

**CONNECTED EDUCATION**  
EVERY LEADER, EVERY  
TEACHER, EVERY LEARNER



## **Collaborating for Impact in Education Projects: Learning from Practice**

March 2017



**The OEGC theme: 'Open for Participation'...**

# Why collaborate?

## BRIDGE's work

- Convening multi-stakeholder communities of practice in 4 focus areas
- Capturing and disseminating tools & resources from CoPs as OERs (CC-BY-SA 4.0)
- Supporting networking & collaboration between CoP members
- Spreading good practice & avoiding duplication

... in the interests of improving education outcomes

## Education Interventions: current drivers

- Systems change
- Impact
- Scale & replication
- Spreading of practice
- Innovation
- Increased Rol

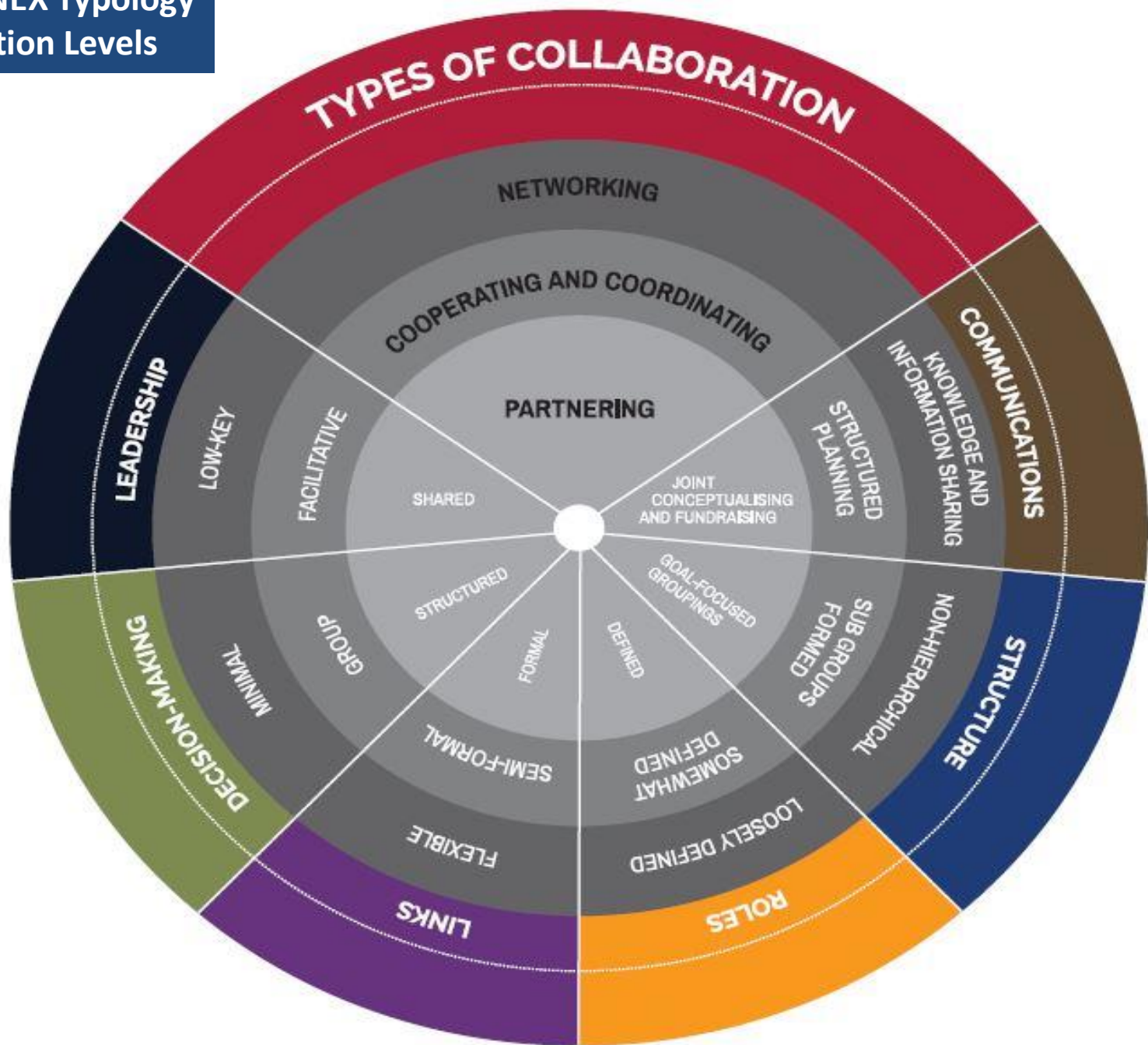
**Collaborations and partnerships (public/private, between funders, between providers, between schools ....) are therefore beginning to be specified as requirements in interventions**

# Dipping into theory

“There is a lack of definitional clarity in the field .... Terminology is used inconsistently and competing theoretical lineages are drawn upon ....” [Morris, 2015, Advancing Collaboration Theory]

