COLLABORATIVE STRATEGIES FOR COMPLEX SOCIAL PROBLEMS:
A Guide to Multi-Sector Partnerships

SYNERGOS
Building trust works

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PRESENTATION

This Guide is the result of an experience of almost five years acting as the Backbone Organization (BO) of the Pact for Education in Pará, analyzed in the light of international experiences of the Synergos Institute and recent literature on the subject.

The Pact proposal came in May 2012, in a meeting with the then governor of the state of Pará, the head of education at the Inter-American Development Bank (IDB) and the representative of Synergos Brazil. Faced with the possibility of a loan operation, the challenge of creating a multi-sector partnership (MSP) was launched with a view to improving the educational outcomes of that state.

With limited literature on the subject, we began the preliminary phase in August of that year. Finally, on March 26, 2013, the Pact for Education in Pará was officially launched with the participation of more than 3 thousand people. The proposal included only one goal: to increase the Basic Education Development Index (IDEB) by 30% at all levels by 2017.

The implementation of the Pact was a non-linear process, typical of multi-sector partnerships. It faced five changes of secretaries of education, in addition to endless annual strikes.

Despite the immense challenges, the intermediate results, measured in 2015, seemed to demonstrate the impact power of an MSP. Pará managed to increase its IDEB at all levels in just two years- 2013/2015; to achieve the second highest growth in high school, reaching 4 positions in the national ranking; raise the population's education rate from 8.5 to 9.1 years; and increased the percentage of young high school graduates from 35% to 40.2%.

Due to these results the state government through the Education Department (SEDUC), assumed, as from the second half of 2016, the functions of a Backbone Organization, with Synergos only providing the support that was demanded.

The results of the 2017 national evaluation revealed timid gains or stagnation of the national average at all levels. In Pará, it was no different. On average, the level of growth observed in the intermediate results was not confirmed.

As the Pact proposed a prototyping experience with the so-called Pilot Municipalities of the Pact (MPPs), it was crucial to analyze the results in the 40 municipalities that had committed to implementing the basic principles of the initiative.

In this group, 35% of MPPs had higher growth in primary school (EF I) than state and national growth averages, and 42.5% exceeded the target set for 2017. In the final years of Elementary School (EF II), 40% had growth equal to or higher than the national average, 6 of which grew more than double that average, especially in Breves (on the Island of Marajó), Ourém and Breu Branco, which obtained a gain of 0,9 (4.5 times higher than the national average). On the other hand, among the 10 highest gains, of the 144 municipalities of Pará, included 6 MPPs in the initial years and 5 in the final years.

These results seem to indicate that when the principles of this initiative were effectively implemented, the results were substantially better.

Thus, the experience accumulated in these years of acting as a Backbone Organization, with its advances and setbacks, with its correctness and errors, constitutes one of the bases of this publication.

However, it is important to emphasize that, although inspired by this initiative, as well as in the international experience of Synergos, this guide intends to transcend practice, and in a "practice-theory-practice" dialogue propose ways for collaborative initiatives in the social area.

Our objective, therefore, is to analyze the process of designing, implementing, monitoring and evaluating Multi-Sector Partnerships (MSP) in order to contribute to all those who intend to venture into the implementation of this true "social engineering" in the search for impact on complex social problems.

The Guide is structured in an introduction and four chapters, namely:

The first chapter discusses the basic concepts of complex socialproblems and the multi-sector partnership.

"The second chapter, the key factors inherent, to the collaborative process, such as: systemic thinking, personal transformation for social transformation, new types of leadership (collaborative and bridging), new forms of communication, collaboration, trust, management conflict, collaborative learning, constructive use of power, and resilience.

In the third chapter we begin to analyze the practice of MSP, highlighting the basic conditions for its implementation and the fundamental role played by a Backbone Organization, in each of its main pillars: design and implementation of a common agenda, mobilization of partners, collaborative management for results, multi-sector and decentralized governance, ongoing communication, monitoring and evaluation of results, and holding events to strengthen group identity and motivation.

In the fourth chapter, we deal with the implementation process itself, identifying the main activities in their different phases. We analyze: the preliminary phase, when the decision to implant or not a MSP occurs; the initial phase, dedicated to the planning and beginning of the implantation; the intermediate phase, in which the collaborative action is effective; and, finally, the conclusive phase, focused on the institutionalization and sustainability of the initiative. In this chapter, some work methodologies that serve as important tools in the search for better results in a collaborative process are also presented. Finally, some lessons learned from the international experience of Synergos and its performance in the Pact for Education in Pará.

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INTRODUCTION

In its mission to reduce levels of poverty and inequality, the United Nations (UN) launched the Millennium Development Goals (MDGs), following the initiative of the global conferences of the 1990s, in order to concretize international commitments.

Despite the great progress achieved, the results were well below the efforts expended. With a view to increasing the impacts of these efforts, the UN launched a new challenge, the Sustainable Development Goals (SDG), with a target for 2030.

The MDGs have advanced in relation to the MDGs in scope (all countries, not just the poor), focus (beyond social, economic and environmental) and actors (governments, business and third sector). To account for the complexity of these articulations, the SDGs propose, in the 17th objective, Multi-Sector Partnerships (MSP).

WHY INNOVATE IN SOCIAL POLICIES?

INCREASE IN SOCIAL COMPLEX PROBLEMS

- Increase in gravity and geographic expansion
- A high number of people and institutions affected
- Multiple (and conflicting) visions about a problem: mistrust and polarization

ADVANCES

- Greater knowledge about gravity of the problems
- Increase in social responsibility
- Clear definition of goals and objectives (MDG)
- Multi-sector approaches to tackle problems (SDG)

Progress is not perceived

Scattered and ineffective attempts to solve problems

Need to increase the impact of actions

Multi-sector partnerships

This type of partnership is recommended for coping with complex social problems, but it takes time, additional resources (partnerships cost), and the willingness of social actors to work together. It requires the action of an organization responsible for its design, implementation, monitoring and evaluation, known as a Backbone Organization (BO), which must have the legitimacy and technical knowledge necessary to create this true "social engineering".
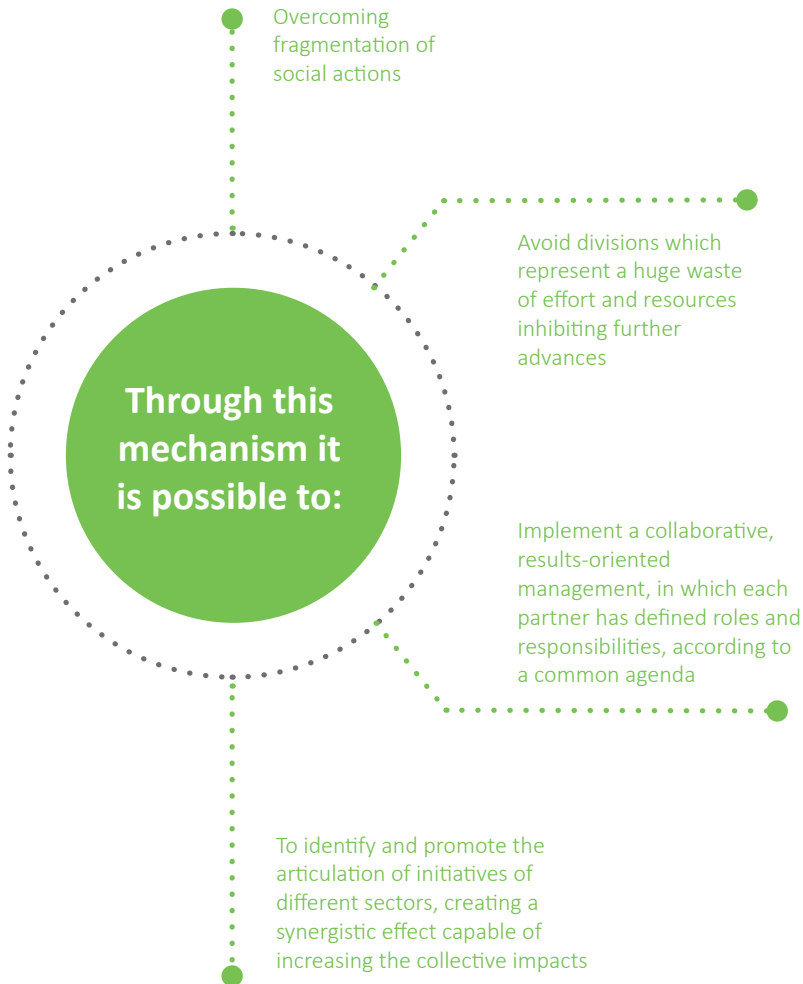
Many of the issues we face are part of an intricate web of economic, political, and environmental factors, constituting multidimensional phenomena. Therefore, its equation depends on the articulated contribution of different actors (governments, business and civil society) working in several sectors (education, health, work, safety, culture, sports, housing, infrastructure, economic development, environment). Thus, these are complex issues that require inter-sector and multi-sector interventions.

The multi-sector partnerships aim to promote the articulation between these groups and to help them collaborate. Although different actors are aware of the seriousness of a problem, they may have different views about their nature, their causes and possible solutions, and different interests. It is therefore necessary to develop shared perspectives, a new understanding of the problem and its possible solutions, and a collective commitment to action.

Multi-sector partnerships are done not only with good intentions, nor with simple agreement to work together. Their success depends fundamentally on how they are designed, the implementation process, the existence of bridge leaders, types of governance and the ability of the organizers to facilitate the creation of trust links between partners. One cannot also minimize the power of technology, both as a management tool and as a communication tool.

This proposal seeks to provide subsidies to tackle complex social problems, overcoming the fragmentation of intervention proposals. It argues that collaboration between public, business and third sector institutions around a common agenda can be a new path to the challenge of increasing the impact of actions to address the serious problems that affect humanity.

THE SPECIFICITIES OF THE MSP

Through this mechanism it is possible to:

Overcoming fragmentation of social actions

Avoid divisions which represent a huge waste of effort and resources inhibiting further advances

Implement a collaborative, results-oriented management, in which each partner has defined roles and responsibilities, according to a common agenda

To identify and promote the articulation of initiatives of different sectors, creating a synergistic effect capable of increasing the collective impacts

1

BASIC CONCEPTS

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Since Multi-Sector Partnerships are only fully justified in coping with complex social problems, it is necessary to reflect a little more on some issues.

A - Complex social problems;
B - Multi-Sector Partnerships.

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COMPLEX SOCIAL PROBLEMS

Complex social problems are seen as a set of dysfunctions that occur in a given society, identified and felt as such, and affecting a large number of people, groups or institutions.

Complex social problems are caused by multiple causes, not always evident, that interact with each other.

Blumer (1971) points out, as quoted by Marques (2017), that such problems exist only to the extent that a society recognizes them as such, which presupposes that they gain space and social prominence through, among others, the media, advocacy work of civil society organizations or religious segments.

Beyond awareness of the seriousness of the problem and how much it affects everyone, there must be another component: the realization that it can be overcome.

Issues such as poverty, inequality, escalating violence, poor quality of education, lack of opportunities for youth or refugees can be included in this category.

They are not limited, however, to the strictly social field. Issues related to, among other things, the environment or the production and trade of agricultural products also present characteristics of this type of problem.

One of the great factors increasing the complexity of social problems is the process of globalization.

In short, we can say that we are facing a complex social problem when:

1 There is awareness of the seriousness of the problem, that it is a threat to society and that many people and institutions are being affected;

2 There are different (sometimes conflicting) views about the nature of the problem, its causes and possible solutions;

3 Some groups have the political and social means to block actions against their own interests, generating polarization, mistrust and resentment;

4 The problem is constantly changing, progress is not perceived, despite the efforts expended;

5 Attempts to resolve seem dispersed and ineffective.

In the field of interventions, there are also signs of increasing the complexity of this type of problem.

The growing diversification of stakeholders, involving not only the government but also civil society organizations and businesses, in areas formerly seen as being the sole responsibility of the State, has increased the complexity, both by the involvement of a greater number of actors and by the differentiated organizational cultures.

However, the complexity is also due to the fact that governments have significantly increased their field of action, particularly in the social sphere, promoting increased intervention in issues such as poverty, policies for childhood and old age, of action of philanthropy.

The institutional responses of the public sector and the private sector to these complex social problems are often misdirected and

overlap with no focus on tangible results. The first challenge is to understand the very complex and multidimensional nature of this type of problem, surpassing proposals of simplistic solution, destined to failure.

A new approach should build on a systemic view of the problem and the sector attempts to intervene and draw up a common agenda around which to create a multi-sector partnership to address it.

MULTI-SECTOR PARTNERSHIPS

A Multi-Sector Partnership (MSP) represents an integrated effort of different sectors (inter-sector), multiple organizations- governments at different levels, civil society- foundations, institutes / NGOs and other social organizations- and private initiative (multi-sector) working together to solve a problem or explore a new opportunity.

According to Marques (2017), it must be a sustainable process of building, developing and maintaining collaborative inter-organizational relationships to address complex problems with effectiveness, efficiency and effectiveness.

Many designations are used to describe this type of partnership, such as: coalition, alliance, platform, participatory governance or partnerships with collective impact.

The Multi-Sector Partnership (MSP), as a comprehensive concept, highlights the idea that different groups can share a common vision of a common problem or aspiration, even if they have different interests. It is a semi-structured process that helps people work together in a complex problem over a period of time.

It is a collaborative strategy in which groups of institutions or individuals can make decisions and act for the collective good, whether on a local, national or international scale.

WHEN ARE MSPs A GOOD CHOICE?

It is necessary to think carefully before deciding whether a MSP is the best way to address a particular issue or whether there could be other, faster or more efficient ways of achieving the same result.

According to Brouwer; Woodhill et al. (2016), as a general rule, MSPs are not useful when a problem or opportunity can be addressed by a single person or organization. They are relevant only when a challenge is complex and the results depend on the articulated actions between different actors.

THE CONTEXT IS RELEVANT

There may be *"similar initiatives involving the same groups of partners. In this case, one can consider, as a better strategy, to align the new proposal with the existing structures"* (The MSP Guide: How to Design and Facilitate Multi-Stakeholder Partnerships, 2016).

On the other hand,

> *too early to implement a MSP, but rather to broaden the base of conviction. There may still be lack of trust for collaboration to make it viable. That means starting by raising awareness and building confidence before developing a MSP" (...) Perhaps resources are simply not available at the moment and funding needs to be secured. (***The MSP Guide:*** *How to Design and Facilitate Multi-Stakeholder Partnerships, 2016).*

In short, an MSP is only justified in the face of a complex problem in a favorable context.

CHARACTERISTICS OF A SUCCESSFUL MSP

In practice, the MSP will be very diverse, but according to Marques (2017), for them to work well, it must have the following characteristics:

1. A defined and shared problem situation or opportunity:
Stakeholders need to share a concern or tangible focus that brings them together. All groups will need to have some clarity that it is worth investing time and energy in the partnership. While partners need a common concern to start a MSP, the true nature and focus of their concerns and what the group sees as real problems and opportunities will only emerge completely during the development process.

2. Key stakeholders are involved in the partnership:
All those who influence or are affected by the situation that triggered the initiative must be involved from the beginning. Leaving key groups outside or wrapping them too late can quickly harm a MSP. As it evolves, the focus may change, which means that new groups may need to be included and others may withdraw.

3. Work in an articulated way in different sectors and levels:
For most MSPs, the underlying causes of the problems and the opportunities for solutions are found in different social, economic and environmental areas; in different sectors, such as companies, governments and civil society; in addition to different levels: from local to national and even global. What is important is to design a governance that is inter-sector and multi-sector at each of the different levels. This allows for local collaborative solutions and strategies, articulated at levels of tactical and strategic decisions, always based on the same agreed agenda.

4. They follow a negotiated process, but dynamic and with defined deadlines:
Partners need to have some understanding of the process for which they are being invited to participate and the duration of the engagement before they commit. The process, however, needs to be flexible and respond to changing contexts. The process and deadline will evolve throughout the MSP, but at any time partners need to have complete information on development. Partnerships must agree on clear rules on how people will work together in terms of communication, decision making, leadership and responsibilities. These rules will only work if they are developed and agreed upon by those involved.

5. Involve partners in establishing expectations of success:
An MSP needs to establish clear indicators of success, both in terms of process and intermediate and final results. In addition, it should have a monitoring and evaluation system capable of producing periodic information on progress and challenges. Often in partnerships, expectations are not discussed and agreed upon, which can lead to misunderstandings and unnecessary conflicts.

6. It deals with differences of power and conflicts:
Different groups of partners will deal with various levels of power related to their wealth, status, political connections, knowledge, and communication skills. If those with the greatest power dominate, the less powerful will feel left out and the partnership will probably not be constructive. Similarly, if conflicts are not recognized and managed, they are likely to become a destructive factor for the partnership.

7. Learning spaces for partners:

The human capacity for innovation and creativity comes from our ability to learn. To learn, we have to question and challenge our beliefs and assumptions and think about alternatives. Good MSP provides a supportive environment for interactive learning processes in which people can transcend their own ideas and positions to perceive things differently from the perspectives of other partners.

8. Arrange BOTTOM-UP and TOP-DOWN approaches:

Perhaps, in an ideal world, everyone should be involved in all decisions all the time, but that simply is not feasible. MSPs need to strike a balance between working with top-down structures and decisions and supporting the input of a broad range of stakeholders from the bottom up, as well as creating governance spaces at different levels. For this, it is necessary that the participatory process be decentralized, but articulated according to a common agenda. In practice, MSP would be a set of different MSP, functioning autonomously, but articulated at different levels. Decentralization allows at each level a space for decision and participation, diluting the bottom-up / top-down dilemma.

9. Make necessary and possible institutional changes:

Most of the problems and challenges we face are based on the incompatibility between the current context and attitudes, values, cultural traits, technologies, decision mechanisms and pre-existing legal frameworks. MSPs need to chart strategies aimed at identifying and transforming the underlying institutional blocks.

10. Promote continuous communication:

One of the secrets of a MSP is to keep communication "up", "down" and to the "sides" throughout the initiative. First, the challenge is to mobilize and keep the key partners engaged. It needs a shared and continuous language, because there is a great turnover of partners. "The 'original' or 'founding' partners have to remain engaged. The newer participants have to understand the proposal , what is expected of them and what they can expect from the initiative. The main tool of mobilization is information on the process and on progress in terms of results.

ADVANTAGES AND DISADVANTAGES OF MSP

ADVANTAGES

1 More holistic analysis and understanding of the problem can improve the quality of decisions and interventions;

2 Responsiveness is more diverse and increases the possibility of creating innovative solutions;

3 Collaborative management, focused on results, provides a synergistic effect on the achievement of these results;

4 The possibility of approaching organizations, bridging their borders, allows the articulation of efforts;

5 Integrating available resources maximizes impacts;

6 Participation in the process increases acceptance of solutions and co-responsibility with results;

7 Learning and collaboration increase the chances of changes in mental models;

8 The results will be more sustainable.

Among the advantages of a MSP are also high stakeholder engagement, ownership of partner dynamics, more comprehensive and effective solutions, and combating redundancies, as well as the creation of a new culture as opposed to individualism, corporatism and sector division.

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The disadvantages pointed out are:

DISADVANTAGES

1   Increased complexity (by the large number of partners);

2   High operating costs;

3   The necessary time;

4   The potential risk of failure due to low collaborative skills;

5   It can work only if there is sufficient representation of strategic partners, especially governments;

6   Often the results will not be achieved in the short term, requiring patience and resilience;

7   Funding for collaborative processes is not easy to find, whose success is never fully guaranteed.

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KEY FACTORS

The development of a multi-sector partnership includes key factors without which the chances of success are greatly reduced. They are:

A - Systemic thinking;
B - Personal transformation for social transformation;
C - New types of leadership;
D - New forms of communication;
E - Collaboration;
F - Confidence;
G - Conflict management;
H - Collaborative learning;
I - Constructive use of power;
J - Resilience.

SYSTEMIC THINKING

The traditional way of breaking down the different parts of a problem and solving each problem is innocuous in solving complex problems. This is because, separating each unit, one loses not only the vision of the whole but also of the dynamics of interaction between the parts.

For this reason, complex problems require a systemic or holistic view that serves as a basis for a multi-sector approach.

A system is considered a set of elements in interaction with each other and with the environment and constantly changing in time and space.

The dimension of time requires that in addition to understanding the context of the interactions at a given moment (the photo), understand the trends of that context (the film).
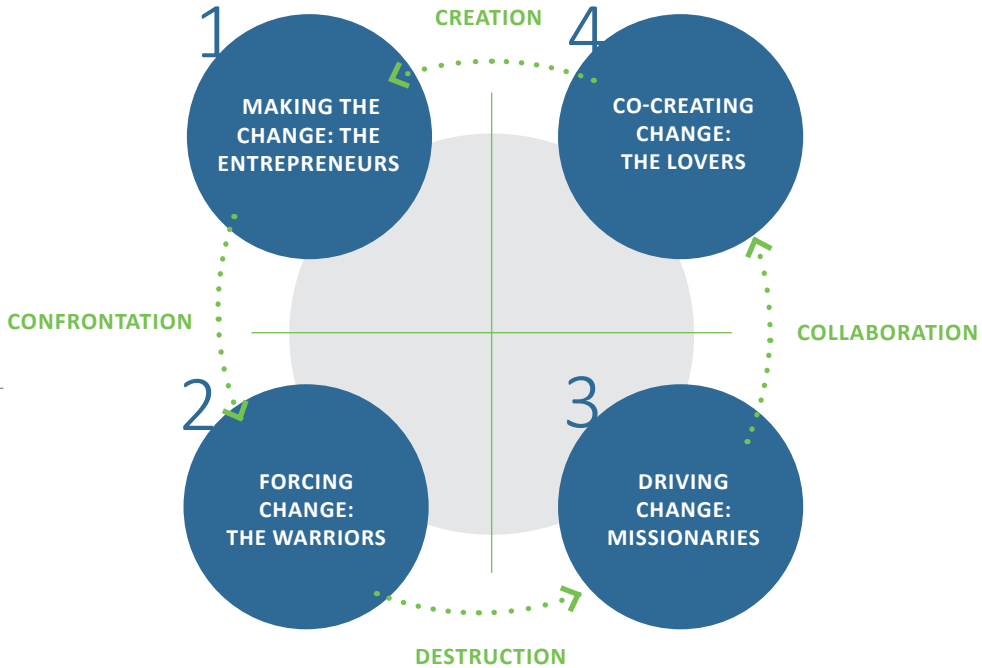
As for space, globalization has caused, among other effects, a dilution of borders between national and global, with the expansion of interactions on a scale previously unimaginable.

This densely interconnected system, in which local decisions and actions can have global impact and vice versa, reinforces the increasing complexity of problems and the need for a systemic understanding of reality.

DIFFERENT MODALITIES OF SYSTEMIC CHANGES

Steve Waddell (2018), in his article Four Strategies for Large Systems Change, points out that there is a tendency among those working with systemic social change to focus on the creative side of the task, but that this process also involves the destruction of the old .

In addition to the paradox between creation and destruction, the author identifies another line of tension between confrontation and collaboration. Based on these antagonisms, Waddell classifies four strategies of large-scale systemic changes, associating them with certain archetypes according to the following figure.

1 MAKING THE CHANGE: THE ENTREPRENEURS

CREATION

4 CO-CREATING CHANGE: THE LOVERS

CONFRONTATION

COLLABORATION

2 FORCING CHANGE: THE WARRIORS

3 DRIVING CHANGE: MISSIONARIES

DESTRUCTION

1. Making the Change: The Entrepreneurs

Entrepreneurs are willing to create a new approach that challenges logic and the prevailing modes of operation. The entrepreneur may be an individual, but for social impact, it is more often an organization or a movement. Entrepreneurs are not set on destroying the old, though this is typically the effect of their inno-vation. Your energy is dedicated to creating the new. These change agents, in general, face skepticism, resistance, and problems with scale, which may render them incapable of bringing about widespread social change on their own.

2. Forcing Change: The Warriors

Warriors are the energy that pushes for widespread change, trying to influence others through their lobbying and advocacy. They must be willing to take risks and concentrate on gathering forces, through followers and supporters, often associated with social movements. The danger to this quadrant is the failure to gather enough support and power to "emerge from the margins."

3. Directing change: The Missionaries

Missionaries can use the power and authority to ensure change, but this almost always requires a fundamental break with the structures that give them power and authority. They usually have a missionary attitude, often associated with charism, to seek transformation. Its energy can be easily suppressed by the interests of the status quo and by skepticism with attempts to create something that no one has yet seen or fully experienced.

4. Co-creation of change: The Lovers

This is the strategy of bringing together all stakeholders and finding out how to work together for change. It depends on the willingness of everyone to change, since almost every participant is part of the problem.

As can be observed the author places in this quadrant the collaborative process, characteristic of multi-sector partnerships.

According to him, although an initiative, as it evolves, can change its position, within a given quadrant, becoming more or less creative or destructive, cooperative or confrontational. Migration to a different quadrant could alter its central logic, its reasons and principles.

In other words, MSPs may have partners with entrepreneur, warrior or missionary profiles, but they cannot depart from the principles of co-creation and collaboration.

SYSTEMIC THINKING IN MULTI-SECTOR PARTNERSHIPS

1. The vision of the whole

Different partners will have diverse perspectives on a situation, motivated in part by their own values and interests. It is crucial that a collaborative approach to a shared understanding of the whole be reached, both in relation to the nature of the problem in focus and the possible solutions. The following figure shows how actors tend to look at the problem in a segmented way and how systemic thinking is fundamental to understanding the complexity of the whole.
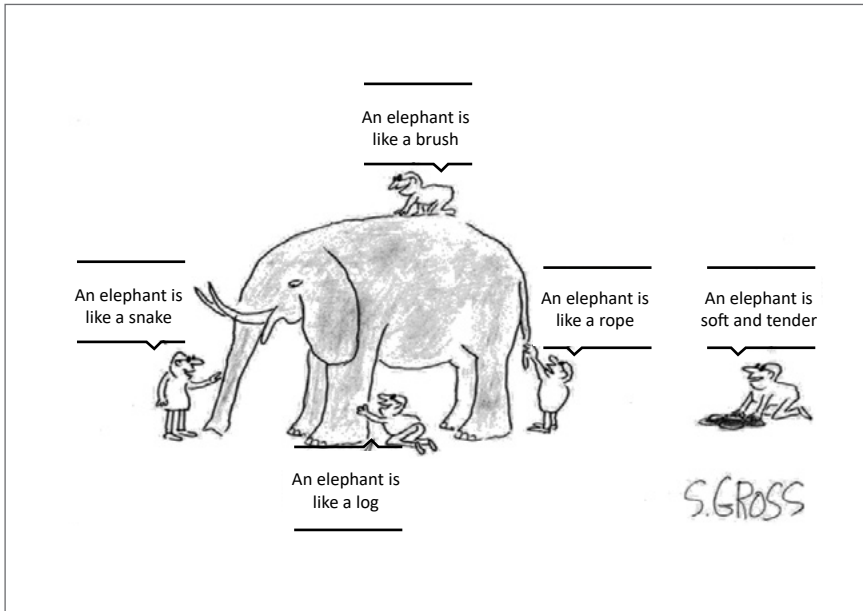
2. The network of causal factors

An important exercise in systemic thinking, applied to context analysis, is the identification of the network of causal factors linked to a given problem. By using a series of "whys", it is possible to identify the complexity and inter-sectoarity of the factors that define the context of a given problem.

In the case of problems related to poor families, for example, it is possible to identify, among others, factors associated with the economic sector, such as low income, unemployment and underemployment; to the education sector, such as low quality education, school delay and dropout; to the social protection sector, such as lack of care services; to the health sector, such as loss-making services, deaths from external causes, and use and abuse of alcohol and other drugs; to the justice sector, as an infraction, lack of access to justice; to the environment as a degraded environment; to infrastructure, such as housing shortages, precarious transportation and lack of sanitation; to the sports, culture and leisure sectors, such as the lack of access to these goods; to the science and technology sector, such as the precarious Information Technology (IT) infrastructure; finally, to the mismanagement that affects the public policies of all these sectors. In the following figure, it is possible to identify the different causes of the problems that affect poor families and the areas involved.

