KNOWLEDGE FOR DEVELOPMENT IN AFRICA: CHALLENGES AND OPPORTUNITIES

9-13 NOVEMBER 2009, WINDHOEK, NAMIBIA

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2   EXECUTIVE SUMMARY

'Knowledge for Development in Africa: Challenges and Opportunities' was an international workshop hosted by the University of Namibia, the Technical Centre for Agricultural and Rural Cooperation (CTA) and the Information Knowledge Management Emergent Research Programme (IKM Emergent) on 9-13 November 2009, in Windhoek, Namibia. The main purpose of the workshop was to raise the profile of knowledge for development in Africa among key organisations and institutions in the region and explore new research and practice in this field. A key focus for the workshop was the concept of multiple knowledges, which means not only appreciating the importance of scientific or technical knowledge to development initiatives but also recognising the importance of many other sorts of knowledge, including, for example, indigenous, local and spatial knowledges.

The workshop itself was designed to embody, as much as possible, the values it was attempting to communicate, namely respect for multiple perspectives, participation and reflection. With this in mind, much of the time was given over to discussion and interaction between participants. Each of the sessions included a balanced mix of presentations aimed at stimulating discussion or providing content, facilitated small group discussions, feedback and plenary discussion. A 'world cafe' style session proved to be effective at communicating the scope of the workshop and setting the scene for the remainder of the sessions.

This report aims to capture the key content shared and developed during the workshop. The section following this summary provides the context for the workshop and introduces the main objectives. Sections 4 and 5 then present the key messages and agenda for action, respectively, which were developed by the participants of the workshop. Sections 6 and 7 present the first two introductory sessions of the workshop, a brainstorm of participants' perspectives of knowledge and an introduction to the concept of multiple knowledges through the eyes of six presenters. Section 8 describes the KM Self Assessment tool that was introduced to participants and section 9 provides a summary of the remaining presentations from participants. Finally, section 10 offers some final remarks from the participants.

3   BACKGROUND

Development is understood to be a process involving a broad palette of human factors, concerned with individual people living in very different conditions across the world. As such, development efforts are aimed at strengthening people's abilities to respond to the challenges they encounter in their environment at individual, family, community and wider societal levels. It is a process of empowerment of marginalised people, which involves the transfer, development and leveraging of knowledge in such a way that they are better informed of their personal development possibilities and livelihood opportunities, and better equipped to capitalize on them. From this perspective, development initiatives can succeed only if there is a thorough understanding of the cultural and socio-economic environment of the intended beneficiaries: development depends to a large extent on how well knowledge of these factors is applied.

Knowledge is applied as part of an urgent need to tackle humanitarian crises, such as HIV/AIDS, to deal with environmental disasters such as Tsunami relief (Quaggiotto, 2005), or to support people in their struggle for better livelihoods. In addition to this, knowledge and information are important aspects to self-expression and self determination which need to be taken into account in any understanding of development that goes beyond the narrow socio-economic perspective (Ferguson and Cummings 2007). The effective understanding, exchange and use of relevant knowledge is of central, strategic importance to the whole process of development. In particular, the importance of knowledge about the daily realities, which development aims to change, and the perception of such realities by the societies of which they form part of are of key importance to development (Powell 2009).

In the current age of improved information and communication technologies, development organisations are increasingly inundated with information and knowledge which, in some instances, threatens to overwhelm them. Yet, such information and knowledge can play a vital role in improving the efficiency, effectiveness, competiveness and impact of such organisations. The question then is: how can such organizations manage information and knowledge, particularly the latter, to best achieve their development objectives? Furthermore, managing knowledge is set to assume increasing and vital importance as developing countries are exhorted to adopt "knowledge economies" that are based on their intellectual and human resources.

In developing countries, knowledge management (KM) initiatives remain widely unseen and fragmented, and the potential benefits largely unrecognised. To add to this, Northern development agencies often ignore the knowledge and realities of their Southern partners serving to undermine the results of development interventions. Picture, for example, locally produced research responding to local priorities which are not seen and therefore not used or incorporated into programmes supported by development organisations in the North. Common challenges which therefore need to be addressed include:

- Lack of awareness of the importance of knowledge management for development, and what it entails

- Lack of awareness of developments within the field in the region (and further afield)

- KM being poorly developed within institutions

- Fragmentation of regional approaches to KM

It is against this backdrop that the University of Namibia, the Technical Centre for Agricultural and Rural Cooperation (CTA) and the Information Knowledge Management Emergent Research Programme (IKM Emergent) have collaborated to host an international workshop on 'Knowledge for Development in Africa: Challenges and Opportunities' on 9-13 November 2009, in Windhoek, Namibia. A primary focus of the workshop was on multiple knowledges within development. Multiple knowledges means not only appreciating the importance of scientific or technical knowledge to development initiatives but also recognising the importance of many other sorts of knowledge, including, for example, indigenous, local and spatial knowledges.

The main purpose of this international workshop was to bring together national, regional and key experts together to raise the profile of knowledge for development and provide a platform for presenting ongoing research, approaches and outputs with the view to learning more about methodologies for KM within the region and their applicability. Participants consisted of researchers and practitioners in the field of knowledge management; heads of knowledge management/information in key development organisations in Eastern and Southern Africa; and key Ministry officials and other experts from Namibia itself.

Specific objectives were to:

- Sensitise key stakeholders on the importance of KM for development and what it entails

- Sensitise agricultural and rural development organisation in Eastern and Southern Africa as to the relevance and importance of KM in improving the efficiency, effectiveness and impact of their organisations and institutions

- Raise awareness on key developments in the field of KM in the region and beyond

- Increase the level of collaboration and networking within the field, with the view to building a coherent approach

- Develop essential element or outlines strategies to improve and strengthen KM in the region

The main organisations collaborating in this workshop include CTA, IKM Emergent, the University of Namibia, the Namibian Ministry of Agriculture, Water and Forestry, and partners from the region. The international workshop took place alongside two other CTA workshops, one on information and communication (ICM) policy and the other on the Smart toolkit training workshop as part of the Information and Knowledge for Development (InK4D) week. The workshops ran parallel to each other with a common opening session, and under a general theme, and represented an important opportunity for information and knowledge professionals from the region, and beyond, to meet and interact.

(Further background can be found in the pre-conference readers included in appendix 1 and 2.)

4   KEY MESSAGES

One of the main outputs of the workshop was a set of key messages that encapsulate the discussions and issues that were raised and represent the views of the participants. This list below was developed in response to a presentation by Prof. Kingo Mchombu of the 2006 Knowledge for Africa's Development conference in Johannesburg, South Africa, out of which came the Ten Priorities for Africa's Knowledge Economy[1].

1.   RESPECT FOR KNOWELDGES

There are many kinds of knowledges. Individual, community, local, indigenous and academic knowledge are all equally important for development if is to be appropriate to local situations and local contexts. Knowledge is a public good and public interest should take precedent over intellectual property rights, which should be applied where necessary on the basis of ethics and respect for citizens' rights.

The different between information and knowledge needs to be clarified and widely acknowledged.

2.   PEOPLE AND TECHNOLOGY

Knowledge management is about people and social processes. Appropriate technologies, including Information and communication technologies, are enablers of this process. People's education, skills and expertise need developing to help them manage knowledge.

3.   INDIGENOUS KNOWLEDGE

There is an immediate need to capture indigenous knowledge and enable the owners of that knowledge to understand its value for themselves and others. Indigenous knowledge initiatives need to take into account indigenous values and protocols. Community innovations in protocols, processes and productivity need to be actively promoted.

4.   INFORMATION INSTITUTIONS AND PROFESSIONALS

Libraries are not just for knowledge capture but can be important for knowledge generation, but this introduces new challenges which need to be embraced. Information professionals' skills are important for providing a structure, systematic cataloguing and thesauri, for example. New skills need to be acquired to bring about change in the communities they are serving. Information professionals also need to be involved in

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[1]The conference report and full details of the ten priorities can be found here:
http://siteresources.worldbank.org/KFDLP/Resources/TenPriorities5.pdf

information literacy; teaching others to be information literate and equip the community to realise the need to pass on information and appreciate the knowledge possessed in the community.

5. PEER-TO-PEER LEARNING

Peer-to-peer learning is an effective and appropriate way to share knowledge and experience and to learn from each other. The right environment needs to be put in place to encourage participation and empowerment and to promote the culture of learning for positive action. Relevant tools are important to make peer learning happen in different contexts and different needs to deal with the constraints placed by hierarchies and bureaucracies.

6. TRANSLATION

There needs to be a greater understanding about the complexities of translation of language and ideas across cultures and contexts.

7. LEADERSHIP FOR KNOWLEDGE MANAGEMENT

There needs to be strong leadership and buy-in for KM within organisations and across the development field and leaders need to walk the talk. As part of this, knowledge management needs to be incorporated into planning and strategy development processes and the programme cycle. Capacity and resources should be in place to implement KM strategy. SMART indicators should be put in place to measure outcomes and impact of KM/KS activities and to enable KM/KS to be tied to results.

8. PRESERVATION AND CAPTURE OF KNOWLEDGE

There is a need to preserve, repackage and capture existing knowledge. Archives, libraries and other information institutions play a key role in this process.

9. CAPACITY BUILDING IN KNOWLEDGE MANAGEMENT FOR DEVELOPMENT IN AFRICA

There is a need for structured capacity development in the area of knowledge management for development in Africa. In particular we propose to:

 i. Introduce short courses for systematic training at different levels

 ii. Hold seminars, workshops and distance learning events

 iii. Organise training for trainers at information/communication/library schools to be coordinated by national focal points

10. KNOWLEDGE MANAGEMENT FOR EASTERN AND SOUTHERN AFRICA NETWORK

There is a need for a network of knowledge management practitioners and academics in Eastern and Southern Africa to:

 i. Establish national focus points to pursue agenda for KM and translation

 ii. Define the field of knowledge for development in Africa

iii.   Develop theoretical framework of knowledge for development in Africa that is grounded in African traditions and realities and recognises existing practices

iv.   Share and map experiences and knowledge of KM

v.   Identify and produce case studies of KM in Africa

vi.   Advocate for greater recognition and funding for KM and translation in organisations and development projects

5   AGENDA FOR ACTION

5.1   COLLECTIVE ACTIONS

The following points of action were agreed by participants as a collective agenda:

1. Continue networking

    a. Begin to share our progress through, for example, regular blogging, newsletter, journals, cops, interest groups and case studies

    b. Organise a follow up meeting in two years

2. Develop tools for common use

3. Develop KM for Development in Africa curricula

4. Keep working with IKM and CTA

5. Coordinate advocacy efforts across the continent

6. Introduce a KM awards scheme for organisations in Africa

7. Develop an online course on KM for practitioners

8. Examine the South Africa example in greater detail to learn from their KM successes

Participants of the seminar

5.2   INDIVIDUAL ACTIONS

In addition to the above, the following we highlighted as possible points for individual action:

1. Report back to our own organisations to:

    a. Advocate for greater awareness of KM

    b. Gain buy-in from leadership

    c. Demonstrate the value of KM

      d.   Involve everyone in the conversation

2. Develop KM in our organisations and networks:

      a.   Evaluate our existing KM strategies

      b.   Identify and convene a group of 'early adopters', keen individuals or strategic allies to lead KM

      c.   Document and map knowledge in our organisation

      d.   Assess the KM needs of our wider networks, partners and beneficiaries

      e.   Train our staff

      f.   Incorporate KM into our budgets and strategic planning

      g.   Implement new KM strategies

      h.   Introduce KM to all events and processes

6 OUR EXPERIENCES OF KM

6.1 WHAT IS KNOWLEDGE?

As an introduction to the workshop, the participants were asked to share their perceptions of what knowledge means to them. The following diagram describes the definitions that were shared:
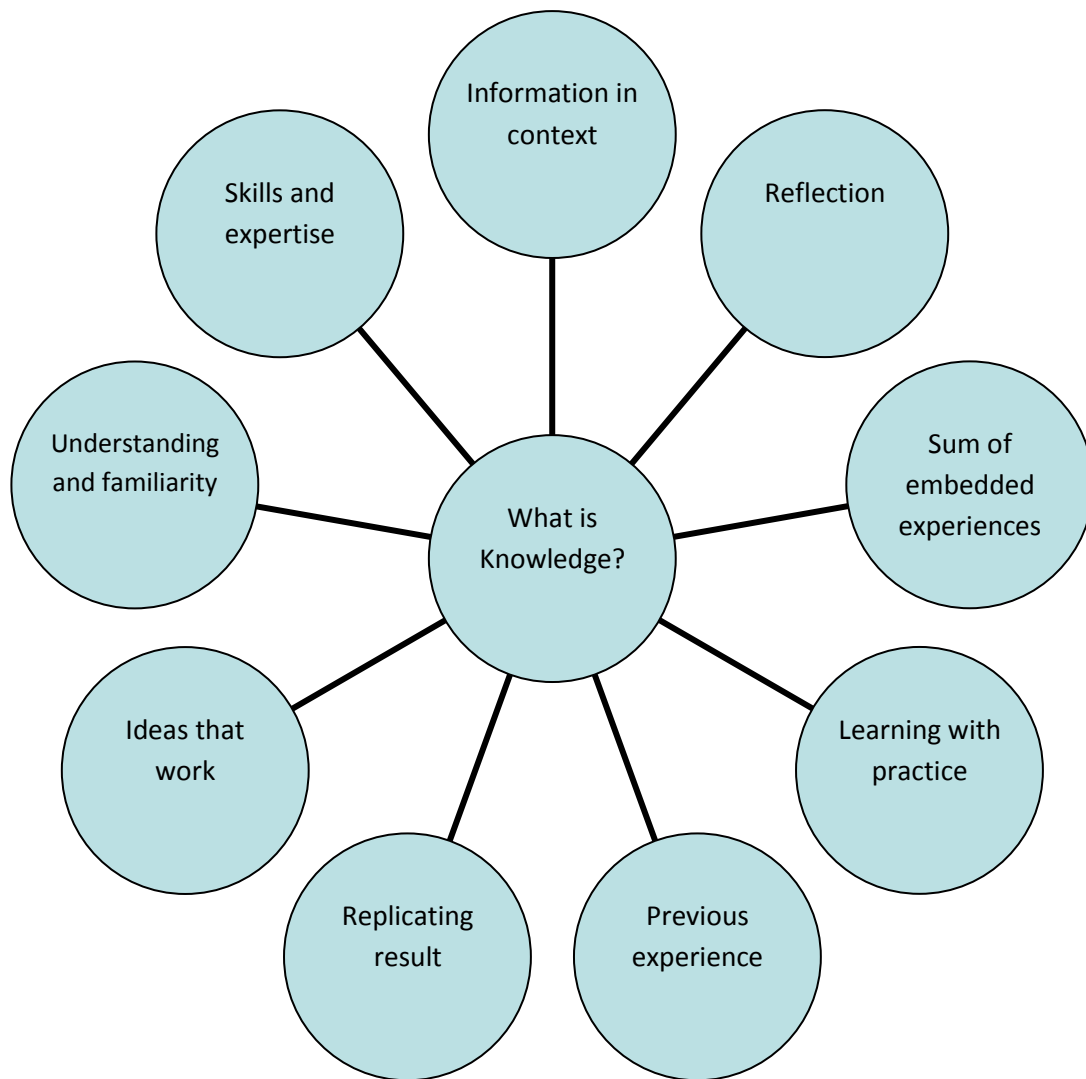
Figure 1: Various definitions or facets of knowledge

