Conceptualising Collective Learning and Knowledge Building in the context of migration and development

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# Table of Content

1. Introduction 4

2. Defining (Common) Knowledge in the context of Collective Learning 5
   2.1 Implicit and Explicit Knowledge 5
       2.1.1 Implicit Knowledge 5
       2.1.2 Explicit Knowledge 5
   2.2 Information 6
   2.3 Common Knowledge (‘Wisdom’) 6
   2.4 Knowledge Building in the Context of Collective Learning 7

3. The Place of Collective Learning and Knowledge Building 8
   3.1 Collective Learning 9
   3.2 Knowledge Sharing 10
   3.3 Capacity Building 11

4. Conceptual and Analytical Framework 12
   4.1 Background of the two TLPs 12
   4.2 The Link between the TLPs 13
   4.3 Mobility 13
   4.4 Human Mobility 14
   4.5 Remittances 14
   4.6 Human Capability 14
   4.7 Livelihoods as a Development Element in Migration 15

5. Embedding Collective Learning in the Conceptual Framework 15
   5.1 The Central Learning Questions 17

6. Results and Outcomes 19
   6.1 Organisational Change 20
   6.2 Strengthened Capabilities 21
       6.2.1 Collective Capabilities: to Commit and engage 21
       6.2.2 Capability to Participate in a Collective and Collaborative Learning Process 21
       6.2.3 Capability to Deal with Diversity and Incoherence 21
       6.2.4 Capability to Adapt and Self-renew 21

7. Linking the Needs of the Organisations and Specific Learning Questions 22

8. Conclusion: 24

References 25
1. Introduction

This booklet highlights the significance of collective learning and common knowledge building in the field of migration and development. Our starting point is that learning communities are underpinned by the social nature of human learning. This brings to the surface the different needs of individuals, organisations, communities and the big variety of themes involved. This booklet shows the relevance of collective and collaborative learning frameworks for development of an effective knowledgebase. This knowledge base integrates the various perspectives and helps addressing capacity and knowledge gaps within participating organizations.

Under the theme of Migration and Development PSO has financed two Thematic Learning Programmes (TLPs): The TLP Human Mobility and Development and the TLP Remittance Migration and Development. These two TLPs have resulted in three booklets showing how collective learning (CL) in a community of practice translates into common knowledge in the field of migration and development.

One booklet “Don’t Miss The Boat” From Collective Learning to Common Knowledge In Migration and Development describes process and outcomes of the two-year implementation period of the 2 TLPs and the related communities of practice (CoP). It shows how collective learning impacts daily practice of organisations. Another booklet ‘Transfer what you know’ The practice of knowledge sharing in migration and development presents the knowledge products of the participants of the two TLPs that they wish to share with other practitioners. This booklet provides an overview of the conceptual framework that was used during the implementation of the two TLPs. It outlines the main components of the framework.

Together the three booklets demonstrate that collective learning and knowledge building using the Community of Practices (CoP) model of Lave and Wenger (1991) results in improved capacities of a wide variety of practitioners. The two central learning questions that guided the implementation of the TLP are also revisited showing their contribution to new knowledge creation.

1 Migration is defined as a process of moving within a state or across (an) international border(s), which results in a temporary, (semi-) permanent change of residence. It encompasses both internal and international migration, forced and voluntary migration, seasonal, circular, and permanent migration, and migration of families or only of some family members (See THP/UNESCO (2008) People on the Move; Handbook of selected terms and concepts)
2. Defining (Common) Knowledge in the context of Collective Learning

Knowledge as defined in the Merriam-Webster dictionary has four different facets. First it refers to the fact or condition of knowing something with familiarity gained through experience or association. It implies ‘an acquaintance with or understanding of a science, art, or technique’. Secondly it refers to ‘a fact or condition of being aware of something; thus it is the range of one’s information or understanding. Thirdly it refers to the circumstance or condition of apprehending truth or fact through reasoning: cognition. In the fourth facet, it refers to the fact or condition of having information or of being learned. (Bellinger et al. 2004).

Seen from the perspective of knowledge building in the context of collective learning, other elements like experience, association, awareness, information and understanding, circumstances and determinism are added. These are aspects which have been conspicuous in the TLP objectives and outcomes. In the following sections we focus on different typologies of knowledge relevant to the TLPs, which entails tacit and explicit knowledge.

2.1 Implicit and Explicit Knowledge

2.1.1 Implicit Knowledge

Tacit (or implicit) knowledge is “personal knowledge embedded in individual experience and involves intangible factors such as personal belief, perspective and value system” (Nonaka and von Krogh 1995, p.vii). From such perspectives, ‘tacit knowledge’ is noted to ‘indwell in a comprehensive cognizance of the human mind and body’ (Nonaka and von Krogh 2009, p.637).

As argued by Polanyi (1996), tacit knowledge is not captured by language or mathematic, but is a type of knowledge that is only possible to grasp through action. In addition, it can only be described in terms that denote a skilful performance. Polanyi further observes that ‘a skilful performance is achieved by the observance of a set of rules which are not known as such to the person following them’ (Polanyi 2002, p.49). In this sense ‘tacit knowledge’ is derived from formalized and codified, characteristics that make it to be considered as know-what (Brown and Duguid 1998).

For the purpose of its applicability in the TLP and overall aim of building knowledge through collective leaning ‘tacit knowledge’ can be regarded as a valuable source of knowledge, especially for organisations (Wellman, 2009). This relates to the organisational knowledge that entails creativity, learning, innovation and change (Nonaka, 1991).

2.1.2 Explicit Knowledge

Literature on explicit knowledge postulates that the useful knowledge of individuals in an organization can be articulated and made explicit (Rooney et al. 2005). This view derives from the observation that explicit knowledge can be codified (Botha et al. 2008) and conveyed through dialogue, demonstration, or print media such as books, drawings, and documents. It can also be found in databases, memos and notes. As a result, organizations are beginning to realize the importance of creating, disseminating information that embody knowledge in their products and services. This realization can be linked to the focus of the TLPs on examining the ways in which knowledge can be effectively managed for use within the organizations and within the community of practice.
By incorporating both tacit and explicit knowledge the TLPs fill the knowledge gaps required to increase the capability for innovation. The intention is to maximise on the expression of knowledge in the social realm. This is realised through both the individuals’ abilities of team members (productivity, innovation and initiative) as well as the quality of the teamwork (communication, coordination and collaboration).