COLLABORATIVE STRATEGIES FOR COMPLEX SOCIAL PROBLEMS: A Guide to Multi-Sector Partnerships
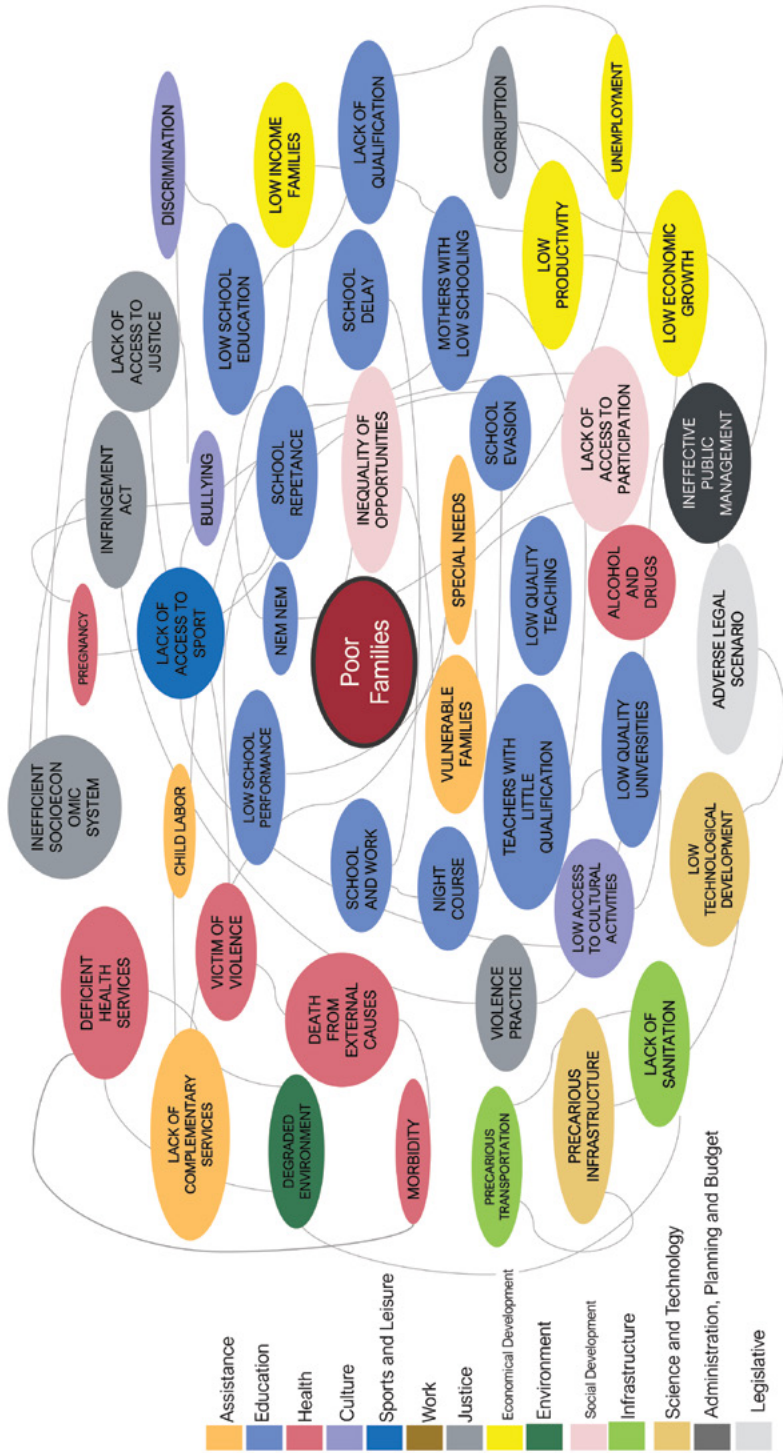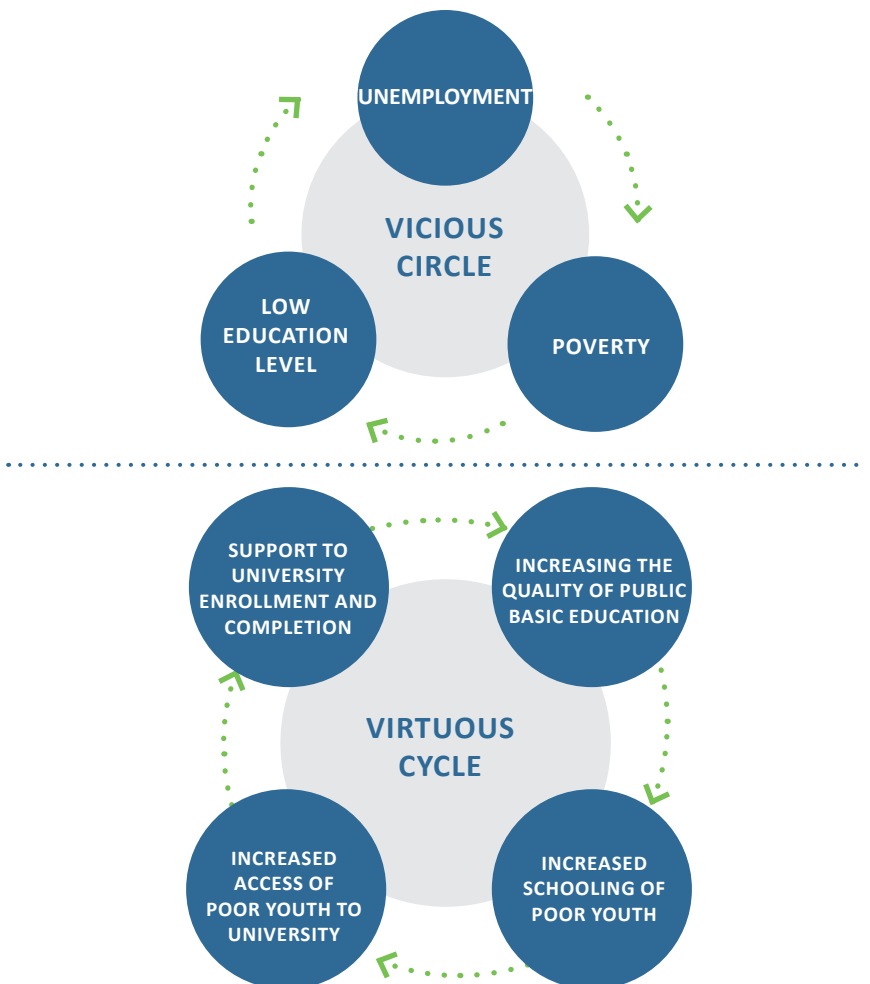
3. Limitations of an MSP

When we use systemic thinking in addressing social issues, given the breadth of the connection between its factors, we must decide on the focus and limits of action. If the limits are too broad, the process can be extremely complicated and success will be difficult to achieve. If too narrow, one may be putting aside crucial questions to solve the problem.

Limits are likely to change during the process, but changes need to occur collaboratively from a defined focus and boundaries.

4.Identification of vicious and virtuous circles

The systemic analysis of reality, with its network of causes and consequences, allows us to identify virtuous and vicious circles of interaction. Such identification is extremely useful for MSP, as it may constitute important "leverage points". The following figures demonstrate how these processes take place:

UNEMPLOYMENT

VICIOUS CIRCLE

LOW EDUCATION LEVEL

POVERTY

SUPPORT TO UNIVERSITY ENROLLMENT AND COMPLETION

INCREASING THE QUALITY OF PUBLIC BASIC EDUCATION

VIRTUOUS CYCLE

INCREASED ACCESS OF POOR YOUTH TO UNIVERSITY

INCREASED SCHOOLING OF POOR YOUTH

5. Leverage points

Leverage points are places within a system where a small change can produce major transformations in the whole.

Meadows (1999) suggest a list of leverage points with varying degrees of effectiveness in promoting change.

- **The Virtuous and vicious circles**
  Once the vicious and virtuous circles have been identified, the development of strategies of correction of the former and reinforcement of the latter can represent an important point of leverage.

  In the case of the vicious, there must be intervention to reduce their power of self-multiplication. On the other hand, increasing gains around a virtuous circle may even slow the growth of the vicious.

- **Parameters and numbers**
  Parameters are quality standards, defined for a variety of topics, such as: air quality, salaries, amount of land reserved for conservation, quality of education, or bank service fees.

  For Meadows, these parameters, in spite of the great attention given to them, are considered points of low leverage power. Not that the parameters are not important, but they rarely change, by itself, the reality.

  In particular, if the system is chronically stagnant, parameter changes rarely start the process of transformation. Any limit placed on campaign contributions, for example, does not make the political process more transparent. After decades of stringent air pollution regulations atmospheric conditions continue to worsen in many large metropolises. Increased funding for law enforcement agencies has not led to a reduction in criminal activity. Simply increasing teachers salaries is not directly reflected in improved student performance.

- **The physical infrastructure**
  Physical infrastructure can have a huge effect on how the system operates, but its transformation is very difficult and time-consuming. Often, the only way to change a physical structure is to rebuild it, but this process is usually very time-consuming and costly.

  Although it is crucial in a system, it rarely constitutes a strong point of leverage, because changing it is not simple. The leverage point should be in a prior design of the infrastructure, more appropriate.

- **The time between information and action**
  The information and control field seems to have more leverage than the physical infrastructure. That is because if we are trying to transform a system, but we get backlogged information about this process, we will need a longer than expected time to transform it. The same thing happens if the information is fast, but the response is slow.

  Delays, even very short ones, can cause great effects. Hence, the reduction of retention in the information flow, and between them and the answers, can be an important point of leverage.

- **The structure of information flows**
  Missing feedback is one of the most common causes of system malfunction. Creating or restoring information flows in the transformation process can be a powerful leverage point, in general much easier and cheaper than rebuilding the physical infrastructure, for example.

  As we have a systematic tendency to avoid responsibility for our own decisions, it is common the lack of information, derived from monitoring processes.

- **Normative system**
  Physical laws are absolute rules, whether we understand them or not and whether we like them or not. On the other hand, social laws, punishments, incentives and formal or informal agreements are progressively weaker standards.

  Power over social rules is a "real power." That's why lobbyists gather when Congress drafts laws and the Supreme Court, which interprets and outlines the Constitution, seems to have even more power than Congress.

  If we want to transform the deepest and most detrimental functions of systems, we must know the rules and identify who has power over them. Changes in the regulatory system are very powerful leverage points.

- **The objectives of the system**
  The purpose of a system is a powerful leverage point. They are not deductible from what is said, but from what the system does. Survival, resilience, differentiation, and evolution are system-level goals.

  Even people within systems often do not recognize what the system's goals are.

  Changing actors in a system is usually a low-impact intervention, especially if they fit the same old goal of the system. The exception to this rule is in changes at the top, where a single actor may have the power to change the goals of an entire system.

- **Mental Models**

  Mental models are the basis of systems. From them, come the objectives of the system, the information flows, the normative systems and everything else.

  We could say that mental models are the most difficult to change and that, therefore, this item should not be included as a leverage point.

  It happens that when it comes to each individual, this can happen very quickly. All it takes is an insight and a new way of seeing reality. When it comes to whole societies, the question is another. They resist changes in their mental model more than anything else.

  The way to deal with this difficulty is to promote a collaborative learning that includes: a systemic view of reality, identification and analysis of different mental models and the collective construction of new paradigms.

  For this, it is necessary to remain flexible to realize that no paradigm contains "the whole truth." That each model, including our own worldview, is a limited understanding of an immense and admirable universe of ways of interpreting the world.

6. The metaphor of the iceberg

Context and trend analyzes do not seem to be enough to understand the complex problems that a MSP is about to face.

There are underlying factors, of enormous influence in the context of the problem and in its history, difficult to detect by their subjective character.

There are many ways to try to analyze the situation, but a tool considered very useful is the metaphor of the iceberg.

The Reos Partners Institute (2009) has developed an instrument that helps us understand how the entire system works. The iceberg illustrates how much is below what is directly observed. According to the proposal, it is only possible to visualize a tenth of the whole, because the real mass is below the surface. Let's see:

CONTEXT

TENDENCIES

STRUCTURES

UNDERLYING
FACTORS
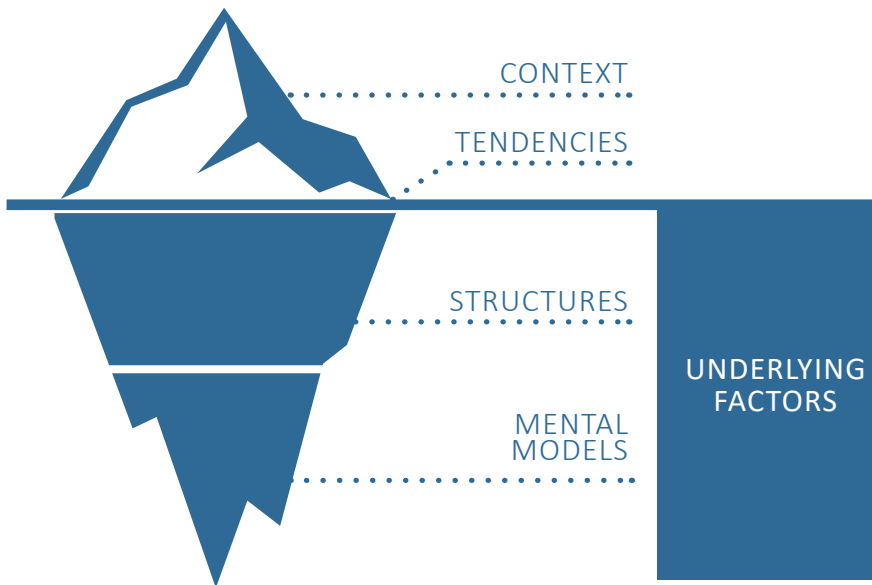
MENTAL
MODELS

According to Reos Partners Institute, the context of a problem evolves over time, based on various structures, and the whole is supported by particular forms of thought or by mental models that exist in society and within individuals.

- **Structures**
  The different institutions involved with the problem are considered as structures. Promoting social change requires transformations in the underlying institutions or traditions.

  Both formal and underlying structures, which may be real barriers to change, are institutions, but they can also support the achievement of objectives.

  In many fields, whether in education, health or the environment, an MSP will be dealing with a disordered network of many formal and informal institutions that interact with each other and may be responsible for the very production of the problem.

  The effectiveness of a MSP depends, therefore, on the identification of institutions that are preventing the desired change from happening and those that support the good result of the initiative. An institution that supports the partnership proposal should be helped to have more influence on the behavior of other partners. With regard to a contrary institution, strategies must be developed that reduce its impact and lead to long-term change.

  However, by definition, institutions are stable, durable and resist change. In general, they change slowly, with incremental steps. On the other hand, a small

change in an institution that is close to an inflection point can have a huge effect. It is often much easier to recognize and propose changes to other people's institutions than to our own. Ideas and attitudes can be so deeply rooted in our thinking that we perceive the idea of change in our institutions as something very disturbing.

It is interesting to note that MSPs have the potential to influence more effectively a larger number of institutions because they can draw upon the power and collective intelligence of their many partners.

- **Mental Models**
  Mental models, on the other hand, include norms and values of a society of different formal and informal institutions that are absorbed by individuals throughout their lives in their process of socialization. These ways of thinking are persistent and are the most hidden part of the iceberg.

  Different groups of partners often have different mental models that shape their understanding and the decisions they make. In complex problems, these mental models can be even antagonistic, generating conflicts and making collaboration difficult.

  It is essential to create situations that help partners to talk to each other and find out where and why their thoughts differ, exploring their mental models and those of others involved in the process.

  Once partners understand the different mental models involved, they can identify which ones are useful and which ones need to change, including their own.

  New mental models can arise when everyone shares, but usually require in-depth individual transformations.

7. U Theory

The U Theory, developed by Peter Senge, Otto Scharmer and other scholars, is of great value for the MSP proposal, as it proposes a process that allows the various partners to concretize the stages of conception and implementation of an initiative.

Following in the footsteps of Process U, partners are able to build a shared vision of complex problems, explore possibilities for change, and create prototypical innovations, as well as fostering personal transformations as they deal with their own purposes and perspectives.

This proposal holds that innovation emerges from a deep understanding of complex problems and creative insights about potential solutions.

Process U also proposes the use of systemic thinking to diagnose these problems, as well as specific methodologies for creating shared goals, a common agenda and collaborative learning spaces.

The methodology proposes to face the main internal barriers to change, such as judgment, cynicism and fear.

According to the authors, it is not just a question of replacing one mentality, which no longer serves us, by another. It is a shift from the logic of the "ego-consciousness of the system" to that of the "eco-consciousness of the system."

For them, there is a need today to co-imagine, co-inspire and co-create our main institutions and social systems. One must stop reacting and fighting fires and seeks an understanding that includes all four levels of the "iceberg model".

At the level of the visible context, Scharmer identifies three divisions that affect the present world: ecological division (me × nature), causing environmental problems; social division (me × other), determining polarizations, conflicts and wars; and internal or spiritual division (me × me), triggering depression and promoting suicide.

At the level of the structures that support this context, the authors identify a series of disconnections between: (a) economic policies and real economies; (b) infinite growth and finite resources; (c) who has and who does not have; (d) institutional leadership and lived reality; (e) GDP and happiness; (f) government and population; (f) land ownership and social use; (g) technology creation and people's real needs.

The most important, however, would be the deeper level: that of mental models. In this sense, a quote attributed to Albert Einstein states: "We cannot solve our problems with the same thinking we used when we created them.

For the authors, the success of our actions as promoters of change does not depend on what we do or how we do, but on the inner place from which we operate.

The essence of this view is that we cannot transform systems without changing the quality of the mental model that defines our actions, both individual and collective.

To do so, instead of learning from the past, we must learn from the emerging future. To this, Otto called "presence," which combines the possibility of perceiving the future, being fully present. Presence can be the antidote to the destructive dynamics of being absent.

The state of presence occurs through three openings: the open mind, the open heart, and the open will. The opposite of the open mind is to be attached to an idea or a truth; of the open heart, is to be a prisoner of a rigid identity; of the open will, is to suppress the most authentic desires.
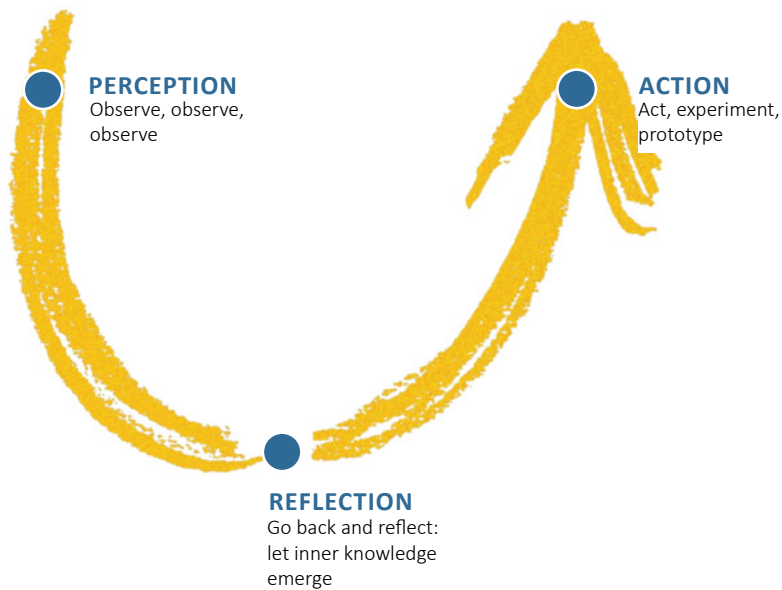
- **Movements of the U Process**
  First, we must connect with "feeling," with the free perception of all preju-
  dices, questioning one's own mental models and observing reality beyond
  these filters.

  Then we reach the deepest part of the U, where we connect with "being
  present", discovering ourselves, our visions and purposes.

  Finally, the U starts to ascend, which is associated with the realization, that
  is, the elaboration of a prototype that represents the visions and purposes,
  giving a real form to the ideas that emerged in the process.

PROCESSES OF THE U MOVEMENTS

PERCEPTION
Observe, observe,
observe

ACTION
Act, experiment,
prototype

REFLECTION
Go back and reflect:
let inner knowledge
emerge

Source: Presencing Institute

COLLABORATIVE STRATEGIES FOR COMPLEX SOCIAL PROBLEMS: A Guide to Multi-Sector Partnerships
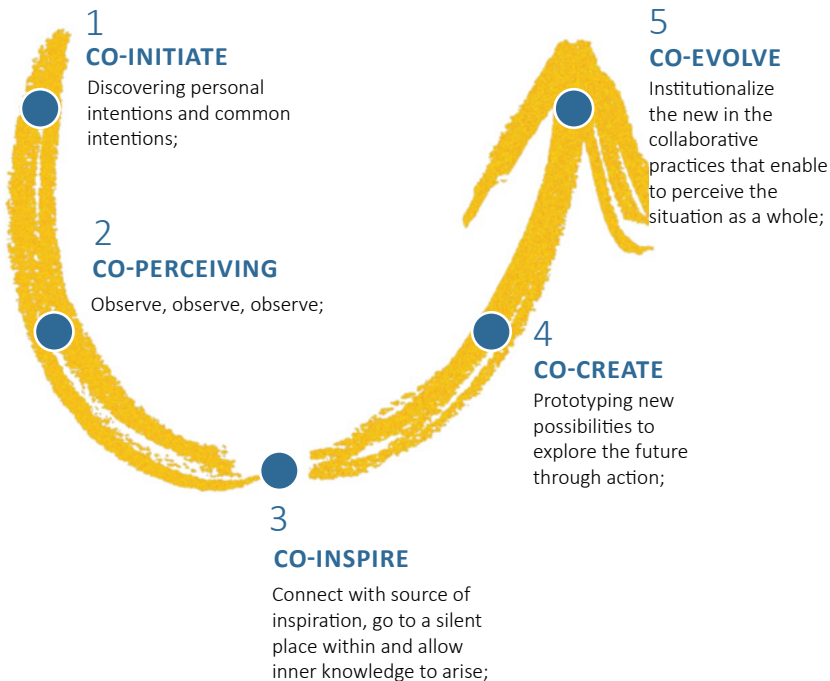
 The methodology proposes that instead of tackling a problem in a reactive way, which often ends up causing other problems in the longer term, we must engage in a collective learning process and co-create the solutions together.

 A collaborative process, typical of multi-sector partnerships, should go through five stages: (a) co-iniciative, aimed at discovering personal goals and common intentions; (b) co-perception, bringing together partners for a systemic view of reality; (c) co-inspiration, when seeking the source of inspiration, reflecting in a place of silence, in order to allow the inner knowledge to arise; (d) co-creation, in which one seeks to prototype the new, to explore the future, through action; and (e) co-solution, which institutionalizes collaborative practices, as shown in the following figure.

U PROCESS: 1 PROCESS, 5 STEPS

1 CO-INITIATE
Discovering personal intentions and common intentions;

2 CO-PERCEIVING
Observe, observe, observe;

3 CO-INSPIRE
Connect with source of inspiration, go to a silent place within and allow inner knowledge to arise;

4 CO-CREATE
Prototyping new possibilities to explore the future through action;

5 CO-EVOLVE
Institutionalize the new in the collaborative practices that enable to perceive the situation as a whole;
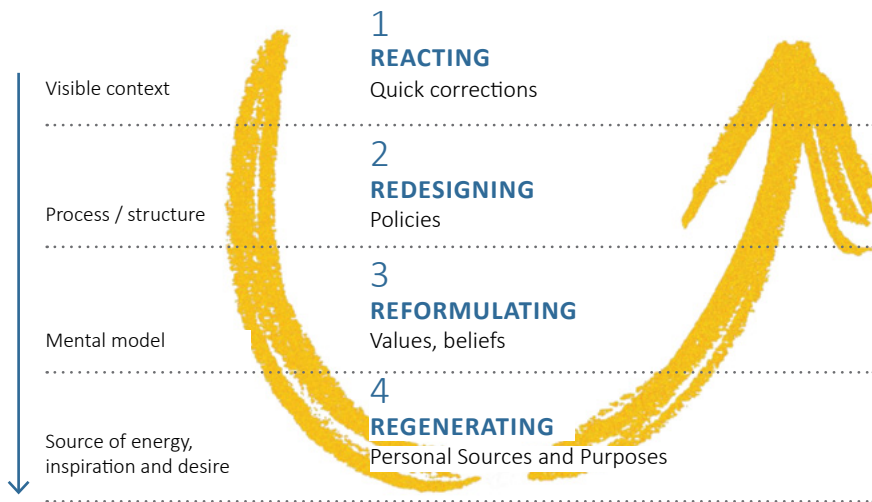
Source: Presencing Institute

Still in line with systemic thinking and the iceberg metaphor, U Theory believes that the five steps of the collaborative process enable changes at four levels: (a) in context; (b) processes and structures; (c) in the mental model, reaching the still deeper level; and (d) in personal sources and purposes, as shown in the following figure.
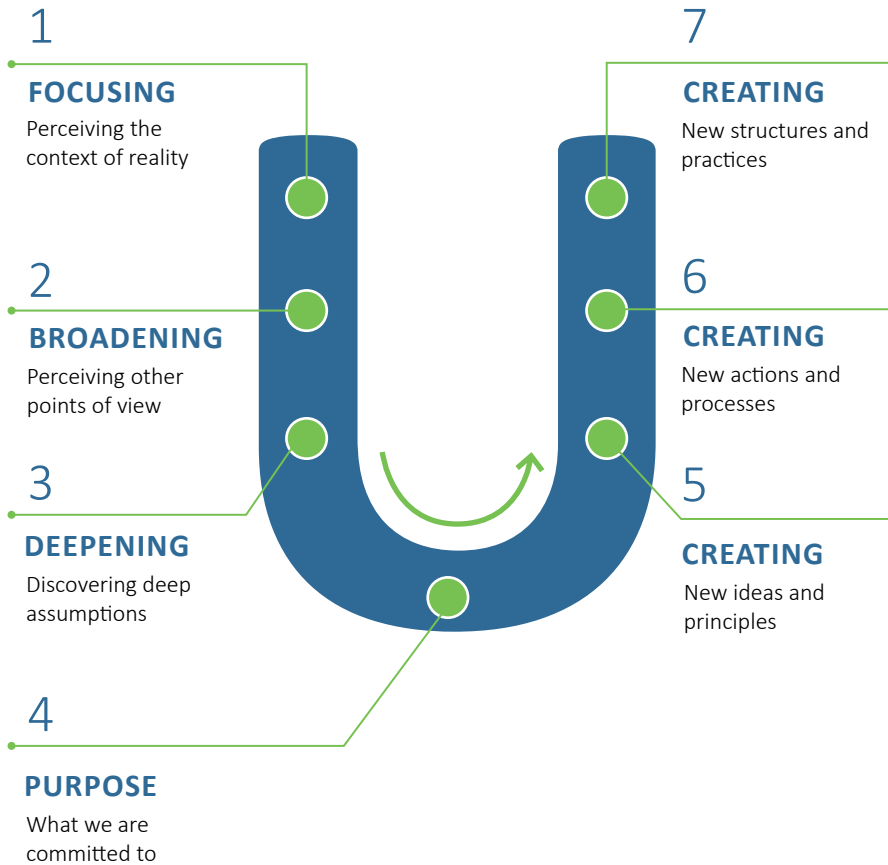
FOUR LEVELS OF CHANGE

Visible context	**1** **REACTING** Quick corrections
Process / structure	**2** **REDESIGNING** Policies
Mental model	**3** **REFORMULATING** Values, beliefs
Source of energy, inspiration and desire	**4** **REGENERATING** Personal Sources and Purposes

Source: Presencing Institute

Finally, the use of U Theory in the process of designing and implementing a multi-sector partnership should follow the following steps, according to the following figure.

U PROCESS - THE BASIS FOR A MULTI-SECTOR PARTNERSHIP

1
FOCUSING
Perceiving the
context of reality

2
BROADENING
Perceiving other
points of view

3
DEEPENING
Discovering deep
assumptions

4
PURPOSE
What we are
committed to

7
CREATING
New structures and
practices

6
CREATING
New actions and
processes

5
CREATING
New ideas and
principles

8. The four quadrants of change

The Four Quadrant of Change model (4Q), developed by Ken Wilber (2000), helps to think about change within the underlying factors. This author identifies different types of change allocated in four quadrants.

In Quadrant 1, there are transformations in the inner or personal field, such as: intention, personal identity and ways of perceiving. Quadrant 2 addresses behavior in interpersonal relationships and how they are developed. Quadrant 3 deals with culture, beliefs and values, while Quadrant 4, with the structures and processes of social systems.

Steve Waddell (2018) suggests that a MSP does not need to act directly in all quarters, but must ensure that all its partners have interventions at all. Lack of change in one quadrant will hinder the development of others.

The Four Quadrant model can be summarized as follows:

1 QUADRANT: INTERIOR / INDIVIDUAL LEVEL

Spiritual-psychological, concerned with the change of the very sense of being.

Theory of change: it is a question of individual perceptions and capacities.

Focus:
- Deepen self-awareness;
- Develop knowledge, skills and personal skills;
- Clarify and transform assumptions, values, mental models and beliefs.

Methods:
- Meditation;
- Personal reflection;
- Personal development, through courses and internships.

2 QUADRANT: EXTERIOR / INTERPERSONAL LEVEL

Interpersonal, concerned with changing behaviors in interaction with others.

Theory of change: it is a question of how individuals interact.

Focus:
- Shows trust, respect, mutual under-standing;
- Change behaviors to experience inter-dependence;
- Achieve constructive patterns of inter-personal relationships.

Methods:
- Capacity building to deal with diversity;
- Learning to travel to the world of other people (empathy);
- Group meetings / retreats;
- Training in mediation and negotiation of conflicts.

3 QUADRANT: COLLECTIVE / SOCIAL AND CULTURAL SPHERES

Concerned about collective values of equality and justice.

Theory of change: it is a question of collective values and beliefs.

Focus:
- Collective goals and aspirations;
- Underlying values and beliefs;
- Rules and implicit assumptions;
- Speech and language.

Methods:
- Collective configuration of objectives and strategies (common agenda);
- Statements of values;
- Pacing processes;
- Continuous communication.

4 QUADRANT: STRUCTURAL AND SYSTEMIC COLLECTIVE LEVEL

Concerned about governance, management processes and institutions.

Theory of change: it is a question of processes, institutions and power.

Focus:
- Governance and management system;
- Policies and legislation;
- Institutions and procedures;
- Criteria for allocating resources.

Methods:
- Construction of a new governance system;
- New agreements and structures;
- New control structures;
- Management for results: monitoring and evaluation systems.

When it comes to systemic changes, it is important to identify a starting point for the process. This definition will depend on the context, but it is fundamental to work, during the life of the initiative, with all the different dimensions.

Although the scope of personal transformations does not necessarily have to be this starting point, it must be emphasized that changes in the other quadrants end up facing limits if work is not developed in this field. In fact, experience seems to confirm that mental models are at the basis of the processes of transformation of reality.

People will only put the time and effort they need if they are emotionally involved with the problem.

The emotional involvement and sense that really matters can come from our deepest beliefs about certain issues such as the desire for justice, peace and wholeness. They can also come from more concrete questions, such as strengthening the work already developed by the institution, being part of the institutional purpose, or, in personal terms, being interesting for the professional career.

PERSONAL TRANSFORMATION FOR SOCIAL TRANSFORMATION

THE PATHS OF PERSONAL TRANSFORMATION

On this subject, Peggy Dulany, in a publication entitled Why Inner Work (2017. Available at: <https://www.synergos.org/news-and-insights/2018/building-trust-works-why-inner-work- social-impact>), brought together an important set of ideas.

According to Dulany, feelings of trust, inspiration, compassion, calm, joy, and empowerment will encourage people to engage in collaborative action. Such engagement can be determined by a sense of urgency or even crisis, but if the crisis is perceived as very serious, people may be paralyzed by anxiety or fear.

Feelings of fear, frustration, anxiety, anger and irritation can block engagement. The facilitation of a MSP should aim to develop a safe environment in which people feel capable of expanding into uncharted territory, despite the potential discomfort it may generate.

The author then explores the main components of the process of personal transformation: (1) increasing trust, (2) assuming one's own vulnerability, (3) pursuing authenticity, (4) humility, (6) the development of curiosity, (7) experience with beauty, (8) presence, (9) imagination, (10) creativity, (11) love.

1. Trust
Trust is considered a prerequisite for people to feel secure enough to dare to express their truths openly and fearlessly.

When we are able to trust others, it is easier to listen attentively and even empathize with them, but fear, generated by past experiences, can keep us from trusting.

Relying on ourselves is fundamental so that we can speak and act authentically, making ourselves more apt to gain the trust of others.

2. Vulnerability
Accepting one's own vulnerability is only possible when one feels secure and risking trust. It includes the willingness to share and examine aspects about which we may feel fragile or insecure. It is a prerequisite for both authenticity and openness of hearts.