Elements	Examples
<b>INTERDISCIPLINARY</b>	e.g. business management, public administration, development studies, organisational psychology, international relations, education ....
<b>KNOWLEDGE BASES</b>	e.g. network theory, typology literature, systems frameworks, ‘inter-organisational arrays’ (constructs & variables), input-process-output systems ....
<b>ANALYTICAL LENSES</b>	e.g. <ul style="list-style-type: none"><li><input type="checkbox"/> ‘life cycles’ or levels of maturity</li><li><input type="checkbox"/> degrees or typologies of collaboration</li><li><input type="checkbox"/> collaboration as process &amp; as structure</li><li><input type="checkbox"/> governance &amp; mechanisms</li><li><input type="checkbox"/> stakeholder/membership categories ....</li></ul>

# BRIDGE/ ZENEX Typology of Collaboration Levels



# Mapping collaborative projects

## Motivation

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

## Process dynamics

- What are the enablers or conditions for successful collaboration?
- What are the barriers to collaboration?
- What systems need to be in place to support collaboration?
- Can collaboration be sustained?

## Tracking growth & impacts

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

# Example 1: The ECD Quality Toolkit Pilot Project

ECD CoP: Debates on ‘What is quality in ECD?’ led to the development of a quality reflection tool for practitioners, piloted in 2016.

Partner Organisation	Sites	Province
Tools for Schools	Linguamites	Gauteng
	Pett's Preschool	
Motheo Training Institute Trust	Red Cross Day Care Centre	
	Ekuthuthukeni Day Care Centre	
Afrika Tikkun	Alexandra	
	Areokopaneng - Orange Farm	
	Uthando - Braamfontein	
ECD Upliftment Projects	Poppins Pre School	
	Arlene's Daycare	
Cotlands	Dept. of corrections early learning playgroup	
	Chris Hani Park Early Learning Playgroup	Western Cape
	Hlambanyathi	KZN
	Shaga farm Early learning playgroup	Mpumalanga
VVOS	Lebone College	North West
	Rakkers Keuterskool	Mpumalanga
New Beginnings Training and Development Organisation	Thandeka Creche	KZN
	Khulani	KZN
PIFF	Pathways Roodepoort	Gauteng
	Bophelong Stimulation Center	Mpumalanga
Joint Aid Management	Pfula Ma Vhoko Day Care	Gauteng- Hammanskraal
	Site 2	East London- EC

**21 Sites in 5 provinces**

- 9 ECD NGO partners from the CoP
- 10 mediators trained for 20 site visits
- Data from interviews & observations analysed
- Pilot report November 2016
- Reflection Tool as OER

# Mapping Collaboration: ECD Quality Toolkit Pilot

## Motivation

- Not an intentional collaboration, no external requirement
- Collaboration grew organically through the CoP
- Mission driven with shared goals

## Process dynamics

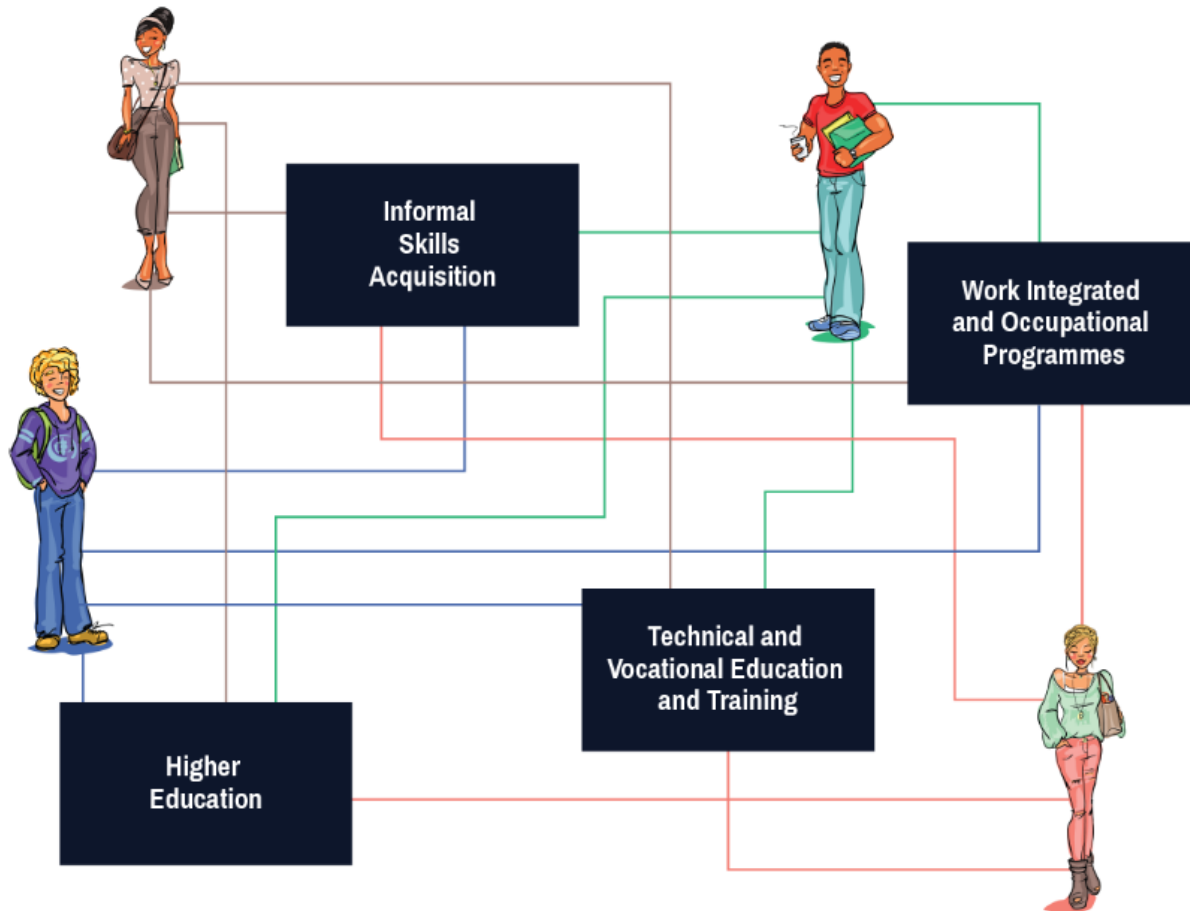
- Enablers: high degree of trust; clearly defined roles for BRIDGE & partners; volunteerism; consistency of participants
- Barriers: funding issues; moving to scale