Geoff Parcell shared his experience of knowledge by highlighting four key points that should be considered when discussing knowledge:

1. Knowledge has more than one perspective

While there is just one work for Knowledge in the English language, the Greeks had four words that encompass our definition of knowledge:

  i.   Episteme: academic understanding

  ii.   Techne: technical know-how

  iii. Phronesis: social experience

  iv.   Metis: cunning street-smarts

2. Knowledge is more than what can be written down

For example, many of us *know* how to ride a bicycle. Some of us have passed this knowledge onto others, teaching them how to ride a bicycle. We do this is many different ways but it usually includes a process of building trust, coaching, demonstrating, encouraging, learning from failure and being set free. Very few people have attempted to write this knowledge in a manual because it is not something that can be learned from reading.

3. Knowledge can't be managed, only the environment in which it exists

4. Everyone has knowledge to share and everyone has knowledge to learn

6.2   WHAT IS KNOWLEDGE MANAGEMENT FOR DEVELOPMENT

The participants were then asked what knowledge management for development means to them. Again, the following describes the responses:

Figure 2: Various reflections and definitions of KM for development

7 MULTIPLE KNOWLEDGES IN DEVELOPMENT: OUT OF THE BOX THINKING

One of the most innovative sessions of the workshop involved six focussed presentations by participants followed by what is known as a *World Cafe* whereby each presenter hosts a table where participants are invited to visit in small groups and interact with the presenter. The session aimed to explore different dimensions of knowledge in development, demonstrate the idea of *multiple knowledges* and set the scope for the rest of the workshop. Presented below is a summary of each of the presentations followed by key points from the discussions.

7.1 AN INTRODUCTION TO MULTIPLE KNOWLEDGES

Mike Powell

The concept of multiple knowledges prevents any one person from attempting to provide a definition so the presentation aimed at sharing the experiences of a few members of the IKM Emergent programme to illustrate the their understanding and perspectives of knowledge in development.

One of the aims of the IKM Emergent programme, and indeed this event, is to demonstrate the short comings of the paternalistic perspective of knowledge; that there is one knowledge and one understanding; the scientific truth, and the KM challenge is then to find this knowledge and 'get it used'.

In reality we exist in a complex environment where problems can be viewed from multiple perspectives and solutions arise through interactions between the social, economic, cultural, political and technical domains. Development is never predictable and cannot be based on a single conception of knowledge. The definitive answer does not exist in a complex and unpredictable environment but what is possible is a better understanding and a shared meaning of the multiple knowledges that exist.

This concept can be demonstrated in a number of ways:

1. **Different types of knowledge exist in the same place**

Valerie Brown, a member of the IKM Emergent programme and a professor at the Australian National University, argues that in every community she has worked with there are always four different types of knowledge:

   a. Individual knowledge: personal experience

   b. Local knowledge: shared beliefs, events, values

   c. Specialised knowledge: specific topics or disciplines

   d. Organisational knowledge: agendas and strategies

These knowledges sit side-by-side within the community, often in tension with each other, but also within ourselves at different times. Brown emphasises a fifth knowledge, holistic knowledge, which attempts to value each of the knowledges individually and bring them together for a common goal.

2. **There are different truths between disciplines**

For example, in the UK, biomedical science suggested that measles, mumps and rubella vaccines could safely and economically be taken together. Public health science could have told them that although medically speaking this solution would work, in practice it would fail because the public did not have sufficient trust in

biomedical science and government messages. So when the combined vaccine was released parents stopped taking their children to be vaccinated and the initiative was a big failure.

3. Knowledge is not restricted by space or time

People interact with knowledge in different ways, some prefer to read, and some prefer to understand things visually. Often, the problems we face in development can be better understood if they are represented visually and spatially. These problems also have a historical perspective and we can only understand them if we examine what has come before. All too often, development interventions fail to take into account previous interventions and events, taking a very shallow perspective of history.

4. Knowledge for development involves the relationship between expert knowledge and local knowledge

This is often a very poor relationship that is entrenched in power dynamics which could be based on status, class, race, culture or gender. Experts in the development context must take into account and respect local knowledge and stimulate and empower a local response. The reports and papers that are so often produced to empower local communities may only be useful to them as fire fuel. If knowledge is to be useful for the communities to use to make their lives better than it should be accessible to them in way that they can interact with.

The following poem was written at the time of Indian independence and sheds some light on this subject:

> Where the mind is without fear and the head is held high;
>
> Where knowledge is free;
>
> Where the world has not been broken up into fragments by narrow domestic walls;
>
> Where words come out from the depth of truth;
>
> Where tireless striving stretches its arms towards perfection;
>
> Where the clear stream of reason has not lost its way into the dreary desert sand of dead habit;
>
> Where the mind is led forward by thee into ever-widening thought and action---
>
> Into that heaven of freedom, my Father, let my country awake.
>
> **Rabindranath Tagore**

Mike Powell is the Director of IKM Emergent.

7.2 NETWORKS AND THE EFFECTIVE FLOW OF KNOWLEDGE

Geoff Parcell

The following quote is a useful definition of KM that highlights the importance of networking and interactions:

> *The idea is not to create an encyclopaedia of everything that everybody knows, but to **keep track of people who 'know the recipe'**, and nurture the technology and culture that will get them talking"* (Arian Ward, Hughes Space & Communications).

In KM there is a spectrum between capturing knowledge and connecting people. At the connecting end are initiatives like meetings and social networking websites, at the capturing end are libraries and knowledge repositories. The trick for organisations is to find the right balance along this continuum that works well for them.

For BP, the British oil company, the approach to KM was to have a look around the organisation to see what was going on and 'shining a light' on what was working well. The following framework (figure 3) was developed through practice with the aim of making knowledge sharing more systematic. It starts with individuals and teams who have goals in order to achieve results – whether profit or development impact. The goal of KM was therefore to help these teams achieve these results for efficiently and effectively. The use of knowledge within the organisation can be more systematic and effective if the teams are engaged in a cycle of learning before a task, learning during and reflecting afterwards. This learning can be shared beyond the boundaries of the team via some form of 'knowledge bank', where knowledge can be deposited or withdrawn. But to make the knowledge useful and mobile there needs to be interactions between people, hence the importance of networks. None of this will work unless there is an environment where sharing can happen. This relies on the right leadership and the right setting.
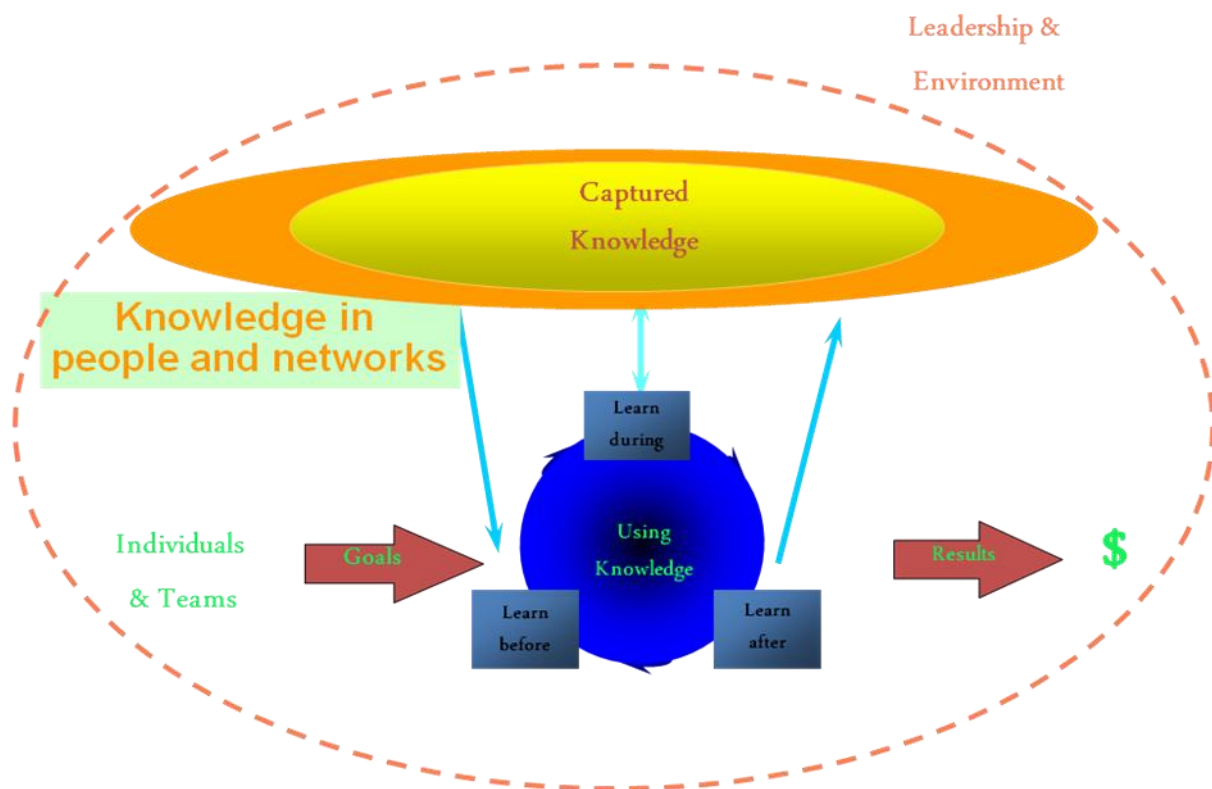

Figure 3: KM framework for BP

Geoff Parcell is a business coach, facilitator and motivational speaker and former senior advisor for knowledge management at BP.

7.3   THE ROLE OF INDIGENOUSE KNOWLEDGE IN RESEARCH AND DEVELOPMENT

Mammone Tang

The National Indigenous Knowledge Systems Office (NIKSO), situated in the South African Department of Science & Technology, was established in 2004 as a result of the National IKS Policy to be a custodian of

indigenous knowledge in South Africa. The NIKSO aims to create an innovative society through indigenous knowledge development and management for sustainable development. It does this through the recognition, affirmation, promotion, development and protection of indigenous knowledge. NIKSO's strategy is described in the diagram below:
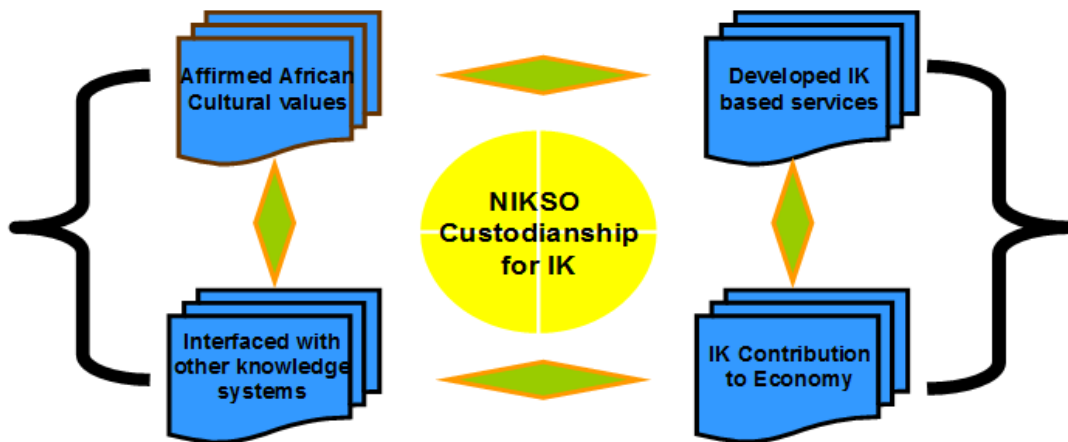

Figure 4: NIKSO Strategy

Three key activates coordinated by NIKSO include management of research on IKS, human capital development and the establishment of IKS Research Chairs.

NIKSO is spearheading a new research management model that aims to transform access to ring-fenced research funds. The strategy encourages applied research as well as primary research, with an emphasis on policy and practice to ensure the research doesn't just 'sit on the shelf'. Another key element of the strategy involves stimulating collaboration between the holders and practitioners of indigenous knowledge and the academic community, a relationship that hasn't been particularly effective in the past in South Africa.

