Lost the way?

Knowledge transfers from individuals to organisations in the field of Swedish aid co-operation
Abstract
This thesis is focusing on how knowledge transfers could be enhanced within aid co-operation contributing to more sustainable results. The research will use the theory of knowledge transfers from the field of economics and development of firms, especially the work done by Dixon, Szulanski, King and McGrath. The theory highlights the need that regulatory documents and organisations address knowledge transfers and value them. Still the findings indicates that this is not the case in the Swedish context and that the documents are focused on the assumption the individual capability is automatically transferred to organizational capacity, this is not supported by the theoretical framework. The study will focus on one of many competence development programs of Sida namely the ITP-programs and particularly on the ITP-programs focus on increasing individual capability and how this should contribute to a country’s development. The findings indicate that there is coherence between the factors and hindrances of success and the theoretical framework. Furthermore there could be a relationship between gaining more sustainable results if enhancing the knowledge transfer. One interesting conclusion is that there could be a connection between the ongoing debate of western ideologies impact on aid co-operation and the opinion of the knowledge from Swedish ITP-programs.

Key words
Knowledge transfers, Aid co-operation, Knowledge Aid, Development
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Abbreviations

CMM  Capability Maturity Model
DAC  Development Assistance Committee
GDP  Gross Domestic Product
ICT  Information and Communications Technology
ITP  International Trainee Programme
MDG  the Millennium Development Goals
PACA Peace and security in Africa
Sida  Swedish International Development Cooperation Agency
TA   Technical Assistance
TC   Technical Co-operation
UN   United Nations
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1 Introduction
Aid co-operation, development and knowledge have been intertwined since the beginning of modern aid, Harry Truman stated in his inaugural address in 1949:

“Fourth, we must embark on a bold new program for making the benefits of our scientific advances and industrial progress available for the improvement and growth of underdeveloped areas.
More than half the people of the world are living in conditions approaching misery...
For the first time in history, humanity possesses the knowledge and skill to relieve the suffering of these people.”

(King and McGrath 2004 page 38)

Since the speech from Truman, and the Marshall Plan, there has been a number of pendulum movements between different political and economic cycles (King and McGrath 2004), and also between the importance of knowledge and capacity building. In 2017 the Swedish International Development Cooperation Agency¹ (Sida) and the International Centre for Local Democracy (ICDL) stated that one of the major challenges for gaining sustainable development is how to transfer capacity, from individuals that are involved in different aid-projects, to the organisations they are representing (Ternström et al 2017). This transfer of knowledge or capability is not just important for the recipients; it is also important for the organisation providing the project, to be able to develop more effective and sustainable aid-projects. The question is what are knowledge transfers? There are ongoing debates on what a knowledge transfer is, and what type of knowledge could be transferred, and especially within the field of aid co-operation. With this said there is also an ongoing discussion about the usage of the term “knowledge transfer” or the usage of “knowledge development”.

¹ The Swedish international development co-operation agency (Sida) was before the merges 1995 called SIDA. In this study to avoid misunderstand, I will only use the present abbreviation Sida.
This study will apply the concept of knowledge used in “Knowledge for development” from 2004 by King and McGrath (King and McGrath 2004 p 18), where knowledge address both internal and external knowledge. The concept of knowledge transfers used in this study is used by many different sources and is a broad definition where the focus is on the mechanism in inter personal interaction (Sergeeva and Andreeva 2016). Thus this research will use the term “knowledge transfer” because of the theoretical approach from economics, where the term “knowledge transfer” is more used then in aid co-operation. Both of these concepts will be explained in detail in the theory chapter below.

Knowledge transfer is often used in business economics to develop a firm or an organisation to be more effective. The idea of knowledge linkage could be traced back to the German economist Fredrich List (1789 - 1846). Today the idea of List has developed into an entire field within business economics. Still the fundamental part of the field is that effective knowledge transfers will lead to a more developed and strong firm, both financially, and also with regard to human capital.

The question that Sida and ICLD highlighting relates to Agenda 2030 and especially goal number 17 “revitalise the global partnership for sustainable development”. By this it is meant that “a successful sustainable development agenda requires partnerships between governments, the private sector and civil society” (UN Agenda 2030 goal 17). “These inclusive partnerships are built upon principles and values, a shared vision, and shared goals that place people and the planet at the centre, are needed at the global, regional, national and local level” (UN Agenda 2030 goal 17).

This enhances the importance of understanding how knowledge transfers could be more effective in aid co-operation, for more sustainable development and capacity building for both the individuals and organisations. Increased effectiveness of knowledge transfer could lead to more effective partnership and greater understanding, for different stakeholders within the development sector.
1.1 Literature review of knowledge aid

As earlier mentioned aid co-operation, development and knowledge have been discussed since the beginning of modern aid. Even so the concept knowledge in aid co-operation has a lot of different definitions and interpretations, even conflicting ones. In 2004, King and McGrath, constructed a framework of how knowledge could be practically used in aid co-operation. The framework defines eleven types of activities in knowledge based aid, internal knowledge management and staff development, inter-agency knowledge sharing, research, International public goods, knowledge transfer, e-learning, technical co-operation and capacity development, southern knowledge capacity, southern knowledge sharing and indigenous knowledge (King and McGrath 2004). In using this framework, there has been less focus on knowledge transfer within aid co-operation research, still there has been extensive work on the related activity of capacity development and technical co-operation. Even so there is research and literature that relates to the subject of knowledge transfers for example the pilot project done by Manu and Walker in 2006. This will be presented in the theory chapter, which also includes a literature review on economic theory about knowledge transfers. Still there is interesting research done in the field of aid co-operation and especially in capacity building and technology assistance where knowledge transfer is a sub-category.

1.1.1 Knowledge for development

Many sources indicate that the work with millennium goals set a new agenda for aid co-operation. Since the middle of the 1990’s there has been an increased interest of knowledge based aid with in aid co-operation (King and McGrath 2004). More agencies are focusing on projects that explore the most effective way to acquire external knowledge relating to development.

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2 The Millennium Development Goals (MDGs) were declared in 2000 at the UN millennium summit and ended in 2015. The MDGs where targeting eight different topics from eradicate extreme poverty and hunger to global partnership for development (http://www.un.org/millenniumgoals/bkgd.shtml). The Millennium Development Goals was the first step towards the agenda 2030 that is the UN’s new agenda for this area of development.
At the same time, the focus is also on the most effective way of spreading knowledge between different stakeholder, agencies and civil society. This has led to an increased discussion about the role of learning in development and aid co-operation (King and McGrath 2004).

Agencies have been concerned about how they use their own knowledge, and develop this to build effective policies, regulatory documents and practise. This has resulted in an increased interest in information and communication technologies (ICT) projects and training programmes within aid co-operation (King and McGrath 2004). Even though the agencies are increasing their interest in how knowledge could contribute in development, there is still a need to understand how this knowledge, and especially external knowledge, is effectively transferred to contribute even more.

1.1.2 Technical assistance for development

An interesting article focusing on the historical development of technical assistance within aid co-operation, and how this relates to knowledge management and innovation systems, was written by Gordon Wilson and published in 2007. Wilson presents a literature review on the development of technical assistance and also the theoretical development of knowledge management and innovation systems within aid co-operation (Wilson 2007). Technical Assistance (TA), also today known as Technical co-operation (TC), has developed since the 1950’s, and activities and objectives have changed over time related to the different development paradigms of the day (Wilson 2007). The article highlights how the TA/TC projects approach to knowledge transfers has changed with the different paradigms and new ideas of knowledge management and innovation systems. When it comes to knowledge transfers in TA/TC, Wilson states in 2007 that knowledge is not a thing, rather it has dynamic tacit properties which are context bound. This context boundary hinder knowledge transfer, and is one of the major issues in TA/TC programmes (Wilson 2007). This could relates to the results and conclusions of Sida’s evaluation of International Training Programmes (ITP) programme in 2017, about the difficulty of transferring knowledge from individuals to organisations. Wilson also see the same pattern of complications about context boundary in aid targeting institutional capacity building (Wilson 2007).
One interesting conclusion of the research is the concept of “learning with” instead of “learning from” (Wilson 2007). The difference between “learning with” and learning from is that, “learning with” focuses on producing new knowledge through dialogues between the different stakeholders. “Learning from” are focusing on repeating old knowledge into the new context (Wilson 2007). Not only does the concept of “learning with” generate new knowledge, it also changes the roles of donor and recipient into a more collaboration between the stakeholder (Wilson 2007). This is strengthened by the fact that the concept of “learning with” uses dialogues between different stakeholders to develop the new knowledge. Successful dialogues have to build on trust and belief between all stakeholders (Wilson 2007).

1.1.3 Organisational context

For increased efficiency in knowledge transfer between individuals and organisations one has to understand the context of different organisations and institutions in the developing world (Wilson 2007). This is supported by the fact that the African governments’ have different structures due to their post-colonization history (Carlsson 1996). The governments and its institutions had the purpose of securing law and order and taxation. This relates to the centralised governments that exist in Africa today (Carlsson 1996). In times of decreasing economic growth and development in Africa, many donors shifted focus to the lack of capacity in African organisations (Carlsson 1996). Due to the post-colonization history African organisations and policymakers have different pre-conditions than their European counter parts (Carlsson 1996). The African organisational inheritance seems to be more influenced by classic organisational development then recent European standard. This means that the individual employer has less opportunity to develop their own capacity within the organisation. Also the organisations are controlled by an administrative framework where the employers’ reflection and opinions are unimportant (Carlsson 1996). This increases the lack of capacity in African institutions. This indicates that in order to increase effectiveness of knowledge transfer to generate institutional capital one has to understand both the social, geographic and organisational context, and how these interact with each other.
1.1.4 Generating human capital and social capital

It is hard to measure human and social capital and efforts to do so often leads to mixed results. This has led to misunderstandings of the concept of human and social capital which in turn results in the failure of both planning and results from aid-projects and therefore also inefficient investments (Johnston 1996). Even so there is a need of using methods that focus on measuring both technologic advancement as well as competence provision (Johnston 1996). This is because until the concept of knowledge and human capital is involved in the process, it is not possible to understand if there is a lack of knowledge on the local level, or there is tacit knowledge that could be used (Johnston 1996).

Social capital is the invisible glue that creates relationship that holds the community together. It is the core of all development and collaboration between individuals. The most elemental level of social capital is the concept of trust (Moyo 2009). This means that aid co-operation and development has to address soft factors, for example governance, rule of law and institutional quality, and acknowledge that these factors has a major impact on society. All of these soft factors are related with trust and social capital, still the aspect of social capital and how to generate this is weak in aid-projects. Foreign aid could even weaken domestic social capital (Moyo 2009).

1.1.5 The Swedish context

Sweden has a long tradition of scientific, trade and missionary encounters with the developing world, and also in aid co-operation. The first major programmes began in the 1950’s in Ethiopia and Pakistan (King and McGrath 2004). Like many institutions and social security networks Swedish aid co-operation has it historical origin in the popular movement and societies for example the evangelistic missionary movement (Odén 2006). The first Swedish agency for aid was founded in 1962 and in 1965 it was replaced by SIDA. The overall goal for Swedish aid has been to improve the quality of life of poor people. This overall goal has developed into sub-goals regarding economic growth, equality, democracy and development (King and McGrath 2004). In 1995 SIDA was merged together with three different Swedish agencies that all focused on aid co-operation and development, into the Swedish international development co-operation agency (Sida).
Sida stated in 1997 that knowledge is our most important resource and that knowledge development is a major issue for all types of development (Sida looks forward 1997). Also Sida stated that in all programmes the most important working method should be knowledge development for Sida and its partners, both Swedish and international. This indicates that Sida had a multi-focus on knowledge-development, not just transferring Swedish knowledge to the developing world. Rather Sida is focusing on knowledge development together with their partners and stakeholders (King and McGrath 2004).

