

Improving Knowledge Transfer

These guides are an output of the DFID-funded **Urbanisation Knowledge and Research project: Improving Research Knowledge Technical Transfer (R717)**

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Identifying the users of development knowledge



Guides in this series

- 1 Identifying the users of development knowledge
- 2 Improving communication between potential partners in urban development
- 3 Understanding how the urban poor learn and communicate
- 4 Intermediaries in knowledge transfer and exchange
- 5 Identifying the appropriate media for communication
- 6 Strategies for communication and knowledge exchange: the role of researchers in developing countries
- 7 Strategies for communication and knowledge exchange: the role of donors
- 8 Strategies for communication and knowledge exchange: the role of local intermediaries

Further Guides in this series are in preparation

Purpose of the Guides

There is growing awareness that researchers in developed countries need to be more active and imaginative in the dissemination of the development knowledge they produce.

Technological innovation in communication is giving knowledge producers and communicators an increasing array of media to get their message across to a variety of audiences within a shorter time scale. At the same time, greater ease of communication on a global scale, particularly through the electronic media, is making networking an increasingly large component of research and development practice.

All this implies a greater potential capacity on the part of researchers, and pressure on them to respond to demand and to ensure the more rapid dissemination of research knowledge. However, researchers often have limited resources and they may be unfamiliar with the wide range of methods for knowledge transfer or lack the necessary skills and understanding required for good communication.

This set of guides provides a simplified framework for researchers in urban development for developing countries. It will aid researchers in this field in designing effective strategies for communication so that the new knowledge from their research is easily accessible and understood by their target audience. These guides will also help researchers to assess the resource implications of putting such strategies into practice. The responsibility

of researchers in this process is clear. It extends beyond simply ensuring that the knowledge they produce is accessible to a range of potential users within the shortest possible time.

Communication is a two-way process. Researchers must be capable of responding to both need and demand as presented to them, as well as pursuing their own research interests within an academic or institutional framework.

The guides set out a series of strategies to improve research communication between the researcher and each of the principle interest groups in the urban development process. **There is an emphasis on understanding how the poor in urban areas learn and communicate.**

The guides are also aimed at improving the channels of communication and knowledge transfer between all interest groups to create active partnerships in decision-making for sustainable local urban development.

Thus community-based organisations themselves, and other intermediaries representing the interest of the urban poor, can ensure that the knowledge that is produced and communicated can better reflect their needs. The more informed the poor, the more empowered they are, to initiate and negotiate development changes in their communities that reflect their real needs and concerns.

Feedback

If you have any comments about the content and presentation and on how it may be improved or if you simply wish to join our mailing list, please contact:

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Identifying the key actors with a stake in the urban development process is a necessary first step in any intervention whether it is research policy, programme, project or general good practice. To ensure success, it will be necessary to establish the respective interests, roles and responsibilities of the key actors that bring about change to benefit the urban poor.

Those who are funding research targeted at poverty reduction will be concerned that the knowledge that is produced is effective. Researchers will have to demonstrate to their funders that their strategies for knowledge transfer empower the poor as well as improve the capacity and extent of the other actors to contribute positively to urban poverty reduction.

The actors may have interactions with each other as both co-operators and rivals. Researchers should understand the structure and likely movements within this essentially fluid process and ensure appropriate and understandable knowledge is openly available to all.

Typically, interventions in urban development can involve any combination of interest groups, any of which might be targeted as users of research knowledge whether they are initiating the development; are subject to it; wish to be part of it; modify it or are opposed to it. This Guide 1 identifies and describes the likely interest groups.

1

Identifying the users of development knowledge

Identifying the key actors with a stake in the urban development process is a necessary first step in any intervention whether it is research policy, programme, project or general good practice. To ensure success, it will be necessary to establish the respective interests, roles and responsibilities of the key actors that bring about change to benefit the urban poor. Typically, interventions in urban development can involve any combination of interest groups, any of which might be targeted as users of research knowledge whether they are initiating the development; are subject to it; wish to be part of it; modify it or are opposed to it. This Guide 1 identifies and describes the likely interest groups.

Identifying the key actors in the urban development process

Identifying the key actors with a stake in the urban development process is a necessary first step in any intervention whether it is research policy, programme, project or general good practice. This first step is essential by those involved in the production and transfer of development research knowledge in their

design of a communication and knowledge transfer strategy targeted at urban poverty reduction. To ensure success, it will be necessary to establish the respective interests, roles and responsibilities of the key actors that bring about change to benefit the urban poor.

The Interest of Research Funding Agencies

Those who are funding research targeted at poverty reduction will be concerned that the knowledge that is produced is effective.* Researchers will have to demonstrate that their strategies for knowledge transfer, in the first instance, empower the poor in any particular

development intervention. And in the second, they will have to demonstrate how the knowledge improves the capacity and extent of the other actors to contribute positively to urban poverty reduction.

The complexities need to be appreciated

The complexities in the development process need to be appreciated and understood. The actors may have interactions with each other as both co-operators and rivals. These relationships will often change in their strengths during the negotiations surrounding a development. One actor or a combination of actors may dominate the scene at any one time. Researchers should understand the structure and likely movements within this essentially fluid process and ensure appropriate and understandable knowledge is openly available to all. It

will often be crucial to the survival of networks and communities essential to the opportunities for the urban poor to improve their livelihoods and maintain their future stability.

Typically, interventions in urban development can involve any combination of the following interest groups, any of which might be targeted as users of research knowledge whether they are initiating the development; are subject to it; wish to be part of it; modify it or are opposed to it.

Low-income or economically weaker households

In the context of these guides, they are the primary stakeholders. Households living in close proximity in neighbourhoods and urban districts form social networks and communities based on common interests (ref?). These are represented by:

Community-based organisations (CBOs)

Identifiable community organisations often form the point of contact with low-income communities, although such organisations may not necessarily be representative. Other points of contact include informal spokespersons, political or religious leaders and 'elders'.

Where a community is obviously divided, local government may serve to represent the common interest, particularly where the government has a neighbourhood base (ref? Land sharing?).

Non-government organisations (NGOs)

NGOs are non-commercial or voluntary organisations usually serving a specific social purpose. NGOs may be based locally such as charity or religious organisations but more often form part of national or international organisations or networks. NGOs often have the interest in and resources to provide effective assistance to low-

income communities. Housing pressure groups, associations, corporations and societies are particularly active (ref?). However, the specific orientation of many NGOs often means they serve only the narrow purpose for which they were set up. The broader needs of the whole community are then missed.

Local governments

Local governments are key players and are generally involved in urban development in one role or another – as regulatory bodies, service providers, implementers of policy handed down from a higher level or in a facilitating role. As statutory authorities employing permanent staff, they can wield enormous power in development both favourable and unfavourable to the urban poor. Illegal development may take place without initial local government knowledge or involvement (turning a blind eye) but this can only serve to delay a more direct involvement when informal settlements are regularised.

They are often sought for support at an early stage of a development proposal initiated by outside bodies such as other government departments and agencies or major private developers or landowners. There can be both tension and collusion between elected representatives to local government and the officers of that government. Strains and rivalries both here and between separate departments within a local government can influence the decision-making process in developments affecting the urban poor (ref?).

National governments

National governments normally have a less direct role in local development, determining the policy, legal and institutional frameworks within which such development takes place. They normally control a large proportion of the funding of local government. National or state public

sector bodies such as railways, utilities and housing and urban development corporations can have an important direct role in land development. The public sector (central and local) is a major local employer in urban areas that are administrative headquarters.

Donors from developed countries and international development organisations

International development assistance accounts for a very small proportion of overall investment in development in the expanding world cities (ref?). However, donor bodies and international organisations have an important strategic role in the development of policy and the international sharing of knowledge of good practice. Equally, bilateral development assistance and funding through inter-governmental organisations and

international financial institutions is particularly important in the development of urban services and infrastructure in developing world cities. This can have a significant impact of the living conditions of the urban poor. Their emphasis is increasingly on ways of improving urban management and government rather than specific improvement projects for the benefit of the poor.

Small private enterprise or the 'informal sector'

This includes the self-employed in the informal sector and local business organisations that employ small numbers of people. The emphasis is on petty trading and services (such as domestic service and maintenance) but small-scale manufacture may also be significant in some neighbourhoods. Informal employment is now the major source of livelihoods for poor people in most developing

world cities and the informal sector and small enterprise is primarily responsible for servicing low-income communities. Small businesses may be significant local landowners. Recent research has indicated that this small scale 'informal' sector can in fact play a major, even if difficult to quantify, part of many urban economies (ref?).

Medium and large scale private enterprise

Medium and large companies play an important role in local development either in the development process itself – as landowners, developers or financing institutions – or in economic development as employers

and/or service providers. Medium and large-scale private enterprise is mainly responsible for bringing external trade and investment to urban areas and providing the stimulus for secondary service activity (ref?).

Consultants, professional groups

Along with NGOs, consultants can be key intermediaries and essential advisors for the ill informed in the development process. They are experienced in dealing in situations where there is a funding client on the one hand and a user group 'client' on the other. They may be

called on to negotiate between a number of potentially conflicting interest groups. More socially committed professional and technical personnel may chose to work in the public or social sector where they can have an important advocacy role (ref?).

They are major opinion formers. The local mass media can be critical in ensuring whether beneficial development takes place or not. Too often subservient to the interest of the local power elite, local media can also be a strong force for the general good and champions of

disadvantaged social groups. Professionally briefed, they can set out the issues in a clear and unbiased manner. Lack of professional technical knowledge in their reporters and presenters can lead to unintentional misunderstandings (ref?).

Local media groups

Though often woefully under-funded, academic institutions in the developing countries have a key role in developing professional and technical capacity. They also

have an important potential or actual role in undertaking local research, acting as professional advisers and mediators and gathering reliable data.

Local universities and researchers

These also have an important role in developing capacity in developing countries through training of professionals and academics. They are increasingly assuming the role

of international knowledge collection, analysis and distribution points.

