

# **DIVERTED KNOWLEDGE CREATION**

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## **Abstract**

This paper examines the activities of PPP knowledge centres, a relatively new phenomenon aiming to collect, process and disseminate knowledge about public-private partnerships. A survey of European PPP knowledge centres shows that only a minority of them participates in PPPs as developers, making them an interesting empirical phenomenon from a ‘knowing’ (Orlikowski 2002) view of organisational learning. Although good reasons exist to establish institutional support structures for learning about PPPs, ideological issues related to PPP knowledge centres allow critics to picture them as smokescreens for the promotion of PPPs, as opposed to genuine knowledge dissemination.

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## 1 INTRODUCTION

The trigger of this paper has been the establishment of PPP knowledge centres, where PPP stands for public-private partnerships. PPP knowledge centres are a fairly new phenomenon evolving due to an ever-growing number of public-private partnerships around the world. PPPs are a form of public procurement that have been created for the management of all sorts of public services ranging from road infrastructure to schools, hospitals and even prisons. Since their birth in the early 1990s PPPs have been established around the world and become significant from a macroeconomic perspective in the United Kingdom, Spain and Portugal (Blanc-Brude *et al.* 2007). Seen globally, about 2,300 major partnerships had become operational by 2006 (Public Works Financing 2006).

As the name implies, PPP knowledge centres claim to be the centres of expertise with regard to public-private partnerships as a public procurement option. The knowledge centres, although carrying different names across the continent, usually aim to collect, process, and disseminate knowledge from earlier PPP projects to facilitate public sector learning about this procurement option. Given the relative novelty of PPP knowledge centres, only few studies have explored their exact activities and status. This exploratory study attempts to contribute towards fulfilling this gap by examining the practices of European PPP knowledge centres towards disseminating knowledge about PPPs using both physical and virtual tools. The paper also studies the purposes of the PPP knowledge centres.

The paper finds that a particular feature in many of the knowledge centres is that they never actually take an active role in the partnership. Instead, they act as kind of public sector consultants to public organisations wanting to create a partnership. This gives the PPP knowledge centres a rather peculiar position from an organisational learning point of view. On the one hand, they neither draw from nor build upon their own experience. Rather they rely on input from practitioners. On the other hand, the knowledge centres do not apply the experience that they have accumulated by examining previous PPPs. Instead, they disseminate their accumulated knowledge base. Many scholars would argue that the tacit dimension of knowledge (Polanyi 1966), and the view of knowledge and practice as reciprocally constitutive (Orlikowski 2002) make the PPP knowledge centres rather poorly positioned to offer relevant input to their clients in the public sector. As such, knowledge creation is diverted to the PPP knowledge centres that at the same time have a rather fuzzy role in the process.

The role of knowledge centres is contradictory for two reasons. One, due to the loose coupling between knowledge and practice, the knowledge centres run the risk of taking knowledge to such level of abstraction that its relevance to practice is jeopardised. Two, ideological issues make the politics of organisational learning particularly obvious and as a consequence the knowledge centres have been accused of being smokescreens for the promotion of public-private partnerships.

The paper is organised as follows. The next section explains the role of PPP knowledge centres in more detail. Thereafter, the literature on organisational learning with specific focus on the link between knowledge and practice is reviewed. Section 4 explains the method employed in this study and section 5 presents the empirical findings from a

European survey. Section 6 discusses the main findings and the paper concludes with an overview of the study's implications for policy and research.

## 2 LEARNING THROUGH PPP KNOWLEDGE CENTRES

Public-private partnerships entail close cooperation between a public and a private organisation: the public sector is no longer just contracting the private sector to perform a task on its behalf; in a PPP it is working together with the private sector partner to achieve higher quality and/or lower price of the public service (Broadbent and Laughlin 2003). Although there is no common agreement among scholars as to what exactly constitutes a PPP, most sources agree that the notion covers the idea of a long-term (often up to 30 years) contractual agreement between public and private organisations for the management of public services through the sharing of risks and awards (Fischer *et al.* 2006). It is often argued that public-private partnerships trigger the improvement of public services, either through cost-savings, quality improvements, technical innovations or application of successful private sector management techniques (European Commission 2003, Fischer *et al.* 2006, Nisar 2007). PPPs allow some of the risks of public service provision to be transferred from the public sector to the private sector (Hodge 2004, Grimsey and Lewis 2007). Public-private partnerships are sometimes also created for budgetary reasons: given that accounting rules in many countries permit the piece of infrastructure subjected to the PPP contract to be on the private sector balance sheet, PPPs could be seen as a way to improve public services without tax increases or public sector borrowing (Jamali 2004). Critics argue, though, that this possibility jeopardises the transparent and accountable use of public funds (Rosenau 1999).

