

**Increasing service delivery through partnerships  
between private and public sector  
Capacity Development for partnerships in South Africa**

**Education and training services in South Africa  
on issues related to cross-sector partnership**

**Ralph Hamann and Fleur Boulogne  
University of Cape Town,  
Environmental Evaluation unit**

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## 1 Introduction and context

The purpose of this report is to provide an initial overview of both the current and potential future supply of education and training services available in South Africa on issues related to cross-sector collaboration and partnership. Its overarching aim is to facilitate the design and implementation of support interventions to improve capacity among relevant organisations for more effective cross sector-partnerships.

The report was commissioned by the 'Partnering with Governments' programme of the International Business Leaders Forum (IBLF), for the purpose of presentation at a workshop hosted by the IBLF and the *Gesellschaft fuer Technische Zusammenarbeit* (GTZ – the German development aid agency) on 6 December 2007 in Pretoria, South Africa. This was motivated by the outcomes of a workshop convened on 4 October 2007 in Centurion, South Africa, which was attended by about 120 participants from public, private, civil society, and academic sectors. The participants agreed that cross-sector partnerships hold much potential for improved service delivery and other important sustainable development objectives, but a crucial impediment remains in the form of lacking skills and capacity among organisations involved in such partnerships.

In general, cross-sector partnerships are characterised by the expectation that the partners can achieve their objectives – with an emphasis on long-term objectives – more effectively and efficiently by means of strategic alliances with others, rather than if they were to act independently. This has also been referred to as “collaborative advantage.”<sup>1</sup> There are a variety of partnerships, ranging from the relatively formal public-private partnerships (PPPs) encouraged and regulated by the South African government,<sup>2</sup> as well as more informal collaborative arrangements between organisations in government, business, and civil society (which will be referred to here as multi-stakeholder partnerships or MSPs). The former type is generally characterised by relatively clear commitments by the participants, stipulated in binding legal contracts. The latter include, among others, more open-ended processes in which the participants engage in dialogue and negotiation in order to address complex social challenges, ranging from local development plans to climate change.<sup>3</sup>

However, both PPPs and MSPs are often constrained by a lack of skills and capacity among actual or potential partners. Many of the requisite skills and capacities are similar to those that are more generally identified as being important for organisational effectiveness, but there are also some that are particularly pertinent to partnerships. In total, the following skills and capacities may be described as being important in partnerships:<sup>4</sup>

- 1) *Awareness* and *understanding* of the options and potential of partnership; and based upon such an understanding, the *motivation* and *initiative* to investigate and initiate the option of partnership as a means for achieving strategic objectives;
- 2) *Technical knowledge* related to the design and implementation of the partnership – this may relate to particular *thematic knowledge* pertinent to the objectives of the partnership (e.g. infrastructure related engineering), as well as *legal knowledge* (especially with regard to the complex contractual requirements of the formal PPPs mentioned above);

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<sup>1</sup> C. Huxham and S. Vangen, 'Leadership in the Shaping and Implementation of Collaboration Agendas: How Things Happen in a (Not Quite) Joined-up World,' *Academy of Management Journal*, 43, 6 (2000), pp. 1159-1175.

<sup>2</sup> The South African Treasury notes, "South African law defines a PPP as a contract between a public sector institution/municipality and a private party, in which the private party assumes substantial financial, technical and operational risk in the design, financing, building and operation of a project" (<http://www.ppp.gov.za>).

<sup>3</sup> Diverse types of partnerships and their implication for design and implementation are discussed in R. Hamann and F. Boulogne (2008) 'The promise and challenge of cross-sector partnership,' in R. Hamann, S. Woolman and C. Sprague (eds.) *The Business of Sustainable Development: Human Rights, Partnerships, and Alternative Business Models* (Pretoria: Unisa Press, forthcoming).

<sup>4</sup> These points are based in part on the outcomes of the 4 October workshop mentioned previously and more broadly on a literature review.