NIKSO aims to develop the capacity of both researchers and IKS practitioners to better be able to protect and effectively utilize indigenous knowledge for the benefit of humankind. It does this by:

- The interfacing of IK philosophies, methodologies, and work ethics with modern science;

- Strengthening the links between the formal R&D institutions and local communities that hold and use this knowledge;

- Developing educational curriculum to ensure graduates have a unique and holistic understanding of IK, in particular a Batchelor of IKS;

- Supporting IK centres of excellence, whose functions include research, education and training, information brokerage and networking.

NIKSO has also introduced IKS Research Chairs to conduct and commission research to advance the fields of indigenous knowledge. Two examples include the African Traditional Medicine Chair and the Knowledge Studies Chair

Mammone Tang is the Deputy Director of the National Indigenous Knowledge Systems Office, South Africa.

7.4 TRADUCTURE AND TRANSLATION

Dr Wangui Wa Goro

Wangui Wa Goro led the participants through a series of games that demonstrated the importance of translation and highlighted some of the common problems and issues that must be considered when translating knowledge from one place to another.

The first activity was to sing a repeating line in a song lead by Wangui in her local Kikuyu dialect. The point of this activity was that while the majority of the participants didn't understand the line they were singing, they sung it nonetheless without any hesitation; they trusted the leader. Trust is an important aspect of translation.

The second activity involved one person on each table thinking of a message to whisper to the person sitting next to them, the sentence is then retold to the next person who whispers it to the next and so on until it gets all the way around the table. The first person and the last person then compare their messages to see whether they have changed. On some of the tables the message was relayed accurately but on others the messages were very subtly different where the wording had been altered slightly. On one table the activity broke down entirely.

The learning from these exercises varied from person to person but it was clear that there was a lesson in listening to each other and understanding the conversation that was flowing.

Dr Wangui Wa Goro is a member of IKM Emergent.

7.5 THE RELEVANCE OF KNOWLEDGE MANAGEMENT IN THE INNOVATION SYSTEMS APPROACH TO DEVELOPMENT

Dr Gashaw Kebede

The objective of the presentation is to show the role of KM in development by taking as a case one of the emerging approaches to development: innovation systems.

7.5.1 INNOVATION SYSTEMS

The innovation systems approach is a holistic approach to development with emphasis on innovation as the key driver of economic and social development. Innovation emerges as a result of interactions among multiple actors and an enabling environment that encourages interaction and helps to put knowledge into socially and economically productive use. Continuous learning is central to the process of innovation. A popular definition states that innovation is:

> "...a network of organizations and individuals, together with institutions and policies that affect their behaviour and performance, interacting to bring about new products, new processes or new forms of organization into social and economic use."

The innovation systems (IS) approach has already been endorsed by an array of international and national bodies, including the Organization for Economic Co-Operation and Development (OECD), the Inter-American Development Bank (IDB), the World Bank, and various United Nations agencies, as well as non-governmental organisations and governments in both developed and developing countries.

7.5.2 KEY FEATURES OF KNOWLEDGE IN INOVATION SYSTEMS

The IS approach has a particular perspective of knowledge that is useful to indicate:

- Knowledge comes from multiple sources including all actors in the process as well as external sources

- Knowledge is composed of multiple types:

- local, context-specific knowledge (which farmers and other users of technology typically possess)

- generic knowledge (which scientists and other producers of technology typically possess)

- Standards, guidelines, laws

- Tacit and explicit

• Knowledge flows in multiple directions between all actors involved

• Knowledge is widely distributed among the different sources of knowledge

• Knowledge is dependent on formal (institutional) and informal linkages and patterns of interactions among the different knowledge sources and actors for its acquisition, flow, and utilization

7.5.3 THE ROLE OF KNOWLEDGE MANAGEMENT IN INOVATION SYSTEMS

Knowledge management is central to the innovation systems (IS) approach and has many roles, including:

1. Enabling the creation, capture, and sharing of tacit knowledge through communities of practice around areas of innovation or by documenting expertise in "yellow pages" or typologies

2. Allowing conversion of tacit to codified (explicit) knowledge through codification platforms such as discussion databases or online collaborative communities of practice

3. Ensuring the availability and accessibility of codified knowledge for use, recombination, and integration through structuring of the knowledge base, taxonomies, directories

4. Enabling identification of the stock of knowledge available as well as gaps in the available knowledge, with insight to fill in the gaps through knowledge audit

5. Enabling re-use of knowledge such as lessons learned and best practices from one's own past engagements or others in different contexts

6. Enabling collaboration through tools, platforms and processes such as online collaboration forums as well as organizational tools and platforms such as intranets and extranets to build collective know-how, to facilitate flow of knowledge and knowledge sharing, etc.

7. Assisting in creation of a culture conducive for knowledge creation and sharing as well as collaboration

8. Enabling competence building by

   a. making available and accessible both tacit and explicit (codified) knowledge to actors

   b. creating the opportunities for experts with relevant expert knowledge to share their tacit knowledge through collaboration

   c. facilitating targeted training

   d. synthesizing and distributing external knowledge

7.5.4 CONCLUSIONS

Innovation systems approach has significance for Africa as it promises to enable a country with limited resources to make progress through appropriate combination of imported knowledge (technology) and local adaptation and improvement.

KM is crucial for the realization of social and economic development as Innovations cannot occur without carefully designed and incorporated KM processes and platforms into innovation systems to ensure the availability, flow, and utilization knowledge by the actors involved.

Empirical studies supporting the critical role of KM also exist:

- Alfredo Federico Revilak De la Vega and Michael Stankosky (2006)

- Elisabeth Kremp and Jacques Mairesse (2004)

- Gloet and Terziovski (2004)

- OECD (2004)

Dr Gashaw Kebede is an Assistant-Professor at the Faculty of Informatics, Addis Ababa University, Ethiopia.

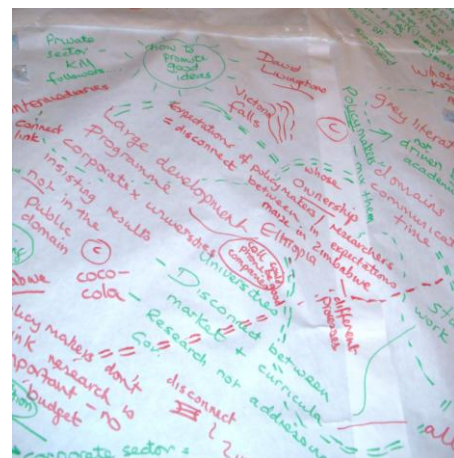## 7.6 COMMUNICATING ACROSS THE DOMAINS OF RESEARCH, POLICY, PRACTICE AND THE CORPORATE SECTOR

Sarah Cummings

7.6.1 INTRODUCTION

There is a common problem within development: the domains of policy, research, practice, and the corporate sector consistently seem to work in isolation, focusing on their own domain-related interests. We see all too often that researchers need and require publications in top rated journals; practitioners are too much in a 'do' mode and have little theoretical underpinning, policymakers are focused on political deadlines, often 'cherry-picking' to support predetermined decisions; and the corporate sector is happy 'to give and take but can't share.' In addition to this, many approaches to learning and knowledge have an organisational focus resulting in ad hoc learning across the knowledge system. Even within specific sectors (for example water and agriculture) systematic learning approaches are still in their infancy.

In this environment, Southern voices have difficulty getting a hearing, for example, the majority of authors in key scientific journals are predominantly from the North. This demonstrates a clear Imbalance in power relationships. This study aims to make the case for closer cooperation and communication across the domains of research, policy, practice and the corporate sector.

An example output from the world-cafe session

This presentation is based on two approaches: (1) the mapping of the knowledge landscapes in collaboration with practitioners and researchers at a series of workshops, undertaken with many but in particular with Josine Stremmelaar of Hivos; and (2) bibliometric analysis including semantic mapping and citation analysis of the development literature, undertaken with Iina Hellsten of the VU University.

7.6.2 MAPPING THE DEVELOPMENT KNOWLEDGE LANDSCAPE

The presupposition was that the domains of research, policy and practice overlap to some extent (figure 5) but the participants in one of the previous workshops at which this conception was discussed argued that this diagram presented an idealised picture and that, on the contrary, the domains were very much disconnected (figure 6). This disconnection was thought to be due to different working styles, incentives and motivations, knowledge architectures, journals and publications and meeting places.
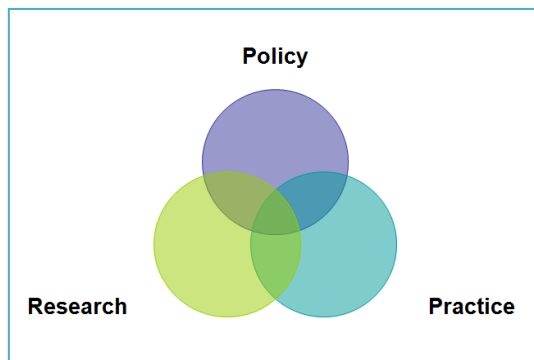

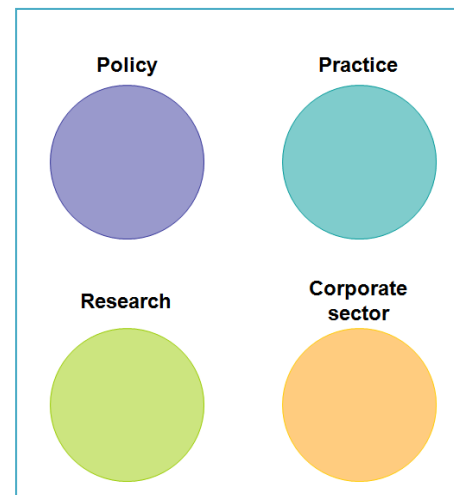Figure 5: Presupposition of link between research, policy and practice

Figure 6: Proposed reality of (non) links

7.6.3 BIBLIOMETRICS AND SEMANTIC MAPS

The practice of bibliometrics can help to identify who is publishing on development cooperation, which institutes are they associated with and which countries they reside in. Semantic maps of publications can help to identify the differences in the codification of knowledge in development cooperation.

For example, of all articles on the Millennium Development Goals (MDGs) published between 2005 and 2008 across three leading development journals ('World Development', 'Journal of Development Studies' and 'Development and Change'), only one out of the top 30 institutes to which authors are affiliated is from the South. This demonstrates the dominance of large, Northern institutes in the research domain. This makes us seriously question the developmental role of development journals. In the domain of practitioners, mapping of knowledge is more difficult because knowledge is fragmented across many NGOs and actors, and much of the knowledge is located in grey literature which is difficult to access for research. This reflects the fact that practitioner knowledge is also less valued than academic knowledge.

7.6.4 CONCLUSIONS

Discussions with the participants of this workshop during the world cafe indicated that they also recognised the disconnection between the different knowledge domains in development. In these discussions, intellectual property rights in general, and in particular those of Southern 'subjects' of research, received much attention. One anecdote that came up was that of David Livingston who 'discovered' the Victoria Falls, although he was taken their by a local guide and the community living next to the falls were well aware of its existence.

Sarah Cummings works for the IKM Emergent Programme and Context, international cooperation.

8   KNOWLEDGE MANAGEMENT SELF ASSESSMENT

One of the main sessions of the workshop was the introduction and facilitated use of an organisational self assessment tool. Geoff Parcell led the participants though a step by step process in order to demonstrate the tool and highlight some key points about knowledge management. The approach introduced my Mr Parcell is documented below.

8.1   INTRODUCTION

The organisational self-assessment is an exercise developed by Geoff Parcell and Chris Collison (see their book, No More Consultants, Wiley, 2009) that enables teams, communities or organisations to assess their capability in different practices of knowledge management. This will help them to:

i.   prioritise particular areas for improvement;
ii.   identify other groups with which they can learn from and;
iii. understand the capabilities they have which can be shared with others.

The areas that are examined in this exercise are based on BPs knowledge management framework as described above (Figure 3). The framework introduces the five practices of KM:

1. **KM Strategy**: a holistic, integrated approach to KM which ensures the delivery of results
2. **Leadership behaviours**: the attitudes and behaviours of leaders within organisations and the environment they foster
3. **Networking**: the organisation and coordination of interactions and relationships for knowledge flow
4. **Learning before, during and after**: ensuring better use, reflection and sense-making of knowledge
5. **Capturing knowledge**: the systems and processes to ensure knowledge is safely stored and easily accessible
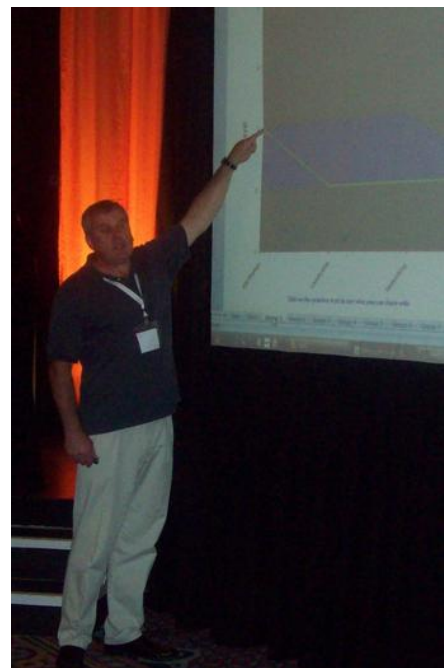
Geoff Parcell demonstrating the River Diagram

8.2   THE ORGANISATIONAL SELF-ASSESSMENT TOOL

The organisational self assessment tool is a matrix with five columns, representing the five practices and five rows, representing five levels of capability. Each cell contains a description of what the practice could look like at that level. See figure 7 below for an example.

