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“Be like one team”: An exploration of interorganizational partnerships in the Nairobi informal settlement of Mukuru

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“Be like one team”: An exploration of interorganizational partnerships in the Nairobi informal settlement of Mukuru

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An abstract of
a thesis submitted to the Faculty of the
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Abstract

"Be like one team": An exploration of interorganizational partnerships in the Nairobi informal settlement of Mukuru

By Rachel Berkowitz

Background

Recognizing communities as dynamic change agents provides a powerful foundation for effective and sustainable community health promotion and community development. Identifying and strengthening the capacity of a community to address challenges and sustain solutions is an important construct through which to build public health interventions for health promotion. A key dimension of community capacity is that of interorganizational relationships (IORs). Developing a rigorous and holistic understanding of IORs in the traditionally deficit-defined setting of a slum has the potential to further the contemporary commitment to participatory slum development work for improved community health.

Purpose

The purpose of this paper is two-fold: (1) to explore the nature of partnership as perceived by workshop participants during the 2012 Mukuru on the Move Partnership Project and (2) to analyze these findings in conjunction with survey results and network images in order to paint a multidimensional picture of partnerships in the informal settlement of Mukuru in Nairobi, Kenya.

Methods

The two workshops used participatory workshops to engage asset leaders and community members in key questions focusing on the meaning, benefits, and challenges of partnerships in Mukuru. Workshop information was entered into MAXQDA, and the author to used thematic analysis to identify themes within each key question.

Findings

Workshop participants present Mukuru as an interconnected community with both internal and external partners and linkages among diverse organizations. Participants define partnership by a common drive and collaborative relationship. Participants note the benefits of partnership in terms of strengthening of services, access to resources, and unity alongside challenges within partnership relationships and through unfulfilled promises. Workshop themes add context and depth to selected network images.

Conclusion

The participatory workshops present the strong, interconnected nature of interorganizational relationships within Mukuru. The mixed-method approach is a useful methodology through which to understanding IORs and community capacity within an informal settlement. Application in this and other settings provides a valuable foundation on which to build community-driven slum development and health promotion.

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Table of Contents

List of Tables & Figures

Tables

Figures

Chapter 1: Introduction

Introduction and rationale

Community capacity and interorganizational relationships are key constructs for community-driven health promotion in public health. While public health has attempted to explore the impact of both concepts on health outcomes, practitioners have neither thoroughly assessed interorganizational relationships using a mixed-methods approach nor prioritized studying interorganizational relationships in developing countries. Slums represent a growing percentage of the urban community in the developing world (and sub-Saharan Africa in particular), encompassing challenging deficits and strong assets within their borders. In this paper, the author addresses these gaps in the health promotion field through analysis of the Mukuru on the Move Partnership project in Mukuru, an informal settlement in Nairobi, Kenya. Specifically, the author qualitatively analyzes the participatory workshops from the project to both (1) understand the meaning, benefits, and challenges of interorganizational partnerships in Mukuru and (2) generate a holistic interpretation of project network analysis through analysis in tandem with Workshop themes. The findings have implications for Mukuru itself, slum development more broadly, and methodologies that researchers employ to study interorganizational relationships and community capacity. To support the reader, the author presents terms key to the central ideas of the paper.

Community capacity and interorganizational relationships

Effective and sustainable community health promotion and development requires engaging communities as agents of change (Goodman et al., 1998; McLeroy, Norton, Kegler, Burdine, & Sumaya, 2003). The World Health Organization's 1986 Ottawa Charter for Health Promotion defines health promotion as supporting a community's ability to address

its own health concerns in relation to the social, economic, and environmental contexts that impact health and the existing strengths and abilities within a community setting (WHO, 2013c). The social-ecological model is a useful public health framework that describes multiple levels at which circumstances influence health, examining individual, interpersonal, organizational, community, and policy levels (CDC, 2009; McLeroy, Bibeau, Steckler, & Glanz, 1988). The construct of community capacity is an operationalization of this multi-level understanding of health. Scholars define community capacity as the strengths of individuals, organizations, leadership structures, and environment within a given setting as applied to community problem solving abilities and community health (Chaskin, Brown, Venkatesh, & Vidal, 2001a; Goodman, et al., 1998; Wendel et al., 2009).

Community capacity is an important construct used in public health interventions, placing emphasis on community assets and community participation (Ahluwalia, Robinson, Vallely, Gieseker, & Kabakama, 2010; Chaskin, et al., 2001a; deGroot, Robertson, Swinburn, & Silva-Sanigorski, 2010; Goodman, et al., 1998; Mathie & Cunningham, 2003; Simmons, Reynolds, & Swinburn, 2011; Sotomayor, Dominguez, & Pawlik, 2007; Wendel, et al., 2009). Though scholars have explored the dimensions of community capacity, public health has not grappled as much with how the intersections among these dimensions influence community health (Wendel, et al., 2009). Interorganizational relationships are one such interaction that may add to a more robust understanding of community capacity (Chaskin, et al., 2001a; Chaskin, Brown, Venkatesh, & Vidal, 2001b; Goodman, et al., 1998; Simmons, et al., 2011; Wendel, et al., 2009).