Both tacit and explicit knowledge interact in the knowledge creation process. They both entail the following aspects which are all useful for collective knowledge building; The direct conveyance of tacit knowledge through shared experience (socialisation), The process of articulating tacit knowledge into explicit concepts (externalisation), The process of systematizing concepts into a knowledge system (Combination) and embodying explicit knowledge into tacit operational knowledge (internalisation) (Nonaka, 1995).

In the case of the two TLPs we incorporate additional types of knowledge namely information and common knowledge

### 2.2 Information

In both TLPs, we see information as knowledge in itself since it is an outcome of the collective learning and knowledge building. Information is also knowledge in itself since it contains descriptions (Rowley and Hartley, 2006) and holds key to the act of knowing. Therefore its acquisition (through different methods), translation/conversion, packaging and management are all critical elements of capacity building for individual, intra and inter-organisational learning.

### 2.3 Common Knowledge ('Wisdom')

At the apex of knowledge that is developed through collective learning and knowledge sharing is what we refer to as common knowledge or wisdom. Common Knowledge is derived from an intellectual model of learning, which entails conversation and cooperation as exemplified in the two TLPs. In the diagram below, Bellinger et al (2004) provide an illustration of the transitions from data, to information, to knowledge, and finally to wisdom, and it is understanding that supports the transition from each stage to the next.

Wisdom is thus used here to refer to new knowledge about a field of interest or about the capabilities of an organisation. This new knowledge is meant for use in practice through activities and projects. This practical output of knowledge therefore implies that when an organization has become wiser, it is able to transfer what it knows, using lessons from its experiences.
Here we see wisdom as the state of ability to identify the principles, insights, morals and the lessons learnt. It is also the ability to increase effectiveness. Since wisdom is analytical and non-deterministic nor probabilistic it compels us to re-evaluate our levels of consciousness, especially on moral and ethical issues. Such level of consciousness is useful for practitioners who deal with sensitive issues around migration and development, especially in terms of commitments they undertake during activity and project implementation.

However, we take the process of knowledge building a step further by taking into account the different factors that are at play at every level of knowledge conversion. In figure 2, we see knowledge conversion as starting with the coming together of the four types of knowledge since they are intricately connected to each other. At the conversion stage, the knowledge management plays an important role in guiding the transformation of knowledge into wisdom. In the process of knowledge building process (from collective learning to common knowledge) are two valuable elements namely the community of practice as a learning space for input, reflection, feedback and knowledge sharing, and thematic learning programmes, which provides content to the learning process.

As a consequence wisdom becomes an evaluated understanding that deals with the future. According to Russell Ackoff (1989, pp.3-9), it deals with the future because it incorporates vision and design. This characterisation of wisdom relevantly applies to our use of wisdom in the context common knowledge that is generated through the collective learning. It also fits with the post TLP scenario in which the participating organisations focus on their effectiveness as well as the application and transfer of the knowledge in their respective domains of work, as we shall see in booklet 3.

![Figure 2. Knowledge building process](image)

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### 2.4 Knowledge Building in the Context of Collective Learning

Bereiter (2002) and Scardamalia (2002) define knowledge building as the process through which knowledge advances in human societies, and that learning can take place in the process (see figure 1 below).
To understand knowledge building it is essential to distinguish learning as “a process through which the cultural capital of a society is made available to successive generations” from knowledge building as “the deliberate effort to increase the cultural capital” (IKIT, 2004). In a treatise called Collective Cognitive Responsibility for the Advancement of Knowledge, Scardamalia (2002) identifies twelve principles of Knowledge building namely:

1. Real ideas and authentic problems
2. Improvable ideas
3. Idea diversity
4. Rise above
5. Epistemic agency
6. Community knowledge, collective responsibility
7. Democratizing knowledge
8. Symmetric knowledge advancement
9. Pervasive Knowledge building
10. Constructive uses of authoritative sources
11. Knowledge building discourse
12. Concurrent, embedded, and transformative assessment

Although there are different perspectives on what knowledge building actually means, we seek to apply the concept in the TLP in such a way that it enhances the maximisation of the diversity of knowledge in the organisations that constitute the community of practice. For the purpose of the TLPs the following definition of knowledge building has been adopted:

Knowledge building is a pedagogical approach that leads to the production and continual improvement of ideas of value to a community, through means that increase the likelihood that what the community accomplishes will be greater than the sum of individual contributions and part of broader cultural efforts.

The implication of such a definition for the TLPs is that knowledge is viewed as a product of collaborative initiatives that are embedded in the environment in which a variety of actors function individually and in partnerships at different levels. It has been observed that knowledge is ‘socially constructed’ and supported through ‘collaborations’ designed to facilitate the sharing of knowledge and tackling of projects that incorporate features of adult teamwork, real-world content, and use of varied information sources’ (Lee and Smagorinsky, 2000; Brindley et al. 2009).

3. The Place of Collective Learning and Knowledge Building in the Field of Migration and Development

From a collective learning perspective knowledge building is a process with successive phases in which the different types of knowledge are exhibited. It is also a process that shows the interplay between the collection and conversion of implicit knowledge on the one hand and the transfer of explicit knowledge on the other to realise a higher level of knowledge – the wisdom.

Although migration is high on policy and academic agenda, the formal knowledge base mainly focuses on the functioning of national institutional capacities. At policy level the focus is on how to ‘manage’ migration. While at the academic level, more emphasis is given to the relationship between migration and development covering subjects like the impact of remittances, knowledge transfer, diaspora engagement, mobility/circular migration, brain gain, sustainable reintegration, trade and investments and peace-building.
Major actors such as international organisations, development agencies also pay attention to migration and development but mainly from an interventionist perspective. Their capacity building inputs to civil society and diaspora organisations for instance target organisational capacities, and effectiveness in their areas of intervention.