	KM Strategy	Leadership Behaviours	Networking	Learning before during and after	Capturing knowledge
Level 5	Clearly identified Intellectual assets. KM strategy is embedded in the business strategy. Framework and tools enable learning before, during and after.	Leaders recognise the link between KM and performance. The right attitudes exist to share and use others' know-how. Leaders reinforce the right behaviour and act as role models.	Clearly defined roles and responsibilities. Networks and CoPs have a clear purpose, some have clear deliverables other develop capability in the organisation. Networks meet annually.	Prompts for learning built into business processes. People routinely find out who knows and talk with them. Common language, templates and guidelines lead to effective sharing.	Knowledge is easy to get to, easy to retrieve. Relevant knowledge is pushed to you. It is constantly refreshed and distilled. Networks act as guardians of the knowledge.
Level 4	Discussions ongoing about organisation's Intellectual assets. A KM strategy exists but is not linked to business results. A clear framework and set of tools for learning is widely communicated and understood.	KM is everyone's responsibility; a few jobs are dedicated to managing knowledge. "Knowledge sharing is power." Leaders set expectations by "asking the right questions", and rewarding the right behaviours.	Networks are organised around business needs. Networks have a clear governance document. Supportive technology is in place and is well used.	Learning before, during and after is the way we do things around here. "Customers" and partners participate in review sessions.	Just-in-time-knowledge is current and easily accessible. One individual distils and refreshes it, though many contribute. That individual acts as the owner.
Level 3	There is no framework or articulated KM strategy. Some job descriptions include knowledge capture, sharing and distillation. People are using a number of tools to help with learning and sharing.	KM is viewed as the responsibility of a specialist team. Some leaders talk the talk, but don't always walk the walk!	People are networking to get results. Networks are created	People can easily find out what the company knows. Examples of sharing and using are recognised. Peers are helping peers across organisational boundaries.	Networks take responsibility for the knowledge, collects their subjects knowledge in one place in a common format. Searching before doing is encouraged. Little or no distillation.
Level 2	Most people say sharing know-how is important to the organisations success. People are using some tools to help with learning and sharing	Some managers give people the time to share and learn, but there is little visible support from the top.	Ad hoc networking to help individuals who know each other.	People learn before doing and programme review sessions. They capture what they learn for others to access. In practice few do access it.	Teams capture lessons learned after a project. Teams look for knowledge before starting a project. Access to lots of knowledge, though not summarised.
Level 1	A few people express that know-how is important to the organisation. Isolated people with a passion for KM begin to talk and share how difficult it is.	KM viewed as a management fad. Leaders are sceptical as to the benefits. Leaders think networking leads to lack of accountability. "Knowledge is power"	Knowledge hoarders seem to get rewarded.	People are conscious of the need to learn from what they do but rarely get the time. Sharing is for the benefit of the team.	Some individuals take the time to capture their lessons in any number of cupboards and databases. They are rarely refreshed, few contribute, even fewer search.

Figure 7: Example KM self-assessment framework

But it is not the tool but the way in which it is used that is most important. It has been designed to be used as the focus of a group discussion, which can include a community group, a team, a network or an organisation. The tool allows these groups to work through the different practices of KM without misunderstanding each other.

The descriptions in the cells are not to be taken as concrete or the only descriptions that can fit. The intention is that as the group discusses their level, they begin to define their own meanings of what these practices entail and the different levels that exist within their contexts. It is important to note that the aim is not to reach level five in each practice but to think and discuss about what is appropriate in each context.

8.3   HOW TO USE THE TOOL

The following steps provide guidance on how to apply the organisation self-assessment tool. The key point to remember when using this tool is that it is the discussions that are most helpful and the tool and these steps are to serve the discussions and should in no way hamper them.

1. Bring together a group of people or a group of groups which represent different communities, networks, organisations, teams or departments
2. Ensure there is a facilitator to lead the process
3. Pick one of the practices to begin with
4. Spend some time individually deciding on current level of the group: community, network, organisation, team or department (depending on the level at which this is being applied)
5. Compare responses across the group and discuss any difficulties with using the tool
6. Identify examples from the group members the illustrate the meaning of the levels
7. Come to a common understanding of the level of the group, altering the text in the cells if necessary
8. Work through the remaining practices in the same way

9. Decide on two or three priorities for improvement; these should be strategic decisions related to what would bring about the biggest change for the group
10. Decide on a target level for the priority practices
11. Share the results with other groups to identify opportunities for learning and sharing knowledge and experiences around these practices.

8.4   THE RIVER DIAGRAM

The results of the self-assessment can be presented graphically in order to provide greater clarity and understanding of the sharing and learning opportunities that exist within groups. This is primarily useful when multiple groups have completed the self-assessment matrix.

The basis of the diagram is a graph of the five KM practices (x-axis) against level (y-axis). Underpinning this graph is the 'river' which is a representation of the maximum and minimum levels for each of the practices that exists across all groups taking part. See figure 8 for an example.
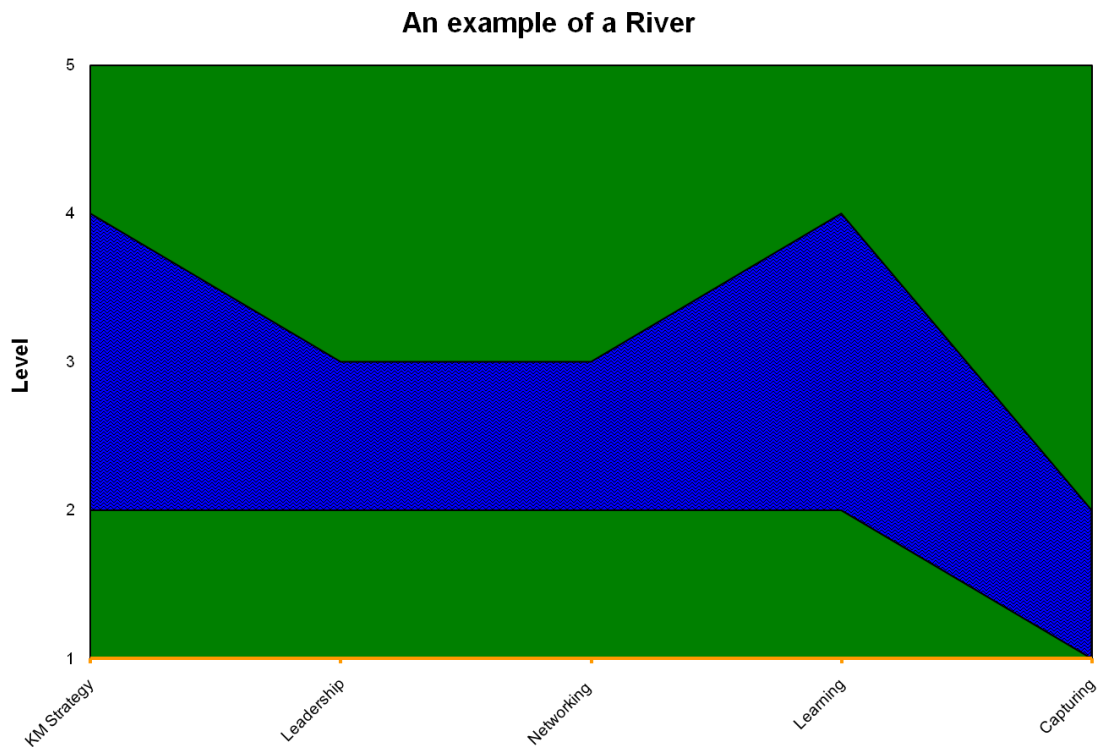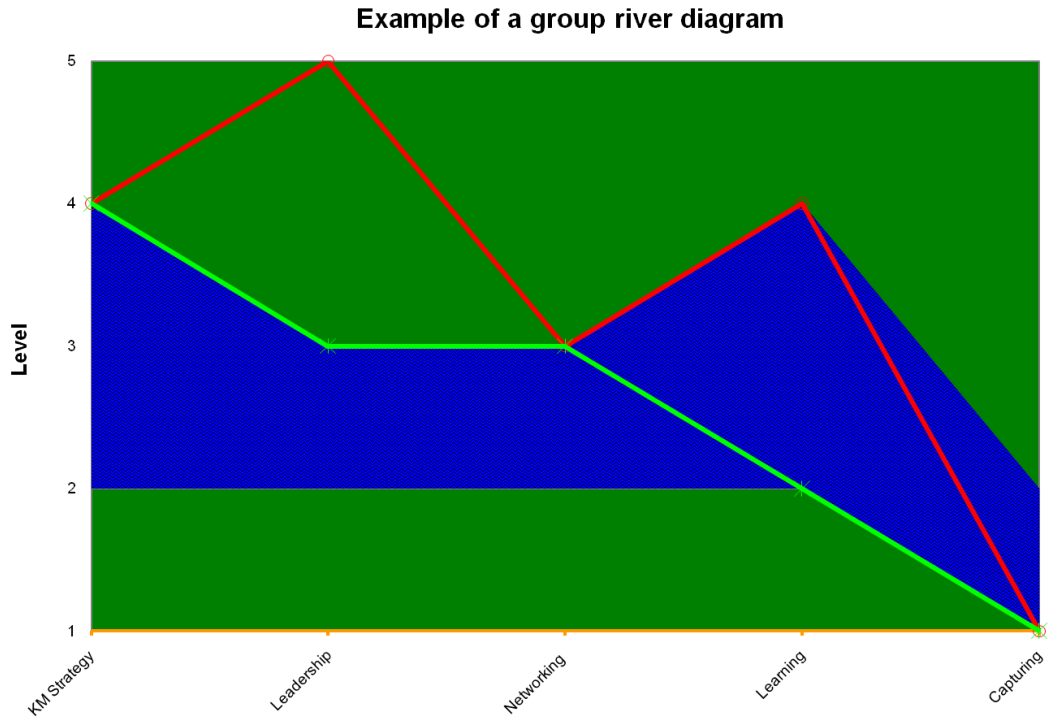

Figure 8: An example river diagram

Each group can then superimpose their current (green line) and target (red line) practices on top of the river (see figure 9).

Example of a group river diagram

Figure 9: An example group river diagram

This quickly tells the group a number of things:

1. For the first three practices they have strong levels of competency among the other groups and therefore can share what they know to help others.
2. For their first priority area, leadership, there are no other groups who they can learn from as they all have a level less than three. They will probably have to locate experience from outside of these groups.
3. For their second priority area, learning, there is a good opportunity for learning from another group. They should identify which group has identified a strong competence in this area and learn from them.

8.5 THE STEPS DIAGRAM

The data can also be presented in another way that highlights, for each practice, who is looking to learn something and who has the potential to share experience and knowledge in that practice. This time, the groups are plotted according to their current level (y-axis) and the gap between their current level and their target level (x-axis). For example, the steps diagram in figure 10 is for the learning practice using the same data as the river diagrams above.
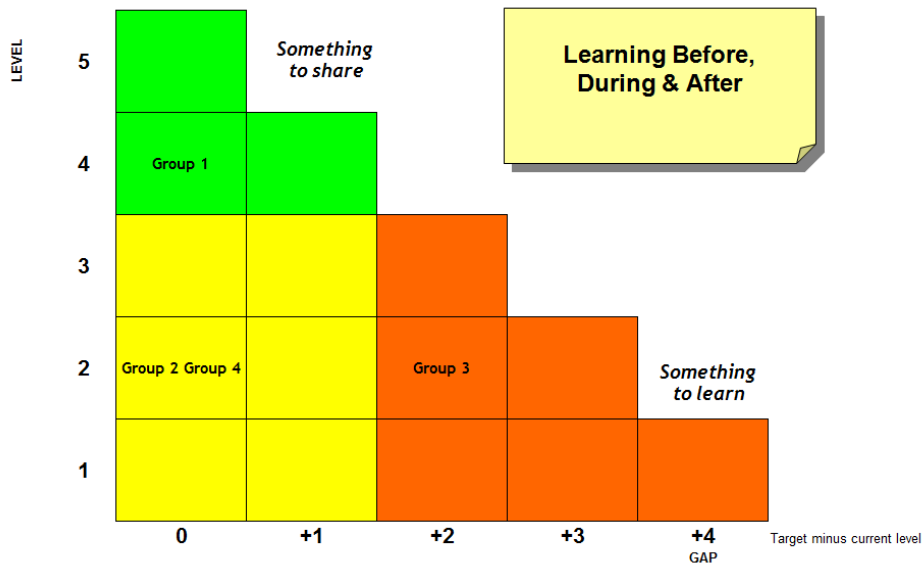
Figure 10: Example steps diagram

This immediately helps group 3 to see that if they are going to realise their goals in increasing their capacity for learning then they should talk to group 1, who seem to have significant capacity in this area.

8.6   SUMMARY

The organisation self-assessment is a very powerful tool that can identify the knowledge that exists within organisations, communities and networks and without the need for experts or consultants can facilitate the sharing of this knowledge for increased productivity and realisation of goals. By structuring discussions around key practices of KM, the tool allows teams to understand their strengths and weaknesses and identify specific actions that can be taken to build their capabilities in priority areas.

9   SUMMARY OF PRESENTATIONS

The workshop included a number of other presentations by participants. They have been summarised below along with feedback from group discussions.

9.1   KNOWLEDGE FOR AFRICA'S DEVELOPMENT: 10 PRIORITIES?

Professor Kingo Mchombu

In May 2006, the World Bank hosted a conference titled Knowledge for Africa's Development which aimed to advise African governments on the roles of education, ICT and innovation to promote the growth of knowledge based economies in Africa. The result of the conference was ten priorities for Africa's knowledge economy[2]. This presentation provides an overview of the ten priorities and identifies some of the problems of the way the World Bank views knowledge.