A person who dares to share a story with another person or group, in an authentic way, elicits empathy and gratitude from the listener (s).

Shared stories in a group can, along with other factors, promote trust and confidence among participants, which generates more courage to explore one's own limits and vulnerabilities, and to be more collaborative.

3. Authenticity
Authenticity involves recognizing and acting out of your complete and "true" self without having to hide behind a mask or person. This makes people more confident and trustworthy for others.

As we become more confident about our purposes, we feel comfortable enough to risk, say what we want, and act more consistently with our beliefs and principles.

Other people may feel more confident with us when they are confident about our positions, even if they do not agree with them.

4. Ownership
Belonging is the feeling of being part of a whole, as a group, community or nation, or a sense of connection with an even greater whole.

Belonging to a community or group, such as an MSP, can offer comfort, despite the existence of situations marked by dissent and the emergence of conflicts.

On the other hand, consolidating the feeling of belonging to oneself brings a sense of stability and security.

5. Humility
We need humility to give up masks and defenses, and increase confidence in ourselves and our abilities.

It represents recognizing what we do not know; which allows you to expand your curiosity to learn more. It provides an example for those who feel the need to prove themselves at all times, reducing competitiveness and paving the way for greater collaboration.

6. Curiosity
After allowing us to trust, making ourselves vulnerable, more authentic and humble, we also open ourselves to become more curious.

Curiosity opens a door to exploration and growth. We become curious when we become less fearful, less critical (for these two components are often connected) and more capable of dealing with new situations without suspicion or suspicion.

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7. Beauty

Beauty inspires admiration and imagination, and fosters "openness of heart," while natural beauty causes a sense of connection with the whole.

Beauty can be everywhere: in a summer storm, in a field of wildflowers, in a well-planned summer salad, in the plastic arts, in a play, in a literary work, or in a song.

Absolutely absorbed by beauty, surrendering to it, it is possible to achieve a "state of presence."

8. Presence

Presence is often defined as "being in the moment," in an "alpha" or single-point focus (as in meditation), as opposed to the multitasking mind.

It allows us to fully focus the thinking on the task, the person or group in question, which is increasingly difficult in a heavily populated and internet-connected world where our attention is drawn in many directions.

However, being in a "state of presence" is more than ever necessary to enable us to connect with our true purpose and fully hear people.

Listening is a powerful peacemaker of all communications, for it diminishes anxiety and conflict. Listening helps anyone calm down and be present.

9. Imagination

The imagination is an instrument of liberation of the mind in relation to plans, regrets, recriminations, desires and "task lists", allowing us to move towards a space of greater creativity and presence.

To activate our imagination, we need to engage in activities that allow the rational mind to move away, such as: delving into beauty, engaging the body in movements (yoga, dancing or active exercises), drawing with our non-dominant hand, writing poetry, sing or speak out loud, pray or meditate.

Sometimes we feel embarrassed doing these things. We need to remember how we were as children, when we spent most of our time playing imaginary games. Let our imagination create your answers and honor the wisdom it brings us.

In the free flow of our imagination, ideas arise that initially may seem silly to the rational mind but can produce works of art, valuable inventions, and solutions to problems that seemed to be insoluble.

10. Creativity

Creativity, like the imagination, can be constrained by rational thought, being hampered by much concern, mistrust, fear, and shame.

Openness to the imagination offers a direct route to unleash creativity. Both come from the same stream. Beauty can also stimulate creativity. Love is an excellent way to open the heart and provide a state of fluidity, being another natural stimulator of our creativity.

Complex problems need creativity to generate solutions.

11. Gratitude

Gratitude is a fantastic "heart-opener," and often it is generated by an experience of beauty, by a person feeling confident and confident, or by having a sense of belonging.

When we feel grateful, our fears diminish, and we are able to relate to the world and to others in a more loving way, gaining reciprocity and facilitating the resolution of conflicts and problems.

12. Love

Love and our willingness to feel it are the best vehicles to demonstrate our "open heart" and to encourage others to open their own hearts.

The genuine expression of personal or interpersonal love can create a space in which others begin to feel secure enough to trust, to allow themselves to be vulnerable, to risk showing their authentic self and to reciprocate with their own love.

Love, however, is filled with all the insecurities and fears that characterize us as human beings. Without love being connected to a sense of belonging, which offears the possibility of unconditional love, we tend to regress to a state of "closed heart" whenever we feel threatened or pressured.

Openness of heart, our imagination and our creativity, connected with love and gratitude, open the way for us to work together to solve complex problems.
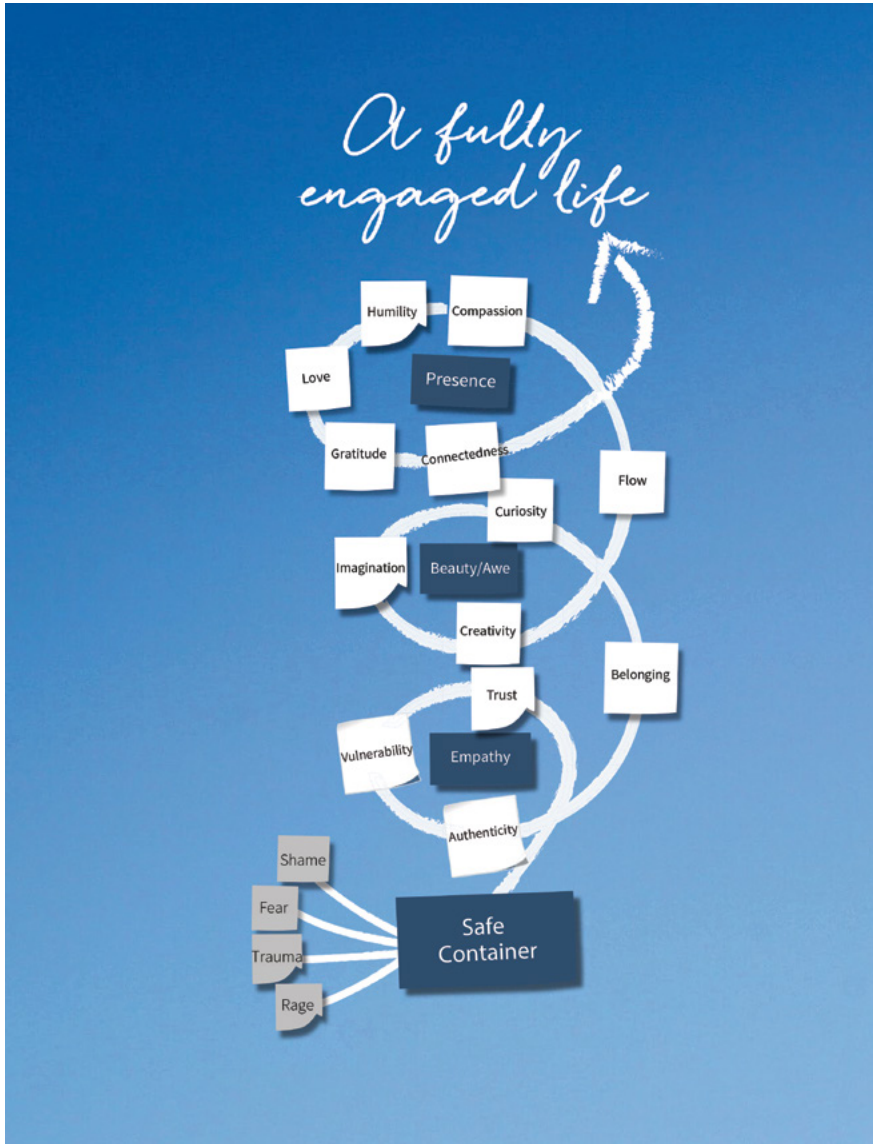
Source: Dulany, 2017

According to Dulany, if we want to have a full and engaged life, participating in collaborative processes of social change, we must be part of a spiral flow of growth.

This flow depends on the existence of a safe space, which allows shame, fear and anger to be overcome, usually the fruits of previous trauma, exposing our vulnerability and our "authentic self." This leads to increased mutual trust and empathy. Empathy is the basis for reaching a new level, from the sense of belonging.

In the new stage, we develop curiosity, imagination and collective creativity. This creative force, based on the experience of the beautiful, allows the fluidity necessary to ascend to a new level, characterized by humility, compassion, love and gratitude, prerequisites for achieving "full presence" and real connectivity with the other.

THE VIRTUOUS CIRCLE OF LOVE X THE VICIOUS CIRCLE OF FEAR
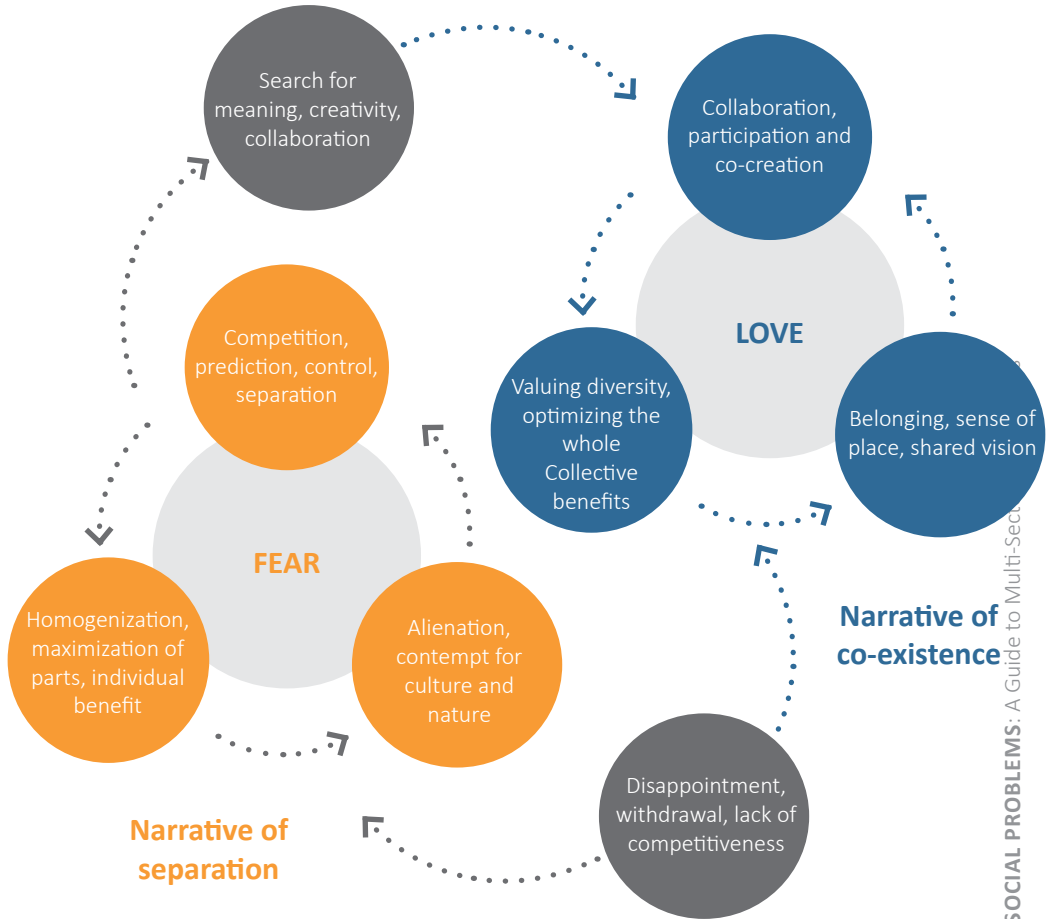
Another important contribution to the subject of personal transformations for social transformations is given by Wahl (2016), quoted in **Personal and Planetary Health**, in Design for Sustainability of Gaia Education.

From systemic thinking, the author characterizes the virtuous circle of love and collaboration and the vicious circle of fear and competition. According to him, it would be our choice to promote cultures based on love or fear.

According to the author,

> *"living in a constant state of fear of losing, or losing control, is the result of being raised in a culture and an educational system strongly shaped by the narrative of separation, competition and scarcity. Inner and outer resilience has to do with experiencing a deep sense of belonging in our fellowship with the rest of our lives, and a sense of being in a place where we share meanings that connect us to our communities and region. From the inter--being narrative we can co-create thriving communities and regenerative cultures that support inner and outer resilience in individuals, thereby creating a more resilient and creative collective".*

FROM A VICIOUS CIRCLE TO A VIRTUOUS CIRCLE

Search for meaning, creativity, collaboration

Collaboration, participation and co-creation

Competition, prediction, control, separation

LOVE

Valuing diversity, optimizing the whole Collective benefits

Belonging, sense of place, shared vision

FEAR

Homogenization, maximization of parts, individual benefit

Alienation, contempt for culture and nature

Narrative of co-existence

Disappointment, withdrawal, lack of competitiveness

Narrative of separation

Narrative of co-existence

It is perceived that a MSP will only be able to occur if the narrative of the coexistence is strengthened and the domain of fear is overcome in search of a common meaning, fostering creativity and collaboration. Only in this way is it possible to promote participation and co-creation, to strengthen a sense of belonging, to value diversity and to produce the common good.

NEW TYPES OF LEADERSHIP

It is important to understand that the types of leadership that function in a hierarchical setting, in which leaders have formal authority, are unlikely to function in a more collaborative environment.

COLLABORATIVE LEADERSHIP

To be successful, MSPs need to have a strong standard of collaborative leadership and rely on bridge leaders, both in coordinating the initiative and in each of the different partner groups.

Leadership standards and capabilities can have a profound influence on the direction of an MSP.

Behind any successful MSP, there is always collaborative leadership. We are not talking about a single leader here. As MSP should encourage people to work together and take responsibility, he needs to foster collaborative leadership, whereby a variety of partners can take on leadership roles.

Collaborative leadership refers, therefore, to the sharing of responsibilities between different leaders. We believe that in order to create collaborative relationships, these leaders must act in a leadership style called "bridge-leadership".

BRIDGE LEADERSHIP

In this guide, we use the name of bridge-leadership when exercised by a leader capable of creating the necessary conditions for establishing bridges of trust, respect and solidarity between different partners within the same group and between different groups of partners, above all beyond called "social frontiers".

Bridge leaders are people who can articulate and present the issues in a way that motivates partners to come together for a common agenda. He is generally respected, trustworthy and able to facilitate relationships between partners from different backgrounds, cultures, logics, social levels and power.

The ideal one for MSP would be to identify and strengthen bridge leaders in each of the partner groups.

MSPs may fail when a particular group of partners does not feel well represented or is uninformed or under-informed. Partner group bridge leaders need to actively engage with their peers and actually represent the interests of the group and the partnership. The activities of a MSP are unlikely to involve all partners, since reconciling all agendas is an almost impossible task. So, this bridge between what is happening and partner groups is a key bridge-leader function.

A very common misunderstanding is confusing the facilitator role with that of the bridge leader. Certainly, qualified facilitators can make a great contribution, but the success of a MSP will be largely determined by how leaders of different groups of partners take on bridging-leadership roles.

1. The role of bridge leaders
Instead of the classic vision of the manager's mission to set goals, mobilize resources, organize action and execute it, in the collaborative context the focus of the bridge leader is another.

In a MSP, a bridge leader should be focused on mobilizing the relevant partners in a persistent way; overcoming divergent interests, aligning goals and perceptions; manage expectations; build organizational relationships that maintain and sustain interactions; coordinate the flow of actions, interactions and communications, and promote resilience even when things do not seem to go so well. All of this in a collaborative and articulated way with other bridge leaders.

2. Bridge-leader capabilities
The bridge function requires the leader to be able to tailor his leadership model to the nature of a collaborative context. This requires important personal, relational, managerial and strategic characteristics.

Personal characteristics include: knowing how to listen; communicating effectively; have the power of persuasion and the courage to take risks; to promote a pleasant relationship; be diplomatic, honest, committed, patient, persevering; besides enjoying respect and legitimacy.

As relational characteristics, the following stand out: building bridges between organizations and people, beyond the limits imposed by institutional boundaries and prejudices; articulate a representative and diverse set of voices and perspectives; negotiating and resolving conflicts; cultivate and maintain affective and effective interpersonal relationships; build networks; establish relationships of trust; work comfortably with racial, cultural, religious, professional, organizational, age and gender diversity; dealing with ambiguity; motivate stakeholders and transform or neutralize skeptics; and empower actors.

They stand out as managerial characteristics: to establish the norms necessary for productive discussions; avoid creating excessive expectations; to make happen, from the power of influence, more than from the hierarchical position of authority; work in team and group; plan and coordinate effectively; manage multiple responsibilities; build new institutional arrangements and partnerships.

As strategic characteristics stand out: use the systemic thinking; articulate multiple views of the problem and the solutions; maintaining a balance between process focus and results focus; never lose sight of the desired systemic transformations (structural, cultural, interpersonal and personal).

Bridge leaders should also be able to inspire and promote the training of other bridge leaders who can work cooperatively at all stages of an MSP.

However, a bridge-leader is not born ready and complete. Based on some basic characteristics, referring to social norms such as courtesy, sympathy and empathy, and in addition to a systemic view of reality, a leader can develop his capacities and form oneself in the process of implementing an MSP.

Sullivan and Skelcher (2002), cited by Marques (2017), list the following basic contents for the formation of bridge leaders: systemic vision; critical appreciation of the environment and the opportunities / problems faced; understanding of diverse organizational contexts; good verbal communication (ability to "translate" messages) and non-verbal communication (body language, active listening); non-violent communication; ability to anticipate and adapt behaviors; network management; adoption of a common code; capacity for negotiation and conflict management; empathy; ability to take risks and deal well with uncertainty; and problem-solving ability.

Within the logic of collaboration, we can also think of a team of bridge leaders, in which the different members have specific abilities that, articulated, fill the "portfolio" of characteristics of a bridge leader.

NEW FORMS OF COMMUNICATION

The heart of a MSP is undoubtedly an accessible, consistent and systematic communication. Facilitate shared understanding, mobilize partners permanently around the common agenda; provide information about the partnership and its thematic universe; contribute to the maintenance of transparency in the conduct of the process; stimulating and strengthening group identity are primary challenges in the communication area of an MSP.

Through communication, it is possible to develop a set of strategies to produce, disseminate and create dialogue between partners and with society in general.

True to the logic of the partnership, a collaborative process must also be implemented in this area. In this sense, it is vital to articulate a network of communicators formed initially by the communicators of the different partner organizations and by "influencers" linked to the partnership themes.

STRATEGIC COMMUNICATION AND COMMUNICATION STRATEGY

Strategic thinking in communication must be at the root of a Multi-Sector Partnership. It must be present and impregnated in the process from the preliminary stage. This dimension is transversal and concomitant to all stages of the MSP in its design, planning, implementation, evaluation, learning and re-planning process. It must recognize its transformative power, perceiving communication as a strategy, not just as a tool.

It is fundamental to co-create with the initial group of partners an objective narrative, clear, simple, but not simplistic, that offers hope, has a focus on the solution and is, above all, human. It should also create a sense of urgency, but without being tragic, presenting possible solutions and solutions, as described in the flow of causes: the challenges of communicating social causes after the digital revolution (INSTITUTO ARAPYAÚ, 2016).

This narrative needs to be able to sensitize, engage and facilitate the relationship between the different actors of MSP. It must present the challenges, demonstrating the size of the complexity. It should preferably be collaboratively developed and have the capacity to mobilize and broaden, in the short, medium and long term, the network of interlocutors.

COLLABORATIVE STRATEGIES FOR COMPLEX SOCIAL PROBLEMS: A Guide to Multi-Sector Partnerships

The communication strategy includes: sensitizing, engaging, guiding agendas, generating knowledge and raising awareness on the theme in its complexity and specificities, developing the ability to keep up with the waves of ebb and flow of involvement and public opinion, strengthen resilience, stimulate changes in attitudes, and facilitate the creation of a cooperative environment for partnership. In the end, promote impact.

COMMUNICATION BETWEEN PARTNERS

Since the communication strategy and the actions foreseen by it are important, the way it is done is equally fundamental and tells a lot about the partnership itself. Brouwer; Woodhill et al. (2016) emphasize that the ability to communicate openly, respectfully, honestly, comprehensively and critically are factors for the effectiveness of MSP. They claim that:

> *Communicating in this way means being able to listen to others as well as being clear about your own perspectives and ideas. Weak communication skills often act as a barrier to multi-stakeholder collaboration. Good communication is the cornerstone of effective collaboration; without this, how can stakeholders overcome their differences and allow for the emergence of new ideas?* (**The MSP Guide**: *How to Design and Facilitate Multi-Stakeholder Partnerships, 2016*).

LISTENING LEVELS

In the communication between partners, the capacity and quality of listening are very important. The aforementioned U Theory or the U-Process presents four distinct levels of listening to which we should be aware during the realization of a MSP:

- Listening to the more superficial "downloading", in which we maintain our habits of judgment and reconfirm our old opinions;
- Factual listening, when we perceive something new and different, broadening our point of view and deconstructing old opinions;
- Empathic listening, in which there is an emotional connection with the other and we understand beyond what was said, perceiving the point of view of the interlocutor;
- Generative listening: openness to what is known and unknown, co-creation and emergence of new possibilities for the future.

BASIC GUIDELINES FOR COMMUNICATION IN AN MSP

Different cultures have diverse patterns and styles of communication. Such diversity is characteristic of MSP, whose partners come from different sectors, age groups, ethnic groups and even countries. In addition, they come from different types of organizations, bringing together corporate, governmental and civil society culture. With this, the tendency is that a MSP becomes a true "tower of Babel".

Good communication in this multicultural context does not happen naturally. It needs to be promoted and encouraged. The success of a MSP depends to some extent on the ability of partners to adopt forms of interaction that respect the cultural traits of other participants.

Experience shows, however, that there are some strategies that facilitate communication between cultures, such as promoting dialogue and developing non-violent communication, as reproduced in **The MSP Guide** (2016):

1. Promotion of dialogue
Dialogue is a conversation in which people think together, suspend judgment, and create something new. People, in a dialogue, propose to understand each other's perspective, even if, at first, they do not agree with it. They have an open and curious attitude, and the focus is on collective learning and the search for a new vision, capable of articulating different points of view.

Dialogue is fundamentally different from a debate in which people try to persuade or convince others of the validity of their own vision, even using violent strategies.

The intention of the dialogue should be the attainment of a new understanding that is the basis upon which to think and act together. A dialogue in which stakeholders engage with deeper issues and assumptions may be ideal for the co-creation of new solutions and insights (U Theory).

The art of promoting dialogue is to help participants overcome their particular interests and compete with ideas. Generative questions can help a group think together. In addition, trading techniques may be necessary to reach an agreement.

2. Non-violent communication
The idea of nonviolent communication was developed by Marshall Rosenberg in the late 1960s, during his involvement with racial integration in the southern United States. He was fascinated by two fundamental questions:

- If humans like to support each other and care for each other, why do we create so much violence and suffering through our interactions, even with those we love?

- Similarly, how can some people remain passive, even in the face of difficult and violent circumstances?

Rosenberg was convinced that part of the answer to these questions could be found in the way people communicate.

Nonviolent communication includes four components: the focus on what we and others observe (observation); how we feel about it (feeling); what are our underlying needs (needs); and what each of us would ask of others and ourselves (request).

In this way, nonviolent communication recognizes feelings, encourages talking about needs, and gives people the chance to connect with themselves and others through empathic listening and honest expression of feelings.

SOME TIPS TO IMPROVE COMMUNICATION

The MSP Guide (2016) presents some tips to facilitate good communication:

- Create strategies for partners to engage in active listening, that is, to be aware of their own assumptions and to be attentive to each other's worldview without judgments or prejudices;
- Take every opportunity to create a common language among partners through meetings, joint visits, extended introductory exercises and informal events that can increase connections and facilitate communication;
- Pay special attention to partners who may be culturally uncomfortable or unsafe;
- Ensure that the partners' suggestions are respected and taken seriously.

Finally, make sure that the logic of communication is cooperative, rather than defensive, whose characteristics are distinguished as we can see below:

DEFENSIVE COMMUNICATION	COOPERATIVE COMMUNICATION
Win lose	Win-win
Discussion / debate	Dialogue
To convince	To share
Competition	Cooperation
Selective listening	Empathic listening
Agree / disagree	I understand
The truth	Co-existing truths
Responding	Asking
Knowing	Figuring out
Arguing	Investigating

COLLABORATION

DIFFERENT LEVELS

Collaboration corresponds to the highest level of inter-organizational relationships. Popel; Ryan; Gill; Lips (2008) consider five different levels for these relationships:

- Co-existence: it is based on the notion of self-sufficiency, there is no formal communication, policies and services are isolated and, although there may be common concerns, the brand is that of autonomy;
- Sharing: there is an exchange of information, through informal and irregular meetings of information, and the partners can be together, according to common interests;
- Cooperation: includes sharing of resources and greater formality and regularity in contacts, and the possibility for partners to work on common projects;
- Coordination: there is a joint work, with regular and formal exchanges, according to shared projects;
- Collaboration: effective division of responsibilities is achieved, with a formal partnership, agreed policies and joint work towards common goals.
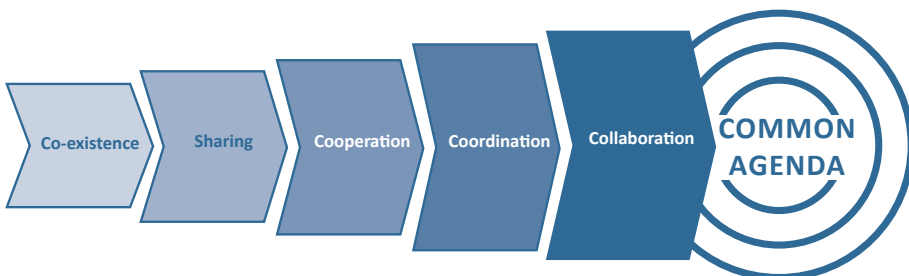
In this sense, collaboration demands integrated and holistic work through:

- Integrated planning: a common agenda guiding the links between policies and programs of different organizations;
- Collaborative management focused on results: articulation of actions, coordinated by common organizational structures;
- Participatory governance: creation of a governance system that ensures the participation of different groups of partners in decision-making.

Collaboration can also be understood in contrast to hierarchical models of relationships. In this way, the collaboration relationship is based on negotiation, through a continuous process of communication, in a context where it is recognized that there is not enough legitimate authority to manage the whole situation. Hierarchical relations, however, are associated with the acceptance of members to submit to the command of their superiors.

Face-to-face interaction is essential for partners to better understand the breadth of the system in which they operate and the way their individual roles relate. Thus, working and learning together will strengthen personal relationships and, consequently, trust each other.

The best inducer of collaboration is a successful experience. Collaboration grows with its development, in a virtuous circle, mainly due to better results.

ADVANTAGES OF COLLABORATION

Huxham and Vangen (2005), as quoted by Marques (2017), developed the "Theory of Collaborative Advantage", observing the collaboration between public organizations and those with non-profit organizations.

They concluded that collaborative processes allow us to deal with social problems that would otherwise tend to be discovered in a "push game" of responsibilities. They also promote the achievement of results that each of the partners alone could not achieve. However, the authors later added the perspective of "collaborative inertia". They emphasize that many collaborative experiences show little or no progress, generating organizational frustration and "pain". This double approach brings some theoretical innovation in the studies on collaboration, since it co-exists both in its positive dimension with recognized advantages and in its negative expression, which leads to numerous frustrations.

To increase the positive effects, one must deal with the structures and dynamics of each member of the collaborative process, with its ambiguities and complexities, and be able to generate and manage growing trust. The question of the exercise of power- by whom, when and how- is also a crucial factor within each partnership.

TRUST

THE IMPORTANCE OF TRUST

Collaboration depends, among other things, on the existence of trust. It helps mobilize and keep partners together when difficulties arise. Facilitates negotiation, joint learning and conflict management as well as reinforcement of commitments. A collaborative process is only possible in a context of trust relationships. Lack of confidence is probably the most cited reason for the breakdown of MSP.

When there are prior trust ties between the partners, this is a relevant asset. In the real world, however, this almost never happens, making continuous building of bonds of trust vital, as their size determines the quality, duration, and depth of collaboration.

BUILDING TRUST

Confidence development faces serious obstacles, as partners may not understand each other and have different conflicting interests and objectives.

It demands, as has already been said, an investment of time to work on personal changes, promoting an attitude of openness and transparency, as well as in the field of interpersonal and inter-institutional relations.

The sharing of information, collaborative learning, support in a situation of need / crisis, fulfillment of commitments, and public recognition for the work done, as well as the existence of a bridging leadership, are also vital factors in building trust.

Trust is built more by means of informal rather than formal mechanisms.

There is a belief that simply formalizing commitments can ensure trust in collaboration. While this is an important factor, it can be dangerous at an early stage when relationships are just starting. It is prudent to invest time in creating a joint vision or carrying out joint activities before talking about contracts.

CONFLICT MANAGEMENT

A conflict occurs when partners do not agree on one important issue and consider their different positions to be irreconcilable. It is almost inevitable in any MSP, since the different partners will naturally have different interests and will probably have difficulty imagining an acceptable compromise.

For an MSP to be effective, it is essential that the conflict is not ignored or camouflaged, but addressed and dealt with constructively. It may even be necessary and desirable for the change to occur. Thus, the emergence, understanding and coping of conflicts are essential in the development of effective MSP.

REASONS FOR CONFLICT

Conflicts begin and persist for different reasons, which may be linked to cultural systems or to broader social, economic, and political processes. In essence, they originate in different perceptions and meanings that people give to events, policies or institutions.

Thus, there is no single true or objective reason for a conflict. Instead, participants and observers may interpret it differently, depending on their perspective and their particular interests. The different underlying causes require diversified solutions.

Conflict can be dealt with in a MSP in different ways: improving and sharing information, building shared relationships and values, and allowing different partners to understand one another's interests.

It is important to note that not all conflicts are of the same degree. They can vary in intensity, from a difference of opinion to a great disagreement, to the complete breakdown of communication, and even generating violent and disruptive action.

In addition, different strategies are needed to deal with conflicts at different points along the continuum of intensity. MSPs generally work at a point where there is room for discussion, negotiation and arbitration, but rely on specific skills and effective methodological tools.

When conflicts arise in the MSP, it will be necessary to analyze the perceptions and languages on each side of the causes and the intensity of the conflict before beginning to develop a management, transformation or resolution strategy.

