

Brokering in Partnership

Short read on knowledge brokering with LMIC partners

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Introduction

The five [Dutch Knowledge Platforms for Development Cooperation](#) (DGIS KPs) respond to the needs of development policy and practice by bringing together policymakers, researchers, civil society organisations and private sector organisations on the main themes of Dutch development cooperation policy: security and the rule of law, inclusive economic development, food security, and sexual and reproductive health and rights. Despite their often diverging approaches to knowledge brokering, working in partnerships, especially with low- and middle-income country (LMIC) actors, has been central for all (Lammers & de Winter, 2017). In the context of increasing calls to decolonize development cooperation and forge more equitable partnerships (Currion, 2020; Paige, 2021), reflecting on and learning from the knowledge platforms' past work with LMIC partners is of high relevance. It can form the basis for creating future transformative ways of working. Importantly, equitable international partnerships, especially around knowledge sharing (SDG 17.6), are seen as key to achieving the SDGs.

As such, the Multi-DGIS KPs learning project on knowledge brokering with LMIC partners, including four of the five KPs, aims to facilitate shared learning from experience to set the first stepping stones in this learning journey. To kickstart the platforms' learning journey and establish a firm knowledge base for ensuing phases, we have developed this short read. It distils key insights, knowledge gaps, and best practices. These insights will inform the focus of the project's second phase, where we will take a deep dive into the KPs' work in practice through short case studies and learning conversations with their LMIC partners. More specifically, this short read and its key findings will: 1) guide the selection of appropriate case studies through which knowledge gaps can be narrowed/bridged; and 2) help distil the key questions around which the learning conversations will be structured.

Approach to this short read and structure

The synthesis short read constitutes a mapping of existing knowledge—including grey and academic literature, podcasts, videos, and blog posts—on knowledge brokering more generally, and knowledge brokering with LMIC partners specifically.

Through the analysis of identified literature, three key thematic narratives emerged: 1) processes and activities in knowledge brokering; 2) partnership dynamics in knowledge brokering; 3) barriers to effective knowledge brokering.

Consequently, the three sections of the main body each tackle one of the abovementioned thematic narratives, discussing and nuancing associated dominant assumptions, and offering good practices and potential pathways forward. Although the intention for partnerships is equality, it should be highlighted from the start that processes and activities, types of partnerships, and obstacles in knowledge brokering do not develop in a vacuum. Rather, they

are informed by structural issues of power, historically-informed hierarchies, and unequal power dynamics characterising the development sector (Van der Graaf et al., 2021). As such, the theme of power and power dynamics functions as an overarching theme throughout this short read.

Setting the scene: initial observations about the state of the literature on knowledge brokering

Before delving into the three main thematic narratives identified above, it is essential to take a look at the state of existing literature on knowledge brokering, what it can tell us, and how it takes on other key issues in international development. Firstly, literature on knowledge brokering has, traditionally, focused on specific fields and disciplines, mainly on global health, communications, agriculture, and education (Aveling, 2010; Van Ewijk & Ros-Tonen, 2021; Weber & Yanovitzky, 2021). More recently, there has been a surge in literature on knowledge brokering within the field of international development, which predominantly results from the prominent role the UN Agenda 2030 ascribes to global knowledge sharing (Cummings et al., 2019; Martinuzzi & Sedlacko, 2016). Additionally, this increased focus on knowledge brokering has arisen because knowledge and evidence is being challenged in a “post truth” and “fake news” environment, and scholars are seeking potential remedies. (Cummings et al., 2019; Gluckman, 2017). Within that literature, varying understandings of knowledge brokering and the role of the broker emerge: from economic framings that see brokers connecting supply with demand to make knowledge markets work (Bielak et al., 2008), to sociological framings that see brokers as translators (Martinuzzi & Sedlacko, 2016) (see box 1 for short discussion on KB definitions).

