

Regional Workshop on Knowledge Management for More Effective Agricultural Innovation Systems (AIS)

18-19 October 2018, Vientiane
Lao People's Democratic Republic



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**Regional Workshop on Knowledge Management for More
Effective Agricultural Innovation Systems (AIS)**
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The Regional Workshop on Knowledge Management for More Effective Agricultural Innovation Systems (AIS) was organized by the Asia-Pacific Association of Agricultural Research Institutions (APAARI), in collaboration with the National Agriculture and Forestry Research Institution (NAFRI) from 18-19 October 2018 in Vientiane, Lao People's Democratic Republic (PDR). The objectives were to: (i) increase understanding of knowledge management (KM) in the context of joint efforts to strengthen AIS; (ii) develop skills in the use of selected knowledge-sharing methods and tools; (iii) identify and outline approaches for the integration of KM in ongoing work; (iv) validate the draft KM Strategy of APAARI; (v) strengthen the KM Community of APAARI for future networking, collaboration and programme development.

Participants were KM focal points or their representatives drawn from APAARI member institutions that have been part of APAARI's Community of Practice (CoP) on KM. The event was opened by the Executive Secretary of APAARI Dr. Ravi Khetarpal and the Deputy Director General of NAFRI Dr. Chansamone Phongudom. Twenty nine participants attended the workshop from Bangladesh, Bhutan, India, Iran, Lao PDR, Malaysia, Nepal, Philippines, Samoa, Taiwan, Thailand and Vietnam.

Welcome and Introduction

In his opening statement, Dr Ravi Khetarpal, Executive Secretary, APAARI, indicated how the Association has evolved in 28 years. He noted that KM as a concept is quite recent in APAARI, though knowledge-sharing activities have been a permanent feature of the Association. He highlighted the APAARI Strategic Plan 2017-2022 – how it aligns with the Sustainable Development Goals (SDGs), its four thematic areas, as well as key programme areas. He emphasized the inclusive development orientation of the institution; establishment of a Centre of Excellence on value chain, policy and advocacy, and capacity development, which, together with other KM activities are the driving forces of APAARI and its ongoing programmes. These also include programmes on biotechnology and bioresources, data collection and analyses on agricultural research investments, capacity development for AIS, and many others.

Dr. Khetarpal expected the workshop to enhance partnerships in Asia-Pacific KM through KM focal points and other partners, improve KM skills especially consolidating research into knowledge products for dissemination. He emphasized the role of innovation in agricultural research and called on the participants to streamline it in their activity outputs. The importance of social media skills was highlighted and their instrumental role in knowledge dissemination of different institutions.

Dr. Chansamone Phongudom, Deputy General Manager, NAFRI, Lao PDR, highlighted the importance of agriculture and food security in Laos – a country, which is very vulnerable to natural disasters and climate change. He noted increasing cultivation of rice, which has now become an export product. Tracing the history of NAFRI since inception in 1999, he underscored its mission to consolidate agriculture and forestry research activities in the country. He also highlighted the four major functions of NAFRI, which include: carrying out adaptive research; developing methods, tools and

information packages; providing policy feedback; and coordinating and managing research.

Knowledge Management

Ms. Martina Spisiakova, APAARI KM and Project Development Consultant, presented the workshop programme based on a pre-workshop survey. The workshop was designed around engagement and interactive activities, with limited use of PowerPoint presentations and more of hands-on experience, using innovative KM processes and approaches. Each session included conceptual and engagement aspects. Personal logbooks were given to the participants to allow them to write down their reflection on what has been learned and what they planned to apply in their work.

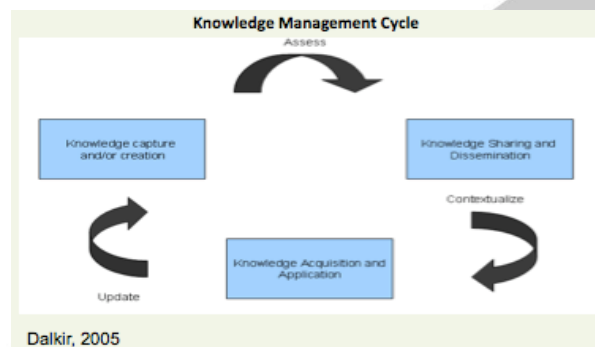
The workshop started with a presentation of key (and basic) KM concepts, including: data, knowledge, KM, capacity development and AIS. Raw data is the simplest and most abundant component of a KM system. Data on its own has no meaning and needs to be managed particularly through electronic databases. Information refers to facts provided or learned about something or someone. It also needs to be managed through identification of information needs, collection e.g. through monitoring and evaluation (M&E), organization, storing, communicating, and ultimately using to generate knowledge. Knowledge, on the other hand is what you know, which comes from experience, insights, skills, concepts, ideas, ways of thinking and working. Two types of knowledge have been recognized – explicit and tacit.

Explicit knowledge can be precisely and formally articulated. It is easy to codify, document, transfer, share, and communicate (e.g. through intranet and internet, information repositories, coordinated databases, guidelines, reports, discussion forums, etc.). These tools will retain knowledge within an organization when employees have left. In other words, it is knowledge that is readily available within the organization. Tacit knowledge represents the vast majority of knowledge that is difficult to codify. It is generally described as: subconsciously understood or applied, difficult to articulate, developed from direct action and experience, shared through conversation, storytelling.

