim Henderson, UNDP
10. Malu Panlilio, ADB
11. Kit Roble, ADB

**KEY LEARNINGS AND IDEAS FROM CONVERSATION:**

- A key challenge is the broader structural issue of how the development business creates competition for resources that is a disincentive to sharing knowledge

**POSSIBLE ACTIONS:**

1. Focus on enabling and facilitating knowledge sharing among clients and partners rather than among ourselves
2. Focus on removing artificial barriers and structures to knowledge sharing
3. An approach like MAKE could be applied to non-profit organizations to stimulate competition to share and balance the disincentive of competition for resources
4. Build on existing relationships of trust and common issues and purposes to facilitate knowledge sharing (e.g. professional associations, or organizational affiliations)
5. Leverage 'competition' i.e., use rewards, recognition and incentives to promote competition as the basis of knowledge sharing

**TITLE: ASIAN KM****CONVENOR/RECORDER: DR. SERAFIN TALISAYON****PARTICIPANTS:**

1. Zbigniew Mikolajuk, consultant
2. Tess Santiago, BOI
3. John Regala, BSP
4. Tony Fernandez, ADB
5. Iris Tutuarima, Bank Indonesia
6. Tina Pimentel, RFO Center
7. Data Tolentino-Canlas, Digital Solutions
8. Robert Juhkam, UNDP RCB
9. Noel Juban, UP-Manila
10. Bernard Cruz, BSP
11. Donato Bumacas, KAMICYDI
12. Ting Mijares, NEDA
13. Aldo Lim, UPLB
14. Eugene Earle, consultant
15. Garry Montemayor, UPLB
16. Babes Afable, CCLFI
17. Jesus Tamang, DOE
18. Donna Diez, Digital Solutions
19. Sharlene Lu-Quintana, ADB

**KEY LEARNINGS AND IDEAS FROM CONVERSATION:**

1. Commonalities (mostly among East and Southeast Asians)
  - “Ba” – Quality of human interaction/relationship (Japanese concept and practice)
  - Tacit, hidden, implicitness
  - Social networks, trust, guanxi, “who knows who”
  - Consensus, wholistic, importance of group, importance of “behind the scenes” interactions
  - “Face” or reputation
  - Hierarchy conscious: Respect for elders/wise, hero/precedent vs. proactive
  - Asian “No” can mean many things, saying no “nicely”, non-confrontational
  - Notion of time not linear, “right timing”
  - Insider vs. outsider, comfort zone, family, nuclear relationship
  - Trust, less paperwork, no great push to formalize
  - Going global, but strengthening community
  - Knowledge is culture-bound: Local, indigenous, experiential (more than formal)
2. Differences and Other Issues
  - Commonalities above are mostly applicable to East and Southeast Asia; Distinguish from West And South Asia
  - Distinguish or Stratify
    - Geographically, by Regions or countries (e.g. Singapore Vs. Afghanistan) or clusters of countries

- By values/cultural
- Digital divide, technological divide
- Income divide
- By KM/IT readiness of countries (See Harvard Study)
- Sector: corporate, NGO, academe, government, development institutions
- Gender dimension?

### 3. Issues

- Need to recognize differences in values and methods in Asia –
- But harness the diversity

### **POSSIBLE ACTIONS:**

1. Note: recommended actions below are for ADB, and for ADB to push Asian governments, for governments, for academe/NGO (research and training)

### 2. Steps

- Define parameters
- Consolidate unique knowledge assets
- Mapping of Asian KM: A tool for development in Asia, specifically as information input to feasibility studies and plans

### 3. Recommended Approaches:

- Participatory approach; Listen to the grassroots
- Integration within Asia
- Strategic, or input to knowledge strategy
- Facilitate interface between Asian KM And Western KM, to enrich KM

4. ADB Should Facilitate/Stimulate the Production of Knowledge Materials for Non-Literate and Disadvantaged Groups

- Thru networks
- Do translations
- Build critical mass
- Serve grassroots, make knowledge materials appropriate to local language and cognitive styles
- Support application/use of knowledge

5. Periodic (not ad hoc) cultural knowledge assessment

6. Participants of Group 1D should be updated or kept informed by ADB on developments in this issue of Asian KM (emails/calling cards collected)

### **WHERE? WHEN?**

1. ADB
2. Asian Governments

**TITLE: INTER AGENCY SHARING OF INFO**

**CONVENOR: CLIVE WING, UNESCO**

**RECORDER: LORNA MALICSI and SUHARTO IMAM**

**PARTICIPANTS:**

1. Eman Teodosio, E-PLDT
2. Romeo Mascardo, SKM/APC
3. Giovanni Villafuerte, PBSP
4. Suharto Imam, VECO Indonesia
5. Lorna Malicsi, SEARCA

**KEY LEARNINGS AND IDEAS FROM CONVERSATION:**

1. How do we work as an interagency using KM on climate change?  
Discussion centered on consensus (Does UN have consensus among themselves? And the rest of all agencies?)
2. Other issues discussed: mining/accessing information on climate change (with evidences), public advocacy (e.g. movie on inconvenient truth), educating public, collaborating with various agencies