The relationships between organizations within a community may affect a community's capacity in a number of ways that enhance collective problem solving

capabilities: (1) enabling effective allocation of and access to resources, (2) strengthening the delivery of services in a community, (3) building the knowledge or skill base of an individual organization, or (4) increasing the adaptability and sustainability of organizations and communities in the face of complex changes and issues (Beatty, Harris, & Barnes, 2010; Butterfoss & Kegler, 2009; Chaskin, et al., 2001b; Provan, Nakama, Veazie, Teufel-Shone, & Huddleston, 2003). Lasker et al (2001) see the unique impact of interorganizational relationships through the creation of "partnership synergy," defined as the "combin[ation of] the individual perspectives, resources, and skills of the partners, [resulting in the creation of] something new and valuable – a whole that is greater than the sum of its individual parts" (Lasker, Weiss, & Miller, 2001). As a dimension of community capacity, interorganizational relationships can impact community health.

Studies of interorganizational relationships within a community often consist of an assessment of relationships at a specific point in time and often involve either quantitatively measuring characteristics of the interorganizational network or qualitatively exploring the nature and perceived impact of partnership on community functions and structures (Acri et al., 2012; Dunlop & Holosko, 2004; Krauss, Mueller, & Luke, 2004; Parra et al., 2011; Singer & Kegler, 2004). While scholars often assess interorganizational relationships in relation to a specific health issue, the direct association between interorganizational relationships and health outcomes is difficult to assess. Strengthening organizational relationships is upstream work that requires time in order to produce measurable improvements to population health (Butterfoss & Kegler, 2009; Lasker, et al., 2001; Provan, et al., 2003).

The use of both quantitative and qualitative approaches in a mixed-method study of interorganizational relationships is rare. Use of a mixed-method approach to develop would produce a more holistic understanding of the relationships among organizations as they influence community health within a given setting (Kegler, Rigler, & Ravani, 2010; Stewart, Makwarimba, Barnfather, Letourneau, & Neufeld, 2008). In addition, scholars have predominantly explored interorganizational relationships in developed contexts, specifically the United States. The assessment of interorganizational relationships in developing contexts would add information and understanding to effective community development and public health interventions in these communities (Acri, et al., 2012; Breslau et al., 2010; Parra, et al., 2011). Slum settings are an environment in which research into interorganizational relationships can add resources and knowledge to the growing number of slum development programs.

Urban slum environments

Development scholars define urban slums as urban areas of high population density, poor quality housing, and conditions of 'squalor' (UN-HABITAT, 2003). Slums are found throughout the world, but primarily in developing settings. In 2012, 33% of the developing world's urban populations lived in slums (UN, 2012; UN-HABITAT, 2003). Though sub-Saharan Africa has a relatively small urban population in 2012 as compared to other developing regions, the percentage of that urban population estimated to live in slum conditions is significantly higher in the region (UN-HABITAT, 2012). In sub-Saharan Africa, 61.7% of urban populations live in slum conditions, 29 percentage points higher than the aggregate percentage for developing regions (32.7%) and 26.7 percentage points higher than the region with the next highest percentage, Southern Asia (35%). The estimated total

slum population of sub-Saharan Africa in 2012 is 213,134,000 individuals, approximately 25% of the total developing regions' slum population.

While there is often an emphasis on deficits in infrastructure and resources within slums, some development experts emphasize the presence and influence of organizational assets within slum communities (Alliance, 2013; Amuyunzu-Nyamongo, Okeng'O, Wagura, & Mwenzwa, 2007; Karanja, 2010). In addition, recent slum upgrading programs emphasize the importance of slum resident participation in the development and implementation of slum environment improvement initiatives.(David, Mercado, Becker, Edmundo, & Mugisha, 2007; Sheuya, 2008; UN-HABITAT, 2003) Further understanding of interorganizational relationships as a dimension of community capacity and methods of community participation could add significantly to slum upgrading efforts.

Problem statement

Gaps and challenges identified within the literature inform the problems addressed in this paper. Public health literature does not thoroughly examine the intersection among the dimensions of community capacity. Scholars increasingly see interorganizational relationships as an important aspect of community capacity in relation to community health promotion, but studies rarely utilize a mixed-method approach to holistically explore interorganizational relationships. Assessing interorganizational relationships without including the community's perceptions of the meaning, benefits, and challenges of partnerships paints an incomplete picture. In addition, the literature rarely explores interorganizational relationships in developing countries and does not include in-depth studies of interorganizational relationships within slum settings. It is critical to holistically

understand interorganizational relationships in an informal settlement in order to provide a foundation for effective community-driven health promotion.

Purpose statement

The Mukuru on the Move Partnership Project builds on previous asset-mapping efforts in the informal settlement of Mukuru, Nairobi, Kenya, to explore interorganizational relationships in Mukuru. The Project uses both interorganizational network analysis and participatory workshops to examine Mukuru partnerships. The purpose of this paper is to explore the meaning, benefits, and challenges of partnership as perceived by workshop participants and to analyze these findings in conjunction with interorganizational network maps generated by the project in order to paint a more contextually relevant and holistic picture of partnerships in Mukuru.

Research questions

The research questions driving the development, implementation, and analysis of two participatory workshops in a case study of the Mukuru on the Move Partnership Project are as follows:

(1) What are the meaning, benefits, and challenges of interorganizational partnerships in the informal settlement of Mukuru, Nairobi, Kenya?

