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Knowledge & Skills Transfer in Capacity Development

Oganga, Clement Otieno
Kenya Institute School of Management,The Kenya Institute of Management,P.O.BOX 1083, 40100 KISUMU KENYA.
Email: coganga2009@gmail.com

Abstract
Education for All (EFA) is an international initiative which aims to bring the benefits of education to "every citizen in every society.Therefore, EFA can be realized when effective capacity development machineries are put in place. Capacity Development is a conceptual approach to development that focuses on understanding the obstacles that inhibit people, governments, international organizations and non-governmental organizations from realizing their developmental goals while enhancing the abilities that will allow them to achieve measurable and sustainable results. On the other hand, Knowledge Management involves people, technology, and processes in overlapping parts (Awad & Ghaziri 2007). Most of companies have built knowledge repositories, supporting such knowledge varieties as customer knowledge, product development knowledge, customer service knowledge, human resource management knowledge, and so on. Effective knowledge transfer requires processes to make the knowledge useful(Jackson & Schuler, 2000) which relies on the SECI model involving four types of knowledge conversion among people and can be combined to form process in time. Knowledge transfer can impact positively on the capacity development of individuals, society and institutions to achieve EFA. This will result into credible performance in providing high quality services and products to the stakeholders. The research reveals that proper knowledge sharing ultimately cause effective and efficient performance in any organization.
Keywords: Education for All, Knowledge Management, Knowledge Creation, Knowledge Transfer, Capacity Development

Introduction

Education for All (EFA) is an international initiative first launched in Jomtien, Thailand, in 1990 to bring the benefits of education to "every citizen in every society." In order to realize this aim, a broad coalition of national governments, civil society groups, and development agencies such as UNESCO and the World Bank committed to achieving six specific education goals:

i. Expand and improve comprehensive early childhood care and education, especially for the most vulnerable and disadvantaged children.
ii. Ensure that by 2015 all children, particularly girls, those in difficult circumstances, and those belonging to ethnic minorities, have access to and complete, free, and compulsory primary education of good quality.
iii. Ensure that the learning needs of all young people and adults are met through equitable access to appropriate learning and life-skills programs.
iv. Achieve a 50 % improvement in adult literacy by 2015, especially for women, and equitable access to basic and continuing education for all adults.
v. Eliminate gender disparities in primary and secondary education by 2005, and achieve gender equality in education by 2015, with a focus on ensuring girls' full and equal access to and achievement in basic education of good quality.
vi. Improve all aspects of the quality of education and ensure the excellence of all so that recognized and measurable learning outcomes are achieved by all, especially in literacy, numeracy and essential life skills.

Capacity Development for Education For All (CapEFA) is an extra-budgetary funding mechanism and programme approach, financed by the governments of Denmark, Finland, Italy, Norway, Sweden and Switzerland. It grew out of efforts to stratically support Member States thematic and operational needs and provide them with a more focused UNESCO engagement in the campaign for Education for All.

Capacity Development is a conceptual approach to development that focuses on understanding the obstacles that inhibit people, governments, international organizations and non-governmental organizations from realizing their developmental goals while enhancing the abilities that will allow them to achieve measurable and sustainable results.

The term *Capacity Development* [1] often refers to strengthening the skills, competencies and abilities of

[1] The UNDP defines capacity development as a long-term continual process of development that involves all stakeholders; including ministries, local authorities, non-governmental organizations, professionals, community members, academics and

people and communities in developing societies so they can overcome the causes of their exclusion and suffering.

Capacity is simply the ways and means needed to do what has to be done. It is much broader than simply skills, people and plans and includes:

- people who are willing to be involved
- skills, knowledge and ability
- wellness and community health
- ability to identify and access opportunities
- motivation and ability to carry out initiatives
- infrastructure, supportive institutions and physical resources
- leadership and structures for participation
- economic and financial resources
- enabling policies and systems. (Human Resources and Skills Development Canada,

The goal of capacity development is to tackle problems related to policy and methods of development, while considering the potential, limits and needs of the people of the country concerned.