**POSSIBLE ACTIONS:**

1. Come up with a proposal on setting up communities of practice (CoPs) among agencies, individuals who are interested on pursuing climate change (setting CoPs was already proposed in Delhi in January, already working in India (solution exchange) and if this can be replicated in SEA
2. Problems define the countries: who will be involved? If problems talk on fisheries, for example, coordinating agencies in the field (FAO) will set up CoPs

**WHERE? WHEN?**

1. SEA and the Pacific
2. Now, ASAP

**TITLE: INNOVATION FOR KNOWLEDGE MANAGEMENT, KNOWLEDGE MANAGEMENT FOR INNOVATION**

**CONVENOR: SUPARB PASONG**

**RECORDER: CAROLINE PATACSIL, ADB**

**PARTICIPANTS:**

1. Ujol Sherchan, Mountain Forum
2. Lucy Fisher, CIIFAD
3. Jun Fernandez, NEDA
4. Thomas Menkhoff, SMU
5. Erik Johnson, WBI
6. Agi Veres, UNDP BRC
7. Abdalnasser Minkara, ISDB

**KEY LEARNINGS AND IDEAS FROM CONVERSATION:**

1. Innovation for KM
  - Need for innovative culture, environment and climate
  - Promotion, recognition and appreciation of innovative ideas by leaders (not taking ownership of others' ideas)
  - Motivation (monetary and non monetary)
  - Non interference to innovative ideas / projects
  - Transfer innovations
  - Think outside the box
  - Hiring people from different backgrounds
2. KM for Innovation
  - Importance of political leadership
  - Create new products and patents
  - Have dedicated unit/structure in organization for KM innovation
  - Willing to risk
  - Identify ideas
  - Capture talents and promote them
  - Hire from multidisciplinary backgrounds
  - Innovation replicated as public goods
  - Willing to test ideas, tolerance for gestation period
  - Foster informal climate
  - Create knowledge

**TITLE: WILL GOOGLE CHANGE THE WAY WE SEE KM AND RECEIVE INFORMATION?**

**CONVENOR: PRIYA CHOPRA, UNDP BRC**

**RECORDER: MIKE CO, ADB**

**PARTICIPANTS:**

1. Dzung Dang, Hung Viet Co
2. Mike Pereira, Development Gateway
3. Clovis Freire, UNESCAP
4. Jorge Carrillo, UNESCAP
5. Vicky Baarde, KPMG
6. Joy Icban, Development Executive Group
7. Clive Wing, UNESCO

**KEY LEARNINGS AND IDEAS FROM CONVERSATION:**

1. Google is not only a search engine, but provides more services such as social networking (ORKUT), Google maps etc
2. Google and Google products (books, map, scholar etc) can't be ignored – they represent revolutionary way of accessing info.
3. At the end of the day, Google is not a philanthropic institution with a mission of information sharing but is a private, profit-focused company.
4. Google is only a tool for KM and does not define the KM strategy.
5. Google should provide services to the KM strategy and not be the focus of the KM strategy.
6. We should not assume that everybody uses and has access to Google. Various stakeholders especially in rural communities may not have access to Google.

**POSSIBLE ACTIONS:**

1. The process behind Google's success of information sharing; Google's concept behind the information-search should be studied and if possible emulated.
2. Be aware of the pitfalls of Google. Internal privacy and security can be compromised by Google so a company and individual should take precautions against it. (Information is also censored by Google).
3. Don't be so Google-dependent that you can't survive in a Google-less world. Organizations need to assess how many people/ stakeholders actually use Google.
4. People often use tools either because it is the only one available or everyone else is using it. Use a mix of different tools. E.g. for communication, different tools are available and can be used such as Skype, Yahoo, MSN, etc.

**WHERE? WHEN?**

1. Individuals and Organizations
2. Now

**TITLE: LOW COST KM?**

**CONVENOR: APPLE BAUTISTA, WHO**

**RECORDER: SAGITA ARHIDANI, ASEAN Secretariat**

**PARTICIPANTS:**

1. Nina Castillo, University of the Philippines
2. Vilas Wuwongse, AIT
3. Evelyn Mendoza, Coffey International Development
4. Sagita Arhidani, ASEAN Secretariat
5. Bicbic Amarillo, UP-Manila
6. David Abbott, UNDP Pacific Centre
7. Ruben Canlas, Jr., Digital Solutions
8. Ting Mijares, NEDA
9. Edwin Arceo, CBN Asia

**KEY LEARNINGS AND IDEAS FROM CONVERSATION:**

1. Low cost is
  - Not necessarily 'low impact'
  - Minimum resources with maximum results
  - For no top management support: start where you are (low intensity)
2. For low cost to work:
  - Passionate, creative, innovative drivers are the key
3. Role of technology
  - Can multiply/amplify effects

**POSSIBLE ACTIONS:**

1. Identify needs/demand
2. Identify target audience (internal KM/external KM)
3. Identify available resources
4. Identify capable passionate drivers
5. Establish process/strategy
6. Internalize

**WHERE? WHEN?**

Available free tools:

- <http://basecamphq.com>
- <http://docs.google.com>
- <http://www.youtube.com>
- Google calendar

**TITLE: WHERE SHOULD KM BE POSITIONED IN THE ORGANIZATION?****CONVENOR: DAAN BOOM, ADB****RECORDER: GINA SAN BUENAVENTURA, ADB****PARTICIPANTS:**

1. Justina Adina, NEDA
2. Johan Arvling, UNDP
3. Nelia Balagapo, ADB
4. Evelyn Domingo-Barker, UN-ESCAP
5. Rory Chase, Teleos
6. Gopi Ghosh, FAO
7. Myong-Hee Kim, Colombo Plan
8. Ha Diep Nguyen, World Bank
9. Merle Opena, DOH
10. Man-Gon Park, Colombo Plan
11. Tina Pimentel, RFO
12. Heidi Salido, APC
13. Roxanna Samii, IFAD
14. Crispinita Valdez, DOH
15. Chris Zielinski, WHO

**KEY LEARNINGS AND IDEAS FROM CONVERSATION:**

1. Where is KM positioned in your organizations?

Based on the MAKE survey:

1) Operations	-	50%
2) Technology/Inno	-	25%
3) HRM	-	10%

2. KM is everyone's business

UNDP → Organic growth of people passionate about TOPIC  
 → 14 global networks: Each one facilitated full-time  
 → Core admin budget

WHO Regional Office

→ Function popped-up / Bottom-Up support – MAN  
 → No staff-budget  
 → Drafted KM framework leading to “staff & budget”

WHO/GENEVA

Very regionalized  
 → Autonomous  
 → Clusters  
 General management is part of cluster  
 KM part of cluster

UN REFORM / UN PER COUNTRY  
 MAIDEN SP. UN SEC = KM  
 WHO = KM

Knowledge Council as "COORD" of fragmented ORG.

WHO = called Council Global Leaders Team

IFID → Not positioned  
 → Was positioned in 2000 but dispirited  
 → Sponsor "EXT REL"  
 → CSP need to have KM Component

FAO A-K org. has developed extensive KM mechanisms to capture and disseminate KM in 3 broad areas:

→ ASK FAO  
 → Best practices  
 → Thematic Group Networks

3. There is an emerging thinking to have KM in each department to integrate KM process in all its activities.
4. Colombo Plan (KPSC)  
 "According to KM process, such as knowledge acquisition, utilization, sharing and creation, it has to be positioned on all functional systems within organization."

#### **RECOMMENDATIONS:**

1. Where KM is located is not important
2. KM is everyone's responsibility
3. A KM Coordinator is desired full-time
4. White knight/high level support

#### **WHERE? WHEN?**

As soon as possible

**TITLE: HOW TO GET NGOS AND CIVIL SOCIETY ENGAGED IN KM**

**CONVENOR: MIEKE LEERMAKERS, VECO Indonesia**

**RECORDER: FRANS NEUMAN, InfoBridge**

**PARTICIPANTS:**

1. Romeo Mascardo, SKM/APC
2. Lorna Malicsi, SEARCA
3. Jozef Serneels, Trias ([www.triasngo.be](http://www.triasngo.be))

**KEY LEARNINGS AND IDEAS FROM CONVERSATION:**

1. NGOs are different in character, nature (different themes, political orientation)
2. Many experiences of local knowledge and stories but these are not recorded

**Reasons:**

1. No writing culture
2. Very action oriented, no time to document
3. Lack of (writing) skills
4. Lack of staff
5. High staff turnover- often project based deployment
6. Low salaries- HRM strategy not strong
7. No system in place to capture knowledge
8. Competition for funds, reluctance to share innovations
9. No sufficient support from senior management or donor community
10. Lack of it students
11. Understanding of LO and KM concepts still low

**POSSIBLE ACTIONS:**

1. Develop new methods for recording (not just writing books papers) but storytelling, video training / education
2. Stimulate training education for KM development practitioners (scholarships)
3. Finds availability to fund capacity building
4. NGO knowledge fair (also small scale)
5. Do a 'MAKE' for NGOs
6. Use existing platforms

**TITLE: KM WITHOUT KM DEPARTMENT AND WITHOUT TOP MANAGEMENT SUPPORT?****CONVENOR/RECORDER: CHARLIE RABY, WHO****PARTICIPANTS:**

1. Daan Boom, ADB
2. Deb Wyburn, DSF
3. Apple Bautista, WHO
4. Abdulaziz Mustafa, ISDB
5. Ha Diep Nguyen, World Bank
6. Kim Henderson, UNDP
7. Sharlene Lu-Quintana, ADB
8. Roxanna Samii, IFAD
9. Ting Mijares, NEDA
10. Tina Pimentel, RFO Center

**KEY LEARNINGS AND IDEAS FROM CONVERSATION:**

1. Need for fully dedicated person but not necessarily a formal department or CKO. Depends on organization context.
2. KM function or role as KM driver 100%
3. KM coordinators or change agents at unit or dept level should drive and advocate KM and show some evidence of benefits of KM .
4. Senior management support is a must at the beginning of a KM initiative but once KM becomes practice and passionate KM workers are in place it will be difficult to reverse change
5. Securing top management support can be achieved thru benchmarking and peer-pressure.
6. Stealth approach can work as introduction of KM among staff but will have low intensity impact only education. Motivation and commitment from top mgt is needed to sustain KM efforts.
7. Examples were cited: oral histories at IDB with HR Director and KM adviser. Sharing of grey literature in a Department at ADB presented as best practice and rewarded.
8. Including KM in post descriptions and staff performance reports does not guarantee implementation of KM activities or generation of knowledge products unless added value is recognized by both staff and supervisor.