(2) How do the findings of participatory workshops add context, depth, or understanding to the nature of partnership in an informal settlement described by the interorganizational network analysis?

Though these questions focus on the scope of what can be addressed by the Mukuru case study, the project has implications for understanding, assessing, and strengthening

interorganizational relationships as a dimension of community capacity in informal settlements and other community settings.

Significance statement

The implications of this paper are rooted first and foremost in Mukuru. The mapping of interorganizational relationships within the Mukuru context and the discovery of community perceptions of partnerships provide a foundation for future Mukuru on the Move work. The mixed-method approach of the Partnership Project case study is an example of employing both quantitative and qualitative methods to understand interorganizational relationships. The active engagement with the Mukuru on the Move Team to develop and implement the project demonstrates the potential use of interorganizational network mapping and participatory workshops as tools for building community capacity. The assessment of interorganizational relationships can also provide a basis for beginning to explore interconnectedness among other dimensions of community capacity. By understanding and strengthening interorganizational relationships, practitioners and communities can cultivate effective and sustainable community capacity to positively impact community health.

List of key terms

- **Health promotion**: "…The process of enabling people to increase control over, and to improve, their health." – 1986 Ottawa Charter for Health Promotion (WHO, 2013c)
- **Community capacity:** "A set of dynamic community traits, resources, and associational patterns that can be brought to bear for community building and community health improvement" (Wendel, et al., 2009)

- **Interorganizational relationship:** A relationship between at least two organizations, typically involving the sharing of resources (financial, tangible, human, or information) and developing in response to the perceived potential for a distinct benefit or targeted outcome to be derived from the association (Butterfoss & Kegler, 2009; Chaskin, et al., 2001b)
    - **Interorganizational partnership:** Closely related to interorganizational relationship (and at times used interchangeably), seen to specifically be "characterized by shared goals, common purpose, mutual respect and willingness to negotiate and cooperate, informed participation, information giving, and shared decision making" (Casey, 2008)
- **Interorganizational network:** A collection of multiple interconnected organizational actors, often including entities from a variety of sectors (Luke & Harris, 2007; Provan, et al., 2003)
- **Partnership synergy:** Defined by Lasker et al (2001) as the "combin[ation of] the individual perspectives, resources, and skills of the partners, [resulting in the creation of] something new and valuable – a whole that is greater than the sum of its individual parts" (Lasker, et al., 2001)
- **Slum:** Defined as being an urban area of high population density, poor quality housing, and conditions of 'squalor,' characterized as having inadequate housing and lacking basic services. At times used interchangeably with other terms, including "informal settlement" (UN-HABITAT, 2003)

Chapter 2: Literature review: community capacity, interorganizational relationships, and slum settings

Introduction

This review explores the construct of community capacity as it relates to health promotion and examines more closely a crucial dimension of community capacity – interorganizational relationships – as it impacts communities and community health. A deeper understanding of a particularly challenging environment – urban slums – enables an exploration of how further assessment of interorganizational relationships could support effective community development and health promotion in slum settings. The literature presents opportunities for adding to the field through a mixed-method exploration of interorganizational relationships within a slum context.

Community capacity for health promotion

Scholars describe community capacity as a key aspect of community development and community health promotion (Chaskin, et al., 2001a; Goodman, et al., 1998). Researchers and community workers define community capacity in a number of ways. Wendel et al's chapter defines community capacity as

> "a set of dynamic community traits, resources, and associational patterns that can be brought to bear for community building and community health improvement" (Wendel, et al., 2009).

Chaskin's foundational text on building community capacity presents a more focused definition, stating that

> "community capacity is the interaction of human capital, organizational resources, and social capital existing within a given community that can be leveraged to solve collective problems and improve or maintain the well-being of the community. It may operate through informal social processes and/or organized efforts by

> individuals, organizations, and social networks that exist among them and between them and the larger systems of which the community is a part" (Chaskin, et al., 2001a).

At a 1995 CDC symposium, Goodman et al presented a two part working definition of community capacity:

> "(1) the characteristics of communities that affect their ability to identify, mobilize, and address social and public health problems, and (2) the cultivation and use of transferrable knowledge, skills, systems, and resources that affect community- and individual-level changes consistent with public health-related goals and objectives" (Goodman, et al., 1998).

Overall, scholars define community capacity as a multifaceted construct encompassing a variety of community resources and relationships that impact community mobilization to address community issues, including issues related to health. Wendel et al. summarize seven categories of community capacity dimensions spanning multiple models in the literature (see Table 1**)** (Wendel, et al., 2009).