However, amidst all these initiatives there is limited or even non-existence of collective learning and knowledge building around migration. Moreover, there are no funds made available to support this specific area of learning. Due to this omission, knowledge building in the field of migration has been not been to surface as a thematic area to use in learning processes and trajectories. The TLPs have tried to address this gap. They complemented previous attempts to facilitate the integration of migration into policies, programmes and projects (IOM 2010) as well as efforts by the European Commission-United Nations Joint Migration and Development Initiative (JMDI) to establish the links between migration and development. The limitations of the initiatives are that they focus on issues at global level. On the contrary, the TLPs provided a framework that captures the multilevel dimensions of knowledge building based on translocal and community nature of practice in the field of migration and development.

The collective knowledge building through the CoP provided a bridge between ideas and problems, which emanates from the diversity and the specific questions of the practitioners. Secondly, it is through the knowledge building process that the shared experiences and expertise are converted into knowledge within the CoP. Knowledge from both intra and inter-organisational learning are likely to inform serious commitment by various stakeholders to migration and development. The collective aggregation of the knowledge built and its dissemination during the end event of the TLP is a manifestation of the constructive uses of authoritative sources and influence of the discourses on migration and development.

### 3.1 Collective Learning

In order to build knowledge in a collective setting that entails a constellation of organisations with diverse backgrounds, it is necessary to rethink the learning framework and appropriate methodologies. In the case of the two TLPs, collective learning as frameworks was adopted to provide guideline to the knowledge building process. Due to the fact that application of the concept of collective learning can vary from context to context, we decided to consider its formulations that could be operationalized in the case of the two TLPs and in line with the perspectives that have informed the programme within PSO.

Collective learning is broadly used to refer to learning between teams, organisations, communities and societies (Garavan and MaCarthy, 2012). Most recognised characteristics of collective learning include such traits as relationships, shared vision and meanings, mental models and cognitive and behavioural learning (ibid). In both TLPs, we recognize collective learning as a process that starts from the individual (participating organisation and its representatives), to the collective (between the participating organisations and their partners in the south as well as other members of the CoP in the Netherlands).

Based on the characteristics encapsulated in the above definition, we regard collective learning as a useful tool for collaborative and collective knowledge generation and dissemination (see figure 3 below). This is based on the premise that the accumulative experiences, and insights of the participating organisations and their partners in the North end South can lead to knowledge building through collective learning.
For the actual realisation of the TLP goals of collective learning and capacity building, the environment in which these activities are implemented play a significant role in laying the ground for collective learning. Part of these environmental prerequisites include common understanding a mechanism for giving input reflection and feedback during the process, interactions that target sharing of experience and knowledge in a collaborative learning space and framework. As noted in Vygotsky’s theory of zone of proximal development in collaborative learning there exists an inherent social nature of learning (Lee and Smagorinsky, 2000).

This social nature in the collective learning framework therefore relates to the group interactions a socialisation in order to and acclimatise and open up for giving and receiving (input, reflection and feedback).

3.2 Knowledge Sharing

Within the collective learning framework, the other component of the knowledge building process includes knowledge sharing. Knowledge generation as envisioned in the TLP is based on the premise that the accumulative experiences and insights of the participating organisations and their partners in the North end South will inform the collective learning and knowledge-building that subsequently leads to improved capabilities in the organisations. In this way, collective advancement of community knowledge and the improvement of ideas (Scardamalia 2002) are only possible if the information is shared as illustrated in figure 3 below. A detailed treatise is provided in booklet three on ‘Transfer what you know’ The practice of knowledge sharing in migration and development.

![Knowledge Sharing Diagram](image)

*Adapted from Nancy Dixon, (2000)*

A second premise is that the knowledge built within the CL framework and the capacities strengthened are part of a process and not necessarily an outcome of the process. Therefore a system has to be created to progressively identify, monitor and evaluate the knowledge that emerges as a result of the implementation of the project. Building collective capacities also entails being aware of and monitoring the developed knowledge and capabilities. But access to such knowledge is only possible in the context of intra and inter-organisational exchanges and dissemination of knowledge within the CoP other as illustrated in figure below.
3.3 Capacity Building

Also relevant for the two TLPs and endeavours to build knowledge through collective learning is the concept of capacity building. Defined variously within the social theory, the term capacity is generally used to refer to ‘power of containing, receiving, experiencing, or producing’ (Cooper et al. 2004). The complementary adjective, which is always used alongside capacity, is the term building. It basically means to ‘construct by putting together parts or materials in order and gradually establish itself’ (Cooper et al. 2004, p.129).

Capacity is also simultaneously used as capacity development. Regardless of the use, the meaning derived from both refers to it as a process by which individuals; groups, organisations, institutions and societies increase their abilities. This has been noted to include to:

1. Core functions to perform
2. Problems to solve
3. To formulate and achieve goals
4. Development needs to understand and to deal with them (PSO, 2009)

However it has been noted that although capacity building ‘is now recognised as central to achieving sustainable changes that will have a lasting impact, what this means in practice is less clear’ (Duncan and Thomas 2000, p.7, cited in Chapman and Kirk 2001, p.12). For the purpose of implementing the thematic learning programmes within the collective learning framework, capacity building has been used as an approach to increase the capabilities within and between the participating organisations.

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1 A2009.0067/9.3.15/PSO Basistraject civil society en capaciteitsontwikkeling nov 2010 – feb 2011
One of the objectives of the TLPs as envisioned by PSO is to facilitate the capacity building within organisations and among the development actors. Within this approach we can delineate the concept of capacity building in three parts, the individual, the entity (organisation, department, program, territory or place) and the broad system (the enabling environment). Cementing these three elements is collaboration as one particular aspect for capacity building (Foster-Fishman et al. 2001). ECDPM’s framework of 5 core capabilities (see fig 5), which has been elaborated upon in booklet two is an illustration of the key areas that are targeted by the capacity building interventions within the two TLPs.

The importance of capacity building in the collective learning framework relates to value of the various dimensions of capacity building to knowledge building in organisations. Lavarack, (2001) identifies the following dimensions of Capacity building;

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

These are dimensions that have been captured in the TLP framework although their entrenchment in the daily practice is yet to be observed at the organisational level. The participating organisations had the opportunity to reflect on their own approaches while at the same time contributing to the development of the tools that are needed for knowledge sharing.