**Table 1: The questionnaire administered as part of this survey**

- 1) What, if any, demand currently exists for education and training on partnership related issues? Who is the audience and what are the key capacity gaps and issues that require attention?
- 2) Does your organisation provide any education and training programmes on partnership related issues (including modules in other programmes)? If so, please provide some details regarding the audience, curriculum content, and teaching methods.
- 3) Which (other) education and training initiatives on these issues are you aware of?
- 4) Do you feel that there is a sufficient offering of education and training programmes on these issues in South Africa? If not, what are the key gaps in supply and what kind of programmes (e.g. short courses, MBA modules, etc) would you recommend?
- 5) Which organisations – including possibly your own – would you recommend as a potential source of education and training on partnership issues in the future?

The questionnaire was administered by means of an email to the above mentioned sample. Email responses (that is, only those with actual responses to the questionnaire queries) were received from 13 informants. Telephone interviews were conducted with two informants, and two face-to-face discussions included matters related to the survey. The sample of potential informants and the list of respondents is available on request from the authors.

The second component of the survey was a review of websites of tertiary education institutions and other relevant organisations. This review included an open-ended search (primarily by means of the Google search engine); a focused investigation of the websites of business schools and graduate schools or departments focused on public management, development studies, government / governance, or related themes; as well as a review of the websites of those organisations that were highlighted by respondents to the above mentioned questionnaire. The website search and review was conducted with the use of the following keywords, among others: partnership, public-private, collaboration, cross-sector, multi-stakeholder, stakeholder engagement, negotiation, government, and governance.

### **3 Overview of current services**

Table 2 provides an overview of formal graduate programmes that include some explicit course content related to partnership issues, while Table 3 provides a similar overview of short courses ranging from one or two day residential programmes to distance learning programmes of a few months. Both tables are based on the questionnaire and the website review mentioned above. Note that due to the preliminary, cursory nature of this survey, these lists are not necessarily comprehensive and they are meant to provide an initial, illustrative overview only.

**Table 2: An overview of current formal graduate training programmes in South Africa with course content explicitly related to partnerships (based on website reviews and questionnaire responses)**

Organisation	Overview of relevant education or training initiative	Web address
North West University Mafikeng Graduate School of Business and Government Leadership	<p>This graduate school is notable for its strategic link between business and government leadership, offering “vocational twin-track Master of Business Administration (MBA) and Master of Public Administration (MPA) programmes.” The MBA includes an elective called “Public Enterprises, Public Private Partnerships” as part of a cluster of modules on “Business and Governmental Relations”. The school also offers a Postgraduate Diploma in Management and – most significantly – a short course on municipal service partnerships (see Table 3).</p> <p>(Also note that this university is one of very few that provides an explicit undergraduate course on partnership issues. It is called “Integration &amp; Partnerships in Development (Public Private Partnerships)” and it is part of the undergraduate programme in the Human &amp; Social Science Faculty.)</p>	<a href="http://www.uniwest.ac.za">http://www.uniwest.ac.za</a>
Rhodes University Investec Business School	This school’s MBA is notable due to the option of focusing on environmental management. However, partnership issues are not explicitly included in the curriculum.	<a href="http://www.ribs.ru.ac.za">http://www.ribs.ru.ac.za</a>
UNISA School of Business Leadership	<p>The MBL programme includes a module on business ethics and a module on finding a balance between competing interests of stakeholders.</p> <p>(Note that UNISA includes a number of corporate citizenship issues in its undergraduate business courses, administered by the Centre for Corporate Citizenship. This includes a third-year module that also involves some consideration of partnership issues. See also the entry for the UNISA CCC in Table 3.)</p>	<a href="http://www.unisa.ac.za/sbl">http://www.unisa.ac.za/sbl</a>
University of Cape Town Graduate School of Business	The GSB’s MBA programme includes a core module called “Business, government and society”, which also includes a series of lectures on sustainable development. Among other things, the module introduces students to some of the debates around the relationship between government, business, and civil society.	<a href="http://www.gsb.uct.ac.za">http://www.gsb.uct.ac.za</a>
University of KwaZulu-Natal Leadership Centre	The Leadership Centre offers a postgraduate module, which can be taken as part of a Masters programme or as a diploma course, called ‘Managing Partnerships’. This is currently one of the most explicit, formal education programmes on partnership related issues in South Africa, encompassing an analysis of the context, principles, and discourse of partnership, as well as practical management issues. The course makes use of, among other	<a href="http://www.leadershipcentre.co.za">http://www.leadershipcentre.co.za</a> <a href="http://www.chesp.org.za">http://www.chesp.org.za</a>