Table 1: Dimensions of Community Capacity

Source: Adapted from Wendel et al (2009)

Skills, knowledge, and resources	Refers to the particular assets or "gifts" within a community, including human capital (such as skills and knowledge). May also incorporate external resources if such resources focus on transferring resources to internal entities (rather than creating a dependency on external entities) (p. 288-289)
Nature of social relations	Encompasses the quality of social ties and social connectedness, an ability to work through issues within networks, and a broad sense of community, trust, and reciprocity (p. 289)
Structures and mechanisms for community dialogue and collective action	Engenders the structural framework of a community – social networks, interorganizational networks, contexts for community action planning, safe community spaces, and systems of community communication (p.290)
Quality and Development of Leadership	Relates to "the types of community leaders utilized, the development of leadership roles and new leaders, and the process for transitioning from old to new leadership" (p. 290)
Extent Civic Participation	"Describes the extent to which individuals within a community concern themselves with issues of broad public concern" (p. 290)
Value system	Engages with a community's ability to clearly articulate a shared set of value reflecting a public moral philosophy; seen to need to relate to core values of equity, democratic participation, collaboration, inclusion, and social responsibility (p. 291)
Learning culture	"Defines a community's ability to think critically and reflect upon assumptions underlying one's ideas and actions, to consider alternative ways of thinking and doing, and to mine lessons from one's actions" (p. 291)

Authors emphasize that the significance of each dimension for a community's ability to mobilize and solve problems is inherently setting-specific (Chaskin, et al., 2001a). While scholars have developed methods for measuring individual dimensions of community capacity, the field has not thoroughly explored the relationships between dimensions (Chaskin, et al., 2001a; Goodman, et al., 1998; Wendel, et al., 2009). Practitioners have identified the lack of extensive exploration of interconnectedness of community capacity dimensions as a limitation of the field (Wendel, et al., 2009).

Authors have described community capacity as a key part of community health promotion through programs that address community capacity as either a targeted outcome or a byproduct of health-issue-specific work (Chaskin, et al., 2001a; Goodman, et al., 1998; McLeroy, et al., 2003; Simmons, et al., 2011; Wendel, et al., 2009). Outcomes of building community capacity identified in the literature include community empowerment to enact change, increased sustainability of programs, improved efficiency of service delivery through continued community commitment to work, the building of skills in the community, and the strengthening of community structures (Labonte & Laverack, 2001; Laverack & Mohammadi, 2011; Simmons, et al., 2011; Wendel, et al., 2009). Examples of studies in which practitioners assessed or built community capacity include a variety of health issues and settings:

- The assessment of community capacity in maintenance of a community-based water program evaluation in Mexico (deWilde, Milman, Flores, Salmeron, & Ray, 2008)
- Building diabetes prevention and health promotion community capacity among mid-life and elderly Latino Texans (Sotomayor, et al., 2007)
- Exploring cancer-prevention community capacity in Brooklyn (Ransom, Wei, & Stellman, 2009)
- Evaluating community capacity in relation to violence prevention in New Zealand (Simpson, Morrison, Langley, & Memon, 2003)
- Improving community effectiveness for HIV/AIDS intervention design in the Caribbean (McCoy, Malow, Edwards, Thurland, & Rosenberg, 2007)
- Evaluating increased community capacity through a childhood obesity prevention intervention in Australia (deGroot, et al., 2010)

- Assessing the state of community capacity for prevention of adolescent alcohol consumption in Hawaii (Williams et al., 2012)
- Demonstrating the successful sustainability and effectiveness of a community-based reproductive health project in northwestern Tanzania (Ahluwalia, et al., 2010)
- Exploring community participation and other structural indicators in relation to participation in the Roll Back Malaria initiatives of 5 African countries (Chilaka, 2005)

As indicated in this sample of studies, scholars used community capacity as a versatile construct to describe the diverse influences on a community's ability to mobilize and promote health and wellbeing.

Public health literature situates community capacity within the social-ecological model of public health, an asset-based view of community development, and the importance of community participation to community health. Scholars describe the social-ecological model as framing the interrelatedness of individuals, groups, organizations, services, and the social, political, and physical environment in a given setting in impacting an individual's health (Chaskin, et al., 2001a; Goodman, et al., 1998; McLeroy, et al., 1988; McLeroy, et al., 2003; Provan, et al., 2003; Wendel, et al., 2009). The dimensions of community capacity identified in the literature address multiple levels of the social-ecological model within a specific community setting (Chaskin, et al., 2001a). The multi-layered perspective of the social-ecological model provides a lens through which to understand the need identified in the literature to understand the interconnectedness among dimensions of community capacity (Chaskin, et al., 2001a; Goodman, et al., 1998; Wendel, et al., 2009).

Scholars have proposed that the construct of community capacity employs an asset-based rather than deficit-based perspective on community development (Liberato, Brimblecombe, Ritchie, Ferguson, & Coveney, 2011; Simmons, et al., 2011; Wendel, et al., 2009). Practitioners define a community "asset" as "anything that can be used to improve the quality of community life," including individuals, physical spaces and structures, community services or service organizations, and businesses (Berkowitz & Wadud, 2013). Development practitioners have suggested that development work solely focused on "deficits" and "needs" in a community may foster difficult community circumstances, such as (1) a negative, uni-dimensional view of a community, (2) leadership that is focused on only community problems, (3) a dependence on external entities that must enter a community to "fix" the problems, (4) community member self-perception of being perpetually deficient and needing to always act as a client or consumer of services (Kretzmann & McKnight, 1993; Mathie & Cunningham, 2003; McKnight & Kretzmann, 1996). Scholars describe assessing and building community capacity in order to provide a context for strengthening the existing foundation of assets within a given setting.