Capacity development often involves development up skills and abilities, such as decision making, policy-formulation, appraisal, and learning. For institutions capacity development may relate to almost any aspect of its work: improved governance, leadership, mission and strategy, administration (including human resources, financial management, and legal matters), program development and implementation, fund-raising and income generation, diversity, partnerships and collaboration, evaluation, advocacy and policy change, marketing, positioning, and planning. Capacity development is a way to strengthen an organization so that it can perform the specific mission it has set out to do and thus survive as an organization. It is also an ongoing process that incites organizations to continually reflect on their work, organization, and leadership and ensure that they are fulfilling the mission and goals they originally set out to do. According to Kaplan (2000), capacity development of institutions involves the build-up of an institution's tangible and intangible assets.

Kaplan argues that capacity development in organizations should first focus on intangible qualities such as.

- ***Conceptual framework*** – an organization's understanding of the world, "This is a coherent frame of reference, a set of concepts which allows the organization to make sense of the world around it, to locate itself within that world, and to make decisions in relation to it."
- ***Organizational attitude*** – this focuses on the way an organization views itself. Kaplan asserts that an organization must view itself not as a victim of the slights of the world, rather as an active player that has the ability to effect change and progress.
- ***Vision and Strategy*** – this refers to the organization's understanding of its vision and mission and what it is looking to accomplish and the program it wishes to follow in order to do so
- ***Organizational structure*** – a clear method of operating wherein communication flow is not hindered, each actor understands their role and responsibility.

Though he asserts that intangible qualities are of utmost importance – Kaplan says that tangible qualities such as skills, training and material resources are also imperative.

Another aspect of organizational capacity development is an organization's capacity to reassess, reexamine and change according to what is most needed and what will be the most effective.

The UNDP outlines that capacity development takes place on an individual level, an institutional level and the societal level.

- ***Individual level*** - development on an individual level requires the development of conditions that allow individual participants to build and enhance existing knowledge and skills. It also calls for the establishment of conditions that will allow individuals to engage in the "process of learning and adapting to change."
- ***Institutional level*** - involve aiding pre-existing institutions in developing countries. It should not involve creating new institutions, rather modernizing existing institutions and supporting them in forming sound policies, organizational structures, and effective methods of management and revenue control.
- ***Societal level*** – it should support the establishment of a more "interactive public administration that learns equally from its actions and from feedback it receives from the population at large." Capacity Development must be used to develop public administrators that are responsive and accountable.

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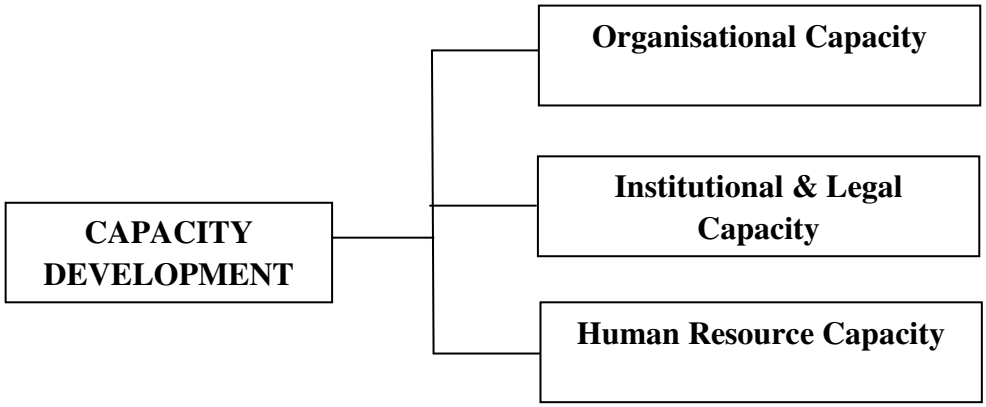
more. Capacity development uses a country's human, scientific, technological, organizational, and institutional and resource capabilities.

Capacity development is much more than training and includes the following:

- ***Human resource development,*** the process of equipping individuals with the understanding, skills and access to information, knowledge and training that enables them to perform effectively.
- ***Organizational development,*** the elaboration of management structures, processes and procedures, not only within organizations but also the management of relationships between the different organizations and sectors (public, private and community).
- ***Institutional and legal framework development***, making legal and regulatory changes to enable organizations, institutions and agencies at all levels and in all sectors to enhance their capacities.