## Tracking growth & impacts

- Good communication with partners working group
- Project management from BRIDGE
- Training & systems in place for mediator feedback
- Difficulties in getting feedback now that pilot has ended

# Example 2: The Post-school Access Map

Learner Support CoP: a group of bursary providers saw the need to map post-school pathways & options for learners in an easy and accessible way in a web-based repository



- Information sharing
- Funding obtained
- Content researcher & website designer appointed
- PSA site launched October 2016
- Open access on website & mobiles



# Mapping Collaboration: Post-school Access Map

## Motivation

- Networking/ sharing information (who does what where)
- Scope growth: mapping different post-school options (HE, TVET, work experience)& support services
- No intentional or external pressure to collaborate
- Shared goal / sense of mission to support government in increasing post-school throughput

## Process dynamics

- Enablers: provider range - recognition of usefulness of synergies & pipelines (e.g. psycho-social support for bursary university students); participation of funder; consistency
- Barriers: limits to volunteerism; slow progress

## Tracking growth & impacts

- Little formal tracking: BRIDGE reporting of CoP processes
- Website analytics

# Example 3: EU PIECCE Project



PROJECT FOR INCLUSIVE EARLY CHILDHOOD CARE & EDUCATION

## PROJECT FEATURES

- Formal, multi-year EU funded project in a consortium
- Condition for award = Collaborative partnerships with HE, NGO & TVET sectors
- Core consortium: 2 universities, 2 NGOs
- Project extended to include 7 more universities
- Outputs to be OERs

## OUTPUTS

- ECD educator programme frameworks (0-4) to standardise & professionalise the field
- Research Review
- Collaboration Model for programme development**
- Example support materials

**BRIDGE ROLE: Knowledge Management & development of a Collaboration Model**

# PIECCE 9 Principles for collaboration



# Drilling down ...

## Accountability

- Formal agreements
- Roles & responsibilities within & across the project
- Attitude & commitment

## Knowledge Management & Communication

- External Communications Strategy
- Internal Communications (F2F meetings, online collaborative work)
- Recording & Reporting (templates, storage, access)

## Adaptation & Evolution

- Iterative process to review model
- Self-reflection as a consortium at key points

MONITORING & TRACKING **BARRIERS** & **ENABLERS** AGAINST PRINCIPLES

# Mapping collaboration: PIECCE

## Motivation

- Formal collaboration as a funder requirement
- Different organisational types partnering in the consortium for different roles
- Shared purpose: break down silos in ECD educator training / professionalise the field

## Process dynamics

- Potential enablers: personal relationships; commitment to the field; defined roles & responsibilities; formal service level agreements
- Potential barriers: budgetary constraints; time frames; unequal workloads; demands from funders; different OER policies

## Tracking growth & impacts

- Note not M&E of the overall project but of collaboration only
- Iterative process: self-reflection & feedback loops
- Project-based CoP for sustainability
- Tools for monitoring collaboration in place – but dependent on cooperation from participants

# Learning the lessons ....

Motivation

Antecedent Conditions

Process  
dynamics

Enablers, Barriers & Systems (processes & structures)

Tracking  
growth &  
impacts

Monitoring & Evaluation

**How do we monitor the impact of  
OERs?**



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Post-school Access Map link

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