Researchers have highlighted the importance of community members participating in defining, understanding, and building community capacity (Goodman, et al., 1998; Jackson et al., 2003; Liberato, et al., 2011; Oetzel et al., 2011; Wendel, et al., 2009). Scholars have emphasized seeing the community as both a resource and an agent for change within the realm of community capacity, with the community being a key part of the solution to community issues (McLeroy, et al., 2003; Wendel, et al., 2009). Researchers have seen community involvement as enabling the development of more tailored community capacity models that can then be explored with direct relevance to community assets and needs

(Jackson, et al., 2003; Oetzel, et al., 2011). Practitioners have specifically prioritized the participation of community members and community leaders in developing programs, exchanging information, and advocating for issues to positively impact community health (Goodman, et al., 1998; Wendel, et al., 2009).

The literature recognizes community capacity as a crucial construct for effective community-based health promotion. Scholars have increasingly acknowledged its utility within the field of public health as a necessary component and outcome of health interventions (Wendel, et al., 2009). Literature specifically addresses the dimension of interorganizational relationships and networks as contributing significantly to community health promotion initiatives and to community health and wellbeing.

Interorganizational relationships in public health

Scholars recognize interorganizational relationships and networks as important dimensions of community capacity, with building interorganizational relationships and networks as a crucial element of community capacity building (Chaskin, et al., 2001a; Crisp, Swerissen, & Duckett, 2000; Goodman, et al., 1998; Provan, et al., 2003; Sotomayor, et al., 2007; Wendel, et al., 2009). Multiple disciplines have engaged with exploring the structures and impacts of interorganizational relationships, and for decades, governments and funders have sought to promote and support interorganizational relationships, networks, and coalitions to promote community health (Butterfoss & Kegler, 2009; Lasker, et al., 2001). Scholars use multiple terms and concepts to address different types and characteristics of interorganizational relationships in relation to community health.

Interorganizational relationships – relations, networks, and coalitions

Over the last several decades, researchers have increasingly noted the significance of organizations within community systems and the importance of organizational alliances to strengthen an organization's work and the community by extension (Chaskin, et al., 2001b; Luke & Harris, 2007). Scholars define interorganizational relations as collaborative relationships between at least two (but perhaps more) organizations, typically involving the sharing of resources (whether financial, tangible, human, or informational) and developing in response to the perceived potential for a distinct benefit or a targeted outcome to be derived from the association (Butterfoss & Kegler, 2009; Chaskin, et al., 2001b).

Chaskin et al. note that processes for forming interorganizational relations may be formal or informal, but participants must consider each other to be trustworthy, must have sufficient organizational capacity, and must be willing to navigate diverse organizational values in order to engage actively with the collaboration (Chaskin, et al., 2001b; Provan, et al., 2003). Within the literature, interorganizational networks and community coalitions exemplify commonly explored constructs of interorganizational relationships.

Interorganizational networks

Scholars define interorganizational networks as a collection of multiple interconnected organizational actors, often including entities from a variety of sectors within a community (Luke & Harris, 2007; Provan, Fish, & Sydow, 2007; Provan, et al., 2003). Scholars have seen an interorganizational network as the compilation of a variety of interorganizational relationships, providing an overarching view of different ways in which a defined group of organizations relate to each other (Luke & Harris, 2007). Scholars

describe interorganizational network as demonstrative of a health resource system within a given setting, significant given that a single organization cannot possibly meet all diverse health-related the needs of a community (Luke & Harris, 2007; Provan, et al., 2003; Singer & Kegler, 2004).

Community coalitions

Public health literature identifies "community health coalitions" as a type of institutionalized interorganizational network within community health promotion (Butterfoss & Kegler, 2009; Chaskin, et al., 2001b; Provan, et al., 2003). In their foundational chapter on Coalition Action Theory, Butterfoss and Kegler define a community coalition as "a structure arrangement for collaboration between organizations…in which all members work together toward a common purpose" and characterized as "formal, multipurpose, and long-term alliances" which are often managed by independent staff and may include both organizations and independent individuals (Butterfoss & Kegler, 2009). Butterfoss and Kegler see the community coalition as representing a particular structured manifestation of interorganizational relationships that operate as a unit to affect community health outcomes and community capacity (Butterfoss & Kegler, 2009).

Scholars describe coalitions as more directly positioned to engage with broader policy, structural, and environmental reforms and to promote the development of other dimensions of community capacity (Butterfoss & Kegler, 2009; Chaskin, et al., 2001b). Unlike a broad interorganizational network, community health coalitions are often constructed in response to funding opportunities to deliberately bring together key stakeholders and address a particular issue within a community (Chaskin, et al., 2001b).

Whether in relation to individual interorganizational relationships, networks, or coalitions, the concept of collaborative associations or partnerships among different types of organizations in a community is foundational to understanding the conditions that allow interorganizational relationships to positively impact communities (Provan, et al., 2003).

Collaboration & Partnership

Scholars define "collaboration" as the process by which entities combine resources in order to achieve goals that would not have been possible for the entities to accomplish independently (Lasker, et al., 2001; Roussos & Fawcett, 2000). As a particular collaborative relationship, "partnerships…[are] characterized by shared goals, common purpose, mutual respect and willingness to negotiate and cooperate, informed participation, information giving and shared decision making" (Casey, 2008). The literature identifies these characteristics as key factors for successful partnership, though individual partnerships need not possess all elements.