Some key institutional definitions of KM include: “A broad collection of organizational practices and approaches related to generating, capturing and disseminating know-how and other content relevant to the organization’s business” (World Bank); “Knowledge sharing – stressing the connections among people over collecting information” (UNICEF); “An integrated, systematic approach to identifying, managing and sharing an organization’s knowledge, and enabling groups of people to create new knowledge collectively in order to achieve the objectives of the organization” (UN); “The creation, organisation, sharing and use of knowledge for development results” (UNDP).

KM can be presented and understood by perceiving it as a cycle of key processes, including knowledge capture and/or creation, knowledge sharing and dissemination, and knowledge acquisition and application. Through these processes, knowledge needs to be continuously assessed, contextualized and updated based on experience and lessons learned. KM tools, infrastructure, strategies, and open knowledge-sharing culture support these key processes.

It is important to understand KM in the context of Agricultural Innovation Systems (AIS) within which we work.



AIS “is a complex network of actors (individuals, organizations and enterprises), together supporting institutions and policies that bring existing or new agricultural products, processes and practices into social and economic use” (TAP/FAO). Low and lower-middle income countries, which are mainly located in the tropics, often lack capacities in support of agricultural innovation. To address this gap, the G20 launched the Tropical Agriculture Platform (TAP) in 2012, which functions as a multilateral facilitation mechanism to promote greater coherence and impact of Capacity Development (CD) for Agricultural Innovation System (AIS). TAP has 45 partners (including APAARI), Steering Committee, Partners Assembly and Secretariat (FAO). Since 2015, TAP is supported by the EU-funded Capacity Development for Agricultural Innovation Systems (CDAIS) project implemented by Agrinatura and FAO. In the context of CDAIS, TAP partners agreed on a Common Framework (CF) to harmonize and coordinate the different approaches to capacity development in support of agricultural innovation. APAARI has fully integrated the CF into its operations, including training workshops.

The AIS has been dominated by the perception of a linear technology transfer process – knowledge generated by research and passed on to the extension system for adoption by farmers. However, this process failed in tackling contemporary agricultural development problems and complexity. Agricultural research is being increasingly called upon to contribute to solving complex problems to rural poverty, natural resource management and food security – a shift to embracing an innovation system perspective involving various actors and sources of knowledge. A crucial role of KM is seen through

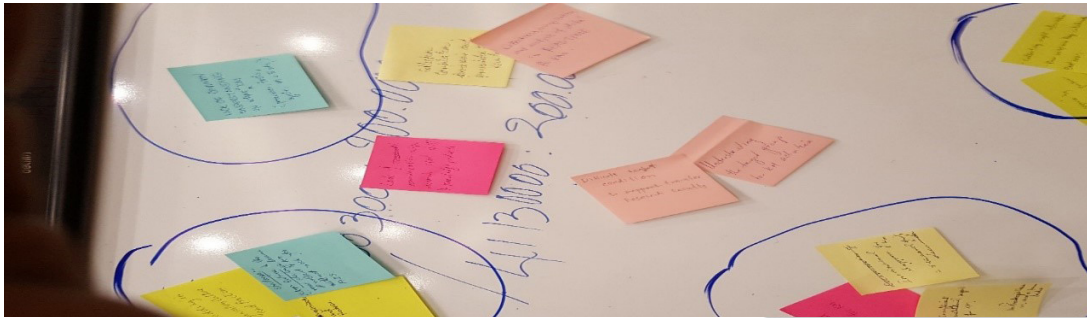
facilitation, reflection, learning, documentation or enabling agricultural innovation in developing country contexts. Facilitation needs to be understand as going beyond conventional facilitation tasks, such as communication, information sharing, listening, convening actors and managing logistics. It needs to be focused on fostering of synergy by managing systemic interactions that link people and resources, enhancing their ability to make collective decision and implementation. In the real-life multidimensional AIS perspective, relevant knowledge is much more complex in terms of its origin and content, with all actors becoming potential sources of knowledge and change.

Key KM Challenges in the context of AIS

Some key KM challenges that were indicated by the participants in the pre-workshop survey included: absence of skilled human resources and expertise, lack of coordination between research, education and extension, understanding the target group for KM activities, capturing and disseminating lessons learned and good practices, collection, compilation, and analysis of data in real time for KM, documentation of research findings, insufficient funding for effective infrastructure (internet services, KM software, unavailability of fast band width and access to ICT among farmers and fishers), insufficient funding for KM, lack of centralized institutional repository for file sharing, institutional support for KM, embedded organizational culture and practices, poor response from collaborating partners, lack of time for appropriate review, editing and production of knowledge products, lack of sufficient KM technologies and tools, keeping abreast with new fast emerging systems, collection of appropriate information, insufficient time for KM due to overlapping priorities and lack of understanding of the most effective communications channels.