Given the duration of PPP contracts and the clause of risk sharing, PPPs are normally perceived as rather complex contracts. An increasing number of countries have realised that contracts between the public and private sector partners may not be sufficient for securing the quality of public services. Hodge and Greve (2005, p. 345) voice this concern in their anthology on PPPs:

*“Citizens in the privatized state are these days most concerned about the appearance of reduced public accountability in politics. So with PPPs, citizens will increasingly ask /.../ who should look after the contract deals, and regulate how risks are handled for decades to come? /.../ Perhaps the transparent work of parliamentary committees, auditors general and regulators all needs strengthening here, but government will no doubt need to begin by understanding far better how to separate and strengthen the intelligent long term governance role from any commercial responsibilities.”*

It is also noteworthy that most European public sector organisations that act as partners in PPPs have not signed more than one or two PPP contracts (Juriado 2008). Hence, the ability of individual public sector organisations to build up knowledge about this complex procurement option is limited. In order to reduce the risk of failure and to accumulate lessons from earlier partnerships, many countries have taken action to offer institutional support to public sector learning about PPPs. The establishment of PPP knowledge centres (also known as PPP units or task forces), creating national PPP programmes, passing specific laws on PPP procurement and issuing guidelines about PPPs are some of the examples of that.

This paper deals only with the firstly mentioned practice, i.e. the establishment of PPP knowledge centres. In their global review of the PPP units, Dutz *et al.* (2006) outline three main categories of functions that these entities may have:

- **information and guidance**, the units act as resource centres and publish PPP guidance materials;
- **advisory support and funding**, which entails activities like project-specific advice, funds for PPP preparation, project development assistance and role in contract monitoring;
- **approval**, the units may *de jure* or *de facto* approve all new partnerships.

Seen globally, the information and guidance role appear to be the most common functions of the knowledge centres, followed by project specific advice, underlining the importance of learning and knowledge.

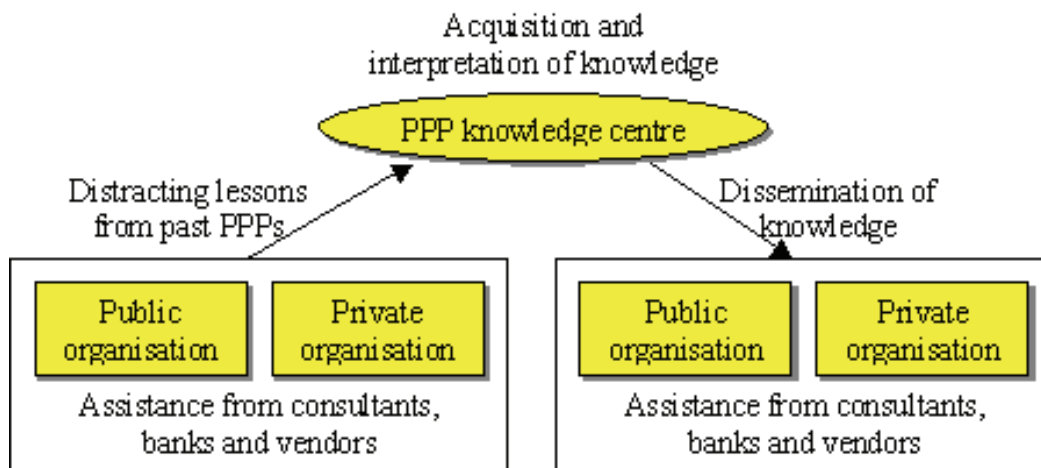


Figure 1 Role of PPP knowledge centres

Figure 1 depicts the position of a typical PPP knowledge centre with respect to two public-private partnerships (the two rectangles). It appears from the figure that most PPP knowledge centres lack an active participation in knowledge creation and application. Does this set-up allow them to access tacit knowledge that has been created in earlier partnerships? What kind of ‘knowledge’ are they able to provide to their public sector customers? These are the issues that are examined in later sections of the paper. Before coming to the empirical study, however, the next section reviews some of the scholarly writings on learning without practice and own experience.