According to Sida’s homepage, Sida’s main method of capacity building is International Training Programme (ITP), still capacity building is often a major part of all types of aid-cooperation. The program has the aim to support and strengthen the participant’s capacity with the ultimate goal of leading to organisational change (Sida ITP 2017). The capacity development is focused on strengthen the individuals plan or project for change (Sida ITP 2017). The overall goal for Sida’s ITP program is “achieve good competence and high capacity in organisations in developing countries to drive change processes for more effective poverty reduction” (Ternström et al 2017 p 10) and the goal is supporting Sida’s Results strategy for capacity development and exchanges 2014-2017 (Sida ITP 2017). The programs are focusing of need and identified priorities of the developing world especially in social and economic development (Sida 2004, Sida ITP 2017). The programs are organised by Sida, who also sets the focus and agenda for the programs but implemented by an organisation in Sweden such as a university department or a Government institution. Sida also determines what countries and organisations that should be targeted (Sida 2004).

The ITP program generally uses five different phases:

Figure 1: The five phases of ITP programs (Sida ITP 2017)
The programs includes a two to four weeks training in Sweden, where the participants are involved in workshops, lectures, and meeting Swedish experts. All to help them to plan and develop their project of change (Sida ITP 2017). Approximately after six months a follow-up meeting takes place in one of the participating countries focusing on what progress has been developed as well as what hindrance that has occurred. Support from the program organisers should be available thru the whole program and sometimes there are additional workshops organised in the field (Sida ITP 2017). The programs are often building networks between the participants, creating opportunity for them to have contact after completing the training but also with others how has done the training before (Sida ITP 2017).

1.2 Justification
According to Sida, one of the major challenges for gaining sustainable development from aid co-operation is in the transfer of knowledge, from the individuals that are involved in different aid-projects, to the organisations they represent. In the final report of the evaluation of ITP from 2017, done by Sida, it is stated that one of the lessons learned is that ITP’s are successful on the individual level but less effective in capacity development of organisations. There is also a need to study the wider effects. There is no systematic documentation or formalised follow-up strategy (Ternström et al 2017).

One of the lessons learned is that “The increased focus on creating a critical mass within an organisation or thematic area in a country has been successful in increasing the chances that change projects are implemented, and in contributing to other change processes.” (Ternström et al 2017p 60) This statement indicates that if the programme creates enough mass within the organisation this will lead to the organisation adapting to the new knowledge. This relates to the importance of effective knowledge transfer between the individuals and also the organisation instead, of the ITP-programme having to complete the training for the entire critical mass. The first recommendation of the evaluation team is that “In order to further shift the focus from individuals to organisations and poverty reduction, we recommend that an explicit Theory of Change for ITP is developed.” (Ternström et al 2017 p 12). This new strategy or theory of change could target knowledge transfers to make them more efficient than before.
The issue of knowledge transfer between individuals and organisations has been raised several times before. It was stated in 1996 that the international aid co-operation has focused on developing individual capacity in Africa. Still the individuals had limited opportunities to use their new knowledge in the old environment (Wohlgemuth and Carlsson 1996). Still new studies are highlighting the same issues of the lack of organisational development.

In a study by Expertgruppen för biståndsanalys (EBA) an effort to discuss aid co-operation sustainable development and long-term financial support and how this relates to Agenda 2030 and especially goal number 17 “revitalize the global partnership for sustainable development” is made (EBA 2018). This motivates this study of trying to find new approaches to ITP programme and aid co-operation.

The purpose of EBAs study is to examine evaluations of aid-projects and to analyse the Swedish aid co-operation’s results and contribution. Applying this dissuasion to Sidas conclusion in the evaluation of ITP programmes, “that ITP has been effective at capacity development of individuals but less effective at capacity development of organisations” (Ternström et al 2017 p12), leads to the conclusion that it could be useful to examine knowledge transfers between individuals and organisations, to be able to gain sustainable results. This is strengthened by the findings from Sida that the ITP programmes are up to date with the recent capacity building literature, but methodological development are not fully implemented, and also they state the need for an explicit theory of change (Ternström et al 2017). This creates the opportunity to find new research and theories addressing the issue of knowledge exchange that could evolve the understanding of knowledge transfer in aid co-operation.

An issue raised by with using theories from the field of business economics is historical inheritance from earlier attempts. The work of Gordon Wilson highlight the inheritance between technical assistance aid and different types of overall development paradigm, for example the neoliberal era (Wilson 2007). In the Swedish context during the 1960´s and 1970´s, Sida had a positive opinion of knowledge transfers especially to programmes focusing on technical assistance and capacity building. In the late 1980´s Sida evaluated these projects, and the 25 years of experience was heavily questioned by a cross-Nordic study, which stated that technical assistance often weakened rather than strengthened the recipient’s capacity (King and McGrath 2004).
One other issue is the discussion about aid co-operation in different contexts, and if and how knowledge transfers are affected by these. For example in 1996 Carlsson argued that African organisations and policymakers had different pre-conditions than European counterparts. (Carlsson 1996) The African organisational inheritance seems to be more influenced by classic organisational development then European standard. This means that the individual employer has less opportunity to develop their own capacity within the organisation.

Also the organisations are controlled by an administrative framework where the employers’ reflection and opinions are unimportant (Carlsson 1996). This could be addressed by applying Wilson’s concept of “learning with” by creating new knowledge within the context, instead of trying to transfer external knowledge into a different context (Wilson 2007).

1.3 Summery
This research will focus on the intertwined relationship between aid co-operation, development and knowledge, and especially the role of knowledge transfers in this relationship. In 2017 Sida stated that a major challenge in Swedish aid co-operation and ITP programmes was the lack of capacity transfer between individuals and organisations, creating an issue regarding gaining sustainable results from the ITP programme (Ternström et al 2017). How to develop and increase the effectiveness of knowledge transfers has been used within the field of business economics, often in different approaches to develop a firm or an organisation. The underlying idea is that effective knowledge transfers will lead to development both financially and as regards human capital for the specific firm.

The literature review indicates that there could be a research gap about knowledge transfers from individual capability into organisational capacity. This gap motivates us to study other academic fields that address the impact of knowledge transfers, and to understand if this could be adapted into the field of aid co-operation. This could enhance the understanding about whether increasing the effectiveness will gain more sustainable results. Still there is extensive research done in relating areas of aid co-operation and capacity building where knowledge transfers are a sub-level of both areas.
The research done by King and McGrath in 2004 discusses for example the concept of knowledge-aid and also clustered different activities into a framework where knowledge transfer is one of the clusters (King and McGrath 2004). Another research project that address the need for effective knowledge transfers in aid co-operation is the pilot project done by Manu and Walker in 2006.

Many sources indicate that there was a change of perspective in the 1990’s of knowledge in aid co-operation (King and McGrath 2004). This was intensified by many agencies starting to focus on projects that addressed how different stakeholders could interact and spread knowledge in the most effective way possible. In 2007 Wilson presented a literature review of what has been produced within technical assistance aid since the 1950’s. One of his conclusions is that activities and the approach to knowledge has changed over the years in parallel with different development paradigms (Wilson 2007). He also states that knowledge is not a thing rather it is has dynamic tacit properties and therefore it is in one way context bound (Wilson 2007). An interesting concept addressing how to work around this context boundary is “learning with”, focusing on creating new knowledge between stakeholders rather than just transferring (Wilson 2007).
2 Research objective

The literature review and the statement from Sida have identified a research gap regarding knowledge transfers within aid co-operation. Even though there has been research done about knowledge aid, the literature review indicates that there could be a lack of focus on the knowledge transfer from individual to organisation within aid co-operation. In the official documents regarding Swedish aid co-operation this transfer is argued to be more automatic, if the individual capability is increased this will lead to increased organisational capacity. The evidence provided from the evaluation of ITP programmes done in 2017 (Ternström et al 2017) does not support this, also from the economic field and the development of firms there is a clear statement that in order to develop the knowledge transfers the firm has to have an organisation supporting this type of transfers.

King and McGrath states in 2004 that there is a difference between knowledge transfer and capacity building that supports the study of practical use of knowledge transfers and if these are effective will enhance both the capacity building and gaining more sustainable results from aid-projects. The framework developed by King and McGrath in 2006 notes that knowledge transfers are focusing on the relationship between different stakeholders and how this could develop into a more symmetrical knowledge relationship between them. They also claim that knowledge transfers are dependent on the context as well as the learning process to be effective and also state that knowledge transfers are related to capacity building and development by the discussion about local ownership (King and McGrath 2004).

Over the years Sida has been involved in many kinds of capacity building projects, one particular in this field of capacity building is the ITP programs that are focusing on training of individuals in different of thematic subjects. This to increase not only individual capacity but also develop organisational capability and in the long run change institutions and lead to a state’s development. Sida’s ITPs are focusing on capacity building in the least developed countries and middle income countries and the focus is to achieve high capacity within organisations and therefore develop more effective poverty reduction (Ternström et al 2017). This strengthens the need of effective knowledge transfer between individual and organisational level. It is of great interest to understand how these could be enhanced. I have therefor chosen the ITP-programs as my study object to see how Sida is implementing its capacity building
program. The definition of knowledge transfers directly relates to the lack of sustainable results from Sida’s ITP programmes and especially when it comes to the transfer from individual capability to organisational capacity. It also relates issue raised by Carlsson in 1996 and Wilson in 2007 about the need of adapting to different contexts (Carlsson 1996, Wilson 2007) and how this affects institutional capital in Africa (Carlsson 1996). Both these aspects highlight the importance of how to create effective knowledge transfers within ITP programmes.

To gain sustainable results the importance of knowledge transfers has also been highlighted from the perspective of the firm and within the field of business development there are ongoing debates and theoretical development of knowledge transfer. Historical evidence suggest that economic theory has to be adopted before it is applied to the field of development, especially if the target group was firms and not official institutions.

The evaluation of ITP programmes done in 2017 highlights some inserting aspects of the ITP programmes:

- “It contributes to the goals of the Results strategy for capacity development and exchanges 2014-2017 but its contribution rests on a number of more or less explicit assumptions, most importantly that capacity development of a number of persons will have a positive effect on organisational capacity and change processes that contribute to poverty reduction” (p 11)
- “The Sweden phase (seen as contributing to an understanding of ‘how things can be done differently’), peer-to-peer learning, mentoring and being outside the day-to-day context contribute to the positive results of the ITP. Hindering factors for implementing change projects were mainly related to lack of support from the participants’ organisations, while clustering of participants had a positive effect.” (p 11)
- “The ITP has been effective at capacity development of individual but less effective at capacity development of organizations” (p 12)
- “The increased focus on creating a critical mass within an organisation or thematic area in a country has been successful in increasing the chances that change projects are implemented, and in contributing to other change processes.” (p 60)
One interesting point is the assumption that building individual capacity should automatically increase the organisational capacity even if the evaluation is recommending an increased focus on creating a critical mass to increase the organisational development.