Organisation	Overview of relevant education or training initiative	Web address
(In conjunction with CHESP - Community, Higher Education, Service Partnership)	<p>things, case studies and guest lectures.</p> <p>The Leadership Centre has for some time had explicit programmes on partnership related issues, with an emphasis on partnerships in the education sector. This has included, among others, a Masters programme as part of the Community, Higher Education, Service Partnerships (CHESP) Programme. CHESP is an initiative of JET Education Services (JET – the Joint Education Trust – was itself a prominent multi-stakeholder partnership established in the early 1990s to support education initiatives in South Africa, and it has since been transformed into an independent, not for profit organisation). As part of the CHESP project, JET provides support to higher education institutions to enable them to become engaged in local community development. This also includes the Graduate CHESP Leadership Capacity Building Programme, offered as a Masters degree at the Leadership Centre to build the capacity of participating community leaders, faculty and service providers to conceptualise, implement, monitor, evaluate and research service-learning courses that address the development priorities of local communities. One of the modules in this programme is called “Development through partnership projects”.</p>	
University of Stellenbosch Graduate School of Business	The MBA includes a module on Strategic Management that focuses among other things on stakeholder relations and relationships with the public sector and civil society organisations. There is also a module on business ethics, though exposure to partnership issues is limited (Daniel Malan, personal communication).	<a href="http://www.usb.sun.ac.za">http://www.usb.sun.ac.za</a>
University of Stellenbosch School of Public Management and Planning  (Sustainability Institute)	<p>This school offers a number of honours programmes in public administration or public and development management. The emphasis in these courses is generally on broader theoretical debates surrounding the relationship between state and market.</p> <p>Situated within the School of Public Management and Planning, the Sustainability Institute offers a Masters programme in Sustainable Development Planning and Management, which includes among others a module on corporate citizenship, which can also be taken as a certificate short course. This one-week module includes a number of readings, discussions, and a role play on cross sector collaboration and partnership.</p> <p>A number of the other modules are also potentially relevant, including the module on applied economics, which covers some of the broader debates surrounding the relationship between state and market.</p>	<a href="http://www.sopmp.sun.ac.za">http://www.sopmp.sun.ac.za</a>  <a href="http://www.sustainabilityinstitute.net">http://www.sustainabilityinstitute.net</a>

Organisation	Overview of relevant education or training initiative	Web address
University of the Western Cape School of Government	This school offers, among other things, a postgraduate module on development economics that considers broader debates surrounding the relationship between state and market, with emphasis on development issues in South Africa.	<a href="http://www.uwc.ac.za/ems/sog">http://www.uwc.ac.za/ems/sog</a>
University of the Witwatersrand Business School	The MBA includes a number of possibly relevant modules, including the option of taking as an elective module the course on “The Art and Science of Negotiation.” This course is also available as a certificate short course and has been offered for many years already, apparently attracting many participants regularly.	<a href="http://www.wbs.ac.za">http://www.wbs.ac.za</a>
University of the Witwatersrand Graduate School of Public and Development Management	This school is well placed for partnership related courses, though the curricula rarely mention such issues explicitly. One of the modules in its Masters of Management Programme is on Industrial and Trade Policy and it covers issues related to, for instance, regional development and inter-sectoral linkages (referring to industrial sectors).	<a href="http://pdm.mgmt.wits.ac.za">http://pdm.mgmt.wits.ac.za</a>



**Table 3: An overview of current short course programmes available in South Africa with course content explicitly related to partnerships (based on website reviews and questionnaire responses)**