Universities and researchers in developed countries

**However, only some of the actors taking part in development interventions in urban areas, and perhaps only a minority, are concerned with improving the conditions of the poor 'Development' in the urban context*

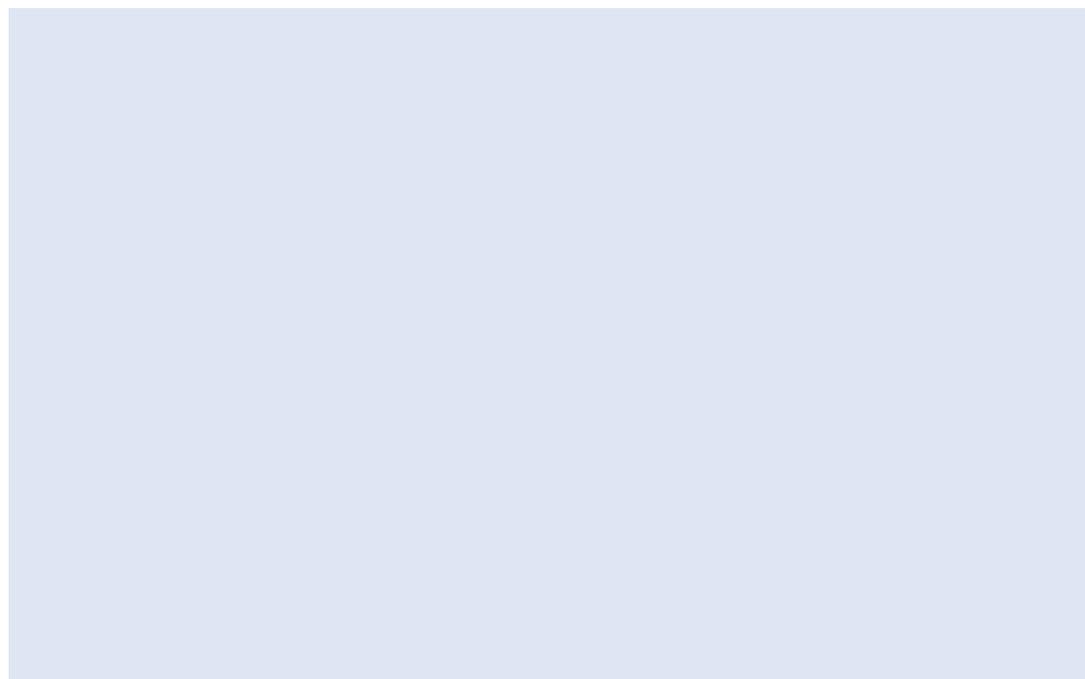
commonly refers to land and building development. In the context of these guides, development is used in the sense of socially beneficial change, in particular change that benefits the urban poor.

The diagram below identifies lines of access and actors. It reveals complex and intricate relationships to which dissemination media, technologies, techniques and institutional arrangements must respond. Often several actors must be involved at once in order to tap and disseminate the wealth of innovation and wisdom implicit in the minds and practices of those working and

copied on the ground as well as understand the information needs of various actors.

Among all the stakeholders the weakest link is that between technical institutions and grassroots workers particularly Community Based Organisations (CBOs).

Barriers of communication among key actors



Case Study

Targeting various stakeholders

Research: Core Area Development, Max Lock Centre, University of Westminster, London

The UK Department For International Development (DFID) has funded a research project which will provide both guidelines for urban design and frameworks for urban management and finance to facilitate the integrated and balanced development of commercial core areas of rapidly growing cities in the developing world. In the following description of outputs the information needs of the various actors have been identified.

Outputs of the study

The aim is to produce a set of urban design and development tools - methods, principles, examples of good practice - which will enable low-income communities to live close to the source of their livelihood within the commercial centres of these cities.

These tools, grouped together within a 'Guide to Good Practice', are targeted at a range of potential users. The primary users include:

- Low-income communities themselves who need practical guidance in negotiating their futures with landowners, developers, employers and city institutions
- NGOs, consultants and technical aid organisations involved in aiding low-income urban communities on the ground
- Planning authorities, public development agencies and other urban management bodies who need guidelines in facilitating partnerships between stakeholders in core area developments
- Developers, financial institutions and landowners who are most likely to be the initiators of development and prime beneficiaries, in commercial terms, and who need to negotiate with existing low-income communities and urban authorities in developing core area sites in cities

At another level, the Guide is intended to be of use to policy-makers in donor organisations, governments and city institutions in framing policies which they can support in order to realise balanced, sustainable and integrated development in core areas of cities.

Sources

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'Good practice in core area development', draft report, Max Lock Centre, University of Westminster, London

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2

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Information produced to benefit the Urban Poor does not have to be directed at the poor themselves. There are several groups of actors who can bring about change by acting upon information received by them. Information that requires technical training to be understood and applied should be directed at intermediaries since such information may not be directly usable by the poor.

Interventions in the urban context are invariably complex and involve both active and passive interest groups. Researchers need to gain an understanding of their respective roles and interests in order to determine how knowledge may be best used to benefit the urban poor.

Local development interests are frequently in conflict or competition with one another. The pursuit of interests in a co-operative framework can lead to a 'win-win' situation in which all those co-operating can benefit.

*The key to achieving partnership in local development is negotiating conflicting interest. **Researchers need to understand that achieving a real partnership also depends on ensuring that the weaker partners can negotiate on an equal basis with the stronger ones.** Access to knowledge can be the open door to such empowerment.*

2

Targeting research knowledge to create partnerships in urban development

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Urban development stakeholders, interest, roles, responsibilities, knowledge and communication needs

Interest group	Interests	Roles and responsibilities	Communication/networking needs	Basic knowledge strengths and needs	Related capacity/resource needs
Low-income households	Security, economic well being and quality of life of individuals. Power relations within families and households may mean that the interest of some individuals is pursued at the cost of others.	Securing immediate and longer term needs of families; acting in common interest of the community and supporting the weakest not at the costs of other individuals or communities.	Clear channels of communication with intermediaries and local government; strengthened community networks; access to radio, television, local news media, posters, etc. Language is the main consideration with such groups.	Community-based environmental and social knowledge good but not easily accessed by others. Need knowledge for self-help, knowledge to empower and negotiate beneficial change. Interpersonal discussion is the preferred means of learning	Basic education/literacy; community information centres and knowledge exchange networks; access as citizens to public information resources. Monitoring to ensure messages are not misinterpreted in the process of local dissemination.
Community-based organisations, citizens' groups, grass roots organisations	Common neighbourhood/area-based community or special group interests. May fall under the influence of a single dominant individual or be taken over by political organisations. Different organisations may compete to represent a particular community.	Representing an area-based community or special interest group; securing common or special interest group needs but not at the cost of others. Poverty may not be a central concern but is likely to be a factor in any interest group representing low-income communities.	Good communication links needed with local authorities and other community and interest groups; active access to local journalists and reporters and news sources.	Good knowledge of the local environment and needs of special interest groups. Need knowledge of local and national institutions and development processes; knowledge of good practice by other CBOs and neighbourhood organisations.	Trained, skilled staff, equipped premises; telephone and telecommunications links. CBOs can have an important role as intermediaries in negotiating change and knowledge exchange between the poor and other interest groups.
Non Government Organisations	Wide range of non-commercial special interests for social support, charitable work, environmental activism, etc. Some NGOs locally-based but usually national or international. NGOs often active in urban poverty reduction but can also be fronts for selfish individuals.	Active support of intended beneficiaries of NGO work. May involve transfer of resources, technical and professional support including social or health care or education and training.	National or international NGOs may not have permanent presence in particular localities and therefore network links with local interest groups may be poor. NGOs may have the expertise to act as specialist advisors and communicators.	Access to knowledge in areas of special interest likely to be good and NGOs can be a good source of their specific knowledge. Where no presence is established, gaining knowledge of local needs and the local context will be a priority.	Generally funded out of common income stream; however, NGOs can have an important role as intermediaries in negotiating change and knowledge exchange between the poor and other interest groups and this capacity may require targeted funding.
Local government organisations	Public interest in general but local governments may act as power bases for political and business interests. Officials may act in self-interest or be corruptly linked with local powers. Poor communities need firm institutional support and agents in local government. Officials often see strong neighbourhood organisations as a threat rather than an opportunity.	Representing the common interest of the electorate against the self-interests of particular groups. Supporting the weaker communities and disadvantaged against the more powerful. Negotiating between competing local interest groups.	Better formal and clearer communication with all local interests. Good relations with the local mass media are important to generate political support for poverty-focused urban development policies and practice. There is a growing pool of techniques for local governments to consult with communities over policy and decisions in development.	Local governments need good quality, up-to-date local demographic, social and economic data that is seldom available. This will benefit both the authorities themselves, and the other interest groups with which they interact. Informal knowledge of localities and their social networks is important; knowledge of good practice by other cities can be useful.	Local government in developing world cities is frequently under-resourced. This makes it more difficult for local government to be accountable or responsive in its actions. Developing capacity in communicating and sharing information with communities and local interest groups is critical.