World Café

The participants were asked to write their challenges on a sticker paper and stick them up on the board. The responses were grouped into four broad themes: (i) poor response from partners; (ii) using technology for knowledge sharing; (iii) lack of organizational culture; and (iv) challenge of understanding the different KM processes. Each theme was assigned to a table with a facilitator, who led the discussion, briefed new participants when a new round was announced and participants had to change the table, and presented the outcomes after the session. The objective of the World Café was to identify four most important challenges related to KM in AIS, and share experiences, ideas, and insights on how to tackle them. The expected outcome was to better understand the key challenges related to KM applied in AIS, and recommend concrete solutions for implementation at the organizational level. The outcomes of the World Café are summarized in the Table below.



Stickers depicting challenges in the context of AIS

Table 1: Outcomes of the World Café

Group 1: Use of technology	
Challenges identified: <ul style="list-style-type: none">• Generational gap• Knowledge gap in the use of technology• Access and security to close data• High cost in adapting to new technology• The transient nature of technology• Difficulty of farmers adapting to new technologies• Problem of connectivity as internet access is a problem in many countries	Solutions proposed: <ul style="list-style-type: none">• There should be incentives to the use of new technologies• Tools adapted to end users should be encouraged• Close and open data should avoid sensitive data• Information sharing on emerging technologies

<ul style="list-style-type: none"> • Feedback from end users is difficult • Scarcity of specialists in mega data • Adapting technology to end users • Absence of awareness in new technologies 	
<p>Group 2: Organizational culture</p> <p>Challenges identified:</p> <ul style="list-style-type: none"> • Sharing of knowledge is not supported • Leadership perspective-KM needs to be implemented from top to bottom • Research institutions often take top down approach to communicate with farmers • Research culture is a barrier not open to understanding to the larger public • Non-sharing of data because of publishing concerns • Poor coordination between extension and research both in government and non-public institutions • There is an expectation that extension agents are just implementers of research findings and not knowledgeable themselves • Researchers often do not work with others on knowledge generation. As a result, adoption of research results takes time and government priorities may change in the meantime. 	<p>Solutions proposed:</p> <ul style="list-style-type: none"> • Streamlined process for knowledge sharing • Institutional repository for publications • Promoting cross-disciplinary work through broad social networks • Dissemination among farmers need to be ecologically appropriate • Need time for better understanding of appropriate research-extension • Institutionalized KM is about listening to all stakeholders • Use ICT and KM platforms • Effective use of analytical tools to present data in a more convincing way • Raise awareness through adverts • Help farmers to document their local knowledge • Face to face interactions should be encouraged more
<p>Group 3: Poor response from partners</p> <p>Challenges identified:</p> <ul style="list-style-type: none"> • Awareness of open data /contracts before initiating the projects • Clear data access policies • Dealing with private partners • Mindset of people • Getting relevant data • All information is not open /accurate/validated • Content not in simple language/local language (not easy to share) • Organizational culture (to document people's knowledge on tools, process, technologies) • Presenting data in the proper format (Metadata) • Bureaucracy in decision making to share information • Lack of good statisticians • Poor linkage among the collaborators 	
<p>Group 4: Challenges to knowledge sharing</p> <p>Challenges identified:</p> <ul style="list-style-type: none"> • Misuse of data (individual not given credit) • Budgetary issues • IPR's to protect data • People share data for generating individual revenue 	<p>Solutions proposed:</p> <ul style="list-style-type: none"> • A KM manager nominated as a nodal/contact point • Feedback before and after delivery of information • Incentives for adopting the technologies

- | | |
|--|--|
| <ul style="list-style-type: none"> • Not a right person to share knowledge • Lack of knowledge to share • Social culture of the farmer - they don't want to accept new technologies | <ul style="list-style-type: none"> • Encourage the researchers to communicate in simple/local language. |
|--|--|

KM Processes

KM processes imply the role on facilitation of more interactive, participatory and engaging face-to-face meetings. Integration of KM in existing learning systems needs to become the “way of doing business” – different ways of working, rather than add on. More focus needs to be placed on critical reflection that leads to learning aiming at greater impact of all activities (including administration and management), which means moving beyond collecting, processing, reviewing and sharing of data and information. KM implies questioning and analysing experiences, observations, theories, beliefs, assumptions, things that are normally taken for granted – What did not work or is not working? Why? What are the implications? What do we do next?



Sharing knowledge is not about giving people something, or getting something from them. That is only valid for information sharing. Sharing knowledge occurs when people are genuinely interested in helping one another develop new capacities for action; it is about creating learning processes.

— Peter Senge —

All face-to-face workshops, consultations, and policy dialogue should be supported as part of a larger KM/learning strategy of an organization. At the planning process, it is important to understand what drives such an event and what needs should be addressed. Questions to help clarify those needs and expectations include: What are the felt needs? What do we want this event to become? What can be offered to the participants? Who are the right people to take part? What kind of qualities and experience should they have? Potential learners/participants need to have some kind of support from their own organizations so that they can apply what they learn and work in the context of a conducive environment to pilot the approaches and methods, reflecting on what might work or might not.