Textbox 1: Emerging definitions of knowledge brokering and key associated activities

- Most definitions of knowledge brokering put emphasis on its ***iterative, multidimensional and complex*** nature (Cummings et al., 2019; Kislov et al., 2017; Lammers & de Winter, 2017; Martinuzzi & Sedlacko, 2016). Weber & Yanovitzky (2021) understand knowledge brokering as the “iterative process of translating, synthesising, disseminating, and exchanging research evidence to inform the decisions and actions of practitioners and policymakers. Knowledge brokers therefore play several [...] roles, including knowledge management [...], liaison [...], and building users’ capacity to access, evaluate, and implement research-based knowledge.
- A growing awareness of the multiplicity of knowledge has led to slightly different conceptualizations of knowledge brokering (Cummings et al., 2019). Adelle et al. (2019) define knowledge brokering as the “**collaborative process** [between science and nonscience actors] of bringing together a plurality of knowledge sources [...] **to address a defined problem**”.
- Existing definitions of knowledge brokering, as evident above, do not present great substantive differences, however, some confusion emerges either because **different terms are used to capture similar or the same knowledge brokering activities**, or because **different authors attribute greater importance to some activities over others** (Rycroft-Smith, 2022). For

example, Lammers & de Winter (2017) prioritise *knowledge creation, exchange and use*, Adelle et al. (2019) emphasise *knowledge co-creation* (which others refer to as co-production), while Van Ewijk & Ros-Tonen (2021) highlight *joint learning*.

- The **Agenda Knowledge for Development**, which aims to complement the SDGs from the perspective of knowledge, puts forth 13 Knowledge Development Goals (KDGs). The KDGs could provide a **universal framework for knowledge brokering in international development**, ameliorating the confusion described above. However, that will largely depend on its broad acceptance and adoption by the international community (Cummings et al., 2019).

Beyond definitions, while very few sources in the literature look explicitly at knowledge brokering done in partnership with LMIC actors (Voller et al., 2022), there is a wealth of literature on North-South (research) partnerships, some of which include knowledge brokers (Bleck et al., 2018; Bradley, 2017; Turnhout et al., 2020). This marks a clear gap in knowledge, relating to the question: what form do North-South knowledge brokering partnerships take on in practice, and how well do they function to achieve desired impact? Additionally, reviewed literature is for the most part produced either by knowledge brokers or other stakeholders that have formally or informally acted as knowledge brokers. Importantly, literature is either written by Northern authors or primarily reflects the experiences of Northern brokers, with relative silence around the perspectives and experiences of Southern actors and brokers (Bradley, 2017). However, it might also be the case that studies by Southern scholars are not electronically available or within our reach as Northern researchers. If knowledge brokering is to follow larger efforts within development cooperation towards decolonization and the adoption of more locally-led ways of working, addressing the two knowledge gaps identified here should be a priority.

Finally, literature on knowledge brokering consists mainly of literature reviews and theoretical/opinion pieces. Empirical studies are few, with no studies measuring or assessing the impact of knowledge brokering (Bradley, 2017; Ewijk & Ros-Tonen, 2021). What the above showcases is that the literature on knowledge brokering is growing and the associated evidence base is being enriched, but some critical gaps in knowledge still exist – some of which we aim to address through this collaborative learning project.

Unpacking the thematic narratives identified in the knowledge brokering literature

Having developed an understanding of the literature, the following sections delve deeper into the thematic narratives identified in the introduction. Each section discusses dominant assumptions associated with the narrative at hand, and then turns its attention to how these assumptions are nuanced or even problematized in the literature. Based on that, each section presents promising ways forward. In the second phase of the project, where distilling learning from and identifying good practices from selected practical cases will be the centre focus, we will explore how the KPs take on and implement these identified ways forward in practice.

