

## A TEACHER EDUCATION PROJECT

Partnering across sectors  
(NGOs, TVETs and HEIs)

### ***ECCE IN BIRTH TO FOUR***

- *Programme Framework for ECCE Diploma and Degree NQF 6 and 7*
- *Access and articulation*
- *Professionalization*

QUALITY | COLLABORATION | INCLUSIVITY

## The PIECCE Collaboration Journey

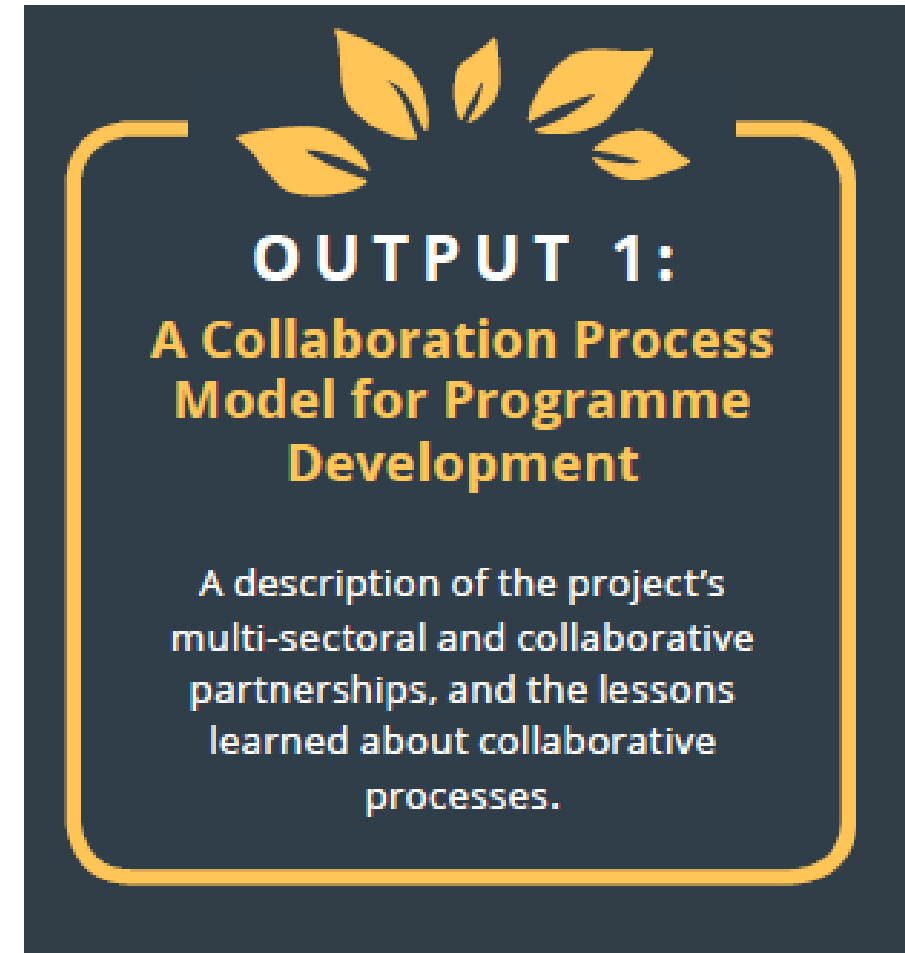
- 1. Why did we collaborate?*
- 2. How did we collaborate?*
- 3. What are we learning?*

*“The building of collaborative partnerships will itself form an important part of the core research that the consortium will undertake.”*

Proposal to EU, 2015

## **Why?**

- **Relevance:** common standards to guide disparate university programmes
- Recognition of fragmented ECCE teacher education sector (NGOs, TVETs, HEIs)
- Articulation with non-HEI training pathways
- Funder requirement (EU & DHET)