**POSSIBLE ACTIONS:**

1. Include KM in the strategic objective of the organization.
2. Include full time KM function as key element of KM strategy/framework.
3. Include KM activity in individual workplans.

**WHERE? WHEN?**

1. WHO Western Pacific Regional and Country Offices
2. First semester of 2007 and beyond

**TITLE: STRENGTHEN KM IN HEALTH PROGRAMS AND HEALTH RESEARCH TO REACH MDGS**

**CONVENOR/RECORDER: MERLE OPENA, DOST**

**PARTICIPANTS:**

1. Noel Juban, UP-Manila
2. Nitz Valdez, DOH
3. Ujol Sherchan, Mountain Forum
4. Vanni Villafuerte, PBSP
5. Bicbic Amarillo, UP-Manila

**KEY LEARNINGS AND IDEAS FROM CONVERSATION:**

1. 6 out of 10 MDGs have health component
2. KM happening at different stages
3. KM not Labeled as KM
4. KM Centers exist in some institutions
5. Some KM Tools available

**Champions:** Philippine National Health Research System (PNHRS), DOH, DOST, CHED, NIH

**Strategies to Strengthen KM**

- Recognition and appreciation of KM
- Inventory
- Identification of KM Initiatives, Tools and Applications

**Indicators**

- Sectors to develop KM Metrics (DALYS, BoD, equity of access, efficiency, cost-effectiveness)

**Operation**

- Harmonize information systems at the national and local levels (e.g. PNHII)
- Strengthen indigenous health practices and systems (traditional knowledge)
- Strengthen feedback mechanisms to improve health systems governance and health program implementation

**Human Resources**

- Capacity building of health workers on KM
- Capacity building for health workers (e.g. ladderized program as a hedge to outmigration –brain drain)
- Inclusion of eGroups, CoPs as expert support systems, e.g., UNDP's 14 Networks

**Documentation**

- Indigenous health practices and traditional knowledge
- Good practices (Ateneo's Leadership Sanctuary 'Safe Harbor'–forum for local chief executives)

**Access**

- Make health information available to people (language and format understandable to them)

**TITLE: KM AND POVERTY**

**CONVENOR: RUBEN D. CANLAS, JR., Digital Solutions**

**RECORDER: DATA PT CANLAS, Digital Solutions**

**PARTICIPANTS:**

1. David Abbott, UNDP Pacific Centre
2. Sushil Pandey, ICIMOD
3. Jun Fernandez, NEDA
4. Roxanna Samii, IFAD
5. Cherry Zafaralla, ADB
6. Wini Dagli, ALL in CBNRM
7. Vicky Baarde, KPMG

**KEY LEARNINGS AND IDEAS FROM CONVERSATION:**

KM and Poverty is:

1. Info, goods and services for the poor to raise their income, standard of living; create opportunities
  - Knowledge transfer of indigenous knowledge for a Global Share
  - Need to adapt in context
  - *Don't force it*
  - E.g.: Farmer – market knowledge
  - New technology access
  - Improve life
  - Knowledge from the fields – agricultural, experience in the uplands/mountains
2. Partnerships – people's organizations; share information thru KM tools and methods
3. KM in SMEs
4. Practice – leads to positive development outcomes
5. Challenges
  - KM is not just IT
  - No resources
  - Literacy
  - Awareness that cultural artifacts can be used for knowledge sharing
  - Language
  - Fear of sharing
  - How to package knowledge products
  - Different/clashing perspectives
  - Project reports are not maximized
  - Conflicting/competing donor projects
    - Phil. Development Forum
    - Development Gateway

**POSSIBLE ACTIONS:**

- A. Acknowledge that there is a TOP LEVEL and GRASSROOTS LEVEL perspective
  1. Acknowledge roles of extension workers and local people
  2. Learn/share best practices

- NGOs/civil society
- Federations should exert some effort at sharing knowledge
- 3. Open up to new mindsets
- 4. Influence:
  - policy makers
  - academe
  - bureaucrats
  - economists
- 5. Use a variety of tools
  - Web
  - CDs
  - Publications

*\*use IT when available for online learning; note the cultural barrier; mobile phones*

B. Awaken awareness of Practices

1. 2-way sharing is needed
2. It is multi-disciplinary
3. Needs buy-in
4. Should be demand-driven
5. We should find out what they need
6. Need to work around technology (face to face, snail mail)
7. Measure statistics
8. Learn from:
  - Private-Private
  - Private-Public Partners