There is no focus on how the individuals are transferring their capacity into organisational capacity or example of programmes that this has been more successful in this aspect than other programmes. Therefore the pilot test from 2006 presented by Christopher Manu and Derek H.T. Walker is interesting. They were addressing the need of a useable tool for aid-projects to gain sustainably results. The objective is to give a better understanding of how aid-projects can be successful to generate social capital by effective use of knowledge transfers (Manu and Walker 2006), by using the Capability Maturity Model (CMM) and applying up-to-date research on knowledge transfers from economics.

2.1 Research questions

This research will focus on the intertwined relationship between aid co-operation, knowledge and development and how they can interact to gain more sustainably results in aid-programmes and especially ITP-programmes. The research will use the approach of knowledge transfer from economic theory and assess whether this approach could have the same impact on aid co-operation as in development of different business enterprises. To examine this relationship between aid co-operation, knowledge and development in the Swedish context, the research will focus on the following research question:

*Does Swedish aid co-operation and especially ITP-programmes address the need of knowledge transfer to gain sustainable results?*

To be able to answer the question and to operationalise the research one has to address different levels of the programmes and the knowledge transfers. The first level according to the theoretical framework presented in the theory chapter below is if documents are addressing the concept of knowledge and knowledge transfer. This is highlighted both from the theoretical stand-point, but also from a more general political-science approach where institutions are dependent on these types of documents and especially in a Swedish context.
Therefore the sub research questions are, on an organisational level, does strategies and regulatory documents address the impact that knowledge could have on aid co-operation and the need of effective knowledge transfer? What lessons could be learned from the practical experience of the ITP-programmes and what type of knowledge transfers appear in these programmes, also what hindrances are highlighted in the ITP-programmes?

2.2 Limitation and delimitations

To focus on the ITP-program as an example of how Sida is implementing knowledge development will make the results from the study harder to generalize from because of the specific setting of both country context and aid-project. Furthermore By using secondary sources and texts written by others and with a different focus than this study, there is always a risk of misinterpretations and that data is missing from the material due to different focus. With this said, there is still a need to develop more effective aid co-operation. If the study was too broad and not focusing on one type of aid co-operation this could lead to that outcome of the study would become unclear and even harder to interpret. There is also a risk that the contexts could be lost and misinterpreted due to the translation from Swedish into English.

There could also be problems in using a theory that is used to develop a firm and use it to understand a different setting with needs and logics than within a business enterprise. Even so the theory of knowledge transfers is still targeting the same problems that are highlighted in the evaluations of ITP programs. Therefore using the theory could create more understanding of how social capital transfers from the individual level to the organisational level. Still if the theory was used to provide a practical framework there is a need of adapting the theory. This study is focusing on understanding the lack of organisational results of the ITP programs and therefore there is no need at the moment to adapt the theory, still this has to be recognized in the conclusions of this study.
3 Theory

This study will mainly focus on how individual capability could generate organisational capability in the field of aid co-operation especially in a Swedish context. To reach that objective, the theory and debate about knowledge transfer within the development of firms will be applied to the field of aid co-operation to see whether they are coherent in the field of aid co-operation. This approach is supported by the literature review and the research objective of how to strengthen and support the knowledge transfers from individuals to organisations. There has been a focus from the area of development of the firm, to address for example problems with brain drain from companies, where it becomes important that the organisation will not lose if they lose employees. Still one has to understand that there is a tradition of applying economic theories to the field of aid-cooperating and that it could be problematic and the theory need to be adopted not just applied. International aid has a long history of developing individual capability, but still there has been little or no opportunity to use their new capability in the home context (Wohlgemuth and Carlsson 1996). Institutional and organisational development has focused on the organisational effectiveness of the outcome, but still institutional and organisational development is not just to develop individual capability (Wohlgemuth and Carlsson 1996). This supports the view of importance to focus on the knowledge transfer between individual and organisation, to increase the development of institutional and the effectiveness of aid.

3.1 Knowledge transfer

3.1.1 Theoretical literature review

The theory of knowledge transfers is developed from the economic perspective, and the focus has been on development of firms. The fundamental ideas of knowledge transfers can be traced back to Fredrich List a German economist who addressed the importance of knowledge links between the industry and the academy (Wilson 2007). The theory of knowledge transfers address the question of how social capital and individual capability is generated and spread, and on how organisations should facilitate the knowledge transfers.

For example, see Nancy Dixon’s work Common knowledge: how companies thrive by sharing what they know (2000) or Gabriel Szulanski’s work Exploring Internal Stickiness: Impediments to the Transfer of Best Practice within the Firm (1996).
In 2003, Manuel García-Ayuso published an extensive literature review on the subject over the past two decades, and his major findings were that the literature strongly supports the argument that projects generate a high value of social capital and knowledge. (Manu and Walker 2006). García also states that one important question is whether the companies consider themselves as a knowledge intensive firm or not (García-Ayuso 2003).

3.1.1.1 Knowledge transfers from an organisational perspective

Dixon focuses on how an organisation could develop a structure and a strategy for knowledge transfers and how that will lead to a more effective organisation and also more cost effective. She states that an organisations greater goals have to be related to knowledge, and that the knowledge has to be relevant to both the organisation and the employers (Dixon 2000). If the goals are not related to the specific knowledge this could lead to a misunderstanding which could lead to that knowledge transfer being hindered between the employers and the organisation (Dixon 2000).

To create effective strategies and structures of knowledge transfers Dixon claims that one key aspect is that each network has to be developed specifically for the different types of knowledge and the recipient group. It seems that networks that try to address anyone are less effective than specific networks (Dixon 2000). To motivate the knowledge transfer, it is important that the benefit of the knowledge is direct and relevant to the recipients´ work task. If this is not the case, the transfer will be less successful. This relates to that in most organisations the employees are overloaded with work tasks. This means that the time they could invest in knowledge transfers and knowledge exchange is limited. So saying that “everybody” needs to contribute often means that “nobody” feels particularly responsibility (Dixon 2000). This leads to the conclusion that organisations need to allocate resources, both capital and human resources to create successful and effective strategies and systems for knowledge exchange and knowledge transfers (Dixon 2000).

Dixon´s work identifies five different kinds of knowledge transfers that all have different transfer’ processes. To be able to develop the most effective transfer system the organisation has to identify which type of knowledge transfer that will be most adequate to the specific context and task of the system (Dixon 2000).
3.1.1.2 Stickiness of Knowledge

Another aspect of knowledge transfers is raised by Szulanski and his extensive work about different characteristics and hindrances for knowledge transfers (Szulanski 1996). Szulanski is referring to knowledge as “sticky” and difficult to transfer. He claims that during the process of knowledge transfer there are four different types of stickiness. The first one is during an initiation stage where the stickiness can occur when identifying the needs and the knowledge and assessing possible transfers (Szulanski 1996). The second stickiness is when trying to bridge over the communication gap between the source and the recipient (Szulanski 1996). During the process of achieving satisfactory performance, the knowledge could become sticky and difficult to transfer. The same could occur during the implementation, and when creating new routines using the new knowledge (Szulanski 1996) Szulanski’s research has its foundation in prior research and developing this into an eclectic model with four different characteristics of factors that affect the knowledge transfer and allows their relative influence to be measured (Szulanski 1996).
He argues that these four characteristics are the origins of knowledge’s internal stickiness.

1. Characteristics of the knowledge transfers.
Within this characteristics Szulanski discusses *Causal ambiguity* and *Unprovenness*, where the Causal ambiguity focus on the difficulty of replicating capabilities, and what different factors that creates the capability and how they interact with each other during the process (Szulanski 1996). This relates to the success or failure to replicate a capability in a new context, and that even after the replication it could be difficult to understand how the different factors relates and interact with each other to produce the outcome. The key in this type of argument is the undefinable knowledge in tacit human skills, or the collectively held knowledge in a context. Tacit knowledge is one aspect of knowledge that is one of the stickiest and also directly relates and have an impact on knowledge transferability (Szulanski 1996). Knowledge that could be described as proven, and been successfully implemented in different contexts is less difficult to transfer than new knowledge without these type of record. This leads to the conclusion that unproven knowledge could have a negative effect on the knowledge transfer (Szulanski 1996).

2. Characteristics of the source of knowledge.
A source of knowledge could be unwilling to share its knowledge because of fear of losing ownership which could also lead to loss of privilege and superiority. This creates a lack of motivation for the source to invest its time and capital to support the knowledge transfer (Szulanski 1996). In addition the perception as a reliable source, and that the source is trustworthy, relates to how sticky the knowledge is. If the source is reliable it is more likely that the knowledge will have an influence on the recipient, and the knowledge transfer becomes smother. If the source is not perceived as reliable this will have a negative impact on the transfer, and it is likely that the knowledge will be challenged and even resisted (Szulanski 1996).

3. Characteristics of the recipient of knowledge.
Lack of motivation from the recipient will also have an effect on the knowledge and how easily it will transfer to that person. It is well documented that knowledge received from the “outside” is harder to transfer than knowledge from the “inside”. This lack of motivation could lead to the recipient even rejecting or sabotaging the new knowledge (Szulanski 1996).
The lack of motivation from the recipients is related to the lack of absorptive capacity, where the recipients are unable to utilise new knowledge from the “outside”. The lack of capacity is related to the existing stock of knowledge. Therefore the new knowledge has in some way to relate to the existing stock of knowledge, otherwise there cannot be any effective knowledge transfers (Szulanski 1996). Studies from both innovation and planned organisational change indicate that it is difficult to gain the retentive capacity that is needed to have effective knowledge transfer. This leads to that knowledge transfers to some extent being institutionalised within the organisation to gain persistent participation that is necessary to counter the stickiness of knowledge (Szulanski 1996).

4. Characteristics of the context

Knowledge transfers are often embedded in the organisational context, and this may affect both on what level of the organisation they occur but also if they are effective. The organisational context can in the best way facilitate the knowledge transfer and support the process and create networking and time for the transfers, on the other hand the context could be what hinders the transfer and interaction between the source and recipient (Szulanski 1996). These networks are also important when it comes to knowledge transfers that are conducted in multiple transfers from individual to individual, this is often the case in tacit knowledge transfers. These transfers are also dependent on the context between the recipient, and how they communicate between each other (Szulanski 1996).

3.1.1.3 Knowledge transfer from individual to organisation

An interesting aspect is the mechanisms on an individual-level and how this can enhance the knowledge transfers within organisations. The identification and linkage between these mechanisms, and Human resource management within firms and organisations, has been an important subject within research done in the field of knowledge transfer. In 2012 Minbaeva, Mäkelä and Rabbiosi published an article on the subject, testing four different hypotheses on different individual-level mechanisms, such as the impact on knowledge transfers, and how different human resource management practices can increase absorptive-capacity, and address different types of limits to knowledge transfers (Minbaeva, Mäkelä and Rabbiosi 2012).
The different hypotheses focus on the individual motivation, the perception of the organisational commitment of knowledge transfers, and the relationship between the individual motivation and the organisational commitment of knowledge transfers (Minbaeva, Mäkelä and Rabbiosi 2012).