The KM processes/approaches learned in this workshop took into consideration characteristics of adult learning – how adults learn best: (i) guiding participants to their own knowledge rather than supplying them with facts; (ii) connecting learning to participants' experience and knowledge base; (iii) providing opportunities for everyone to interact and engage; and (iv) using methods that support conversations and knowledge sharing among individuals and groups. Some key KM processes explained are described below:

KM processes to strengthen relationships and network – Strong relationships and networks help get things done. They help get information to make a decision, learning about a new way to tackle a challenge, linking with the person who has the know-how. They help understanding where our linkages are strong and weak help and focus information and knowledge-sharing efforts. For such efforts, KM processes and approaches may include: network maps drawn by participants can analyse networks, surface learning, and generate ideas on how to strengthen them; visioning exercises; peer assists; and people bingo.

KM processes to capture and disseminate – Learning from lessons and good practices is important to help replicate and institutionalize innovative practices, and avoid duplicating past mistakes. For such efforts, KM process and approaches may include: treasure hunt and storytelling.

KM processes to generate and share – Documentation of successful practices and lessons learned can improve future activities, projects, and programmes. It can also facilitate better processes of reflection which can draw our tacit knowledge and generate new knowledge. KM processes and approaches may include: speed sharing, chat show, jumpstart storytelling, after action review, appreciative inquiry, experience capitalization, KM self-assessment, most significant change, peer assist, storytelling, and knowledge fairs.

KM processes to explore a problem and identify options to solve it – There are many issues and many diverse stakeholders implying cultural issues. Some participants find it difficult to discuss problems in large groups. In small groups they can better understand issues and collectively find/agree on solutions. KM processes and approaches may include: World Café, peer assist, Round Robin, Open Space (Technology) and knowledge fairs.

KM processes to strengthen and sustain knowledge sharing – Integration of KM in organizations' business processes is only done over time. Sustaining the use of KM processes promotes a culture of knowledge sharing, which takes a long time. Efforts need focus on building awareness of which knowledge-sharing behaviours nurture the knowledge-sharing culture. KM processes/approaches may include: KM self-assessment, peer assist, appreciative inquiry, experience capitalization, and most significant change.

Storytelling

Participants had the opportunity to practice 'Storytelling' by sharing a story related to KM and capacity development. This knowledge-sharing process aimed to show to participants that story telling can be an effective tool to generate and share knowledge. The stories told by the participants were on data collection and management, support mechanism to share knowledge, improved data for better research, knowledge sharing for sustainable agriculture in Iran, sharing knowledge with NGOs, sharing indigenous knowledge among farmers in Lao PDR, knowledge sharing in workshops, the use of social media Apps, dissemination of information in the agricultural sector, and sharing knowledge among scientists.

Card Game

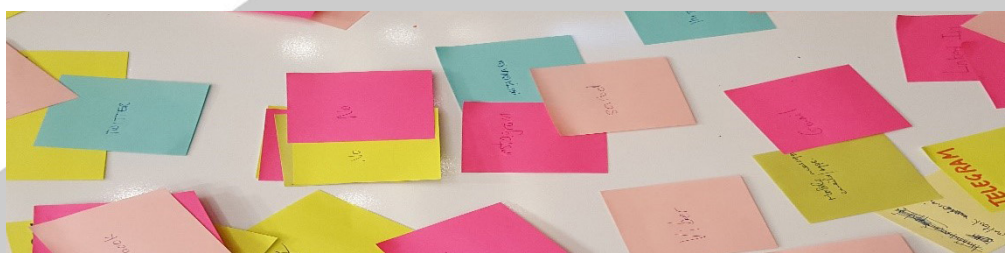
A card game was introduced as an icebreaker to build closer relations among the participants. A number of KM-related phrases were written on cards. The cards were then cut in half and mixed up in a hat. Each participant was asked to choose a card and then try to locate a person with a match for complete meaning.



Word/card game session

Social Media

Fai Collins, Knowledge Management Coordinator, APAARI, asked the participants to write the social media platforms used in their institutions for knowledge sharing and paste them on the board. The stickers indicated the absence of LinkedIn and a dominance of Facebook, Tweeter and Instagram. The 2017 Twiplomacy survey and a related study on the use of social media by world leaders and international organizations was presented. The study analyses five major social media platforms used by these leaders and international organizations, which are: Facebook, Twitter, LinkedIn, YouTube and Instagram. The study was expected to inspire KM focal points as contemporary ICT tools and platforms that provide enormous potential for knowledge sharing, dissemination and communication. For social media to have the desired impact, there is a need for a marketing and content strategy for more effective engagement. Once the objectives and the right platforms are identified, then the appropriate content can be crafted. The content should be interesting, compelling and relevant to the audience.



Social media platforms used by the institutions

KM Infrastructure

Celilu Bitong, Knowledge Management Officer, APAARI, discussed 'How e-ready are we?' The session took participants through the technological infrastructure needed for effective KM, which she enumerated as Internet connection, file sharing, email system Apps, software Apps, and network setting, which are all either stand alone or networks and computer setup. APAARI's use of infrastructure to share knowledge with different stakeholders was demonstrated. For an effective e-infrastructure for KM, each institution has to carry out an inventory of existing and needful infrastructure to be used.

