

PROGRAMME MANAGEMENT

SCOPE AND MANAGEMENT OF SHARED LEARNING

The Multistakeholder Forestry Programme was initiated in 1990 and until now this program is still running and has produced valuable knowledge. This can be observed from the development and results of the MFP1. The MFP II, resuming the MFP1, continues to promote the decentralization of forest management through multistakeholder forums in 6 priority areas, i.e. Jawa, Sumatera, Nusa Tenggara, Kalimantan, Sulawesi and Papua. In each region, experiences gained by the MFP partners enriched the perspective and practices of the multistakeholder forest management, as part of the forestry development process in Indonesia.

Data, information, and knowledge of CFs as the MFP I partners included the experiences of local partners engaged in six regions is valuable social capital accrued throughout the implementation of MFP I. The information collected and accumulated becomes the effective learning resource for all MFP partners, the community, and public in general. The information can be managed and packaged into various materials ranging from publication materials to policy paper for wider interests. Therefore, the existing lessons learned shall be developed according to the knowledge management strategy.

It is important to make knowledge management part of the MFP II, because shared learning efforts and initiatives have been encouraged and supported during the MFP1. CFs and the MFP partners, including the established multistakeholder forums, shall be guided towards the development and expansion of networks, and even the replication to other areas. Examples for the knowledge management are the process of Forest Management Unit Designing that was facilitated by the MFP1 partners, and the concept of Conservation District that allows the decentralization for the multistakeholder forest management. Hence, the shared learning concept development shall be connected to the clear objectives of the knowledge management, with the purpose of supporting bigger changes to take place at the MFP work areas.

Beyond that, knowledge management shall become activities attached to the CFs' learning process and institutional development at the regions, in order to strengthen the MFP II network at the national level. In the MFP II context, knowledge management becomes the challenge to ensure the development of local governance. The challenges include the integration of the Forest Management Unit Design to the spatial plan and local economic development, the strengthening of local regulations on the public services, the transparent process of planning and budgeting of the local government, and promote local politics towards sustainable natural resources management.

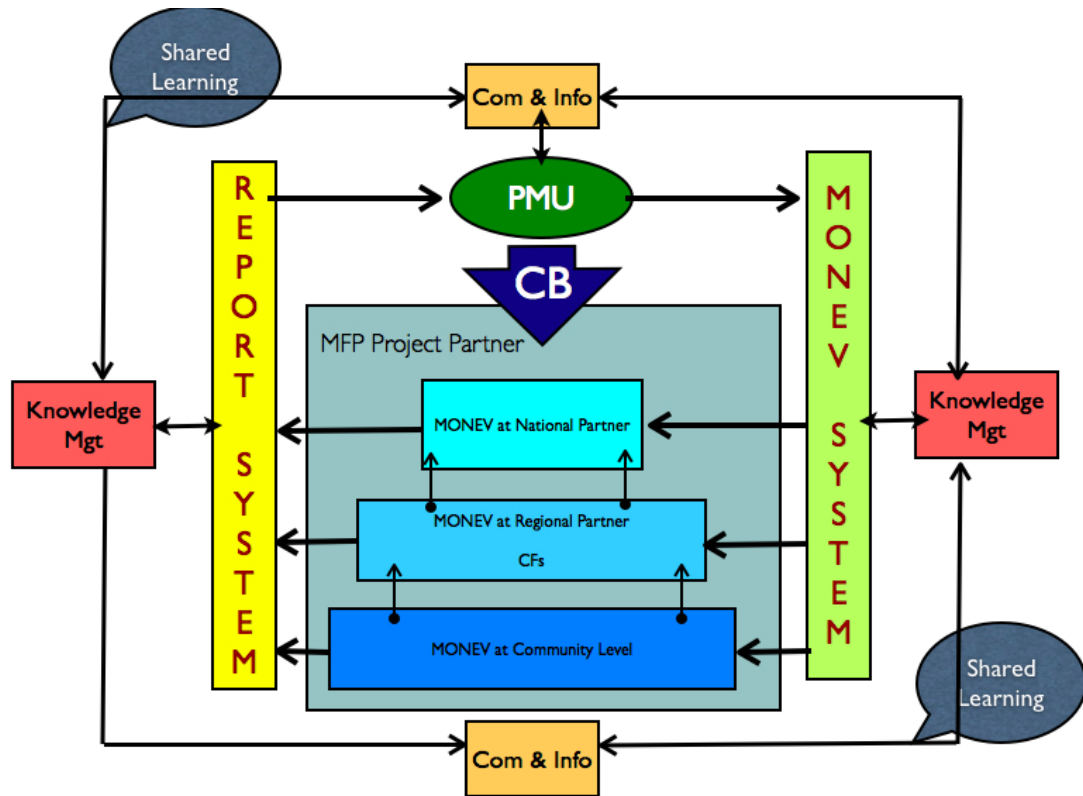
Shared learning among CFs and local partners shall also pull together knowledge on Good Forestry Governance program and decentralization of forest resources management, using the multistakeholder approach that promotes equitable, sustainable forest management that also increases local economy and alleviate poverty.