### 3 LEARNING WITHOUT PRACTICE AND EXPERIENCE

Traditionally, organisational learning has been seen to occur if an organisation or any of its entities acquires knowledge that it recognises as potentially useful for the organisation (Huber 1991). Thus, learning entails that knowledge or new information must be acquired by an organisation, distributed internally, interpreted by its members, and finally stored within the organisation. Normally, organisational memory is represented in the establishment of or a change in the routines that guide organisational behaviour (Levitt and March 1988). Routines are a generic term for strategies,

guidelines, procedures, technologies and so on. They capture a share of the organisational knowledge, primarily that of explicit nature.

In addition to that there is also a large body of tacit knowledge (Polanyi 1966) that is not articulated. Instead, it is socially embedded (Granovetter 1985) in what the members of the organisations implicitly know. Lam (2000) argues that tacit knowledge and explicit knowledge differ in three major areas. First, tacit knowledge cannot be codified and transferred the same way as explicit knowledge. While explicit knowledge can be formulated, abstracted and transferred across time and space independently of the knowing subjects, the transfer of tacit knowledge requires close interaction and the build-up of shared understanding and trust among them. Second, tacit knowledge can only be acquired through practical experience in the relevant context, i.e. 'learning-by-doing'. Explicit knowledge, on the other hand, can be generated through logical deduction and acquired by formal study. Third, the types of knowledge differ in their potential for aggregation and modes of appropriation. Tacit knowledge is personal, contextual and cannot be easily aggregated – and the opposite can be said about explicit knowledge.

These arguments suggest considerable parts of knowledge are 'situated' and 'embedded' in organisational practices, beliefs and other tacit carriers of knowledge. Nevertheless, during the last decade or so an increasing research attention has been directed to inter-organisational learning as a unique learning entity (Baum 2002, Holmqvist 2003, Kekäle and Viitala 2003). Inter-organisational learning is of particular interest for this paper because of its seeming similarity and applicability to PPP knowledge centres. Much of the literature on inter-organisational learning takes its point of departure in the idea that the sources for knowledge creation do not reside exclusively inside firms, instead they are commonly found in the interstices between firms, universities, suppliers, and customers (Powell *et al.* 1996). Furthermore, if knowledge is broadly distributed and brings a competitive advantage, the locus of knowledge creation is found in a network of inter-organisational relationships (*ibid.*). The diverging experience of the collaborating organisations makes available a varying set of capabilities in the cooperative arrangement (Holmqvist 2003). Learning about new opportunities depends on the extent to which an organisation participates in the network (Levinthal and March 1993).

It has been argued that the different competences of collaborating organisations make exploration of the new opportunities, as opposed to exploitation of old certainties, well suited to the inter-organisational setting (Holmqvist 2000). The development of information technology has facilitated inter-organisational learning considerably because it allows for rapid electronic interchange of information between virtually integrated entities (Scott 2000). This has become visible in supply chain management, customer relationship management and other contemporary management approaches. For public-private partnerships too, electronic sources could be valuable because they allow uploading various kind of information of mainly explicit character.

At the same time, effective inter-organisational collaboration requires trust between the parties (*ibid.*). Especially the tacit component of knowledge requires that the members of the cooperating organisations could meet and discuss issues that concern them. The availability of a common physical space is essential in this respect (Edenius and Yakhlef 2007; Juriado and Gustafsson 2007). In addition to that both formal and informal events may facilitate learning between collaborating organisations (Juriado and Gustafsson 2007). The face-to-face meetings allow both explicit and tacit knowledge to

exchange, as well as to build up trust between the members of the collaborating organisations.

Based on the above literature review, the empirical part of the paper attempts to analyse what kind of activities PPP knowledge centres engage in, whether the activities cover both implicit and explicit knowledge and to what extent electronic tools are used for disseminating knowledge about public-private partnerships.

#### **4 APPROACH TO THE PROBLEM**

The research project was carried out as a part of the author's doctoral studies and his traineeship at the European Investment Bank (EIB). Data on the European PPP knowledge centres were collected during 2007 from two sources: a review of knowledge sharing websites and a survey. For copyright reasons, the raw data collected using the survey is not available for this paper. However, the European Investment Bank and the organisations taking part in the survey kindly gave their permission to use the findings of the survey in the doctoral research of the author. This paper builds upon the author's forthcoming Ph.D. dissertation dealing with learning within and between public-private partnerships.

