Multi-Stakeholder Collaboration and Partnering

MPACS: Master of Peace and Conflict Studies
Winter, 2013
Conrad Grebel University College/University of Waterloo

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Office Hours: By appointment
Classroom: Room 1301, Conrad Grebel University College
Class times: Mondays, 18:30 – 21:20
Dates: 7th January – 8th April, 2013

“We are unlikely to find practical and lasting solutions to the worst horrors we face – whether in the form of pandemics, poverty, climate change or cross-cultural enmity – unless we learn how to collaborate. At its best partnering is both a practical and an inspirational mechanism for collaborating and managing change. As such it has the potential to richly contribute to a globally sustainable future.”

McManus and Tennyson, “Talking the Walk”

1. Course description
The limitations of “business as usual” in achieving sustainable living patterns are increasingly driving community agencies, government ministries and corporations towards mechanisms of partnering. This course aims to build both academic understanding and professional skills for those interested in collaboration and partnering among civil society, public and private sector organizations. The course has a particular interest in the theory, issues and practices relevant to collaborations that address complex community development, advocacy and policy challenges, both local and international. Armed with knowledge, tools and a passionate belief in collaboration that crosses traditional sector boundaries, a new class of “partnering brokers” is now emerging, who seek to facilitate cross-sector networks, coalitions and partnerships to address local and global challenges.

This course seeks to build both knowledge and skills, and is itself a collaboration between students and professor. Students will explore and choose a pathway into the emerging trends, research and learning within the field of multi-stakeholder collaboration and partnering. They will interact with a range of case studies, examine partnering principles, drivers and risks, and study how to scope, build, negotiate, implement, maintain, review and sustain partnerships. Students will be encouraged to cultivate their own approach to collaboration and partnering as both an art and science, and to examine the evidence and challenges of actual partnerships that are working to transform existing systems, and to build cross-organizational capacities, improved governance and accountability. A range of adult learning approaches and tools are employed in this course, including interactive learning space simulations (see below).

2. Learning objectives
By the end of term students will:
1. Demonstrate knowledge of the emerging theories, actors, approaches and issues within multi-stakeholder collaboration and partnering.
2. Appreciate the political, social and economic motivators, drivers, opportunities and challenges between the various players in collaboration and partnering.
3. Demonstrate familiarity with a range of practical skills and tools required for effective brokering of multi-stakeholder relationships (including assessment, facilitation, brokering, partnering cycle).
4. Engage, research and demonstrate facility with the deeper issues and implications of a chosen case study and a specific subject in the field of multi-stakeholder collaboration and partnering.
5. Be capable of assessing and recommending local options for future collaborative relationships between local organizations, within a matrix of collaboration and partnering possibilities.

3. Course learning approaches

This course employs a full range of interactive learning methodologies, following principles and practices of collaborative adult learning. It provides a combination of theoretical investigation, professional engagement and vocational skills building. The classroom setting is informal, and expects continuous critical analysis by students who participate both as deconstructive and co-constructive, learner-focused adults. Including a range of verbal, visual and kinesthetic methodologies, the class may at times resemble a lecture hall, workshop, development café, employing individuals and learning teams around:
- case studies,
- student facilitation and presentation,
- interactive discussions,
- role plays,
- multi-media,
- mini-projects,
- lectures,
- visiting experts.

4. Course Requirements and Evaluation

1) Participation – classroom and small group presentations/facilitations 35%
2) Reading journals 20%
3) Term project: topic (5%) + marketplace (10%) + final project (30%) = 45%