### 4. Conceptual and Analytical Framework

#### 4.1 Background of the two TLPs

The TLP on human mobility aims at stimulating a systematic learning and generation of knowledge from practice. It seeks to explore, map out, analyse and evaluate the current efforts to integrate human mobility issues in development strategies, policies and projects. It aims to increase the level of awareness on the relevance of human mobility issues for promoting human development at the local level – intrinsically and instrumentally.
The TLP on RMD created a workspace for generating new knowledge around the central theme “Maximizing Diaspora Remittances for Economic (social) Development in Communities of Origin” for the CoP members and partners all over the world. It focuses on capacity to develop programmes and activities that leverage remittances for self-reliant local development. The TLP also developed a set of tools to develop, implement and evaluate projects in which remittances are leveraged for local self-reliant development.

### 4.2 The Link between the TLPs

The two TLPs are a product of a conceptual formwork that connects different dimensions of migration to development. Using mobility as unifying concept, the conceptual framework that has been deployed in the two TLPs demonstrates the inter-linkage of human mobility, remittances, and livelihoods. Livelihood as used here refers to the development outcome, which is realised at the individual level world-wide.

The conceptual framework provides for a common understanding as a precondition for undertaking collective learning and knowledge building into project design. It had to be generated on the spot due to the absence of a theoretical framework for collective learning and knowledge building in the field of migration and development. Secondly the spatial variation and multiple contexts the outcomes would apply required a common language that allows for transfer of knowledge from one domain to the other. As such, the outcome of the process has meaning to diverse categories of people across the globe due to the simultaneous and spatial nature of mobility. Moreover, migration as subject brings together a diverse constellation of actors, each with their own conceptual frameworks, working at different levels in policy and practice.

Hence it is imperative to consider ways and means of facilitating a common understanding from the diverse perspectives on migration and more so on what human mobility and remittances actually entails in terms of their implications for development at the local levels. In this context, it is important to find a framework that illustrates the inter-linkages between different dimensions of migration, actors involved and the levels where they undertake intervention initiatives.

In order to find a point of convergence for the two TLPs, we sought to deploy a concept that captures the major tenets of migration in which the various dimensions of migration could be factored in. For this reason we settled on the concept of mobility as an overarching theme that covers different types of mobility including human (social capital) and remittances (financial capital) and their contribution to human development at different levels (Macro and Micro) (as shown in fig 4 below). It is from this framework that the TLP on Human Mobility and TLP Remittances were developed, which has further linkages to the notion of human capability (Sen, 1989) and human development (see Sen and Sudhir, 1990).

### 4.3 Mobility

Mobility as used in the two TLPs refers to the free and easy movement of persons in pursuit of opportunities to better their lives and those left behind in a process. This entails: the movement of different types of resources (human, finance, material) that contribute to the provisions for and sustainability of livelihoods and subsequently enabling developmental aspirations both the individual and collective in different societies. This view is anchored in our conceptual framework in which the notion of mobility plays an overarching role that also encompasses the overall development input derived from human activity. These activities are inherently undertaken through different types of mobilities and are experienced at different levels through its impact on livelihoods.
Based on the recognition of the significant role of human dynamics in migration and its contribution to development, the concept of mobility as used in the two TLPs illustrate this conjecture and the interconnectedness of mobility and human dynamism.

### 4.4 Human Mobility

Human mobility is used in this study in order to make a distinction between the different types of mobility. It is derived from the notion of mobility as a significant dimension of development through migration in this project we start from the assumption that mobility has three dimensions namely financial, human capital and materials/natural resources. We focus on human capital in order to explicate in detail, the human factor and how its conceptual application and operationalization at the macro and micro level impacts on the livelihood of individuals. The human dimension in this context also focuses on the various actors and practitioners who intervene at different levels to facilitate the maximisation of the developmental potentials of migration. These include on governments, international institutions, development agencies businesses through multinational companies and non-state development practitioners under the broad term of civil society.

### 4.5 Remittances

Remittances are variously defined as ‘current private transfers from migrant workers resident in the host country for more than a year, irrespective of their immigration status, to recipients in their country of origin’ (World Bank, 2012). Remittances are also seen as part of Migrants’ transfers that include ‘the net worth of migrants who are expected to remain in the host country for more than one year that is transferred from one country to another at the time of migration’ (World Bank, 2012). These migrant remittances constitute a whole gamut of transfers such as money, goods, services, and knowledge that migrants send back to their communities and families in the countries of origin. Remittances are also considered as the economic transactions from migrants to those at home (Trager, 1998). Therefore as an important step in addressing these possibilities, it was necessary to reformulate the concept by giving focus to the following areas.

- First, while remittance remains private money, and thus within the realm of individual decision-making, mobilizing remittances for development involves the process of combining these remittances to leverage development outcomes or concessions;
- Second, linking remittance/private initiatives to development involves departing from philanthropy towards social enterprise models that offers more possibilities for sustainability;
- Third, linking remittance/private initiatives to development involves recognizing and addressing the effect of other factors, realities, and policies that either limit or enhance the flow of remittances and their use for financing development processes.

### 4.6 Human Capability

To augment our justification of the relevance of this conceptual framework in the collective learning and knowledge building process, we use as our point of departure, Amartya Sen’s capability approach in the current debate on poverty, inequality and human development. Within the capability approach migration and development are closely interlinked. Sen conceptualizes development as the process of expanding the freedoms people enjoy, in human capability constitutes a key concept in this development paradigm. Sen defines human capability in two ways: the intrinsic importance of “human freedoms as an objective of development” as well as “the instrumental effectiveness of such freedoms to contribute to economic progress.”

Taking this view as the starting point, the capability to move (De Haas, and Rodríguez, 2010) or “the ability of individuals, families or groups of people to choose their place of residence” (UNDP, 2009), the concept of human mobility thus focuses on the agency of people.
The increase of people’s freedom to move freely is an indicator of human development. Thus, from a capability perspective, human mobility is an integral part of human development for both intrinsic and instrumental reasons: human mobility therefore leads to the expansion of the choices open to people (e.g. where to live), but also enable people to improve other dimensions relevant to their capabilities (ibid).