**TITLE: HOW CAN WE MAKE STUDENTS UNDERSTAND KNOWLEDGE MANAGEMENT**

**CONVENORS: EUGENE EARL (consultant)  
ALDO LIM and GARRY MONTEMAYOR (UPLB)**

**RECORDER: EUGENE EARL**

**PARTICIPANTS:**

1. Heidi Salido, APC
2. Dzung Dang, Hung Viet
3. Gopi Ghosh, FAO

**KEY LEARNINGS AND IDEAS FROM CONVERSATION:**

- A. High School
1. KM can be integrated to general subjects (e.g. science, math).
  2. KM will be difficult to implement as a separate subject given curriculum, government protocol and resource constraints.
  3. Basic concepts of KM (e.g. appreciation and use of KM) can be taught and applied in secondary education level.
  4. KM can be extended to teachers aside from librarians.
- B. College
1. There is difficulty teaching theoretical aspects of KM to both undergraduate and graduate students.
  2. Students have been observed to have difficulty applying what they learn from KM class.

**POSSIBLE ACTIONS:**

- A. High School
1. KM can become a separate chapter of each course.
  2. KM tenets (e.g. knowledge/idea sharing) can be integrated as part of values/ethics courses, if any.
  3. Teachers should be taught the basics of knowledge management –as either seminar/certificate course or part of bachelor’s degree in education.
  4. Creation of KM clubs or KM committees in other clubs should be encouraged and supported.
  5. KM can be promoted through the use of extra-curricular and inter-school activities such as sports fests.
  6. Avenues for knowledge sharing should be encouraged and developed (“ba”).
  7. Students should be taught and encouraged to make journals about their activities, including issues, problem solving and lessons learned.
  8. Seminars, involving KM experts, can be invited to help students appreciate KM.
  9. Student leaders can form committees that apply km to address student needs.
  10. Principals and school administrators should be champions to promoting the education of KM.
  11. Buy in from national government agencies that handle education is required to integrate KM to schools.
  12. Use of technology (e.g. podcast) can be used to promote and facilitate KM.

- B. College
1. Use of laboratories and war rooms can help put theory into action.
  2. Brainstorming can help increase appreciation to KM.
  3. Access to professional KM publications and professionals (i.e. speakers) will help students relate what they learned with others' experience.
  4. Role models, such as companies with best KM practices (e.g. MEAD winners) can be used as examples to help students understand the benefits and application of KM.
  5. Simulation games will help students apply theory.
  6. Case studies will help KM students apply what they learn in writing.
  7. Cop should be created and encouraged to promote the use of KM.
  8. An existing and successful KM method (e.g. MEAD) can be applied as framework for KM education.
  9. Colleges/universities can develop km understanding on culture to help future students understand and appreciate KM.
  10. Colleges/universities can develop and encourage classes to create km portals and repositories of lessons and activities about KM.

#### **WHERE? WHEN?**

- A. High school

For private schools

1. Five (5) pilot volunteer schools from at least five (5) ADB member countries – within three years, with annual knowledge audits.
2. Implemented in all schools – within 5 years
3. Training of teachers on KM – within 2 years

For public schools

1. Five (5) pilot schools from at least five (5) ADB member countries – within five years, with annual knowledge audits.
2. Implemented in all schools – within 10 years
3. Training of teachers on KM – within 4 years

- B. College

1. Pilot test - 20 pilot schools (5 from America; 5 from Europe; 5 from Africa; 5 from Asia-Pacific) using improved and institutionalized KM techniques – within 1 year.
2. Full blast implementation and standardization within 2 years.

**TITLE: USING KM TO BUILD TRUST IN GOVERNMENT****CONVENOR: ERIK JOHNSON, WBI****RECORDER:****PARTICIPANTS:**

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**KEY LEARNINGS AND IDEAS FROM CONVERSATION:**

What does trust mean?

*What does trust in government mean?*

- Perception of what community expects from government
- Commitment to do what you're supposed to do
- That you are competent
- Government has good will to public
- A focus on customer satisfaction

*Transparency: the more you know, the more you trust*

- Self regulating mechanism leads to better governance
- Johari window – look into government

*Honesty about what they can deliver*

*What is trust?*

- Peer consultation = ensuring that there are no surprises
- Clarity of process
- No blame + shame

*Who trusts who?*

- Politicians
- Civil servants/ agencies
- Heads/ count leaders
- Independent observers check government – budget review (3<sup>rd</sup> party)
- Individuals need to disclose fully
- If you don't trust individuals, you don't trust agencies

- Changing leaders can help win trust
- Perception

*KM for trust*

1. Consultation → transparency
  - Cops for peer review of policy
  - Monitoring
  - Report cards (KM tools)
2. Citizen feedback/consultation
  - Needs based/experience
  - Knowledge = local
  - Generate new knowledge - full knowledge loop
  - Inclusion → trust
  - Roundtable facilitation
    - Outside/neutral party
    - Objective
  - Citizen portal: views policy
  - Shanghai → environmental feedback
  - Today I decide – Estonia
3. Media is a channel for communicating knowledge
  - Evidence, science based
  - Affect trust
  - Journalists should be more competent
  - Every stage of knowledge cycle contributes to trust
4. Balance score card
  - Include KM in criteria
  - KPIs Thailand has included learning organization in criteria
  - Ministries
5. KM can help governments learn from each other
6. Government as a learning organization
  - KM agency in government to build trust
  - Government to push
  - Using KM to extract lessons from community/local level into policy/programs – citizens see this