9.1.1   THE TEN PRIORITIES

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[2] The conference report and full details of the ten priorities can be found here:
http://siteresources.worldbank.org/KFDLP/Resources/TenPriorities5.pdf

1. **Knowledge and innovation: the lifeblood of development.** Comparisons between the growth of the South Korea and Ghana economies highlight the value of knowledge and innovation. At the time of independence the two countries had similar size economies and since then South Korea has been steadily growing while Ghana's development has been largely stagnant. The result is that South Korea is ten times more developed that Ghana and knowledge, specifically the investment in education and innovation, is attributed to the majority of this difference. This provides three key lessons: (1) governments and partners should increase their investment in innovation; (2) the role of research and development and small and medium enterprises should be better understood; and (3) an environment that fosters innovation at all levels of society needs to be created.

2. **Building integrated policies**. There is a need for cross cutting policies for example national policies on innovation and institutional frameworks. Specifically, national innovation policies need to: create a culture of innovation, facilitate the interaction of key players, make provision for regional clusters of innovation within the country, address the role of government in fostering innovation, address the issues of acquisition of global knowledge, IPR, WIPO, and WTO.

3. **Mobilising leadership for KBE**. The role of leaders was highlighted; particularly leaders who can spread the message that knowledge and innovation are key resources for development. Leaders should also promote the ICT sector.

4. **Innovation and Local Communities**. Innovation must include community levels to address poverty. Indigenous knowledge needs to be captured and codified for the purpose of identifying innovations within this system of knowledge.

5. **Innovation aligned with domestic strengths and national needs**. Education programmes must be relevant to the needs of a country, not just 'copied' from elsewhere. Recognise the local strengths that exist and limit the use of external consultants. Clustering and creating centres of excellence is an effective strategy, as well as partnerships between private, public and tertiary institutions.

6. **Education reforms to respond to the knowledge-based economy**. There is a need for education reforms at primary and secondary levels. In particular the quality and relevance of graduates and curricula needs to be addressed. There needs to be better use of ICTs in education.

7. **ICTs**: Fundamental Infrastructure and Enabler of the KBE. ICT is a tool which plays a transformational role and facilitates access to, sharing of and creation of knowledge. There is a need to train enough ICT technicians and nurture expertise that can feed innovation. The use of Open Source software should be increased. The telecommunications sector should be liberalised.

8. **Open Development Practices**. Communities of practice and communities of interest, which provide access to knowledge and expertise of other people, should be created, especially across national boundaries.

9. **Building on the know-how of others**. African countries should access and build on the global knowledge base. Foreign Direct Investment is one way to achieve this. Another is the development of new knowledge intensive industries. Finally, harnessing the African diaspora could be a key strategy.

10. **Strategic Monitoring and Evaluation**. A Monitoring and Evaluation system is essential to establish progress and learn from past experience. The development of suitable indicators for transition to a knowledge based economy is necessary.

9.1.2 CONCLUSIONS

The perspective of knowledge presented in these priorities suggests that knowledge is a commodity and is to be used for profit. This idea has to be challenged. There is also an overemphasis on ICTs rather than knowledge which tends to gloss over the complexities of dealing with knowledge and its use for sustainable development. The challenge was put to the participants to develop their own set of priorities.

Prof. Kingo Mchombu is the Dean of Humanities and Social Sciences at the University of Namibia.

9.2   THE ROLE OF LIBRARIES IN MANAGING KNOWELDGE

Professor Joseph Uta

The advent of Knowledge Management has prompted profound changes in the library and information service environment. To prove their relevance and value, libraries must strive to provide the right amount of information to the right clientele at the right time with a right expense of financial and human resources.

The conventional functions of a library are to collect, organise, disseminate, store and utilise information to provide service for the society. But in the knowledge economy era, the library will become a treasure-house of human knowledge, participate in knowledge innovation, and become a major link in the knowledge innovation chain. Specifically, the role of the library will include knowledge innovation, sharing knowledge and best practices, fostering communities of practice, demonstrating organisational learning, knowledge dissemination management, knowledge application management and information technology development.

Prof. Joseph Uta is a librarian at the Mzuzu University, Malawi

9.3   LESSONS FROM 50 YEARS OF THE UN ECONOMIC COMMISSION FOR AFRICA

Abraham Azubuike

As an intergovernmental body, ECA's mandate places it in a dualistic position: to collect and share existing knowledge and to generate new knowledge; that is, to be a think tank. Over its 50 year history, the ECA has seen a progression of different approaches to delivering this mandate, which can be summarised in five waves.

1) 1950s and 1960s: KM as Technical assistance

In the early days of independent African states, there was a recognised lack of adequate technical and administrative capacity. The typical response to this was to send experts from developed countries to work alongside locals to pass on their knowledge, skills, and experience. The result, unsurprisingly, was that the experts went in, performed the technical tasks, and then left leaving behind virtually none of their knowledge. The complexity of person to person knowledge transfer was underestimated as was the importance of the learning environment. This approach was found to be very expensive and very ineffective.

2) 1970s: Technical manuals and direct training

The failure of the experts approach led to a rethink. In order to ensure the expert knowledge was kept in country and transferred to the locals, a number of manuals and guidelines were produced on topics from public administration to industrialization. ECA collaborated with specialized UN agencies to form joint programmes to produce manuals and deliver direct training. The rationale was that experts could leave, but manuals would be there to be consulted any time. The result, again unsurprisingly, was that the manuals were rarely read and many were not even distributed beyond a few scores of copies. This approach failed to think

through issues such as the reading habits of the operatives, the quality control of the manuals, collection and distribution methods such as libraries, and the relevance of the content.

3) 1980s: Regional Documentation and Information Systems

The buzzword in the 1980s was development information systems. Notably, ECA's initiative was the Pan-African Development Information System (PADIS) which was designed to remedy the failures of the manuals and train-and-release approaches by developing regionally pooled bibliographic information databases. The hope was that experts in each country will know where to locate manuals and other resources in their own countries and in other countries. PADIS failed because it lacked a physical library or permanent document repository, it lacked the requisite technology, it relied on formal inter-institutional/ intergovernmental processes and it was too technical.

4) 1990s and 2000s: National Holistic Information Society Initiatives

During the 1990s and early 2000s the buzzwords were "national information infrastructure" and ICT, following the emergence of the Internet and the World Wide Web as a dominant factor in information management. IT was at this time that the ECA developed the African Information Society Initiative (AISI) which focussed on national rather than intergovernmental operations. AISI enabled the development of information networks such as the African Library and Information Network (AVLIN) which was designed to be a distributed membership network, but started with some of the ideas and problems which caused PADIS to fail.

Although technical networks of individual experts emerged through AISI, the main problem with the initiative was that the operative programmes in countries did not broaden out beyond the National Information Infrastructure Initiative (NICI) – as originally envisaged.

5) Mid 2000s: Knowledge Networks, with KM, KS and Peer Learning

During this more recent era, the main initiative within ECA was the Knowledge Management Initiative (ECA-KMI) with peer learning and networks around issues such as MDGs, HIV-AIDS and PRSPs (poverty reduction strategy papers). A central platform was established to enable staff, clients, and partners to collaborate and share experiences and a document repository is now being implemented. A surge of participation is yet to be experienced

These experiences have led to the following lessons:

- ECA has been most successful when it acted assertively in pushing its home-generated ideas. Such assertiveness attracted both critics and supporters, helping such ideas to be mainstreamed in the day's policy discourse.

- For a KM initiative to be transformative and sustainable, it must be comprehensive and rounded in its dimensions and framed with current global issues and known to address local problems.

- To survive restructuring, an initiative must be aligned with a core autonomous programme, not be overly technical in orientation, and be dynamic and growing in stature and relevance.

- Intergovernmental and inter-institutional model of governance may not be effective for KM initiatives. Self-perpetuating personal membership integrated in the organizational work-programme is preferred.

- The KM narrative must buzz up the policy value-chain to become mainstreamed in development discourse. The nascent *access to knowledge movement,* if framed around burning global issues such

as poverty reduction, empowerment, human rights, and fair trade may help put KM where it could sell to everyone.

Abraham Azubuike is the Chief Librarian, UN Economic Commission for Africa

9.4 REGIONAL KNOWLEDGE MANAGEMENT: THE CASE OF HIV AND AIDS

Tariro Makanga-Chikumbirike

Information is vital to empower people to protect themselves against infection and influence change. An enormous amount of information on HIV exists in the Southern Africa region, but there is a big problem of the relevance and applicability of this information as well as the pure volumes of it. While ICTs provide opportunities, the uptake of these new technologies is slow. There is need to create a balance on how information is managed.

SAfAIDS (the Southern Africa HIV/AIDS Information Dissemination Service) uses a combination of traditional and modern information channels to reach different target audiences.

1. SAfAIDS Resource Centres: Provide and facilitate access to HIV and AIDS information resources for specified target audiences in a timely manner in addition to providing networking services and generating debate and dialogue on topical issues.

2. Satellite Resource Centres: Provide country specific information through physical and electronic collections, websites and audio visual resources.

3. Information kiosks: Community based centres offering printed material, internet access, discussion forums, drama, games and other services for children and youth.

4. Website and eForums: The website is used to disseminate up-to-date information and host moderated regional and national eForums in collaboration with other regional and international organizations.

5. National Partnership Platforms: Designed to provide a sustained platform for advocacy, documentation, information exchange and coordination of activities. They are Built upon existing foundations of in-country partnership between NGOs, civil society organisations and government agencies

6. Southern Africa HIV Knowledge Initiative: A programme to assess HIV information needs, build a regional platform and strengthen initiatives to reach the 'last mile'.

The conclusions from SAfAIDS experience is that new technologies still to be accompanied by traditional knowledge systems as most countries are still lagging behind with regards to technology. There needs to be better ways to get information from communities to the region; reaching the 'last mile' is still a challenge.

A key recommendation is to stimulate repackaging of HIV information as there is huge demand for information in local languages.

Tariro Makanga-Chikumbirike is the Head of Communications and Knowledge Management at SAfAIDS

9.5 REGIONAL KNOWLEDGE MANAGEMENT: APPROACHES TO INDIGENOUS RESOURCES

Roselinie Farirayi Murota

Indigenous resources generally refers to the matured long-standing traditions and practices of certain regional, indigenous, or local communities and encompasses the wisdom, knowledge, and teachings of these communities. Some forms of traditional knowledge are expressed through stories, legends, folklore, rituals, songs, and even laws. Indigenous knowledge forms the basis of many decisions relating to everyday life for example, food security, health, natural resource management and education. There are six approaches to indigenous resources that are helpful to examine:

1. Customary law: Communities develop distinct values, laws and practices and set out rights and responsibilities to ensure indigenous knowledge is passed on. This mainly pertains to natural resources. Knowledge management needs to be recognize this law, rather than going against the grain.

2. Benefit driven approach: Linked to the first but communities are deriving benefits from managing their natural resources. Indigenous knowledge documentation and sharing are also encouraged as success stories.

3. Partnership: Communities seek out partnerships with regional bodies and develop agreements based on what can be shared and what cannot be shared, and the specific conditions under which certain knowledge can be shared

4. Empowerment: Enabling the community to identify and share part of their Indigenous resources and knowledge, for example, medicinal plants and rituals. But also to recognize where these practices are seen as negative and to adjust their behavior accordingly.

5. Networking: Communities link with a variety of other communities for cross-fertilization and exchange of ideas. This is important so that knowledge is shared and not extracted. For example OKN, SADNET and SATNET.

There are many challenges surrounding indigenous knowledge and many of them stem from a poor understanding and devaluing of indigenous knowledge. There is lack of awareness of the richness of cultures that exist, the information that exists is not accessible and doesn't get to the right people and there is a lack of mechanisms to protect indigenous resources.

The work of SAFIRE demonstrates that communities are keen to share their knowledge and highlights a number of key lessons:

- Sharing IK in local language is much easier

- Oral tradition still prevalent as a way of passing on knowledge

- Natural resources are better managed when communities derive tangible benefits

- New ICTs have been a welcome move in the documentation and sharing of IK

- Validation and the issue of IPR need to be considered in indigenous resources management

Specific recommendations include:

- Encourage more countries to formulate and implement *strategies for IK integration*

- Enhance the capacity of *national and regional IK networks*

- Promote the *local exchange and adaptation* of indigenous knowledge

- Identify innovative mechanisms to *protect IK* in a way that fosters the further *development, promotion, validation, and exchange of IK*.

- Address the issue of IPR in IK

- Support local and regional networks of traditional practitioners and community exchanges to disseminate useful and relevant IK and to enable communities to participate more actively in the development process

Roselinie Murota is an Information Officer at SAFIRE

9.6   PUNCHING ABOVE YOUR WEIGHT BY LEVARAGING KNOWLEDGE MANAGEMENT

Raphael Marambii

ALIN (the Arid Lands Information Network) is a network of over 2000 grassroots development workers drawn from NGOs, CBOs as well as government departments, all offering a form of extension service in their fields of expertise. Their mission is to enhance the livelihoods of communities in the dry areas of Kenya by facilitating knowledge exchange within and between communities. One of the primary vehicles for achieving this is to work in partnership to establish and equip Community Knowledge Centres (CKCs) with ICT equipment to enhance information access, facilitate local content creation and sharing and develop new skills among rural communities.

ALIN has recently embedded information and knowledge management at the heart of their operations in order to address the changing landscape within which they were working and to capitalize on the strengths of a small team. Their experiences suggest five key lessons for introducing knowledge management and innovation:

1. First agree on priorities: what are the strategic aims of the organization?

2. Give tools to manage complexity: choose the right tools to solve specific in-house problems and reduce complexity, but not too many at once.

3. Focus on teams: form small teams with clear goals, allow learning from failure and encourage games.

4. Facilitate meetings and sharing: bring in outsiders and encourage creativity and wild ideas.

5. Empower staff to learn & experiment: give space for staff to explore tools and processes, invite questions and suggestions from all staff and allow a new culture to develop.