Interest group	Interests	Roles and responsibilities	Communication/networking needs	Basic knowledge strengths and needs	Related capacity/resource needs
National Government	National and public interest but are the vehicle for corrupt politicians and/or national political and business. As with local government, officials may exercise power for self-interest and expediency, or be corruptly linked with interests. Even where policy favours political decentralisation, central government bureaucracies are resistant to sharing power with local government.	Better governance in developing countries often links democratic reform at the national level with decentralisation of decision-making powers to regional and local levels. This is a pre-requisite of effective, poverty-focused development at the local level. However, the resources for effective governance and management at the local level are often inadequate.	Good relations with the national and global media are important to generate political support for poverty-focused urban development policies and practice. Communication by central government is too often one way. Ability to consult with local authorities and other interest groups (other than the rich and powerful who normally have the ear of government) is a necessary adjunct to the election process.	Governments often have access to the best available social and economic data but this is seldom sufficiently well dis-aggregated at the local level and is often out of date. Well-intended national programmes related to poverty reduction are often inappropriately implemented at local level through the imposition of standard, unworkable solutions such as national 'low-cost' housing and slum clearance schemes.	Central governments need increased communications capacity to cope with the demands of better governance. Better co-ordination is important between different government sectors, other governments and with government at the local and provincial level, as well as with civil society organisations.
Donors from developed countries and international development organisations	Current broad support for development and poverty reduction. However, development aid is often linked with the promotion of national economic interests. Governmental and inter-governmental organisations suffer from the same problems of bureaucratic inertia and self-interest as local governments and other large organisations. Budgets rather than need can drive aid expenditure while inconsistencies in policy can result from electoral cycles.	A trend away from direct funding of local development projects and programmes to supporting 'good governance' through institutional reform and strengthening and funding government-directed development activities. At the local level capacity building for local governments and community-based organisations is important; bilateral and multilateral funding of improved urban services for the poor remains significant. Supporting development research in developed and developing countries.	Rationalised and more efficient use of existing communication channels to ensure co-ordination of efforts and better sharing of knowledge between local, country and regional offices and central policy making and coordinating offices. Improved communication between local donor and inter-governmental organisations and national and local governments and civil society organisations.	Access to good data and knowledge on an international level. Monitoring and evaluation is critical. Past practice should inform policy rather than be largely driven by political trends and fashions. Good practice should be shared. Donors and multi-laterals need access to locally dis-aggregated socio-economic and demographic data to inform policy on co-operation in urban development and as a basis for indicators of progress and understanding local character of urban poverty and urban development context.	The demand for improved communication is ever present given the increasing demands of international co-ordination of effort and sharing of experience. Knowledge-orientated capacity will be increasingly important for international development organisations.
Small private enterprise	Local enterprise can be in conflict with larger outside corporate interests. Generally competing but local business communities exist through shared and common interests. Interest can overlap with or be contiguous with low-income communities.	Securing markets, livelihoods and profits of entrepreneurs. Small, informal businesses service poor communities and often provide work for whole families. Family and home based enterprise gives support to and is dependent on local community networks for income and labour.	Small enterprise needs better communication links with local authorities and regulatory bodies. Often operates outside the law so needs knowledge of rights and law to fight harassment and to comply in their best advantage.	Good source of local social knowledge. Needs knowledge of trading/manufacturing/employment law and regulations. Small enterprise can benefit from market research that is normally inaccessible because of lack of resources.	Generally self-financing but small enterprise may benefit from funded local representative groups and professional and technical support. A potential source of revenue for local government

Interest group	Interests	Roles and responsibilities	Communication/networking needs	Basic knowledge strengths and needs	Related capacity/resource needs
Medium and large scale private enterprise	Interests of each company; generally competing rather than in common. Large enterprises can act collectively against the interest of the poor where these are seen to constrain business activities. Local big business prone to form power bases with formal and informal links and networks involving local political parties and politicians.	Securing corporate profits, markets, lower costs and eliminating competition. Provision of direct employment or training for the poor and stimulation of secondary, service activity may happen. May support low-income development through local taxes, planning gain or cross subsidies. Legislation or negotiation may achieve such benefits.	Large enterprise needs better communication links with representatives of low-income communities, including CBOs and NGOs, and local government officials at the neighbourhood level.	Access to knowledge not normally a problem. Large enterprise can benefit from a better understanding of the localities and lives of the poor and how they can have a positive influence on these from which they may also derive benefit.	Self-financing. Large enterprise can benefit from improved capacity in local public or community relations. Advertising by large scale firms a source of direct funding in local improvements such as street lighting, road safety and public health or open space facilities.
Consultants, professional groups	Provision of income-earning professional expertise. Consultants may benefit from large-scale public expenditure on development that may not be especially effective in reducing poverty. Technicians and professionals often have an interest in maintaining their status through professional mystique which knowledge sharing undermines.	Professional ethics usually demands public interest in the exercise of technical expertise. Some professionals will have an active interest in social equality and poverty reduction. Such professionals are more likely to found in the public or social sector and academia, but poor employment conditions means more are to be found in private practice.	Consultants need good communication links with donors and governments. Increasingly, however, networks of links with research organisations, NGOs and other civil society organisations are important for effective knowledge sharing and ability to respond quickly and effectively to local development needs.	Consultants and professionals need to draw on 'state-of-the-art' knowledge in urban development. For researchers, it is important not to neglect established but non-academic forms of knowledge dissemination such as manuals and guidelines. The new media – in particular the Internet – are effective in delivering knowledge in this form.	Consultants are normally dependent on having a developed capacity in knowledge and communication. Public or voluntary sector professionals may lack knowledge-related resources and communication capabilities that would be addressed in strengthening the capacity of the organisations that employ them.
Local media groups	Mass media is usually run by large-scale private enterprise. Local newspaper, radio and television stations may be owned by medium size local business. Related businesses such as distribution and printing may be small scale. Local power bases often have control of or a strong influence over the local media, which can be particularly powerful in shaping attitudes towards the poor.	The local media have a potentially key role in informing the public and making available knowledge that can facilitate positive development and change. A focus on the entertainment value and story can make suspect the factual basis of reporting. However, mass media have a critical role in raising awareness of issues (or burying them) and can point to a more reliable source of in-depth knowledge.	Expertise is mainly in broadcasting and publishing so that the ability to listen to and respond to public concerns through investigative reporting needs to be developed.	Good 'jumping off point' for access to local knowledge. Better knowledge of development issues depends on researchers and other knowledge generators 'selling' these issues to the mass media. The advent of cheap, professional quality video can help in this respect.	The local media have many capabilities that could be useful to development interest groups in support of the rights of the poor. The development of an independent, publicly minded and socially concerned local media should be supported where possible. Cheap, modern technology makes the development of community-based media more effective.
Local universities and researchers	Academic status can carry weight but academics are generally low-paid and have poor career prospects in developing countries. Local funding of academic research institutions is likely to be limited. A positive involvement in socially-orientated urban development may be tied to obtaining outside sources of funding.	Universities are key institutions for training professional and technical staff. Local research institutions can have an important role in the collection of data and in local knowledge generation and transfer that can influence urban development policy. They can also have an important advocacy role in supporting low-income communities.	National and international networking may be particularly important. Links with local communities and local authorities may be good or poor. Universities may or may not have the expertise to act as specialist communicators.	Good sources of specialised knowledge at the national and regional level. Universities and research organisations in developing countries, as local knowledge leaders, need access to knowledge being generated in other developing countries and developed countries.	The development of local research and training capacity is a critical element for achieving successful urban management and development. The deployment of modern computer-based communications technology is important.
Universities and researchers in developed countries	Academic publication provides status and secure income. Researchers and universities have a clear interest in tapping the funding available for international development. This funding is likely to become more knowledge-focused.	Universities have an important role in training professional and academic staff from developing countries. They are important partners for consultants and governments in development at the international, national and local level.	International networking is increasingly important. Researchers in developed countries increasingly work with local partners in the developing countries. There is an increasing need for specialist communications expertise.	Universities in the developed countries are increasingly playing the role of international knowledge centres. It is important that this knowledge is comprehensive, relevant, reliable and up-to-date.	Universities and research institutions have an active capacity-building role. The internal capacity of such institutions for knowledge production, transfer and communications needs to be built up and to make use of the latest technology.

Improving communication between potential partners in urban development

Interventions in the urban context are invariably complex and involve both active and passive interest groups. Guide 1 had set out and described the main interest groups likely to be involved. Though researchers may not be concerned with targeting all such groups, it is important for them to gain an understanding of their respective roles and interests in order to determine how knowledge may be best used to benefit the urban poor.

Local development interests are frequently in conflict or competition with one another. If unconstrained, the powerful can easily succeed in asserting their needs over

the weak. However, there are usually many ways in which interests can become complementary. The pursuit of interests in a co-operative framework can lead to a 'win-win' situation in which all those co-operating can benefit.

The key to achieving real partnership in local development is negotiating conflicting interest, discovering overlapping interest and mutually beneficial means of achieving individual interest. However, achieving partnership also depends on ensuring that the weaker partners can negotiate on an equal basis with the stronger ones. Access to knowledge can be the open door to such empowerment.

Envisaging local development

Understanding the local context in which development knowledge may be applied is a pre-requisite of deciding how to target potential users. How can researchers or other interested actors do this?

Particular knowledge may be intended for the context of a specific development while other types of knowledge can be more general in application, taking the form of broad policy guidelines. In either case, envisaging a specific, or series of specific applications, is a means of deciding how such knowledge may be used to good effect.

Participants may imagine potential local development scenarios in which development knowledge can be applied. (ref: **Community Planning Handbook?**)

A development of this approach is a group-based role-playing or a 'gaming simulation' exercise. In this type of exercise, individuals or small groups of individuals imagine themselves playing the role of a particular stakeholder or group with an interest in a particular local development scenario. The aim is for each role-player to bargain to achieve their objectives within the context of the others also aiming for their objectives. (ref?)

Power, trust and knowledge sharing

The objective of these exercises is to gain an insight into the motivation of stakeholders (both the explicit motives, and those that are unstated – the hidden agendas), the power relationships between them and how the dissemination and exchange of knowledge can achieve better development outcomes. However, care must be taken that 'game playing' does not become a substitution for serious negotiation. Its only real role is to lead to a better understanding of the process through which everyone is involved.

Of particular importance is the sharing of knowledge between the development partners. Situations of conflict generate and thrive on mistrust and negotiation can only work if the participants can learn to trust one another. Sharing knowledge is a key element of this process. If the knowledge proves especially useful and reliable to the recipient, this in turn reinforces their trust in the supplier as a source of information, and the relationship of trust is reinforced.

For the researcher, then, the aim should be to target not only the obvious interest groups, such as low-income communities and their representatives, or central and local government, but also to aim at improving communication and knowledge sharing between the wider range of actors and stakeholders.

Clearly many of the interest groups listed in Guide 1 will not be primary targets for the dissemination of development-related research knowledge.