The study shows that on the individual level motivation and perception of knowledge has a direct influence on the knowledge transfer (Minbaeva, Mäkelä and Rabbiosi 2012). One major finding is that genuine motivation and engagement in social networks enhance the relationship between organisational commitment and knowledge exchange within the firm or organisation (Minbaeva, Mäkelä and Rabbiosi 2012). Knowledge transfers are also more effective and frequent when they relate to and enhance the interest of the own employee group and co-workers (Minbaeva, Mäkelä and Rabbiosi 2012). The study supports the argument that Human resource management could have a positive impact on knowledge transfer and knowledge exchange on the individual-level. They also confirm the importance of knowledge transfers has to not only be addressed in all levels of firm or organisation, but it also has to be addressed in all different stages in work-life all from training, performance and development of skills. The knowledge exchange also has to have a positive value in all levels and stages, and it could be strengthened by different types of compensation and rewards if the transfers are completed (Minbaeva, Mäkelä and Rabbiosi 2012).

### 3.1.1.4 The Capability Maturity Model

The framework developed by Manu and Walker is inspired by the Capability Maturity Model (CMM) and used to measure effectiveness of “creating knowledge networks to share and transfer knowledge” (Manu and Walker 2006). It focuses on knowledge transfers in a specific infrastructure aid-project. The CMM model has it foundation in software development, but is also used as a model for developing data collecting and networks. The study made by Manu and Walker contributed with findings that:” The approach was found to be very useful in helping stakeholders better visualise and measure project outcome, whereas experience from previous similar projects indicated that it was very difficult for stakeholders to find a tangible way of measuring this important element of success or failure” (Manu and Walker 2006 p 475).

The CMM model used in this case have five different levels used to evaluate the maturity of knowledge transfers in the project.
The first level is an initial stage, where the stakeholders are mostly inactive and there are a low level of awareness. The stakeholders are also unaware of different social networks they could potential be part of.

The second level is focusing on repeatable actions and different initiations of change. Also there is an increased focus on the workplace level, and the informal knowledge networks and exchange with limited support from stakeholders and organisations.

The third level addressing the active adoption from the perspective of the organisation to new networks and knowledge exchange. Often the organisation is focusing on the internal knowledge transfers and how to make them into formal networks and providing support for the networks. During the third level the organisation is still inactive and passive in outside networks.

The fourth level about acceptance and adaptation from the wider community, gaining recognized support to informal knowledge-networks. It is also the level where the organisation adopts more pro-activity towards knowledge exchange and networking on a management level.

The fifth level is optimizing the knowledge transfers and infusing them into the culture of the organisation or community. Also the knowledge networks are further developed with insights given from reviews of participant. The organisations also identify the strategic value of networks and linking them to the outside world.

Figure 4: The five levels of the CMM model (Manu and Walker 2006)

The CMM model is also presented in five different steps used to focus the process to develop the different levels. These are also helpful for project and programme management, to develop the different projects and programmes and useful during evaluation of the projects and programmes. The five steps are prepare for assessment, preform assessment, plan for improvements, implement the improvements and repeat the process. The purpose with the research done by Manu and Walker was to develop a tool that could be used to define, visualise and measure project outcome and objectives (Manu and Walker 2006).
The framework they used was supposed to measure both the knowledge transfers and the building of social capital and relating this to the project objectives. The CMM model could measure the maturity level of different stakeholder and facilitate the analysis and understanding of knowledge transfers within the project. One more benefit highlighted by Manu and Walker was that the CMM-model made it possible to map the maturity level triggers and how these could increase the effectiveness of knowledge transfers (Manu and Walker 2006). They were also able to both adopt different strategies and develop them to different gaps during the project as well as evaluate the strategies thereafter. The CMM-model could therefore allow major stakeholders to evaluate their participation and understanding of different approaches of knowledge transfers in aid co-operation (Manu and Walker 2006).

3.2 Theoretical framework
To sum up the review regarding the theory of knowledge transfer, and adapting it to the research questions presented above, resulted in creating a theoretical framework. A number of criteria will be drawn from the conclusion which in turn will be used in analysing the findings of this research. The use of these criteria will increase the effectiveness of the analysis between the material and the theory.

3.2.1 Concepts
As mentioned before the concept of knowledge is contentious and therefore for positioning this study there is a need for a clear definition of both knowledge and knowledge transfers. According to King and McGrath knowledge could be understood in a number of ways that are often conflicting (King and McGrath 2004). They further emphasise that there is no need of doing differently between external and internal knowledge (King and McGrath 2004 p18), the same mechanism are affect both types of knowledge. Therefore the concept of knowledge in this study address both internal and external knowledge.

As regards the definition of the concept of knowledge transfer, I will, like most scholars, use a broad definition. Focusing on mechanisms on an inter-personal level and focusing on human interaction as the primary sources of knowledge transfer, as for example communication and receiving knowledge from others (Sergevva and Andreeva 2016).
This definition is also supported in the theoretical literature review that focuses on human interaction and how this could be enhanced in different ways (Minbaeva, Mäkelä and Rabbiosi 2012, Szulanski 1996).

3.2.2 First level of the framework: organisational level

Type of knowledge transfer is an important approach for evaluating both organisations and also regulatory documents if they address knowledge transfers and what type of framework could be useful in the context of Swedish aid co-operation. Dixon highlights the need for organisational strategy and structure to be able to have effective knowledge transfers from individuals to the organisation. Expertgruppen för bistånd (EBA) evaluate different levels of regulatory documents as a first analysis of aid co-operation and sustainability (EBA 2018). This type of analysis could be used in this study relating the ideas of Dixon and the organisational level. The analyses foundation is a text analysis that focuses on how different regulatory documents addresses sustainability.

Dixon also identifies five different types of knowledge transfers from an organisational view point. These five different types of transfers will need different types of support and hence they can be used when analysing how an organisation or project can develop a more effective framework for knowledge transfers. Therefore these five could be used to cluster the findings from practical experience from Sida and ICLD.

3.2.3 Level two: Identify different types, characteristics, conditions and hinderers of knowledge transfers.

This relates to the problems that might occur with in the process of knowledge transfers, and be used to highlight why it could be difficult to gain sustainable results in the field of aid co-operation. The different characteristics and conditions for knowledge transfers relate to practical issues of how knowledge transfers could appear during an aid co-operation project. These issues should be addressed in regulatory documents from aid-organisations and by project management. It can also be interesting to study different project evaluations to see if this occurs in aid-projects and if so does it affect the sustainable results?
List of different aspects of knowledge transfers identified by both Dixon and Szulanski, explained in the theory chapter and used to identify knowledge transfers:

**Type of knowledge transfer**
- Serial transfers
- Near transfers
- Far transfers
- Strategic transfers
- Expert transfers

**Characteristics that effect the knowledge transfer**
- Characterises of the knowledge transfers
- Characterises of the source of knowledge
- Characterises of the recipient of knowledge
- Characterises of the context

**Conditions for the exchange and conditions of knowledge**
- Opportunity and access to social networks
- Anticipation of value to be derived from the exchange or combination of knowledge
- Motivation of knowledge transfers
- Combination capability

**Barriers for knowledge transfers**
- Lack of absorptive capacity of the recipient
- Arduous relationship between the source and recipient
- Ambiguity of the knowledge itself

Figure 5: Different characteristics and hinders of knowledge transfers (Dixon 2000, Szulanski 1996)
4 Methodology

This study is mostly a qualitative study. This is motivated by the fact that to understand if the ITP programme is addressing the concept knowledge transfers, that is a term not often used within the field of aid co-operation. One has to analysis the context and concept to understand if the knowledge transfers are addressed. Still the first analysis of the relevance of regulatory documents is a quantitative method focusing on counting the use of different terms (Esaiasson et al 2012). Quantitative text analysis is useful methods to examine and understand use of terms and to categorize different documents especially when it comes to large data collections (Esaiasson et al 2012). This will give a first indication and later narrowed the data used in a qualitative text analysis.

The purpose of the research is to understand if the theory of knowledge transfers could be adapted to the field of aid co-operation, resulting in the study having an abductive perspective, especially if the regulatory documents do not address the knowledge or knowledge transfers. Therefore a systematic qualitative context analysis could contribute to the understanding of the relationship between the documents and knowledge transfer (Esaiasson et al 2012). If that is the case the focus of the study will be trying to understand what practical experience of knowledge transfers has been achieved in Swedish ITP programme and how this relates to theory. This motivates the abductive perspective trying to understand and enhance the practical experience from the field of aid co-operation (Esaiasson et al 2012). With this said, there is the possibility that even if the concept of knowledge transfer is not addressed, and therefore could be enhanced, this will not be the holy grail of ITP-programme or aid co-operation. The theory of knowledge transfers could enhance the results of ITP-programmes but not be the theory of change that Sida is looking for.

4.1 Text analysis

The most effective way for understanding whether different organisations address knowledge transfers in their regulatory documents is to perform a quantitative text analysis (Esaiasson et al 2012). A text analysis focuses on the actual words and not the meaning or context of the text. Still the quantitative text analysis will leads to an understanding if the regulatory documents are addressing the issue of knowledge or knowledge transfers (Esaiasson et al 2012).
This indication will facilitate the selection of documents to examine further by conducting a qualitative context analysis. The quantitative text analysis focuses on use of the term of knowledge and knowledge transfers in regulatory documents that is designed to direct Swedish aid co-operation, this is motivated by both the theoretical framework and the focus on Swedish aid co-operation.

Conducting a qualitative context analysis on the most relevant documents, will give greater understanding both for the text itself but also interpret the text into a broader social, political and cultural context (Vromen 2010). In this study the broader context focuses on knowledge development and how the documents are addressing the issue of knowledge transfers. My assumption is that the use of the term “knowledge transfers” in the regulatory documents will be minimal or none. Therefore the content where terms of knowledge, capacity development are used has to be analysed. In order to understand is the document are addressing knowledge transfers in different ways, because of the relation between capacity development and knowledge transfers (King and McGrath 2004)

4.2 Meta evaluation

The research method of meta-analysis is used in social science and also in project management. In this study the meta-analysis will be used as a meta-evaluation on different evaluations of the ITP-projects done by Sida and ICLD. By using official evaluations that have the purpose to evaluate the project, according to the guidelines provide by Sida that are not addressing the knowledge transfers, and how effective this is could be an issue. The evaluations could be focusing on other facts and variables then the ones highlighted by the theoretical framework. This fact could mean that there is extended practical experience of knowledge transfers, and how to enhance them during projects that will not be part of this study because they are not included in the evaluations. Even so this study of evaluations is a good starting point for understanding knowledge transfers within the ITP-programme.