The notion of human capability is therefore central to the understanding of the different dimensions of mobility, which includes remittances and human capital as demonstrated in the two TLPs. this linkage therefore lead us to the operationalization of the conceptual framework and how it connects to the central learning questions as the anchor for collective learning. The following section illustrates this linkage, convergence and relevance of the approach in migration and development.

4.7 Livelihoods as a Development Element in Migration

Also informing our conceptual framework is the notion of livelihoods. Livelihood has been used here in a general sense to refer to the overall well-being of individuals at the local level. The concept provides the basis for analysing and evaluation the development impact of migration at the local level through projects that focus on human mobility and remittances. In addition, it provides the linkage between the two TLPs in the sense that through livelihoods approach new knowledge can be derive from practices that target poverty reduction. It informs the strategies used and the experiences that have emerged from these practices.

These experiences and insights also provide the basis for knowledge generation in a collective learning framework. The verification of improvement in peoples’ livelihoods also helps in generating the necessary empirical evidence that would inform a more accurate reflection of the impact of development strategies. The concept as used in the TLPs also relates to the PSO assumption that a strengthened civil society is better positioned and equipped to contribute to the empowerment of marginalized peoples.

5. Embedding Collective Learning in the Conceptual Framework and the Central Learning Question

Our conceptual framework (see figure 5) is developed in such a way that it clarifies the issues involved and actors concerned at different levels. This conceptual framework illustrates the interconnectedness of issues within the field of migration and development, but also the diversity of actors that function at different levels. Within this framework, migration is viewed as an overarching theme that covers different forms of mobility and their contribution to human development at different levels: the individual, the community, national government and global levels (Macro and Micro). People move in their trajectories of migration (Schapendonk, 2012) in a process that characterised by the pursuit of and entails three kinds of capitals:

- The financial capital
- The human capital
- The material capital

All the three capitals are driven by human mobility and activities and as consequence have an impact on livelihoods and the local level. It is from these three dimensions of human mobility that the TLP Human mobility and TLP Remittance were developed.

Apart from the three capitals three levels of analysis are differentiated in our conceptual framework: Macro as global and national level; Micro level represents the community level where concepts of mobility are derive its meaning; Individual level represents the status of individual livelihoods.
Macro level: (illustrated in figure 6) at the global and national levels, actors undertake measure that affect livelihood at the individual level. These include, Millennium Development Goals (MDGs) at the global level, Poverty Reduction Strategies Papers (PRSPs), trade and investment policies.

Micro level: (illustrated in figure 6) is the locus where the various dimensions of human mobility are manifested but also in which different actors undertake intervention measures of different types and scope. This level is very important since highlights the link between structure and agency in which both policy and practices are shaped by the governance structures at global, national and local levels. The consequences of actions at this level include international migration, internal migration, displacement and environmental degradation. It is also at this level that the framework emphasizes the need for change through capacity building for the civil society in order to stimulate local development by incorporating human mobility factor into their policies and programmes.

Individual level: (illustrated in figure 6) is the level in which the impact of all forms of migration takes place as well as the locus of both intervention and different forms of practices, which determine the nature of outcomes in terms of the livelihoods for the local populations. All the dimensions of the impact of mobility such as foreign direct investment, infrastructure development, agricultural production or conflict, have a direct link to livelihoods in many ways. For instance conflict of land and resources, displacement, rural urban migration, climate change and disasters impact on livelihoods at the local level, hence any policy or programme for development at this level ought to factor in the human mobility dimension. This level is also the locus in which the various dimensions of human mobility are manifested but also in which different actors undertake the policies and interventions. These levels are very important since they make a distinction between the different actors and the level in which they impact on livelihoods through their policies and actions. It is at this level that assessment of existing practices and programmes of actors both in the north and south.

These levels also highlight the link between structure and agency in which both policy and practices are shaped by the governance structures at global, national and local level. The dynamics at this stage are therefore reflected in the diversity of the composition of the CoP as well as the many organisations that participate in the TLP while addressing the central questions from different perspectives. These organisations also function at different levels, which fit with the overall TLP framework. It is also at this level that the framework emphasise the need for capacity building for the civil society in order to stimulate local development by incorporating human mobility factor into their policies and programmes.

The consequences of the dynamics generated by the three capitals have an impact on people’s livelihoods\(^1\) in the developing countries. More concretely it is assumed that the mobility of human capital from the North and the South contributes to the empowerment of the marginalised peoples at the local level in developing countries. The focus on the human capital as a distinct dimension of Human mobility derives from its link to migration. Based on the practices, experiences, insights and knowledge sharing within the community of practice is the recognition of the significant role of human dynamics in migration and its contribution to development.

The conceptual framework therefore illustrates this conjecture and the interconnectedness human dynamism through remittances (human and financial capitals). The result of this framework has been its partial adaptation and eventual development of the proposals that covered the various dimensions of mobility and their impact on livelihood at different levels. This has been illustrated by the specific learning questions, developed by participating organisations, which has further defined the role of different stakeholders at the macro and individual levels of the development process.

\(^1\) Access to the livelihood assets such as natural resources, technologies, skills, knowledge and capacity, health, access to education, sources of credit, and networks of social support
It is also at this abstract level that the central learning questions have been generated with an aim to test them at the practitioner and community levels.

Therefore to addressing the various dimensions of migration and its impact on development it has been imperative to come up with a concept that steers the debate towards a more nuanced perspectives on migration. This implies asking new questions and seeking specific answers that are context and case specific in order to generate new knowledge. In the foregoing, the conceptual framework used these two TLPs was operationalized, through the development of central and specific learning question.

5.1 The Central Learning Questions

Providing the basis for collective learning are the central learning questions of the respective TLPs.

The central learning questions acted as a guide to enable the participating organisations to develop their respective learning questions and a common understanding that facilitate a more coherent response to the overall objectives of the TLP.

The TLP human mobility had the following as its main learning question:

“How and to what extent can human mobility factors be integrated in the development policies, strategies, and projects of development practitioners and other organisations for the realisation of sustainable livelihoods and social change?”