1. The brokering journey: processes and activities involved in knowledge brokering

Knowledge brokering could be described as a journey, in which diverse actors jointly move through an informed process to achieve desired impact. As such, the first thematic narrative relates to key processes and activities associated with the knowledge brokering journey. This narrative holds double significance for this project, as it can: 1) lead to a more thorough conceptualization of the knowledge brokering journey and 2) clarify at which stages of the journey and how LMIC partners are involved. This can create fruitful ground to better understand how the four DGIS KPs design and see through their knowledge brokering processes and activities as well as the roles they and their LMIC partners assume in this journey.

Linear and rigid conceptualisations of the brokering journey

Despite definitions of knowledge brokering stressing its iterative and emerging nature (see box 1), the process of knowledge brokering has been and to an extent is still assumed to be a linear one (Ott & Kiteme, 2016; Weber & Yanovitzky, 2021). Firstly, this linearity can be observed in the envisioned direction of knowledge brokering (who brokers knowledge and for whom?): supposedly, brokers are responsible for spreading scientific evidence and technical solutions developed by academics to policymakers and practitioners, facilitating knowledge uptake (Cummings et al., 2019; Martinuzzi & Seldacko, 2017; Otto & Kiteme, 2016; Weber & Yanovitzky, 2021). This linear-rational or one-way transfer model of knowledge brokering has several implications: 1) it crystallises the distinction between “scientific” and “non-scientific” knowledge, prioritising the former at the expense of the latter; 2) it assumes that knowledge moves in one fixed direction, and 3) it centres three supposedly fixed categories of actors, potentially ignoring other relevant stakeholders, such as citizens and the private sector.

This linearity is also evident in the sequential and stringent way the knowledge brokering journey is codified in the literature. According to this codification, knowledge brokering consists of clearly demarcated phases, each with specific associated activities, that take place in

a sequential manner. Consider, for example, how the following authors split the knowledge brokering journey in distinct phases:

- Adelle (2019): problem exploration—problem puzzling—problem solving
- Lammers & de Winter (2017): knowledge (co-)creation—knowledge use—knowledge exchange
- Lammers & de Winter (2022): stakeholder mapping & engagement—priority setting workshop—deliberative dialogues—evidence synthesis.

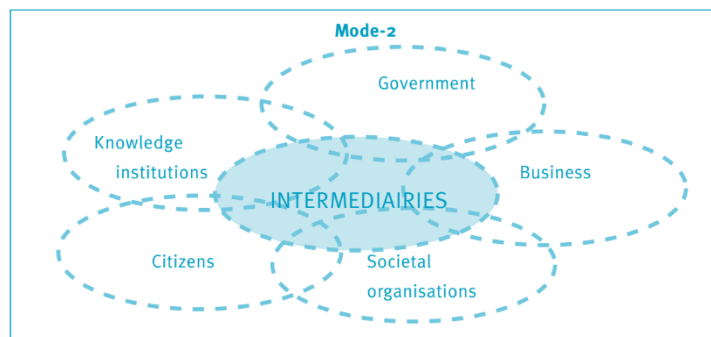
Beyond the linear-rational model of knowledge brokering: promising ways forward

Overly linear and stringent models of knowledge brokering are increasingly problematised in the literature (Rycroft-Smith, 2022). Concerning the direction of knowledge brokering, the idea that researchers feed “scientific” evidence to policymakers, facilitating a one-way knowledge exchange is challenged, and an alternative vision is put forth (Martinuzzi & Sedlako, 2016). Effective knowledge brokering, it is argued, should lead to knowledge creation and exchange whereby parties involved in knowledge brokering learn and gain new relevant insights in a collaborative manner (Lammers & de Winter, 2017). Consequently, literature on knowledge brokering and practice are attributing ever-increasing importance to knowledge co-creation, a brokering activity that hinges on multistakeholder collaboration (see textbox 2). Additionally, it is increasingly understood that linear processes, whereby brokering activities are sequentially implemented, are unlikely to meaningfully include a multiplicity of actors and knowledge. Due to their rigidity, linear brokering processes are also less suitable to redistribute power between involved actors and introduce new roles for each at different phases (Van der Graaf et al., 2021).