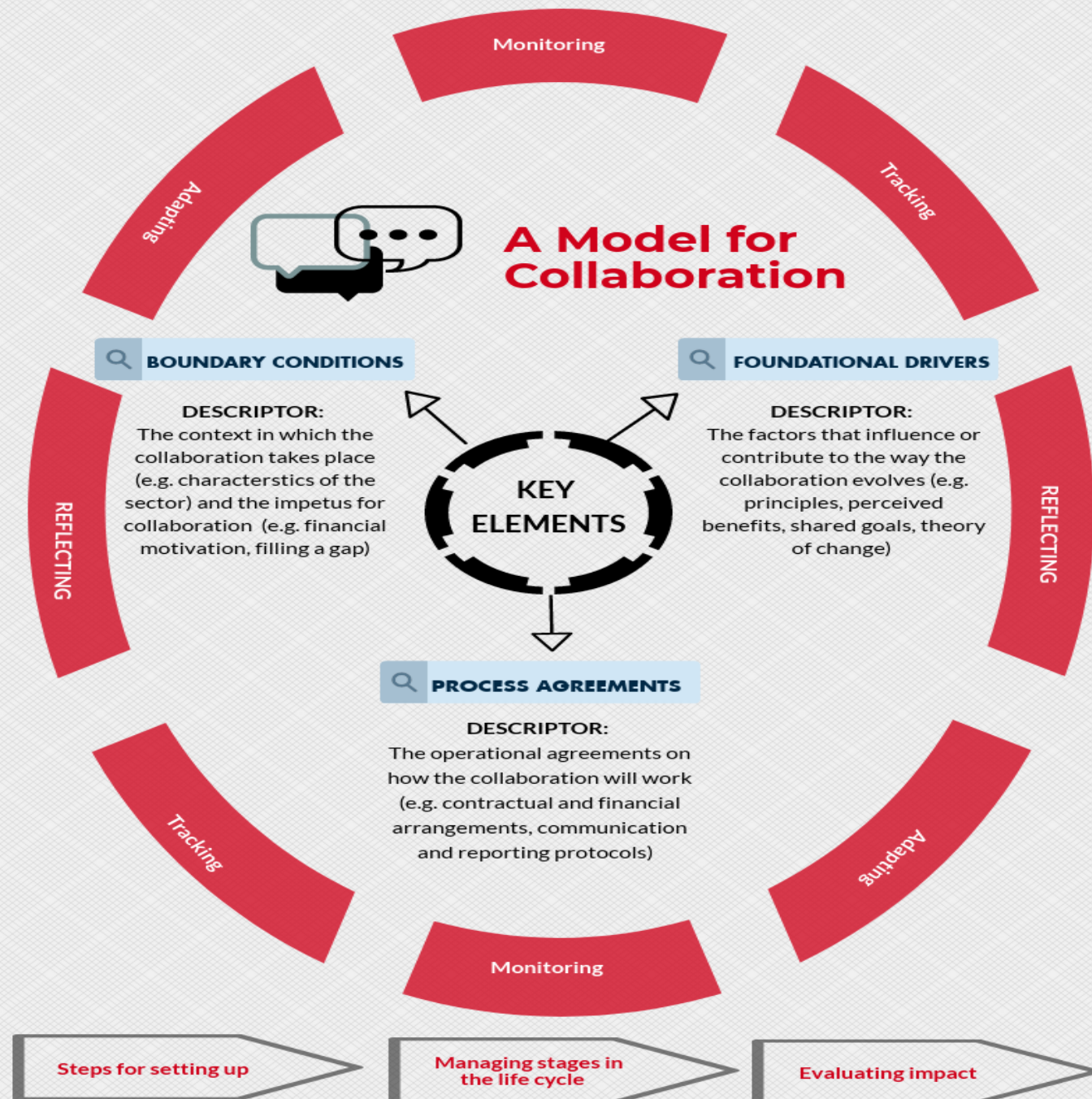


**OUTPUT 1:**  
**A Collaboration Process Model for Programme Development**

A description of the project's multi-sectoral and collaborative partnerships, and the lessons learned about collaborative processes.

# How?

- Identify **BOUNDARY CONDITIONS** (e.g. context & motivation)
- Agree on **FOUNDATIONAL DRIVERS** (e.g. collaboration principles, common goals, perceived benefits)
- Set up **PROCESS AGREEMENTS** (e.g. contractual arrangements roles & responsibilities, operational protocols)
- **SHARE** and **LEARN** from each other (e.g. through task teams; site visits)
- **COMMUNICATE**
- **REFLECT** and **ADAPT**
- **BE INTENTIONAL**



# Examples of collaboration enablers

- Explicit commitment to shared goals and principles
- Allocation of dedicated time and budget for collaboration
- Leadership, nurturing and curation
- Monitoring, reflecting, adapting (structuring time & space for reflection)
- Mutual trust
- A collaborative mindset (willingness to listen & learn)
- An intentional communication strategy (agreed-upon protocols)

# Examples of barriers to collaboration

- Lack of shared understandings (e.g. purpose & scope)
- Lack of trust and openness (e.g. competition, fear of blame)
- Unequal power relations (e.g. status issues)
- Lack of time and resources (e.g. competing priorities)
- Poor communication (e.g. assumptions, lack of responsiveness)
- Lack of buy-in and accountability (e.g. no advocacy, imposition)
- Competition
- Lack of fit between organisational cultures (e.g. decision-making vs 'refer back')
- Perceived or actual imbalances between skills or levels of effort
- Participant or staff turnover (on-boarding)
- Financial and contractual imbalances or blockages



“It is so useful to get new and different perspectives on our discipline from those outside our own institutional settings. This has expanded our understandings of quality and common standards in ECCE teacher education .”

## Comments from Consortium Members



“Collaboration between different organisations is complex and time consuming. It has sometimes been difficult, but we have learned a lot about ourselves, our assumptions and our processes from the collaboration reflection sessions.”



“It is really refreshing to be part of a process through which the gap between higher education and NGOs narrows at every single meeting.”