The above understandings on capacity development can be represented by the diagram below. The capacity development is independent and the other factors are dependent (such organisational capacity, institutional & legal capacity, human resource capacity)

Figure 9: Capacity Development



Source: United Nations (1997)

Knowledge Management(KM) is a newly emerging interdisciplinary business model dealing with all aspects of knowledge within the context of the firm, including knowledge creation, codification, sharing , and how these activities promote learning and innovation(encompassing technology tools and organizational routines in overlapping parts)(Berkeley 2001).the term also mean the art of creating value from an organization's intangible assets(Sveibly 2000).KM is also viewed as the discipline of capturing knowledge based competencies and then storing and diffusing that knowledge into the business. It is also the systematic and organized attempt to use knowledge within an organization to improve performance(KPMG 2000).according to Johnson(2001), KM is all about recognizing that regardless of what business you are in, you are competing based on the knowledge of your employees. KM is a framework within which the organization views all its processes as knowledge processing, where all business processes involve creation, dissemination, renewal, and application of knowledge towards organizational sustenance and survival (Malhotra, 2000). KM is a discipline of identifying, capturing, retrieving, sharing, and evaluate and enterprise information assets (Blair, 2001).

The Concept of Knowledge

There are various types of knowledge that have been proposed. Knowledge dimensions include tacit and explicit. Tacit knowledge represents internalized knowledge that an individual may not be consciously aware of such as how he or she accomplishes particular task and is embedded in the human mind through experiences and jobs and include intuitions, values and beliefs that stem from years of experience. On the other hand, explicit knowledge is one that individuals holds consciously in mental focus in a form that can easily be communicated to others(Alavi & Leidner, 2001), and is usually codified in books, documents, reports, white paper, memos, spreadsheets and training courses and is retrieved and transferred more easily than tacit knowledge. For knowledge to become explicit it must be translated into formation (Serenko & Bontis, 2004). Equally another approach distinguishes between embedded knowledge of a system outside of human and embodied knowledge represents a learned capability of human body nerves and endocrine systems(Sensky, 2002), while other approach distinguishes between exploratory creation of new knowledge(which is referred as Innovation) visa viz the transfer or exploitation of established knowledge with a group, organization or community.

According to Awad and Ghaziri (2007) viewed that knowledge entails an understanding gained through experience or study and reflects know-how or familiarity with how to do something that enables a person to perform a specialized task. It also includes accumulation of facts, procedural rules or heuristic as part one's intelligence. They explained that facts are some elements of truth about a subject matter or a domain; a procedural rule is a rule that describes a sequence of relations relative to the man; heuristic is a rule of thumb

based on years of experience; intelligence refers to the capacity to acquire and apply knowledge and the ability to build or improve upon knowledge, to transform as much of one's knowledge as possible into knowledge that can be useful for decision making.

What is Knowledge Management?

Knowledge management's purpose, simply put, is the creation, collection and conversion of individual knowledge into organizational knowledge (Bollinger & Smith 2001; Pemberton & Stonehouse 2000; Spender 1996). Knowledge management's strength lies in its ability to harness knowledge resident in an organization, for the benefit of itself, its customers and shareholders.

The working definition for **Knowledge Management** is:

> *The identification, acquisition, utilization, support, maintenance and disposal of knowledge assets for the purpose of adding value and benefiting all stakeholders*
> (Jones 2001; Rowley, 1999).

Knowledge Management (KM) involves people, technology, and processes in overlapping parts (see Figure 2)(Awad & Ghaziri 2007).

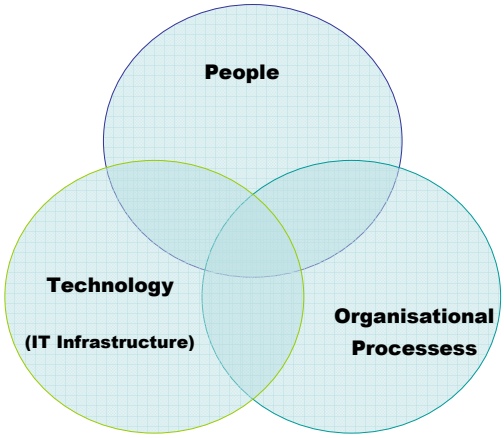


Figure 10: Overlapping Human, Organizational and Technological factors of KM
Source: Awad & Ghaziri (2007:p27)

Knowledge

Many people working in organizations are decision makers, problem solvers, or innovators.Knowledge in the form of understanding, insight and experience is required to support both decision-making and innovation. In an economy that is changeable and uncertain, knowledge is not static, it needs to be identified, evaluated, acquired, transferred, stored, used, maintained and possibly disposed of (Drucker 1993; Hamel 2002; Nonaka 1991; Pemberton & Stonehouse 2000). Knowledge is the key resource (Gehani, 2002) in a rapidly changing global market where the development of innovative services, products and solutions is required to attract and retain customers and overtake the competition.