Organisation	Overview of relevant education or training initiative	Web address
African Institute of Corporate Citizenship	The AICC engages in a range of capacity building initiatives, particularly as part of its Centre for Sustainability Investing. The Centre’s focus is on capacity-building in Africa’s finance sector through hosting sector-based workshops, facilitating training, developing guidelines and showcasing best practice case studies.	<a href="http://www.aiccafrica.org">http://www.aiccafrica.org</a>
Collective Leadership Institute	This Institute, based in Germany, has recently established a presence in Cape Town. It has also recently hosted its first, week-long seminar on “Facilitating Multi-Stakeholder Dialogues” in Cape Town. This was the first module of a two-module programme. According to the facilitator, Petra Kunkel, the module was a great success. There were about two dozen participants, mostly from the public sector and including also some consultants and civil society representatives. There were no private sector participants. The module included various case studies and role-play exercises, among others.	<a href="http://www.collectiveleadership.com">http://www.collectiveleadership.com</a>
DBSA Vulindlela Academy	<p>The Development Bank of Southern Africa (DBSA) Vulindlela Academy is the DBSA’s inhouse training organisation focused in particular on enhancing capacity within local government in South Africa, operating in conjunction with other state and related organisations, such as the National Treasury, the South African Local Government Association (SALGA), and the Local Government Sector Education and Training Authority (LGSETA). Some courses also target other financial institutions in the SADC region.</p> <p>A number of its short courses include aspects of partnership, though two are explicitly focused on partnership issues. The first is the “Public Private Partnerships and Project Finance Master Class” and the second is called “Project Finance and PPP [public private partnership]”. Both of these two courses are one week long and run concurrently, suggesting that they are targeted at different audiences and / or include significant overlaps. According to the Academy’s schedule, both courses are offered once a year.</p> <p>(The DBSA Vulindlela Academy also hosts the National Treasury’s PPP course – see the National Treasury entry below.)</p>	<a href="http://www.dbsa.org/Vulindlela">http://www.dbsa.org/Vulindlela</a>
Gordon Institute of Business Sciences (GIBS) University of	GIBS is notable for its dialogue circles focused on bringing together a range of professionals from different sectors in order to better understand each other’s perspectives and interests, with the overarching objective to identify possible shared strategies for contributing to development in South Africa. Run over	<a href="http://www.gibs.co.za">http://www.gibs.co.za</a>

Organisation	Overview of relevant education or training initiative	Web address
Pretoria	<p>the course of one year, different dialogue circles are organised for different levels of professionals, ranging from young entrepreneurs to senior executives and board members. The dialogue circles make use of a range of methodologies, including experiential day trips, dinner discussions, and “open space” learning events.</p> <p>GIBS also hosts a one-week course called “Building National Competitiveness” (previously “Making Markets Work”) in conjunction with the Harvard Business School. Taught by lecturers from Harvard and GIBS, mostly by means of the case teaching method, the course considers issues related to national competitiveness, organisational effectiveness and strategy, and individual leadership and innovation. Though not explicitly part of the course content, cross-sector collaboration is a recurring theme.</p>	
National Treasury PPP Unit	<p>Since 2001 the PPP Unit has hosted a quarterly, two-day PPP Foundation Training Course (initially in conjunction with the National Business Initiative (NBI)). The course is open to representatives from public and private sectors, but its main target audience is public sector officials who are managing (or are likely to manage) a PPP initiation and implementation process according to the PPP Unit’s regulations. These regulations are thus the primary content of the course. (Initially there was an additional one-day Transaction Advisor’s Workshop, but this has been merged with the Foundation Training Course.)</p> <p>(The PPP Unit’s Foundation Training Course is currently held at the DBSA Vulindlela Academy – see DBSA entry above.)</p>	<a href="http://www.ppp.gov.za">http://www.ppp.gov.za</a>
North West University Mafikeng Graduate School of Business and Government Leadership	<p>This graduate school includes the Centre for Local Governance and Sustainable Livelihoods (supported by DFID), which provides a certificate course on municipal service partnerships. The programme includes components on the context and policy framework for municipal service partnerships, the structuring of such partnerships, contract administration, and institutional arrangements.</p>	<a href="http://www.uniwest.ac.za">http://www.uniwest.ac.za</a>
SADC Banking Association (in conjunction with the Banking Association South Africa and the	<p>The SADC Banking Association, with financial support from the Banking Association South Africa and the Canadian International Development Agency, and in conjunction with the US-based Institute for Public Private Partnership (IP3), offers two online training courses focused on public private partnership. The first – PPP Skills and Competency Development – consists of six modules, each of which is to be completed within one week. The second is called PPP Project Officer’s Management Skills Development</p>	<a href="http://www.banking.org.za/sadc">http://www.banking.org.za/sadc</a> <a href="http://www.ip3.org">http://www.ip3.org</a>