The TLP Remittances had the following as its main learning question:

“How to enable development stakeholders to use remittances as lever for self-reliant local development?”

By developing specific learning questions in line with the central learning questions, data gathering during the process of collective learning and knowledge building is systematically undertaken. This also aided the aggregation of data and its subsequent conversion into common knowledge. By using the specific learning questions a broad range of issues within the field of migration were addressed, thereby contributing to the development of common knowledge which is embedded in diverse backgrounds and areas of expertise.
Figure 6: Conceptual and Analytical Framework, Adopted from Ong’ayo et al. 2011

Table 1. Specific learning question- TLP Remittance

<table>
<thead>
<tr>
<th>Organizations</th>
<th>Specific Learning Question</th>
</tr>
</thead>
<tbody>
<tr>
<td>STRO</td>
<td>Can the STRO remittance model designed give remittances a bigger multiplier effect in local (rural) economies and lead to transnational bridging between migrants and their communities back home?</td>
</tr>
<tr>
<td>Oxfam Novib</td>
<td>How can Oxfam Novib learn to link its remittance initiatives (private and collective) for self-reliant local development?</td>
</tr>
<tr>
<td>HIRDA</td>
<td>How can development organizations and other stakeholders motivate and link second generation of Diaspora with economic and social development of their countries of origin?</td>
</tr>
<tr>
<td>Het Marnkkofonds</td>
<td>a) How can the current (remittances) development initiatives of Dutch (Moroccan) practitioners in cooperation with their Southern partner be improved?</td>
</tr>
<tr>
<td></td>
<td>b) What are best ways of collective learning to link the practical experiences of these development practitioners and the theory of capacity building?</td>
</tr>
<tr>
<td>NEDSOM, Sankofa, CFD</td>
<td>What role can Diaspora Business Centre play in the current situation to address the challenges of inconsistencies and incoherence within the development sector, remittances and Diaspora private investments?</td>
</tr>
<tr>
<td>DFD</td>
<td>a) How to use its advanced practices to stimulate the general membership towards substantially demonstrating the feasibility of the link between remittance and development</td>
</tr>
<tr>
<td></td>
<td>b) How to develop its own leveraging action as a tri-continental platform vis-à-vis national, regional, and global stakeholder around remittance, migration and development.</td>
</tr>
</tbody>
</table>
Relevance of the framework in the two TLPs can be observed in its facilitation of learning in a trajectory that entails a paradigm shift from collective to common knowledge. The TLP as a collective learning trajectory is therefore designed to facilitate both intra and inter-organisational innovation. The outcomes of this accumulative knowledge lead to new practices and improved capacities in the field of migration and that have broader impact on livelihoods.

### Table 2. Specific learning question by the practitioners - TLP Human Mobility

<table>
<thead>
<tr>
<th>Organisation</th>
<th>Learning Questions</th>
</tr>
</thead>
<tbody>
<tr>
<td>TLP Human Mobility</td>
<td>“How can transnational exchanges (linking and learning between different Diaspora organizations with other migrant-related or migrant home-based organizations) contribute to the realization of sustainable livelihoods and development at the local level?”</td>
</tr>
<tr>
<td>Nijmegen School of Management</td>
<td>What is the response of local governments and NGOs in the south to human mobility and to what extent is it embedded in their policies and programs?</td>
</tr>
<tr>
<td>IDS-Utrecht University</td>
<td>How can human mobility be integrated in the mobilization and strategies for Diasporas engagement for the best leverage of development with stakeholders?</td>
</tr>
<tr>
<td>DFD</td>
<td>How can Oxfam Novib diaspora youth be engaged in the international development sector?</td>
</tr>
<tr>
<td>Oxfam-Novib</td>
<td>How does host country embeddedness affect transnational activities of migrants? What is the contribution of involuntarily and of voluntary returned migrants in (post) conflict Burundi and Rwanda in processes of reconstruction and reconciliation?</td>
</tr>
<tr>
<td>CIDIN /CORDAID</td>
<td>How can human mobility be mainstreamed in public and corporate decision making/strategies? How can new insights on mobile workforce be translated into informed solutions? How will mobility choices and actions impact livelihoods at the local level?</td>
</tr>
<tr>
<td>The Hague Process</td>
<td>What roles do migrants play currently in international development both in the Netherlands, UK and the countries of origin?</td>
</tr>
<tr>
<td>CIDIN/ Radboud Universiteit Nijmegen</td>
<td></td>
</tr>
</tbody>
</table>

6. Results and Outcomes

According to the PSO Business Plan 2011-2012 the TLPs were expected to generate two types of results:
- New practical knowledge will be available for the development sector.
- Participating Northern and Southern NGOs to have integrated the new knowledge in their work

Using these two facets as a starting point, we looked at the outcomes from a Meta-level in order give room for reflections beyond one particular TLP. In the case of human mobility the following results have been noted as.
- Increased level of awareness among development actors – especially those involved in the TLP - about the relevance of integrating human mobility issues in development policies and practices.
- Completion of the initial step towards the improvement of the capacity of development actors and their partners to integrate human mobility issues into policies and programmes for the realisation of sustainable livelihoods.
• Collaboration between diverse groups of actors (Diaspora organisations, knowledge institutes and development agencies as well as their partners in the South and North in endeavours to explore ways of mainstreaming human mobility in development policies and practices.
• The voices from the South have been partly integrated in the TLP process through their contribution to the case studies and projects of the participating organisations.
• A toolkit (see booklet 3) for assessing, monitoring and evaluating the integration of the human mobility factor in development policies and projects at the local level, based on the good practice examples from the participating organisations.
• A national event in the Netherlands (see Booklet 2) aimed at presenting the findings, and for engendering support for the next steps in the process of collective learning within the CoP in the field of migration and development.

In the case of TLP RMD the following results have been noted:
• Capacity gaps and ways of enhancing capacities in organizations in the South to be able to maximize remittances for development purposes
• Greater appreciation and focus on the third mile – leveraging of remittances/private initiatives for development – useful for future RMD discussion and projects;
• Codified current practices and approaches among Diaspora and development organizations on concrete linkage of remittance and development, which would be beneficial for PR, trainings, project R&D, and lobbying;
• Stimulated collaboration between Diaspora, development organizations, and their partners in the South and North around enhancing RMD for social enterprise and RMD policy advocacy.