Textbox 2: A deep dive into knowledge co-creation

Knowledge co-creation is widely recognised as a key process involved in knowledge brokering and is defined as: “the combined process of setting the agenda, identifying knowledge questions and jointly carrying out research and other activities to generate new knowledge” (Lammers & de Winter, 2017). Knowledge co-creation is seen as having three key constitutive elements:

1. **Collaboration** — knowledge co-creation requires multi-stakeholder collaboration, geared towards solving a common problem. Such collaboration transcends academia to include a range of actors, such as citizens, the private sector, the government and civil society (Van Veen, 2013)



2. **Interaction** — as a process, knowledge co-creation is not merely focused on the development of new knowledge, but also on facilitating fruitful interaction among engaged stakeholders (Regeer & Bunders, 2009). In that regard, Communities of Practice (CoPs) are seen as an instrumental tool to facilitate multi-stakeholder interaction (Triste et al., 2018)

3. ***Multiplicity of knowledge***—the involvement of diverse stakeholders in knowledge co-creation means that the process involves an array of knowledge, from scientific knowledge to societal knowledge and experiential expertise. As these forms of knowledge can often be contradictory, effective knowledge co-creation processes require that all are valued equally and employed strategically when appropriate (Regeer & Bunders, 2009).

Literature makes several recommendations on how to surpass rigid and linear knowledge brokering practices:

- **Facilitate flexible and iterative processes** — built-in flexibility and adaptability in the knowledge brokering journey can enable different actors involved to undertake varying roles as needed and at different stages, ensuring that diverse ways of knowing and perspectives are valued and meaningfully included. That is important, because at each phase of the brokering journey alternative rationales apply as to what is considered best evidence and which types of knowledge are preferred to solve the problem at hand (Grønvad et al., 2017; Van der Graaf et al., 2021). Continuous learning is put forth as a mechanism to ensure flexibility and adaptability (Colvin & McDonagh, 2017).
- **Build in adaptive governance structures** — such structures encourage continuous adaptation and creation of new forms of governance that can, in turn, produce the required knowledge and social dynamics needed to act on that knowledge (Van der Graaf et al., 2021). Ongoing relationship building among involved stakeholders and an emphasis on contextually-specific knowledge and the actors that hold it are seen as key to adaptive governance (Miller & Wyborn, 2020).
- **Put greater emphasis on co-creation** — as stated in box 2, co-creation promotes the integration of different kinds of knowledge to solve a common problem along with multi-stakeholder engagement and collaboration (Van Ewijk & Ros-Tonen, 2020). Effective co-creation, however, demands attention to the context in which co-creation occurs and the acknowledgement that it constitutes a political process, so as to avoid replicating existing inequalities and power imbalances (Turnhout et al., 2020).

While flexible processes and adaptive governance structures stand out as promising ways forward, what is missing from the literature is a clearer understanding of what such processes and structures look like in practice.

2. Partnerships and their dynamics in knowledge brokering

As discussed in the previous section, a key function of knowledge brokering is that of convening diverse actors to facilitate the formation of multistakeholder knowledge partnerships (see text box 3). Such partnerships include actors from different domains—policy, academia, civil society, and the private sector—and geographical locales—in the global North and South. As such, understanding the kinds of knowledge partnerships evolving out of brokering efforts, the role of brokers in facilitating them, their benefits for different partners, and the systemic factors affecting them is of great importance to this project.