Organisation	Overview of relevant education or training initiative	Web address
Institute for Public Private Partnership (IP3))	<p>Training and consists of three modules, which are also each one week long. Course participants can complete these courses entirely over the Internet. An Incentive Scholarship Fund is available for representatives of SADC-based organisations to participate in the first course mentioned above.</p> <p>(Note that IP3 also provides classroom based training courses and customised programmes from its Washington, DC, base.)</p>	
UNISA Centre for Corporate Citizenship	The Centre provides a certificate course (6 months) on corporate citizenship, which includes some discussion of cross-sector partnership issues.	<a href="http://www.unisa.ac.za/cc">http://www.unisa.ac.za/cc</a>
<p>University of Cambridge Programme for Industry (CPI)</p> <p>(In conjunction with the International Business Leaders Forum, IBLF)</p>	<p>The CPI runs its one-week Business and Poverty Leadership Programme in Cape Town each year. Its focus is on the role of business in alleviating poverty, with reference to concepts such as the bottom of the pyramid, but cross-sector collaboration is an underlying theme in much of the discussions.</p> <p>In the UK, the CPI also offers, in collaboration with the IBLF, the Postgraduate Certificate in Cross Sector Partnership. It consists of a one-week residential seminar at the University of Cambridge, followed by six months professional practice supported by online learning materials and discussion, a further one-week residential workshop, and a final project based on professional experience and / or research.</p> <p>(Note that the IBLF also provides a number of other international short courses, including the Partnership Brokers Accreditation Scheme (in conjunction with the Overseas Development Institute), the Partnering Skills for Strategic Engagement course focused on UN staff, and ad hoc courses tailored to specific organisations or needs.)</p>	<p><a href="http://www.cpi.cam.ac.uk">http://www.cpi.cam.ac.uk</a></p> <p><a href="http://www.iblf.org">http://www.iblf.org</a></p>
University of the Witwatersrand Business School	<p>This business school runs the NEPAD Leadership Course in collaboration with the NEPAD Business Foundation. With donor support, it attracts participants from the public and private sector from 14 African countries, most of which have been identified as “emerging leaders” with significant potential to contribute to NEPAD objectives, including enhanced collaboration between public and private sectors.</p> <p>See also in Table 2 the entry on the Wits Business School’s certificate course on negotiation.</p>	<a href="http://www.wbs.ac.za">http://www.wbs.ac.za</a>

Organisation	Overview of relevant education or training initiative	Web address
University of the Witwatersrand Graduate School of Public and Development Management	Among others, this school offers a Certificate Programme in Industrial Relations, which includes a discussion of “social dialogue” between business, organised labour, and the government.	<a href="http://pdm.mgmt.wits.ac.za">http://pdm.mgmt.wits.ac.za</a>
University of Venda School of Management Sciences	The school offers a range of undergraduate and postgraduate courses in business management, as well as public and development administration. Note that though the website provides very little information and makes no mention of explicit partnership related course content, Theresa Moyo noted that this school includes a strong emphasis on community engagement that puts it in good stead for including partnership related education and training.	<a href="http://www.univen.ac.za/mgtsc">http://www.univen.ac.za/mgtsc</a>

## 4 Discussion

The following discussion is based on Tables 2 and 3 above, as well as inputs received from informants.

### 4.1 *An overview of current supply*

As suggested by Table 2, the formal postgraduate degree programmes in business management or public / development management are, in general, characterised by an absence of explicit course content related to cross-sector partnership, though such issues are likely to be subject of discussion in various modules, ranging from business ethics to project management. There are two notable exceptions:

- Arguably the most comprehensive, formal offering is at the Leadership Centre, University of Kwa-Zulu Natal. In conjunction with CHED it offers / offered a Masters Programme focused on building capacity for partnerships between higher education institutions and local community representatives (though it was not clear from the relevant websites or Stan Hardman's responses to the questionnaire whether this programme is still offered currently). The Leadership Centre also offers an elective module in one of its other Masters programmes focused on managing cross-sector partnerships, and this module can also be attended as a certificate course.
- The North West University Mafikeng Graduate School of Business and Government Leadership offers an elective module in its MBA focused on public private partnership.