CONFLICT CATEGORIES

Moore (2014), quoted by Brouwer, Woodhill, Hemmati, Verhoosel, Vugt, developed a categorization of causes of conflict:

- Relationship conflicts: misunderstandings of communication, strong emotions, stereotypes and prejudices, and recurrent negative behavior;
- Conflicts of interest: perceived or actual competition, procedural divergences, psychological characteristics;
- Data conflicts: lack of information, incorrect information, different views on the relevance of data, different interpretations of data;
- Conflicts of values: different ways of life (ideology, mental models), different criteria for evaluating ideas;
- Structural conflicts: unequal authority, resource control.

In addition to identify the intensity and causes of a conflict, it is necessary to understand and work with the underlying factors, linked to political, social or economic structures.

DEALING WITH CONFLICTS

Finally, in the management of a conflict situation, it is suggested:

1. **Understand behaviors, mental models and their respective languages, as well as the emotions that the partners bring to the table.**
   You cannot ask others to change your perspective, but you can create the conditions for people to become aware of your beliefs and those of others. Through dialogue, a safe space can be provided so that people can be honest about their mental models and change their perspectives.

2. **Do not be afraid of conflict.**
   Usually, we surround ourselves with people who confirm our beliefs. In a proposal for MSP, it is essential to learn to deal with disagreements, despite the nuisance generated by people who can point out our mistakes.

3. **Create MSP dialog spaces that help people become less entrenched in their positions.**

4. **Identify possible methodologies for dealing with conflict, such as dialogue (informal or organized), mediation, or interest-based negotiation.**

5. **Carefully administer triangulations, gossip, hostilities, unwillingness to cooperate and partisanship.**

COLLABORATIVE LEARNING

For MSP initiatives to be successful, their leaders must understand that partnership is not the goal, but a process for solving complex problems.

Collaborative learning is at the heart of this process because it allows different partners to understand each other, explore common concerns and ambitions, generate new ideas, and act together.

This process requires partners to become aware of the importance of learning opportunities by sharing information and observations with each other.

Collaborative learning happens when partners learn from each other's experiences in solving problems and innovating. For this purpose, it is necessary to intentionally create events for this purpose or to include learning opportunities in activities with other objectives.

Being intentional means ensuring space and time exist for individuals and groups to reflect on their experiences and practices, and to share that learning with others, so that new learning can emerge.

Events or learning opportunities are needed during all phases of the initiative and their quality can make a big difference between a good or an unsuccessful MSP.

However, it is often not easy, since it is not just information and knowledge; it also includes emotions and beliefs.

Because we feel comfortable with our behavior patterns, admitting that our prejudices and assumptions no longer make sense can be very difficult, generating a sense of discomfort and embarrassment. For this reason, collaborative learning processes need to take into account rational and emotional aspects.

Thus, a MSP needs to create collaborative learning experiences for partners in which they feel safe, understood, inspired, and motivated.

Learning must bypass insights and patterns, and create a change in understanding the context and point of view of each. It is essential to discuss the different mental models and corresponding behaviors that need to be recognized, understood and taken into account.

CONSTRUCTIVE USE OF POWER

People usually think of power as something that restricts them or that others use in a coercive or dominant way. However, it is not just a negative force. It is the power that allows any individual or organization to promote change. In fact, power is not inherently evil nor good. What matters is how it is used and to what end.

DIFFERENT CONCEPTS OF POWER

Rowlands (1997) describes different ways of understanding and conceptualizing power: "Power of control", "Power for", "Power with" and "Internal power":

- Power control: can be responded with complacency, resistance or manipulation;
- Power for: generating or productive power that creates new possibilities and actions, without the exercise of domination;
- Power with: a sense of the whole being greater than the sum of individuals, especially when a group addresses the problems together;
- Internal power: "the spiritual force and the uniqueness that resides in each of us and makes us truly human. Its basis is self-acceptance and self-respect which, in turn, extend to the respect and acceptance of others as equals" (ROWLANDS, 1997).

In the article "Power over vs. Power with ", Tom Terez (2007, 2010) clarifies the two main paradigms of power:" Power over "and" Power with".

According to this author, the power model is embedded in our social systems, practices, structures, laws, traditions, norms and habits- at home, at school, at work, in the community, in our government institutions, and elsewhere. It is so prevalent and such an important part of our daily life experience that it often remains invisible.

For Terez, "Power over" is efficient, maintains control and has a certain ease of use. Just quote the chapter and verse from the rule book: "Cherish the ego when we see people doing what we tell them to do."

The author points out that "Power WITH" is challenging, takes time, require effort and improvisation. This mode requires both emotional intelligence and cognitive intelligence and forces us to subordinate our ego to the collective good- to place the service ahead of the positional authority.

Terez describes the characteristics of both paradigms, according to the table
below, in which "Power Over" is a substantive and "Power with" is a verb.

	POWER OVER	POWER WITH
PERSPECTIVE	The world is generally hostile	The world is generally friendly
	Shortage: I need to get and protect my share at all costs	Abundance: there is enough for everyone
	Mechanism: the organization as a machine	Humanist: the organization as a social system
	Zero sum game	Synergy: 1 + 1> 2
	Leader as a lion	Servant Leader
	Divide and conquer	Strive to unite
	Manageable parts	All chaotic
PRIORITIES	Rules	Principles
	Procedures: how to do	Mission: why we do
	Conformity	Commitment
	Competition	Coating
	Extrinsic rewards, threats and punishments	Intrinsic motivation
ACTIONS	Lamenting what is wrong	Telling stories of what's going on
	Correcting guilt	Correcting processes
	Dwelling weaknesses	Boosting forces
	Selectively storing and distributing key information and resources	Sharing freely all that is needed for the greater good
RELATIONSHIPS	Fear: instill fear ... and be afraid that others will take or diminish our power	Trust: trusting others ... and working to gain trust
	Skepticism: you're going to ruin everything	Confident: you will do well
	Apathy	Empathy
DECISION MAKING	Exclusion: A small number of people are better qualified to make decisions for the majority	Inclusion: the best results are revealed when many people are involved in decision-making
	Group decision-making produces chaos	The group's decision-making promotes the commitment
	My way, my way	Multiple paths
	Efficiency	Effectiveness
	Win-Loss	Win-win
LEARNING	People are empty craft that need to be told what to do	People bring abundant know-how and learn best from experience
	Some teach, some learn	Everyone teaches, everyone learns

OTHER DIFFERENCES	Organizational silos	Questions
	Affirmations / Statements	Systems
	Targeting	Dialogue
	Inform	To inspire
	Supervise	Engage

It is worth emphasizing that collaborative processes, typical of multi-sector partnerships, demand the exercise of "power with".

MSP AND THE IMPORTANCE OF "POWER WITH"

In establishing a MSP, differences in power and abuse may be part of the process. Tensions and conflicts can also arise associated with power sharing. Power imbalances between partners, whether real or apparent, the use of "power over", tend to have a negative impact on partnership.

Used, however, in a positive way, the "power with" modality can be a lever to reach the objectives. In this sense, MSPs need to identify, articulate and employ the different powers of the partners to bring about change that is in everyone's interest. So, dealing with power is critical to any MSP.

Gray (1989), quoted by Marques (2017), argues for the relevance of power management in a collaborative process, stating that power sharing is central to collaboration. In a collaborative process, partners essentially share the power to define the problem and initiate action to solve it. However, if one partner is able to exercise unilateral control, collaboration does not make sense. It is precisely because they hold differentiated sources of power that collaboration becomes possible and rich.

The point is to identify the best ways to deal with the dynamics of power by working with various partners, using it constructively, in the "power with" modality. In this way, Marques (2017) makes the following observations:

- Everyone has some kind of power and change begins by becoming aware of the types of powers involved;
- People have different types of power, coming from different sources and exercised in different spaces. Power is not absolute and power changes are possible;
- It is not easy to redistribute power in an MSP, but there are methodological tools to work with it;
- MSP encompasses real, different and often conflicting interests. It is necessary to be politically apt and not to underestimate what people are able to do to protect their interests.

It is common for a group of partners to be underrepresented or unfamiliar with the jargon of experts to engage effectively. In such cases, one can choose to organize parallel or previous activities with this group in order to fill knowledge gaps, formulate strategies and increase confidence. It is hoped, therefore, that at a later stage the group can contribute more significantly and effectively to MSP, increasing its power of influence. If some of the partners are excluded or ignored because they do not have the capacity to engage, the MSP may lose legitimacy.

Also very important is the internal dynamics of power. How you deal with it will influence the levels of trust, openness, and overall legitimacy of the process. Care must be taken that powerful groups do not take ownership of the initiative and exercise their "power over".

Finally, identify the different types of existing power- political, economic, strategic, mobilizing, technical, managerial and moderating (negotiation), empower less powerful groups to exercise power, articulate existing or generated power, and effectively address the desired change.
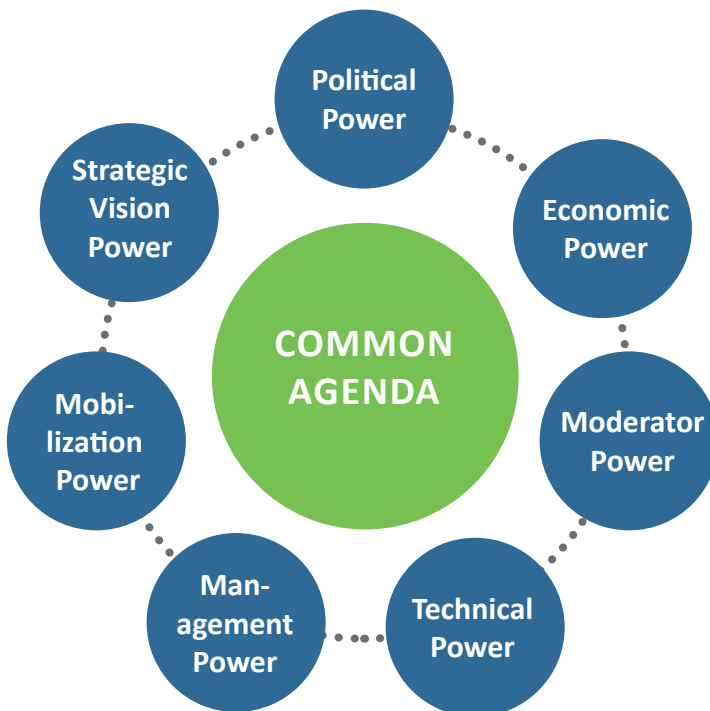
RESILIENCE

In practice, the difficulties inherent in the long and complex processes of designing and implementing a multi-sector partnership, when they become acute, can lead to some hopelessness in the possibility of success with the initiative. The feeling is often that he has not walked or even backed away from his agreed mission. Such discouragement can mean the withdrawal of the partners and even the death of the partnership.

INDICATORS OF RESILIENCE

In the publication **Personal and Planetary Health**, Daniel Wahl (2016) stresses that "the multiple and convergent crises we face will increasingly require a resilient and transformative response. As these crises progress, we are gradually losing our ability to move forward, despite the changes, and maintain our ability to adapt. "

In this sense, the author presents the following indicators of resilience, elaborated and presented in Designing Regenerative Cultures:

Leadership

Team
Participation

Consciousness of the
situation

Decision
Making

**LEADERSHIP
AND CULTURE**

Innovation
and creativity

RESILIENCE:
The ability to
survive crises and
face a world of
uncertainties

Effective
partnerships

Internal
resources

**NETWORKS
AND RELATION-
SHIPS**

**READINESS
FOR CHANGE**

Proactive
stance

Stress
testing plans

Leveraging
knowledge

Strategy
planning

Eliminating
organization-
al silos

Purpose
driven

As we can see, for this author, resilience is considered as the ability to survive crises and face a world of uncertainties and is based on a tripod formed by leadership and culture, networks of relationships and readiness for change.

In parallel with the proposal for MSP, we will see a close correlation between this approach and the principles and pillars of this type of initiative.

Thus, in the field of leadership, MSP also propose differentiated types of leaders (collaborative and bridge leaders), situational awareness, innovation and creativity (in the search for solutions), decision making (collaborative management and multi-sector governance), and (commitment of the partners).

Within the scope of readiness for change, we highlight the proposal of a unity of purpose (common agenda), strategy planning (adaptive planning) and proactive stance.

Finally, in the network of relationships, we highlight the proposals of effective partnerships, articulation of internal resources (power with), use of knowledge (collaborative learning) and the breaking of organizational silos (inter-sectors).

MAIN PRINCIPLES OF RESILIENCE

On the other hand, the Stockholm Resilience Center at the University of Stockholm, in the publication **Applying Resilience Thinking**: **Seven Principles for Building Resilience in Social-Ecological Systems**, based on previous studies on the relationship between resilience of ecosystems, and those with society seven principles considered crucial to building resilience. They can also be correlated with the principles and pillars of an MSP:

1. **Maintain diversity and redundancy:** systems with many different components are generally more resilient than systems with few components. Even redundancy can provide "security" within a system, allowing some components to compensate for the loss or failure of others;

2. **Manage connectivity:** connectivity can either improve or reduce the resilience of the systems they produce. Well-connected systems can overcome and recover from disturbances more quickly. On the other hand, overly connected systems can lead to the rapid spread of system-wide disturbances so that all system components are affected;

3. **Manage Slow Variables and Feedbacks:** In a rapidly changing world, managing slow variables and feedbacks is often crucial to keeping systems "set up" and working in a way that produces critical services. If these systems change to a different configuration or scheme, and this is not detected, it can be extremely difficult to reverse the process;

4. **Foster Complex Adaptive Systems Thinking:** Although systemic thinking does not directly improve the resilience of a system, recognizing that systems are based on a complex and unpredictable network of connections and interdependencies is the first step for management actions that can promote resilience;

5. **Encouraging learning:** learning and experimentation through adaptive and collaborative management is an important mechanism for building resilience in socio-ecological systems, as it ensures that different types and sources of knowledge are valued and considered in the development of solutions and leads to a greater willingness to experiment and take risks;

6. **Broadening participation:** broad and well-functioning participation can build trust, create a shared understanding and discover perspectives that may not be gained through more traditional scientific processes;

7. **Promote polycentric governance systems:** Collaboration between institutions and levels improves connectivity and learning. Decentralized and well-connected governance structures can deal quickly with change and disruption because they reach the right people at the right time.

As can be seen, key factors in multi-sector partnerships are also in line with this proposal. Thus, systemic thinking; building trust bonds; collaborative learning, as well as the pillars of this type of initiative, such as the mobilization of diversified partners; collaborative management; multi-sector and decentralized governance; monitoring and evaluation; and the reinforcement of connectivity, through a "common culture", are, for these authors, reinforcers of resilience.

From these two approaches, it seems clear that if, on the one hand, MSP demand high doses of resilience, on the other hand, they are capable of generating the skills to survive the crisis, that is, they promote resilience.

In addition, experience shows that when the process of implementation of an MSP has advanced, to the point where the first results emerge, hopes are renewed. Good results may be the most powerful antidotes against the credibility crisis that leads to desertion, that is, the most important resiliency promoters.

3

IMPLEMENTING MULTI-SECTORS PARTNERSHIPS

•   •

A - Prerequisites;
B - Backbone Organization (BO)

•   •

PREREQUISITES

BASIC CONDITIONS

As has already been seen, MSPs occur when a group of actors from different sectors commit to a common agenda to solve a complex social problem. Rather than simply a new way of collaborating, MSP is a structured approach to problem solving that includes some key conditions, listed by Preskill, Parkhurst, and Juster in **Guide to Evaluating Collective Impact**:

1. All participants should have a **shared vision of change**, including a common understanding of the problem and a joint approach to how to solve it, through agreed actions;
2. Consistent and open **ongoing communication** between the many partners is needed to build trust, ensure mutual objectives and create a common motivation;
3. Participants' activities should be differentiated, but articulated according to a **common agenda**;
4. Intermediate **monitoring** and **evaluation** of results ensure that efforts remain aligned and participants are jointly accountable to the process (shared commitment);
5. Dedicated team with specific skills to coordinate participating organizations and agencies (**Backbone Organization** - **BO**).

FAVORABLE CONTEXT

In addition to these five conditions, the decision to constitute MSP depends on some favorable factors, which include:

1. Consciousness of the seriousness of the problem and the belief that it is possible to transform it
As has been said previously, complex social problems are seen as a set of dysfunctions that affect a large number of people, groups or institutions.

Beyond awareness of the seriousness of the problem and how much it affects everyone, there must be another component: the realization that it can be overcome, because no one will invest effort and resources without a minimum of hope in the possibility of success.

2. A culture conducive to partnership building
Normally, the awareness of the aggravation of complex social problems, together with the perception that it is urgent to face them and that the current sector actions are not having the necessary impact, end up generating the certainty of the need to establish partnerships. Almost always, the last sector to admit this need is the government, who is historically assigned the responsibility to present the solutions.

A MSP will only be possible in a context in which governments, by the verification of their limits, and by the need to divide responsibilities, value and support collaborative actions.

3. A minimum level of trust between stakeholders
While building confidence should be one of the outcomes of the partnership process itself, it seems very difficult to start in a context characterized by high levels of conflict generated by lack of trust.

In such cases, it seems more sensible to begin a process of progressive build-up of trust between certain groups before launching a proposal for MSP.

4. The existence of financial resources
The implementation of an MSP demands specific resources for both the programmatic and the organizational fields.

In the programmatic field, implementation of the Strategic Action Plan for a partnership may include the need to improve or increase the coverage of existing actions and to create new projects based on identified gaps. This requires an amount of resources that must be carefully scaled up.

The resources for the organizational field are intended for the work of the structuring organization, preferably guaranteed for all phases of the initiative. The lack of guarantee of funds for the integral work of the structuring organization can generate a permanent uncertainty about the sustainability of the initiative.

Very important is the sizing of the resources needed for evaluation. Unfortunately, there is no specific amount or formula to determine how much to spend on assessing the process, results and impact of an MSP.

However, it is possible to identify factors that significantly influence costs. The use of official monitoring and evaluation systems, such as those aimed at monitoring the Sustainable Development Objectives, can reduce the costs of evaluating results.
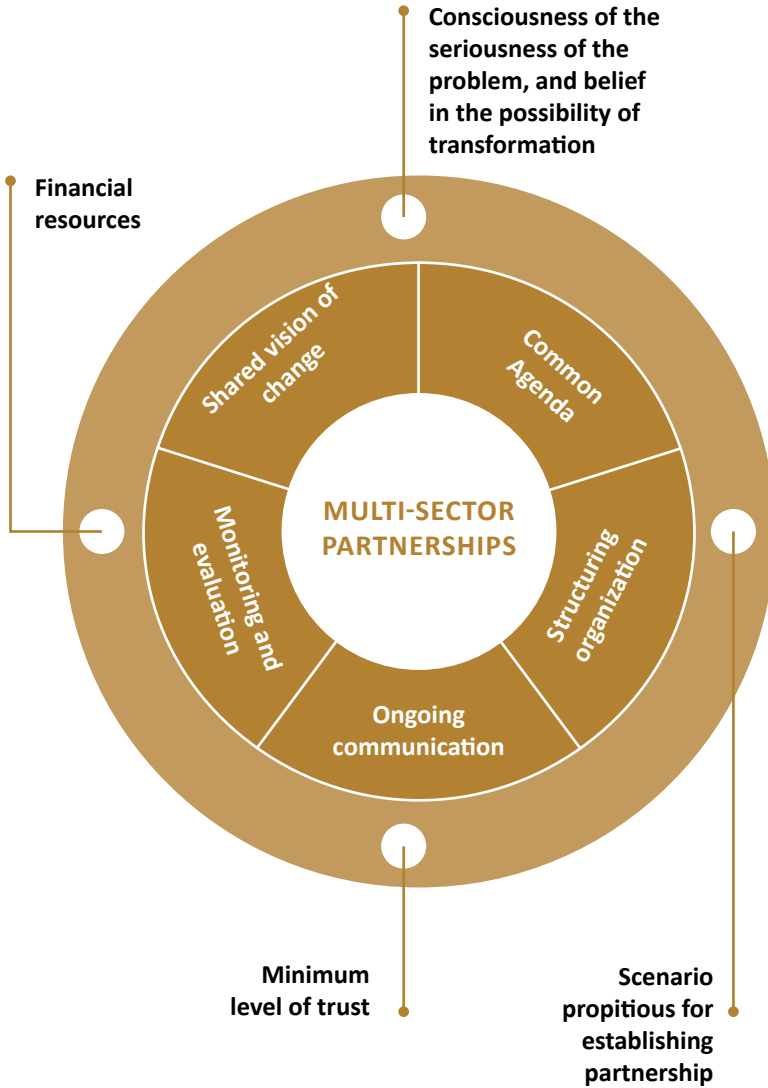
The set of resources, programmatic and organizational, demanded by a partnership must be captured and managed, also, according to the principles of cooperation and articulation. Each partner should dimension its contribution possibility, as well as acting jointly in the identification and search of new sources of resources.

Partners who are willing to financially support the initiative should consult their organizations about the possibilities of contribution. Conversations should not start with money matters, but they are a reality to be addressed.

On the other hand, many partners, in particular NGOs, dependent on resources for their contribution, are attracted to MSP because they see it as a financing possibility. This is not always a bad reason. However, if it is the dominant motivation, this can hinder collaboration. Competition for financial resources is normal and it is naïve to expect stakeholders to opt for the good of the group at the expense of their own organizational interests.

Program partners should not have a direct role in financing the program field, as power relations could be distorted. It could, however, also be a financial partner in the organizational area.

The ideal would be to have an independent agency or fund, created with the contribution of the funding partners or by alternative sources, to ensure the sustainability of the partnership, unrelated to the initiatives of specific program partners.

Consciousness of the seriousness of the problem, and belief in the possibility of transformation

Financial resources

Shared vision of change

Common Agenda

MULTI-SECTOR PARTNERSHIPS

Monitoring and evaluation

Structuring organization

Ongoing communication

Minimum level of trust

Scenario propitious for establishing partnership

BACKBONE ORGANIZATION (BO)

An effective partnership process does not happen by chance. It needs to be designed, deployed, monitored and evaluated. To design the process is to design a true social engineering that is capable of producing a collective impact in transforming a complex problem. It is the responsibility of the Backbone Organization to support all phases of the implementation of the partnership.

REQUIRED SKILLS

BOs exercises a set of attributions that demand legitimacy, credibility, specific technical knowledge, collaborative leadership and bridge leadership, and a high resilience index.

It is easy to understand that a single person cannot fulfill all the functions of an BO, thus requiring a team work.

A team should have members who cover important skills, such as coordinator, facilitator, moderator and trainer.

1.   Coordinator

The coordinator functions should be carried out by a collaborative leader with the skills of a bridge leader who can facilitate the collective success of that effort and serve as a public ambassador for the initiative. It is incumbent on promoting a systemic vision and strategic thinking, facilitating the collective effort and ensuring the efficiency and effectiveness of the process.

For this, it is necessary to inspire confidence in the internal and external public; be able to oversee monitoring and evaluation systems; be able to listen to different partners and exercise empathy; has facilitation and presentation skills for various audiences; have great personal relations abilities and can build relationships with an inter-sector range of partners, including senior executives.

2.   Facilitator

One of the key skills of a facilitator is to integrate the different perspectives of the partners. This is not easy, because often the incompatibility in the interests and mental models of those involved is very large. Your different visions of the world will not come together easily. It needs to use tools and attitudes that enable different actors to communicate and transcend their incompatibilities.

Depending on the stage of development of the initiative, the facilitator needs to provide conditions so that people can better understand and accept their differences, explore and generate new ideas, share and reflect on past experiences or analyze future scenarios to create new possibilities. A facilitator should also be able to generate a climate of trust and manage the power relations and the dynamics of conflicts within the partner group.

3. Moderator

Almost as a complement to a facilitator's skills, a moderator is essentially a negotiator. It engages stakeholders by supporting collaborative learning processes. It facilitates collaboration, promotes informal social interaction, creates clear common ground rules and shows trust in partners. It eliminates practical obstacles to collaboration, ensures partner support, and negotiates the costs and benefits of partnership outcomes for each partner. It encourages partners to think outside the box and to develop and implement new and bold solutions. It clarifies the context of urgency or the existence of a window of opportunity and turns the partners into ambassadors of the partnership.

4. Trainer

Collaboration is not a natural trait and it is necessary to learn how to collaborate. In this sense, BO is responsible for promoting a collaborative learning of knowledge, skills and attitudes inherent to collaborative processes, involving partners in general and bridge leaders in particular. This is an important, albeit sometimes underscored, axis that requires the ability of the trainer to function in the team of a Backbone Organization.

WHO CAN PERFORM THE ROLE OF BO

When it comes to complex social problems, one of the partners must necessarily be the government. In these cases, we have three possibilities: the role of BO be exercised by a governmental body; by one of the non-governmental partners; or by an independent organization, already existing or specially created for this purpose.

In either scenario, we will have losses and gains that must be analyzed according to the specific context.

Governments can have great mobilization power and specific knowledge on the subject. In case the head of state is at the helm of the initiative, it may involve the different sectors of its administration, as well as other levels of government. From a sustainability perspective, the initiative can become public policy, supported or not by specific law. The major problem is that governments are party-political entities and there may be a process of political division of the initiative, removing potential opposition partners and making sustainability difficult or

impossible in the event of a change of administration. In addition, governments are characterized by hierarchical structures and silo-based organization, which hampers collaboration.
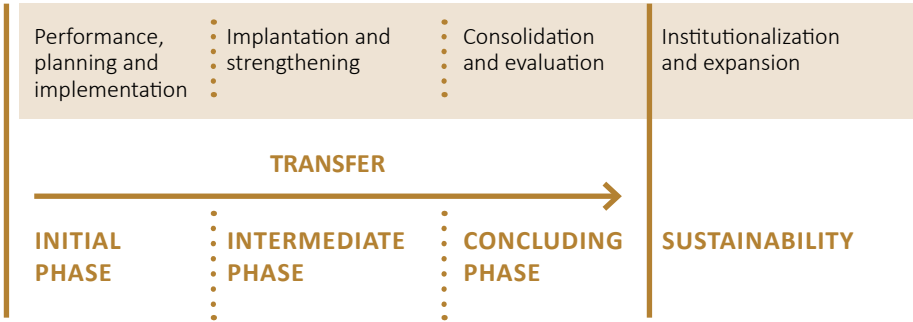
A non-governmental partner should enjoy recognition and legitimacy among others, particularly with the government. The mobilizing power of one of the stakeholders, when it assumes the role of BO, may suffer from the conflict of interests of other groups of partners. They may suspect the neutrality of this partner to lead the initiative successfully.

An outside organization, existing or established for this purpose, can get better outside of the power dynamics and focus on the process, with less suspicion that it is "taking sides". However, since true neutrality is, in fact, a myth, the key is not so much to be neutral, but to maintain integrity. An external BO must be explicit about its own interests and make sure that it empathizes with all groups.

Even with advantages from a technical and operational point of view, an external BO should plan its operation for a determined time, more intense in the preliminary, initial and intermediate phases and gradually lower in the concluding phase. In all these phases, transfer strategies should be used that are completed in the concluding phase. Such transfer should focus on the local partner- governmental or non-governmental- who should assume the role of structuring organization after developing the necessary skills.

In Pará, the BO function was carried out by an external organization (Synergos) since it was decided to build a MSP. The process of transfer to a local entity should permeate all phases of the Pact. Although the idea of creating an independent local organization to assume these functions has been developed, this idea has not evolved. With the disclosure of the intermediate results, and against the gains obtained, it was clear that the government, through SEDUC, wanted to assume these attributions. As it was not enough to "want to take over", it would have been necessary for the SEDUC team to have developed the basic competencies for the exercise of the function, which effectively did not occur. The abrupt change in BO appears to have had a negative impact on the continuity of the initiative's success.

DESIGN, VALIDATE AND TRANSFER

Performance, planning and implementation	Implantation and strengthening	Consolidation and evaluation	Institutionalization and expansion

TRANSFER

INITIAL PHASE	**INTERMEDIATE PHASE**	**CONCLUDING PHASE**	**SUSTAINABILITY**

THE PERFORMANCE OF A STRUCTURING ORGANIZATION IN THE PILLARS OF AN MSP

As it is a collaborative process, the first stage of BO's performance is the constitution of an initial circle of partners. From then on, BO is responsible for supporting the processes related to the main pillars of a multi-sector partnership: (1) building the common agenda; (2) mobilization of partners; (3) collaborative management for results; (4) multi-sector and decentralized governance; (5) continued communication; (6) monitoring and evaluation of results; (7) strengthening events to group identity.

1. Common Agenda
The common agenda is the very heart of the partnership, constituting itself as an instrument of mobilization and loyalty of the partners, as well as a catalytic agent and articulator of each one's contribution to the success of the partnership.

Systemic analysis is a powerful tool to help partners understand the whole situation, but since the complex problems are mutant in nature, the context tends to change in an unpredictable way, requiring an adaptive planning process in the construction and revision of the common agenda.

a. What is Adaptive Planning?
The classic planning approaches prescribe a careful analysis of the situation, precise specification of the results to be achieved, the development of a plan of action and the implementation of this plan.

This approach presupposes that, with a good analysis and a good plan of action, the results will necessarily be achieved. While this may be true for simple problems, the same BOs not occurs in complex situations.

This means that the most appropriate planning approach for MSP should be adaptive in character, capable of responding to such changes.

The adaptive proposal may use different conventional planning strategies, such as the Logical Framework, Theory of Change or SWOT Analysis, but it must assume uncertainty as a constituent aspect, because it is simply not possible to predict exactly what will happen when the interventions begin collaboratively.

Another characteristic of adaptive planning is the need to involve key partners in different stages of the process, validating decisions, particularly those related to strategic goals, objectives and actions, in order to strengthen the sense of belonging to the proposal.

Partners should be prepared to experiment with many different ideas to see what happens and accept that some may fail. It is necessary to think of failure as an integral part of the process of innovation and change, as well as the basis for new learning.

The adaptive planning process for defining a common agenda should include: (a) design of strategic guidelines, (b) definition of the goal (s) and results to be achieved; (c) mapping existing programs and projects, initiated by different partners, and identifying gaps; (d) selection of existing programs and projects considered as priorities and the design of new actions to fill the gaps; and (e) program organization. The result of this process is the construction of an Integrated Strategic Actions Plan (ISAP).

2. Mobilizing partners

A multi-sector collaboration proposal calls for a sustained effort to mobilize, join and engage key partners.

The mobilization must be initiated with the executing agencies, especially the governmental sectors directly involved in the implementation of the actions, extending in a "wave effect" to other important partners.