Meta-analysis is a good method to test whether a variable has been effective or not (Bryman 2016). The method’s purpose is to establish if the variable has a certain effect by comparing results from different cases (Bryman 2016). The meta-evaluation does not use raw data from the different evaluations, rather is uses the presented outcomes from the evaluations, trying to understand the impact from knowledge transfers.
One issue with this method is that it is built upon understanding of raw data done by other researchers and not available for this study, even so this problematic is not unique for this study it is common for most meta-analysis (Bryman 2016). Regarding relevance and criticism of the sources, all the evaluations are published and public from Sida, which indicates that they should have been thoroughly analysed and approved by the government agency Sida. Even though the evaluations are part of the official statistics, and in a Swedish context valued as a good source, this official statistics are highly political, and also could be highlighting results from a Swedish prospective. The evaluation of Sida´s ITP programmes indicate that even if there is experience on the ground, this is not used in an strategic way or influencing the programmes or Sida´s organisation enough. A meta-evaluation will help to understand what type of different knowledge transfers emerge in an ITP-programme and also if there are a systematic hindrances in these programmes. Also by using official evaluations there are less possibility that the study becomes biased by interference from officials and other partners. With this said, there is strong support for this type of meta-evaluation with the focus on sustainably results both by the political leadership and the raised issue of sustainability, and this could lead to that the study becoming biased because of the focus on sustainable results in the evaluations.

4.3 Case-study
This research will be focused on the Swedish context, motivated by the researcher´s understanding of the Swedish context and language skills. The Swedish context is also interesting as Sweden, is considered an important stakeholder in international aid co-operation. From the 1970´s Sweden has had 1 % of GDP in aid budget (King and McGrath 2004), also from 1977 Swedish aid co-operation has developed by four sub-goals, increasing the focus on economic growth, socio-economic equality, economic and political independence and democratic development (King and McGrath 2004). These four sub-goals are more or less connected with capacity building, and therefore also related with knowledge development and knowledge transfers. Still highlighted by King and McGrath in 2004, Sida has not had a clear strategy for the relationship between knowledge and development until 1997 in Sida´s vison for the future (King and McGrath 2004). In this document Sida addressed knowledge as the most important resource for development and a multi-focus concern of knowledge development (King and McGrath 2004).
This points to the fact that Sida and Swedish aid co-operation has a history of knowledge development and also that knowledge is an important source of development. Even so, in 2017 Sida stated that their ITP-programme is less effective in knowledge development on the organisational level. This indicates that the Swedish context is interesting to research because of this history in knowledge development, and the present lack of results. A case study is also motivated by the statements made by Dixon and Szlanski about knowledge transfers being more effective in specific contexts (Dixon 2000, Szlanski 1996) discussed in the theory chapter. Effective knowledge transfers have to be adjusted to the specific context and therefore it is relevant to do a case study of the Swedish context within ITP-programmes, and how these address knowledge transfers. The theoretical frameworks indicates that the knowledge transfers has to be adapted to specific context and therefore the conclusions made of this study will be less easy to universalise.

4.4 Selection
The selection of regulatory documents will be done using the variables of time and relevance. Time means that there has to be in use and or has been done so in the last five years. Relevance is based on that the regulatory documents are addressing, Swedish aid co-operation, Sida or the ITP programmes, ranked highest in that order where addressing the ITP-programmes directly is most valued. This is also motivated by the researcher’s language skills in Swedish that increase understanding of Swedish regulatory documents.

The second selection of regulatory documents is done by a quantitative text analysis explained in the analytic framework. The use of the terms “knowledge” and “knowledge transfer” will be the defining factor. The selection of ITP-programmes will be done by rate of success according to Sida. The idea is to find different results to be able to study whether this could be dependent on the effectiveness of knowledge transfers according to the theoretical framework. Using the general evaluation of ITP programmes as standard measurement of success, to be able to present one more successful ITP-programme, one standard and one less successful than the general evaluation. One could argue that the degree of success is measured by knowledge transfers, or even knowledge development and therefore could create a situation where the material for the research is addressing other issues.
Still the focus of the research is to understand that effective knowledge transfers will create better results than less effective knowledge transfers therefore the measurement is not as essential as it could be. Especially when the different programmes will not be compared to each other, they will be meta-evaluated addressing knowledge transfer, and comparing this with their results and see if this coheres with the theoretical framework.

4.5 Material
Sweden has a rich history of both aid co-operation and knowledge development. Also in the Swedish context most of the material is official documents or evaluations. This could indicate that the official documents are more dispassionate than other sources, still they are highly political and also focus on the Swedish contribution to aid co-operation and in that sense they are biased to the government. Also the material in forms of evaluations is used to measure the impact of Swedish strategies and methods and projects highlighted in these strategies. The principle of public access to official records in Sweden contribute to the dispassionate value of the documents used. There could however be problems with using official documents and official statistics in research (Bryman 2016). The major issue with official statistics according to Bryman is that the researcher lose ownership of the basic material and how the analysis is done (Bryman 2016). One could however argue that in this study the politicisation of the documents is an asset for understanding the context and how this relates to knowledge development. Most of the regulatory documents and strategies are available in Swedish, and therefore the language skills are important and also the understanding of the Swedish intuitional context. This is important in preforming a valid context analysis of the regulatory documents and in assessing the value of these documents.

With this said there is still an issue of translating the findings from Swedish to English. There is always a risk that the contexts could be lost and misinterpreted due to the translation. The meta-evaluation will use material provided by other researchers, still all evaluations are done by the same standard from Sida and DAC and this facilitate the comparison between the evaluations and the results. The DAC standards are focusing on relevance, effectiveness, efficiency, impact and sustainability (DAC). These standards are indifferent ways relating to the theory of knowledge transfers and therefore the evaluations are interesting for analysing and thus relevant to the research. The DAC standard is also an international standard which also creates credibility for the evaluations as a source.
4.6 Analytic framework

The theory and the statement from Dixon of the importance of organisational strategy and structure to secure and enhance the knowledge transfers suggest that the first step is to analyse whether the different actors within Swedish aid co-operation is addressing the issue of securing the knowledge transfer in their regulatory documents. This also relates the study with the work done by EBA and their analysis regarding insufficient management contributing to the lack of sustainably results. Even so the literature review indicates that knowledge transfers will not be addressed by the regulatory documents, therefore a multilevel approach will be required to both address the statement from Dixon, as well as examine if there is practical experience from Swedish ITP-programme of how to increase effectiveness of knowledge transfer.

The first level is the text analysis regarding the regulatory documents, focusing on if the need raised by Dixon about strategic and structures to effectively use knowledge development or knowledge transfers. This will be done in a two steps process, where the first step is a *quantitative text analysis* focusing on counting the use of the terms of knowledge and knowledge transfer. This will indicate if the regulatory documents are addressing knowledge and knowledge transfer and in what extent. The second step will be a *qualitative contents analysis* of the most important documents addressing either the ITP programmes or knowledge and knowledge transfer, this will provide findings if the regulatory documents are addressing knowledge transfers and the effectiveness of these documents.

The second level will be to perform a meta-evaluation on different ITP-programmes to see if they either follow the strategy, if the first level will find a strategy or to identify what type of knowledge transfer appears in the ITP-programmes and also what type of hindrance that exists. The meta-evaluation will be useful to identify and provide findings of lessons learned in the practical field of ITP programmes. These lessons learned will provide information about both potential knowledge transfers and what practical hinders that appears in Swedish ITP programmes.

Identifying different knowledge transfers and hinders for them will be useful comparing them to the theoretical framework and analysis if the ITP programme are successful in the aspect of knowledge transfers or if they can be enhanced.
5 Findings

5.1 Strategies and regulatory documents

The theoretical framework states the importance of having strategies and regulatory documents that support the knowledge transfer (Dixon 2000). Therefore it was interesting to analyse the official document and strategies addressing the Swedish government instructions about Swedish aid co-operation and Sida. The first level of analysis is to understand if these documents address the need claimed by the theoretical framework and Dixon.

<table>
<thead>
<tr>
<th>Policies and regulatory documents</th>
<th>Knowledge</th>
<th>Knowledge development</th>
<th>Knowledge transfer</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strategy for capacity-building 2014-2017</td>
<td>Yes (two times)</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>Strategy for global efforts for social development 2014-2017</td>
<td>Yes (four times)</td>
<td>Yes (once)</td>
<td>No</td>
</tr>
<tr>
<td>Strategy for global efforts for economic development 2014-2017</td>
<td>Yes (once)</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>Strategy for humanitarian aid 2017-2020</td>
<td>Yes (Three times)</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>Swedish development cooperation 2018-2022</td>
<td>No</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>Sida´s appropriation 2018</td>
<td>No</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>Sida´s appropriation 2017</td>
<td>Yes (once)</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>Sida´s instruction</td>
<td>Yes (two times)</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>Sida´s annual report 2016</td>
<td>Yes (32 times)</td>
<td>Yes (three time)</td>
<td>No</td>
</tr>
<tr>
<td>Sidda´s annual report 2017</td>
<td>Yes (Over 60 times)</td>
<td>Yes (four times)</td>
<td>Yes (Once)</td>
</tr>
<tr>
<td>Sida´s Guidelines for ITP administration</td>
<td>Yes (two times)</td>
<td>Yes (two times)</td>
<td>No</td>
</tr>
</tbody>
</table>

Figure 6: Does the regulatory documents mention the term knowledge and knowledge development or knowledge transfer?
The overview presented in figure 6 indicates that many of the documents have a focus on knowledge and the impact that knowledge can have in aid co-operation. Even if the term knowledge is not used to a large extent there is a clear focus on capacity building, where knowledge and knowledge transfer is important. One of the most important strategies regarding knowledge and knowledge transfers is the strategy for capacity-building (2014-2017)\(^3\), this because of the earlier stated relationship between knowledge transfers and capacity building. The strategy only uses the term knowledge twice, but the terms of capacity and capacity development are used 18 times. Also focusing on the content of the strategy there is a clear focus on capacity building and the role knowledge within this. The strategy points out the need of effective knowledge transfers between the individual level and the organisational level (Ministry of Affairs 2013 p 1).

Additionally the strategy focuses on increased individual capability and strengthened capacity within the organisations and how this will contribute to a more effective poverty reduction and sustainably development (Ministry of Affairs 2013 p 1). There is also a paragraph focusing on the ITP programmes and how these are contributing to increasing the individual capability, and that this will lead to capacity building within organisations and institutions (Ministry of Affairs 2013 p 2).

The strategy also address the importance of networks and networking between different stakeholders and actors within aid co-operation in general and especially within the ITP programmes. Even though there is increased focus on capability and capacity building there is nothing stated about how this knowledge transfer will generate increased organisational capacity. This is not only the case in the strategy for capacity-building (2014-2017) this is common for all the strategies and regulatory documents that were looked into in this study. The only time where the term of knowledge transfer was used was in Sida’s annual report from 2017 describing a capacity building project about sustainably water usage (Sida 2017 p 108). This clearly indicates that there is an absence of strategies and regulatory documents to address and secure the knowledge transfers by the Swedish government and to Sida.

\(^3\) The Strategy for capacity-building 2014-2017 was prolonged in Sida’s appropriation 2018 from the government until last December 2018 unless the government of Sweden formulates a new strategy before (Sida’s appropriation 2018)
5.2 Sida’s ITP programmes

Focusing on Sidas internal documents and strategies concerning their ITP programmes, there seems that there is an assumption that capability development for individuals shall promote organisational capacity automatically.