Some researchers define interorganizational relations and partnerships as progressing through stages of collaboration. Singer and Kegler propose a model of progression from (1) problem setting to (2) direction setting to (3) implementation of endeavors (Singer & Kegler, 2004). Singer and Kegler also describe interorganizational networks as progressing in the intensity of observed collaboration, from (1) informal information exchange to (2) action networks with common goal setting, resource sharing, and joint activities, to (3) long-term systemic networks defined by more formal or contractual agreements (Singer & Kegler, 2004). Scholars in public health have examined whole networks to understand how a networks progress through these stages and how a network's stage might relate to its contribution to community health outcomes (Provan, et

al., 2007; Singer & Kegler, 2004). Lasker et al also propose a partnership progression model, with partnership moving from (1) partnership formation to (2) implementation of partnership endeavors to (3) maintenance of partnership (Lasker, et al., 2001).

Ultimately, Lasker et al. suggest that the quality of a partnership's functioning relates directly to the possibility of achieving community health and health system objectives. Lasker et al. address the effectiveness of a partnership in relation to stakeholder satisfaction, partnership plans and sustainability, community-level changes in programs, policies, or practices, strengthening of services, or improvement in health indicators (Lasker, et al., 2001). Delving into theory behind partnership effectiveness, Laser et al. see collaborative relationships as effective due to the development of "partnership synergy." Lasker et al. define partnership synergy as

> "[the] combin[ation of] the individual perspectives, resources and skills of the partners, [resulting in the creation of] something new and valuable together – a whole that is greater than the sum of its individual parts" (Lasker, et al., 2001).

To develop this powerful synergy, partners must fully commit to an ongoing and intensive process of navigating the different strengths, challenges, and resources of participating entities. When a partnership achieves partnership synergy, the approach to community work is stronger than what an organization could have previously enacted in isolation. Lasker et al. identify the following determinants of a partnership's ability to cultivate partnership synergy: (1) organizational resources, (2) partner characteristics, (3) the degree of trust, respect, conflict, and power issues among partners, (4) partnership governance, and (5) broader social, contextual, and environmental issues within and beyond the community. Despite the complexity and challenge of such endeavors, the

concept of synergy provides a mechanism for understanding the distinct potential of partnerships to strengthen community capacity.

Interorganizational relationships impacting organizations & community capacity

Strengthening organizational relationships with entities internal and external to the community– called the "organizational infrastructure of a community" – is a key strategy for building community capacity (Chaskin, et al., 2001b). Researchers describe interorganizational relationships as directly impacting individuals organizations by (1) multiplying the strength of individual organizations through possible connection to different sectors, improved knowledge or skill base, or enhanced community influence and reach (2) increasing the adaptability of participating organizations in the face of complex changes in community environments, and (3) increasing financial resources in the community more broadly and for participating organizations specifically by meeting increasingly common donor or funder-based requirements for collaboration (Beatty, et al., 2010; Butterfoss & Kegler, 2009; Chaskin, et al., 2001b; Lasker, et al., 2001; Provan, et al., 2003). Community capacity scholars have also identified multiple points of community enhancement cultivated through interorganizational relationships: (1) strengthening collective problem solving capacity, (2) improving allocation of and access to resources, (3) increasing service provision and effectiveness, (4) improving the overall interconnectedness of services, (5) building trusting relationships with community members, and (6) increasing the ability to achieve community goals (Beatty, et al., 2010; Chaskin, et al., 2001b; Provan, et al., 2003). While interorganizational relationships can strengthen community capacity, there are costs and challenges associated with forming and maintaining such relationships.

The costs and challenges of interorganizational relationships

Costs associated with organizational relationships include (1) the loss of resources to the partnership, (2) the need to relinquish some autonomy to work collaboratively, (3) the additional time commitment needed to negotiate different perspectives and expectations, (4) frustration with partner negotiations, and (5) the possible damage done to the reputation of an organization in the event of the failure of the partnership (Chaskin, et al., 2001b; Provan, et al., 2003). Additional challenges of forming and maintaining interorganizational partnerships include (1) the tension caused by a questioning of the legitimacy of participating organizations in representing the needs and views of the community, (2) historical power dynamics among partners and community groups, and (3) negative previous experiences with collaborations that breed mistrust and competition (Chaskin, et al., 2001b). Despite these challenges, scholars have attempted to examine how interorganizational relationships impact community health.

Interorganizational relationships & health

Scholars have seen interorganizational relationships as enabling the mobilization of diverse resources and positively impacting community health (Felix, Burdine, Wendel, & Alaniz, 2010). The literature has explored interorganizational relations, interorganizational networks, and community coalitions in relation to a wide variety of health issues: (1) chronic diseases (Provan, et al., 2003), (2) exposure to harmful environmental toxins (Singer & Kegler, 2004), (3) the provision of services to the elderly (Bolland & Wilson, 1994), (4) emergency management systems (Choi & Brower, 2006), (5) tobacco control (Krauss, et al., 2004), (6) children's mental health (Acri, et al., 2012), (7) youth violence prevention (Bess, Speer, & Perkins, 2012), (8) treatment of substance abuse (Wells, Lemak,

& D'Aunno, 2005), (9) HIV/AIDS (Kwait, Valente, & Celentano, 2001), and (10) cancer(Breslau, et al., 2010). However, scholars suggest that evidence as to how such relationships directly influenced the incidence of disease is inconclusive, given that strengthening organizational relationships is upstream work that requires time in order to produce measurable improvements to population health (Butterfoss & Kegler, 2009; Lasker, et al., 2001; Provan, et al., 2003).