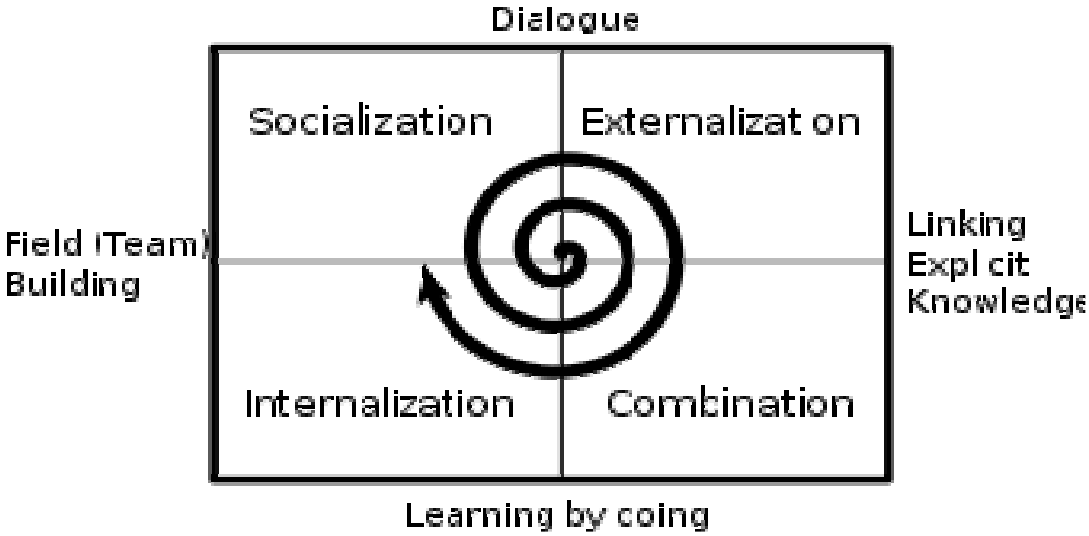
The Knowledge Transfer Process

Knowledge transfer refers to the deliberate and planned exchange of knowledge as well as to ad hoc sharing of knowledge (Rollet, 2003). He further distinguishes between data, information and knowledge. Various criteria have been suggested to distinguish knowledge from information and data, including value (knowledge is more valuable than information and data), temporal sequence (Knowledge is based on information, which in turn is based on data), the role of structure, context, and interpretation (Knowledge itself is structured, contextualized and interpreted information), and the potential for action (knowledge, unlike information, can be directly acted upon) (Rollet, 2003:p6).

Jones(2004) view technology as the combination of skills, knowledge , abilities, techniques, materials, machines, computers, tools and other equipment that people use to convert or change raw materials into valuable goods and services. Effective knowledge transfer requires processes to make the knowledge useful(Jackson & Schuler, 2000) which relies on the SECI model involving four types of knowledge conversion among people and can be combined to form process in time and include:

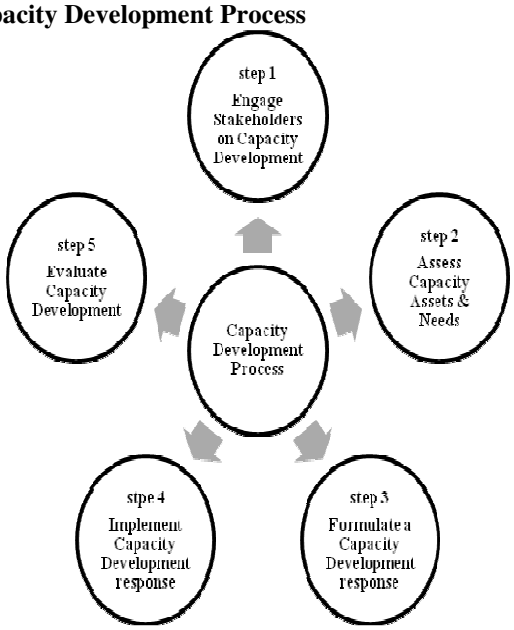
- ***Socialization*** of tacit knowledge by which people learn from each other by sharing experiences, imitation, trial and error.
- ***Externalization*** of tacit knowledge to make it explicit by which people learn by systemizing and codifying their explicit knowledge and making it visible what is hidden inside them.
- ***Combination*** in which explicit knowledge is reproduced as explicit knowledge, whereby people learn by using materials and other resources specially aimed at teaching people.
- ***Internalization*** to make explicit knowledge tacit, under which people learn by practicing skills, automating procedures and acquainting themselves with tasks by doing them.