Textbox 3: The broker's role in facilitating North-South knowledge partnerships

Linkage and exchange, which essentially means enabling the interaction, coordination, and exchange of knowledge among different professional groups—policymakers, practitioners, researchers, businesses, etc. — is a key knowledge brokering function (Kislov et al., 2017). Consequently, brokers are seen as intermediaries between these groups, instrumental in facilitating partnerships. Literature identifies several key attributes brokers should possess to effectively facilitate partnership formation: they need to have a large and diverse network, act without interest in an objective way, and command legitimacy and credibility (Enrst et al., 2017; Lammers & de Winter, 2022). With development cooperation increasingly understood as a fundamentally political project, the neutrality and objectivity of its actors, including brokers, is challenged and often seen with suspicion. Knowledge brokering is, thus, experiencing a shift away from “neutral fact producers” to ***value-oriented, reflective and responsible brokers*** (Ott & Kiteme, 2016).

Motivations for and benefits of North-South knowledge partnerships

Since the mid-1970s, North-South knowledge partnerships have been seen as a silver bullet through which to achieve a range of lofty goals: joint learning; capacity building; resource sharing; and development of rich and creative solutions (KM4Dev, 2020; Knowledge for Development Partnership, 2018). Indeed, literature confirms that for LMIC partners, such partnerships can strengthen their capacity as well as their influence and credibility with Northern policymakers, and for Northern ones, these partnerships can enhance their contextual understanding (Bradley, 2017; Murunga et al., 2020; Voller et al., 2022). However, it is unclear whether these benefits are enjoyed by LMIC partners across the board as much as by Northern partners, or only by some of them.

Are North-South partnerships really mutually-beneficial?

The above conceptualisations of North-South partnerships implicitly assume that the latter are mutually beneficial to all parties involved (Hatton & Schroeder, 2011; Johnson & Gordon, 2006). Without discounting cited benefits, it is important to reflect on this assumption by asking: whose agenda is prioritised in partnership formation; whose interests are ultimately served; and whose learning needs are facilitated (Dannecker, 2022; Weber & Yanovizsky, 2021)?

Setting the agenda, for example, in a way that ensures relevance for all stakeholders is a notoriously difficult task (Martins, 2020). Looking at the Dutch context, when the government established the five KPs, in 2011, it gave them the mandate to develop their knowledge agendas in accordance to the needs of as many stakeholders as possible—stakeholders from different geographies and professional backgrounds (Lammers & de Winter, 2017). It quickly became apparent that this was a nearly impossible task, as the knowledge needs of the Dutch Ministry of Foreign Affairs were vastly different from respective Ministries in LMICs, and so were the learning requirements of Dutch NGOs and start-ups compared to those in LMICs.

Consequently, some platforms aligned their thematic agendas more closely with the needs of their LMICs partners, losing some of their relevance for Dutch counterparts, and vice versa. Mutual benefit and relevance for all stakeholders, however, are not usually built-in components of the partnership formation process. The practical reality often is that North-South knowledge partnerships are convened for instrumentalist reasons, either because partnerships are a donor precondition to receive funds or, similarly, because that is the only way LMIC partners can access funding (Bradley, 2017; Heatton & Schroeder, 2011).

Achieving equitable North-South knowledge partnerships in practice

It is widely recognised that for North-South knowledge partnerships to work, they need to be equitable (Martins, 2020; Murunga et al., 2020). But what exactly are the required conditions for achieving equitable partnerships in practice? Traditionally, it has been assumed that if individual partners involved are well-intentioned, culturally sensitive, and with due regard for “good partnership” principles, then equitability will automatically ensue (Bradley, 2017). This assumption is now being problematised, as it is increasingly understood that equitability does not only depend on individuals’ attributes, but also, or more so, on redressing existing power imbalances and hierarchies (Dannecker, 2022; Martins, 2020; Van der Graaf et al., 2021). Based on this understanding, literature proposes the following good practices as necessary to create equitable North-South knowledge partnerships:

- **Forging of mutual understanding** — reflective conversations around principles, norms and values at the onset of a partnership is a critical first step towards equitability. Through such conversations, partners can clarify their normative positions as knowledge producers, creating fertile ground for mutual understanding and for a common language to emerge (Ott & Kiteme, 2016).
- **Establishing clarity over roles and responsibilities** — establishing clear roles and responsibilities for all involved partners through joint discussion is considered as another key element towards equitability (Voller et al., 2022). During such joint discussions, partners should reflect on who gets to decide whose and which knowledge needs are prioritised, and who is included and takes the lead at what stage (Lammers & de Winter, 2022). A good rule of thumb, here, is that partners possessing greater familiarity with the cultural environment and context where the partnership takes place or is implemented should ideally take the lead (Blecker et al., 2018).