The questionnaire on the knowledge sharing practices was sent out to representatives from all member states and candidate countries of the European Union where relevant PPP Units or persons dealing with public-private partnerships could be identified. In some countries several organisations or units are responsible for knowledge dissemination on PPPs, for example, on national and regional levels. Therefore the questionnaire was e-mailed to a total of 39 organisations in 26 countries in the spring of 2007. 19 responses from 18 countries were received. In 2 of them only a minor portion of the questions had been answered and could therefore not be included in the statistical analysis. The 17 usable responses give an effective response rate of 44 per cent. The countries that responded to the survey, account for a large majority of PPPs done in Europe. Virtually all countries with significant or some experience of doing PPPs responded. In most instances, a senior staff member responded to the questionnaire.

The website review aimed to identify what information is available on the knowledge centres' websites. A total of 33 websites were reviewed, 14 of which were nationwide and usually based in or under the Ministry of Finance, 9 were based in local or regional authorities or local authority associations, 5 were hosted by line ministries and 5 were pan European. In some instances ownership remained unclear but national or regional focus could still be identified. Appendix contains an overview of all the reviewed websites. Most of the websites tend to be from large West European countries that also account for the largest stock of public-private partnerships (United Kingdom, Spain, Germany, France). Eastern Europe tends to be rather poorly represented with only one Czech and one Polish site identified.

#### **5 EMPIRICAL FINDINGS**

This section presents the empirical findings from the survey and the website analysis. As discussed in the theoretical part of the paper, PPP units across the world have a number of different functions – knowledge creation and dissemination is one of them. In order to understand the role of the PPP units, a set of eight pre-defined purposes of

the PPP units were formulated based on scholarly literature and expert interviews at the European Investment Bank. The respondents were asked to specify which of the purposes they considered to be their primary ones.

It appeared that the most common purpose (88% of the respondents) that PPP units have is “Support to line ministries”, such as ministries responsible for transport or housing. This is not surprising given that most of the units are based under the ministries of finance, with overarching roles for the public finances. Line ministries have the sector specific competences but might lack a full comprehension of public-private partnerships as a procurement option. The second and third most important purposes turned out to be “Best practice knowledge sharing” mentioned by 76% of the respondents and “Advisory support to PPP projects” with 71%. Both of these purposes deal with concrete assistance to public organisations interested in establishing PPPs. Also, both of these purposes presume that the PPP knowledge centres have an understanding of the practical problems of setting up public-private partnerships and the potential success factors.

The least common purpose of the European PPP units is “Project development partner” with 29%, meaning that less than a third of the PPP units are actively involved in developing the partnerships. This result confirms findings from the earlier study by Dutz *et al.* (2006) in that most European PPP knowledge centres do not actively develop partnerships themselves. It also raises the question of the PPP units succeed in matching best practice knowledge sharing without being actively involved in developing partnerships and thereby missing out on tacit knowledge. Relatively few (47%) of the PPP units marked “Promoting PPP as a procurement option” as one of their primary purposes. Somewhat more (59%) opted for a similar, yet distinct purpose formulated as “Raising general awareness of PPP”. Clearly, the difference between raising awareness of PPPs and promoting PPP is rather striking from a learning point of view because the former focuses on both positive and negative aspects of public-private partnerships, while promotion implies a clear emphasis on the positive sides.

Turning more specifically to activities of the PPP knowledge centres, nine pre-defined options were listed and the respondents were asked to specify how often (frequently, sometimes or never) they engage in each of those activities. Three of the nine knowledge sharing practices occur in all respondents: 1) workshops, conferences and other dissemination meetings, 2) holding network meetings for public sector practitioners to discuss issues, and 3) holding network meetings for public and private sector practitioners to discuss issues. All of these activities have a rather informal nature, allowing both tacit and explicit knowledge to be shared between the professionals working with public-private partnerships or interested in PPPs.

Having a helpdesk, developing thematic papers, and maintaining a knowledge sharing website are the least common knowledge sharing practices. 17% of the PPP units mentioned that they are frequently engaged even in other activities, namely in studying and assessing potential fiscal impact of PPPs, review of planned projects and the promotion of the expertise within the sector ministries that typically run PPP projects.