In addition to these formal modules focused on cross-sector partnership per se, there are a range of modules focused on particular aspects of partnership. An important example of this is the negotiation module – also available as certificate course – at the Wits Business School.

Based on this cursory survey, it can also be suggested that the initial assumption that business schools are most likely to offer formal programmes related to partnership is generally apposite. Despite the prominence of concepts such as PPP in public administration in recent years, both in terms of theory and in the public discourse, South African public / development management schools seem to have little explicit course content on such issues. Such schools' curricula mentioned in Table 2 are characterised by theoretical, abstract approaches to the relationship between state and market, rather than the rather more practical aspects of cross-sector collaboration. The above mentioned North West University Graduate School is an interesting exception based on its dual purpose as business and public management school.

In contrast to the formal degree offerings, the short courses or certificate programmes listed in Table 3 suggest a much more vibrant supply, with a more prominent role played by either public or private sector service providers, rather than tertiary education institutions. The following deserve particular mention in terms of their explicit focus on cross-sector collaboration:

- The Collective Leadership Institute's week-long seminar on "Facilitating Multi-Stakeholder Dialogues" in Cape Town;
- The DBSA's two concurrent, week-long courses explicitly focused on partnership issues, targeted in particular at local government officials: the "Public Private Partnerships and Project Finance Master Class" and the Project Finance and PPP [public private partnership];
- The two-day PPP workshop convened by the National Treasury PPP Unit, closely linked to the government's regulatory framework;
- The certificate course on municipal service partnerships offered by the North West University Graduate School's Centre for Local Governance and Sustainable Livelihoods (supported by DFID); and
- The two online training courses focused on public private partnership offered by the SADC Banking Association, with financial support from the Banking Association South Africa and the Canadian International Development Agency, and in conjunction with the US-based Institute for Public Private Partnership (IP3).

In addition, there are those formal modules mentioned above, such as that offered by the Leadership Centre at the University of Kwa-Zulu Natal, which are also available as certificate courses.

From the above, it seems that there are three overarching types of short courses or certificate programmes focused on partnership issues. The first is that of the Collective Leadership Institute, which is different from the others highlighted above in that a) it is explicitly focused on the more informal collaboration arrangements and the “softer” partnership skills mentioned in the introduction above,<sup>5</sup> and b) it adopts a purely market-based approach, without significant explicit reliance on either public sector or donor support.<sup>6</sup>

The other initiatives highlighted above, in contrast, are characterised by a focus on the more formal PPPs. For instance, the National Treasury’s Foundation Training Course is of course explicitly focused on the PPP Unit’s definition and regulations for PPPs, and similarly the North West University’s certificate course is focused on municipal service delivery, which commonly involves either regulated PPPs or some variant thereof.<sup>7</sup> A similar focus is explicit in the DBSA and the SADC Banking Association courses. These four initiatives are furthermore characterised by an important role for public sector and / or donor resources. The public sector itself is the service provider in the case of the National Treasury and DBSA courses, and international aid agencies play an important role in the other two initiatives.

#### 4.2 *Relating demand and supply*

Based on informants’ responses and the current supply of courses, it seems that there is not, at present, a very significant market demand for education and training services on issues explicitly related to cross-sector partnerships. Respondents from tertiary education organisations, such as the Unisa Centre for Corporate Citizenship or the University of Kwa-Zulu Natal Leadership Centre explicitly stated that short courses on such issues have not received very promising responses. From this perspective, the limited supply of partnership related education services seems adequate. An important exception in this regard was the Collective Leadership Institute’s Petra Kunkel, who argued that the response to their seminar was very positive, though even in this case there was a notable absence of private sector participants.