For these other actors, it needs to be demonstrated how urban poverty reduction can serve their broader interests. In a programme aimed at urban poverty reduction the active participation of any group or organisation suggests a prior acceptance of the aims of such a programme. However, there is a danger that the more powerful stakeholders may cynically exploit development to their own ends.

Equally, many development interventions initiated by a single actor, say a local authority, may involve incidentally and/or intend to benefit a number of interest groups other than the urban poor. In both instances, deploying research knowledge to strengthen the bargaining power of the poorest and weakest and to raise the awareness of other interest groups of their responsibilities in this area will be key.

The following diagram is a generalised and simplified view of the factors affecting the different interest groups who may be involved in urban development targeted at improving the conditions of the urban poor. Researchers and stakeholders can use a similar approach in charting such factors in relation to their own particular circumstances.

Improving Knowledge Transfer

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3

Understanding how the urban poor learn and communicate



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- 7 Strategies for communication and knowledge exchange: the role of donors
- 8 Strategies for communication and knowledge exchange: the role of local intermediaries

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There is growing awareness that researchers in developed countries need to be more active and imaginative in the dissemination of the development knowledge they produce.

Technological innovation in communication is giving knowledge producers and communicators an increasing array of media to get their message across to a variety of audiences within a shorter time scale. At the same time, greater ease of communication on a global scale, particularly through the electronic media, is making networking an increasingly large component of research and development practice.

All this implies a greater potential capacity on the part of researchers, and pressure on them to respond to demand and to ensure the more rapid dissemination of research knowledge. However, researchers often have limited resources and they may be unfamiliar with the wide range of methods for knowledge transfer or lack the necessary skills and understanding required for good communication.

This set of guides provides a simplified framework for researchers in urban development for developing countries. It will aid researchers in this field in designing effective strategies for communication so that the new knowledge from their research is easily accessible and understood by their target audience. These guides will also help researchers to assess the resource implications of putting such strategies into practice. The responsibility

of researchers in this process is clear. It extends beyond simply ensuring that the knowledge they produce is accessible to a range of potential users within the shortest possible time.

Communication is a two-way process. Researchers must be capable of responding to both need and demand as presented to them, as well as pursuing their own research interests within an academic or institutional framework.

The guides set out a series of strategies to improve research communication between the researcher and each of the principle interest groups in the urban development process. **There is an emphasis on understanding how the poor in urban areas learn and communicate.**

The guides are also aimed at improving the channels of communication and knowledge transfer between all interest groups to create active partnerships in decision-making for sustainable local urban development.

Thus community-based organisations themselves, and other intermediaries representing the interest of the urban poor, can ensure that the knowledge that is produced and communicated can better reflect their needs. The more informed the poor, the more empowered they are, to initiate and negotiate development changes in their communities that reflect their real needs and concerns.

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Understand how the urban poor gather practical information. The links are weak between the urban poor and researchers, Universities or NGOs providing development information. Poverty in urban areas of developing countries is characterised by the lack of those communication resources that the research community takes for granted. The result is that the poor rarely publish and learn from media that are favoured by the research institutions such as journals, textbooks, Internet and even face-to-face conferences.

The communication resources available to the poor are not uniform. Nor can it be assumed that populations living in close proximity are cohesive communities. However, life in a small geographical area is transparent and proximity ensures that messages travel fast by word of mouth.

Social networks and peers are the main ways in which low-income groups gather new information. Increasingly, however, the mass media have come to play a dominant role in knowledge transfer, providing new information, amplified and often transformed in the normal processes of word-of-mouth communication.

A modern, fast-changing urban setting requires contemporary forms of recording and storing knowledge. NGOs and CBOs have a potentially important role to play in helping communities gather and store existing knowledge, as well as in facilitating access to new information.

The factors that constrain the urban poor in gathering new information or storing existing knowledge also limit their ability to convey their ideas, needs and priorities to others. This suggests once more the important potential role of community representatives and intermediaries such as researchers or local NGOs in getting the views of the poor across.

Understanding how the urban poor learn and communicate

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Understanding how the urban poor learn and communicate

The urban poor can be empowered through improved access to knowledge and better communications with other interest groups. This implies a better understanding of how poor people gather practical information, record and store knowledge of collective value, and convey their ideas and interests to others.

The links between the poor and the researchers, universities or NGOs best placed to provide development information are often weak or non-existent.

One of the features of urban poverty in developing countries is the lack of those communication resources that the research community and intermediaries dealing with poor communities take for granted. The poor seldom learn from media that are favoured by researchers such as journals, textbooks, Internet and even face-to-face conferences. Still less do they use them to convey their own needs, experiences and knowledge.

Resources of the urban poor for knowledge transfer

The communication resources available to the poor are not uniform and can usefully be mapped from place to place. Additionally, low-income groups are not homogenous in their abilities to access social networks and other informal sources, or the mass media and other more formal knowledge sources. While in general, language and literacy are barriers to learning and communicating, women, children, disabled, elderly and migrants may all have particular constraints on their

ability to access common or formal knowledge. Nor can it be assumed that populations living in close proximity are cohesive communities with equal access to information of collective value. However, life in a small geographical area is transparent and proximity ensures that messages travel fast by word of mouth. In this setting, a simple, visible means of communicating like small notice boards can be highly effective.

Learning resources

Social networks and peers are the main ways in which low-income groups gather new information. Individual face-to-face communication with friends, colleagues, kin, accepted 'experts', or other trusted sources, is still probably the most common form of everyday knowledge transfer and exchange for most people, whether or not they are poor. The difference is that the better off and more educated can be directed to more in-depth or extensive knowledge resources, while the worse off and less well educated may largely be reliant on word-of-mouth that all too often can be subject to rumour, distortion and misunderstanding.

Increasingly, however, the mass media have come to play a dominant role in knowledge transfer, providing new information, amplified and often transformed in the normal processes of word-of-mouth communication. Urban areas offer a wide range of media such as television, radio and newspapers to which the urban poor, unlike those living in rural areas, have more ready access. The very poorest are least likely to have direct

access to any mass media. However, the chances are that they live in communities where better off friends or neighbours have a radio, or perhaps a TV both of which generally have free access. The literate can share information published in newspapers that however, have to be bought by someone in the first place.

Other learning resources, such as libraries and the Internet, are likely to be more remote from the experience of the poor. This highlights the critical role of those in regular contact with low-income communities, such as intermediaries from NGOs, and the trained individuals from within the communities themselves or working in community-based organisations. Such individuals are able to access these resources, and to feed any knowledge into a learning process with the communities themselves. Knowledge exchange between communities undergoing similar experiences can also be an effective way of informing and empowering such communities (see case study).

Memory resources

Lack of access to learning institutions, the Internet, libraries, learning centres and support groups means that the poor are equally constrained when it comes to storing their existing knowledge. Lack of training, education and literacy, as well as lack of physical resources, will limit documentation and the maintenance of records. In traditional societies with limited literacy and relying mainly on word-of-mouth, storytelling was perhaps the most important way of conveying a community's collective experience, knowledge and values.

A modern, fast-changing urban setting requires contemporary forms of recording and storing knowledge. Information has largely replaced experience. Literacy is vital, with the ability to write things down being the critical first step towards more sophisticated methods of storing information of value to the community. NGOs and CBOs have a potentially important role to play in helping communities gather and store existing knowledge, as well as in facilitating access to new information. Learning and information resource centres can help in this respect.

The factors that constrain the urban poor in gathering new information or storing existing knowledge also limit their ability to convey their ideas, needs and priorities to others. Low-income communities lack the capacity to document their own condition and therefore their ability to present their case to the authorities. Direct negotiation with officials, through intermediaries and representatives, or collective pressure through protest and demonstrations are the traditional means of overcoming constraints and powerlessness in the formal decision-making processes. However, the more political channels tend to be short term and open to manipulation.

The poor have little access to, or training in the use of media resources through which their views can be

documented and communicated to other stakeholders on a regular basis. This suggests once more the important potential role of community representatives and intermediaries such as researchers or local NGOs in getting the views of the poor across. Grassroots workers with appropriate technical skills can help communities set up their own forms of media such as newsletters and community radio. Building capacity in these areas may be seen as an intermediate stage in raising the educational level of the urban poor as a whole, and their ability to be recognised as full and equal citizens. Drawing on the knowledge of other communities who have shared similar experiences is a particularly effective way of strengthening the position of poor communities in the decision-making process.

Response resources

Exchange visits as a media for collecting and disseminating ideas. *Face to Face: Notes from the network on community exchange*, Asian Coalition for Housing Rights, Bangkok, 2000

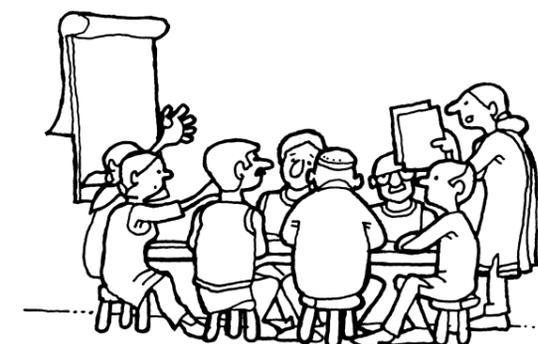
Exchange and exposure are terms used to describe a variety of activities which all have in common poor people visiting poor people in other places.

Community leaders meet, talk, see what each other is doing and begin an education which allows them to explore the lives and situations of people in other communities, and to pick up any ideas which they think could be useful back home. Exchange is the root strategy for education and mobilisation – of the poor and by the poor.

Case study

Poverty may be characterised by a lack of access to means for education and raising awareness (learning resources), means to store, organise and consult practical information (memory resources) and means to express, document and feed ideas to decision-makers (response resources).

In Villa El Salvador, Peru community members publish and disseminate issues of importance through a local radio, audio-visual shows, theatre and a regular newspaper. The collective memory of the community is recorded in a local museum



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4

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Intermediaries can bridge the weak link between community members and technical institutions. The choice and selection of intermediaries will vary from place to place and project to project.