Figure 2: SECI cycle of Knowledge Creation (Nonaka and Takeuchi, 1995)



Knowledge transfer is realized in the form of technology transfer (TT). We may believe that we share them with others, but they will be incommensurable to some degree (Yolles, 2000).

Figure 3: Capacity Development Process



Source: adapated from Capacity Development , a UNDP Primer: New York: UNDP 2009,p21

Figure 3 above shows the steps for achieving capacity development in an organization. Firstly, the

management should engage all stakeholders in capacity development process-involve every level of management in organization (operational managers, tactical managers and strategic managers in an organization). Secondly, the managers should assess the needs of the stakeholders and the asset capacity for capacity Development. Furthermore, the management must formulate a Capacity Development response which acts as feedback knowledge and skills sharing among stakeholders. Also, it should be able to implement Capacity Development response-this entails actual execution of the organisational strategy. Finally, the management should be able to evaluate Capacity Development impacts on the performance of the stakeholders.

Knowledge Management for Capacity Development

Institutions and organizations are encouraged to codify their experiences and take part in Knowledge sharing on innovative education practices through training forums. If an effective knowledge management strategy is developed and implemented, it can greatly facilitate the collection and sharing of meaningful knowledge, reducing lost time searching for that expertise. Thus employee knowledge can be converted to corporate knowledge, development on organizational memory. Knowledge management can improve efficiency and effectiveness, and increase responsiveness to market changes (Leng & Shepherdson, 2000). It can also be used to improve product development and quality, and develop a better understanding of customer and stakeholder relationships (Davenport, Eccles & Prusak 1992; Hauschild, Licht & Stein 2001;
Martensson 2000; Skyrme 1998).

Innovation, a key aspect of competitive advantage, relies on the insight and intuition of an organization's employees. Innovation is the feedstock of new products and services, and is essential to solving business problems through the use of expert panels, cross-discipline teams and communities of practice. With advanced communications, these teams can be separated by time and distance, yet still work as an effective *virtual* team (Nonaka 1991; Ruokonen 2001;
Stough, Eom & Buckenmyer 2000).

Conclusion

There is a common concern for linking across systems and knowledge areas such as recognition of community knowledge

- **Community** (power, history, profile, conflicts, leadership, participation)
- **Institutional** (influence, voice, resources, policies, discourses, responsiveness)
- **Linking** (networks between and within formal and informal systems, interactions, collaboration, responsive to community needs)
- **Knowledge** (critical reflection, awareness of power, processes for change, knowledge of community needs)
- **Skills and abilities** (leadership, confidence, ability to solve problems)
- **Resource transfer** (resource mobilisation).

Implementation of various strategies can contribute to capacity development. The strategies are grouped under the six domains named above.

Table 6: Strategies of implementing Capacity development

Capacity Development Action Areas					
Community • Asset mapping • Training • Community profiles • Needs assessment • Appreciative Inquiry • Community organisation development	**Institutional** • Policy support for community capacity development • Balanced, holistic and participatory social planning • Resource allocation • Investments (financial, human resources, services) • Organisational development	**Linking** •Advocacy • Bridge development (relational and systemic) • Collaborative strategies • Shared planning • Communication flows • Policy feedback loops	**Knowledge** • Leadership development • Critical thinking skills • Bridges between practical and experiential knowledge and ideas • Consciousness raising	**Skills and abilities** • Leadership development • Conflict resolution • Problem solving • Mentoring • Skills in governance and community action	**Resource mobilisation/ transfer** • Asset mapping • Funding • Social infrastructure • Community bases and structures.

Source: Goodman et al, 1998

Knowledge and Skills sharing in organizations will positively impact on the capacity development of all stakeholders in achieving Education for All. These can be achieved through advocacy, workshops & trainings, policy formulation, communication, mentorship programmes, socio-economic infrastructure and collaborations. Organisational managers will improve on their leadership skills and governance, more linkage within the managerial levels (Strategic, Tactical and operational), proper implementation of the organisational plans, good communications among managers, proper allocation of resources and investments to improve the quality of services and products delivery to all stakeholders in realization of EFA.

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