This approach brings a number of challenges to managing an organization. The changes brought in are often confusing and threatening for staff and can seem very chaotic and out of control. With reduced hierarchies, comes more conflict and turf wars. This approach attracts talented young people who may not work well with existing staff. These challenges can be overcome through strong human resource management and leadership skills, offering empathy, reassurance and praise.

Raphael Marambii is the innovation & knowledge management specialist at ALIN.

9.7   THE NEW KNOWLEDGE FOR DEVELOPMENT CURRICULUM AT THE UNIVERSITY OF NAMIBIA

Dr Catherine .T. Nengomasha

The Department of Information and Communication Studies at the University of Namibia will be offering two new teaching programmes; Post Graduate Diploma (PGD) in Knowledge Management and Masters (MA) in Knowledge Management. This is in direct response to Namibia's National Development Plan (NDP 3) which aims to transform Namibia's economy into a knowledge-based economy.

The programme will be delivered by the Dept of Information and Communication Studies in collaboration with the Human Sciences Department, the Computer Science Dept and the Multidisciplinary Research Center. The target audience includes local candidates as well as international and will be suitable for new graduates as well as those already in employment.

The aim of the programme is to build the capacity of students with competence to promote KM in organisations in the public and private sector and thus contribute to the creation of an informed and knowledge-based society in Namibia; to build student understanding of the practices, theories, processes and technologies of knowledge management; and empower students with advanced research skills.

There are two tiers to the programme structure. The first focuses on practices, theories, processes and technologies of knowledge management and the second focused on research designs and methodologies in KM.

The Post Graduate Diploma is designed to be completed in one year full time or two years part time and includes the following modules:
- Foundation of KM
- E-Government & Digital information
- Webpage Development & management
- Database Design and Implementation
- Change Management
- Communication Management
- KM Tools and Techniques
- Knowledge and Development
- Network Communication
- Indigenous Knowledge Management Systems (option)
- Management of ICT Systems (option)
- Research in Knowledge Management (option)

Similarly, the Masters is designed to be completed in one year full time or two years part time and requires successful completion of the Post Graduate Diploma. It is structured as follows:
- Semester 1 Modules
    - The Research Process (core)
    - Quantitative research design (core/option)
    - Qualitative research design(core/option)
    - Writing proposals, reports & publishing (core)
- Semester 2: Thesis

Dr Catherine .T. Nengomasha is the head of Information and Communication Studies at the University of Namibia.

9.8 INDIGENOUS KNOWLEDGE CURRICULUM AT NORTH WEST UNIVERSITY, SOUTH AFRICA

Professor Hassan O. Kaya

North West University have been running an Indigenous Knowledge Systems teaching, research and community engagement curriculum since 2001. The curriculum at NWU is motivated by the realization that knowledge is an important tool for sustainable development and community livelihoods and the contribution of knowledge to sustainable development is not the exclusive domain of western formal knowledge.

NWU offers a four year BA course, a 2 year MA and a Ph.D programe. The programmes are inter- and multi-disciplinary with complimentary modules from other disciplines (sociology, economics, peace studies, population studies, geography, ICT etc). This allows students to integrate academic knowledge, holistic, accumulated experiences and practices of local communities. This is done through community outreach activities, involving community knowledge holders in the teaching process and supervision of research students during field work.

The success of these programmes is evident in the numbers. The programme started with 12 undergraduates and now has over 80 students, more than 25 post-graduates and 2 doctoral students. The programme attracts students from across Western, Eastern and Southern Africa and has graduates in various institutions within and outside South Africa. The programme has also led to other important successes. The programme serves the local communities in North West Province by establishing IK gardens for students to work in. The programme has also led to the establishment of an IKS Centre of Excellence.

The success has been attributed to a number of factors including aggressive marketing within and outside of South Africa, the integration of IKS into a number of other modules, student internships and community engagement activities and financial support from NRF and DAAD.

Despite these positive factors, there are still challenges. There is a shortage of qualified staff to supervise IKS postgraduate research and inadequate reference materials in IKS teaching areas due to the fact that IKS is still an emerging teaching and research area. There is limited support for IKS from other staff members and university management due to limited knowledge and awareness on the importance of IKS. And there is a lack of understanding on relationship between IKS and other fields of knowledge, especially in science and technology.

Prospects for the future are looking interesting as the IKS Centre, National IKS Office and SAQA have jointly registered a professional 4 year Bachelor of IKS which integrates both the natural and social sciences. In addition, the SADC Ministerial Conference on IKS Policy in Seychelles in August 2009 adopted IKS as a regional programme. This will promote IKS regionally and establish a network of staff.

Prof. Hassan O. Kaya is based at the North West University, South Africa

9.9 KNOWLEDGE MANAGEMENT CURRICULA IN BOTSWANA

Professor Stephen Mutula

The Department of Library and Information Studies is planning to introduce a new programme on Information and Knowldge Management in August 2010 in order to better prepare graduates for the modern job market. There are three main factors that have driven the need for this new initiative:

1. Recent tracer studies have indicated that the graduates from the department don't have the reuqired skills for new jobs on the market and in fact that the traditional job market targetted by the department is drying up.

2. The Botswana 2016 Vision is calling for people with the right skill-set for the new knowledge economy that can help the country move away from extractive industries and rely more on information technology and intellectual capital.

3. Internal pressures to open up programmes to students of other faculties in order to contribute to the core skills that all graduates should have.

The department followed a process to develop this new programme that included tracer studies as indicated above, stakeholder mapping, internal and external consultations and expert input from other institutes and industies around the world.

The programme will run for four years as a single major programme which can be taken alone or in combination with another. The programme will bring together all the other undergraduate programmes in the department by providing a core of common modules common to all programmes, which will focus on information and knowledge management. Modules will include: knoweldge management, information and communication for development, information ethics, information resources management, indigenous knowledge systems and public sector information management.

Prof. Stephen Mutula is head of the Department of Library and Information Studies, University of Botswana

9.10 COMMUNITY CONTENT AND CONTENT FOR COMMUNITIES: CHALLENGES IN MOZAMBIQUE

Polly Gaster

Information and knowledge flows into and out of communities. It is important to recognise the different between community content, which is produced by communities and distributed outside, and content for communities, which is produced by outside bodies for use within communities. At the CIUEM (Communication and Informatics Centre at the Eduardo Mondlane University) in Mozambique, there are valuable experiences of both types of content.

Community content can either be produces for local audiences or for national or international audiences. For local to local communication, with 60% ownership in the country, Radio is by far the most effective channel as it enables oral communication in local languages (Portuguese plus one to three others). Radio programmes include interviews, debates, consulting elders and space for women and children. For local to national and international communication, there are a number of tools, such as the Open Knowledge Network and Community Support Centres promoting ICT use and providing offline access to information.

Content for communities originates from many sources including government ministries, international agencies and NGOs and usually comes in the form of brochures, manuals, posters, theatre and radio programmes. The aim of this type of communication is often to deliver specific messages on how to do certain things or what to do in certain situations. There is a question as to whether this type of communication creates knowledge and to what extent it takes into account indigenous knowledge.

Being a Portuguese speaking country, language and translation are the basis of much of the challenges. Content from the community is often mistranslated or misunderstood and products that are meant to be free are actually sold on. Content for the community is often very badly communicated with inappropriate language and design due to a lack of understanding about the target audience. Other challenges include lack of human resources, lack of knowledge management systems at all levels, unreliable and expensive infrastructure, no public library system and a lack of research into perceptions and effects of "messages" and real knowledge needs.

The CIUEM is committed to a number of initiatives at the national level including lobbying for a citizen-centred approach to digital inclusion, a national CMC programme and KM system, training for local media workers, developing and adapting tools for content management and a knowledge for governance initiative.

Polly Gaster is based at the Informatics Centre (CIUEM), Eduardo Mondlane University, Mozambique.

9.11 A NATIONAL PERSPECTIVE OF KNOWLEDGE MANAGEMENT: THE CASE OF ZAMBIA

Davy Simumba

The agricultural research sector in Zambia offers some vital learning about knowledge management. The Zambian Agricultural Research Institute (ZARI) exists to generate and adapt crop and soil technologies and provide services to increase agricultural productivity and promote diversification. ZARI comprises ten (10) research stations scattered in each of the nine provinces.

In 2005, ZARI in collaboration with the International Institute for Communication and Development (IICD) started to implement a project entitled "Development of an Effective Information Flow Network for the Zambia Agriculture Research Institute". The main objective of the project is to increase the efficiency of ZARI by improving the accessibility and relevance of research findings to farmers by enhancing the information and communication flow processes within ZARI and between ZARI and its stakeholders. It has three specific objectives:

- Improving the accessibility of agricultural technologies developed by ZARI

- Enhancing the relevance of ZARI's research results and information products to the needs of extension agents, both private and government

- Catalyzing internal knowledge creation and management through the networking and sharing of specialist information among ZARI researchers and other stakeholders.

The finding of the project highlighted that researchers were hoarding research results and not producing information products. This posed a great challenge for collaboration and information sharing among agricultural researchers. The need for a knowledge management strategy that can help build a culture of collaboration and sharing became clear very quickly. The solution was to develop a specific initiative to target these deficiencies. The Zambia Agricultural Research for Development Information Network (ZAR4DIN) was established through partnerships with IICD and FAO-Africa.

ZAR4DIN has five key aims:

1. To strengthen collaboration among institutions involved in the generation, management and dissemination of AR4D information and knowledge, through the establishment of a formal national network of individuals (learning team) and institutions;

2. To strengthen human and institutional capacities in the gathering, management and dissemination of AR4D information and knowledge at selected pilot institutions;

3. To develop institutional information and knowledge sharing (IKS) strategies and policies for investment in access to public domain information in AR4D at selected pilot institutions;

4. To build digital institutional repositories of public domain AR4D information (metadata and full-text) based on agreed standards, tools and mechanism for information exchange in pilot institutions;

5. To build a national portal for AR4D information.

Mr. Davy Simumba is a Principal Agricultural Research Officer at the Zambia Agricultural Research Institute.

9.12 USING KM AND ICT WITH COMMUNITIES TO TACKLE HIV/AIDS

Taline Haytayan

The International HIV/AIDS Alliance supports Communities to reduce the spread of HIV and to mitigate the impact of AIDS. It works in partnership with national and community based organisations in 33 countries in Latin America, Africa and Asia. It aims to build capacity, spread good practices and lessons learned and emphasises the importance of working with marginalised and key populations.

KM is essential for the Alliance to support the network model, to help it achieve its goals and to ensure programme quality and good practice on the ground. As such, a knowledge sharing strategy has been developed as is integrated into the programme planning cycle.

The objectives of knowledge sharing at the Alliance are four fold:

1. Alliance members learn directly from each other through dialogue & exchange (for example, Horizontal Learning Exchanges, Communities of Practice, Learning Exchange Forums)

2. The Alliance is using effective systems and processes for sharing and learning (for example, Intranet: Country Portals, Trip Reports, KS and Learning in the Programme Cycle)

3. Skills and capacity in place, including skills to document and analyse experiences (for example, The Key Correspondent Team, Documentation & Synthesis)

4. Alliance has a learning culture that recognises the importance of knowledge sharing (for example, A learning organisation, The right environment and behaviours, Culture of information literacy)

The following table presents some of the KM and learning tools that are used at the Alliance. They are separated into tacit and explicit tools and tools for face-to-face interaction, virtual interaction, documentation and qualitative analysis.

Alliance Our KM & Learning Tools		
	TACIT (face to face)	**EXPLICIT (documented)**
Face to face	•Learning Exchange Forums (LEAF) •Internal & External Meetings •Exit Interviews •Storytelling •Brown Bag Sessions	•Action Learning Sets •After Action Reviews •Communities of Practice •Horizontal Learning Exchange & South to South exchanges
Virtual	•Web Conferencing – Elluminate •Teleconference •eLearning	•Country Portals •Healthdev.net •Healthdev.net eForums •Stigma Trainers eForums •Intranet, The Loop, Friday Facts •Trip Reports
Documentation Tools	•Lessons Learned Reports •Case Studies •Key Correspondents •Communications Handbook	
Qualitative Tools	•Most Significant Change •Participatory Ethnographic Evaluation and Research (PEER) •KM Self Assessment Framework	

Figure 11: KM and learning tools used at the Alliance

As with any KM initiative, the challenges faced by the Alliance are numerous and include:

- Limited resource or capacity for KM

- Limited awareness of the value of KM

- Results of M&E not always used for learning

- Lack of time and capacity to document & who for

- Synthesis and dissemination of programme learning

- Fear of learning from failures and challenges

- Evaluating impact of KS and learning activities

The experience of the Alliance suggests a few recommendations for similar initiatives; namely that KM and learning activities need to be integrated in workplans through the Programme Cycle, communities of practice or eForums should be used to generate dialogue for sharing and learning and funding for local and global translations should be provided.

Taline Haytayan is the Knowledge Sharing Advisor at the International HIV/AIDS Alliance, UK.

9.13 MONITORING AND EVALUATION OF KNOWLEDGE MANAGEMENT: SOME CHALLENGES

Simon Hearn

Monitoring and evaluation involves processes of understanding what it is we are doing in order to maintain relevance, assess effectiveness, ensure maximum efficiency, demonstrate impact and guarantee sustainability. Each of these areas has an inward facing element aimed at improving – or learning – and an outward facing element aimed at proving – or accountability. The questions being posed here are what does this mean in the context of knowledge management, what are the current practices and what are the challenges around the M&E of KM. The ideas shared here are not from experience but rather represent the collective ideas of the IKM-Emergent programme in a rather raw form. A paper on this topic will be published by the programme in 2010.