<table>
<thead>
<tr>
<th>Date</th>
<th>Assignment</th>
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<tbody>
<tr>
<td>Each week:</td>
<td>Every student: Assigned readings and notes</td>
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<tr>
<td>Each classroom session:</td>
<td>One group of student facilitators is assigned to:</td>
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<tr>
<td>11th February</td>
<td>Reading journal for first half of term with reflection</td>
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<tr>
<td>25th February</td>
<td>Term project proposal</td>
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<tr>
<td>18th and 25th March</td>
<td>Student marketplace sessions</td>
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<tr>
<td>15th April</td>
<td>Reading journal for term with summary reflection</td>
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<tr>
<td>17th April</td>
<td>Term project due</td>
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4.1. Participation (total 35%). Three components make up the participation grade:
   - Full participation in all aspects of learning within the course (15%)
   - Small group facilitation of readings review (10%)
   - Small group facilitation of multi-stakeholder process (10%)
Participation assumes thorough engagement with co-design of the course, assigned readings, evidence of exploration into arising issues, full engagement in classroom learning events and activities, and completion of in-class, extra-class and online assignments. A variety of participatory learning technologies will be explored and employed together by professor and students. Each student will join another colleague to design and facilitate a 30-minute classroom review session on the readings for that week. Each group will help the entire class to engage and reflect on the content and issues of the weekly topics and reading assignment for their class session, using a range of adult learning and facilitation approaches. In addition, during the term students will in pairs explore, review and engage the class in at least one tool or process for multi-stakeholder facilitation.

4.2. Reading and reflection journals (total 20%)
Students will keep regular journals on the assigned readings, and submit them twice during the term (11th February and 15th April). Suggested format for reading journals: two columns plus reflection. Both journal submissions on 11th February and 15th April will include a 2-page summary reflection on key learning from the term’s readings.
   - Column 1: bullets and summaries from each assigned reading.
   - Column 2: student’s analysis of the readings, with key arguments and counter arguments.
   - Final 2 pages: summary reflections

4.3. Term project (total 45%)
   - Project proposal  5%
   - Marketplace  10%
   - Final Project  30%

1) Topic and Project Proposal (5%). Each student’s proposed topic and the outline for their final project will be established by mid-semester in consultation with the professor.
Each student will submit a single-page project proposal explaining their term topic/project choice and outlining their methods, following guidelines discussed in class.
Students can choose one of several types of term projects, focusing on developing both solid theoretical and practical expressions of good multi-stakeholder collaboration:
   - Research paper: develop one of the course’s themes or topics from a list provided. Written essays of 4000 words, employing an agreed range of primary and/or secondary social science research methods.
   - Professional project: where students already have an existing relationship with an organization or institution, “real-time” projects may be proposed in the field of multi-stakeholder engagement. For example, a student may want to research and develop a proposed process for brokering a new cross-sectoral partnership. Or an existing relationship, network or coalition may provide the subject of a case study. These projects will involve research and learning on a theme or topic of agreed importance, with outputs that are helpful to the student and organization.
   - Other project possibilities can be discussed with the professor.
Further guidelines will be jointly developed and elaborated during term.
2) Student Marketplace Presentations (10%). On 18th March or 25th March each student will present the current status of their final project, using a market-style kiosk. Each student will prepare and facilitate one or more 15-20 minute sessions for this “marketplace of development ideas”, including peer-to-peer discussions and review of the most recent draft of their final project. The success of these marketplace sessions depends on good use of adult learning principles (e.g., verbal, visual, kinaesthetic) and innovation with materials, visuals and interaction. Key question for each student: “What do I want to learn from the marketplace to improve my own project?”

3) Final Project (30%). The final project is due on: Wed. 17th April, 2013.

5. Outline of Course topics (not necessarily in order)

Course overview
  o Syllabus, objectives, framework, learning approach, co-construction.

Introduction to collaboration and partnering
  o Why – history and rationale
  o Peace, conflict and partnering
  o The sectors: civil society, state, market, households
  o The players (local, national, bilateral, multi-lateral, trans-national)
  o Motivators, drivers, challenges
  o The principles of partnering

Collaboration and partnering on the development continuum
  o Mainstream and alternative development approaches
  o Four generations
  o The crisis in development studies and development practice
  o The sustainability challenge
  o Poverty and partnering
  o The collaboration matrix

Facilitating Multi-Stakeholder Collaboration
  o Participation and collaboration
  o Problem vs. assets-based approaches
  o Assessing organizational capacities
  o Mobilization and conscientization
  o Organizational capacity building
  o Catalysing or joining
  o Facilitating multi-stakeholder processes

Brokering multi-stakeholder partnerships
  o The partnering cycle
  o When to partner
  o Where to partner
  o Types of collaboration and partnering
  o Identifying, assessing and mapping collaboration space
  o The role of the partnering broker

Skills and tools for brokering multi-stakeholder partnerships
  o Getting to know each other
  o Interest-based negotiation
  o Agreeing on priorities
  o Due diligence; checking each other out; corporate social responsibility/accountability
  o Planning and committing resources
- Reaching agreement
- Implementing, monitoring
- Maintaining the partnership
- Evaluating, revising, moving on

6. Course Bibliography and Resources

A number of required readings will be posted at the beginning of term, and throughout the course. Others may be assigned by guest speakers. Most readings will be available as URLs and .pdf documents on the LEARN system. Extensive use of Internet resources will be made, and students will have a hand in finding, choosing and prioritizing resources which make best sense of their learning expectations for the course.