For example in the guidelines for administration of ITP –programmes there is stated the following: “The programmes aim at facilitating greater understanding, international contacts and the strategic development of knowledge and skills for key persons in trade and industry, in the public administration, and in nongovernmental organisations in developing countries. This is expected to contribute to the development of capacity in the organisations and the communities in which the participants are active.” (Sida 2004 p 5). Similar statements are also used on page four where “the programme shall contribute to institutional strengthening and capacity development in the cooperating countries (Sida 2004 p 4). Both these statements use the words shall and expected, this indicates that Sida has no explicit strategy of how this knowledge transfer appears or the importance of securing this transfers. Still the guidelines state that the overall goal for the ITP-programmes is “The International Training programmes, ITP, shall contribute to making it possible for partner countries and other developing countries to combat poverty by offering effective programmes for capacity and institutional development” (Sida 2004 p 4). The focus on effective programmes could indicate that knowledge transfers are addressed by Sida as a sub-category in the ITP-programmes. This is enhanced by the fact that the guidelines also highlight the importance of networks and networking between different participants to gain sustainable results (Sida 2004).

An interesting aspect of the guidelines is the process charts of the Sida’s ITP programme. The chart identify 19 different processes during a programme (Sida 2004). Of these 19 different processes 12 are addressing the preparatory work in the programme, 4 focusing on the actual trainee period and 3 on the follow-up. This indicates that the focus from Sida or the administrator of ITP is the preparatory work where little of the knowledge transfers appears from the individual level to the organisational level. Not only is there an imbalance between in numbers of processes. The processes focusing on the preparatory work are more framed and have clear indicators and working order, as the processes proceed they become more undefined and have less indicators.
This could be one of the reasons why the evaluation of ITP programme comes to the conclusion that there is an issue with the transfer from individual level to organisational level (Ternström et al 2017). The focus from Sida and the administration is focusing on the preparatory work, and not on the knowledge transfers from the individual to organisations that appears after the actual trainee period.

After analysing the different strategies and regulatory documents both from the Swedish government and Sida there seems to be a lack of strategies and structures addressing the knowledge transfer and the impact of these. The more reason to examine the programmes and there evaluations to find practical examples of how the knowledge transfer could be enhanced and secured.

5.3 Practical experience from the field

**Sida’s evaluation of ITP-programmes**

As stated earlier the evaluation of the ITP programmes notes that the results from the ITP programmes have been successful on an individual level but not on the organisational level. They also give a collective picture of the different aspects of challenges and hindrance for ITP programmes. One interesting challenge that is highlighted is that to gain better results, the selection of participants has to be looked into. The selections could be improved and more strategic, thereby enhancing the creating of a critical mass needed to gain change (Ternström et al 2017). The evaluation also identifies one of the more general hindrances being the lack of support for the implementation of participant’s project (Ternström et al 2017). According to the evaluation only a few of the different projects took off and only 39% of respondents in the evaluations survey stated that their projects were implemented (Ternström et al 2017). The support from the supervisor within the organisations is also a key factor according to the evaluation. Also the interviews done by the evaluation team states that in a number of cases this was not the case (Ternström et al 2017). This could include that there is no resources for supervising or the change project of the recipients in the end of the programme.

One risk of the ITP programme is that capacity building on the individual level could lead to brain drain, and therefore the ITP programme could lead to less development. The evaluation shows however that most of the participations stay in their organisations after having completed the ITP-programme.
The survey shows that 78% are still working in the same organisation and 86% are still active in the same field of work (Ternström et al 2017).

This indicates that the ITP-programme does not lead to brain drain in most cases instead the knowledge stays within the organisations. Still the ITP programmes are more effective on the developing individual capability than organisational capacity development (Ternström et al 2017). There is no explicit link between the outcome of the ITP programmes (trained individuals) and the intended long term goal of poverty reduction (Ternström et al 2017), or organisational development. Still the ITP programme are founded on the assumption that individual capability development is resulting in organisational capacity development (Ternström et al 2017). The evaluation links the lack of focus to the long-term effects and therefore the organisational capacity development to the lack of an explicit methodology or strategy.

**Sida’s International Training Programme in Child Rights**

To examine the issue if successful ITP programmes are addressing knowledge transfers more efficiently than other ITP-programme. According to Sida’s homepage one successful ITP programme is Sida’s International Training Programme in Child Rights, Classroom and School Management. The programme has been ongoing for six years, and has had over 300 participants from over 26 developing countries (Sida 2014). This programme was evaluated in 2016, therefore it is interesting to examine this programme and see if it was successful, and what made it successful. The evaluation states that “over time the training programme achieved outcomes and contributed to other indirect results in the concerned developing countries at individual, micro, meso and macro levels” (Ljungman et al 2016 p 7). This implies that the programme has been success, also when it comes to the aspect of knowledge transfer from individual to organisation, not only changing the organisation but also bringing change in society (Ljungman et al 2016).

Even if the programme has been a success there are indications that the programme could have had even greater effects. The evaluation point for example on deficits in the Swedish understanding of different contexts and also missed opportunities of networking with different stakeholders and donors (Ljungman et al 2016).

Also the evaluation points at a lack of explicit strategy of how the participants should bring change. This has been depending on opportunities and funding instead of an
explicit strategy (Ljungman et al 2016). The evaluation highlights the importance of networks and networking and that this has played a critical role to increase the change and how networks on the micro level could increase attention from outside decision-makers (Ljungman et al 2016) and therefore creating more enhanced knowledge transfers.

As regards “recruiting the right type of participants being the key factor for achieving country level results candidates with strong leadership, organisational and communication skills as well as being placed strategically in the educational system have made a significant contribution to results” (Ljungman et al 2016 p 7). The evaluation also highlights the fact that there have been different hindrance for the participants, for example resistance in the form of religious and culture practices but also limited resources being a major constraining factor (Ljungman et al 2016). It is also stated that in contexts where corporal punishment in schools is permitted this has challenged the ability to address children’s protection (Ljungman et al 2016). One interesting point mentioned in the evaluation is that in some countries, regardless of the number of both participants and former participants, the results and the network were less notable than similar countries with the same pre-conditions (Ljungman et al 2016). This indicates that it cannot only be the critical mass that is the definitely factor of success rate of the ITP-programme. Still the evaluation could not pinpoint the reasons behind this.

The aspect of sustainability is dependent on the networks created after the programme and how effective these are. Even if the evaluation states that capacity developed on an individual level has been high, it is stating that the networks are the major reason of gaining suitability on higher levels (Ljungman et al 2016).
According to the evaluation this was the major enabling factor for change:

- Networks have a highly supportive function in bringing change
- The recruiting of the right participants including the aspects of good leadership, languages skills and position in society and organisation
- Access to networks on different levels, for example national level
- The actual training content and the support of mentors on the local level
- The participants commitment to the programme and there access of resources

Challenges identified by the evaluation:

- Resistance from other teachers due to international knowledge and the opinion of the source of knowledge
- Resistance from local religious group and religious values
- To great change from the perspective of the society or context
- Missed opportunities, with different stakeholders
- Lack of networks

Figure 7 ITP-program of Children’s rights (Ljungman et al 2016)

**ITP programme: the Role of Labour Market Policies in Poverty Alleviation**

The ITP programme: the Role of Labour Market Policies in Poverty Alleviation has similar effectiveness on the individual level as the ITP programme addressing children’s right. The evaluation of the particular programme states that most of the participants regardless of country of origin has found the programme highly useful for their individual capability (Buhl-Nielsen, Oskarsson 2015). When it comes to organisational change the evaluation states that, “many but not all the change projects have resulted in changes at organisational and institutional level” (Buhl-Nielsen, Oskarsson 2015 p 7) and continues with that some projects within the ITP programme however made small institutional or organisational impact. One issue raised in the evaluation regarding the institutional or organisational impact is that a number of projects were not completed in time for the evaluation (Buhl-Nielsen, Oskarsson 2015). Also the evaluation states that even if the different projects were result-based, they lacked proper follow-up and monitoring from the ITP-programme (Buhl-Nielsen, Oskarsson 2015).
This relates to another weakness highlighted by the evaluation, the insufficient mentoring of the participants during the implementation of the projects (Buhl-Nielsen, Oskarsson 2015).

A hindrance raised by the evaluations is that there was an issue with the format of the ITP programme relating to the local context and that the training was too general (Buhl-Nielsen, Oskarsson 2015). The participants are highlighting that both the training is too general and also that it is problematic to implement the training in the local context (Buhl-Nielsen, Oskarsson 2015). Also there seems to exist bottlenecks within the organisations for relocate internal resources for the participation in intensive demands from an ITP programme. The evaluation also highlight that the programmes could have had greater impact if there was a monitoring system that could gather evidence of positive results and therefore develop the programme even more (Buhl-Nielsen, Oskarsson 2015). Networks seem not to have been systematically created, where networks has appeared they have been created ad-hoc. Still there has been a neutral platform provided by the ITP-programme where networking has existed over institutional boundaries (Buhl-Nielsen, Oskarsson 2015). An interesting issue that was also raised in the evaluation of Children’s rights is the lack of resources for the participant’s activities including direct training and continued development of skills (Buhl-Nielsen, Oskarsson 2015).

**According to the evaluation this was the major enabling factor for change:**
- Creating individual capability
- The change projects
- The importance of networks

**Challenges identified by the evaluation:**
- Lack of follow-up and support of the change projects
- That the ITP-program was too general and hard to adapt to the local context
- Bottlenecks within the organisations, that creates problem with allocating founds
- That the networks was formed ad-hoc and lacked support.

Figure 8: The ITP-program of the Labour markets role (Buhl-Nielsen, Oskarsson 2015)
The ITP programme targeting peace and security in Africa (PASA)

One interesting ITP programme in particular when it comes to the need of addressing different contexts is PASA, which is focusing on the African context. Even if Africa is not one single context this ITP-programme are targeting not only a general theme but also a continent. The other ITP programmes in this study are targeting a general theme and the entire developing world. Therefore it could be assumed that the ITP programme targeting PASA should have more effective knowledge transfers when it is focusing on Africa, which has a general history of colonialism. Regarding the institutional change the evaluation states: “No follow-up of the level of implementation of the change projects has been undertaken by Sida or Uppsala University and hence there is no exhaustive overview of the level of implementation of all the change projects” (Bryld et al 2016 p 34).

During the different programmes there was focus on developing networks using an internet solution. Even with these digital solutions the evaluation indicates a decrease of activities both in respect of time and between the different programmes (Bryld et al 2016). The evaluation continues noting that there is limited evidence from the participants that the ITP programmes brought long-term institutional change and that most change has been on an individual level (Bryld et al 2016), similar to all the ITP-programmes in this study. The evaluation identifies the following five different factors that affected the impact and success rate of the change projects. (1) The change project already part of an institutional plan, (2) participant had a key role in the organisation vis-à-vis implementing the project upon return, (3) the project is endorsed by senior management, (4) the ambition of the project is realistic relative to financial resources available and (5) the change project is formulated with clear step-wise implementation plan with well-defined outputs and outcomes (Bryld et al 2016 p 36). Change projects that are already part of an institutional plan before the ITP-programme has already support from some kind of management, and the participant could also plan in ahead during the training (Bryld et al 2016). Also if the participant are directly involved in the implementation and also have an organisational mandate for the project, this will greatly benefit the change project and also increase the institutional change (Bryld et al 2016).
Another aspect highlighted in the evaluation to increase the implementation and success rate is the support from senior management, also the importance of funding is an identified factor for the success rate (Bryld et al 2016), and this is similar to what was found with regard to the other evaluations in this study. The evaluation comes to the conclusion that the ITP programme were successfully contributed to improved individual performance on a daily basis (Bryld et al 2016). Even if some projects of change have contributed to institutional change, the ITP programme were not able to transfer the individual capability to organisational capacity (Bryld et al 2016). Still the evaluation states that “with the right combination of support and ownership of the management” (Bryld et al 2016 p 38) the change projects and therefore the ITP programme could have had an impact on the organisational capacity.