Scholars have primarily explored the effect of interorganizational relationships at the level of impacting service delivery, effectiveness, and coordination, access to additional resources, and engagement with the community (Butterfoss & Kegler, 2009; Provan, et al., 2003). Often scholars have assessed the extent to which collaborative relationships exist in a setting, characteristics of relationships and networks, and the evolution of relationships and networks over time as a component of community capacity to understand the possible long-term impact on community health (Butterfoss & Kegler, 2009; Lasker, et al., 2001; Provan, et al., 2003). Assessing the methods used to examine organizational relationships and networks sheds light onto how scholars explore interorganizational relationships in relation to community health.

Methodologies for exploring interorganizational relationships

Searches using terms such as “interorganizational networks,” “interorganizational collaborations,” “interorganizational relationships,” and “interorganizational partnership” in PubMed, Web of Science, and Embase (as well as additional literature drawn from references and Google Scholar searches) revealed over 50 studies exploring some form of interorganizational relationships in relation to health. The author selected a sample of those articles to examine more closely, representing the diversity of health issues, methods,

and settings present in public health interorganizational literature. The author examines three categories of methodologies (network analysis methodology, descriptive and qualitative methods, and mixed methods) as well as studies' settings.

Network analysis methodology

Network analysis has become a dominant methodology for assessing interorganizational relationships and networks in the last couple of decades. The professionalization of social network analysis in the 1970s and the development of computer programs to more easily generate network images add strength to the field of network analysis (Luke & Harris, 2007). While the examination of social ties and networks in relation to community status and health date back to the 1800s, the utilization of network analysis methodologies for interorganizational networks is a more recent development. Network analysis methodology is a mathematical and often graphical approach to examining the different linkages among actors within a defined network (Luke & Harris, 2007). Survey-based network studies involve the collection of information on individual organizational relationships, generating a network image and calculations which represent the diversity of relationships within a specific network (Bess, et al., 2012; Bolland & Wilson, 1994; Choi & Brower, 2006; Krauss, et al., 2004; Kwait, et al., 2001; Parra, et al., 2011; Provan, et al., 2003; Singer & Kegler, 2004). Scholars have used network analysis to explore dyadic relationships (organization A to organization B) as well as whole networks (interactions among all included organizations) (Singer & Kegler, 2004).

In the studies explored, researchers and stakeholders determined which organizations belonged within the network. Researchers then used an interorganizational network survey in which each organization described the relationship with all other

participating network organizations (Bess, et al., 2012; Bolland & Wilson, 1994; Choi & Brower, 2006; Krauss, et al., 2004; Kwait, et al., 2001; Parra, et al., 2011; Provan, et al., 2003; Singer & Kegler, 2004). Studies were case studies of interorganizational networks, and scholars emphasized that findings would not necessarily be generalizable to other networks or coalitions organizations (Bess, et al., 2012; Bolland & Wilson, 1994; Choi & Brower, 2006; Krauss, et al., 2004; Kwait, et al., 2001; Parra, et al., 2011; Provan, et al., 2003; Singer & Kegler, 2004). Despite scholars' recognition that studying the evolution of a network over time (longitudinally) is important to understanding the effectiveness of community building efforts, the majority of interorganizational network analysis studies only examine a network at one point in time (cross-sectionally) (Coviello, 2005; Luke & Harris, 2007; Provan, et al., 2003). Table 2 includes the aspects used to characterize the nature of the relationship between two organizations.

Table 2: Interorganizational relationship characteristics utilized in assessed studies

- Shared information
- Shared resources
  - Types of resources shared
  - Frequency of resource sharing
  - Length of time sharing resources
- Client referrals sent
- Client referrals received
- Perceived quality of relationship
- Perceived level of trust
- Frequency of working together
- Frequency of information exchange
- Frequency of joint planning
- Frequency of contact
- Exchange of funding
- Perceived productivity or relationship
- How helpful has the organization been in allowing your organization to achieve its goals?
- Agenda setting relationships
- Perceived most influential organization in network
- Engage in activities with organization
- Collaborating on advocacy/policy work
- Collaboration on program/service delivery
- Collaboration on training and education
- Level of collaboration
- Importance of partnership

Within the studies, researchers utilized the relationships expressed through the connections in Table 2 to assess organization-specific and network-focused measures (see Table 3). Scholars presented particular characteristics about organizations in the context of the whole network or the network in its entirety through these measures,

and images of the networks were created in some studies to visually represent these measures.