With regard to the websites, it appeared that information available on the PPP knowledge sharing websites could be divided into two classes based on the source: one class concerns general knowledge without reference to specific partnerships and the other one is more contextual. Legal information, guidelines and glossary belong to the first class, while links to other websites, databases, and presentations of past projects constitute the other. Almost three quarters of the reviewed websites offer legal

information about either the setup and/or management of PPPs. Legal information is usually presented in the form of downloadable documents, such as laws or other regulations. Some websites only present a list of legal texts relevant to PPPs without the actual text. Most of the legal information is national, regional or local, with a few exceptions where there is a link to EU-wide legislation. Relatively few websites include a frequently asked questions section or a glossary of the main PPP terms. It is impossible to generalise as the number of terms included in the glossary varies.

About three quarters of the websites link to other PPP related websites. The number and the profile of links vary considerably but it is common to provide links only within one country. Britain is the only country whose websites are commonly linked to from foreign ones. This is understandable because the United Kingdom has done the largest number of PPPs in Europe. The websites typically link to public authorities. Just over a half of the websites were found to offer either project listings or detailed project databases. However, the level of detail varies greatly, with some websites only naming the projects, while others include detailed descriptions or links to the websites of the specific PPPs. A few case studies of PPP projects are available, but only on a minority of sites. Fewer than half the websites contain presentations from seminars or conferences on PPPs. Only 3 websites were found to inform visitors about forthcoming workshops or conferences. There are also examples of newsletters, economic analyses, press sections, PPP statistics, and fact sheets on the websites.

Most of the websites publish information in the national language only; some provide translations into English for selected content. Less than 10% of the websites offer almost all contents both in the local language and in English. None of the national websites have translations from the local language into French or German. Even the pan-European sites tend to be mainly in English. This indicates that the knowledge on public-private partnerships tends to be driven by national focus. This is partially due to the fact that national procurement laws are the main underlying documents for doing PPPs. Consequently; the other carriers of explicit knowledge (guidelines etc) are normally based on the national rules. However, this practice neglects the experience accumulated in other countries.

## **6 DISCUSSION**

This section discusses the findings from the questionnaire and the website review in the light of the literature review and in particular the questions posed at the end of Section 3. It appeared from the empirical study that the activities of knowledge centres are only loosely coupled with the practice of PPP. Most notably, being a project development partner was listed as the least common purpose of the PPP units. This finding is greatly in line with previous research (Dutz *et al.* 2006) confirming that it is uncommon for PPP knowledge centres to take an active role in public-private partnerships.

What does this result imply from a theory point of view? Many students of experiential learning would argue that learning without practice and experience is difficult to conceive. The relevance of the input of a knowledge centre with no active involvement in practicing its body of knowledge runs the risk of such level of abstraction where it competes with academic knowledge and debate. If one views knowledge and practice as reciprocally constitutive (Orlikowski 2002), then the tacit nature of knowledge makes the input of PPP knowledge centres obsolete.



Another way to analyse the findings is using the model of knowledge convergence by Nonaka and Takeuchi (1995). According to the model, tacit and explicit knowledge converge through the processes of externalisation, combining, internalisation, and socialisation. The four processes are understood as continuous and never-ending. The model depicts learning as occurring on a spiral where the four processes allow an organisation to constantly create new insights. Applying the model on PPP knowledge centres suggests that they have a role in the process of externalisation and combining. On the one hand, the knowledge centres allow public sector practitioners to externalise what they know about public-private partnerships. As the survey results indicated, it is relatively common for European PPP units to organise networking events for public sector or both public and private sector practitioners. On the other hand, knowledge centres also combine the different inputs from a number of public sector organisations that have shared their experience of public-private partnerships. As such, the knowledge centres contribute to making tacit knowledge explicit and to developing explicit knowledge further.

Employing the model by Nonaka and Takeuchi (1995) in this manner presumes that the knowledge centres continuously develop the information that they are able to offer to the public sector organisations. It also assumes that 'the knowledge spiral' is observable and common for the entire field of a country's public sector organisations interested in creating PPPs. It is doubtful whether these assumptions are fulfilled because there is no reason to believe that all public sector organisations would have the same awareness of how to best establish public-private partnerships.