A. Shared Learning and Knowledge Management Strategy

To ensure effective shared learning and knowledge management in all MFP II partners, the implementation shall be executed based on the careful plan and in reference to the specific need in each area. Therefore, the strategy and stages to ensure the proper implementation of shared learning and knowledge management processes are:

1. Establish transfer knowledge between the National Partners and CFs-local partners, concerning VPA/FLEGT, TLAS, REDD, Carbon Market, litigation, and climate change mitigation.
2. Use the assistance/facilitation processes to CFs and their partners optimally as a shared learning process, such as:
 - a. Use facilitation and technical assistance as a resource for shared learning, for example to use training, learning visit, or technical meeting as the media for experience exchange, to record and analyze the experiences as knowledge, manage it and use it as reference or basis for decision making or consideration in program management,
 - b. Increase the program management and administration function to have better documentation process and data management. This process can be arranged during the technical assistance by the Service Provider.
3. Facilitate CFs and local partners specifically for extract experiences, ideas and initiatives from the ongoing implementation process, to allow an adaptive management approach to take place in the program management. This strategy can be done through:
 - a. writing workshop to support and improve monitoring and evaluation,
 - b. Facilitate exchange visits and vocational works that are integrated with the reflection documentation and analysis of the process,
 - c. Partnership involved academicians and Universities, and cross visits to get feed back and scientific support.
 - d. Annual multistakeholder meeting of the MFP II partners.
4. Through CFs establishing self-support ability to enhance the share learning process among communities in data collection and its analisis to improve advocacy in local level.
5. Facilitate CFs and local partners to share experiences independently in various media, for mass media and other institutions related to the multistakeholder forest management. The strategy to share experiences and knowledge to public is required to support the CFs and partners' active role in policy advocacy and public awareness. For example:
 - a. Make press releases for mass media that are monitored by the Service Provider,
 - b. Invite journalists for site visits,
 - c. Increase the partners' capacity in journalistic or partnership with journalist network,
 - d. Workshop inviting scientific institutions to receive feedback and scientific support for the ongoing program
 - e. Publication of the activities, etc.
6. Facilitate collective learning process and knowledge management at national and regional level, through:
 - a. Multistakeholder annual meeting for MFP II partners,
 - b. Facilitation of the policy paper development based on the lessons learned from the fields to provide input for the government at local or national level,
 - c. Capturing success stories and disseminate them through various media related to the multistakeholder forest management,
 - d. Collective policy advocacy works that have strong basis, argument formulation, and justification, based on the field experiences.

- Integrating all the process from reporting, monitoring, evaluation to optimise communication and information system among partners systematically to become part of share learning and knowledge management program MFP II.



Picture 5. Share Learning and Knowledge Management Process

Rationale: Knowledge Management Strategy

Hansen, Nohria and Tierney (1999) explained that there are two extremes of the organization strategy concerning knowledge management: codification strategy and personalization strategy.

If knowledge is codified carefully into an explicit form and is stored in a database so that knowledge seekers can access that knowledge, then this kind of management is adopting the codification strategy.

However, knowledge is not only explicit; there is a tacit knowledge as well. Tacit knowledge is difficult to codify into an explicit form. Therefore, knowledge is transferred from one party to another through intensive personal relations. In this case, the main function of the computer network (intranet or internet) is not only to store knowledge but also to facilitate the traffic or communication lines among individuals or researchers in the organization that is conducting researches, in digging information or utilize the new knowledge for supporting the researches.

Definition of Share Learning and Knowledge management

A. Shared Learning

- Shared Learning is formed by two basic understanding of *share* and *learning*. *Learning* is an act, process, and experience to acquire knowledge and skills or a behavior change related to an understanding of new knowledge and skill. *Share* is to have or use something together with other people, to take collective responsibility upon something, to allow somebody to use parts or the whole of something, to allocate something to somebody or other groups, and to express something to others.
- A simple definition of *shared learning* is a process of conscious learning in an active and collective ways to discover the new basis of knowledge and skills to respond the main problems in implementing multistakeholder processes. Then, shared learning process is a collaborative learning process.

B. Knowledge Management

- Knowledge is neither data nor information, though it related to both. Data is a set of datum unit on facts and events. Information is data that can differentiate or has the power to influence or to make changes (Davenport and Prusack, 1998);
- Knowledge management is the collection of all aspects or relevant and competent aspects of the whole work processes, experiences, information and values that grow from those processes and inputs from various stakeholders, including experts, that can generate new information and knowledge towards better changes and to be used as norms and more effective and efficient organization practices (Davenport and Prusack, 1998);
- Knowledge management can be defined as explicit and sistematic measures in building consciousness that is continuously renewed and done to maximise the existing knowledge as an asset effectively [Wiig, 1997];
- Knowledge management is an art of creating value out of the intangible organization asset, that can be differentiated into information management and human resources (Sveiby, 1998);
- There is a method of transforming information into knowledge that useful and able to stimulate the understanding, consciousness, and change. This method can be done through the following activities: comparison, consequences, connections, and conversation.
- In an organization, knowledge is acquired from individuals or groups of people that have knowledge, or sometimes from the organizational routines. Knowledge can be acquired from structured media such as books, documents, person to person relations ranging from light discussions to scientific discussions, or through the shared learning processes that are designed for certain objectives.