**TITLE: IMPLEMENTING THEORY OF RELATIVITY OF KM**

**CONVENOR: ABDULNASSER MINKARA, ISDB**

**RECORDER: NELIA BALAGAPO, ADB**

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13. Myong-Hee Kim, Colombo Plan
14. Vilas Wuwongse, AIT
15. Edwin Arceo, CBN Asia

**KEY LEARNINGS AND IDEAS FROM CONVERSATION:**

1. Is knowledge individual or organization
2. Time, space and energy to share knowledge
3. Differentiating km from outside / inside an organization
4. IDB concept:
  - Exit knowledge sharing: to capture the knowledge of departing staff
  - Personal knowledge profiles
  - Idea knowledge capture system
  - Feedback capture system
5. Personal knowledge profile is an important tool in the organization
6. Knowledge performance systems
  - Individual vs.org
  - Presence of knowledge systems vs. absence of KS
7. People as center of knowledge
8. Develop a knowledge system for people to have a knowledge performance system in place
9. Strategic future of KM
  - Start with individual knowledge
  - Establish group knowledge
  - Manage the environment that is conducive to KM
  - There is no one prescription for KM
10. Creating knowledge is proactive
11.  $E=mc^2 \rightarrow KM=mc^2 \rightarrow k\partial mc^2$
12. Knowledge when shared creates a momentum that grows

**TITLE: HOW TO EMBED KM IN DEVELOPMENT PROGRAMMING/  
PROJECTS AS A WAY OF DOING BUSINESS**

**CONVENOR: JORIC MAGLANQUE, ASTI**

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10. Lan-Lan Cruz, DAP
11. Nitz Valdez, DOH

**KEY LEARNINGS AND IDEAS FROM CONVERSATION:**

1. This open space 'conversation' can only make a very, very humble difference in overcoming the challenge.
2. A lot can be done to document what is already known and use KMS to multiply reuse and value of knowledge for future project practitioners as well as those in other, related projects (e.g., replication).
3. KM need to be integrated into development. Business processes and knowledge products need to be a standard output of projects.
4. More conscious institutional (donor) and program-level KM can make a lot of difference in pro-actively making KM a way of doing business between donors, clients/agencies, partners, and within and among projects
5. The most relevant knowledge is still 'out there', untapped – there needs to be more effort into capturing and codifying tacit knowledge, or at least promoting more tacit knowledge sharing

**POSSIBLE ACTIONS:**

1. Change job descriptions (so that it is part of their jobs and not an 'extra' activity)
2. Include KM in performance management criteria/systems
3. Incorporate in projects as part of the project strategy (projects need to craft a KM strategy)
4. KM should be part of the project cycle (from design, to planning, implementation, evaluation)
5. There should be a KM person assigned and budget or resources committed to the KM program
6. Build KM system (technological infrastructure and tools) within projects and programs
7. Use KM tools like GIS, social networking, open source software as high-value adding and
8. Promote more tacit knowledge sharing:
  - K sharing conference, forums, K fairs
9. Capture, codify, and share tacit knowledge

- Action reflection
  - After-action review/lessons learned meetings
10. Create knowledge products (relevant horizontal—to other practitioners—working in similar situations in the future)
  11. Consider sustainability measures (for programs or projects that are closing) as a means to retain, sustain, and reuse knowledge (eg, establish programs or institutions on the side of the client)
  12. Build capacity of client/partners to “do KM”

**WHERE? WHEN?**

Everywhere and anywhere... yesterday... by donor orgs, clients (government agencies), partners working together... because it's the way business should be done.

**TITLE: KNOWLEDGE AND INFORMATION OVERLOAD: HOW TO COPE**

**CONVENOR: ROBERT JUHKAM, UNDP RCB**

**RECORDER: JORGE CARILLO-RODRIGUEZ, UNESCAP, and EVELYN DOMINGO-BARKER, UNESCAP LIBRARY**

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10. Clovis Freire, UNESCAP
11. Jozef Serneels, Trias ([www.triasngo.be](http://www.triasngo.be))

**KEY LEARNINGS AND IDEAS FROM CONVERSATION:**

1. There are different levels for different organizations.
2. Find gatekeepers as key knowledge generators in your particular field.
3. Use networks and specialists to share in finding relevant knowledge
4. Organize your information sources: archiving, planning
5. There is a need to develop a system that will filter information inflow
6. Utilize trusted sources
7. Use different levels of aggregation of information

**POSSIBLE ACTIONS:**

1. Act as knowledge consumer
2. Localize or distill and pass it on, using a standard structure and sources, e.g. Social science/citation index
3. "Bag of tools" combine structured and non-structured services
4. Building capacity of staff on research techniques, and in the use of tools and processes to cope with knowledge overload such as social networking, use of RSS, Wikis and other appropriate tools

**TITLE: E-LITERACY / LITERACY IS CRITICAL TO KNOWLEDGE MANAGEMENT****CONVENOR: GOPI GHOSH, FAO****RECORDER: HEIDI SALIDO, APC****PARTICIPANTS:**

1. Evelyn Mendoza, Coffey Int'l Dev't
2. Babes Afable, CCLFI
3. Eugene Earle, consultant

**KEY LEARNINGS AND IDEAS FROM CONVERSATION:**

Is E-literacy critical to KM?