It is crucial that the institutional leadership of all key partner groups is engaged in joint mobilization (permission to mobilize). From this point on, leaderships must be identified, with bridge-leader skills, who can act as mobilizers in their specific group.

All partnership implementation methodology should include strategies and instruments for mobilization, creating opportunities to expand the "wave" and presenting concrete and specific proposals for the contribution of each partner.

In maintaining the mobilization, the results, recognition and appreciation of those involved play an important role. These strategies need to be revisited

periodically so that their effectiveness can be measured and adjustments can be made when necessary.

The mobilization also aims to maintain the belief that the expected results will be achieved through partnership. It is therefore crucial that communication brings elements that contribute to maintaining the belief that partnerships have power.

a. Different types of partners
Partners are responsible for ensuring the operation of MSP at each level, with different types of contribution. In this way, they can be programmatic, financial, technical, management, communication or governance, being common the exercise of more than one function.

The program partners are those who provide programs of their own initiative to be deployed or expanded within the partnership. They should be programs that are considered relevant, depending on the expected results, and included in the Integrated Strategic Actions Plan (ISAP). These partners should commit to participate in the Integrated Monitoring and Evaluation System, especially in the provision of data.

Funders sponsor the actions of the structuring organization in the process of designing, planning, implementing, monitoring and evaluating the partnership. For this, it is indicated the creation of a support fund of the MSP, through quotas of participation, that guarantees autonomy, flexibility and agility in the execution of the actions of the BO. It is also suggested a process of decentralization of this fund, in order to provide a degree of autonomy to the different levels of governance.

Technical support partnerships can be institutions and / or individuals. They aggregate knowledge of different natures, be they academic, administrative or local reality.

The management partners are part of the governance structure of the MSP at its different levels.

The opinion-forming communication partners offer support to the MSP, from actions such as: name association to the cause; creation of symbols of the partnership (song, flag, logo); participation in campaigns; dissemination of the partnership in its areas of action, and participation in reinforcement events.

MSPs also need the political support of people who may not be directly involved. Getting these people to understand what's going on and supporting the process can be critical. They can often also contribute to fundraising.

For each group or type of partner, a document should be drawn up that

clearly describes what is expected of them and what they can expect from the partnership. The content of this document should serve as a basis for the formalization of the partnership, through an Accession Term, without legal character.

The clear definition of the responsibilities of each and the fulfillment of the commitments assumed is a key point for the MSP. There must be a follow-up of the process and the recognition of the commitments fulfilled, through Certificates of Participation and Stamps of the Partnership that can be publicized by the partners.

Accountability is essential in an MSP, at the heart of which is to articulate the contribution of different partners to achieve results. In this context, unfulfilled commitments can erode trust, being fatal to the good progress of the partnership.

Among the care that must be taken, aiming at the sustainability of the partnerships, in addition to the formalization of the commitments, we highlight the provision of physical and financial accounts, through reports sent periodically to the partners, and events of accountability and celebration of the results. Providing evidence to partners and sponsors that the partnership is developing in accordance with its pre-agreed requirements is part of the responsibilities of the structuring organization.

b. Key Partners
Whatever the purpose of the partnership, you have to keep in mind that some sectors cannot be lacking. There can be no direct beneficiaries of the partnership, but beyond them there are organizations and individuals that must necessarily be included.

- **Governments**
  In the first place, the government can not bet outside. It is not possible to think about effective social impacts, without involving governments as priority partners. Only governments can ensure the coverage needed to reach an effective impact.

  When we talk about government, we refer to its different areas and levels. Addressing complex social problems cannot, for example, exclude the participation of the social welfare area. On the other hand, education (lato and stricto sensu), because it is at the root of both social and economic and environmental problems, has to be included. Whatever the theme, it is also faced with factors related to health, work, housing, science and technology, security, infrastructure and economic development. Finally, the systemic analysis of reality allows us to identify the multi-factors involved in a given problem and define the areas that should compose an inter-sector strategy of equation.

Moreover, even in highly centralized governments, there is a division of responsibilities with local administrations. Thus, it is fundamental that different levels of government are involved and that the articulation among them is promoted, in function of the objectives.

Inter-sector relations and articulation between different levels is not a usual practice in governments, which requires relevant institutional transformations.

Moreover, as has been said, governments are political entities and, in practice, political interests permeate government decisions from the choice of their representatives in the partnership to the political use of the initiative.

In Pará, where clashes between rival political forces are historically very heated, the Pact faced more reactions because it was identified as a government initiative rather than its own failures. One of the consequences was the incitement to teacher strikes, promoted by opposition groups. The Pact faced long annual strikes, and in 2015, when the intermediate results were measured, the strike lasted 73 days. As for political use, the Pact became the governor's main banner in his re-election process. This could have represented the interruption of this initiative in the case of defeat at the polls.

Administrative changes appear to be a major risk factor. Even if the head of government BOs do not change, changes in administration are usual, mainly due to new political agreements.

On the other hand, the regions of greater poverty tend to have governments with low technical capacity to implement their part in a partnership. As this part is usually substantive, operational difficulties can jeopardize the whole initiative. Thus, the technical support to the executing agencies of the strategic actions becomes crucial from the programmatic point of view as well as the processes of planning, monitoring and evaluation.

In Pará, for example, the Secretary of State for Education had in a period of 5 years, 5 incumbents, without any change of government. In addition, technical difficulties were perceived in some teams, including at the municipal level. In this sense, the support provided by Synergos to SEDUC in the implementation of the Office of Projects, the Pará Educational Assessment System and the Training Center for Basic Education Professionals (CEFOR), as well as the Pilot Municipalities of the Pact, as a part of the Pact initiatives.

The problem of corruption is also faced. In this issue, the institutionalization of collaborative governance seems to be a good way to tackle it. The existence of multi-sectors committees at different levels can play an important role as an instrument of social control and increased transparency. There remains, however, the question of the possibility of high levels of corruption preventing, a priori, the involvement of a given government in a proposed partnership.

Finally, governments tend to want to lead the partnership in a hierarchical way. It is very difficult to admit that they are not the sole and undisputed "owners" of the initiative. Such an attitude creates conflicts, distances partners and hinders the work of structuring organization, often perceived as a competitor of the government.

This is justified by the fact that bureaucracy is naturally based on the principle of hierarchy, with different levels of coordination and subordination, which generates sector division, specialization and corporatism. Adler (2011), quoted by Marques (2017), emphasizes that bureaucracy has both positive and negative dimensions. In the positive view, bureaucratic principles would facilitate the management of scale and organizational complexity. In the negative, the author highlights the disciplinary face of bureaucracy.

Finally, the bureaucratic, sector and hierarchical character of governments is the antithesis to the basic principles of an MSP. In the development of the partnership, in a process of collaborative learning, significant changes in the organizational culture of governments can occur.

COLLABORATIVE STRATEGIES FOR COMPLEX SOCIAL PROBLEMS: A Guide to Multi-Sector Partnerships

- **Civil society organizations**
  In addition to governments, there is consensus on the need to involve the third sector, which is the protagonist of most of the rights-guarantee movements, and has accumulated experience in projects aimed at serving the most vulnerable groups.

  Non-governmental organizations, however, need financial resources to fulfill their role. Therefore, the participation of this sector depends on the existence of specific resources destined to its action in direct assistance projects. It should be added that the participation of representatives of civil society in decision-making management groups is fundamental, as they bring questions and learning from their practice to the MSP.

- **Business**
  A social actor who has been gaining prominence in the efforts to build more just societies is entrepreneurship. The contribution of this sector is growing, either through corporate social responsibility actions, including corporate volunteering, or through private social investment, including through corporate institutes and foundations or even through the philanthropy of individuals or families.

  The mobilization of this sector depends, however, on the confidence it places in other partners, on the awareness of the limits of its own performance and on the understanding that an action articulated around a common agenda tends to increase the impacts, including its own performance specific.

  In addition, the private sector needs to be clear that its role is not limited to the provision of financial resources. Thus, it is important to offer a menu of possibilities of cooperation so that the most suitable ones are chosen in their own interest.

The Pact published a guide on "Private Sector Contribution to the Pact for Education in Pará" which played an important role in the mobilization process.

In the case of Pará, a key role of the private sector was technical support for school and system management, as well as the provision of job opportunities for young students through internships or apprenticeship programs.

In the Pact, there was an important role of corporate volunteering in the dialogue with students about the value of education and the sense of school for future insertion in the world of work.

It is important to highlight that the municipality that managed to attract the largest number of companies, and to define roles and responsibilities for each one of them, was the one that advanced the most in achieving the results.

One characteristic of the relationship with entrepreneurs, especially those who combined roles as a program partner and financial partner, was the difficulty of distinguishing between the interest in their specific program and the contribution they made to the work of the structuring organization. Thus, we were required to act as consultants for the social investment of these companies, in addition to the functions of organizing the partnership. Such "confusion" of roles brought enormous discomfort and contributed to some partners ceasing to support the actions of the Backbone Organization.

- **Opinion makers**
  In addition to entrepreneurship, a multi-sector partnership, whose main component is the mobilization of broad sectors of society and the integration of these efforts, cannot fail to involve opinion makers, including both the media and "celebrities" who are ready to mobilize public opinion and promote the cause of the partnership. This group includes actors, singers and musicians; plastic artists and sportsmen; as well as religious leaders of different faiths, youtubers, bloggers and journalists.

COLLABORATIVE STRATEGIES FOR COMPLEX SOCIAL PROBLEMS: A Guide to Multi-Sector Partnerships

- **Universities**
  One cannot forget also the enormous contribution that can be made by universities, through their main functions: teaching (undergraduate / graduate), research and extension, as well as all knowledge of local and regional reality.

  In this sense, the contribution of the universities can be given by: (a) participation of university students in the strategic actions of the MSP, as part of their undergraduate process; (b) knowledge production, capable of generating fundamental evidence for planning, monitoring and evaluation of a partnership; (c) direct contribution of students to university extension programs.

  In addition, acting in a MSP can represent an important mechanism for transforming the mental models of the new generations, in order to reinforce values of respect for differences, solidarity and social responsibility.

> The Pact found it very difficult to effectively involve the academy. Despite the participation of university representatives in the committees and programmatic working groups, little progress was made in the operationalization of the contribution. One successful case was the participation of students from the area of education, such as trainees, in the "Among Young" program, aimed at filling students' learning failures.

- **Trade unions**
  Among the difficult-to-mobilize partners, trade unions should be included. A proposal for a Multi-Sector Partnership with strong participation of governments and the private sector, which is results oriented and proposes a system of recognition based on the progress made in these results (meritocracy), is often not well accepted by the unions.

> In Pará, union participation occurred only at the local level, where ties of belonging and commitment to results appeared to be stronger.

- **International organizations**
  The involvement of international organizations bodies linked to the United Nations or to development banks can add international experiences to the partnership proposals and contribute to increasing their credibility and legitimacy.

> In the Pact, the Inter-American Development Bank (IDB) and the United Nations Children's Fund (UNICEF) were initially involved, and in the phase of integration with the Pará Sustentável initiative, discussions with the United Nations Program (UNDP), the International Labor Organization (ILO) and the United Nations Population Forum (UNFPA).

- **Main Beneficiary**
  In addition to the groups already mentioned, it is fundamental that the individuals and communities that are most directly and deeply affected by the target problem are involved.

  Efforts to involve them may be critical if an initiative is to succeed by helping partners: (a) understand the problem through the perspectives of the people who live with it every day; (b) create solutions that are based on lived experience and have the potential for a more meaningful participation of those directly involved; and (c) developing communitie's capacity to lead and sustain change.

- **Individual and corporate volunteering**
  Important partners in an MSP are people willing to invest time, money and talent, voluntarily, to solve a complex social problem.

  They are individual or corporate volunteers whose contribution may be critical to the success of an MSP. On the other hand, the articulation of voluntary work to a broader proposal, such as MSP, may represent an increase in the impact of their specific contributions.

  In this sense, volunteer centers (individual volunteering) and corporative volunteer committees are fundamental in the articulation between supply and demand for volunteer work and also in the promotion, organization, monitoring and recognition of this type of contribution.

In Para, a Volunteer App was created to meet the demands of schools. The App was designed by a technology company, in conjunction with SEDUC. This instrument was funded by a technical and financial partner of the Pact.

- **Advice Councils**
  The Councils od Rights are very important partners for the MSP, since they are social control bodies and contribute to the credibility of the initiative, besides having professionals who can bring significant contributions to the partnership.

3. Collaborative management for results

A basic aspect of collaborative management for results is the relationship between processes and results, where the processes are defined in terms of results and cannot be treated as an end in themselves.

Care with processes requires the creation of mechanisms that provide greater efficiency, effectiveness, effectiveness and transparency. Only through a control based on these premises, it is possible to identify the need for possible route corrections. In this sense, process monitoring, while never losing focus on results, becomes a crucial factor in collaborative management for results.

A partnership, which aims to articulate the contribution of different partners, demands the existence of a unit responsible for monitoring the Integrated Strategic Actions Plan (ISAP), that is, a Project Management Office that monitors the contribution of all program partners.

a.   Project Management Office

A Project Management Office (PMO)- is a body or organizational entity that can be assigned various responsibilities related to the centralized and coordinated management of the strategic projects of an MSP. The responsibilities of a PMO can range from providing project management support to being directly responsible for managing a specific project. (Apud Integration, 2013).

The definition of the type of action is fundamental for the structuring of the Project Management Office (PMO), since it is from this that all involved will know their role, form, rules and assignments.

The PMO acts as a monitoring center for the actions of the program partners that make up the Integrated Strategic Actions Plan.

It is important to emphasize that the creation of a PMO is not an immediate action, as it requires a strong culture change and a lot of team training.

- **Management structure**
  The PMO may be linked directly to the Backbone Organization (BO) or the partner responsible for implementing most of the projects of the Integrated Strategic Actions Plan, in this case to the government. Within the government, it can also be allocated to the agency responsible for the theme-focus, or in the Secretariat of Planning or Government, due to its inter-sector nature. This decision depends on the context (level of trust between partners, power dynamics), including pros and cons in each scenario.

  Being directly connected to the BO can contribute with greater exemption and autonomy for the office to play its role. But this will only be feasible if all program partners agree to participate in the periodic follow-up events and provide implementation data for their specific project(s) to the Integrated Monitoring and Evaluation System (IMES).

  In any of the allocation scenarios of the BO, this commitment must be formalized, but for governing bodies, compliance with this obligation seems to be more difficult. Thus, the most viable scenario seems to be the creation of the office in some governmental body.

- **Management model**
  As for the management model, the office can only be the organ of monitoring the Integrated Strategic Actions Plan or also assume the roles of executor and / or trainer of the teams responsible for the projects.

  Even if you restrict yourself to follow-up, your assignments should include:

Planning	Monitoring	Information
support the definition of the scope of each project; creation of executive plans (schedules); creation of monitoring tools; definition of an agenda of events to follow the execution of projects;	periodic monitoring of the Integrated Strategic Action Plan projects, with the different partners involved (manager, leaders, inter-faces); review of the plans where necessary;	consolidation and provision of information on the implementation process for all those involved in governance.

- **Work team**
  A PMO should have an internal team and an external team, led by a coordinator. It is essential to appoint a senior technician who enjoys legitimacy from the partners and has a profile for the role.

  The internal team should preferably include a results manager and legal support.

  The results manager will be responsible for the Shared Monitoring and Evaluation System. This role requires a specific professional, especially to meet the requirements of funding partners, when appropriate, and to support the preparation of reports and materials required for governance committees.

  The legal support will be responsible for guaranteeing the legal procedures necessary for the implementation processes of the projects.

  The office´s external team is the leader of the project that makes up the SMES. It is imperative that leaders assigned to work in the Project Office are legitimated by the partner organization in order to be able to take the time necessary to participate in follow-up events.

  As part of the collaborative service integration model, the Project Office should help reduce duplication, increase coordination, prevent inefficiency, minimize costs and improve responsiveness and effectiveness.

b. Recognition system

It is important to emphasize that collaborative management for results depends fundamentally on the creation of a recognition system, based on expected results, both process and intermediate and final results.

Recognizing the best results, but especially the biggest gains, is an indispensable factor in maintaining motivation and commitment.

4. Decentralized multi-sector governance

a.   Governance system

Governance means how collective decisions are made and coordinate actions to meet common interests.

This age of globalization, with its associated ecological, economic and social problems, makes effective governance more critical than ever for the future of humanity.

Numerous authors have explored the dilemmas of governance in the modern world and many propose that the way forward is to deepen democracy by making it more participatory, involving more citizens and stakeholder groups in decision-making.

It is in this context that business, NGOs and government tend to use more collaborative approaches, such as multi-sector partnerships, as a mechanism to overcome the limits of existing governance systems.

Much of the thinking about participatory and interactive forms of governance has its theoretical underpinnings in the work of sociologist Jürgen Habermas (1981/1984), who argued about the importance of "communicative rationality" for societies to deal with complex and ethically challenging problems. MSP should be oriented to strengthen this type of communicative rationality.

The theoretical foundations of governance are also linked to the concept of good governance. The United Nations Development Program (UNDP), for example, says that good governance must be: consensus-driven, participatory, accountable, transparent, responsive, efficient, effective, equitable and inclusive, based on the rule of law. MSPs contribute in many ways to putting these principles into practice.

Among the definitions for collaborative governance, we find the proposal of Emerson, Nabatchi and Balogh, cited by Marques (2017), who understand it as:

Decision-making and public policy management processes and structures that constructively involve people, across boundaries of public agencies, levels of government, public and / or private and / or civic spheres, with a view to could not be realized. (P.)

Marques (2017) also points out that Ansell and Gash (2008) identify critical factors that can affect the functioning of a collaborative governance such as: (a) previous history of conflict, (b) (dis) incentives for partners to participate, c) imbalances of power and resources, (d) type of leadership and (e) institutional design.

On the other hand, positive factors such as: (a) face-to-face dialogue, (b) confidence building, (c) development of commitment and (e) shared understanding.

They also point out that a virtuous circle of small victories- "miracles"- deepens the "faith" in the possibilities of success, trust and commitment.

b. Institutional governance spaces: committees
The governance system of an MSP should be constituted in institutional spaces (committees) of decision making, in a participatory way, with a composition that portrays its character of multi-sector and inter-sector partnership.

In this sense, multi-sector committees must necessarily include partners from different levels of government, business, third sector, universities, opinion leaders and the beneficiaries themselves.

Its multi-sector character should guarantee the participation of professionals from different areas, considered strategic for the problem-focus, such as: education, assistance, health, safety, culture, sports, housing, environment, work and Justice.

These committees should focus on establishing a climate of trust, respect, commitment and cooperation. In addition to the decision-making role, on the issues related to the partnership itself (they should not have legal prerogatives), the committees contribute to the mobilization of partners and resources, and to the monitoring and articulation of actions at their specific level of performance.

The governance system must be decentralized so as to allow the real participation of partners at different levels and territories.

Thus, a MSP should be a set of different MSPs, articulated according to a common agenda and structured through committees at different levels- na-

tional, state, regional, municipal and local (according to the area of coverage)- until reach the scope of the minimum territorial scale to be directly impacted.

This system of decentralized governance requires joint regulation, with a definition of roles and responsibilities at each level, as well as the interfaces between them.

- **Definition of roles**
  The attributions of governance bodies should be defined according to their specific demands for greater effectiveness.

  The national or state committee should be focused on strategic planning, seeking to integrate programs and structures at the macro level.

  The regional committees have the tactical definitions to integrate and qualify the actions in the region, promoting the creation of regional consortia.

  Meanwhile, municipal and local committees assume the operational role of concrete integration between programs and partners, at their level of performance.

  The attributions of the members of the committees should be decided with the consent of all those involved.

  Although there are no hierarchical relationships between the different levels of governance, it is important to provide mechanisms that guarantee a flow of information between them.

- **Establishment of committees**
  The establishment of a committee is an important official launching ceremony for MSP at that level. It includes the ritual of ownership of the members, and must be attended by local authorities, representations of the different social sectors, as well as the target audience of the partnership.

  For the installation of the committees, it is necessary to prepare a document with information about what is MSP, its goals, its Integrated Strategic Action Plan, what is the Committee, how it is used, how to participate, besides data referring to the theme- focus on territory. It has the purpose of making possible the knowledge of the local context and of subsidizing the accompaniment. It will be up to the Committees to update it from the changes generated.

An enhanced mobilization process should be done for the installation event. It is important that people feel interested in discovering the importance of this action.

The follow-up structure and the roles of committee members should be presented in a clear, objective and understandable way. The use of images as flow charts and comparisons with local realities also facilitates understanding. Remember that the message must be absorbed by people with very different levels of training and performance.

The logistics for the installation event should be fully planned: location, sound conditions, access, image, circulation, among others.

Another important action is to attend to the desire of participation of the different social actors. It is worth remembering that, throughout the committees' actions, work groups must be created and new people can join. After the installation of the committee, it is fundamental that the names of the members and their functions be officially divulged as well as the work agenda.

> In the case of Pará, committees were created initially at the state, regional, municipal levels, and later at schools, with clear attributions of mobilization and articulation. The proposal of the regional committees, which would have the function of promoting the creation of municipal committees and articulating them regionally, was eventually delayed by logistical problems. It was concluded that it would be better to directly encourage the municipalities to create their committees and only then to promote their regional articulation, aiming at the formation of consortia of municipalities.
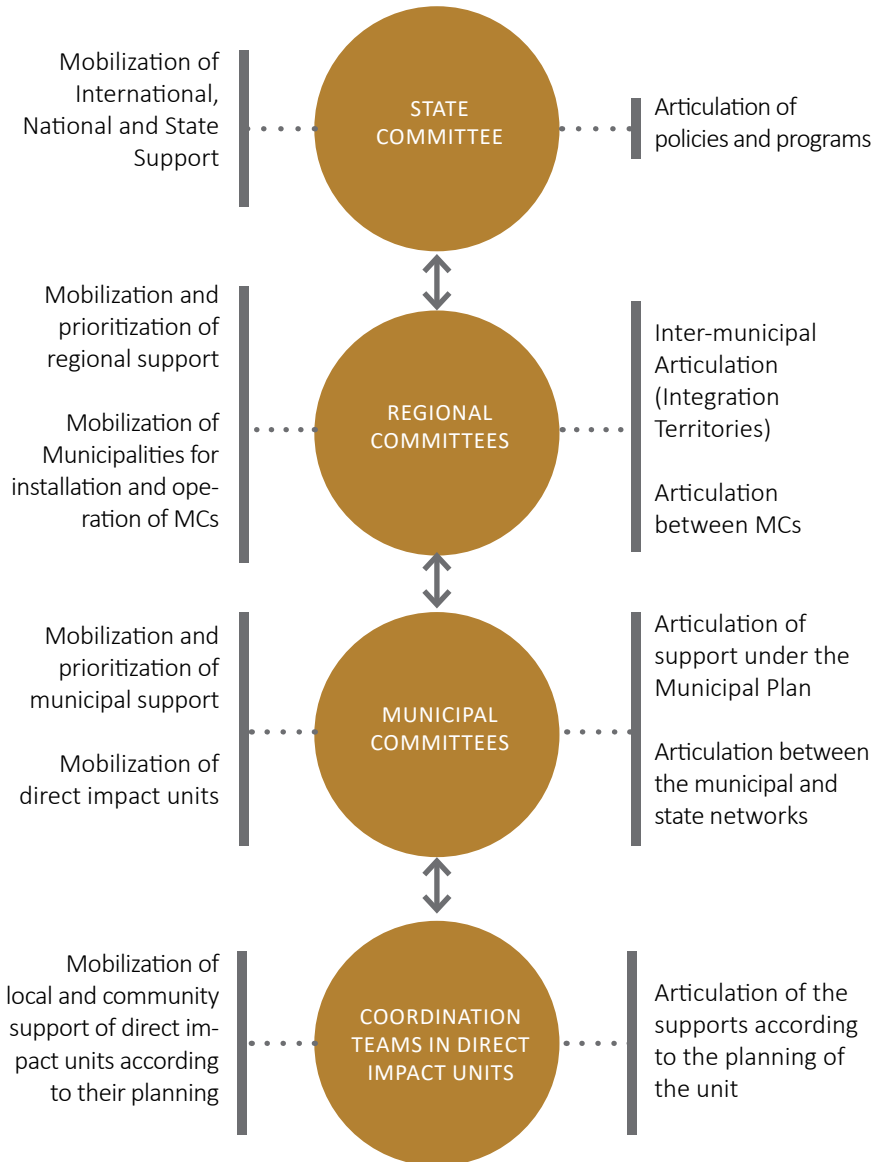
- **Workgroups**
  Committees should set up working groups, focusing on the main outcomes of the initiative.

  Working groups, in general, develop their own action plans. Once the plans are developed, the groups meet regularly to share data, analyze progress, challenges and opportunities, so that the alignment circle can grow. While each working group is separate, effective BO coordination can ensure coordinated action among the many partner organizations.

MOBILIZATION   ## ARTICULATION

Mobilization of
International,
National and State
Support

STATE COMMITTEE

Articulation of
policies and programs

Mobilization and
prioritization of
regional support

Mobilization of
Municipalities for
installation and ope-
ration of MCs

REGIONAL COMMITTEES

Inter-municipal
Articulation
(Integration
Territories)

Articulation
between MCs

Mobilization and
prioritization of
municipal support

Mobilization of
direct impact units

MUNICIPAL COMMITTEES

Articulation of
support under the
Municipal Plan

Articulation between
the municipal and
state networks

Mobilization of
local and community
support of direct im-
pact units according
to their planning

COORDINATION TEAMS IN DIRECT IMPACT UNITS

Articulation of the
supports according
to the planning of
the unit

c. The prototyping strategy

The philosophy behind prototyping is that you can learn faster by experimenting with ideas in a given universe. Once new ideas begin to consolidate, they can be tested quickly.

As a way of arriving more quickly and consistently at local levels, the prototyping strategy is suggested, through the proposal of pilot Multi-Sector Partnerships.

This is a strategy with great mobilizing effect. Adherence to this proposal should be voluntary, highlighting those most committed to the initiative. The role of pilots is to serve as a demonstration of the feasibility and impact of the initiative, to mobilize new groups of partners, to provide inputs to the strategy and to increase coverage.

5. Continued communication

a.   The planning

The first step, when thinking about the Communication Plan, is to make a situational diagnosis. Who are the people and institutions involved directly and indirectly? What are the different audiences? How do they communicate? How do they consume information? How do they relate? What is the meaning or meaning of the cause of partnership for these people? What are the communication features that exist? Are there financial resources for the partnership's communication strategies? How can communication facilitate people's relationships? What attitudes are expected of this audience? How can the objectives of the communication contribute to the objectives of the partnership?

According to **The MSP Guide**: How to Design and Facilitate the Multi-Stakeholder Partnership (2015), the objectives of the MSP Communication Plan are:

- Designing effective communication and advocacy agendas that create a sense of urgency for change among participants, policymakers, funders and the general public;
- Propose a comprehensive plan for mobilizing and engaging partners in order to broaden the basis for political, financial, technical and programmatic support;
- Develop internal and external communication materials;
- Promote and manage participation in external events considered strategic for MSP;
- Make the partners' projects and actions known;
- Create, maintain and / or improve transparency of actions (accountability / qualitative and quantitative);

- Positively publicize the MSP actions in the available media;
- Periodically present the partial results of the MSP;
- Create a press strategy and develop proposals for the use of networks and social networks.

It is fundamental to use social media and communication applications not only for the dissemination but also for intra-company contact. Creating WhatsApp groups, for example, proves to be very effective for the ongoing update on the initiative.

In digital times and in the offline world, numerous tools are possible to use according to the study of the audience (s) involved and the communication objectives of a multi-sector partnership: traditional and mass media, digital social media , platform with diverse contents, events, among others. It is always good to remember that the most effective media will always be the most human, and therefore, the one that favors the relationship between the partners.

b.   How each actor can participate

It is important to grade the intensity of the role of each partner group and to segment the strategy according to the goals and the goals. This graduation can be organized into "arcs" or "mats" of engagement in the different stages, leaving clear options for participation. It is important to emphasize that the partner is not only a company, whether a member of a government or another institution but essentially a person. Every organization is made up of people and its mobilizing power must be recognized and strengthened.

The Pact was conceived by a group of actors and was attended by the Backbone Organization of the initiative. Signatures such as "Education Pact: Be a part", "Pact for Education: I support this idea", "Pact for Education: I Believe" were used and disseminated from the launch of the event and subsequent activities.

The initiative also featured a hymn, which was widely publicized in the government's and partners' communication channels, and disseminated throughout the state's radio network as well as in schools.

An interesting communication experience of the Covenant was the Covenant Day at School. The event served as a true social media. In its editions, it carried the message of the Pact to hundreds of state and municipal schools, the entire school community, student families, and school environment. There was also the involvement of artists, private partners and civil society; video production contest; besides the call of the administration of SEDUC itself to all its technical staff, calling it to visit the schools closest to its residence.

Another important mobilization action was the Family Educator campaign, which brought content about the rights and duties of students and students. This initiative had a folder in folder / poster format, the content of which was prepared by a Working Group formed by professionals from leading institutions in the subject in the country, as well as representatives of the State Department of Education. Through a menu of activities, it was suggested the mobilization and the forms of participation of the families.

Creating WhatsApp groups has proven effective for the ongoing upgrade involving the initiative. The Pact has more than 30 WhatsApp groups, segmented according to the theme and role of the WhatsApp.

6. Monitoring and evaluation of results

Multi-Sector Partnerships involve a large number of partners in a long-term, disorderly and unpredictable process, which demands a specific approach for their evaluation.

Traditional approaches do not offer effective support to this type of initiative, which needs to analyze its progress, improve its effectiveness and adapt its strategy over time.

In addition, in a context of collaborative action, it is necessary to design and implement evaluation processes that seek to understand and describe the whole system, including components, relationships and interdependencies, and analyze the results from this holistic view.

As the process is not linear, changing according to transformations of the context itself, and experiencing different types of solutions to the problem, only the evaluation data can provide the basis for the process redirection.

Evaluation therefore becomes the main tool for learning and improving the process of implementing an MSP. Your data should be used to make decisions, generate new structures, change behavior, and ultimately provide you with more effective ways to solve the problem.

Although these activities require time and resources, they are essential components for the effective implementation of MSP.

a. Shared Monitoring and Evaluation System (SMES)

As it is a collaborative process, it is indispensable to create a Shared Monitoring and Evaluation System able to monitor a set of process indicators and results (intermediate and final), as well as the systemic impacts sought.