Local intermediaries can be individuals and organisations in direct contact with poor urban communities, involved with them in their development activities and in their negotiations with more powerful stakeholders.

Within the wider context of knowledge transfer, however, many others act as intermediaries in the process of communication between generators and users. Knowledge transfer intermediaries include media organisations such as publishers and knowledge-based organisations such as libraries, educational and technical institutions.

In designing effective knowledge transfer and exchange strategies, researchers need to be aware of the intermediaries at both ends of the chain and the links (and potential links) between them.

4

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Bridging the weak link

Intermediaries can bridge the weak link between community members and technical institutions. They may have the proximity to the local context combined with an ability to interpret and conduct technical research to

make them ideal partners for UK based researchers. The choice and selection of intermediaries will vary from place to place and project to project.

Local Intermediaries

Thus far, in these guides, we have referred to intermediaries in the more political sense of the word, as individuals and organisations in direct contact with poor urban communities, involved with them in their development activities and in their negotiations with

more powerful stakeholders. These we can call local intermediaries. Their understanding and proximity to the local context is significant to the process of knowledge transfer.

Knowledge transfer intermediaries

Within the wider knowledge transfer context, however, many others act as intermediaries in the process of communication between generators and users. These can be termed knowledge transfer intermediaries and would include media organisations such as publishers and knowledge-based organisations such as libraries, educational and technical institutions. In designing effective knowledge transfer and exchange strategies, researchers need to be aware of the intermediaries at both ends of the chain and the links (and potential links) between them.

Intermediaries perform one or more of the following tasks:

- 1 Mediate the exchange of information between one or more groups of people
- 2 Gather and disseminate information sometimes over large distances

- 3 Interpret technical information so that it is intelligible to users
- 4 Initiate and support dialogue among stakeholders
- 5 Transform information into suitable local media
- 6 Store information for easy access and monitor its use

The first three tasks are common to both local and broader knowledge transfer intermediaries. The last three are particular to local intermediaries who are the focus of this guide. The capacity to function as an intermediary may not need to be developed from scratch. In fact, as the following example suggests, there are established means of 'scaling up' the exchange of knowledge at the grassroots level. This is often referred as the weakest link in the research communication process.

Shelter Forum, Kenya

'The capacity to disseminate information effectively to targeted audience is an acquired skill and not at all easy to achieve in practice. Additionally in most cases information dissemination from source to ultimate destination involves a number of stages and at each stage there is the potential for error, distortion, delay or inappropriateness. Where such a chain process is involved the quality and usefulness of the information received by the end user would be highly dependent on the capacity of the weakest link. In many cases this weakest link is between the national intermediary level organisation, such as a university or mainstream NGO and the grassroots or field level.'

An approach which has been tried to bridge the gap between the intermediary and the grassroots level is

through the development of networks of grassroots organisations. One such network is the Shelter Forum, based in Kenya, but incorporating more than 600 grassroots and community-based organisations in East Africa. Although an important aspect of Shelter Forum's work is to inform members of relevant outputs and activities from around the world, of more significance is the facilitation role the network plays on information exchange between the members and level of feedback the organisers of the Forum receive on members' needs and problems, which the forum can raise at the policy and decision maker's level.'

Otto Ruskulis, Intermediate Technology Development Group

The potential range of intermediaries and their roles is illustrated in the box 'The View From The Field' that draws on a survey of development practitioners. The role played by community leaders, local NGOs, 'social' professionals and local authorities is highlighted.

Understanding the motives, strengths and weaknesses of these organisations and individuals in relation to their

role as intermediaries is important if the most is to be made of their efforts. Identifying how their capacity may be strengthened can be a significant first step in informing low-income communities and improving their communication links with other parties in the development decision making process (see also **Guides 1 and 2**).

Strengths and weaknesses

It is context-specific-community leaders, NGOs, government officers, local referents (a priest, a teacher, a social worker) who could be the best intermediaries according to their commitment and involvement with poor urban communities and/or researchers.

The intermediaries role would be to link both parties, persuading them of the fact that, in development questions, knowledge requires to be built on the basis of contributions from both parties. 'The Urban Poor' are the key party of a two-part knowledge exchange. Intermediaries could also help to adjust differences in time and languages (many urban poor have learnt what to say to community outsiders so it is necessary to understand all their languages: verbal, attitudinal).

Ana Hardoy, Argentina

[What they think they want to hear – anything to keep them at bay and at arm's distance out of their affairs? Ed.]

[In Belize] The most suitable intermediaries are the officers of the social department who should accompany the researchers to compose the veracity of their responsiveness.

Cadet Henderson, Belize

Elected representatives of local communities and popular organisations should be principal intermediaries, followed by local NGOs that have been selected, where possible with the help and consent of the same local organisations.

This form of three-or four-way partnership (development agency-community-NGO-researcher)

would go some way towards ensuring (though not guaranteeing) a positive basis for any project undertaken on the part of the communities involved. Unrepresentative NGOs can be counterproductive. Researchers could train local communities to conduct their own research.

David Turner, Ecuador

The benefits from these processes of knowledge transfer through the mediation of intermediary NGOs are of course enhanced by linkages to formal systems. This is on account of the superior access of these bodies to knowledge both from research reports as well as internal documentation. The government departments are better able to promote NGO networks and exchange of knowledge partly because of the poor communication channels among NGOs and partly because of the low resource and professional base of most NGOs. This formal NGO-community networking can be increasingly seen in many of the social sector projects in the cities, and national programmes for women's development, family welfare, AIDS control, children in difficult circumstances etc.

The Kerala model of participatory planning from below has the unique feature of utilising resource volunteers from the society for transmitting knowledge on resource mapping and planning to the people at ward and city level, and in helping to match priorities to resources. These volunteers are in turn trained to get the basic equipment to assist the people for plan preparation and later local execution of projects.

Dr PSA Sundaram, India

The view from the field: practitioners' comments on mediated knowledge transfer

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5

Identifying the appropriate media for communication



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Preferences for and availability of media vary from place to place. It is best to ask the target group the media of their preference.

The identification, search and correct use of information are consultative processes. An information service needs to be accessible to all members of the community.

Person to person consultation is the preferred means of getting new information. Having an individual at the user end, who understands the needs for and application of reliable information is important.

Information should be available in a printed form to prevent loss and distortion when passed from person to person. Use of electronic medium to store information and Internet is advisable where available.

Researchers should consider the purposes of different media; the identification of media 'routes'; ensuring the message is accessible; the nature of available media; the selection of the right media – printed media, broadcasting media, media for giving and receiving; and improving media practice.

5

Identifying the appropriate media for communication

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Purposes of different media

Different types of media serve different purposes. The mass media – newspapers, radio, television – often serve to raise awareness of issues without necessarily exploring them in any depth. Journals, reports, books, documentaries and other print, tape or electronic reference materials can provide the in-depth information lacking in more immediate forms of communication.

Where such materials are used in formal instruction or consultation, or in a workshop 'knowledge-sharing'

context, a further dimension of understanding may be achieved. Each medium has its own characteristic quality, time scale and reach. A news report is often prepared in a matter of hours and can reach thousands or millions. Books and reports take weeks or months to prepare and reach a far more targeted audience, although the quality of information they contain will often be superior to more immediate forms of delivery.

Selecting the right media

There is a wide range of media technologies available, with different opportunities and constraints associated with each of them. There are also many different ways in which such technologies can be used.

Printed media

The printed word can take the form of posters, newspapers, journal and magazines, books, brochures and reports, each with their own characteristics in terms of reach and durability. Similarly the Internet is not one but a multiplicity of media. Such media, in turn, are sub-divided into further categories and sub categories - the printed book into works of fiction and non-fiction, within fiction into the 'genres' of detective novel, romantic novel, and so on. New forms and new capacities are constantly being created and new 'niches' being tapped.

In practice, most of these forms of communication may not be appropriate for the needs of development researchers and technical factors will reduce the range of choices available. Literacy, censorship and the control of information will limit possibilities in some countries. Nevertheless, researchers and others involved in development can be more effective in their communication through a more imaginative and structured use of the available media.

Broadcasting media

In the short-term, and on a 'one-off' basis, the broadcast media can be particularly useful for publicity and raising awareness through news items. However, broadcasters can have their own agenda to entertain, to sensationalise or to pursue a particular political bias. Control over the mass media and how it is used by or on behalf of the poor is almost always impossible to achieve. Even socially committed journalists find it difficult to come across opportunities to focus on development issues in

mainstream media. Technologies such as video and community-based media resources can help but are likely to be limited in their impact outside the low-income communities themselves.

In projects, target groups, and particularly the poor, may not have direct communication with all stakeholders. They may be able to express themselves better through the use of recorded material, videos and tape recordings providing in the process, research evidence for the researcher as well as documentation of the research process which is easily adaptable into other forms of publication. Networks are useful means to scale up dissemination and information exchange.

Media for giving and receiving

Media should also be considered for its ability to receive as well as deliver information. Access to basic telecommunications is usually very expensive and lacking in poor communities. The telephone remains the most effective person to person form of urban communication whereby information can be received as well as views expressed (providing the caller has access to the essential numbers) and one that the better off take for granted.

Cheap public, shared or commercial facilities accessible to the poor are critical in this respect. Basic postal services are a cheap and reliable form of communication for those with some literacy, providing there is a reliable address book to hand. Good access again may be dependent on communal facilities and local shops. In general, radio has a good reach to the poor but its use as a more sophisticated, interactive channel, through radio talk shows, is likely to be limited through lack of telephone access by the listeners. Enlightened local radio and TV stations may enable poor communities to become involved in producing their own programmes.

Identifying media 'routes'

What is important to understand are the functions and characteristics of different types of media. And, particular, how these may be used in combination with one another to get a distinct message across in a tailored way, to reach a particular audience and/or to improve communications between particular groups of people. Due to the involvement of 'intermediaries' certain media routes allow less control on the message that is sent out to the user making it open to distortion and interpretation. The more immediate, awareness-raising media should include route makers to more in-depth, long-term sources of information. Any knowledge transfer and communication strategy should be designed around this 'cascading' of knowledge through different types of media, ensuring the message is accessible.