6.1 Organisational Change

Since of the overall goals of the TLPs as conceived by PSO is the capacity building for civil society actors in the field of development, we draw insights from the theory of change in order to provide some reflections on the transformation that have taken place within and between the organisations that took part in the two TLPs. This transformational change process is based on strong collaboration among diverse interests (Brown and Lambert, 2012). These interests can be inter-organisational as well as within organisations.

Bringing different actors with diverse interests together is an added value to the change process since there is mutuality of learning that transcends interest. This convergence of interests despite the diversity can contribute to systems of learning that are collaborative and transformational.

As argued by Brown and Lambert collective learning process achieves a systems change through a continuous learning spiral based on open learning among diverse interests. With change we refer to new knowledge and capacity building from the TLP activities that have also empowered individuals and the organisations within the community of practice. For instance through the collective learning framework, we can observe changes in organisations and individuals participating in the TLPs in the form of personal learning, team-building, community development, organisational change, monitoring and evaluation, and cross-cultural learning (Brown and Lambert, 2012).

The outcomes of the TP process also illustrate the various manifestations of change in the outcomes of organisational interventions. In the field of migration and development the most fundamental change relates to the change at the individual level. At this level empowerment that is created through acquired or newly gained capacities can be verified through the capacity of individuals to access the livelihood assets such as natural resources, technologies, skills, knowledge, health, education, sources of credit, and networks of social support. The global factors also affect the ability of people to access these assets while at the same time, presents a challenge to practitioners who endeavour to develop appropriate measures for addressing development inadequacies at different levels.
For this reason drawing lessons from different types of practitioners and their partners, and Knowledge Institutes as important stakeholders has been important for understanding migration from a variety of experience-informed perspectives. Their ability to comprehend these complex issues in a collective framework derives the capacity that is built both at the organisational and individual level.

Change is also a process that requires management (see Anderson and Anderson, 2001; Phillips, 1983) especially at the organisational level. This entails what Kotter describes as the ‘utilization of basic structures and tools to control any organisational change effort’. One important goal of managing change in an organisation is ‘to maximize an organization’s benefits and minimize the change impacts on workers and avoid distractions’ (Kotter, 2011). However such change is more likely to be realized when organizations are able to explore the (assumed) relationships between goals, intended results and strategies. Moreover change is also the outcome of outcomes interaction with other actors and forces in the contexts in which an organisation operates. Hence the collective learning approach is a manifestation of a framework with creates space for systematic and conscious tapping into the repertoires for knowledge building that is embedded in the collective learning ecosystems in which organisations find themselves and operate in.

6.2 Strengthened Capabilities

6.2.1 Collective Capabilities: to Commit and engage

As the two TLPs come to and end one important outcome is the capability of the participating organisations to commit and engage. It has both been an expected outcome as well as part of the process. The commitment to engage is a theme for transformation that was taking place through the collective learning process. Despite the fact that each organisation approached the TLPs from their own experiences, perspectives and practices, the level of commitment to explore the new areas of migration and development is a manifestation of the level of commitment at both institutional and personal levels.

6.2.2 Capability to Participate in a Collective and Collaborative Learning Process

The process of developing project ideas together enabled the participating organisations to examine the existing capabilities within their organisation as pre-requisite for the effective implementation of the TLP.

The collaborative exercises enabled majority of organisations to build knowledge in the field of project development and institutionalisation of collaborative and collective processes within their own structures and memberships.

6.2.3 Capability to Deal with Diversity and Incoherence

The participants were able to handle the diversity within the two TLPs from an experience and thematic perspectives but also the different backgrounds (Diaspora, development agencies and knowledge institutions). This was evident at the level of consensus and convergences on thematic issues of common interests as well as the willingness to accommodate diverse opinions in the group discussions.

6.2.4 Capability to Adapt and Self-renew

A number of organisations were able to revise their proposals and in some cases entirely changed the focus due to the newly embraced attitudes and flexibility that enhanced their adaptability. Such transformation contributed to the census and acceptance of feedback from other participating organisations and well as the input from the facilitation team, and feedback from the PSO management.
6.2.5 Capability to Relate attract Support, and Influence

The participating organizations though the participatory process were able to inculcate the notion of knowledge sharing by offering support to each other, but also undertaking in their activity planning to include partners in the South in the collective learning process. Through the practitioner’s forum the participants were encouraged to explore the possibilities for collaborations that could enrich their project as well as give input to the collective learning process that includes the CoP.

7. Linking the Needs of the Organisations and Specific Learning Questions: Similarities and Synergies

Drawing on the significance role of the conceptual framework in guiding the collective learning process, we recognise that a framework that establishes a collaborative process is critical for the realisation of a collective learning. Such a framework provides organisations with a forum for exchanges, which are mutually beneficial. It also provides equal opportunities since the participating organisations are able to function at the same level. This implies that the knowledge generated from each actor is validated by the acceptance generated through the input and feedback loop mechanism. The tools developed here are necessary for measuring the outcomes based on the input from each actor.

The use of a collective learning model that enables the participating organisations to identify their needs of and developing specific learning questions also plays a significant role in enhancing knowledge building, which starts with self-reflection. Clarity of needs at both individual and organisational level open up the possibilities for intra- and inter organisational exchanges which eventually contribute to collecting learning and sharing of information.

In practice, such a model can enhance a multi-stakeholder approach to issues that are crosscutting along thematic as well as geographical lines. In the Case of the CoP, the diversity and functionality of organisation in multiple contexts and levels imply those organisations are much more likely to learn from each other. Such models can be extended to partners in the south in order to extend the collective learning and knowledge building process that is mutually beneficial and all-inclusive in a particular sector.