On the other hand, all respondents concurred with the key outcome of the 4 October workshop that for partnerships to fulfil their potential there is an urgent need for greater levels of skills and capacity. Some respondents argued that there is a need among senior managers and decision-makers in the private and public sectors for broader awareness or the potential of partnerships and a greater understanding of the related strategic issues; while more junior managers in public and private sectors required more specific skills and understanding related to, for instance, the legal aspects of partnerships. Arguing from this perspective, all respondents argued that there is a significant unmet demand for partnership related education and training. It should also be noted, however, that very few of the respondents were able to list more than one education or training initiative focused on partnership related issues. Hence even among professionals in the partnering field, there is a limited awareness of the various related education and training offerings – this may, for instance, indicate limited marketing efforts by many of the initiatives listed in Table 3.

At least in terms of respondents’ perceptions, there is thus a significant disjuncture between the current market demand, as expressed in “bums on seats”, and the need identified by those involved in encouraging and / or facilitating partnerships. In this regard, a number of respondents (e.g.

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<sup>5</sup> Though this combination of a focus on MSPs and the soft partnership skills seems appropriate, it is by no means self-evident or necessary.

<sup>6</sup> It is worthwhile to note, however, that a number of participants in the Collective Leadership Institute’s Seminar were sent by the GTZ.

<sup>7</sup> See for instance D. Mitchell (2007) Capacity Development for Partnerships in South Africa: Increasing service delivery through partnerships between private and public sector,’ unpublished report presented at 4 October 2007.

Christina Golino from the DBSA) noted that prior to partnership related offerings becoming feasible a greater level of awareness is required among the potential target audience. This awareness will also need to respond to the perception that partnerships are predominantly about “common sense” (as noted by David Shandler of Common Ground) by emphasising the difficulties encountered by many managers engaged in cross-sector partnership. In a similar vein, others (e.g. Courtenay Sprague from the Wits Business School) highlighted the complex, inter-disciplinary nature of partnerships and the resulting difficulty in developing a clear and attractive course brand.

#### *4.3 Further implications for a possible capacity building strategy*

Over and above those mentioned above, there are a number of further implications of the above discussion for a possible overarching strategy to support education and training focused on cross-sector partnership or aspects thereof. It is suggested that a multi-pronged approach is likely to be the most effective, in which there is a concurrent emphasis on integrating partnership related issues into formal programmes in tertiary business and public management schools, as well as targeted short courses or certificate programmes provide by tertiary education institutions or other public or private sector organisations. These dedicated education and training programmes ought to be complemented by on-the-job training and mentoring initiatives. Mentors may also be supported by online resources that are used to good effect in the CPI and IP3 courses mentioned above. An overarching requirement may be a greater emphasis on marketing and raising awareness in order to increase the demand for formal programmes, short courses, or mentoring initiatives.

With regard to the integration of partnership related issues into the formal education programmes of tertiary institutions, this may benefit from an engagement with relevant associations or individual faculties with the objective of. Rather than attempting to establish new, dedicated modules on partnership, an “embedding” approach that integrates partnership related issues into existing postgraduate programmes and degrees is likely to be more feasible, given the bureaucratic and political difficulties in establishing new modules. It is also likely to be more effective, given that such an approach would allow partnership related issues to be taught and illustrated in direct relation to existing topics, such as law, negotiation, or project management. A further aspect of such a strategy would be to support the preparation and publication of case studies on partnerships (bearing in mind the common use of case studies especially in business school teaching), as well as peer-reviewed articles on the role of partnerships in achieving private and public sector objectives.

With regard to the possible development of short course offerings, it will be important to learn from the experience of some respondents, whose short courses had to be withdrawn due to a lack in demand. Short courses are likely to benefit from a focus on particular audiences, with corresponding course content, teaching methods, and marketing strategies. Noting the lacking audience response to overarching terms such as partnership, some informants suggested that such training content ought to be linked to particular aspects of partnership that are more easily recognised, such as negotiation. In this perspective, there ought to be separate offerings for the hard and soft skills suggested in Figure 1 above, and to some extent this is borne out by the different kinds of short courses highlighted above. Furthermore, the experience of a number of initiatives profiled above, including those of the SADC Banking Association and the Wits Business School’s NEPAD Leadership Course, suggests the possibility of targeted donor support for such education programmes, which will make it easier for both private and public sector participants to attend (considering the incentive to have representatives from across the sectors participate in such courses).