This said, preferences for and availability of media will vary from place to place, and among different social groupings in a particular place. Where knowledge is narrowly targeted at a known user group, they should be consulted on the media of preference. The information needs to be accessible to all members of the group concerned. Having an individual at the user end, who understands the needs for and application of reliable information, is important. More often than not, the audience will be more general and researchers should earmark resources for surveying the range of preferences and exploring and utilising the appropriate media to achieve effective knowledge transfer and exchange.

Nature of Media

Different types of media serve different functions. Effective knowledge transfer and communications strategies link short-term, awareness raising forms of communication, with other types of media that are better at storing and conveying in-depth information over a longer time scale.

Media for disseminating and collecting information may need to vary from place to place and from one target group to the other. Where appropriate and possible, local advice should be sought when media are selected, as standards, language, cultures, technical capacity, literacy and logistics can all be constraints. Opportunities for consultation at all stages of the research process are always useful.

Intermediaries and networks may be used to build the capacity to access large groups of people over the required time period.

Even where sophisticated technology is available an interpersonal communication is generally the quickest way to share knowledge and a necessary first step in identifying, trusting and being able to access more formal knowledge sources.

Printed documentation prevents loss and distortion of information when information is channeled through intermediaries. It is robust, portable and easy to read.

Researchers should aim to publish on the worldwide web and store information in an electronic form where such facilities are available. This increases enormously the potential ease of access and range of audience, for a relatively low additional outlay of resources. However, it should be recognised that electronic communication and publishing can be far less reliable and is likely to remain so.

One way of overcoming the limitations of electronic communication, and achieve the reliability (and readability) of printed documentation, is to transfer information in digital form for local printing and distribution. Special formats such as the 'pdf' format used by Adobe Acrobat can be used to download and print in-depth material from the web.

Improving media practice

The future availability of research knowledge rests on its access and use by all stakeholders. Researchers can do a great deal by giving appropriate attention and devoting sufficient resources to their knowledge sharing and communication strategies. This should be seen not only in the immediate terms of disseminating the knowledge being produced in a particular research project, but also in the longer term aims of developing local capacity and building effective communication networks between stakeholders in development.

However, as Guide 1 indicates, much of the effort needed to turn development knowledge into effective practice for the urban poor to improve their living conditions rests with the capacity-building efforts of governments and donors. At a basic level, this can be achieved through improvements in social infrastructure like schools and colleges, libraries, learning centres, and information centres and archives. At another level, it means developing the knowledge and communication capacities of a range of local actors in civil society and local government.

Case study

Asking people how they would like to be informed’
A citizen’s jury and a number of discussion groups were organised in East London to get answers to the following question: **‘How can health information be made available to the residents of East London?’**

The residents came up with a number of recommendations.

On access

The information produced must be accessible to all minority groups within East London and thus consider:

- Language
- Cultural appropriateness
- Various literacy levels
- Physical, sensory and mental disabilities
- Other disabilities

On availability

- Leaflet all houses
- Use radio doctor phone-ins to get information to ‘hard-to-reach groups’
- Use local TV (Asian TV) and local radio generally
- Help-lines must be in speaker’s language right from call pick up
- Ensure that there are more one to one information giving points and information can be given in private and in a caring manner.
- Ensure that there is simple and clear information as well as more comprehensive information.

Source: East London and City Health Authority, UK

	Potential to reach poorest	Participatory potential	Potential no. of people reached	Potential for distortion of message	Cost effectiveness
Leaflets, news sheets	+	-	++	--	+
Interpersonal meetings	+	++	---	---	-
Video	-	+	+	+	---
Television	---	---	++	++	---
Schools	+	++	+	--	+
Audio cassettes	+	-	+	+	-
Radio	++	+	+++	+	++
Slides	-	-	-	--	-
Posters	+	-	+	--	-
Theatre/Folk media	++	++	++	++	++
Email/Internet	---	++	++	---	++

Interpreted from: New Economics Foundation, UK

+++ most likely to be applicable

--- least likely to be applicable

Characteristics of various media

Checklist

to be considered when selecting media

- Cost
- Time scale involved in preparation and use
- Durability – is information recorded for future use – if so for how long?
- Searchability -possibility to search for and get specific answers
- Special skills required to prepare or to use the media
- One way or interactive channels (duplex or multiplex)
- Size of audience reached
- Type of audience reached
- Possibility of raising awareness
- Possibility to deliver specific detailed information to help solve an individual problem, to initiate an activity or to facilitate decision making
- Possibility to combine short and long-term functions or to relate to other media which cover these functions
- Accessibility, current and future
- Accessibility to equipment, components and systems to send and receive messages
- Potential to access audience that has direct interest in the message
- Possibility to transmit messages across language barriers, to different cultures and for different education levels.
- Possibility to learn and acquire new skills
- Possibility to change attitudes, opinions, perceptions or behaviour
- Possibility to establish dialogue
- Enable two way flow of information
- Local communication capability
- International communication capability
- Possibility to extract and repackage information
- Participation level by various stakeholders
- Procedural, legal and regulatory environments

Source: Intermediate Technology Development Group, UK

Sources

East London and City Health Authority (1998), 'Draft report: Citizen's Jury in East London', London

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New Economics Foundation (2000), 'Draft report: Research on Community Sustainable Development Indicators', Leicester, UK

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Improving Knowledge Transfer

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6

Strategies for communication and knowledge exchange: the role of UK-based researchers



Guides in this series

- 1 Identifying the users of development knowledge
- 2 Improving communication between potential partners in urban development
- 3 Understanding how the urban poor learn and communicate
- 4 Intermediaries in knowledge transfer and exchange
- 5 Identifying the appropriate media for communication
- 6 **Strategies for communication and knowledge exchange: the role of researchers in developing countries**
- 7 Strategies for communication and knowledge exchange: the role of donors
- 8 Strategies for communication and knowledge exchange: the role of local intermediaries

Further Guides in this series are in preparation

Purpose of the Guides

There is growing awareness that researchers in developed countries need to be more active and imaginative in the dissemination of the development knowledge they produce.

Technological innovation in communication is giving knowledge producers and communicators an increasing array of media to get their message across to a variety of audiences within a shorter time scale. At the same time, greater ease of communication on a global scale, particularly through the electronic media, is making networking an increasingly large component of research and development practice.

All this implies a greater potential capacity on the part of researchers, and pressure on them to respond to demand and to ensure the more rapid dissemination of research knowledge. However, researchers often have limited resources and they may be unfamiliar with the wide range of methods for knowledge transfer or lack the necessary skills and understanding required for good communication.

This set of guides provides a simplified framework for researchers in urban development for developing countries. It will aid researchers in this field in designing effective strategies for communication so that the new knowledge from their research is easily accessible and understood by their target audience. These guides will also help researchers to assess the resource implications of putting such strategies into practice. The responsibility

of researchers in this process is clear. It extends beyond simply ensuring that the knowledge they produce is accessible to a range of potential users within the shortest possible time.

Communication is a two-way process. Researchers must be capable of responding to both need and demand as presented to them, as well as pursuing their own research interests within an academic or institutional framework.

The guides set out a series of strategies to improve research communication between the researcher and each of the principle interest groups in the urban development process. **There is an emphasis on understanding how the poor in urban areas learn and communicate.**

The guides are also aimed at improving the channels of communication and knowledge transfer between all interest groups to create active partnerships in decision-making for sustainable local urban development.

Thus community-based organisations themselves, and other intermediaries representing the interest of the urban poor, can ensure that the knowledge that is produced and communicated can better reflect their needs. The more informed the poor, the more empowered they are, to initiate and negotiate development changes in their communities that reflect their real needs and concerns.

Feedback

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Researchers based in the UK must have a clear communication strategy in order to gather and deliver research knowledge in the appropriate form and place.

Funding agencies may also expect researchers to contribute to the task of improving communications between stakeholders, in particular to ensure that poor people are better informed, able to convey their needs and influence development decision making.

The use of intermediaries should be considered by researchers to bridge the communication gap with poor communities or other target groups, who may themselves be intermediaries in the urban development process.

While a communication and knowledge sharing strategy will have been planned in outline at the project initiation and design phase, a better understanding of the development processes that the research is concerned with should emerge during the research.

Since research findings and outputs are concentrated in the final stages of any research project, most active dissemination only occurs at the end of the project and after it is finished.

Local capacity for undertaking the monitoring, evaluation and feedback role should be developed, if possible, as part of the research programme. This has implications for the way that research proposals are framed and resources programmed.

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Strategies for communication and knowledge exchange: the role of UK-based researchers

Researchers based in the UK must have a clear communication strategy in order to gather and deliver research knowledge in the appropriate form and place. While a communication and knowledge sharing strategy will have been planned in outline at the project initiation and design phase, a better understanding of the development processes that the research is concerned with should emerge during the research. Since research findings and outputs are concentrated in the final stages of any research project, most active dissemination only occurs at the end of the project and after it is finished. Local capacity for undertaking the monitoring, evaluation and feedback role should be developed, if possible, as part of the research programme. This has implications for the way that research proposals are framed and resources programmed.

Researchers must have a clear communication strategy in order to gather and deliver research knowledge in the appropriate form and place. Identifying and targeting the potential users of research knowledge in the urban development process is the first step and this is covered in Guide 1. Funding agencies may also expect researchers to contribute to the task of improving

communications between stakeholders, in particular to ensure that poor people are better informed, able to convey their needs and influence development decision making. The use of intermediaries should be considered to bridge the communication gap with poor communities or other target groups, who may themselves be intermediaries in the urban development process.

researchers and other intermediaries. Participatory research techniques are particularly useful in this respect.

As a rule, research funders are looking for general and strategic applications of research findings. Case studies should therefore be chosen for their general lesson-learning potential rather than any particular local opportunities. This means balancing the constraints of limited funding against the need to cover a range of development scenarios in, for instance, geographical location, cultural and social characteristics, settlement size and type.