In addition to the predominantly explicit nature of knowledge that PPP units are able to offer to their customers (public organisations), there is also the topic of what kind of knowledge the PPP units gather, process and disseminate. The survey revealed that it is common among PPP units to maintain a database of PPP projects, to organise various kinds of meetings (seminars, conferences, practitioner meetings) and to produce guidance, case study and best practice material. Hosting a helpdesk or having a knowledge sharing website are, on the other hand, rather uncommon. This raises the issue of the choice of activities and knowledge present at the PPP units.

From a theoretical point of view, this issue represents the politics of learning: by accumulating experience on certain issues and neglecting others, the political dimension of learning comes into play. The knowledge centres could be perceived as independent bodies that inform the public sector organisations about the risks and rewards that partnerships may entail. However, some scholars have questioned whether the PPP units can be and are independent sources of unbiased knowledge. Instead, they could be seen as 'promoting PPPs' (Hodge and Greve 2005, p. 346). In the questionnaire survey, explicit distinction was made between raising general awareness about PPPs and promoting PPPs as a procurement option. The results suggest that although the first of the two purposes is more common, several PPP units acknowledge that they aim for both goals.

It is interesting to note that PPP knowledge centres are often established within or under the jurisdiction of the Ministry of Finance. As such, the establishment of the units is usually driven by political will. Further studies could examine the relationship between the politicians and the PPP knowledge centres in more detail, with aim of understanding if the knowledge centres can be independent without endorsing or decrying public-private partnerships. It has been argued for the United Kingdom where the number of PPPs is the largest in Europe, that the three main political parties in Britain support

public-private partnerships (Foster 2007) underlining the concern about the independence of the knowledge centres. In addition, it is important to understand the motives of public sector organisations to enter public-private partnerships. In case they are primarily driven by the off-balance sheet treatment (mentioned in Section 2), then the actual weight attached to benefiting the public service from private sector competences is insignificant. Off-balance sheet treatment allows public services to be improved without an immediate increase in taxation, which makes it attractive from a politician's point of view.

Given this complex interplay of different factors it is not uncommon to find critics argue that PPP knowledge centres are smokescreens for promoting public-private partnerships. Indeed, number of public-private partnerships and the existence of a PPP unit have found to be positively correlated in Germany (Fischer *et al.* 2006). Whether this means that PPP units have contributed to a more public sector that is more knowledgeable about public-private partnerships, or if the knowledge centres have an ideological purpose could be addressed in a future study.

## 7 CONCLUSIONS

This exploratory study has aimed to shed light on the knowledge dissemination activities of the European PPP knowledge centres. From a theoretical perspective, the knowledge centres present conundrum to the conventional understanding of tacit and explicit knowledge and their inseparability. Although Nonaka and Takeuchi's (1995) model succeeds in explaining the phenomenon to a point, several challenging assumptions need to be made in order to fit the practices of the knowledge centres with the model.

From an empirical point of view, the role, the status and activities of the PPP knowledge centres might need to be rethought based on the findings of the study. With respect to their role, making sure that tacit knowledge is catered for justifies the calls for a more active involvement in preparing public-private partnerships. The status regards the issue of independence and ability to provide a balanced picture of the risks and rewards that PPPs entail. The activities of the knowledge centres need to target both explicit and tacit knowledge.

On a final note, the establishment of a European PPP Expertise Centre (EPEC) has recently been proposed (Jennett 2007), as a kind of European PPP knowledge centre. Although the working practices and the status of EPEC have not been revealed yet, its pan-European reach might allow EPEC to spread knowledge internationally and to take a leading role of an independent centre for PPP related knowledge, whether tacit or explicit, in Europe.

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## Appendix 1 PPP knowledge centres included in the Internet survey