In terms of similarities and synergies, the identification of organisational needs and in-depth probing through specific learning questions reveal area of potential collaboration and strategic engagement. As illustrated in the table s below all the organisations participating in the TLP were able to identify their capacity needs. Based on this assessment they have been able to give emphasis sot specific areas of need in their collaborative and collective learning and knowledge building. From each TLP we can observe similarities in needs as well as the area of focus in terms of the capacities that they seek to build. Such revelations auger well for collaborative and collective process and are much more likely to empower organisations individually or collectively within the level at which they operate (global, national and local).

The tables below illustrate the targeted outcomes in terms of the realised individual capabilities as a result of participation in the TLPs as well as the overall collective knowledge building.
<table>
<thead>
<tr>
<th>Organisations</th>
<th>Expected Outcome</th>
</tr>
</thead>
<tbody>
<tr>
<td>STRO</td>
<td>Capability to relate and to attract resources and support</td>
</tr>
<tr>
<td>Oxfam Novib</td>
<td>Capability to commit and engage</td>
</tr>
<tr>
<td>HIRDA</td>
<td>Capability to commit and engage;</td>
</tr>
<tr>
<td>Capability to relate and to attract</td>
<td></td>
</tr>
<tr>
<td>resources and support</td>
<td></td>
</tr>
<tr>
<td>Het Marokkofonds</td>
<td>Capability to balance diversity and coherence</td>
</tr>
<tr>
<td>NEDSOM, Sankofa, CFD</td>
<td>Capability to commit and engage</td>
</tr>
<tr>
<td>DFD</td>
<td>Capability to relate and to attract resources and support; Capability to adapt</td>
</tr>
<tr>
<td></td>
<td>and self-renew</td>
</tr>
</tbody>
</table>

**Table 3 Specific Capabilities – TLP Remittances**

<table>
<thead>
<tr>
<th>Organisations</th>
<th>Expected Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Diaspora Forum for Development</td>
<td>Capabilities to influence the policy environment at the national, regional and</td>
</tr>
<tr>
<td></td>
<td>local level and of its member organisations, Capability to engage migrant</td>
</tr>
<tr>
<td></td>
<td>organisations and the human mobility factor in general in both the countries of</td>
</tr>
<tr>
<td></td>
<td>origin and of residence in development planning</td>
</tr>
<tr>
<td>IDS – Utrecht University</td>
<td>Capability to undertake actions to inform local governments and international</td>
</tr>
<tr>
<td></td>
<td>and local NGOs working at the local level, to develop better informed policies</td>
</tr>
<tr>
<td></td>
<td>with regard to human mobility and to integrate human mobility in their policies</td>
</tr>
<tr>
<td></td>
<td>and programmes</td>
</tr>
<tr>
<td>Oxfam Novib</td>
<td>Capability to commit and engage Diaspora youth into the international development</td>
</tr>
<tr>
<td></td>
<td>sector</td>
</tr>
<tr>
<td>Nijmegen School of Management</td>
<td>Capabilities to commit and engage</td>
</tr>
<tr>
<td></td>
<td>Capability to carry out technical, service delivery and logistical tools in</td>
</tr>
<tr>
<td></td>
<td>shaping multi-stakeholder and transnational projects leading to livelihood</td>
</tr>
<tr>
<td></td>
<td>improvement at local level</td>
</tr>
<tr>
<td>CORDAID</td>
<td>Capability to commit and engage and provide recommendations to migrant</td>
</tr>
<tr>
<td></td>
<td>organisations</td>
</tr>
<tr>
<td></td>
<td>Capability to engage returned migrants in the processes of reconciliation and</td>
</tr>
<tr>
<td></td>
<td>reconstruction in post-conflict situations</td>
</tr>
<tr>
<td>The Hague Process</td>
<td>Capability to support the development of inclusive and coherent refugees and</td>
</tr>
<tr>
<td></td>
<td>migration policies</td>
</tr>
</tbody>
</table>

**Specific Capabilities – TLP Human Mobility**

From the two TLPS, we can observe that different types of knowledge can be created at the same time but also applied simultaneously within and during the course of the learning trajectory. Example here are the four types of knowledge namely types, tacit, explicit information and wisdom. These types of knowledge have emerged out of diverse groups, hence are most likely to address a wide range of issues. The added value of collective learning is that organisational are likely to access a broad range of knowledge which are not usually accessible individually. The common knowledge that emerges out of the process also reaffirms the relevance of specific knowledge that each organisation brings into the collective.
This is most relevant in the context of community of practice where a systematic way of exchange of information and sharing of knowledge through a collaborative process could be valuable for guiding their individual and collective actions.

Moreover, the end of a collective process is not an end in itself. The two TLPs illustrates that a collective learning framework lead to the development of a mechanism for regeneration, renewal and continuity of collective action through commitment that the participating organisations are likely to make. The built capacities also provide organisations with confidence for taking responsibility but also to articulate issues at the relevant levels, (global such as GFMD, national and locally)

8. Conclusion: Importance of Collective Learning and Knowledge building in Migration and Development Nexus

The greater purpose of the TLP is to contribute to a wider understanding of the collective learning and knowledge building as essential for capacity building within the CoP. At the level of the participating organisations, three types of knowledge are envisaged throughout the process: tacit knowledge, information, and explicit knowledge. As a result, the process of collaborative, collective, input, reflection and feedback mechanism within the TLP implementing organisations provide the members of the CoP with an opportunity to increase their knowledge base and enhance their capacities in the field of migration and development. Knowledge generated as through the two TLPs are also likely to contribute to improved capabilities in the organisations. These abilities to monitor and evaluate capacities but also through the sharing of knowledge with other organisations, the participating organisations and their partners become much more aware of and are able to monitor the developed knowledge and capabilities.

The significance of collective learning and knowledge building on migration and development relates to its ability to fill knowledge gaps. It strength derives from the multi-actor orientation which tap into a wide treasure of experience, expertise, unique practises and insights which are embedded in the organisational and individual diversity.

In a more specific way, collective learning and knowledge building on migration and development contributes in the following ways

- Knowledge exchange leads to stronger future actions
- Improving the wheel: Build on existing knowledge(s)
- Learning in the field of migration is made more visible
- Experience how interaction leads to synergy and partnerships
- Influence the perceptions of decision-makers
- Different learning styles and knowledge(s) made visible and important
References