Case studies, therefore, are almost certainly not going to cover all the potential applications of the research

knowledge. Knowledge transfer strategies will thus need to be designed around this broader potential 'market' for the research outputs and generalised audience 'types'. Basic questions such as in what language or languages the outputs will be published need to be taken at an early stage, since this can have major implications for limited resources.

Since knowledge transfer strategies are likely to go on evolving during the research itself, the knowledge needs to be stored in a form accessible to different types of dissemination. Different media and locations should be explored to maintain ease of access for potential users.

Prompts for a knowledge transfer strategy

As all research projects are unique, the points below merely serve as a prompt for the researchers to design their own communication and knowledge sharing strategies. It is suggested that researchers consider the

knowledge transfer issues that are likely to arise at all stages of the research – before, during and after, as outlined below – in drawing up their funding proposals.

Before and in the early stages of research

Identifying the research topic and establishing needs: if research can be linked with community-led development initiatives, so much the better. However, while research may be 'demand-led', in that a developing country partner initiates it, the assessment of its relevance to urban poverty reduction is usually made, if not by the researchers themselves, then by an 'intermediary' rather than by the poor themselves.

Researchers also need to develop their own theoretical interests and the best that can be achieved arises out of a positive dialogue between potential knowledge users and suppliers. The pre-funding period can be a fruitful time for establishing contacts and building networks of future potential knowledge users and sharers.

Designing the research proposal: testing a topic by exploring urban development scenarios in which the knowledge generated could be applied, can usefully be done at the preparatory stage. In this way a thought-through communication and knowledge sharing strategy will be an integral part of the research proposal.

Where the research is specific to a particular place or linked to a specific development initiative, there is a need to establish what use is to be made of the information and by whom. Then communication can be established with the local government, communities, intermediaries and other stakeholders in the place of study.

Researchers need to establish what is the appropriate media to communicate with the target groups. What is the media to be used within the project and beyond, for what purpose and when? (see Guide 4) A closely linked question is the format and mode of expression or type of language to be used in tailoring information to the needs of users.

Any research proposal needs to address the selection criteria of the funding organisation. Currently, in the urban development context, most funders are primarily concerned with poverty-reduction. Researchers will need to demonstrate a poverty focus, or at least clear links between their topic of research and improvements in the conditions and quality of life of the urban poor. Additionally, funding bodies are increasingly looking towards a more strategic and co-ordinated approach to development. This has implications for research dissemination, which are outlined below.

In designing a research proposal, researchers need to strike a balance between resources devoted to research, and those concerned with communication and knowledge transfer. In practice, there is no clear dividing line between these activities but it is the case that researchers have underestimated the requirement for knowledge transfer-related activities.

After research

Since research findings and outputs are concentrated in the final stages of any research project, most active dissemination only occurs at the end of the project and after it is finished. This means that the research programme should include final workshops in which the participants can come together to review the outputs and the knowledge transfer strategy, and plan any active dissemination phase whereby the outputs can form part of a broader capacity-building exercise.

A feedback route should be created that can clearly express the needs of the target groups to promote needs led research and effective knowledge transfer. In principle, feedback and monitoring should be part of the

research programme so that they can lead to a later review and evaluation of the research findings and their impacts in practice, improve the methods of knowledge transfer, and help improve the dissemination and understanding for the next project.

In practice, however, funders are unwilling to take on open-ended or long-term resource commitments. This means, if research is to be sustainable, local capacity for undertaking the monitoring, evaluation and feedback role should be developed, if possible, as part of the research programme. This has implications for the way that research proposals are framed and resources programmed.

During research

While a communication and knowledge sharing strategy will have been planned in outline at the project initiation and design phase, a better understanding of the development processes that the research is concerned with should emerge during the research. As a consequence, the knowledge transfer strategy should be revisited and refined as the research proceeds to ensure better targeting and improved communications.

Where research involves local case studies, there are clearly opportunities for establishing longer-term communication links with communities and other local stakeholders and for targeting research outputs at capacity building in the research locations. Indeed, it should always be kept in mind that the research itself is an important opportunity for building local capacity, expertise and understanding among communities, local

Resources for disseminating DFID research to overseas researchers

Electronic Media	Department for International Development web-site: www.dfid.gov.uk Internet based electronic mailing lists Using local computer capacity
Mass Media	Television Trust for the Environment, UK and their international network Local mass media
Printed Media	'Urbanisation' newsletter, UK Environment and Urbanisation Journal, UK Intermediate Technology Publications, UK Earthscan Publications, UK Local publishers and journals
Interpersonal Media	UK annual Inter-Schools Conference University courses in the UK on Urbanisation and Development Local Conferences
Intermediaries	DFID field officers British Council Division Local Universities Local NGO and CBO networks Local Government

Source: Max Lock Centre

The following table shows why various stakeholders need information and how it may be provided to them

Who needs access	Reason to disseminate findings	Which findings are needed and why	Methods of dissemination
Community members (not directly involved in research project)	Access to urbanisation information	Summary of results to create interest and support in urbanisation	Interpersonal meetings Local Radio Newsletters Posters Slides Demonstration (Decide locally)
Community members (directly involved in research project)	Take a part in the planning, implementation, monitoring and dissemination	Fuller periodic summary of results so they can continue to have a key involvement	Interpersonal meetings Study groups Local Radio Newsletters Posters Slides Demonstration (Decide locally)
Main investigators and staff	Responsibility for project implementation and monitoring community decision making and action	Regular flow of findings to be able to monitor project, make decisions and adjustments, plan programme.	Interpersonal meetings Study of results Email update
District and provincial level departments, agencies, organisations	Receive information and/or specified active role. Disseminate lessons learnt Support future action	Full results or summary only for analysis of lessons learnt and policy decision making	Full report or summary (1-2 pages) Mass media Interpersonal meetings Exchange visits Courses
National level ministries, agencies, organisations	Receive information Disseminate lessons Support future policy and action	Full results or summary only for analysis of lessons learnt and policy making	Summary (1-2 pages) Mass media Interpersonal meetings Policy Briefs Interactive computer presentations Articles
External funding agencies	Receive information. Disseminate lessons Support future action.	Full results or summary only for analysis of lessons learnt and policy making	Full report plus summary and discussions
International agencies, UN development agencies	Receive information Disseminate lessons Support future action	Full results or summary only for analysis of lessons learnt and policy making	Probably summary only Discussions Presentations at meetings Articles
Scientific community	Receive information and build on research in the design of further activities	Full scientific results	Papers International and National Verbal presentations and conferences. Seminars Articles

Source: Water Engineering Development Centre (WEDC)

Preliminary
needs
assessment

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All this implies a greater potential capacity on the part of researchers, and pressure on them to respond to demand and to ensure the more rapid dissemination of research knowledge. However, researchers often have limited resources and they may be unfamiliar with the wide range of methods for knowledge transfer or lack the necessary skills and understanding required for good communication.

This set of guides provides a simplified framework for researchers in urban development for developing countries. It will aid researchers in this field in designing effective strategies for communication so that the new knowledge from their research is easily accessible and understood by their target audience. These guides will also help researchers to assess the resource implications of putting such strategies into practice. The responsibility

of researchers in this process is clear. It extends beyond simply ensuring that the knowledge they produce is accessible to a range of potential users within the shortest possible time.

Communication is a two-way process. Researchers must be capable of responding to both need and demand as presented to them, as well as pursuing their own research interests within an academic or institutional framework.

The guides set out a series of strategies to improve research communication between the researcher and each of the principle interest groups in the urban development process. **There is an emphasis on understanding how the poor in urban areas learn and communicate.**

The guides are also aimed at improving the channels of communication and knowledge transfer between all interest groups to create active partnerships in decision-making for sustainable local urban development.

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Donors have the responsibility for the strategic direction and management of research as well as monitoring its broad impact to determine its usefulness in shaping policy. Improvements can be made in each of these areas of responsibility to ensure more effective research and knowledge transfer.

The knowledge transfer research suggests tasks for donors to improve the transfer of knowledge resulting from the research funded by them.

These tasks are outlined in this guide and should be treated as recommendations for action and subject to internal discussion accordingly.

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Tasks for development agencies who are funding research in urban development

Donors have the responsibility for the strategic direction and management of research as well as monitoring its broad impact to determine its usefulness in shaping policy. Improvements can be made in each of these areas of responsibility to ensure more effective research and knowledge transfer.

The knowledge transfer research suggests the following tasks for donors to improve the transfer of knowledge resulting from the research funded by them. This guide should be treated as recommendations for action and subject to internal discussion accordingly.

1 Consolidate, categorise, disseminate and co-ordinate existing research and expertise

Donors should facilitate the consolidation of urban research knowledge, already within their domain. A recognisable, constantly up-dated and well cross-referenced platform should be set up so that available

and new reports can be publicised, especially to field office staff. A database of existing and new urbanisation research can be built and made widely available.

Practitioner's comment

'...an important set of additional suggestions could relate to the transfer of knowledge among the officials in the DFID itself on different projects of relevance to urban sector and poverty reduction. With the trend for setting up DFID offices in countries like India, and the sporadic interaction of officials from London with field staff of DFID, the knowledge transfer has become diluted, with some impact on the policy-making and project appraisal capacity in London. Equally critical is the lateral transfer of knowledge in projects, such as techniques of reaching the beneficiaries in education, health, nutrition, rural development, gender development, and municipal development. It is

possible to give examples on this from India. The officials are bewildered by conflicting approaches of different field missions, and of their unwillingness to pursue successful strategies in UK assisted and other donor-assisted projects in the same sector. Institutional memory appears to be a problem still with most donors. This is an issue now being addressed by the World Bank, but even they are not reaching out to access the knowledge of other donors in the same country. OECD's Internet page is an excellent illustration of linked databases."