When posed with the problem of how to monitor and evaluate knowledge management, there are a multitude of dimensions which have to be considered.

1. **Different monitoring areas**. KM can be monitored at various levels, each with their own tools, assumptions, indicators and complexities. For example, KM activities, strategies, the enabling environment or the culture of knowledge sharing and learning.

2. **Different triggers of KM**: knowledge management is more than just the tools and practices that are implemented. Each culture, tradition, institution and even individual has their own KM practices and habit which emerge naturally.

3. **Different scales of KM**: Knowledge management can be applied at the level of the individual; what is it that I can do to make my work more effective; or at the level of the organisation; how can the organisational performance be maximised; or at the level of the whole development sector; how can development results be enhanced.

4. **Different assets**: Knowledge is not the only asset that could be monitored and evaluated. Other intangible assets include motivation, capacity, empowerment, attitude and trust.

5. **Different knowledge processes**: KM involves a number of different processes that require different handling methods. For example, knowledge generation, storage, translation, use, reflection and learning.

6. **Different dynamics**: The production, transfer and use of knowledge involves many complex dynamics which have to be unpicked. The key determinants are power, the different perspectives that exist and the value systems of those involved.

While there hasn't been a systematic assessment of how organisations in the development sector go about monitoring and evaluating KM, largely due to the fact that KM itself is not well grounded, some observations can be made. There doesn't seem to be any systematic approaches to the M&E of KM and in fact the value of KM is largely based on potential rather than evidence of successes. The monitoring that does take place tends to be centred around KM activities and information flows. The focus is often on improving organisational effectiveness and gaining donor approval.

A number of challenges can be highlighted, although this is not an exhaustive list:

1. There are many actors involved in KM with many perspectives and agendas

2. There is an inherent competition of value systems

3. There are unavoidable power relations

4. The value of intangibles is difficult to attain

5. The legitimacy of knowledge is difficult to measure

6. Development practitioners have little time for KM, let alone M&E or KM

7. There is no clear and agreed terminology

8. There are no clear indicators

9. Results are near impossible to attribute to KM interventions

10. There is a tension between the desire to measure change versus understanding it

A possible framework that could be used to conceptualise knowledge management and begin to unpack some of these challenges could be the Knowledge, Context, Links framework presented by Ben Ramalingam in his 2005 paper: Implementing knowledge strategies: Lessons from international agencies.

Simon Hearn is a Research Officer at the Overseas Development Institute, UK and a member of IKM Emergent

9.14 ORGANISATIONAL TRANSFORMATION AT COSTECH: KM OPPORTUNITIES AND CHALLENGES

John Mahegere

The Tanzania Commission for Science and Technology (COSTECH) coordinates and promotes technology transfer across a range of public, private and academic research and development institutes in Tanzania covering a wide range of sectors such as industry, health, agriculture, natural resources. COSTECH's experiences with embedding knowledge management in the organisation highlight a number of factors which can help KM flourish:

1. Active internal and external communication flows

2. Commitment to KM from senior management

3. Collaboration and team work within the organization. Avoid competition between colleagues.

4. Commitment from employees to the concept and practice of KM. Avoid the creation of knowledge silos and 'patenting' of knowledge.

5. Nurturing the innovative corporate culture for an organization. All healthy organizations generate and use knowledge, KM is therefore a success engine for them and vice versa.

6. The application of appropriate technologies, recognizing that people – not technology – manage knowledge.

7. Develop a corporate memory that captures accumulated knowledge, experiences, expertise, history, stories, strategies, and successes and pitfalls. Use staff to do this rather than external consultants.

8. Build communities of interest among staff members

9. Nurturing the integration of HR with IT: How best to get the contribution of each member of staff with the support of technology

10. Ensure adequate financial and other support for KM

11. Draw out the tacit knowledge people have, what they carry around with them, what they observe and learn from experience, in addition to what is usually explicitly stated

John Mahegere is based at the Tanzania Commission for Science and Technology (COSTECH)

9.15 THE PERSPECTIVE OF SADC TO KNOWLEDGE MANAGEMENT

Maria Tali

SADC (the Southern African Development Community), began a restructuring process in 2001 based on the need to put in place a more effective and efficient institutional structure. During that process a number of studies were carried out and meetings took place to look into modalities for better operationalization, in terms of staff, assets and information, of the new structure. One of the studies looked at information use within the Secretariat, specifically, to look at issues relating to recordkeeping practices that don't match with work practice, poor information retrieval and the lack of policies in terms of information and records management to meet the organizational needs.

The types of information resources found at SADC include documents on and related to SADC; reports of studies and projects; electronic databases; registry/archive files; films, compact discs and photographs; doc in electronic format and other documents. In addition, there are several project websites and databases and an intranet for internal communications and retrieval of administrative and finance forms.

Since 2007 SADC Secretariat felt that there were a gap between the institution and the new employees. For that reason induction programmes take place to introduce to new staff the history of the organization, SADC legal instruments, vision and mission of the institution and also given them an overview of the work developed by the different directorates/units

The SADC Secretariat Library provides services to the staff of SADC Secretariat and SADC Institutions. The collections and services are also open to university lectures and students, researchers and anyone else interested in SADC materials. The main objective is to provide current and precise information that support the work and research activities of the SADC Secretariat staff and other SADC institutions.

The collections cover wide variety of subjects related to SADC activities (eg. Agriculture, economics, etc) with special collections on SADC materials, HIV/AIDS and Gender. The library is fully automated and the catalogue is available online. There is a project in place for digitalization of SADC policy documents.

The main problems faced by the Institution in relation to information management are that there is no clear indication how existing information resources should be used, the information flow is poor within the institution, there is no mechanisms in place to allow people to share ideas, work and activities and there is a lack of modern information technologies and policies.

KM and information dissemination are not only critical for organizations to provide efficient services to stakeholders but is also essential to improve the organizational image. SADC is accelerating regional integration and it is important that information which is essential in the execution of various SADC programmes be sourced, organized and processed in such a way that it can be easily accessed, disseminated and shared in order to achieve its objectives.

There is a huge amount of valuable knowledge within the Secretariat that needs to be properly managed. Therefore, it is crucial that SADC develops proper mechanisms in order to (a) know what kind of knowledge the institution produces, collects and stores; and (b) to whom and how this knowledge should be shared. These mechanisms will help the institution to accomplish its mandate and also to change the organization's culture and behaviour.

Maria Tali is the SADC Secretariat Librarian

10 FINAL REFLECTIONS

The participants were given the opportunity to contribute their reflections on the workshop. They capture some of the essence of the workshop and the effect it has had. A summary is presented here.

The participants highlighted three particular areas where the workshop has had immediate effect: 1) raising awareness of the issues around knowledge for development in Africa; 2) building the capacity and knowledge of the participants; and 3) identifying some key strategies to take this agenda further.

Raising awareness of the issues was seen as a primary objective of the workshop, and in this respect it was very successful. The workshop attracted important media attention which culminated in four of the participants appearing on a national current-affairs television programme, Talk of the Nation. In addition to this, there were prominent Namibian public officials and national media representatives in attendance at the event. The workshop also served to introduce and develop many ideas which will be carried by the participants and incorporated into their work in the future.

Ms Menesia Muinjo presenting

On an individual level, many of the participants expressed gratitude for the valuable learning during the workshop. The workshop was successful in introducing the participants to new tools and perspectives on KM, particularly in an African context; it served to build their confidence and trained them to be drivers of KM in their organisations. For some, the workshop highlighted current weaknesses in knowledge sharing in the participant's home organisations and gave them solid suggestions for how to turn this around.

In terms of taking the agenda further, the resounding added value that this workshop has generated is the formation of the *Knowledge Management for Eastern and Southern Africa Network*. The participants, who represent the founding members of the network, developed a joint action plan and a set of key messages (both of which are presented at the front of this report). In addition to this, the issue of translation was highlighted as a particular concern in the region that will have to be addressed. Also the need for basic training on KM was mentioned and a suggestion that this form part of the next meeting of the network was put forward.

Overall, the workshop was praised for its innovative process, particularly the World Cafe session, which was highly valued by the participants. The diverse presentations and interactive discussions were appreciated, as was the training of the KM self-assessment tool. There was a suggestion that the participants could have been more varied; for example, including higher levels of management would have had a greater impact on organisational practice; and including farmers and other industries would have ensured alternative perspectives in the discussions.

11 APPENDIX1: WHAT IS KNOWLEDGE? A READER

The definition of knowledge as j*ustified, true belief* is usually attributed to Plato and the major branch of philosophy dealing with the nature and scope of knowledge – epistemology – continues to be a fertile area of study. There is no single, universally agreed definition of knowledge, nor any prospect of one, and there remain numerous competing theories (Woodend and Painting 2009).

This Reader represents an effort to summarize different definitions and approaches to knowledge. It is incomplete, certainly regarding non-Western perspectives on knowledge, and aims to provide a common basis for discussion rather than to be seen as definitive in its own right.

11.1 GENERAL DEFINITION

Knowledge is defined by the Oxford English Dictionary as (i) expertise, and skills acquired by a person through experience or education; the theoretical or practical understanding of a subject, (ii) what is known in a particular field or in total; facts and information or (iii) awareness or familiarity gained by experience of a fact or situation. Other definitions in the knowledge management literature are generally variants of the above formulations. Davenport and Prusak (2000) provide a more comprehensive definition of knowledge as:

> *a fluid mix of framed experiences, values, contextual information, and expert insight that provides a framework for evaluating and incorporating new experiences and information. It originates and is applied in the minds of knowers.*

11.2 TAXONOMIES OF KNOWLEDGE

Knowledge can be either tacit (in people's heads) or explicit (codified and expressed as information in databases, documents, etc). Tacit and implicit knowledge are often used interchangeably in practice but they do have a difference in emphasis. Explicit knowledge is knowledge that has been or can be articulated, codified, stored and readily shared with others. For many, explicit knowledge basically equates to information. Implicit knowledge 'helps individuals know what is socially and culturally appropriate in a given circumstance; it is knowledge of shared beliefs, values and expectations' (Ramalingam 2005).

In the tradition of Polanyi (1966) who first used the term of tacit knowing, tacit knowledge is the knowledge we have but use unconsciously, consisting of habits and culture that we do not know that we know. However, Polanyi focused on the process 'tacit knowing' as opposed to a form of knowledge: the emphasis on the verb implies an action (knowing) which links with learning.

A taxonomy of knowledge types has been developed by (Johnson, Lorenz and Lovell 2002):

- Know-what: knowledge about facts that is very easy to codify and transfer;

- Know-why: theoretical and principal knowledge, like laws in nature and society, or scientific knowledge. This type of knowledge is usually considered to be codified but science also involves a tacit knowledge as well. For example reading a scientific paper does not give you enough information to replicate the methodology.

- Know-how: knowledge of how to do something and knowledge-in-doing, also known as expertise. Know how is usually seen as tacit, although it might be possible to codify know-how.

- Know-who: related to knowing who knows what and who knows what to do, including social and communicative skills when reacting with others. Know-who is context dependent, and is considered to be hard to codify.

11.3 RELATIONSHIP WITH INFORMATION AND DATA

It is generally agreed that an understanding of knowledge requires some grasp of its relationship to information. It has long been the practice to distinguish between information (data arranged on meaningful patterns) and knowledge which has historically been regarded as something that is believed, that is true (for pragmatic knowledge that works) and that is reliable.

The relationship between data, information and knowledge is often depicted as a pyramid (see figure). With data at the base, it is converted to information and information converted to knowledge. This metaphor of a pyramid to explain these concepts is unhelpful because you start to believe one is better than the other, and there is a tendency to extrapolate to the next level: wisdom

A vast body of literature addresses knowledge in terms of its relation to information and data, where common characteristics of knowledge are *contextualization* and *application* of information. In other words, knowledge gains value and information gains meaning through the way in which people use it. Knowledge is not an independent entity that can be separated from its owner, whether tacit (knowing *how*) or explicit (knowing *that*), because mental processes cannot be separated from physical processes (Ferguson and Cummings 2007). In line with this thinking, Ryle (1949, p. 15) states, that:

> only through the medium of the physical world can the mind of one person make a difference to the mind of another

and with this he sets the trend for further 20th century epistemology in organizational science, which has seen a move towards collective, or shared knowledge.

11.4 CO-CREATION OF KNOWLEDGE

In an understanding of knowledge as coming to expression through human interaction (as discussed by Brown & Duguid, 2001; Cook & Brown, 1999; Drucker, 1968; Powell, 2006), a twofold paradigmatic shift can be identified: first, a shift from the meaning of knowledge as an end in itself to a means for a result, or a *resource* (Drucker, 1968). Second, there is a shift from individual to collaborative knowledge development and application. In both of these visions, knowledge is created through communication and social interaction.

11.5 DEVELOPMENT KNOWLEDGE

Knowledge is key to development for a number of reasons. Knowledge is applied as part of an urgent need to tackle humanitarian crises, such as HIV/AIDS, to deal with environmental disasters such as Tsunami relief (Quaggiotto, 2005), or to support people in their struggle for better livelihoods. In addition to this, knowledge and information are important aspects to self-expression and self determination which need to be taken into account in any understanding of development that goes beyond the narrow socio-economic perspective (Ferguson and Cummings 2007). The effective understanding, exchange and use of relevant knowledge is of central, strategic importance to the whole process of development. In particular, the importance of knowledge about the daily realities, which development aims to change, and the perception of such realities by the societies of which they form part of are of key importance to development (Powell 2009).

This reader has been compiled by Sarah Cummings based on the sources below.

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12   APPENDIX2: WHAT IS KNOWLEDGE MANAGEMENT FOR DEVELOPMENT? A READER

This Reader represents an effort to summarize different definitions and approaches to knowledge management and knowledge management for development. It is incomplete, certainly regarding non-Western perspectives on knowledge management, and aims to provide a common basis for discussion rather than to be seen as definitive in its own right.