A range of organizations and institutions offer valuable resources, for example:
- AKF/AKDN: Aga Khan Foundation/Aga Khan Development Network
- Bellagio Initiative: [www.bellagioinitiative.org](http://www.bellagioinitiative.org)
- CDRA: Community Development Resource Association (South Africa)
- CIDA: Canadian International Development Agency
- DFID: UK Department for International Development
- GIZ: Deutsche Gesellschaft für Internationale Zusammenarbeit – formerly GTZ: Deutsche Gesellschaft für Technische Zusammenarbeit (German Agency for Technical Cooperation)
- IDS: Institute of Development Studies
- IISD: International Institute for Sustainable Development [http://www.iisd.org/pgg/newsroom.aspx](http://www.iisd.org/pgg/newsroom.aspx) - various initiatives within the IISD, including this one: “Partnership for Procurement and Green Growth”
- INTRAC: International NGO Training and Research Centre [www.intrac.org](http://www.intrac.org)
- ODI: Overseas Development Institute
- Sustainability - [www.sustainability.com](http://www.sustainability.com)
- TPI: The Partnering Institute [www.thepartneringinitiative.org](http://www.thepartneringinitiative.org)
- USAID: US Agency for International Development
- WEF: World Economic Forum
- WVI: World Vision International (Collaboration and Partnering Unit)

The Partnering Initiative. Students will register as users on this website, and gain access to TPI's *Toolbook Series*: [http://thepartneringinitiative.org/w/resources/toolbook-series/](http://thepartneringinitiative.org/w/resources/toolbook-series/)
- “The Partnering Toolbook”
- “The Brokering Guidebook”
- “Talking the Walk”
- “The Case Study Toolbook”
- “Moving On”
- “The Partnering With Governments Navigator”

The Partnering Initiative website also provides a range of helpful case studies on:
o business-NGO collaboration
  o NGO Relationships in India Download the publication
  o NGO Partnerships – A Netherlands Perspective Download the publication

o partnering with governments
  o “Partnering with Governments Navigator”
  o An Introduction to Partnerships for Sustainable Development in South Africa
  o Building capacity for government-business partnerships
  o Education and training services in South Africa on issues relating to cross sector partnerships
  o Government as partners in sustainable development – a meta-study
  o Public Private Partnerships overview and needs assessment (South Africa)
  o Examining the Evidence; Findings of the Partnering with Government Case Studies
  o The Sustainable Development of the Fishing Industry Public Private Partnership in Ghana
  o The Ghana Knowledge and Skills Centres (KSC) Public Private Partnership
  o African Drive Project
  o Partnerships in Education – the College Industry Programme
  o Partnerships at municipalities Experiences from Ethekwini Metropolitan and Buffalo City Municipalities

o cross-sector partnering initiatives
  o Social Change Assistance Trust and Local Development Agencies (South Africa)
  o Funedesis Case Study The Amazon Cacao Development Alliance: Partnering for Sustainable Agriculture and Rainforest Conservation
  o Agua Para Todos – Water for All (Bolivia)
  o Rio Tinto with Eden Project and Dundee University
  o The Equator Initiative

o independent case studies
  o Partnership Case Studies in Context (Leda Stott)
  o Learning Case Studies: Definitions and Applications (Sehr Hussain-Khaliq)
  o Different Researcher Perspectives: A Socratic Dialogue (Tracey Keatman)
  o Emerging ‘Good Practice’ in Case Study Work (Sehr Hussain-Khaliq)
  o Case Study Research Relationships (Melanie Rein)
  o Case Study Entry Points: Drivers and Implications (Minu Hemmati)
  o Data Collection Challenges (Sasha Hurrell)
  o Getting Real: Research Findings from the Case Study Project (Sasha Hurrell)
  o Case Study Toolbook: Partnership Case Studies as Tools for Change