Open Space on infrastructure

Another KM process called 'Open Space (Technology)' was introduced to the participants. Open Space Technology gives people responsibility for creating both their own agenda and experience. The facilitator's key task is to identify the questions that bring people together and then stand back and let participants do the work. It works best when the people and ideas involved are diverse, the passion for resolution (and potential for conflict) are high. It can be best used for: (i) problem solving - bringing stakeholders together to understand a problem and seek a shared solution; (ii) strategic planning - identifying goals and actions; (iii) sharing and synthesizing knowledge - reflecting on what has been learned and understanding how it applies to work going forward; and (iv) community, team and network building - working together in small and large groups to help build relationships - secondary benefit.

Participants were invited to write on a post-it an infrastructural issue or challenge that they are facing in their work on and paste it up on a flip chart. The posted items were clustered into 4 groups. Four groups were constituted and a facilitator identified to coordinate the discussion. The identified themes from the clusters were: file sharing, network setup, KM software, and internet connection. The outcomes of this session are summarized in the table below.

Table 2: Open Space on Infrastructure

Group 1: File sharing Issues identified: <ul style="list-style-type: none">• Big files do not have enough space in emails• One drive purchase• Department/Office email Vs Gmail/Hotmail• Redundant saving in personal and shared drive• By replying to all, all basic information is lost	Proposed solutions: <ul style="list-style-type: none">• Free We transfer• Free Google online platforms: Google documents, sheets• Paid-Wild Apricot• Paid-Mail Champ-Manage mailing list/tracking• Free Google add on: Yamm• Standard compliance
Group 2: Internet connection Issues identified: <ul style="list-style-type: none">• No signal or poor internet coverage• Slow internet speed• No service provider policy• Lack of standards• Cost and price to connect vary according to region and country• Fluctuation in connecting condition• Security concerns	
Group 3: KM Software Issues identified: <ul style="list-style-type: none">• Subscription costs to access journals• Limited local access• Affordability of knowledge sharing• Webinar platforms are good but expensive for member countries	Proposed solutions: <ul style="list-style-type: none">• Use of alternate services• Negotiated rates for groups• Key resource persons to get journals• Promoting Open Space discussions• In-house repository• APAARI to act as knowledge broker

Group 4: Network set-up

Problems identified:

- Software security

Proposed solution:

- The use of new and advanced technology



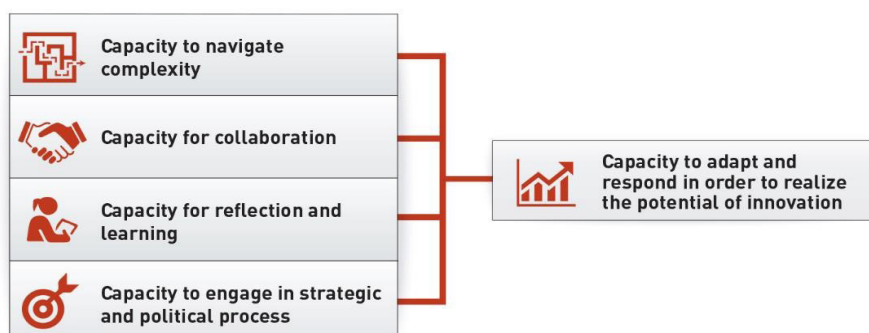
Participants filling their logbooks after Day 1

Capacity Development for AIS

The TAP and the Common Framework on CD for AIS was re-visited highlighting APAARI's integration of the Common Framework concepts, principles and tools into various interventions of the Association through workshops, expert consultations, youth conferences, and webinars with universities. The Common Framework on CD for AIS promotes a shift of mind-set and attitudes. It also provides concepts, principles, approaches and tools to better understand the AIS architecture, assess CD needs, plan and implement CD interventions, and monitor and evaluate these CD interventions. The focus again is on facilitation, learning, documentation and KM for enabling innovation. The Framework promotes functional capacities (soft or people skills), such as attitude, communication, creative and critical thinking, work ethic, teamwork, networking, decision making, motivation, flexibility, problem solving – the attributes that one needs to achieve their goals.

In terms of KM skills, there is a need for enabling the interaction of system actors to address the target and innovate. Intermediation and brokering are tasks related to bridging relationships among groups of individuals and organizations, and connecting them to different resources and services. Both are required for systemic facilitation of innovation processes. There is also a need for “System Facilitators”. In high-income countries, these are normally specialized actors e.g. private-sector brokers, catalysts, activists, traders, processors, and action researchers. In low-income countries, these include extension and advisory services enhancing agricultural innovation processes. The different roles of system facilitators include: demand articulation, network composition, and innovation process management. Collaborative learning is another KM process for CD for AIS. Such learning enables individuals to better reflect on their experiences, encourage critical thinking and challenge old and existing assumptions and preconditions. It is a process by which communities and stakeholder groups learn how to innovate and adapt in response to changing social and environmental conditions. The learning goes beyond reflection, to improving action, and to questioning underlying assumptions and beliefs. All capacity interventions need to be considered at the individual, organizational and enabling environment level since innovation involves a plurality of actors.

The Common Framework identifies **4 + 1 key capacities** for AIS to perform effectively. These apply to all three dimensions of CD – individual, organizational and enabling environment. The 4 capacities on the left are the core of an overarching capacity to adapt and respond in order to realize the potential of innovation.