PSA Sundaram, formerly Indian Administrative services

2. Co-ordinate and consolidate networking resources

More effort should be made to co-ordinate research efforts (both within and between donor organisations) and to share existing urban research knowledge. Greater use could be made of United Nations and other inter-governmental organisations in this respect, as well supporting to the development of linked databases, regional research networks and 'anchor' institutions that can help in this role. Related work that is going on within existing web-based resources like N-S Research network and N-AERUS should be recognised.

Donors should consolidate their directories and mailing lists and expand and maintain them to include partners at all levels. This should be done on a systematic basis resulting in the creation of accessible databases via the Internet, and be updated on a regular basis. This will enable effective dissemination of research knowledge and facilitate the creation of networks between partners

A single co-ordinating body should be considered with responsibility for creating and maintaining a database with suitable levels and means of accessibility founded on sound urban research findings and practice. It should play a pro-active role in identifying gaps in knowledge at all levels and filling them. The aim should be to build up for DFID a world-wide reputation for sound, practical and accessible

information and advice available to all those working in the field of alleviating urban poverty. The interactive, participatory and continuity of updating and monitoring of this knowledge facility should be stressed.

Max Lock Centre, Recommendations to DFID 1999

3 Commission innovative media use to facilitate awareness and publication of research available

Use should be made of the Internet and other media for promotion and distribution based on a clear understanding of how these media are used, who accesses them and how effective this is. Where possible, current research available in digital form should be placed on the web. The donors' current dissemination

media such as the newsletters and web-sites need periodic and in-depth review to establish their usefulness and ways of making them more effective.

4 Promote and test tools for knowledge transfer

Donors should promote further research into communication and knowledge sharing particularly in monitoring, evaluation, relevant tools and arriving at outputs.

encouraged. Much of the knowledge is new and several pilots are ongoing and their results not yet published. There should be a means for researchers to update themselves on the state of the art in knowledge transfer and how this is reflected in the process of research application. This will encourage researchers to build their capacity rather than become outdated.

Continuing research is required into developing an understanding of knowledge transfer. Collaboration with other bodies working on this subject should be

Relevant research projects funded under the DFID Urbanisation Knowledge and Research Programme include Community Sustainable Development Indicators (R7233), Community Learning Information

Communication (CLIC) (R7234), Building Municipal Capacity for Community Participation (R6862) and Research Knowledge Technical Transfer Programme (R7170) – of which these guides are an output.

5 Formalise the requirement for knowledge transfer strategies in research applications

Researchers should be expected to propose a programme within each project for the research knowledge transfer process (which includes dissemination) and a basis for further study of its impact. This should be informed by an understanding of the communication environment in which this process takes place. Relevant guides from this

series and other background information could be included in the information pack for researchers and updated on a yearly basis.

6 Build capacity at all levels and share ideas with researchers and practitioners to improve knowledge transfer and communication

The lesson of Guides 1 and 2 is the need to build capacity at all levels, and among all groups with an interest in urban development, especially among intermediaries. These would include local governments and research institutions, NGOs and CBOs in order to improve the communication environment, and the potential for knowledge sharing and empowerment of poor people. At present, this capacity building is taking place in a rather ad hoc way. In some cases, it may be demand-led but a more co-ordinated and strategic approach among donors needs to be developed.

Additionally, researchers in developed countries need more skills and resources to meet the demands of effective strategies for research knowledge transfer. Donors should provide a clear message to researchers about the benefits of developing such strategies and about the incentives and resources it is willing to make available for the researchers to achieve them. This includes encouraging researchers to identify the recipients of the research and how people and local governments access information, learn new ideas, store their knowledge and express themselves.

Researcher's comment

I believe there is still some conflict between DFID's predefinition of research themes and local determination of needs: your own suggestion for 2 way exchange of knowledge has implications for funders and the process of application and approval. Long

term partnerships are at odds with a 3-4 year funding cycle.

Lucky Lowe, Intermediate Technology Development Group

Donors should issue co-ordinated guidelines and publicise examples of good practice and innovative use of media and models of knowledge transfer for raising awareness of demand for and effective transmission of research knowledge in urban development.

7 Publish examples of good practice in knowledge transfer and encourage the use of Indicators

Tests should be developed and conducted for the most effective measurement of research transfer based on work undertaken in the past and currently, to inform the work in the future.

8 Encourage the use of indicators

Indicators: Relevant example

Measuring what?

- | | |
|---|---|
| <p>1 Expanded public and private dialogue and debate</p> <p>2 Increased accuracy of information that people share in the dialogue/debate</p> <p>3 The means available that enable people/communities to feed their voices into debate and dialogue</p> <p>4 Increased leadership and agenda-setting role by</p> | <p>disadvantaged people on the issues of concern</p> <p>5 Resonates with major issues of interest to people's everyday interests</p> <p>6 Linked people and groups with similar interests who might otherwise not be in contact</p> <p>Source: 'Communication for social change', Rockefeller Centre, USA</p> |
|---|---|

There should be further research into the role of local governments and their policies and practices in the transfer of urban research. Our research has shown that they have a particularly important role to play. Indicators should be developed to ensure that this role is properly assessed. Local governments may be the most effective

agents for communicating knowledge to the poor. DFID should encourage more spending on projects such as information-related infrastructure, rapid dissemination of good practices and training in all processes of knowledge transfer.

9 Advocacy of the role of local governments in knowledge transfer

Relevant Peer review: Right to information

As a development agency concerned with poverty alleviation and empowerment of the poor, DFID should be concerned with issues such as right to information (although UK has a long way to go on this). The means to disseminate information, contacts and experience within the country concerned and changes to local policies and practices which could improve the situation. DFID should also review, on a selective

basis, the policies and practices of information and knowledge dissemination of the country's government.

David Williams, formerly World Bank

DFID should integrate its programmes with ongoing initiatives in the South.

Kevin Tayler, GHK

Improving Knowledge Transfer

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Strategies for communication and knowledge exchange: the role of local intermediaries



Guides in this series

- 1 Identifying the users of development knowledge
- 2 Improving communication between potential partners in urban development
- 3 Understanding how the urban poor learn and communicate
- 4 Intermediaries in knowledge transfer and exchange
- 5 Identifying the appropriate media for communication
- 6 Strategies for communication and knowledge exchange: the role of researchers in developing countries
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- 8 Strategies for communication and knowledge exchange: the role of local intermediaries

Further Guides in this series are in preparation

Purpose of the Guides

There is growing awareness that researchers in developed countries need to be more active and imaginative in the dissemination of the development knowledge they produce.

Technological innovation in communication is giving knowledge producers and communicators an increasing array of media to get their message across to a variety of audiences within a shorter time scale. At the same time, greater ease of communication on a global scale, particularly through the electronic media, is making networking an increasingly large component of research and development practice.

All this implies a greater potential capacity on the part of researchers, and pressure on them to respond to demand and to ensure the more rapid dissemination of research knowledge. However, researchers often have limited resources and they may be unfamiliar with the wide range of methods for knowledge transfer or lack the necessary skills and understanding required for good communication.

This set of guides provides a simplified framework for researchers in urban development for developing countries. It will aid researchers in this field in designing effective strategies for communication so that the new knowledge from their research is easily accessible and understood by their target audience. These guides will also help researchers to assess the resource implications of putting such strategies into practice. The responsibility

of researchers in this process is clear. It extends beyond simply ensuring that the knowledge they produce is accessible to a range of potential users within the shortest possible time.

Communication is a two-way process. Researchers must be capable of responding to both need and demand as presented to them, as well as pursuing their own research interests within an academic or institutional framework.

The guides set out a series of strategies to improve research communication between the researcher and each of the principle interest groups in the urban development process. **There is an emphasis on understanding how the poor in urban areas learn and communicate.**

The guides are also aimed at improving the channels of communication and knowledge transfer between all interest groups to create active partnerships in decision-making for sustainable local urban development.

Thus community-based organisations themselves, and other intermediaries representing the interest of the urban poor, can ensure that the knowledge that is produced and communicated can better reflect their needs. The more informed the poor, the more empowered they are, to initiate and negotiate development changes in their communities that reflect their real needs and concerns.

Feedback

If you have any comments about the content and presentation and on how it may be improved or if you simply wish to join our mailing list, please contact:

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Local intermediaries are responsible for creating an appropriate environment for the exchange and access of ideas and technical information.

These may range from social and physical infrastructure for building basic literacy and communication to more sophisticated programmes and projects related to capacity building.

The scope of interventions that local intermediaries can make is set out here.

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sophisticated programmes and projects related to capacity building.

Local intermediaries can assist and initiate a range of activities to improve knowledge transfer. Here is a list:

1 Gather local knowledge

by understanding, promoting and supporting local initiatives to provide social infrastructure like advice, information and learning centres and helplines.

2 Promote and support community media, knowledge sharing and networking

by providing technical expertise to help communities to make their own publications, recordings and programmes and form networks and federations to share experience.

3 Network and undertake knowledge sharing experience with peers

by publishing their experience and providing feedback and acknowledgement to those that have provided ideas.

4 Ensure participatory planning and strategy making

by encouraging citizens to participate in new development and redevelopment and pay special attention to improving the participation of marginalised groups.

5 Promote public initiatives

by enabling communities to develop such programmes and projects.

6 Appraise periodically resources and skills available to do the tasks above

by monitoring, auditing and improving all aspects of knowledge transfer ensuring its effectiveness at all levels and in all directions.

7 Initiate or support specialist programmes and infrastructure for knowledge transfer

such as training courses and urban neighbourhood centres providing easy access to specialist information, technical advice, equipment, tools and materials.

8 Prepare guidebooks and manuals on urban services and processes

by making it easier for people to understand processes and procedures for physical urban improvement.

9 Keep their own organisations informed of good practice

by training staff And identifying clear sources for updated and reliable information for staff to use and practice.

10 Additional capacity building

by training volunteers to participate in the development of knowledge-related programmes.

Three case studies would work quite well in this context:

1 'Honey Bee Network' India

2 'Cultural Mapping' Columbia (Luisa has the text)

3 'Tools for community regeneration' UK (Could John Turner be asked to provide a brief introduction)

Case Studies