In order to establish a monitoring mechanism, the SMES will need to develop a shared action plan for the collection, processing and analysis of data. It is also necessary to define patterns by which the contribution of each partner can be evaluated for this result.

All program partners developing actions included in the Integrated Strategic Action Plan should formally commit to providing systematic data on their programs to feed SMES.

This system could be under the responsibility of the Backbone Organization or the partner responsible for most programs, but always working in an articulated way with the Project Office or being part of the functions of that body.

Choosing to allocate SMES is a decision that must take into account the context, knowing that it will cause problems of management and power in any of the hypotheses.

b. Types of evaluation

- **Context evaluation**
  The work of context evaluation of an initiative is, on the one hand, to carry out a systemic analysis of the problem, its causes and consequences. It should also identify trends in this context and underlying factors such as structures, culture, interpersonal relationships, and mental models that reinforce the negative trends of the problem.

  On the other hand, it should map key partners, existing programs and key gaps, and possible sources of resources.

- **Process evaluation**
  Partners must agree on a set of process indicators to track their progress on the initiative. They should use process evaluation to better understand how the initiative is developing.

  Process assessment must span the life of the initiative, collecting and interpreting data, and promoting collaborative learning. The goal, however, is not to explore all the indicators. Instead, it is to provide specific information needed, at a given time, to understand the effectiveness of the initiative and make informed decisions.

  In this sense, process evaluation activities are likely to evolve throughout the different phases. It is essential that intermediate results are defined for each phase of MSP in order not to generate unreachable expectations and to provide a basis for celebration of results or change of strategy.

  One of the main strategies of process evaluation is the so-called "reflective monitoring". In addition to more formal monitoring, which involves research and data collection, regular reflection moments (reflective monitoring) will help partners think about the results of what they are doing, how they are doing, and how the lessons learned can be used to improve their actions. Reflective monitoring spaces should be an integral part of existing activities.

- **Formative evaluation**
  The formative evaluation is the monitoring of the progress towards the final results. For this to be accomplished, it is necessary to define intermediate goals, which must be annual, in order to allow a periodic

check of the gains in relation to the final goal.

This progression must be defined, taking into account the characteristics of each stage, knowing in advance that in the initial stages, it will be slower or even non-existent, since the actions will still be beginning to be implemented.

- **Summative evaluation**
  This modality of evaluation refers to the measurement of the final results and targets foreseen for the initiative. Comparing the final results with the baseline will give us the size of the gains at the end of the initiative.

  It is very important to base the formative evaluation on data, both statistical and administrative, from official evaluations. This not only dramatically decreases the cost of evaluation but gives legitimacy to the results found.

  Unfortunately, the summative evaluation does not allow us to state that the gains measured are due to the initiative or to other factors.

- **Impact assessment**
  It should be able to measure what results can be effectively attributed to that particular initiative. This type of evaluation demands the definition of a control group, with characteristics as close as possible to the intervention group, allowing a comparison between the results of these two groups. The difference can be attributed to the impact of the initiative.

  It can also be considered impact assessment to measure results of systemic changes achieved. Systemic changes refer to transformations in the social, political, cultural, economic, technological or environmental context in the longer term.

  In order to evaluate impacts of this type, it is very important that the indicators of systemic changes are defined in the evaluation design.

c. Implementing Evaluation Mechanisms

Once the design work is complete, the implementation process involves the collection of data, the analysis and interpretation of the data, and the communication of the results.

- **Data gathering**
  There are many options for choosing the best methods for obtaining high quality (quantitative or qualitative) data on the progress and results of an initiative.

These include commonly used methods such as document review, surveys, interviews and observation, as well as more recent methods, including social network analysis and system mapping.

In order to make the most of the data content and ensure that it contributes to real learning, it is necessary to analyze it thoroughly and then formulate conclusions and recommendations.

- **Data analysis**
  To ensure that interpretations, judgments and recommendations are based on the realities of the work, and lessons learned from the process can serve as the basis for all-embracing change proposals, it is critical that partners participate in data analysis.

  This can be guided by the team responsible for the Shared Monitoring and Evaluation System, but cannot fail to involve the partners as part of the collaborative learning process.

- **Communication of results**
  Communication of the results of the evaluation process, especially the intermediaries, and the news about progress itself and lessons learned should include a wide variety of forms of dissemination.

  They can encompass the recognition of those who have advanced the most, representing an important tool to foster the motivation of the partners.

  The communication of the results should also be turned to the external public, carried by the printed media (articles), television (videos) and digital (website, blog) and social media.

7. Events to reinforce group identity

The essential feature of MSP is the diversity of organizational cultures within the partnership. Although similar organizational cultures may offer better conditions for a collaborative process, cultural diversity is an important source of stimulation and creativity, but also of potential conflicts.

In addition to the need to manage the conflicts generated by cultural differences, the consolidation of MSP depends on building a "common culture" with which partners identify and be proud of. This common culture also serves as a facilitating basis for a better understanding between different visions and interests.

Symbol and ritual are indispensable traits in the construction and strengthening of this new culture. Among the symbols of group identity creation are: logo, anthem, "stamps" and t-shirts of the partners.

Strategic events can be understood as true "rituals" designed to open milestones, to communicate, to stimulate participation, to promote adherence, to generate new knowledge, to recognize and value people and / or initiatives, and to strengthen networks.

In this way, we highlight **opening** rituals- launching ceremonies at each level and territory; **initiation**- membership ceremonies for new partners; of **celebration** - results dissemination ceremonies; and recognition- **recognition** ceremonies of the best results or greater gains.

They are also very important for the collaborative learning process when they include the exchange of experience between the partners.

The events also present great potential to promote the partnership, as they attract the attention of society through different media, generating volume in newspapers, radio, internet, television, etc.

The magic of the event is in the involvement it allows. The atmosphere, the awakened attention, the curiosity, the predisposition of spirit and the ritual. *"Everything leads to a collective involvement that positively conditions the participant and that no other promotional resource can do."* (FERRACIÚ, 1997, p.70).

Therefore, events should be organized taking into account not only their specific objectives but mainly the involvement of the participants. The care with planning, invitation, place, programming, dissemination, equipment, access, food, participation of authorities and social representations make all the difference to the success. They are an important part of the communication plan, they must be designed for each deployment phase and adjusted according to the reality of each place and theme.

COLLABORATIVE STRATEGIES FOR COMPLEX SOCIAL PROBLEMS: A Guide to Multi-Sector Partnerships

4 MULTI-SECTOR PARTNERSHIP IN PRACTICE

• •

A - Main phases of a partnership;
B - Work methodologies in a collaborative process.

• •

MAIN PHASES
OF A PARTNERSHIP

Although each MSP has a singularity, there are phases common to all of them that must be drawn in their specificities. The discrimination of these phases allows us even to envisage possible gains in each of them so that all the partners do not develop false expectations.

If the expected time for an initiative is approximately five years, a period of 6 months to one year is required for the **preliminary phase**, during which an accurate systemic analysis of the context of the problem, the trends, the underlying factors and the basic conditions to support decision-making to promote (or not) a multi-sector partnership.

Once the decision is made, the **initial phase**, approximately one year, is devoted to adaptive planning and to the beginning of implementation of basic structures and actions considered strategic.

Then begins the **intermediate phase** of approximately three years, in which structures are consolidated and collaborative action is developed to achieve results.

Finally, the **concluding phase**, with an average duration of one year, in which the institutionalization and sustainability of the MSP is sought.

PRELIMINARY PHASE: DECISION AND INITIAL DESIGN

1. First decision: to be or not to be
To start a Multi-Sector Partnership, you need to make sure that this is the best option.

This recommendation is based on the realization that working in partnerships is almost always very difficult and requires more time than acting alone. It is therefore essential that there be a thorough reflection on the nature of the problem and the possibility of achieving satisfactory results without necessarily working in partnership.

It is worth noting that this option does not apply to the so-called complex social problems that, by their very nature, require collaborative approaches of an inter and multi-sector character, that is, they need MSP to deal with them. In these

cases, isolated actions quickly demonstrate their limits, in terms of coverage, impact and sustainability. The enormous pulverization of social actions, aimed at solving complex social problems, seems to be a crucial factor in reducing the impact of resources and efforts invested in their equation.

a. Essential starting conditions

As stated earlier, besides the fact that it is a complex social problem, the decision to constitute MSP depends on some of the preconditions already mentioned, which include: awareness of the seriousness of the problem and the belief that it is possible to transform it; a partnership-friendly culture; a minimum level of trust between stakeholders; the existence of financial resources and the existence of a structuring organization.

Given the importance of the role of an Backbone Organization, an analysis should also be made of its ability to perform this function, that is, the human resources at its disposal, the knowledge it possesses, the team's competences, the legitimacy it enjoys and the infrastructure available to fulfill its role. Not to mention the financial resources required for their performance.

In 2012, the state of Pará was faced with a significant increase in the number of large productive projects, implemented or in the process of being implemented, with a high volume of financial resources being applied. This represented a huge demand for skilled labor.

The state's educational system, however, had one of the worst national performances, showing itself to be unable to meet the demands of the market, constituting a real obstacle to the development process. The need to promote improved educational outcomes was strategic and urgent.

In order to make this proposal viable, the Synergos Institute made available to the initiative its international experience in the implementation of partnerships, its capacity to build bridges between leaderships and its credibility among different social sectors to act as a structuring organization of the partnership.

The goal of Synergos was to design, validate, transfer and systematize a social technology focused on the construction and sustainability of Multi-Sector Partnerships focused on complex social problems, such as those related to Public Education.

b. Other important factors
In addition to the prerequisites, some aspects of the specific context in which a partnership is to be developed that can significantly influence the speed in which the initiative achieves its objectives should be taken into account.

In this sense, economic conditions, demographic data, history and culture, political will, recent events, the political environment, the focus of the media, current laws and local policies stand out.

It is worth mentioning that the preliminary phase of the initiative should focus on understanding the context and verifying the existence or promoting the basic conditions for starting an MSP.

People will need time to understand common concerns and find shared goal(s). As a result of this analysis, there should be a consensus on whether or not to start an MSP.

2. After the decision, the first stop is: the initial circle of partners
Once the collaborative approach is decided, the first challenge is to create an initial circle of partners, composed of stakeholders with a greater level of awareness of the problem, a greater degree of involvement in the area and the ability to mobilize other partners.

First impressions are important. The partners' view on those who initiate, organize or support MSP can influence whether or not to join the initiative.

People who take the lead should be seen as legitimate even if they are aligned with a particular group of partners. If a group of partners perceives that the gains benefit primarily from one of the other groups, the legitimacy of the initiative will be put at risk.

Through a systemic analysis of the problem, the BO should do a preliminary mapping of key groups to ensure that the most important are part of the initial circle. This circle should include, among others, government agencies responsible for the area-focus and other sectors involved (inter-sector), as well as leaders of the third sector or business with an interest in the topic or possibility of acting as a funding partner.

The first partners mobilized to form the initial circle of the Pact for Education in Pará were institutes and business foundations, so that, as financial partners, they could guarantee the necessary resources for Synergos to act as a structuring organization of the Pact.

They also had the role of mobilizing other private sector partners who could become involved in the initiative, both as financial partners and as programmatic, technical, governance or management partners. This group, with some changes, supported the process of building and implementing the Pact, contributing an annual quota to the Pact Sustainability Fund (FSP).

The SEDUC management team was also part of the initial circle. To this end, the Pact proposal was presented to members of the core team in a series of meetings where the professionals involved were committed to mobilize other colleagues for the next meeting.

Meetings were held with the two groups that formed this initial circle of partners to build a shared understanding of the proposal, its characteristics, what was expected of each and what each could expect from the Pact.

3. The preliminary design of the partnership

a.   Analysis of the issue
It is critical that the initial circle of partners undertake a new systemic analysis of the issue so that it becomes aware of the causal network associated with the context of the problem, the underlying trends and underlying factors.

As a result of this analysis, it is hoped that this group develops a sense of urgency regarding the theme, understands its multi-dimensional character and perceives the need for a multi-sector and inter-sector approach to its confrontation.

This systemic view should allow both a correct diagnosis of the situation ("situation analysis") and the main stakeholders ("partner analysis").

b. Initial conception

In order to start partner mobilization, it is really important to have a clear definition of the scope of the MSP to communicate to all stakeholders.

The scope of the issues with which you plan to deal should also be as clear as possible. Inevitably, this will evolve over time. However, at the outset, partners need to have some understanding of how broad the agenda, what the focus, and what is expected to achieve.

Agreement should be sought on a common, comprehensive goal, but there is no need to define strategies for how to get there.

People will need time to understand the problem and possible solutions as well as build shared goals. Care must be taken not to define strategies and action plans before it is clear what you really want to achieve.

It should also be made clear what is expected of the different partners and what kind of time commitment will be needed. Partners will want to know what the MSP will usually be, but also what the process will mean to them. They will also be interested in how the decision-making process will take place.

4. The first wave of mobilization

When the proposal is clearer, the first wave of mobilization begins, which should be based on the key partners identified in the systemic context analysis.

It is up to the initial circle to identify the broader set of key actors to be involved (partner diagnosis), as well as the type of contribution that each of them can provide to address the problem.

In this second circle of the partnership, the most directly affected are those who develop projects focused on the theme-focus and those who have the political, technical or financial power to contribute to the success of the partnership.

Even if the problem-focus is varied, MSPs must identify partners in key sectors, such as those discussed in the previous chapter. There is no limit to the type of partner that can participate in a MSP. We are not just talking about formal organizations. Depending on the issue, one might consider working with traditional leaders, individual entrepreneurs or citizen initiatives. The premise is to always have the whole system represented and seek a high level of diversity. The issue needs to be carefully studied, because if the problem is too broad, one can end up with an impractical list of partners. On the other hand, in an attempt to reduce, one can lose important stakeholders to get the solutions.

When an MSP begins, it needs that second circle for both its legitimacy and its scope.

It is never too much to point out that potential bridge leaders should be identified in each of the partner groups to participate in the initial discussions so that they can play the role of disseminators of the partnership proposals and mobilizers of new partners.

As it is the moment of diffusion of the idea, the greater the number of people involved in the events of mobilization, the greater the support that the MSP could have. Mobilization events also serve to raise planning aids and should develop dynamics for this purpose.

> With a view to disseminating the proposal and collecting inputs for the planning of the Pact, meetings were held with the participation of regional SEDUC professionals, school principals, pedagogical technicians and teachers, totaling 376 professionals from 50 municipalities, who represented 183 state schools.
>
> The identification of other key partners was based on a systemic analysis of the problem, with a view to mapping their network of factors, in order to identify "leverage points" and partners in a position to act on these points. Also important was the search in each group of partners for bridge leaders, with the ability to act together, overcome organizational, cultural and social barriers, generate trust and develop positive relationships.
>
> Regarding the contribution possibilities of the partner groups, different support fronts in the programmatic, technical, and governance fields were suggested, in addition to financial support.

5. Evaluation in the preliminary phase
Assessment in the preliminary phase is typically a context assessment, either to build a shared view of the problem and possible solutions, or to map key partners.

The results of the context evaluation should be subsidies both for the decision on the implementation of the partnership and for its initial design.

6. Main challenges of the preliminary phase
To build and orchestrate partnerships, it is essential to generate and transmit trust among all, with the creation of formal and informal environments, aimed at mutual collaboration, giving credit to all those who have offered support.

The interaction should seek to leverage the generation of ideas for possible solutions, allowing everyone to visualize the different parts of the challenge together, sharing knowledge openly and making constructive criticism. Hard task!

INITIAL PHASE: PLANNING AND STARTING DEPLOYMENT

The initial phase of an MSP is characterized by the design of the initiative's own action plan and the planning and start-up of its main "pillars".

1. Design of the MSP process
As already mentioned, even taking into account the unique nature of each MSP, its structuring, implementation, monitoring and evaluation requires strategic actions, in charge of the Backbone Organization, linked to its 7 basic pillars: (1) common agenda; (2) mobilization of strategic partners; (3) collaborative management for results; (4) multi-sector and decentralized governance; (5) continued communication; (6) shared monitoring and evaluation system and (7) strengthening of group identity and motivation.

MULTI-SECTOR PARTNERSHIP: A TRUE SOCIAL ENGINEERING
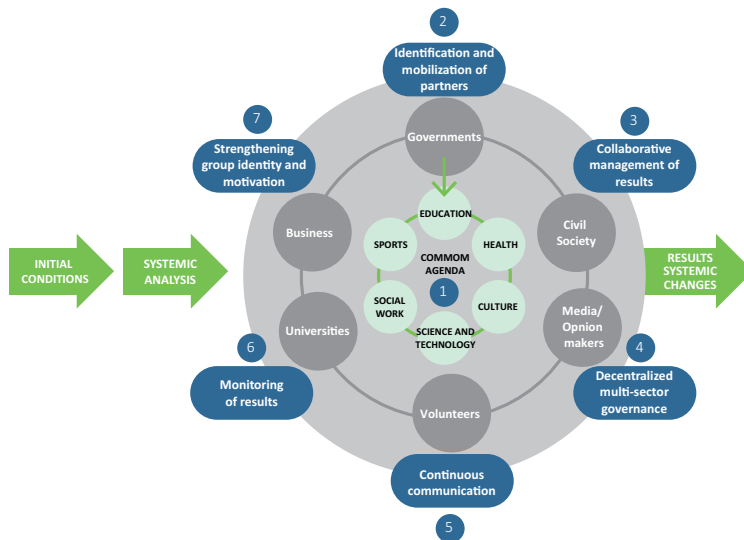
From the initial phase, the whole plan of action of the partnership should be based on these 7 pillars.

COLLABORATIVE STRATEGIES FOR COMPLEX SOCIAL PROBLEMS: A Guide to Multi-Sector Partnerships

2. Planning of the main pillars

a. Common Agenda

The product of systemic analysis, coupled with the subsidies raised in the first wave of partner mobilization, should be the basis for starting the process of building a common agenda.

As stated earlier, systemic analysis is a fundamental tool for understanding the whole situation, but given the changing nature of complex problems, an adaptive planning process must be used.

- **Design of strategic guidelines**
  The strategic guidelines should be defined in terms of a collaborative future projection of the problem-focus.

  From a clear definition of the context of the problem, its multi-generational roots, its trends and its underlying factors, it is necessary to construct a shared vision of the future.

  To do this, one must answer the question: "What do we want to see as a result of this partnership in 5-10 years?" From there, the partners brainstorm elements of vision, which are shared and grouped. Eventually, all these elements are combined into a single sentence that synthesizes the vision.

  Based on the shared vision, one must discuss how one wants to get there, that is, what the mission of the partnership is.

  In addition to vision and mission, agreement is needed on some guiding principles. Thus, principles such as commitment and co-responsibility, collaborative learning, valuing differences, collaborative management for results, maintaining motivation and resilience are often important for MSP.

- **Definition of the goal(s), objectives and results to be achieved**
  Based on the definition of vision, mission and guiding principles, the common agenda is pursued with the formulation of objectives, goals, expected results and indicators for these results.

  In this case, less can be more that is, the lower the number of goals, objectives, results and indicators, the less complex the later stages and the easier communication will be.

  In addition, it is necessary to give preference to goals, objectives, results and indicators that already have monitoring systems, so that there is no need to create data collection and processing strategies, which makes it

difficult and expensive to monitor and evaluation.

It is suggested that the Sustainable Development Objectives (SDO) be adopted in order to align international efforts to address complex problems, such as poverty and inequality, and to have access to the monitoring and evaluation systems being implemented for this initiative.

In the process of building a common agenda in Pará, the strategic guidelines were defined through the projection of what was planned to be done in relation to the education sector in the state. Subsequently, regression allowed the design of the superior objective, the specifics, the expected results, the priorities and the goals. The interaction with the members of the "initial circle", that is, with the secretary of the Secretariat of Education of the State of Pará (SEDUC) and his team with the financial and technical partners, and with the Synergos team was constant from the beginning of this process. As it was a collaborative process, new directions were constantly emerging, for modification and / or adding information, arriving, not without some conflict, to a shared and agreed version of vision, mission, principles, objective and specific objectives that were thus defined:

As a vision, it was defined "To be a national reference in the transformation of the quality of Public Basic Education".

As a mission, it was decided to "Promote the improvement of the quality of Public Basic Education in the State of Pará, through the integration of different sectors and levels of government, organized civil society, private initiative and international organizations."

Among the principles were: perseverance with commitment; articulation and global involvement with planning; sustainability assurance; integration and feeling of belonging; collective search for knowledge; valuation of differences; management for results; focus on learning; commitment and co-responsibility for actions and results; maintaining motivation; decentralization and autonomy.

As a higher objective, it was decided to "contribute to making the state of Pará a national reference in the transformation of the quality of Public Basic Education".

COLLABORATIVE STRATEGIES FOR COMPLEX SOCIAL PROBLEMS: A Guide to Multi-Sector Partnerships

The specific objectives of the Pact also followed the orientation of participatory design. Its design was based on the data from the National Education Plan (NEP) and the requirements of the agreement with the IDB. The seven specific objectives, called Objectives of the Pact for Education in Pará, have been maintained since the beginning of its formulation, despite some minor changes in its texts. They were: to increase student performance, reduce dropout, train teachers, improve infrastructure, qualify management, use information technology, and mobilize the school community and society.

In this process, only one goal was defined: to increase the Basic Education Development Index (IDEB) by 30% at all levels by 2017.

The fact that there is a single goal has made communication and understanding of the Pact proposal much easier.

- **Mapping of programs and projects:**
  When partners have already agreed on the starting point (context, trends and underlying factors) and where they want to go (vision, mission, principles, goals, outcomes and indicators), it is time to define "how to get there", that is, what are the main strategic solutions or actions that can be used.

  At this stage, it is necessary to be clear that it is not starting from scratch, that is, that there are already several actions in progress, which need to be identified and evaluated, so that those that are most relevant to achieve the agreed results are selected.

  A detailed survey is then initiated, with partners or other stakeholders, of initiatives that can contribute to the success of the partnership.

  The north for such mapping is the expected results, and the key question is: "What actions, at the initiative of different government sectors and at different levels, of business institutes and foundations, universities and civil society organizations are effectively contributing to transform the problem-focus in the desired sense? "

  The ideal would be to offer these partners a road map to characterize their programs, in digital format, with the information considered primordial. Here again, "the less is more," that is, the excess of questions

cannot only be a disincentive for the respondent as a challenge for later analysis.

- **Selection of strategic programs**
  As the evaluation of results is not a usual practice in the social field, programs are usually restricted to recording the inputs (events, participants) or the perception of those involved. Thus, it remains to involve those responsible for the programs themselves in determining their degree of relevance.

  In this process, all sectors responsible for the programs must be involved in order to understand the proposal of the partnership, to be aware of the urgency of the intervention and to evaluate which of its actions are of real relevance for achieving the results.

  It is suggested that a meeting be held with the teams in these sectors, including a systemic analysis of the problem and information about the initiative so that everyone can understand how their initiatives could contribute, in a multidimensional scenario, to transforming the problem.

  After a pre-selection, performed by each institution, it is advisable to group the pre-selected by result and / or public served. Social problems often reach diverse audiences and their solutions must be different according to the specific needs of each audience.

  A good method of programmatic organization is life cycle, using grouping by age groups: early childhood, child and adolescent, young, adult and elderly.

  This methodology facilitates the selection and grouping of programs because it provides a concrete view of the beneficiary, clarifying the degree of relevance of the actions in relation to the results / life cycles.

  Undoubtedly, a given initiative may be contributing to more than one outcome / life cycle, which demands a choice about its greatest contribution or the decision to include it in more than one category.

  The ideal would be to conduct a new round of program selection, bringing together partners, now grouped by outcome / life cycle, to re-examine the effectiveness of pre-selected programs and identify possible shortcomings.

  Only now would it be appropriate to propose the creation of new programs, capable of filling gaps with effectiveness, and / or the expansion of existing ones, with a high degree of relevance.

If a set of new actions were included to fill identified gaps, it was necessary to hold workshops for design, definition of stages of the implementation process and monitoring and evaluation indicators for these programs.

They should participate in these meetings, in addition to the programmatic and technical partners, specialists in the matter and public managers with experience in the subject.

- **Programmatic organization**
  It is suggested that this set of actions be organized according to each expected result for each life cycle if the option is to use this methodology.

  The programmatic organization in clusters of programs, by result and / or life cycle, is fundamental to achieve the inter-sector articulation of these programs. This will require further transformations in the structure of the executing agencies, overcoming the sectorial barrier

- **Construction of an Integrated Strategic Action Plan (ISAP)**
  The Integrated Strategic Action Plan should be composed of the most relevant programs, initiated by each of the sectors involved, as well as by the new programs to address identified gaps, organized in clusters of programs.

  With this, starting from a systemic view of the problem, following with the collective construction of where and how we want to arrive (vision, mission, principles, goals and results), and defining which paths should be used to reach our destiny, in a collaborative and inter-sector (Integrated Strategic Action Plan), we will have built our **common agenda**.

  It is never too much to remember that we will only have a first version of common agenda, because a lot can change along the way: evaluation errors about the relevance of some selected actions, new partners, new solutions and new contexts; finally, changes typical of a MSP. You have to be resilient!

BUILDING A COMMON AGENDA

1 Strategic guidelines

2 Goals and results

3 Mapping of existing programs
(gaps: new)

4 Programmatic organization

Integrated Strategic Action Plan

b. Identify and mobilize strategic partners

At this stage, efforts are being made to mobilize partners, prioritizing strategic sectors such as governments and the private sector. Governments because they are the main responsible for public policies regarding the problem-focus and the private sector, for its relatively recent involvement with social issues, almost always through isolated initiatives. In other words, they are highly relevant sectors that need to be convinced, in practice, of the value of multi-sector partnerships and of the inter-sector and collaborative approach.

In governments, awareness must be made directly with the sectors involved, always working with the systemic vision to break the logic of division and make them realize the impact that inter-sector work can provide.

An excellent opportunity to mobilize different sectors and levels of government is the process of mapping existing actions, selecting the most relevant ones and organizing the program. Above all, where program managers are grouped into groups, by outcome / life cycle, it allows them to perceive the intersections and possibilities of collaborative work in program clusters.

The private sector, also based on its specific interest or social investment, must be aware that its contribution can gain relevance if carried out under the MSP. Relevance that can even be demonstrated through Shared Monitoring and Evaluation System, publicized through the communication channels of the initiative.

> Other forms of contribution suggested by the Pact for entrepreneurs include, in addition to participation in the governance system and the financial contribution to the Pact's Sustainability Fund, other options such as: (a) implementation or expansion of programs and projects own initiative; (b) support for the expansion of programs and projects of initiative of other partners; (c) advice to the management of municipal systems or public schools; (d) establishment of partnership with a school; (e) corporate volunteering actions and; (f) offer of vacancies in Young Apprentice programs that prioritize students from public schools.

As civil society organizations, a key player in tackling social problems, need to have secured the necessary financial support to make their contribution, it is suggested, at this stage, the creation of a fund not only to guarantee the actions of the structuring organization, but also to third sector organizations.

At this early stage, the involvement of so-called opinion makers is indispensable. They could play an important role in helping to build public opinion in favor of the initiative.

Finally, the involvement of volunteer organizations, both individual and corporate, could represent an important contribution to the qualification of the Integrated Strategic Actions Plan, as well as to the dissemination of the initiative.

In this new wave of mobilization, it is suggested to hold meetings by sector, before multi-sector events, in addition to the publication of "booklets" that can specify the possibilities of contribution of each sector.

As already mentioned, there are different ways of integrating partners into the initiative. They can act in governance or be programmatic, financial, technical, managerial or communication partners. Everyone must formalize their commitments to the initiative by means of a membership term.

c. Collaborative management for results

Among the systemic changes sought by MSP are transformations in the structure of partner organizations, in the sense of greater flexibility, indispensable for collaborative and inter-sector work. We know, however, that such changes are slow and difficult to operationalize.

There are, however, certain structural changes, especially in government agencies responsible for public policies, regarding the problem-focus of the

partnership, which are prerequisites for the implementation of an Integrated Strategic Action Plan.

This is because, in general, the programs are thought and organized in a sector way, responding to a structure also in "silos" of these organizations. When changing the logic of program organization, creating inter-sector clusters of actions, depending on the outcomes / life cycle, changes in their structures become necessary.

The structure of SEDUC was typically organized by projects, with no interface between them, needing to adapt to the new Pact proposal. To this end, they were designated as responsible for each of the 7 results, called "results owners", in order to create a sense of responsibility with their scope. Each result owner had a team of program coordinators, directly linked to that result, who in turn, accompanied and articulated the work of the project leaders linked to it.

The proposed structure sought to reinforce co-responsibility with the results and articulation between the different strategic actions.

A calendar of semester workshops was set up to monitor the implementation of the Strategic Actions of the Pact, with the participation of the assistant secretary of education, "results owners", program coordinators and "leaders" of the priority projects.

The objectives of these workshops were: to present the progress of the implementation of projects and promote integration among all, through the sharing of doubts and suggestions for improvements. These were spaces focused primarily on collaborative learning.

It should be noted that this has already been a major advance, but the articulation did not include the programs of other secretariats (inter-sector) or other partners (multi-sector).

In addition, the "owners of the results" did not understand their functions, there were no designated leaders for all the projects and many workshops did not happen with the scheduled periodicity.

In addition, in relation to other sectors and partners, the possibility of promoting articulation requires the assurance of its participation in a collaborative management structure focused on results.

- **Management Structure for Results (MSR)**
  At this stage, it is fundamental to conceive and begin the implementation of a Project Management Office, responsible for monitoring the programs of different program partners and their interfaces.

  It is important to emphasize that the effective functioning of this unit requires the formal commitment of program partners, whose initiatives make up the Integrated Strategic Actions Plan, to participate in the monitoring process, both through the systematic provision of program execution data participation in follow-up events.

In addition to the implementation of participatory and decentralized governance, the Pact presented a collaborative management proposal aimed at reaching the goal and agreed results. This required the creation of an agency charged with carrying out effective management of the Pact programs and actions, aiming at its results - a Project Office.

The responsibilities of a MSR may vary, but in the case of the project office created at SEDUC, the proposal was that its exclusive role would be to manage the 35 projects contained in the Strategic Plan of the Pact, including those financed by the IDB. The focus of the Project Management Office was management, not project execution, which would remain under the responsibility of the "results owners" and project leaders. Due to the complexity of the Pact, the Project Office would have to play a very strong role in the interface between the different "areas" of SEDUC. For this, it would need to be an independent structure, linked only to the Secretary of Education, to guarantee exemption and autonomy.

