Collaboration Tips and Visual Aids A BRIDGE resource 2022

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Types and Levels

LEVEL 1 Formal Partnerships

- Contractual & financial agreements
- Governance arrangements
- Specified deliverables

LEVEL 2

Cooperating & coordinating

- Less formal process arrangements
- Doing joint activities
- Contributing resources in shared interest areas
- Sharing knowledge or data

LEVEL 3 Informal Networking

• Exchanging information, sharing contacts, discussing ideas, often in the context of external meetings or events (e.g. CoPs)



Types and Levels

Representation of the main features of types and levels of collaboration is illustrated here.

Extract from Learning and Working Together: A Framework for Donor Collaboration. BRIDGE and Zenex Foundation, January 2016

b Types and Levels

Example of different partnership structures and roles. Extract from *Building the PIECCE Collaboration Model*, BRIDGE for Project for Inclusive Early Childhood Care and Education, 2020.

PIECCE: COLLABORATION LEVELS

SYSTEMIC COLLABORATION (Stakeholder strategy)

OTHER RELATED PROJECTS & RESEARCH (Information sharing)

WIDER CONSORTIUM

(Process agreements & task_sharing)

CORE CONSORTIUM (Contractual, financial & process agreements)

Who collaborates and why?

WHO - Many permutations

- Public/private (e.g. government + implementers, TVETs and industry)
- Funders/implementers
- Different providers in a sector (e.g. ECD, schools, NGOs)
- Across sectors (e.g. health/ environment/ education)
- Providers and community beneficiaries
- Umbrella associations
- Individuals/teams within organizations

Diverse players and stakeholders bring in different power dynamics which have an impact on collaborative processes

WHY - some of the drivers

Crisis – e.g. Covid-19 **Systems change** Impact Scale & replication Spreading of practice Innovation Increased Return on Investment Shared vision Shared resources Different skills sets/ networks/ strengths Funder requirements

Collaborations and partnerships might be specified as requirements in interventions

Mapping collaborative projects

What are the power relations between partners?

What are the barriers to collaboration?

Can collaboration be sustained?

Motivation

• What are the motivating factors, the starting conditions or contexts and how do these link to the goals or outcomes?

Process dynamics

Tracking growth & impacts



• How do we monitor our collaboration processes in order to adapt and review if necessary?

• What are the enablers or conditions for successful collaboration?

What systems need to be in place to support collaboration?

- How do we track the impact of a collaboration on the participants and on the sector?
- How do we track the impact of the products of collaboration (especially if these are open education resources)?

b Key Enablers: Learnings from BRIDGE case studies

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Monitoring & Evaluation

and understand each other's expectations and skills sets

Profile collaboration partners,

Document & report on all - collaboration 'lessons learned'

Develop Knowledge Products to capture project learnings and share with the sector

> Share feedback from collaboration monitoring and reflection sessions

Conduct regular Collaboration Reflection sessions with consortium members project aim, and collaboration goals

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Define project outputs, overall

 Agree on principles for collaboration, group practice commitments and roles and responsibilities of all members

Set up clear communication protocols

Set up knowledge managment systems, such as reporting templates and shared folders

Appoint collaboration champions/ leaders to ensure that all voices are heard in the working group processes

Develop a strategy for external collaboration with the sector

STEPS FOR

EFFECTIVE

COLLABORATIONS

Monitoring & Evaluation

Co-created principles for collaboration: an example from PIECCE



Collaboration doesn't happen by itself just because several entities are in a joint project. Effective collaboration is an explicit, intentional, time-consuming and defined process based on a range of drivers.

KEY LESSON LEARNED FROM THE PIECCE PROJECT