**According to the evaluation this was the major enabling factor for change:**

- Projects included in an organisational or national plan
- The right participants with a key role within the organisation
- Support from senior advisors
- Change projects with a realistic budget and had financial resources and support
- The implementation of the change project had a clear step by step plan

**Challenges identified by the evaluation:**

- Lack of follow-up and support
- Lack of networking, even with a digital solution
- Lack of support from the home organisation and Sida

Figure 9 the ITP program of PACA (Bryld et al 2016)
6 Analysis

6.1 Strategies and regulatory documents and organisational level

Applying the theoretical framework to the findings, the first issue that comes out is the need of strategies and structures to address knowledge transfers more clearly. The findings indicate that the regulatory documents and the strategies addressing aid cooperation in the Swedish context do not cover knowledge transfers and how these could be enhanced. The different strategies and documents are weak in the aspect of how knowledge transfer from the individual to organisations are supposed to work, in contradiction of what Dixon claims is the primary objective to enhance knowledge transfer (Dixon 2000). Dixon states that to enhance knowledge transfers the organisations need to develop a structure and strategies that have a clear focus on knowledge. The regulatory documents addressing Swedish aid and Sida indicates that there is a lack of strategies and documents that relates to knowledge transfers, still there is a focus on capacity development.

One important problem here is that the value of different terms has changed over time, and the term knowledge transfer is used less to describe how to increase individual capability today. The documents are stating that increased individual capability should increase organisational capacity (ministry of affairs 2013). The problem is that there is no strategy how this transfer will be secured. The general evaluation of the ITP programmes highlights that there is no explicit methods or strategies of the programmes and links that to the lack of organisational results.

This is something that Manu and Walker addressed in their research and pilot study in 2006 using a CMM-model, to track and understand the knowledge transfers between and within stakeholders. This model could be a good model for ITP-programme and develop them further. This could also be beneficial from Dixon’s perspective of having strategies addressing the knowledge transfers. The CMM model used in the pilot study could be used in the evaluation as well to understand the role of knowledge transfer as well as measuring the impact on the organisational level. Dixon also claims that organisations greater goals has to relate to relevant knowledge to be able to develop effective knowledge transfers (Dixon 2000).
This is supported by the evaluation of PASA, where one of the factors of success is that projects that were part of an institutional plan had greater impact and chance of implementation (Bryld et al 2016). The evaluation also highlights the need of financial resources, and a well-defined implementation plan which relates to Dixons statement of the need of effective strategies (Dixon 2000). The evaluation also highlight that the plan has to be detailed and includes a clear step-to-step implementation (Bryld et al 2016). This is similar to aspects that are highlighted by Dixon (Dixon 2000). One interesting aspect of Sidas ITP programmes are indicated in the administration guidelines and the different processes, namely the focus is on preparatory work (Sida 2004) and not on the follow up process and the change projects. Even if the evaluations identifying the need of follow up and support from Sida during the change projects as one keys to gaining sustainable results.

The evaluation of PASA is highlighting the need for proper follow-up and support to improve the results from the programme (Bryld et al 2016). This combined with the finding from the guidelines could indicate that there is an issue where Sida has a clear focus on the preparatory work while the ITP programme needs more follow-up and later support to be successful. With this said, it could be the case that this study does not have access to documents that address this issue, even so there has not been any support or indication that this type of documents exists within Sida. The issue with lack of support and follow-up is highlighted in most of the evaluations of the ITP-programs in this study.

The general evaluation of the ITP programme states that there is no explicit link between the outcome of the ITP programmes (trained individuals) and the intended long term goal of poverty reduction (Ternström et al 2017), or organisational development. Still the ITP programme are based on the assumption that individual capability development is resulting in organisational capacity development (Ternström et al 2017). The evaluation is linking the lack of focus to the long-term effects and therefore the organisational capacity development to the lack of an explicit methodology or strategy. The conclusion drawn about that the lack of focus on methods and strategies relates and strengthens the research done by Dixon.
The lack of focus also relates to the research done by Minabaeva, Mäkelä and Rabbiosi that states that to increase knowledge transfers, they must have a positive value within all levels of the organisation and if knowledge transfers are rewarded this will strengthen the motivation to incorporate new knowledge (Minabaeva, Mäkelä and Rabbiosi 2012).

6.2 Different contexts
In the Swedish context, it seems that the ITP-programmes are trying to create a general programme that could be used in many different contexts. For example the ITP-program of Children’s rights targeting over 30 different countries all over the developing world. This is indicated by the fact that the different programmes recruiting participants from different context to the same programme. According to the theoretical framework this could contribute to the lack of results on the organisational level, were it stated that specific knowledge is easier to transfer and that knowledge that is transferred into a new field are harder to transfer.

Dixon states that networks addressing anyone are less effective than specific networks (Dixon 2000). The same is indicated by Carlsson claiming that Africa has a different organisational context and that programmes need to address this fact. Even so the ITP programme targeting PASA indicates that Africa is too large to be perceived as one context. The ITP programme targeting PASA should be more effective according to theoretical framework and the finding about need of adopting to different contexts than the evaluation states. Even if Africa is not one context the results from the ITP programme targeting PASA is not more successful than other ITP-programmes in this study. This leads to the conclusion that the results of the PASA programme indicate that contexts must be much narrower than they has been so far. This also relates to the statements by Dixon about specific networks (Dixon 2000) and the need of adapting to specific contexts, to create more effective knowledge transfers.

This also relates to one hindrance that is highlighted in all of the ITP programmes in this study, namely the need of recruiting the right participants and the impact that could have on the knowledge transfers. This issue relates to the research done by Szulanski in 1996, stating that the organisational context could both hinder and enhance knowledge transfers between individuals.
This could be one explanation of the challenge of lack of change and support from the different organisations highlighted in both the general evaluation of Swedish ITP programmes and in the elevation of the role of the labour market. The evaluation states that the training and programme is too general, and that it is problematic to implement the training in the local context and within the organisation. This is explained by Minabaeva, Mäkelä and Rabbiosi, when they indicate that the organisation has to have an organisational commitment to knowledge transfers and also all levels of the organisation have to support a positive value of knowledge transfer (Minabaeva, Mäkelä and Rabbiosi 2012).

They also highlight that this positive value has to be addressed at different stages of working-life within the firm, if not this will have a negative impact on knowledge transfer (Minabaeva, Mäkelä and Rabbiosi 2012). This is clearly expressed in the evaluation of both the children’s rights and PASA. Where they highlight that recruiting the right participants within the organisations will increase the success rate of the change projects (Ljungman et al 2016 and Bryld et al 2016) and to create the critical mass to establish different ideas and organisational change.

One other hindrance raised in the evaluations relates to the lack of support from the home organisations and also supervisors from these organisations, as discussed by Carlsson on the organisational difference between Africa and Europe (Carlsson 1996) That the African governments has a different structure due to colonialism and also that the organisational context have different pre-conditions than the European counter-parts (Carlsson 1996). This hindrance could also relate to the characteristics of the context where Szulanski claims that the organisational context could both enhance and hinder knowledge transfers and that this relates to if the organisations are willing to invest capital and resources in the knowledge transfer (Szulanski 1996). Dixon states that organisations have to allocate resources and human capital to develop effective strategies and structures. This is indicated in the evaluations of the ITP programme targeting children’s rights and of PASA that both the funding and support from the home organisation are important for the change project and the knowledge transfer from the individual to organisation.
The factors of success highlighted by the PASA evaluation indicates that the role of participants within the organisations (Bryld et al 2016) has effect on the implementation of the change project as well as the support received from the organisation.

The evaluation of PASA also stats the need for support from the senior management and the home organisation (Bryld et al 2016) which strengthens the needs highlighted in the theoretical framework for effective knowledge transfers. In similar way the resistance from other teachers in the ITP programme targeting children´s rights could relate to both the fear of losing ownership and superiority, and also the teachers opinion about the western ideas could be an explanation. The opinion of the source of knowledge is important according to Szulanski (Szulanski 1996) and if the source is perceived as reliable this will enhance the knowledge transfer and if the source is not credible this will hinder the knowledge transfer. It is interesting and relate this to the ongoing debate about western ideologies and perspective of democracy and human rights as a pre-condition for aid co-operation. If so the fact that the ITP programme and aid co-operation are funded from Sweden could have contributed to the lack of results, due to the opinion about western ideas and that this opinion creates a hinder of knowledge transfer. Even if the knowledge is not directly related to the western idea this opinion could still have a spill over effect on the ITP-programme. This indicates even more problematic future in aid co-operation especially when donors today are more focusing on their own agenda and condition aid co-operation after these agenda. This is something that is clearly indicated in the evaluations saying that the agenda in the ITP-programme is set by Sweden and Sida.

Not only by facilitating the ITP –programme, the Swedish government are setting the agenda and within what fields the ITP-programme should be. For example the ITP-programme targeting the labour market is focusing on the role that the labour market has had in Swedish development and trying to transfer that to the recipients. This could be one of the under-lying structures that creates the problem with adapting the training to the local context. This type of structure could have a negative effect on knowledge transfer, Szulanski states that sources of knowledge are less willing to share their knowledge if they are giving up their ownership and superiority.
He continues that this could lead to lack of motivation of the source to invest time and allocate resources for the knowledge transfer. In a time where realism, independence and superiority are positive values in policies this could have negative impact on “characteristics of the source of knowledge”\textsuperscript{4}. If the source are not willing to share specific knowledge this could also lead to lack of motivation of the recipients, this relating to both Szulanski’s research about the “characteristics of the recipients of knowledge”\textsuperscript{5} and Dixon stating that the knowledge has to be specific and relevant for the recipients. Dixon says further that motivation of knowledge transfers are increased if the knowledge is specific and also directly beneficial for the recipients. This could also be one explanation to why the ITP-programme targeting children´s rights is less successful in context where punishment of schoolchildren are more accepted. Also even if the ITP-programmes are in one way trying to move external knowledge into internal knowledge, this could still be viewed as external knowledge which is harder to transfer then internal knowledge (Szulanski 1996).

This could relate to the fact that even if one could argue that the ITP programme is trying to move knowledge from external to internal, but this is from Sida’s perspective and not from the recipient’s perspective. The lack of organisational results could indicate that the knowledge is still perceived as external knowledge. The ITP-programmes method of using projects for change could enhance the perception of external knowledge where the “new” knowledge is active in a project and not in the home organisation.

The value of networks is highlighted by the theoretical framework and is also something that is addressed in the evaluations. Networks are identified as an important aspect of knowledge transfer, Dixon states that networks have to be specific to be effective, and that the organisation has to facilitate time and resources to create these types of networks. This is supported by Szulanski as well. Minabæva, Mäkelä and Rabbiosi also identify networks as one of the most important mechanism.