The Dual Pathways conceptual approach was described in terms of two aggregated processes: at system level and at innovation niche level. At the system level, the focus is on the functionalities and performance of the system as a whole. At the innovation niche level, CD takes place around specific innovation agendas, in which actors of all types allocate time and resources to achieve change. The Framework also proposes a CD cycle in 5 stages for the operationalization of CD interventions in AIS as follows: (i) galvanizing commitment; (ii) visioning; (iii) capacity needs assessment;

(iv) capacity development strategy; and (v) implementation. TAPipedia (www.tapipedia.org) was presented as an important KM tool, which shares resources on CD for AIS from different countries. Participants were invited to publish their success stories and help APAARI further promote the use of this tool in their organizations. Other TAP resources were also shared, including the number of CD tools with operational guidelines for their use available on the APAARI website: <http://www.apaari.org/web/our-projects/tap/>.



Mr. Oudong Keomipheth, Acting Director of Planning Division, NAFRI, presented the progress of the CDAIS project in Lao PDR, focusing on the facilitation of engagement and learning among the selected niche areas.

Peer Assist on Capacity Development for AIS

Peer Assist is a KM method that brings together a group of peers to elicit feedback on a problem, project, activity, and draw lessons from the participants' knowledge and experience. The objective of this working session was to brainstorm how the participants can become innovation facilitators in their organizations. Expected outcome was a list of roles that participants can play as innovation facilitators. Three groups of peers were set up to discuss: (i) qualities and skills of innovation facilitators; (ii) how to bring mindset shifts on KM and CD for AIS at the organizational level; and (iii) how to influence KM policies at the enabling environment level. The outcomes are summarized in the table below.

Table 3: Peer assist on CD for AIS

Group 1: Qualities and skills of innovation facilitators

- Ability to train/mentor
- Empathy, gender and culture sensitivity, social values and tradition
- Knowledgeable
- Creative/Innovative
- Trustworthy
- Adaptable
- Good communication skills
- Able to translate or explain technological issues into common language
- Enthusiastic
- Effective in time management
- Collaborative/ Partnership

Group 2: Mindset shift

- The same situation does not apply to all institutions as it is a broader challenge to the understanding of the importance of KM. Different institutions have their set of challenges.
- The research culture can be a barrier. Some researchers think that extension staff should simply be implementor with nothing to contribute to the knowledge
- Government structure may undermine KM as knowledge may not be shared with interest
- There is bureaucracy involved in uptake and upscaling of knowledge
- The availability of institutional repositories for data
- Promotion of cross-disciplinary work
- Technological transfer needs to be ecologically appropriate
- ICT platforms can be very useful in promoting knowledge management for internal and external sharing while ensuring that the know-how, the incentives and mandate to use are existent.
- Use of analytical tools to present and analyze open data

- Need to document local knowledge
- Face to face interactions are important adds on to the other social media platforms for knowledge sharing

Group 3: Enabling environment and policy influence

- Organizational levels
- Policy planning
- Observation
- Communication
- Infrastructural development
- Monitoring and evaluation
- Documentation
- Validation of technologies
- Extension, training, education

APAARI KM strategy

The APAARI draft KM Strategy was presented to the participants for comments and validation. Firstly, we need to ask why we need a strategy. The APAARI KM Strategy was prepared to help scale up and out successful agricultural practices and innovations, attract investment in key areas of agri-food research and innovation systems, build trust that empowers policy/decision makers to design improved policies, and other stakeholders to take collection action and avoid duplication of efforts, as well speeding up learning and knowledge transfer to benefit the society. To make the strategy effective, APAARI carried out a stakeholder mapping to better understand APAARI stakeholders and target KM and communication efforts. Participants were provided the draft APAARI Strategy for feedback, enrichment and validation. Some key suggestions were to incorporate sections and guidance on policy dialogue, open access repository complemented by a suitable meta data scheme for information products, inclusion of measuring and evaluation tools for APAARI newsletter and other KM tools, making APAARI portal more interactive for feedback, and provision for publication and download of research papers from member institutions. The inputs have been collected and incorporated into the final version of the KM Strategy.

Communication for Effective AIS

One of the major gaps facing AIS is the communication gap between researches/scientists and development practitioners. Usually, researchers and scientists focus on the technical aspects for generating useful technologies, complain that practitioners ignore them, and claim that even if research is used, practitioners do it wrong. On the other hand, development practitioners, such as extension workers and farmers focus on the acceptance and adoption of those technologies by users, complain research is irrelevant and impractical, and claim that even if relevant, research is not in any form that can be readily translated into practice. The challenge is how to create understanding between technical language of scientists and simple language of development practitioners.

The session on communication for effective AIS focused on clarity in communication and ways to ensure that the right message is sent and received without ambiguity in various settings and contexts. Practical examples were used to illustrate problems with language, and how to communicate with different audiences without the use of jargon and technical words. These examples identified the different audiences, including: policy makers, scientists, farmers, fishermen and extension workers. The underline message was that what we are trying to say should be tailored to the type of audience. The participants were given a series of exercises to do to.