Country	Organisation	Internet address
Belgium	PPP knowledge centre in Flanders	<a href="http://www.vlaanderen.be/pps">www.vlaanderen.be/pps</a>
Czech Republic	PPP centrum	<a href="http://www.pppcentrum.cz">www.pppcentrum.cz</a>
Denmark	Public Procurement Network	<a href="http://www.naec.dk/publicprivatepart">www.naec.dk/publicprivatepart</a>
France	Ministère de l'Économie, des finances et de l'industrie	<a href="http://www.ppp.minefi.gouv.fr/index.htm">www.ppp.minefi.gouv.fr/index.htm</a>
France	L'Institut de la Gestion Déléguée	<a href="http://www.fondation-igd.org">www.fondation-igd.org</a>
Germany	Federal Public Private Partnership Taskforce	<a href="http://www.ppp-bund.de/en/home.htm">http://www.ppp-bund.de/en/home.htm</a>
Germany	PPP Centre of excellence Lower Saxony	<a href="http://www.ppp.niedersachsen.de">www.ppp.niedersachsen.de</a>
Germany	PPP Task force North Rhine-Westphalia	<a href="http://www.ppp-nrw.de/">www.ppp-nrw.de/</a>
Germany	Hessen Kompetenzzentrum PPP	<a href="http://www.ppp.hessen.de">www.ppp.hessen.de</a>
Germany	PPP Working Group Thuringia	<a href="http://www.thuringen.de/de/tmbv/shkv/ppp/">http://www.thuringen.de/de/tmbv/shkv/ppp/</a>
Germany	PPP Working Group Bavaria	<a href="http://www.ppp.bayern.de">www.ppp.bayern.de</a>
Germany	Verkehrsinfrastruktur-finanzierungs-gesellschaft mbH	<a href="http://www.vifg.de">www.vifg.de</a>
Greece	Special PPP secretariat	<a href="http://www.sdit.mnec.gr/en">http://www.sdit.mnec.gr/en</a>
Ireland	Central PPP Unit, MoF	<a href="http://www.ppp.gov.ie">www.ppp.gov.ie</a>
Ireland	National Roads Administration	<a href="http://www.nra.ie/PublicPrivatePartnership">www.nra.ie/PublicPrivatePartnership</a>
Italy	Unità Tecnica Finanza di Progetto (UFP)	<a href="http://www.utfp.it">www.utfp.it</a>
Italy	Infrastrutture Lombarde SpA	<a href="http://www.ilspa.it/default.aspx">www.ilspa.it/default.aspx</a>
Italy	Osservatorio Nazionale del Partenariato Pubblico Privato	<a href="http://www.infopieffe.it/homepage.aspx">http://www.infopieffe.it/homepage.aspx</a>
The Netherlands	PPP Knowledge centre*	<a href="http://kenniscentrumpps.econom-i.com/nl/pps/home_frameset.html">http://kenniscentrumpps.econom-i.com/nl/pps/home_frameset.html</a>
The Netherlands	Ministry of housing, special planning and the environment	<a href="http://www.vrom.nl/rijksgebouwendienst">http://www.vrom.nl/rijksgebouwendienst</a>
Poland	Polish PPP Institute	<a href="http://www.ipppl.pl/index.php">http://www.ipppl.pl/index.php</a>
Portugal	Parpublica SA	<a href="http://www.parpublica.pt">www.parpublica.pt</a>
UK	Partnerships UK	<a href="http://www.partnershipsuk.org.uk">www.partnershipsuk.org.uk</a>
UK	HM Treasury	<a href="http://www.hm-treasury.gov.uk">www.hm-treasury.gov.uk</a>
UK	4Ps (Local governments' org)	<a href="http://www.4ps.gov.uk">www.4ps.gov.uk</a>
UK	Scottish Executive	<a href="http://www.scotland.gov.uk/topics">www.scotland.gov.uk/topics</a>
UK	Partnerships for Schools	<a href="http://www.p4s.org.uk/">http://www.p4s.org.uk/</a>
UK	Partnerships for Health	<a href="http://www.partnershipsforhealth.co.uk">http://www.partnershipsforhealth.co.uk</a>
Europe	European Commission, DG Markt	<a href="http://ec.europa.eu/internal_market/publicprocurement/ppp_en.htm">ec.europa.eu/internal_market/publicprocurement/ppp_en.htm</a>
Europe	European Commission, DG Regio	<a href="http://ec.europa.eu/regional_policy/sources/docgener/guides/pppguide.htm">http://ec.europa.eu/regional_policy/sources/docgener/guides/pppguide.htm</a>
Europe	United Nations Economic Commission for Europe	<a href="http://www.unece.org/ie/ppp/introduction.htm">www.unece.org/ie/ppp/introduction.htm</a>
Europe	EIPA, European PPP Forum	<a href="http://www.eipa.eu/en/topics/show/&amp;tid=149">http://www.eipa.eu/en/topics/show/&amp;tid=149</a>
Europe	European PPP Centre	<a href="http://www.epppc.hu/">http://www.epppc.hu/</a>

\* - note the website appears to have been closed down since the review in April 2007.