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\textsuperscript{4} The term used by Szulanski in Exploring internal stickiness: Impediments to the transfer of best practice within the firm in 1996 and described in this study’s theory chapter

\textsuperscript{5} The term used by Szulanski in Exploring internal stickiness: Impediments to the transfer of best practice within the firm in 1996 and described in this study’s theory chapter
They also highlight that individual’s engagement in social networks increases their motivation for knowledge transfers (Minabaeva, Mäkelä and Rabbiosi 2012). In the evaluations the importance of networks are also highlighted, but still there is no strategy addressing this importance. One interesting perspective on this is that there is not more focus on creating networks in the guidelines for ITP-programmes even if this is identified as a key to organisational development by the evaluations done by Sida. The evaluation of ITP programme targeting children’s rights highlights the importance of networks and networking and that this has played a critical role to increase the change and how networks on the micro level could draw attention from decision-makers (Ljungman et al 2016) and therefore creating more enhanced knowledge transfers. The local networks, if they are used bringing change and positive local development, could draw the attention from government officials. This could help the knowledge to transfer from one individual to the governmental organisation. This supports the idea from Dixon and Szulanski about the importance of networks and how these are a key concept for securing and increasing the effectiveness of knowledge transfer. This is also highlighted by the regulatory documents stating that networks and networking between different actors and stakeholders are important for the efficiency of aid co-operation (Ministry of Affairs 2013). Still in the evaluation of the labour market it is stated that the networks were created ad-hoc and that there was no system in how these networks were created, and no support to implement networks within the programmes (Buhl-Nielsen, Oskarsson 2015).
7 Conclusions

7.1 Regulatory documents and organisational level
One of the research questions for this study is: do the strategies and regulatory documents address the impact that knowledge could have on aid co-operation and the need for effective knowledge transfer? The easy answer to this question is that the regulatory documents are not addressing knowledge transfers.

The regulatory documents concerning Swedish aid co-operation, Sida or the ITP programmes do not directly address knowledge or knowledge transfers, according to the findings presented in figure 6. The documents rather focus on capacity building and stating that increasing individual capacity will lead to increased organisational capability without indicating how. Therefore the documents are highlighting the need of effective knowledge transfers but not addressing the issue of how these should develop or be secured. It seems that the documents are building on the assumption that the increased individual capability will lead to increased organisational development. From a theoretical viewpoint this could indicate that this is not the most efficient method to address this type of transfer. Dixon among others emphasises the need of the organisation to address knowledge transfer, if it should be efficient, or to secure that the transfer will happen. This is supported by the fact that aid focusing on individual development will not automatically lead to institutional development (Wohlgemuth and Carlsson 1996). It is worrying that the ITP-programme are not using this knowledge about the effectiveness. The conclusions from Wohlgemuth and Carlsson have been available for over 20 years and the finding from this study indicates that the same problem they saw is still there.

7.2 What lessons could be learned from the ITP-programmes and what hinders are highlighted in the ITP-programmes?
The second research question of this thesis is focusing on, what lessons could be learned from the practical experience of the ITP-programmes. Evaluations of the ITP programmes in this study all points to the conclusion that those have been successful on the individual level, but not on the organisational level. It seems that there is very little evidence of the programmes being successful on the organisational level. Still some of the evaluation highlights different factors that have been increasing the success rate.
These factors relate to the theory about knowledge transfers, in order to develop business enterprise. There are similarities between the factors and success and also the hindrance highlighted in the evaluations of the ITP-programs and the theoretical framework. Even so these factors from the ITP programmes are not indirectly related to the theoretical framework which indicates that the theory has to be adapted into the ITP-programmes to increase the success rate even further.

An interesting observation is that most of the different hindrances highlighted in the ITP-evaluations are coherent with the theoretical framework. Sulanzki highlight lack of capacity of the recipients, the relationship between the source and the recipients and the vagueness of the knowledge itself as the hindrances and barriers of knowledge transfers. This relates to hindrances raised in the evaluations. Still an increased understanding for knowledge transfers, and how to develop these in aid co-operation could benefit the sustainability in the results. Still the theory of knowledge transfers has to be developed and adapted into the field of aid co-operation where the roots of hindrance could be different within an aid co-operation than within a firm.

The evaluation of the ITP programme on children’s rights highlights the importance of networks and networking, and that this has played a critical role improving effectiveness of the programme and also how networks on the micro level could draw attention from other decision-makers outside the micro level (Ljungman et al 2016). Therefore creating more enhanced knowledge transfers is of utmost importance. The importance of networks is repeated in all of the evaluations, as well as the need of support for these networks from both Sida and the home organisation. Networks and the need of support therefore are also highlighted as a key factor from the theoretical viewpoint and that the organisation has to develop specific networks to different knowledge transfers. Even the guidelines for the administration of ITP programmes are highlighting the need of networks for reaching sustainable results. Still the same guidelines focus on the preparatory work, and during the late stages of the programme where the forming of networks will appear, there is a lack of focus, and processes identified are less undefined, and as less indicators than the process focusing on the preparatory work. This is an area where Sida and the ITP-program could be developed and were focus can shift to the support and follow-up or that in the work of recruiting of participants and setting a clear an agenda for the different home organisations.
The second point made in the evaluation of children’s rights referred to “recruiting the right type of participants as being the key factor for achieving country level results. Candidates with strong leadership, organisational and communication skills as well as those being placed strategically in the educational system has made a significant contribution to results” (Ljungman et al 2016 p 7). This is also highlighted by the other evaluations in addition to that the position of the participant within the home organisation is a key factor for the impact of the programmes.

One interesting aspect of the success of the ITP programme targeting children’s rights is that the participants had a background in pedagogy, and if this could have an impact on the knowledge transfers to the organisation. This could indicate that pedagogic toolkit could have a positive impact on knowledge transfers and knowledge aid, this is something that is not highlighted in the theoretical framework.

Both of these issues and needs discussed above indicates that there is a possibility to develop the ITP-programme further. Still there is a problem with that this seems to be old knowledge for both Sida and the Swedish context, and still nothing is done to address this issue. Even if there is a number of evaluations done of both the ITP-programme in general and the different programmes, the feedback and using the feedback is not as efficient as it could be. This has serious implications on the results from the ITP-programme and indicates that Sida has to develop a new strategy for knowledge transfers within their own organisation.

7.3 What type of knowledge transfers are appearing in these programmes?

The research is also focusing on: what type of knowledge transfers are appearing in these programmes, and what hinders are highlighted in the ITP-programmes. In the words of the research by Dixon, knowledge transfers with in ITP –programmes are “far transfer” or “expert transfers”. The knowledge that the programmes are trying to transfer is from a different context and could be beyond the grasp of the recipients and their organisations. According to Dixon and also Sulanzki, this type of transfers are more complex and therefore the knowledge transfer is harder to develop and secure.
7.4 The ITP-program and knowledge transfer

Regarding the question about if: does Swedish aid co-operation and especially ITP-programmes address the need of knowledge transfer to gain sustainable results, and how can the transfers be more effective. The study indicates that the effectiveness of knowledge transfer could be increased within the ITP-programmes and also in Sida. There is no clear focus of knowledge transfer and how this could benefit the increase of organisational capacity. After examining the strategies and documents, there is no evidences that these documents address the need of knowledge transfers, the same results are indicated by the evaluations. Even the practical experience from the ITP programme indicates that there is no focus on the knowledge transfer, and that Sida’s focus in on the recruiting the right participants, instead of giving them support in the project of change, even if this support should come from the home organisation, this could be problematic. It is also stated by the evaluations of the ITP programmes that recruiting the right participants and creating the critical mass within the organisation is not the only way to bring change, the support of networks and follow up is of equal importance. Even so the theory of knowledge transfer has to be developed into the field of aid co-operation because of the different logic of a firm and an aid project. Still it could be beneficent to develop the knowledge transfer with in the ITP-programs to gain more sustainable results on the organisational level.

7.5 Final conclusion:

The study indicates that knowledge transfers could have a positive effect on aid co-operation and increase the knowledge transfer between individual and organisations. Still it is not just by addressing the knowledge transfers and developing strategies, Swedish aid co-operation will gain sustainable results. Knowledge transfers’ impact on aid co-operation is more of a jigsaw puzzle that could increase the efficiency of aid co-operation and ITP-programmes.

Still the theory of knowledge transfers has its foundation within the field of economics and therefore the findings in this study could need to be adopted as well as the theory itself. There is a difference between the logic of firms and institutions, especially as highlighted by Carlsson about the organisational difference between European and African organisations. This difference could even be increased by the organisational development of new public management in Europe, after Carlsson’s statement.
One conclusion about the ITP-programme is that they are focusing on transferring the western knowledge to the recipients, and not trying to develop new knowledge that is more adopted to the local context. According to theoretical framework, transferring knowledge that is beyond the grasp of the recipients is harder to transfer than developed new transfer. One could also argue that developing new knowledge together could benefit local ownership, and therefore increase the sustainability and effectiveness of knowledge transfers. Wilson’s approach to “learning with” is interesting in this approach and could be a future method of ITP-programme. The learning with approach suggests that the different stakeholders and actors together formulate the need, and try to find a solution to the need, this will create a situation where the Swedish knowledge will transform to the new context before the knowledge transfer and therefore it could be more efficient to transfer into the home organisation. Even if this study makes no difference between external and internal knowledge, this conclusion indicates that even if the two types of knowledge are hindered by the same mechanism there are a precondition that internal knowledge are more efficient to transfer than external. This is supported by many of the researchers used in this study. The “learning with” approach should contribute to adopting the knowledge to the local context and therefore help the recipients and their home organisations to understand the value of the new knowledge and also give them local ownership over the new knowledge.

One could argue that the donor will lose ownership over the knowledge and therefore lose interest of the knowledge exchange, still the new knowledge could be beneficial to both the donor and the recipient and transforming the stereotype of donor and recipients into a partnership and also a shared ownership. This could relate to the finding in the general evaluation of the ITP-programme linking the lack of explicit methods and strategies to the lack of long-term effects from the programmes. This study indicates that a method that used the “learning with” approach could help develop the ITP-programme and make their impact more sustainable. Also the CMM-model used by Manu and Walker could be a good tool to both evaluate the ITP-programmes and how to develop them further and the role of knowledge transfer could benefit the ITP-programme’s results on the organisational level.
7.6 Future research

The purpose of this study was to understand the relationship between knowledge transfer and sustainable results within Swedish aid co-operation and especially ITP-programs. The study used official document and evaluations of ITP-programs, this approach is motivated by the theoretical framework, and therefore future research could focus on the practical experience within ITP-programs. There is many interesting way to continue the research of knowledge transfers within aid co-operation. One interesting research project could be a case study that follow one specific ITP-program in two cycles, during the first cycle observing and evaluate the knowledge transfers and the second cycle try to develop the transfers. This would also increase the understanding how the theory of knowledge transfer has to be developed into the field of aid co-operation. The study indicates that there could be a connection between effective knowledge transfers and pedagogic training, this could be a interesting field study to understand if and how this could be used in the ITP programs and in aid co-operation.

They also claim that knowledge transfers are dependent on the context as well as the learning process to be effective and also state that knowledge transfers are related to capacity building and development by the discussion about local ownership (King and McGrath 2004). It could be interesting to research how different culture and traditions could both enhance and hindrances different knowledge transfers, this is something highlighted in the evaluation of children’s rights where there where less success in cultures where punishment of children were permitted in school.
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