12.1   WHAT IS KNOWLEDGE MANAGEMENT?

Knowledge management is defined as:

> *encompassing any processes and practices concerned with the creation, acquisition, capture, sharing and use of knowledge, skills and expertise (Quintas et al., 1996) whether these are explicitly labelled as knowledge management or not* (Swan et al., 1999).

Knowledge management should be considered as relating primarily to the social processes and practices of knowledge creation, acquisition, capture, sharing and use of knowledge, skills and expertise, and not to the technological component of this – the information and communication technologies (ICTs) - which should support and enable the social processes and practices. This emphasis on social process and practices also implicitly recognises the importance of context to knowledge management.

The practice and study of knowledge management derives from the business sector, and builds on the knowledge-based view of the firm. It is assuming increasing importance in organisations, particularly large corporations, as they struggle to maintain a competitive edge and make the best use of their human resources and social capital. Knowledge management was essentially born out of the need to achieve better productivity and effectiveness from the intangible assets or 'intellectual capital' of organisations (Woodend and Painting 2009).

Collison and Parcell (2004) describe knowledge management thus:

> *Knowledge management is about capturing, creating, distilling, sharing and using know-how. That know-how includes explicit and tacit knowledge and embraces know-how, know-what, know-who, know-why and know-when …*

12.2   KNOWLEDGE MANAGEMENT FOR DEVELOPMENT

Knowledge management for development – knowledge management approaches applied to the development sector – started to emerge some ten years ago when the World Bank launched its knowledge management strategy in 1996, followed by the publication of the seminal World Development Report 1998/99, 'Knowledge for Development' (1999). The World Bank's knowledge strategy aimed to provide decision makers with the knowledge and ideas for more successful policies, equipping them to address better the problems that were facing them. Following the adoption of knowledge management by the World Bank, other development organisations – both large and small – have developed their own approaches to knowledge management. This group of organisations includes multilateral (for example. Consultative Group on International Agricultural Research, the United Nations Development Programme and the Food and Agriculture Organisation) and bilateral organisations (for example, Swiss Development Cooperation, US Agency for International Development), as well as non-governmental organisations.

Knowledge management and sharing is particularly relevant to the development sector – there is an affinity between the two as described by Quaggiotto (2005) – because development efforts often transcend

organisations, professional constituencies, and geographical boundaries, making knowledge management increasingly relevant because of its power to cross such divides. Although the efficiency argument – avoiding reinventing the wheel – is often the most commonly cited as the reason for the introduction of knowledge management strategies within organisations, there are more fundamental arguments. Development can be seen as a series of interlinked 'wicked problems'[3] and such can wicked problems cannot be solved, they can only be resolved by connection between different stakeholders with different types of knowledge. In this conception, different types of knowledge – be they individual, community, local, indigenous, practice-based and scientific – need to recognised and involved.

12.3 IN SEARCH OF A NEW KNOWLEDGE MANAGEMENT FOR DEVELOPMENT?

Approaches to knowledge management for development have received considerable criticism. Much of this criticism is founded on the fact that knowledge management was originally derived from the business sector which means that it has, necessarily, a very organisation-based focus. This implies that the strategy adopted is an organisation-based one which does not necessarily take into account the whole development knowledge system. This provides an explanation of the trend identified by King in 2000:

> *The agencies have not started with the dramatic knowledge deficits, nor with the key question of how knowledge management could assist knowledge development in the South. A continuation along their present trajectory will arguably be counter-productive; it will make agencies more certain of what they themselves have learnt, .and more enthusiastic that others should share these insights, once they have been systematized. (King, 2000, as cited in Kalseth & Cummings, 2001)*

This is contradictory because, one the one hand, knowledge management is attractive to development because it offers potential for bridge building and cross-organisational global knowledge sharing but, on the other hand, it has an intrinsic organisational focus. However, some organisations have gone outside their boundaries and tried to facilitate knowledge sharing across the development sector as a whole – one example of this is the pioneering work of the Bellanet Secretariat of the International Development Research Council (IDRC), Canada.

12.4 A NEW KNOWLEDGE MANAGEMENT FOR DEVELOPMENT?

A new knowledge management for development might have the following components. Firstly, knowledge management strategies of organisations should explicitly take account of the development knowledge system rather than purely organisational interests. Secondly, the question of how knowledge management could assist knowledge development in the South should become a key area of focus. Sebastiao Mendonça Ferreira (in press) argues that the Knowledge Management for Development community is playing a key role on a new conception of knowledge management for development:

> *KM4Dev can be thought of as an initial expression of the new trends of development work in the twenty first century, when programmatic innovation has migrated to the South, led by a new*

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[3] A 'wicked problem' was first defined by Rittel and his colleagues (cited in Brown 2008) who argue that they are defined by their paradoxical nature:

- They are without any final solution but nevertheless urgently require and answer;
- Every wicked problem poses a wide diversity of questions but requires a unified response;
- It requires an unprecedented solution but has to be considered in the light of existing solutions
- They require the reconciliation of two logically distinct yardsticks of facts and values
- They contain an imperative to change but offer no assurance which direction to chose.

generation of institutions and development practitioners, and the Internet made it possible to be connected worldwide. By supporting local spaces of innovation, enabling knowledge access to innovative initiatives, channelling knowledge sharing among innovative programmatic approaches, and by reflecting on its own experience KM4Dev can make a distinctive contribution to the creation of a new Enlightenment oriented to solving the complex problems of poverty and inequity, and the impacts of climate change.

This reader has been produced by Sarah Cummings, compiled from the sources below.

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14 APPENDIX 4: PROGRAMME

The final programme is attached below. Note that last minute changes to the schedule are not included here.

Knowledge for Development in Africa:
Challenges and Opportunities'

International Workshop organised by the
University of Namibia, CTA and IKM Emergent

Hotel Safari - Windhoek, Namibia
9 – 13 November 2009

ikmemergent

DRAFT PROGRAMME

TIME	ACTIVITY
Monday – 9 November	**INTRODUCTION TO KNOWLEDGE FOR DEVELOPMENT**
	Chair: *Professor Polly Gaster (to be confirmed)*
	Facilitators: Mr Mike Powell/Mr Geoff Parcell
8.15 am – 8.45 am	**Registration of delegates**
9.00 am – 10.45 a.m.	**Opening session**
	Welcome addresses
	University of Namibia – *Professor Kingo Mchombu, Dean, Humanities and Social Sciences*
	CTA – *Dr Neun, Director (to be confirmed)*
	IKM Emergent – *Mr Mike Powell, Director*
	Presentation – Workshop objectives and programme overview – D*r. John Woodend, Programme Coordinator, CTA*
	Our experiences of knowledge for development – Interactive session -- *Mr. Geoff Parcell, Practical KM Ltd*
	Personal introduction of delegates
	Discussions
10.45 am – 11.15 am	**Tea / coffee break (+ official photo session)**
11.15 am – 12.30	**Our experiences of knowledge for development** – Interactive session -- *Mr. Geoff Parcell, Practical KM Ltd (cont.)*
12.30 pm – 1.30 pm	**Lunch**
	Chair: *Professor Kingo Mchombu*
	Facilitation: *Mr Mike Powell/Mr Geoff Parcell*
1.30-3.30 pm	**Multiple knowledges in development: out of the box thinking** – Presentations followed by a World café
	Presentations (10 minutes per person)
	An introduction to multiple knowledges – *Mr Mike Powell, IKM Emergent*
	The interfacing of the Indigenous Knowledge System with other knowledge systems – *Ms Mammone Tang, Deputy Director, Knowledge Development, National Indigenous Knowledge Systems Office (NIKSO), South Africa*
	Traducture and translation – *Dr Wangui wa Goro, African Development Bank*
	The relevance and the how of knowledge management in bringing about innovation-based development in developing countries –

TIME	ACTIVITY
	Professor Gashaw Kebede, Faculty of Informatics, Addis Ababa University, Ethiopia
	Communicating across the domains of research, policy, practice and the corporate sector – *Ms Sarah Cummings, IKM Emergent/Context, international cooperation*
	Networks and the effective flow of knowledge – *Mr Geoff Parcell, Practical KM Limited*
3.30 pm – 3.45 pm	**Tea / coffee break**
3.45 pm – 5.45 pm	**Multiple knowledges in development: out of the box thinking** (World café cont)
	Mapping knowledge for development in Africa (and further afield) – Interactive session
	EVENING SESSION
6.30 pm – 7.30 pm	***Traducture* and translation** – *Dr Wangui wa Goro, African Development Bank*
	This evening session is open to all INK4D Week participants
Tuesday – 10 November	**CASE STUDIES OF INTERNATIONAL AND REGIONAL APPROACHES TO KNOWLEDGE MANAGEMENT**
	Chair: *To be confirmed*
	Facilitation: *Mr Charles Dhewa/Mr Geoff Parcell*
9.00 am – 10.45 am	**Presentations** (15 minutes per presentation)
	UN Economic Commission for Africa: knowledge management initiatives – *Mr Abraham Azubuike, Chief Librarian*
	Knowledge for African development: 10 priorities. Findings from the 2006 conference – *Professor Kingo Mchombu, Dean, Humanities and Social Sciences, University of Namibia*
	The role of libraries – *Professor Joseph Uta, Librarian, Mzuzu University, Malawi*
	Discussion in groups
10.45 am – 11.15 am	**Tea / coffee break**
11.15 am – 1.00 pm	**Presentations** (15 minutes per presentation)
	Regional knowledge management: the case of HIV and AIDS – *Ms Tariro Chikumbirike, Head, Communication and Knowledge Management,* Southern *Africa HIV and AIDS Information Dissemination Service (SAfAIDS)*
	Regional knowledge management: approaches to indigenous resources – *Ms Roselinie Murota, Information, Networks and Tourism Section Manager,* Southern Alliance for Indigenous resources (SAFIRE)
	How to punch "above your weight" as a small network NGO: leveraging knowledge management and innovation within ALIN – *Raphael Marambii, Innovation and Knowledge Management Specialist, Arid Lands Information Network (ALIN)*
	Discussion in groups
1.00 pm – 2.00 pm	**Lunch**
	JOINT PLENARY SESSION

2.30 pm – 4.00 pm	**Official opening ceremony for INK4DEV**
4.30 pm – 6.30 pm	**INK4DEV Fair**
7.30 pm – 9.30 pm	**Cocktails & BBQ**
Wednesday – 11 November	**KNOWLEDGE MANAGEMENT SELF-ASSESSMENT**
9.00 am – 12.45 pm	**Organisational self-assessment exercise** – *Mr Geoff Parcell, Practical KM Ltd*
12.45 pm – 2.00 pm	**Lunch**
	FIELD TRIP
2.00 pm – 5.30 pm	*Okapuka*
	EVENING SESSION (jointly with ICM group))
6.00 pm – 7.30 pm	**National initiatives in information and communication management** ……To be confirmed
Thursday – 12 November	**NATIONAL KNOWLEDGE MANAGEMENT**
	Chair: Dr John Woodend
	Facilitation: Mr Charles Dhewa/Ms Taline Haytayan
9.00 am – 10.30 am	**Developing curricula**
	Presentations (15 minutes per presentation)
	The new Knowledge for Development Curriculum at the University of Namibia – *Professor Kingo Mchombu, Dean, Humanities and Social Sciences, and Dr C.T. Nengomasha, Information & Communication Studies, University of Namibia*
	Indigenous knowledge curriculum at North West University, South Africa – *Professor H. Kaya, North West University*
	Discussion in groups
10.30 am – 10.45 am	**Tea / coffee break**
10.45 am – 12.45 am	**Other national approaches**
	Chair: Dr John Woodend
	Facilitation: Mr Charles Dhewa/Ms Sarah Cummings
	Presentations (15 minutes per presentation)
	Community content and content for communities: challenges in Mozambique – *Professor Polly Gaster, Centre for Information and Communication at the University Eduardo Mondlane (CIUEM)*
	The case of Zambia – *Mr Davy Simumba, Principal Agricultural Officer, Zambia Agricultural Research Institute*
	Using KM and ICT with Communities to tackle HIV/AIDS: examples from Southern and Eastern Africa – *Ms Taline Haytayan, Knowledge Sharing Adviser, International HIV-AIDS Alliance*
	Discussion in groups
12.45 pm – 2.00 pm	**Lunch**
	ORGANISATIONAL KNOWLEDGE MANAGEMENT
	Chair: *Professor Gashaw Kebede (to be confirmed)*
	Facilitation: *Ms Roselinie Murota (to be confirmed)/Ms Taline Haytayan*

2.00 pm – 3.30 pm	**Presentation** (15 minutes per presentation)
	Monitoring and evaluation of knowledge management: some challenges– *Mr Simon Hearn, Research and Policy in Development (RAPID), Overseas Development Institute (ODI) and IKM Emergent*
	Organisational transformation at COSTECH: KM opportunities and challenges – *Mr John Mahegere, Tanzania Commission for Science and Technology*
	Meta-analysis of organisational knowledge management: the tip of the iceberg – *Ms Sarah Cummings, IKM Emergent/Context, international cooperation*
	Discussion in groups
3.30 pm – 3.45 pm	**Tea / coffee break**
3.45 pm – 5.30 pm	**Action Plan for follow-up**
Friday – 13 November	**CONCLUSIONS AND CLOSING**
	Chair: *Dr Ibrahim Khadar (to be confirmed)*
	Facilitation: *Ms Roselinie Murota/Ms Sarah Cummings*
9.00 am – 12.30 am	**Action Plan for follow-up** *(cont)*
	JOINT CLOSING SESSION WITH ICM POLICY WORKSHOP
12.30 am – 1.00 pm	Keynote: Professor Peter Katjavivi, Director General, National Planning Commission