Gaining a deeper understanding of how different LMIC partners experience North-South knowledge partnerships and their potential added value will be instrumental in effectively adopting the aforementioned good practices.

3. Barriers to effective knowledge brokering

Much like the obstacles hindering equitable North-South knowledge partnerships, those standing in the way of effective knowledge brokering are primarily systemic in nature,

stemming from existing power hierarchies. Although there are some barriers intrinsic to knowledge brokering as a practice and process. This section takes a closer look at barriers—intrinsic and systemic—to knowledge brokering and proposes relevant solutions, as those are identified in the literature.

Intrinsic barriers hindering effective knowledge brokering

One of the key barriers identified in the literature is **language**. Knowledge brokering strives to convene diverse actors—from different professional backgrounds and geographic areas—to work together on a common problem. These diverse actors, however, often speak different languages and respond to different terminology, which can impede understanding and communication, and thus effective knowledge brokering (Cummings et al., 2019; Phipps et al., 2017). To overcome this obstacle, literature emphasises that knowledge brokers need to both have a solid grasp of these different languages and jargon, and be able to effectively translate them (Lammers & de Winter, 2022). Furthermore, **complex governance structures** constitute another barrier to effective knowledge brokering. As discussed above, knowledge brokering involves multiple, overlapping, intricate processes and activities, organised in and governed through complex structures (Bradley, 2017). While the broker's role is to facilitate (i.e. enable stakeholders to use evidence in practice), these complex structures can often push brokers to switch from facilitating to doing, implementing change on their own (Kislov et al., 2017). In this scenario change is achieved, but organisational/individual learning is hindered. A final obstacle inherent to knowledge brokering relates to issues of **continuity and sustainability**. Brokering is often delegated to individual knowledge brokers, making it highly contingent on the individual broker's skills, network, knowledge and overall preferences (Chew et al., 2013). This might prevent organisations from developing robust brokering capabilities, rendering them dependent on the individual broker (Long et al., 2013). Questions around continuity and sustainability become particularly urgent, when the individual broker leaves, and their skills and knowledge might be lost (Kislov et al., 2017).

Systemic barriers standing in the way of effective knowledge brokering

Unlike barriers inherent to knowledge brokering, systemic obstacles reflect larger structural issues of power, requiring more complex and longer-term solutions. A first systemic barrier to knowledge brokering involves **the ever changing political climate in donor countries**. With every new elected government, the importance of knowledge brokering and the centrality of LMIC partners in knowledge brokering and knowledge partnerships is renegotiated. This has significant implications, as the relevance of knowledge brokering might not be institutionalised or even acknowledged, affecting available budget and other non-financial resources (Bradley, 2017). Importantly, if the **centrality of LMIC partners** is not recognised, then there will not be institutional incentives for North-South knowledge partnerships, rendering LMIC partners less relevant. However, even if institutional incentives for North-South partnerships are there, additional issues may persist — i.e. the formation of exploitative or disingenuous partnerships—as donor policies can only mitigate structural issues to an extent.