- Is enabling but not necessarily critical.
- E-literacy definitely facilitating and provides larger opportunities but we can do without.
- E-literacy may not be a barrier but slow down the process.

**POSSIBLE ACTIONS:**

A. Ways for KM for non e-literate:

1. Oral tradition
2. Focus group discussion (FGD)
3. Face-to-face
4. Radio
5. Audio-visual
6. Multi-media/tri-media

- Apart from knowledge sharing it will reduce/minimize digital divide
- Also, reaching the unreached
- Capturing the indigenous and traditional knowledge is a two-way process

B. Improving e-literacy

Education and training in computer / software

a. Government

- Resources
- Facilities / public infrastructures
- Training & awareness

b. NGOs

- Training and awareness

c. Private-public partnership

- Providing computer softwares
- Training and education/awareness
- Resources
- Infrastructures

Examples are the following:

1. Internet kiosks
2. Behavioral change communication (BCC)

**WHERE? WHEN**

The program is possible with the help of the private & public Sectors in each country in order to promote e-literacy.

**TITLE: COP AND ACCESS TO RESOURCES****CONVENORS: SUHARTO IMAM, VECO Indonesia and LORNA MALICSI, SEARCA****RECORDER: LORNA MALICSI****PARTICIPANTS:**

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4. Daniela Goehler, GTZ

**KEY LEARNINGS AND IDEAS FROM CONVERSATION:**

1. CoPs from small projects to CoPs from big projects need: full time facilitators
2. Expert on data base
3. It for cheap and regular communication and quick response
4. Culture is related with cop development
5. Multi-stakeholder participation
6. Incentives (access to resources)
7. To be mixed with other channels: sms, e-group, face-to-face, and value

**POSSIBLE ACTIONS:**

1. Use CoP with regular face-to-face interaction for the asian culture
2. Use CoP with appropriate technology (sms for quicker response)
3. Use incentive for members to keep on logging to CoPs
4. Recognition – give members due recognition for their contribution of ideas
5. Recruit committed moderator
6. Inform members of CoP that there is a time limit/period in running CoPs
7. Make resources available for CoPs to function successfully

**TITLE: HOW TO CAPTURE INSTITUTIONAL KNOWLEDGE OF STAFF WHO LEAVE/GET PROMOTED/RETIRE**

**CONVENOR: SHARLENE LU-QUINTANA, ADB**

**RECORDERS: GINA SAN BUENAVENTURA and NELIA BALAGAPO, ADB**

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5. Daniela Goehler, GTZ
6. Erik Johnson, WBI
7. Carol Flore-Smrecznia, UNDP Pacific Centre

**KEY LEARNINGS AND IDEAS FROM CONVERSATION:**

1. There is a need for a strategy for capturing knowledge of staff
2. Can't be haphazardly done
3. Consulting company practices:
  - Part of a performance appraisal
  - Mentoring
  - Succession planning
  - After action reviews after completion of every project
4. Other Practices:
  - Apprenticeship
  - Story telling
  - Charging staff with "corporate theft" if they leave with the organization's IC
  - Overlapping system
5. "Nothing just happens. Everything has to be planned, strategized, and implemented."
6. What would it cost to replace an individual in an organization?

**TITLE: COST-BENEFIT ANALYSIS: HOW TO MEASURE IMPACT OF KM INITIATIVES****CONVENOR: SHARLENE LU-QUINTANA, ADB****RECORDER: (Recorded By Forum Documentor)****PARTICIPANTS:**

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CoPs	No. of people benefiting KM
Personal KM	
BPs	
Training	No. of CoPs
Culture change	No. of people in CoPs
	Ave. age lifetime
	Outputs developed
	Relevance/impact

**KM:**

1. No. of achieved goals
2. Time to find information
3. No. of outputs
4. Time to complete project/task
5. Feedback
6. Surveys
7. Coach and mentor

Coach and mentor

Time to be integrated

**BPs:**

1. How often they come with questions
2. Contribution to MDGs
3. No. of hits in website

**TITLE: KM AS A WAY OF LIFE****CONVENOR: APIN TALISAYON, CCLFI.Philippines****RECORDER: (Recorded By Forum Documentor)****PARTICIPANTS:**

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3. Garry Montemayor, UPLB
4. Aldo Lim, UPLB
5. Vicky Baarde, KPMG
6. Data Tolentino-Canlas, Digital Solutions
7. Thomas Menkhoff, SMU
8. Ting Mijares, NEDA