In this case, the Project Office only followed the programs under the responsibility of the government. Ideally, all programs included in the Integrated Strategic Actions Plan should be monitored by this body.

d. Multi-sector and decentralized governance

In addition to creating a body responsible for monitoring the programs of different partners, it is necessary to devise a system of governance capable of allowing the effective participation of all.

The governance system should have an inter and multi-sector character, to reflect the very composition of the partnership, and be decentralized to allow an effective collaboration at different levels.

A decentralized system, but articulated according to the same common agenda, allows to overcome the unwanted effects of up / down or dawn / up models, allowing a flow of information and decisions in both directions.

In Pará, the governance system was structured in committees (state, municipal and school), in order to allow the body responsible for defining the general guidelines (state committee) to establish an articulation with municipal committees; and these in direct contact with the school committees.

Such a system of governance should have channels of communication capable of ensuring that information on the Pact´s proposals for each school reaches them and that they can report on the reality of their implementation. This flow of information and counter-information among the committees should allow them to exercise their monitoring function.

The role of the governance system included the very important task of mobilizing and articulating new resources - technical, human, material and financial - that would contribute to the achievement of results.

It would also be up to the different instances of this system to promote spaces for sharing experiences and articulating actions so that municipalities and schools could learn in a collaborative way and act articulately.

The spirit of the Pact was "One for All and All for One," in which schools would help schools, municipalities support municipalities, and that real regional consortia could be created to articulate mutually beneficial strategies.

> The functioning of the committees was not hierarchical and should be a network structure, with a view to ensuring the follow-up of actions, the mobilization and articulation of resources and efforts, in relation to the objectives of the Pact.
>
> In terms of composition, multi-sector partnership should be ensured by the presence of representatives from different levels of government and civil society, including businesses, NGOs, council members, universities, religious segments, artists and leaders.
>
> On the other hand, the inter-sector aspect should be sought for the participation, in addition to Education, in the areas of Social Assistance, Health, Work, Culture, Sport and Leisure, Safety, among others.

In this initial phase, the governance system must be conceived and institutionalized through a legal instrument that can serve as a basis for a progressive process of implementation. This includes broad mobilization and empowerment of partners to take their roles in this system.

e. Continued communication

It is also at this stage that the MSP communication plan must be designed. Aware of the principles of a collaborative strategy, the design process of the plan should involve the communication sectors of the different partner organizations.

As mentioned, the first step in drawing up the plan is the mapping of stakeholders, considered essential to the cause, including so-called opinion makers. The plans should also contain a key message that defines what you want to communicate, taking into account each specific audience. You cannot forget the creation of symbols that identify the partnership, such as logo, flag and anthem.

If the common agenda is the heart of a MSP, communication is your soul. It is through this that the main challenge of a partnership will be faced: to mobilize and maintain the enthusiasm of the partners with the initiative.

The communication plan is conceived and begins its implementation in this phase, characterized by intense mobilization of partners, as well as a rich agenda of membership events at different levels.

It is perhaps at this stage that the so-called communication problems begin

to arise. Initiatives based on collaborative processes necessarily address these challenges. In this sense, **The MSP Guide** (2016) highlights the following communication problems:

- **Divergences in underlying views:**
  Each individual shares with their social group a set of beliefs, values, and meanings- a worldview- that functions as a true "spectacle," through which they perceive reality and direct their action upon it. In general, there is little awareness of this important underlying factor. In addition, it is common to experience misunderstandings when we assume that other people see the same way we do.

- **Judging instead of trying to understand others' points of view:**
  Because of these different worldviews, one tends to evaluate or judge rather than try to understand the world view underlying the perception and attitude of the other.

- **Habits of conversation:**
  Most of us tend to speak without listening and respond immediately to what someone says, without thinking what it really means.

- **Emotional responses:**
  Especially when communication is about important and sensitive issues, people's emotional response to what is said may hinder their understanding or generate responses that deepen misunderstandings.

- **Conflict or lack of confidence:**
  Sometimes communication simply does not occur because people do not trust each other or there is an underlying conflict between them.

f. Monitoring and evaluation

It is very important to conceive and begin the implementation, at this stage, of a Shared Monitoring and Evaluation System (SMES) for the initiative.

Determining the results and indicators for both MSP as a whole and for each of its phases is one of the most important steps in the evaluation process.

Partners should be involved in this process so that agreement can be reached on the process evaluation strategies, final and impact results to be used, as well as the intermediate results that can be expected in each of the phases.

Typically, each outcome is tied to multiple indicators, providing evaluators with the flexibility to choose the most relevant and cost-effective indicators and enabling partners to develop a sound understanding of progress in achieving each outcome.

Everyone needs to realize that high expectations regarding these results can lead to a drop in enthusiasm and a high level of disruption to the initiative.

Defining challenging but feasible results for each phase can be the key to a successful partnership.

During the initial phase, it can be a challenge for partners to know if they are on the right path to success. Experience suggests that there are some early performance indicators that allow monitoring performance during this phase.

Most of these indicators are qualitative and will require interviews, surveys, focus groups or other qualitative methods of data collection.

The SMES design process must necessarily involve the Project Management Office (PMO), which is responsible for the follow-up.

In the case of Pará, the Pact designed and implemented the Para Educational Assessment System that annually provided information for managers, directors, teachers and technicians on the progress of student learning and associated factors.

The complementary advantage of SisPAE was that it allowed to know the results at the beginning of the school year and to monitor the evolution each year. It also made it possible to compare learning levels with the national (biannual) assessment, since the tests were compatible. It was therefore an important tool for monitoring the progress of partnership results.

It occurs that the implantation of this system demanded a long process and its first results only appeared in the intermediate phase.

- **Evaluation in the initial phase**
  When designing and implementing the first actions begins, you should use process evaluation to understand how the initiative is developing and adapting, what is working well or not.

  To this end, process indicators relevant to this phase should be defined, which makes it possible to celebrate seemingly small victories, such as improved communication, willingness to share data and improved trust between partners.

  Identifying advances and promoting celebration and recognition ceremonies are extremely important in maintaining partner motivation.

  It is noteworthy that significant progress cannot be expected in relation to results when the initiative's infrastructure is still being designed, developed and implemented. This decreases the importance of summative assessment in the initial phase.

g. Reinforcement events

At this stage, an agenda of collaborative learning and reinforcement events relevant to each of the phases of the initiative should be designed.

Included in this agenda are: launching ceremonies at each level and territory, membership ceremonies for new partners, and awards and recognition ceremonies. Experience sharing events are also critical to the collaborative learning process and should be part of the event calendar.

A MSP can be a great way to develop skills and abilities. In fact, the opportunity to gain new knowledge and skills can be a key incentive for partners to remain active in an MSP. This is particularly true if the MSP, in addition to the meetings specifically designed for this purpose, use participatory learning dynamics as an integral part of its events.

The events also present great potential for publicizing the partnership and mobilizing new partners, as they attract the attention of society through different media, generating a large volume of news, radio, internet and television.

- **Launching Ceremony**
  The main event of this phase is the launch ceremony of the initiative. It represents an important initiation ritual, in which the leaders of the partner organizations already involved, as well as authorities of the different powers: Executive, Legislative and Judiciary, should participate. It is the moment of dissemination of the proposals of the initiative, including its common agenda and its structures of management and of governance.

The ceremony also serves to formalize the partnerships through the signing of membership terms.

On March 26, 2013, in the presence of an estimated audience of 3,000 people, the Pact for Education of Pará was officially launched, with identifying symbols, such as logo and anthem. The inauguration ritual of this multi-sector partnership had the participation of authorities from different levels and sectors.

Participating in the event were the governor, representatives of the local executive branch (mayors), the state and federal legislatures, and the judiciary, along with education professionals (regional coordinators, directors and teachers), health and care, as well as students, entrepreneurs and members of society in general.

Emiliana Carrera, Director of Education for the Inter-American Development Bank (IDB) for Latin America and the Caribbean, and the President of The Synergos Institute, Peggy Dulany, highlighted the international presence.

The event had great media coverage, which further contributed to the spread of the Pact.

From that point on, the effective implementation of the for Education in Pará began.

3. Main challenges of the initial phase

One of the major challenges of this phase is to ensure that all participants have a common understanding of the problem. Agreeing broadly is easy. Disagreements begin when you analyze possible solutions and strategies to implement them.

From discord and conflict to dialogue and from divergence to convergence requires effort and the use of specific tools.

The product of this collaborative process of building a shared vision must be co-responsibility with the process and the results of the initiative. Such co-responsibility must be expressed in the commitment of each one with the fulfillment of its specific contribution: financial, technical, programmatic, management or governance.

In particular, funders need to renegotiate their commitment to securing adequate funding to support the success of the initiative until its completion.

INTERMEDIATE PHASE: COLLABORATIVE ACTION

It's one thing to plan, but to put ideas into action is a much harder process. One of the criticisms of MSPs is that they often fail to put ideas into practice. This is understandable, as a very different level of organization, management, and resources is required to reach a collaborative action phase. Structuring well this phase can make all the difference to the success of a MSP.

It is in the intermediate years that the structures are consolidated and the implementation of the Integrated Strategic Actions Plan is effective. They are therefore extremely important, since the initiative should already be able to demonstrate at this stage some success in terms of process and outcome indicators.

During these years, which may span approximately 3 years of the initiative, partners should have data from the Shared Monitoring and Evaluation System to review progress and challenges and review the common agenda.

Promoting the convergence of partners at this stage is not easy. The end product of this process should be a range of clear choices that guide decision making.

1. Main pillars

a. Common Agenda: Review
After the initial phase, when defining a common agenda, which included strategic guidelines, goals, objectives, results and an Integrated Strategic Action Plan, it is time to revisit this definition in the light of changes in context. Possibly, transformations occurred in the problem, in the trends, in the social, political and economic scenario; new partners have emerged with other possibilities of contribution and the available technologies have been improved.

At this stage, also in a collaborative way, and using the systemic vision again, the common agenda must be revised, taking into account not only the transformations that have occurred, but also the greater knowledge about the process of operation of the initiative. At that moment, more relevant actions can be identified, which should be strengthened, and others less effective, which should be eliminated. On the other hand, processes can also be simplified and made more efficient.

b. Mobilizing partners

At this stage, the MSP faces two major challenges. The first is to keep the motivation of existing partners. The second is to attract new key partners. If intermediate goals were established early, it is easier to identify and celebrate advances. Otherwise, it is still time to do so in order to avoid lack of motivation and withdrawals.

An organization that has decided to join a MSP, for example, without its representative being fully aware of the proposal or realizes the volume of the expected contribution and without clear indicators of progress may withdraw its participation. This becomes more serious in contexts of social, political or economic crisis.

On the other hand, even those who participate more directly in the process can consider it very slow, without being able to visualize concrete results. Particularly among private sector partners, whose logic is that of the result in the shortest possible time, it is very difficult to accept the "social time" of the partnership, especially because it is a collaborative process. In this sense, a priority focus of mobilization at this stage should be the group of private sector partners, both in terms of attraction and maintenance.

What is important now is to create information packages so that the most involved participants can bring news to their organizations that will help them continue to "sell" the initiative, fulfilling the role of bridge leaders.

In addition, it is necessary to create strategies of incentive and recognition as "stamps" proof of participation and ceremonies of recognition to the contribution of each one. It is also of great help to prepare publications that clarify what is expected of each sector, in which the concrete possibilities of contribution are listed.

One focus of the new wave of mobilization remained the private sector. As a key element in the multi-sector partnership proposal, entrepreneurs were still very resistant to participation.

After a first circle of partners, consisting mainly of large, national or multinational companies, with a consistent performance in the area of social responsibility and private social investment, the Pact was not able to attract new entrants, especially among local entrepreneurs. In an attempt to expand the universe of private partners and create strategies to consolidate commitment and co-responsibility with results, the Partner Seal of the Pact and the Certificate of Commitment Accomplished were implemented, in addition to the publication and dissemination of a guide on "Contribution of the Sector Private for the Pact for Education in Pará'.

The Seal was offered to partners with annual validity. Its renewal depended on the fulfillment of responsibilities, formalized at the time of adhesion to the Pact. The seal could consist of all promotional material produced by the company. The term of adhesion, which included the commitments made for that year, was signed in a ceremony attended by the governor.

A second important focus of mobilization is the local partners and the groups directly involved in the implementation of the Integrated Strategic Action Plan.

The decentralized nature of the Governance System and its non-hierarchical functioning (network), besides the use of social media, allow the mobilization process to reach small local units.

However, the biggest challenge seems to be to reach directly into the universe of the beneficiaries. It is logical that their representatives can be part of the governance system, but direct involvement depends on a broad-based communication process through large mobilization campaigns.

COLLABORATIVE STRATEGIES FOR COMPLEX SOCIAL PROBLEMS: A Guide to Multi-Sector Partnerships

c. Collaborative management for results

The great challenge of this stage is to strengthen the Project Office as an instrument of collaborative management focused on results.

This is because the very proposal of results-oriented management is still "foreign" to the institutional culture of governments, which are most responsible for implementing the programs included in the Integrated Strategic Action Plan.

In addition, ensuring the interfaces in the execution of these programs, articulating an inter and multi-sector action is a task that faces enormous resistance.

Therefore, the Project Office, which has this primary function, needs a lot of legitimacy, recognition, technical capacity and delegated power to carry it out.

For these reasons, the proposal of a MSP requires a time to be understood and supported, especially by government partners, requiring a real task force to promote the qualification of its staff, the maintenance of the accompanying rituals and the participation of all the partners programmatic

> The intense performance of the structuring organization in the design, implementation and operation of the Project Office, located in SEDUC, ended up making it an "organ of Synergos", and not as an important management tool. This perception appears to be behind a lack of understanding of the importance of the agency in monitoring the priority projects of the Pact, evidenced by the delay in designating a "senior" technical team. In addition, perhaps because it is a unit of government, the work of the Project Office has been limited to the monitoring and evaluation of government initiative programs, not including other program partners.

A second challenge at this stage is to design the executive planning of the new programs, as well as to support the executing agencies at the beginning of their implementation.

- **Recognition system**
  Finally, one of the most important components of collaborative management for results is the existence of a recognition system that encourages progress towards priority results.

  The key in this line is to identify the main outcomes to be encouraged, such as related to processes as well as intermediate and final results, and define them as recognition criteria.

  It is worth noting that such recognition does not necessarily require the offering of cash or property prizes. A simple certificate can play a motivating role, as long as delivery takes place in a public ceremony, preferably with the presence of authorities, local leaders and the media.

  > As the proposal for the Pact was collaborative, results-oriented management, it was essential to devise strategies that would allow the recognition of the most advanced ones.
  >
  > The recognition system should recognize: (a) schools: management teams, classes, teachers and school boards; (b) SEDUC professionals: central bodies and regional teams; (c) members of regional and municipal committees.
  >
  > Recognition criteria should take into account groups with better results and greater gains based on the components of the IDEB (performance and flow) or advances in process indicators (adherence of municipalities, installation and operation of municipal and school committees).
  >
  > It should be noted that the proposal was for a recognition system, not for awards. The recognized ones were entitled to certificates, delivered in an imposing ceremony of recognition, with the presence of the governor, something like a true "Academy of Education." The prizes, donated by the partners, were distributed, by lot, among those recognized.

d. Multi-sector and decentralized governance

Even in a multi-sector partnership proposal, in which the government is theoretically only one of the partners, there is a natural tendency to take ownership of the initiative by the public sector. Because most strategic actions are the responsibility of this partner, the likelihood is high that they will become "governance programs" rather than multi-sector initiatives.

At this stage, when results begin to emerge, the danger is even greater, and attempts to reduce this tendency and return to the original conception can be sources of great conflict.

To consider this a danger seems incongruent with the desire that, in the final phase, the institutionalization of the partnership be achieved through its transformation into public policy, thereby ensuring its sustainability. Possibly, in this last phase, the government will take the lead in the process, but it is expected that the initiative has already strengthened to the point where it does not allow itself to be dissolved in the governmental machine.

At this stage, however, government ownership can be fatal to the initiative's goals.

The best antidote for this phenomenon is the existence of a more consolidated and functioning system of multi-sector governance.

That is why it is so important to complete the implementation of the governance system at this stage, as well as to develop strategies aimed at strengthening and functioning.

Such strategies include: production of support material for local levels; support for partner mobilization; the creation of spaces for collaborative learning, through workshops or exchange of experiences; systematic monitoring of the functioning of governance at different levels; and the development of frequent communication strategies.

> In the intermediate stage, due to the difficulties of acting in SEDUC, we prioritize the advice to the municipalities. In this sense, proposals for a collaborative process in the operation of municipal committees were strengthened, using methodologies such as U Theory, and designing action plans. The activities of the so-called partner organizations of the municipality were also greatly enhanced. In this sense, it was suggested that they organize a group to engage a larger number of local partners.

- **Prototyping**

  Especially when the sphere of action is very broad, proposals tend to be diluted and results are hard to come by.

  In such cases, the ideal would be to define territories or groups that would serve as models for demonstrating the effectiveness of proposals.

  The decision to participate as a "laboratory" of the initiative must be entirely voluntary. Groups / territories must adhere to the proposal, moved by the challenge and willing to try new paths, welcome failure as a way of learning, accept suggestions on how they can improve and share experiences.

  Prototyping, in the intermediate phase, can be an important tool to increase the coverage of the initiative and to search for more consistent intermediate results

The proposal of the Pilot Municipalities of the Pact (PMP) was to mobilize and support municipalities that proposed to function as a "demonstration effect" of the possibility of reaching the goals in 2017. They should also serve as an inspiration for new paths in the search for improvement educational outcomes.

In order to participate in the initiative, the municipality should, with the approval of the prefect, the secretary of education and the representative of an organization, undertake to assume the responsibilities of partner organization of the municipality.

The commitments of the municipality, the partner organization, the government and the Synergos were signed annually, in a public ceremony, always with the presence of the governor. It is interesting to note that although the government's commitments were not fully met, and despite the discomfort this caused, the motivation generated, the technical support provided by BO and the collaborative learning spaces (there were systematic experience-sharing meetings and WhatsApp) seem to have contributed to the results, in these municipalities, being higher than the state average.

e. Continued communication

It is always good to reinforce that, because it is a partnership, communication actions, for mobilization, dissemination of information and maintenance of motivation, are crucial for achieving the objectives.

In the intermediate stage, in which there are already evaluation results, the communication area has the important function of identifying and disseminating learning and generated knowledge. In this sense, different formats and content are possible, such as reports, videos, infographics. The form of disclosure of such information and subsequent "calls to action" should also be communication activity.

Content must be produced- articles, printed or digital material, videos and basic presentations- to be made available on-site and used in meetings, and disseminated in the media (print, radio, social networks or WhatsApp groups).

A major challenge was to increase adherence to the Pact, especially from local companies. For this, we focus on the dissemination in meetings of associations or federations of companies, as well as holding small group discussions.

The distribution of the publicity material was given in meetings with the Commercial Association of Pará, as well as several associations of municipalities and class entities, such as the National Union of Municipal Education Officers (UNDIME / PA).

There was also distribution of promotional material at large events, such as the Pará Business Fair, and on several other occasions when institutional disclosure of the Pact was relevant.

The website (www.pactoeducacaopara.org) was created to meet a demand observed during the execution of the activities with the Committees, which required an interactive space in which participants could exchange information, documents, experiences and questions. In it, there was, among other information, a public agenda with upcoming Pact events, information on the programs and projects planned for the municipalities, photos of the events held and presentations. On the site, the participants had the opportunity to publicize events, materials that they considered relevant and also the possibility to meet the members of other committees. It was an important mobilization tool.

f. Shared Monitoring and Evaluation System

- **Process evaluation**
  In the intervening years of an initiative, partners should expect more significant changes in behavior patterns (changes in professional practice, changes in individual behavior) and in the way systems operate (changes in cultural norms, funding flows).

  In addition, the process evaluation should focus on the progress made in implementing the Integrated Strategic Action Plan and the structures responsible for the basic pillars of the partnership (management, governance, communication and mobilization), as well as the Shared Monitoring and Evaluation System itself. It should also include benchmarking the work of the structuring organization in supporting the implementation and operation of these structures.

  The process evaluation, at this stage, can already measure the beginning of systemic transformations, such as improvements in the formulation and implementation of policies and programs, in the quantitative and qualitative increase of the contribution of partners and in changes in behavior patterns.

- **Formative evaluation**
  As an initiative gets more mature, its basic conditions become better established and partners begin to implement the programs defined in the Integraed Strategic Action Plan. In addition, the initiative should begin to gauge progress toward desired outcomes through formative evaluation.

  To that end, intermediate results should have been agreed at the initial stage to serve as a basis for redirecting the process and for delivering results.

  The execution of a formative evaluation should be a function of the Shared Monitoring and Evaluation System, using administrative monitoring data or statistical data from official sources. Other initiatives choose to hire an external evaluator to analyze the data and make sense of the findings.

  Gains in these intermediate results, as measured by a summative evaluation, depending, of course, on the reliability of the evaluating source, have the power to rekindle (or not) the moods necessary for the continuation of the partnership.

It was almost three years of hard work, facing strikes, lack of confidence, skepticism, pessimism, withdrawals, beginning of discouragement. For all this, the dissemination of the official results of the IDEB 2015, carried out in August 2016, played an important role.

Firstly, it allowed a comparison between 2013 (the year of launching of the Pact) and 2015, becoming the first indicator of progress of the initiative. Secondly, it provided a national comparison of this progress.

We had so much to celebrate! The public education of Pará had grown in all levels and grades evaluated by the IDEB 2015.

In High School, at which stage the national average of the state networks was stationed since 2009, there have been significant advances. Pará achieved the 2nd highest growth, rising four positions in the national ranking.

On the other hand, 72.2% of the pilot municipalities had gains equal to or above the state average, and the municipality of Ulianópolis, which had managed to mobilize the largest number of partner companies (32), exceeded the projected target for the year 2021.

g. Reinforcement and collaborative learning events

There is little talk in the literature about the importance of events that reinforce group identity and motivation, essential fuels for the development of MSP.

As already mentioned, a MSP resembles a true "Noah's Ark". Therefore, its consolidation depends on the construction of a "common culture".

This stage should also be rich in rituals such as launching ceremonies at each level and territory; ceremonies of adhesion and formalization of commitments; ceremonies for the dissemination of results, celebration and recognition.

> The seminar "Public-Private Partnerships for Education" aimed at increasing the mobilization of the private sector around the Pact and recognizing the action of already active partners. The event was attended by the founder of The Synergos Institute, Peggy Dulany, and Governor Simão Jatene. At the time, thirty-five partner organizations of the Pact were recognized.

Collaborative learning events are extremely relevant, such as workshops, exchanges of experience and seminars.

> An important component of the proposal of the Pilot Municipalities of the Pact was the promotion of peer learning spaces through the exchange of experiences. In this sense, meetings were held quarterly. These events represented not only opportunities for learning but also increased mutual trust and reinforcement of the partners' motivation.
>
> On that occasion, issues related to the main challenges in the implementation of the Pact in the municipalities were discussed, based on concrete experiences of the MPP.

2. Main challenges of the intermediate phase
This is the stage where the partnership faces many problems. Partners who initiated MSP may quit, as well as new subscribers may be enrolled.

Those who arrive may or may not have the skills to handle the challenges of this phase and the growing volume of new partners may be a risk to the basic understanding of the partnership.

The structuring organization should regularly check whether participants know about the proposal and its roles, whether they are satisfied with the initiative, whether they feel sufficiently challenged, and whether they think they have enough support to do their part.

Alignment strategies need to be defined for new partners that include collaborative learning events and access to basic information (Kit Welcomes).

It should not be forgotten that former partners, even distant ones, also need to be kept informed in order to consolidate or (re)build their commitment.

The sense of "eternal resumption" needs to be met with a lot of resilience, as it seems to be inherent in the collaborative process.

An MSP may require a more solid management structure at this stage. The management structure, hosted by a primary partner or exercised by an BO, must be strong, but be careful not to overshadow or even compete with other partners. This can be the reason for many conflicts that can make MSP unfeasible.

CONCLUDING PHASE: INSTITUTIONALIZATION AND SUSTAINABILITY

After a period of approximately five years, however great the progress made in transforming the problem, there is still much to be done and with the same principles and strategies that guided the partnership during that time.

It is therefore the challenge to continue the collaborative action. The answer to this challenge may be to institutionalize the partnership, that is, to ensure that it is part of public policy, and that there is some organization capable of assuming the functions of Backbone Organization.

This, therefore, should be the phase of consolidation and institutionalization of the MSP, with the conclusion of the transfer of technology to a body that assumes the functions of Backbone Organization (BO).

The possibilities with regard to the choice of the new BO are several, each with its positive and negative effects. Options include: (a) one of the non-governmental partners; (b) one of the government sectors; (c) transforming the senior committee into a council, whose executive secretariat is a government agency directly linked to the head of state; (d) a public-private institution specially created for this purpose.

Whatever the decision, it should be forwarded from the initial phase, or at least at the intermediate stage, so that the transfer process can be carried out gradually.

The ideal would be for the chosen organ to become gradually responsible for the assignments, with the support of the original BO, until they developed the basic competences for the exercise of this function. Any premature interruption of the transfer process may pose a risk to the initiative.

1. Main pillars

a. Common Agenda
In addition to conducting a further revision of the Common Agenda, it is essential that explanatory guides on adaptive planning be produced, especially on the Integrated Strategic Action Plan, containing basic information on the programs that make up this plan.

> In order to support local governments, a guide - Guidelines for the Implementation of the Education Pact - was issued with basic information to help municipalities implement this initiative.
>
> This guide was launched at the first government meeting with the new elected mayors.

b. Mobilization
A new wave of mobilization should occur, based on the advances made by the initiative, to motivate old and new partners to "not let the flag fall".

Campaigns, with testimonials from partners, professionals involved and beneficiaries, as well as concrete evaluation data, could play an important role in ensuring the motivation for the sustainability of the initiative.

c. Governança
In order to promote the institutionalization of governance, it should be sought to integrate it into existing public structures or their formalization.

In Pará, the articulation of the Pact committees was proposed, with the state and municipal councils of Education.

Thus, the executive secretariat of the municipal committee of the Pact was in charge of the municipal council, guaranteeing its operation and the systematics of its meetings.

In addition to some members of the committee, the board also expanded its constitution with representatives from other sectors (health, sports and leisure), other actors (private sector, NGOs, prosecutors), other strategic organizations and other councils.

This proposal aimed not only at the sustainability of municipal committees, but also to introduce, in the Councils, the logic of multi-sectors partnerships.

- **The prototyping experience**
  At this stage, the suggestion is to disseminate the advances made by the model-territories and to expand the initiative.

The government of Pará decided to design long-term planning, with the same goal as the Sustainable Development Goals - the year 2030.

The initiative was named Pará Sustentável and was composed of three pillars: economic, environmental and social.

Using the same principles of the Pact, Pará Sustentável proposed to municipalities a process of adherence and commitment to its guidelines and goals, which made them a "sustainable municipality".

As the Pact was an integral part of Sustainable Pará, the municipalities that signed the Sustainable Municipality were also committed to the proposal of the pilot municipalities of the Pact (at the launch close to 50% of the municipalities in Pará have signed this commitment).

d. Strengthen management for results

At this stage, it is necessary to guarantee the existence of the technical capacity and political support necessary for the operation of the Project Office, the main instrument of management for results.

Their accompanying rituals need to be respected and legitimized, their process monitored and evaluation products judged to be reliable and useful, and their work valued by key partners.

Any deficiency found in the intermediate phase must be supplied in the concluding phase to guarantee the sustainability of this organ and the changes in the management culture that it advocates.

Much effort must be devoted to making it effectively a collaborative follow-up body, including all the governmental and non-governmental initiatives that make up the Integrated Strategic Actions Plan, since only it, in a participatory monitoring process, will be able to promote the necessary to create the synergistic effect, which is responsible for increasing the impact of each one's efforts.

Another important component of this management proposal is the recognition system. This is an indispensable tool to maintain the motivation of the main stakeholders and their necessary institutionalization should be sought at this stage.

e. Continued communication

What is important at this stage is to build a communication content that tells the lived story and promotes the continuity of collective efforts.

The reporting of experience may serve as a basis for publications, presentations, videos or radio programs.

It needs to be told as a collective experience of courageous partners who believed that it was possible to confront the "sphinx" of a complex social problem and that they decided to go together to search for solutions and to implement them.

In addition, the communication should create a narrative for the need not to settle for the first victory, because the war is far from over. It is necessary that "the struggle continues".

f. Evaluation of results

Evaluation can be used to explore the linkages between the initiative's strategy and changes in partner organizations, individual behaviors and progress towards final results. It can also help to gauge the extent to which

the results of the initiative will be sustainable over time.

- **Process evaluation**
  If all went well in the initial phase, partners should have agreed on a set of process indicators to monitor the progress of the initiative and the Project Office should have used these indicators to better understand how the initiative was developing.

  The results of this evaluation represent a very important instrument both to promote learning during the life of the initiative and to provide information to analyze its final results.

  In addition to monitoring the implementation of strategic actions and the implementation of management and governance structures, the process evaluation should include, within its scope, the monitoring of changes in behavior patterns and in the way groups operate.

  Usually, the evaluation of an initiative focuses on the results, giving little importance to the implementation process. It is believed, however, that a successful institutional reorganization, aligning the sectors involved in a problem, is already a monumental achievement and an important outcome in the process of change.

- **Summative evaluation**
  Summative assessment activities are characteristic of the final years of an initiative and should focus on progress toward the goals and expected outcomes.

  Basically, it is about comparing results before the partnership starts, and at the end, to check for gains (or losses), matching them with the agreed goals.

  The results of this evaluation, both positive and negative, should be analyzed in the light of the results of the process evaluation and formative evaluation carried out by the Shared Monitoring and Evaluation System.

  The outputs of this analysis, as well as the resulting recommendations, should be systematized and disseminated among partners and the general public.

In the case of Pará, the results of the national evaluation of 2017 revealed, first, the size of the Brazilian education disaster. Comparing the results of the public network (state and municipal) between 2015 and 2017, there were modest gains or the stagnation of the national average at all levels. The same happened in Pará.

If we only analyze the general average results of the public network, the data seem to indicate that it was not possible to continue the rhythm of growth verified in the intermediate results.

As one of the main proposals of the Pact was to focus attention on the so-called Pilot Municipalities of the Pact (MPP), a prototyping initiative in which municipalities committed themselves to implementing their principles, a closer look at the results of this group.