Finally, the effectiveness of knowledge brokering might be impeded by **structural gaps in knowledge infrastructure between LMIC partners and their Northern counterparts**. An example of a structural gap in knowledge infrastructure could be limited capacity to process, store and disseminate knowledge due to lack of relevant dissemination networks (i.e. journals) and/or technical expertise. These gaps along with other context-specific constraints can often limit the effective participation of LMIC partners in knowledge brokering processes and partnerships, curtailing the latter's sense of ownership. What is worse, if structural gaps are left unaddressed within the context of North-South partnerships, this might lead to further dependence of Southern partners on their Northern counterparts. As stipulated above, these are insidious challenges that can not be tackled through a single solution. Literature, however, does identify some good practices to mitigate them:

- **Adjust the way of working and partnership requirements to the existing capabilities of LMIC partners** to ensure their meaningful participation and enhance their sense of ownership (Voller et al., 2022)
- **Integrate mutual capacity building** as a key component in North-South knowledge partnerships to address gaps in knowledge infrastructure (Van Ewijk & Ros-Tonnen, 2021)
- Make a shift towards understanding and practising **knowledge brokering as a collective process** taking place at the team or organisation level to safeguard continuity and sustainability of knowledge brokering efforts. Several steps are incremental in materialising this shift:
 - Recognize knowledge brokering as a central function at an organisation level and accordingly provide a range of learning and development opportunities for staff members occupying these “in-between” positions.
 - Establish brokering teams composed of individuals with different professional backgrounds and complementary skills (Kislov et al., 2017).

Conclusion

This short read has taken a deep dive into the literature on knowledge brokering and knowledge brokering with LMIC partners. In doing so, we have critically engaged with and discussed three key thematic narratives—1) processes and activities in knowledge brokering; 2) partnership dynamics in knowledge brokering; and 3) barriers to effective knowledge brokering—identifying knowledge gaps along the way. This concluding section highlights three key areas where these knowledge gaps persist based on our reading of the literature on knowledge brokering in with LMIC. The proposed learning questions as stated here in this concluding section will serve as an overarching guide for the second phase of this project and inspire focus for deep-dive questions to be addressed during the learning conversations.

Processes and activities in knowledge brokering: the knowledge gaps

The first section, which discussed the knowledge brokering journey, identified a shift in knowledge brokering practices towards more iterative, flexible processes and adaptive governance structures. The literature, however, provides few good practices and strategies through which to achieve this shift in practice. The following learning questions, hence, stand out as particularly relevant:

- What do flexible and iterative knowledge brokering processes look like in practice?
- What are good practices to design more iterative and flexible knowledge brokering processes?

Partnership dynamics in knowledge brokering: learning opportunities

The second section of this short read discussed insights emerging from the literature and relating to North-South knowledge partnership dynamics. In that section several knowledge gaps were noted, most importantly, the relevant absence of LMIC partners' reflections and perspectives on knowledge brokering and North-South knowledge partnerships. Additionally, literature says little about what North-South partnerships look like depending on the type of LMIC partner involved. Finally, and while equitability is a key topic discussed in the literature, few authors focus on how to achieve equitable North-South partnerships in practice. Based on these knowledge gaps, the following learning questions are proposed:

- Do North-South knowledge partnerships differ in structure/organisation based on the type of LMIC partner(s) involved?
- How do different types of LMIC partners experience North-South knowledge partnerships and their benefits?
- What kind of barriers to different types of LMIC partners face in effectively partaking in North-South knowledge partnerships?
- How can knowledge brokers or knowledge brokering organisations effectively use their skills to redistribute power in ways that democratise knowledge (Cummings et al., 2019)?
- What are unintended consequences of knowledge brokering with LMIC partners?

- What motivates different actors to join North-South knowledge partnerships?

Measuring the impact and added value of knowledge brokering: room for further discovery

The third and final area where knowledge gaps persist relates to measuring the impact of knowledge brokering and its added value for different partners involved. None of the literature included here attempts to measure impact or even distil appropriate indicators and outcomes according to which impact can (and should) be measured. As such, addressing the following learning questions could be of great significance:

- What are appropriate indicators and outcomes according to which the impact of knowledge brokering can be measured?
- What are promising tools to measure the added value of knowledge brokering at different levels (i.e. policy level in the global North and South)?
- What outcomes does successful knowledge brokering produce?

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