**OUR INDIVIDUAL PRACTICES OF KM**

ALDO: String info e.g. new words in my cellphone

VICKY: Take responsibility in handling info e.g. whether or not to forward info, process info before giving away

GARRY: [How to evaluate info?] Keep lessons learned in a notebook—to share to new faculty members

Problem—Countermeasure and lesson learned [codification]

UJOL: Update himself; e.g., weather, politics—discuss/talk with officemates on implications for development

BABES:

1. Look at global trends (arrow up and down) movements in her life (sensing flow so she can make choices)
2. Paradigm shifts: aha! Sodeska!
3. (Knowledge is for: effective action)
4. Knowledge of facts/ concepts

APIN:

1. Enjoy practicing innovation (e.g. developing new KM tools)
2. TRY to learn as much as I can desire for learning

TING:

1. “I am a surviving brain donor”
2. Mental map/location of personal information holdings
3. Desire to practice, not just hear. Experience, not just learn
4. Dream

THOMAS: Share a lot, with students, coaching, mentoring

DATA:

1. “I do a lot of writing. I blog”; journaling
2. “I like to talk” storytelling

**RECOMMENDED ACTIONS:**

1. Recommend to others “practice what you advocate”
2. Make a checklist
3. Start a wiki on personal KM
4. NEDA: a sponsor of personal KM

**TITLE: ICT TOOLS: ISSUES, SOLUTIONS FOR DEVELOPMENT KM – PRACTICES, QUESTIONS**

**CONVENOR:** RUBEN CANLAS JR., Digital Solutions

**RECORDER:** (Recorded By Forum Documentor)

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8. Roshel Liwanag, ADB
9. Lucy Fisher, CIIFAD
10. Agi Veres, UNDP BRC

	<b>Issues</b>
What are you thinking about the topic?	
Zbigniew - ask for whom and for what <ul style="list-style-type: none"> <li>• ICT entails highly educated users</li> <li>• Tech savvy</li> </ul>	<ul style="list-style-type: none"> <li>• Who means Producer versus consumer</li> <li>• What do we do with non-techies? How to adapt for people with diverse backgrounds and cultures? Educated and low educational level?</li> </ul>
Classification of tools according to what they do	
Lucy: What are the following? <ul style="list-style-type: none"> <li>• Social networking, YouTube, Flickr, Social book marking</li> </ul>	
How to integrate existing databases?	
The future tools -- what do they look like?	
Search engine	
ICT provides means to empower the grassroots. Despite government or top management, ICT allows the bottom to communicate with peer and gain momentum to influence the top.	How credible is the content being propagated?
	Tools could be abused to propagate wrong information.
	Is ICT tool also an obstacle to KM? How to minimize this?
	Localization: translating tools into local language to make them more accessible

<p><b>TOOLS WE ARE USING</b></p> <ul style="list-style-type: none"> <li>• List-serve of 29 countries, 300 members</li> <li>• On rice production: problem-solving</li> <li>• Post a problem, others help</li> <li>• No archive (solution via Google groups web archive service)</li> <li>• Requires a culture of openness – a paradigm shift from being restrictive towards an open culture of sharing.</li> <li>• WikiWater - engine is wikimedia (same engine as wikipedia)             <ul style="list-style-type: none"> <li>- Sushil Mountain CoP also uses wiki</li> <li>- Managed by CoPs                 <ol style="list-style-type: none"> <li>i. With edit privileges</li> <li>ii. Central moderator: water expert</li> </ol> </li> <li>- Editorial policy</li> <li>- Sharing must be part of performance evaluation items, key result areas, so people recognize that it's something they need to do and will be measured against.</li> </ul> </li> <li>• Email alerts are useful, but RSS may be a better way to receive alerts. Email tends to get cluttered and people eventually start deleting it without reading.</li> </ul>	<ul style="list-style-type: none"> <li>• But archive and Google index is permanent. How do we remove it from the web records if you don't want it online anymore? Or if it is outdated?</li> <li>• Issues of privacy were discussed on this thread, including encryption.</li> <li>• Disclosure policy</li> <li>• Problem of motivating people to contribute: coercion             <ul style="list-style-type: none"> <li>- Possible source of problem: is it easy to use? is it demand-driven?</li> <li>- May help if we get top management support and say that they are watching. Or Top management can meet non-participants and ask them if the tool is difficult to use; or what their complaints are. Probably more need for training or user help/manuals.                 <ol style="list-style-type: none"> <li>(i) People-process-technology: look into these to see if they are being attended to, to build motivation for people to use the tools.</li> </ol> </li> </ul> </li> </ul>
<p>Someone mentioned using Sharepoint as a CMS.</p>	
<p>Open source CMS:</p> <ul style="list-style-type: none"> <li>• Joomla</li> <li>• Plone</li> <li>• Drupal</li> </ul>	
<p>Requirements:</p> <ul style="list-style-type: none"> <li>• System administrator who can install on a server (windows or linux)</li> <li>• Platform: PHP, Apache, MySQL—but only low familiarity. One participant installed Drupal without really understanding PHP. But there is a learning curve.</li> </ul>	