In the initial phase of EF, of the 40 MPPs, 35% had higher growth than the state and national average, and 10%, such as Bonito (0.9), Moju and Oriximiná (0.7) grew more than double of this average and 42.5% exceeded the target set for 2017.

In the final years of the EF, 40% presented growth above the national average, with 6 growing more than double that average.

Unfortunately, since MS is a state responsibility, it was not possible to verify the history of specific MPP gains at this level.

Primary school data seem to indicate that, in those municipalities where the principles of the Pact were effectively implemented, the final results were better than the state averages.

- **Impact assessment or systemic changes**
  Systemic changes, or also called impact, refer to transformations in long-term behavior patterns.

  They must be intentionally pursued during all stages of the initiative, but many will require more time for effort before significant changes begin to be revealed.

  According to (COLLECTIVE IMPACTS), systemic changes include:

  1. **Changes in individual behavior:** greater awareness of the issue; transformations in patterns of behavior;
  2. **Changes in professional practice:** changes in the way professionals and service provider organizations / organizations do their jobs;
  3. **Changes in funding:** alignment and articulation of existing resources and increased funding for activities related to the theme; public resources directed to collaborative and evidence-based strategies;
  4. **Changes in cultural norms:** changes in the way people see the problem and possible solutions;
  5. **Changes in public opinion:** increased public involvement with the problem; greater quantity and quality of partnerships focused on complex problems; more and better coverage of the media on the subject.

g. Promote reinforcement activities
At this stage, the most important event should be the celebration of results, recognition of highlights, closure of the first stage and launch of a new initiative.

In addition to the characteristics of a celebration ceremony, the event should have collaborative learning characteristics, with discussion spaces on the success or failure factors of the initiative and opportunities for improvement.

2. Main challenges of the concluding phase

The main focus of the concluding phase is to ensure the sustainability of the partnership. Despite the likely progress, the problem-focus will still be far from an acceptable solution. It is therefore necessary to consolidate the conditions for the partnership to continue, both in terms of the achievement of the agreed targets, if they have not been achieved in full, and in relation to more audacious targets.

The challenges are to complete the transfer process in case the structuring organization function was carried out by an outside entity and to advance at the institutionalization of the initiative.

These challenges will be mitigated if the results obtained confirm the impact power of the initiative.

WORK METHODOLOGIES IN A COLLABORATIVE PROCESS

On the basis of the publication **The MSP Guide**: How to Design and Facilitate the Multi-Stakeholder Partnerships (YEAR) and the publication Synergos Toolkit (Year), suggestions were identified for more appropriate methodologies to be used in: (i) general meetings , (ii) Process U, (iii) problem solving, (iv) collaborative processes in general, and (v) each phase of an MSP.

GENERAL MEETINGS

One of the main activities in a MSP is meetings of partners with varied objectives. Whatever the expected outcome, care must be taken to maximize its results.

1. The size of the group
It is very important that you define the ideal size of the group according to the purpose of the meeting. In any case, participants should be allowed to have conversations instead of just listening to plenary sessions. In situations where larger groups are unavoidable, discussions should be conducted in pairs or trios.

2. Presentations by participants
At the beginning of the meetings, conduct an activity that allows everyone to know who is in the room and establish a sense of group identity. Presentations should be as interactive as possible. They should prepare the safe space for people to speak openly and listen to each other. Among the options for making presentations, stand out:

- **Rounds** – ask participants to walk and choose someone they do not know or know little about. Ask the person a question and respond to what is asked. Then choose a second and a third person by asking and answering new questions. Questions include, in addition to identification data (name, organization and function), varied topics, habits and preferences;

- **Stories** – each participant must tell a past experience (incident, event) that informs others about their personality. People should write and then share with others. This method allows to deepen the understanding about who the people of the group are;

- **Presenting your pair** – you form pairs of people who know little about each other. They interview one another. Next, the interviewers present their interviewees.

3. Standards of behavior

It is essential that you define norms of behavior of the group, in particular if it will remain for several meetings. Issues such as punctuality, contribution dynamics, representativeness, confidentiality, respect for group decisions, among others, should be agreed at the beginning of the work.

4. Change of scene

Before major decisions or advances are made, it may be helpful to do something completely different. One strategy is to get people out of the meeting environment, on field trips, field trips or reflective walks. This gives people time to ponder the implications of decisions. Even a 20-minute walk in pairs can make a big difference to the productivity and collaborative ability of a diverse group.

5. Voting

If the group cannot decide unanimously, in a course of action, voting can be used. The methods include stickers (give all three stickers to allocate your favorite options on the flip chart), raise hands (although people can influence themselves) or use free online services like Shakespeak (live at the meeting, using their cell phones) or Surveymonkey (for outside research and meeting).

6. Final Considerations

Instead of an evaluation exercise, all participants should be allowed to share briefly what they feel or what they take home from the meeting.

One option is to select an open, appropriate question for the day's content. (What do you highlight today?, What is becoming clearer to you?, What is more important than you learned today?, From today, I promise to ...).

After everyone has spoken, themes or learning that have emerged can be analyzed.

7. Head, heart, action

This is a very quick and interactive closing activity that helps engage people's experiences at three levels: head, heart and action in a fun way.

Two concentric circles are formed: the first turned outwards and the second inwards, so that each person in a circle lies ahead of each other in the circle. They are asked to share (1 to 3 minutes) something they learned from the meeting (head).

Next, we ask that each circle take steps to the right, passing a person and standing in front of the second person, with whom he must share an emotion (heart) that he felt during the encounter.

The groups should move again, in the same way, sharing what they intend to do (action) as a result of the workshop.

8. Evaluation
Evaluating the feedback of participants in a meeting is a relevant learning for the organizers themselves. It is suggested that feedback be obtained through questions (3-6) before people leave because post-meeting questionnaires have a low response rate.

9. Summary
To help participants remember insights and agreements, ask them to summarize this for themselves. Use the one-minute elevator metaphor, a drawing or poster, or choose another metaphor to help participants synthesize the conclusions.

U THEORY METHODOLOGIES

Given the importance of U Theory for multi-sector partnerships, methodologies suggested by its creators are presented.

1. Dialogue interviews
Interviewed dialogues intend to involve the interviewee in a reflexive conversation and generate new ideas. This tool can be used to prepare projects or workshops or to stimulate innovative ideas and insights.

The purpose of a dialogue interview is to see the world from someone else's perspective, take their place and gain new insights, improve learning, and change their perspective.

Based on the systemic analysis of reality, participants are led, through dialogue, to identify future possibilities, barriers and leverage points to improve the situation.

Individuals relevant to the problem should be interviewed or people whose ideas can broaden the way they see the issue or move forward on what is already known. The questions should be defined, the interviews scheduled and, if necessary, the questions addressed to the interviewee in advance.

During the interview, one should listen with "mind and heart wide open", pose questions spontaneously and make notes. The interviewer should feel free to deviate from the questionnaire if major issues occur.

After the interview, one should take the time to reflect and record key insights. It is important to send a thank-you note to the respondent.

Among the principles of this methodology are:

- Create transparency and confidence about the purpose and process of the interview;
- Establish a personal connection from the outset;

- Suspend the "voice of judgment" and see the situation through the eyes of the interviewee;
- Admitting one's own little knowledge of a subject and not being afraid to ask questions;
- Connect with the respondent with "open mind and heart";
- Fully appreciate the story being heard and put themselves in the place of the interviewee;
- Focus on the best future possibility that may emerge from the interviewee;
- Be fully present with regard to the interviewee and the situation, and do not interrupt moments of silence.

2. Learning journey

Journeys of learning are a way to "experience the system" through the different visions of people and places. They are a process based on the idea that "when you find people in their own context, you learn by simply observing what is happening."

It represents traveling and meeting people of great potential who are often on the edge of the system.

The insights generated from the journey are synthesized through a reflexive dialogue that deepens the systemic understanding and inspires participants to co-create innovative possibilities.

The learning days involve the partners in activities of immersion, listening, investigation and dialogue that create:

- a network of relationships between key stakeholders;
- a shared understanding of systemic forces and their interrelations;
- greater awareness of the different perspectives.

To do so, it is necessary to identify people and places with high potential to generate insight into the different perspectives and aspects of the problem. One should go to these places and meet the interviewees in their own context to learn by observing what is happening. One should take the observation as a starting point to improvise questions that allow one to learn more about the real-life context of the interviewees.

It is suggested to develop a small questionnaire (7-10 questions) that guides the consultation process, communicate the purpose of the exercise to the hosts and ask them to have conversations with the group.

It is critical that "deep listening" be used as a tool to keep the conversation safe. One of the most powerful interventions of a listener is deep and attentive silence. When the interviewee finishes answering a question, one should not

automatically move to the next one, paying attention to what is emerging.

After the visit, you should reflect with the participants to capture the results of the process and promote clarification.

It would be important to close the cycle with the return to the hosts by sending a thank-you note that highlights an important insight the group had on the journey.

It is essential that a reflection meeting be held with the group, identifying insights and collective learning, in order to generate new ideas.

The "hint" is: observe, observe, observe, suspend your voice of judgment (VOJ) and cynicism (VOC) and connect with your sense of appreciation.

Without the ability to suspend judgment and cynicism, all efforts to conduct an effective investigation process will be in vain. Suspending VOJ means closing the habit of judging and opening a new space of exploration, investigation and admiration.

3. Field Voices
This is an activity that brings "voices" out into the room, often used when it is difficult to take a learning trip.

It is necessary to work in advance on the identification of the "voices" that must be heard about the problem. Usually, they would be people with multiple roles inside and outside the system. Next, the questions that will be asked must be defined so that the participants, who will "take these voices", can respond.

The group is organized in a circle and each participant assumes a "voice", responding in the first person to the answers that fit him ("I feel, I think"). As the questions unfold, people are asked to take on other "voices", helping them to experience another point of view.

Allow sufficient time for each "voice" to fully explore the issue and encourage each person to assume at least one other "voice."

4. "Aquarium dialogue"
An aquarium dialogue is an activity whose purpose is to introduce new information and divergent views of key players in a specific field or area of interest. It is often used when learning journeys cannot be made. The guests of the aquarium ("fishes") are selected to represent a range of new perspectives and knowledge on a topic of the problem. Aquariums provide a dialogic format that encourages new insights into this topic.

In choosing the "fish", ensure that they can represent divergent views. They should receive the listed issues beforehand, so they can prepare. It is also very

helpful for the "fish" to come together to share what they are about to say in order to avoid redundancy. The "fish" will not make a formal presentation or show any slide.

The "fish" sit in a circle, in the center of a larger circle of participants. The "aquarium" effect is created when the "fish" talk to each other and the others watch.

A facilitator acts as host, sits in the circle with the "fish" and presents each with relevant information.

To better play your role, the facilitator needs to be familiar with each other's perspectives to ask questions, extract knowledge, and keeps the conversation flowing. This demands "deep listening" and careful not to add content.

In a first phase, each "fish" has 6-8 minutes to answer the questions, spelling out their perspective. Each person speaks once, and only once, and all others listen deeply.

Then there is a dialogue between "fish". A different set of questions is used here. This dialogue takes 15-20 minutes and the facilitator can ask in-depth questions and encourage the "fish" to talk about their different perspectives.

There should be a flip chart record so that, in a third phase, participants in groups of 5-7 people can discuss what they have heard and what they still need to know (20 minutes).

It is then set to a phase in which a dialogue is held between the "fish" and the participants (35-40 minutes). It is a dialogue in which people in the outer circle can express opinions and thoughts as well as ask questions.

Finally, each "fish" has 1 to 3 minutes to finish, answering the question: "What would you highlight in these conversations?

5. Journaling
This is a proposal for reflection and personal learning that can be part of workshops in which participants are not only working on goals and content but also learning about themselves. Personal reflection helps in the consolidation of learning.

People cannot learn when they are always at work. That is why it is so important to introduce reflection as an important part of learning and change.

The exercise begins with people sitting in their chairs, doing a meditation for 3 minutes.

Then begins a solo journey in which one must be present with the "open mind", the "open heart" and the "loving attention".

At the end of the walk, he turns to the room and remains silent until all have returned. Then begins the written record of the insights that became clear during the walk. They can be expressed in words, images, drawings, etc.

At the end, the learning experiences and emotions experienced during the walk are shared with the group of participants.

6. Carving out the present and future reality
Carving is part of the process used to portray how a system works in reality and learn how the obstacles in the current structure hinder flow and achievement.

Sculpture also helps to create a first picture of the possible future for the system and what needs to change to make it more effective.

Carving is a group activity in which all participants are involved. An important element of sculpture is that we are using our hands, which provides a different way of seeing what is happening in the system and understanding what can be done.

Materials for the sculpture process (clay, small toys, building materials, lego) are distributed to groups of 5-8 people who will work together in the sculpture process. You should mix people from different organizations, genders and ages in order to get the various perspectives possible.

It is recommended to allocate at least 1h15 minutes to sculpt the current reality and 45 minutes to sculpt the future.

- **Carve out the current reality**
  Each group will build a sculpture, using four directions: (a) appreciation and feeling- addressing sources of energy and frustration; (b) concrete actions- focusing on the main challenges; (c) perspectives- including political and practical barriers; and (d) vision- about the old one that is ending and the new one that is emerging.

  Once the task is completed, each group should choose a reporter who is on the table to tell the story of their group's sculpture. The rest of the participants go from table to table listening to stories. (5 minutes per group).

- **Sculpt the future**
  Same process, now about the desired future, hopes and possibilities. As in the first stage, when construction is completed, each table chooses a reporter who stands at the table to tell the story of his sculpture to all visitors, while the rest of the participants move from table to table listening to the stories (5 minutes for each table).

  After all the exercise, you can discuss some common themes and learn from the exercise experience.

PROBLEM SOLVING METHODOLOGIES

1. Fishbone Analysis
This is a tool used to explore the root causes of a problem. It helps teams distinguish causes as opposed to symptoms of a problem.

Fishbone analysis was originally designed to identify a cause and then delve into what causes that cause until it reaches the root of the problem. This can sometimes be useful when analyzing a difficult technical problem.

As this type of analysis usually takes a long time, to simplify, we usually use it to look for causes related to the "main bones", that is, those with greater power of influence in the transformation of the problem.

To do so, first you need to identify the problem and write the definition on a flip chart. The team is divided into pairs or trios and gives each group around 5 cards. Everyone is instructed to have a good conversation about what causes this problem ("Why does this happen?"). Once you have your list, you are asked to write a cause on each card.

One should briefly examine each cause by placing similar cards in each of the "bones" of the problem skeleton. Work continues until all cards are grouped and the team agrees that these are the main causes. Then add a category card on each "bone" of the spine.

Some of these causes may be deepened with the question: "What is the cause of this cause?" Ideally, the two causes that make the biggest difference or are most susceptible to interventions.

When the process of choice is complete, one verifies whether they are really the root causes, for which the team will make recommendations. At that point, the problem analysis phase is over and the team starts to create recommendations / solutions for those causes.

It is suggested to have no more than two separate recommendations per team. Otherwise, the general process is too long. It is often best to have only one recommendation per team, since each recommendation should have its own plan of action.

Each group will present its recommendations for solution to the other groups and get feedback. They will then return to teamwork to review the recommendations and complete the action plans.

2. Storyboarding / Posting and Clustering
This tool is sometimes called "visual thinking" or "affinity diagram". It brings a complete view of team thinking and is used to generate a series of ideas and then organize and summarize them into natural groups in order to understand the essence of a problem or an innovative solution. Storyboarding can be used alone or as a tool within the fishbone tool.

Firstly, one must clearly state the question, the topic or the problem and write the description on a flip chart.

It is then for the generation of ideas. Individually, in pairs or small groups, participants are encouraged to generate ideas on how to tackle the problem and to record them, each on each card.

One person is asked per group to post their cards, explaining (very briefly) what they mean.

Groups are separated into categories with similar meanings- cluster by affinity- after all posts have been made or as they are being posted.

From there, we discuss the most significant causes, the best solutions and the most viable ideas.

COLLABORATIVE PROCESSES IN GENERAL

1. World Café

The World Café is a creative process to facilitate collaborative dialogue and knowledge sharing. In this process, a "coffee" environment is created in which participants discuss an issue or problem in small groups around "coffee tables".

At regular intervals, participants move to a new table to discuss a new question. Depending on the time available, you can select 2-3 simple, clear and thought-provoking questions to generate energy, assumptions, and new possibilities. Each question should provide a deep dialogue, which can last from 30 to 45 minutes, in each of the tables of 5 to 6 people.

The host of the table remains and summarizes the previous conversation for the new guests. Thus, ideas are crossed with those generated in previous conversations with other participants. At the end of the process, the main ideas are summarized in a plenary session and follow-up possibilities are discussed.

The World Café process is particularly useful for engaging large groups (larger than 12 people) in a process of authentic dialogue and / or when you want to generate inputs, share knowledge, stimulate innovative thinking, and explore possibilities for action around issues and real-life problems.

It is critical to clarify the purpose / topic, give clear instructions and create a safe social space for conversations. Clarity of purpose helps in selecting the right questions for research and exploration.

2. Decision Making (Thumbs Up)

This is a quick way to reach a consensus decision or to get a sense from the team about a decision so that everyone is committed. It shows the position of a person who is in a decision and allows a more in-depth discussion to reach a consensus, avoiding conflicts and impasses.

It begins by exploring the question completely, through discussion. At the time a decision is made, everyone is asked to raise the hand, indicating by the thumb's position, the degree of acceptance with the decision: (a) thumb up = support; (b) thumb in the middle = something is still wrong and (c) thumb down = not agree.

If there are people with the thumbs down or to the side, they should be asked to explain their reasons. The key to this method is to ask, "What would it take for you to put your thumb up?"

This encourages the person to stop arguing on the basis of denial and contribute to enrich the solution. When that person says what is needed, discuss it with the group and, if appropriate, add the proposal to the solution. Many times a person who dis-

agrees has only a small thing that wants to change or wants to be sure that it will be heard. In addition, contributions can strengthen the solution.

3. Facilitated discussion
Most of the time, in collaborative processes, there is no specific tool being used. Often, we work only with a "facilitated discussion".

In general, people simply need to talk about what they have learned, how they want to find a solution, and what they think would work best. Here are some tips to facilitate a discussion:

- Establish the time available for discussion and help the group have a meaningful conversation. Pay attention to time;
- Make sure the team has a clear topic to focus on or a clear question to be answered. Keep the discussion focused on the task;
- People often agree when they are analyzing the problem; the solution generation phase is much more difficult as teams begin to disagree and the "problematic characters" that need to be dealt with appropriately arise;
- Ask questions that help team members think more accurately;
- Summarize the discussion so that everyone can reflect on their progress;
- Make frequent "process checks" by asking people if they are progressing or if they are parked. If they are parked, what do they need to do to move on? Are your discussions useful and meaningful? If not, what do they need to do to improve it?;
- It is often better to divide a larger group into smaller subgroups, either into different tasks or into the same task. Sometimes, if given the same task, the groups come with very different solutions and this helps the creativity.

METHODOLOGIES FOR DIFFERENT PHASES

The MSP Guide: How to Design and Facilitate Multi-Stakeholder Partnerships suggests more appropriate methodologies for each phase of a MSP.

INITIAL PHASE

1. **Human spectrogram**
    Describe the opposing perspectives on a given topic and place them at two ends of a spectrum. Participants should put themselves in a position along the line to show where they stand and in relation to both perspectives. This helps to emphasize similarities and differences in a group and to help people get to know each other better.

2. **Rich picture**
    Participants, divided into small groups (5-7), should draw their representation on a given issue, including key actors and factors, as well as their relationships. The final product is a flip chart full of symbols, designs and arrows that portrays the issue in the group's view.

3. **Problem definition worksheet**
    This worksheet helps to clarify the problem you are working on by answering five questions. This will get people to focus ideas in the same direction. It can be used individually or as a way to structure group discussions.

4. **Content**
    Participants interview each other about their contribution to MSP. The focus is to rediscover and reorganize the favorable factors, relative to different contributions, rather than solving problems. It also helps you practice active listening skills.

5. **Functions**
    Some participants can represent the roles of key external stakeholders and express reactions to those roles. In this way, they can express concerns and ideas without being directly attributed to them.

6. **Belbin Team Functions**
    Participants take a 20-minute test to determine which role they play predominantly in teams. The results are shared and used to reflect on how teamwork can be optimized in a MSP.

7. **Scenario planning**
    Possible futures for MSP are visualized on the basis of two large independent driving forces, capable of promoting change. The driving

forces are combined using a 2 × 2 matrix. The possible future in each quadrant is described by means of a brief history. The tool stimulates creative thinking.

8. **Conflict Styles**
    The group uses a 30-statement test developed by Thomas and Kilmann to get information on different ways in which people respond to conflict. Strong teams have a variety of styles to deal with conflicts.

9. **Quadrant of Change**
    Using the Four Quadrants of Change, participants should identify which types of change strategies are being used in MSP and which strategies may be missing. They should distinguish personal, interpersonal, cultural, and structural changes.

10. **Multiple perspectives**
    The views should be presented on the basis of what partners consider a given problem. Rotation between roles encourages the group to see an important issue from as many points of view as possible.

11. **Guided Fantasy**
    People are invited to close their eyes and take an imaginary journey on the issue. Introduce a new landscape, country or world and ask participants to dream about what happens to them and what their feelings are. Then share dreams in pairs and choose some examples to share with everyone.

12. **Combining ideas**
    Brainstorming is used to collect an open list of ideas without evaluating them. Then participants are invited to reflect on which combination of ideas might work

13. **Tuckman**
    This model helps groups reflect on different stages of group formation. In order to be constituted as a group, they must go through different stages that may include situations of conflict.

14. **Open space**
    Volunteers are requested to lead the discussion on a given topic. Participants can choose the session they are interested in (like in a market). Self-organization is encouraged within the objectives of the meeting. The results should be proposed by the groups and presented in plenary.

15. Circle of coherence

This can be used to review a MSP. The goal is to expand the view on how a partnership works and clarify the participants' positions on the initiative. The dynamic helps people reflect on the living space that keeps the partnership healthy and vibrant, and how it can be strengthened.

INTERMEDIATE PHASE

1. Prioritization and classification

This dynamic will help in selecting the most promising ideas or options among the many that are generated. Everyone is asked to agree on the titles of the ideas, the rules are explained (for example, "let's keep the best three") and people are asked to vote.

2. Comparing proposals

This tool is a simple matrix for evaluating proposals from different perspectives. It captures alternative proposals, developed by the group, and analyzes the corresponding consequences. This will help the group understand that there are different options and that there are no easy answers to complex issues.

3. Ritualized Dissent

This tool is designed to test and enhance proposals, stories or ideas by submitting them to group analysis to identify disagreements or concordances. The tool allows you to get feedback in a secure environment and review proposals more critically.

4. Groups of cards

Colored cards are used for individuals to write ideas (one idea per card). These cards are shared, validated, and grouped by similar ideas. Consensus should be sought and nominations should be made. It can be used in several steps.

5. Socratic Dialogue

This is a form of dialogue that uses universal questions to help a group make discoveries. A relevant issue is needed for partnership, such as: "Can conflict be productive?" From there, the facilitator and the participants (5-15 people) develop a dialogue, through questioning, using personal examples. Consensus is assessed. It requires a certain level of prior confidence.

6. **Reflection**
    Commitment is enhanced if participants can reflect on the group's
    work and link it to day-to-day work. Reflection exercises, both individu-
    ally and in groups, can be used to make perception more appropriate.

7. **One-and-Half Option**
    Instead of deciding between two solutions to a problem or situation,
    this tool helps you to use both solutions to develop a third option.
    You can create an agreement for each disagreement.

MAIN LEARNINGS

In 2007, the Synergos Institute published an article by John Heller for Alliance Magazine analyzing the lessons learned from its experience with four multi-sector partnerships: The Partnership for Child Nutrition (India), African Public Health Leadership and Systems Innovation Initiative (Namibia), the Aboriginal Leadership Initiative (Canada) and the Agricultural Transformation Agency (Ethiopia).

A decade later, as a result of our experience in designing, implementing, validating and transferring Pact for Education in Pará, developed from August 2012 to July 2016, we have added new learning about the theme.

Learning based on international experiences:
This article discusses learning about multi-sector partnerships, built on the work of the Synergos Institute, a global, nonprofit organization that aims to reduce poverty and promote social justice. These lessons come from our experience with four initiatives: The Partnership for Child Nutrition (India), the African Public Health Leadership and Systems Innovation Initiative (Namibia), the Aboriginal Leadership Initiative (Canada) and the Agricultural Transformation Agency (Ethiopia).

1. **Go alone ... if you can**
   Not all problems require a partnership approach to be addressed. Analyzing problems correctly is essential to determine if others need to be involved. In general the more complex the problem the greater need to seek collaboration of various actors.

2. **Getting Started is Half the Battle**
   Partnerships are mostly formed through institutional decisions. So a formal invitation is essential. Avoiding pressures to start prematurely, but addressing issues as soon as possible, power relationships, and success indicators increase the chances of success.

3. **Do your homework**
   A prior phase of systemic research and analysis allows partners to make a correct diagnosis of the situation ("situation analysis"), assess the interests of those involved ("partner analysis") and develop the right approach ("adaptive process").

4. **Identify bridge leaders**
   A "command and control" leadership style may be less effective in situations that require the collaboration of partners from different backgrounds. Multi-sector partnerships can be better guided by bridge leaders, who can engage in dialogue with diverse sectors, inspire confidence, jointly create and generate collective action.

5. **Release**
    Working in partnership often involves forgoing entrenched beliefs, altering world views, and giving up control. Helping partners change their perceptions about themselves, others, and the world is often the most difficult and neglected aspect of partnerships. Encouraging partners to detach opens new spaces for innovation and collaboration.

6. **Engage the community**
    Partnerships often act on a separate level from the realities experienced by the people most affected by the problem. Communities have a living knowledge of the problem and are creative in solving problems. Engaging communities requires careful attention in addressing issues of power and social distancing.

7. **Think Big, but Start Small**
    It is crucial to articulate visions for large-scale change while at the same time acting with small steps. Synergos has used the small-scale pilot-prototype strategy that involves co-ownership of government, the private sector, and civil society organizations during the process.

8. **Work on multiple levels simultaneously**
    In order to bring about comprehensive changes, Synergos found that it was efficient to work at multiple levels, concentrating efforts in three areas: macro level (leadership, policy), medium level (management and supervision) and micro level (work in the territory).

9. **Change institutional arrangements**
    A key component for achieving change often involves modifying "institutional arrangements," changing the nature of institutions or the relationship between them to unlock new actions, free up resources, generate innovation, and / or improve responsiveness to citizens' needs.

10. **Evaluate the tangible as well as the intangible**
    It is essential to keep up with tangible changes (eg, reduction of school dropout and violence rates) as well as factors that may be less tangible (eg, structures, culture, interpersonal relationships and worldviews). Each type of change, on its own, may not be enough to produce a lasting impact.

Learning based on Brazilian experience

1. **Governments cannot be left out**
    Whatever the purpose of the partnership, you have to keep in mind that some sectors cannot be lacking. It is not possible to think about effective social impacts on issues related to poverty and inequality without involving, as priority partners, governments. Only governments can ensure the coverage needed to reach an effective impact.

2. **Other actors that cannot be excluded from the process**
    In addition to governments, there is a need to be involved: (a) direct beneficiaries; (b) the third sector, protagonist in most of the rights guarantee movements and with accumulated experience in projects aimed at serving the most vulnerable groups; (c) entrepreneurship, whose contribution has been growing through corporate social responsibility, social investment and philanthropy; (d) opinion formers; (e) universities.

3. **Do not be discouraged by constant restarts: be resilient**
    The structuring of a Multi-Sector Partnership (MSP) is a progressive process that resembles a "wave" with advances and retreats due to misunderstandings, the great turnover of partners, differences between discourse and practice, credit issues and motivation. Motivation needs to be constantly renewed with ongoing communication, dissemination of results, recognition and celebration of advances, and resilience skills development.

4. **The orchestra needs a score**
    The constitution of MSP, which should function as a true orchestra, requires that a collaborative process be instituted between the "musicians" from the first stage of the deployment process. And the first step is to design a "score", that is, a common agenda that allows everyone a shared vision of the starting point, the point of arrival, the best way forward and the responsibility of each one and of all in this journey.

5. **Who should be the conductor and for how long?**
    Just as an orchestra does not exist without the work of a conductor, the design, implementation and operation of a multi-sector partnership requires the contribution of a structuring organization. The existence of a more "neutral" external organization seems to help with further distancing from the power structure within the partnership. The sustainability of the partnership, however, depends on an effective transfer process to a local organization.

6. **Be proud to be a member of this orchestra**
   Although they are based around a common agenda, the partners do not yet constitute an "orchestra" at an early stage. The solidification of a multi-sector partnership depends on building a "common culture" with which partners identify; a culture that consolidates the process of positive group identification. Partners should be proud to participate in an initiative to address a crucial problem for the future of a community, that is, to be part of the collective effort to build a common good of high social value.

7. **The importance of the methodology**
   How to mobilize partners, how to get them to have a holistic and shared vision of the problem, how to promote the creation of new ideas and solutions that are the result of cooperation, how to promote personal transformations that serve as a basis for social transformations, how to deal with conflicts and differences of power, how to increase motivation, commitment and co-responsibility are questions that have been faced by methodologies specifically created for collaborative processes. These are less rational, more creative and emotional dynamics that play a crucial role in collaborative processes.

8. **Those who do not communicate do not mobilize**
   The great challenge of a MSP is the constant mobilization of different actors, which demands strategic work in the field of communication. In addition to a continuous communication process, partnerships require the use of a type of communication that contributes to the collaborative process, such as "non-violent communication".

9. **Multi-sector partnerships cost**
   The implementation of a multi-sector partnership demands specific resources, both in the programmatic and in the organizational field. This set of resources must be captured and managed according to the principles of cooperation and articulation, and guaranteed for all phases of the partnership. Each partner must dimension its contribution possibility, in addition to identifying and collectively seeking new sources of resource.

10. **Partnership has power**

Multi-sector partnerships have the power to promote a synergistic effect, capable of increasing the collective impact of the contributions of different partners. In addition to giving more speed and relevance to the results, the MSP can contribute to the greater involvement of society with the focus theme of the partnership, creating a context more conducive to transformations. They also promote some change in the hegemonic culture, dominated by corporatism, sectarianism and individualism, promoting the valorization of collaboration, acceptance of differences, increasing mutual trust and co-responsibility with results. They can also function as mechanisms of social control, providing transparency in all sectors involved, especially in governments, reducing the outbreaks of corruption.

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Building trust works