Monitoring, evaluation and learning (MEL)

The APAARI MEL strategy was presented to demonstrate how the Association carries out its activities, engages stakeholders, and envisages expected impact and outcomes. Discussions with the participants centered around whether there is a MEL strategy in their organizations and what is the focus.

After-Action Review

Participants were asked to assess the workshop against its objectives and expectations, capturing lessons learned, and what could be done to improve future KM workshops. Each participant assessed the workshop giving the pros and cons. The views are captured in the table below.

What actually happened

- Sessions were framed around certain approaches
- Sharing ICT tools was not focused
- Lots of sharing tips and tools
- Good opportunity for networking
- Learning about KM from other countries
- Good KM practices shared
- Writing sessions not useful for all (but many) since not all participants do editing
- Not a boring workshop!

What should be done differently

- A cooperation framework/action plan to be developed
- Include more material on MERL
- Make storytelling focus on a particular topic
- Include presentations from participants
- Sessions should focus on planning of the CoP, galvanizing commitment
- Participants to present specific KM experiences
- Future training to take place in countries with advanced KM
- Include KM methods and trends in future trainings
- Support member institutions on KM to benefit from new knowledge and innovations
- There should be more specific programmes for institutions that are more interested in the topic
- Present case studies for sharing experiences
- The workshop should run for 3-4 days

Closing and Vote of thanks

The Executive Secretary of APAARI closed the workshop by thanking all for attending and promised that APAARI will continue building the KM CoP and make APAARI a veritable KM hub. The representative from NAFRI Mr. Manoluck Bounsihalath on behalf of his Director General thanked APAARI for organizing the event and promised to share proceedings and outcomes with his colleagues.



APPENDIX 1
Workshop Agenda

Day 1 – 18 October 2018

Time	Session	Session Objective	Speaker, facilitator
8:30-8:45	Opening	To set the stage for the workshop	Dr. Ravi Khetarpal Dr. Chansamone Phongudom - Deputy Director General, NAFRI
8:45-9:00	Workshop introduction – Why are we here?	To provide an overview of the workshop, clarify the agenda and our expectations, introduce KM expertise in the room	Ms. Martina Spisiakova
9:00-9:30	Introduction of participants – Who are we?	To introduce participants, and create conditions to get to know each other as a basis for the formation of a learning community.	Ms. Martina Spisiakova All participants
9:30-10:30	KM in the context of our work – What is KM and why is it important for effective agricultural innovation systems (AIS)?	To learn about the basic pillars of KM, and its role in AIS	Ms. Martina Spisiakova
10:30-10:45	Coffee/Tea Break		
10:45-12:00	Key KM challenges in the context of AIS	To explore the key KM challenges in AIS, opportunities, ideal scenarios, and the way to get there. Identify five key issues	Ms. Martina Spisiakova All participants
12:00-13:00	Lunch		
13:00-13:15	Energizer	To energize after lunch and get ready for next sessions	Ms. Martina Spisiakova All participants
13:15-14:30	KM Processes – What is driving a workshop, consultation or dialogue?	To gain a solid understanding of the KM methods that support learning, engagement, collaboration and knowledge-sharing culture.	Ms. Martina Spisiakova
14:30-15:30	KM Tools that add value to AIS	To gain a solid understanding of the KM tools, including Social Media that support learning, engagement, collaboration and knowledge-sharing culture.	Mr. Fai Collins
15:30-15:45	Coffee/Tea break		
15:45-16:45	Infrastructure that supports knowledge and information sharing in AIS	To gain a solid understanding of the infrastructure that support learning, engagement, collaboration and knowledge-sharing culture, and overcoming of the related issues.	Ms. Cel Bitong All participants
16:45-17:00	Reflection	To reflect on the learning acquired on Day 1	Ms. Martina Spisiakova All participants

APPENDIX 1
Workshop Agenda

Day 2 – 19 October 2018

Time	Session	Session Objective	Speaker, facilitator
8:30-9:00	Reflection on Day 1 and energizer	To start the day fresh and focused on the topic	Ms. Martina Spisiakova All participants
9:00-10:15	Capacity development for AIS - concepts, principles and tools	To introduce the Common Framework on capacity development for AIS and its key KM pillars Learn from the participants about their experiences with capacity development for AIS Presentation of the CDAIS progress in Lao PDR	Ms. Martina Spisiakova All participants Mr. Oudong Keomipheth, Acting Director of Planning Division, NAFRI
10:15-10:30	Coffee/Tea break		
10:30-12:00	KM Strategy – A people strategy	To discuss experience with KM strategies, their important elements, and validate the APAARI KM Strategy with the participants	Ms. Martina Spisiakova and Mr. Fai Collins All participants
12:00-13:00	Lunch		
13:00-15:00	Communication for effective AIS – The role of translational development	To learn about the concept of “translational development” and its role in communication for strengthened AIS	Ms. Martina Spisiakova All participants
15:00-15:15	Coffee/Tea break		
15:15-16:00	Monitoring, evaluation, learning to strengthen AIS	To learn about various MEL techniques to better monitor and assess learning acquired from knowledge-sharing and learning activities	Ms. Cel Bitong Ms. Martina Spisiakova All participants
16:00-16:30	After action review	To assess what happened during the workshop and what could have been done better	Ms. Martina Spisiakova All participants
16:30-16:45	Reflection Workshop evaluation	To reflect on the learning acquired on Day 2 To provide feedback on the workshop to the organizers	Ms. Martina Spisiakova All participants
16:45-17:00	Closing		Dr. Ravi Khetarpal