INTRAC: a number of resources are listed below. In addition:
  o INTRAC resources on NGOs and private funders in international development:
  o INTRAC resources on civil society strengthening:
    http://www.intrac.org/resources.php?type=&format=1&action=

WEF: World Economic Forum’s Global Corporate Citizenship Initiative – a series of reports (see the WEF Global Institute for Partnership and Governance),
  o e.g., “Partnering for Success: Business Perspectives on Multi-Stakeholder Partnerships” (WEF: Global Corporate Citizenship Initiative, 2005)
    https://members.weforum.org/pdf/ppp.pdf
  o Also “Industry Partner Initiatives of the World Economic Forum”
    http://www.weforum.org/reports/industry-partnership-initiatives-world-economic-forum-0
ODI: Overseas Development Institute
- Search ODI for other resources on “multi-stakeholder partnerships”

Case studies on co-operatives:
- http://www.cdsconsulting.coop/faq
- Imperfections in Membership Based Organizations for the Poor, an explanation for the dismal performance of Kenya’s coffee cooperatives. (PowerPoint presentation).
- International Co-operative Alliance
- Rural organizations, SD Dimensions.

Other bibliography:


Carter, Isabel, A Pillars Guide: Building the Capacities of Local Groups (Tear Fund, 2001)


Gubbelts, Peter and Catheryn Koss, From the Roots Up: Strengthening Organizational Capacity Through Guided Self-Assessment (World Neighbors, 2000).


Korten, David, Getting to the 21st Century


7. **UW Policies on Academic Integrity**

**Academic Integrity:** In order to maintain a culture of academic integrity, members of the University of Waterloo are expected to promote honesty, trust, fairness, respect and responsibility.

**Discipline:** A student is expected to know what constitutes academic integrity, to avoid committing academic offences, and to take responsibility for his/her actions. A student who is unsure whether an action constitutes an offence, or who needs help in learning how to avoid offences (e.g., plagiarism, cheating) or about “rules” for group work/collaboration should seek guidance from the course professor, academic advisor, or the Undergraduate Associate Dean. When misconduct has been found to occur, disciplinary penalties will be imposed under Policy 71 – Student Discipline. For information on categories of offenses and types of penalties, students should refer to Policy 71 - Student Discipline, [http://www.adm.uwaterloo.ca/infosec/Policies/policy71.htm](http://www.adm.uwaterloo.ca/infosec/Policies/policy71.htm).

**Grievance:** A student who believes that a decision affecting some aspect of his/her university life has been unfair or unreasonable may have grounds for initiating a grievance. Read Policy

**Appeals**: A student may appeal the finding and/or penalty in a decision made under Policy 70 - Student Petitions and Grievances (other than regarding a petition) or Policy 71 - Student Discipline if a ground for an appeal can be established. Read Policy 72 - Student Appeals, http://www.adm.uwaterloo.ca/infosec/Policies/policy72.htm.

**Academic Integrity website (Arts)**: http://arts.uwaterloo.ca/arts/ugrad/academic_responsibility.html

**Academic Integrity Office (uWaterloo)**: http://uwaterloo.ca/academicintegrity

**Note for Students with Disabilities**

The Office for Persons with Disabilities (OPD), located in Needles Hall Room 1132, collaborates with all academic departments to arrange appropriate accommodations for students with disabilities without compromising the academic integrity of the curriculum. If you require academic accommodations to lessen the impact of your disability, please register with the OPD at the beginning of each academic term.

**Desire2Learn (D2L or LEARN) Learning Management System**

Important course announcements will appear from time to time in the Desire2Learn (LEARN) learning management system. To access these announcements and make use of additional course resources posted in LEARN, go to https://learn.uwaterloo.ca. Enter your WatIAM username and password. If you encounter difficulties, you are welcome to contact learnhelp.uwaterloo.ca. After you have successfully logged in, click on the PACS 604 link in the yellow “My Courses and Communities” menu. Be sure that the email address listed under your name in LEARN is an address that you check on a regular basis.