APPENDIX 2

Participants of the Workshop

#	Name	Organization	Country
1.	Ngawang	Moaf-Bhutan	Bhutan
2.	Manju Thakur	CABI	India
3.	Satendra Singh	ICAR	India
4.	Sivakumar Uthandi	TNAU	India
5.	Pradeep K. Sharma	IAUA	India
6.	Tooraj Valinasab	AREEO	Iran
7.	Naruo Matsumoto	JIRCAS	Japan
8.	Manoluck Bounsihalath	NAFRI	Lao PDR
9.	Oudong Keomipeth	NAFRI	Lao PDR
Special Invitees by NAFRI			
10.	Souksadecha Souvanasing		Lao PDR
11.	Chanxay Khambonseueng		Lao PDR
12.	Chintanaphone Keovichit		Lao PDR
13.	Phimphone Vongvihan		Lao PDR
14.	Sonephet Souliphone		Lao PDR
15.	Jacquiline Muliro	The WorldFish	Malaysia
16.	Khairul Bin Abdul Rashid	MARDI	Malaysia
17.	Hari Khrishna Upreti	NARC	Nepal
18.	Laurie Ann Vasily	ICIMOD	Nepal
19.	Marita A. Carlos	PCAARRD	Philippines
20.	Maria Solofa	MAF	Samoa
21.	Nick Kao	WorldVeg	Taiwan
22.	Kunaporn Phuntunil	APSA Seed	Thailand
23.	Jintawee Thaingam	DOA, Thailand	Thailand
24.	Pham Ti Xuan	MARD	Vietnam
25.	Ravi Khetarpal	APAARI	Thailand
26.	Martina Spisiakova	APAARI	Thailand
27.	Fai Collins Dzernyuy	APAARI	Thailand
28.	Celilu Bitong	APAARI	Thailand
29.	Thansita Tanaphatrujira	APAARI	Thailand

APPENDIX 3

Workshop Evaluation

Number of participants completing the evaluation: 18

1. Usefulness of workshop

17 responded “very useful” and 1 responded “somehow useful”

How useful or relevant?

- KM status is weak in my organization and workshop will help both me and my organization to strengthen it
- Despite the workshop’s generic nature, it is useful for newcomers to learn about KM and AIS
- I picked up some specific tools, techniques and context
- It opened different dimensions to the understanding of KM
- Some of the topics were dealt with extensively, while others with simplicity
- A useful KM workshop
- I now know more what KM is and it will help in my daily work
- Provided common platform to share experiences
- Gave me opportunity to learn about components of KM and share experiences with experts
- Knowledge and experiences learned can be adopted in my work
- Good KM workshop
- KM processes and infrastructure
- Will be applied in future programmes

2. Workshop Effectiveness

Topic	Intended Outcome	Yes	No
Knowledge sharing tools	Experience shared on use of KM tools	17	1
	Learned something new from others	17	1
Effective use of Social Media	Effective use of Social Media as a sharing tool	16	2
	Opportunities identified for effective use of Social Media	17	1
Capacity development for AIS	Functional capacities identified	15	3
	Success stories in capacity development identified	13	5
	Learnt to use story telling as a knowledge sharing tool	16	2

3. Rating workshop aspects

	Poor	Okay	Good	Great
Venue		1	8	9
Content	0	0	13	5
Approach	0	2	7	9
Facilitation	0	2	9	7

4. The most important lessons learned from the Workshop

- How to use KM tools (7 respondents)
- How to use KM processes (6 respondents)
- KM sharing in the context of AIS (3 respondents)
- Monitoring, evaluation and learning of KM activities (2 respondents)
- Capacity development and soft skills (2 respondents)
- Technical infrastructure for KM (2 respondents)
- Challenges faced in KM
- Integration of KM in work
- How best to deliver content
- Social media marketing
- Platforms for capturing and sharing knowledge
- Not alone in learning new things in KM
- Work plan for KM
- KM policies
- Experiences of participants
- How to organize a workshop effectively
- Network opportunities

5. How to improve on future KM workshops

- Use of case studies (3 participants)
- Presentations of best practices from member institutions (2 participants)
- Venues rotatory among members
- Workshop of 3 to 4 days
- More explanatory sessions
- Linking up with other organizations with KM strategies
- Use of online tools
- More material for participants and simple definitions
- More icebreaking games
- More networking during sessions
- More future KM workshops focusing on KM techniques and models
- More technical knowledge on KM and tools
- Extend KM activities to the Pacific, link with SPC

6. How can APAARI improve its KM strategy?

- Organize more KM workshops (3 participants)
- Already a very comprehensive strategy (2 participants)
- Provide techniques to develop national strategies
- Increased online interactivity
- More sharing of success stories from members
- Agreed platforms on sharing knowledge
- More MERL activities
- Support members by setting up KM platforms and designate KM focal points
- An online open access repository and source on journals or peer review articles

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