Table 3: Network analysis measures utilized in assessed studies

Organization-based measures		Network-focused measures	
Degree	Connectivity of an individual actor based on the number of entities to which it is directly linked (a)	Network density	Ratio of observed ties to possible ties (a)
Dyadic reciprocity	Whether the characteristics linking a dyad (two linked actors) are mutually expressed by each actor (b)	Network relationship intensity	Related to the frequency with which two actors enact the linkage characteristic (b)
Degree centrality (in-degree, out-degree)	A measure of the importance of an actor in the network through the number of other actors to which an actor is connected (a) **In-degree**: Links that other actors report (c) **Out-degree**: Links reported by an actor (c)	Sub-networks	Need- or service-type-focused interconnected group of actors (d)
Betweenness centrality	A measure of the importance of an actor in the network through the extent to which an actor lies between the shortest path of two other actors that are otherwise unconnected (a)	Network centralization	The extent to which a graph
Perceived quality of trusting relationships	Stated attitudes towards trust and collaboration (f)	Multiplexity	The extent to which network organizations were collaborating through multiple types of linkages (f)
Normalized in-degree	Indicates the number of directional ties terminating at/pointing towards an actor (a measure of prestige) (e)		

(a) Luke and Harris (2007); (b) Singer and Kegler (2004); (c) Choi and Brower (2006); (d) Bolland and Wilson (1994); (e) Krauss et al (2004); (f) Provan et al (2003)

Scholars were able to visualize and explore existing interorganizational networks through network-focused measures, assess organizations in strategic gatekeeper positions within that network through centrality measures, and understand how trusted an organization was within a network through trust-focused survey questions (Bess, et al., 2012; Bolland & Wilson, 1994; Choi & Brower, 2006; Kegler, et al., 2010; Krauss, et al., 2004; Kwait, et al., 2001; Luke & Harris, 2007; Parra, et al., 2011; Provan, et al., 2003; Singer & Kegler, 2004). However, scholars noted limitations with the information that

network analysis methodology can reveal, including an inability to engage deeply with the quality of relationships or their impact on community outcomes beyond what is defined in a questionnaire (Kegler, et al., 2010; Provan, et al., 2003). Some public health scholars have made use of descriptive and qualitative methods to more holistically explore the impact of interorganizational relationship on a community.

Descriptive and qualitative methodologies

Specific studies of interorganizational relationships and networks used surveys, case study descriptions, and qualitative methods to explore perspectives on the nature and impact of partnerships (Butterfoss & Kegler, 2009; Chaskin, et al., 2001b; Provan, et al., 2003). Often coupled with network analysis surveys, scholars typically used descriptive survey or questionnaire methods to assess organization-specific characteristics and organizations' perceptions of the benefits and costs of collaborations or the network (Choi & Brower, 2006; Provan, et al., 2003; Singer & Kegler, 2004). Researchers also used questionnaires to engage with the effects of interventions seeking to build interorganizational relationships (Murayama, Yamaguchi, Nagata, & Murashima, 2012; Parra, et al., 2011; Wells, et al., 2005). In addition, some scholars constructed descriptive case studies to present the unique social-contextual issues associated with the story of a particular organization, network of partnerships, or coalition (Breslau, et al., 2010; Butterfoss & Kegler, 2009; Chaskin, et al., 2001b; Crisp, et al., 2000; Felix, et al., 2010; Provan, et al., 2003). Both questionnaire and descriptive case study methods of presenting information about interorganizational relationships provided more context-specific perspectives on interorganizational relationships than interorganizational network analysis alone could provide. However, questionnaires were limited in being confined to

the scope of the survey. Descriptive case studies were limited by their purely descriptive nature, not typically addressing specific research queries. Scholars utilizing qualitative research methods were able to explore interorganizational relationships holistically and deliberately to gain a deeper sense of the meaning and significance of such relationships within a community.

The literature revealed fewer examples of scholars utilizing qualitative research methods –in-depth interviews and focus groups that generate qualitative data that researchers may analyze to identify key themes – despite scholars' recognition of the need for more qualitative research in the field of community capacity and interorganizational relationships (Crisp, et al., 2000; Kegler, et al., 2010; Sale, Lohfeld, & Brazil, 2002). Examples of exploratory interorganizational relationship qualitative research studies and the themes generated in these studies are presented in Table 4. The studies included demonstrate perspectives on interorganizational relationships that deal with the benefits and challenges of relationships and the factors that influence partnerships' successes (Acri, et al., 2012; Dunlop & Holosko, 2004; Gulzar & Henry, 2005; Heenan, 2004). Though proving rich description, these studies do not allow for the direct presentation of interorganizational networks that network analysis studies include.

Table 4: Examples of interorganizational qualitative research studies	
Heenan 2004 **Objective of analysis:** To understand the benefits and challenges of interorganizational relationships in a community health project	• The importance of strategic planning in strengthening service provision through a partnership network • The challenges of different partnership expectations and manifestations of conflict among participants • The experience of burn out and the difficulties of sustainability in relation (Heenan, 2004)
Acri et al 2012 **Objective of analysis:** To understand both effective and ineffective components of interorganizational partnerships between family support organizations and child mental health agencies	• Interactional factors (shared trust, communication, collaboration, service coordination) • Inner contextual factors (alignment of goals, values, and perceptions of services) • Outer contextual factors (financial and country regulations) (Acri, et al., 2012)
Acri et al 2012 **Objective of analysis:** To explore the perceived positive and negative impacts of working relationships between family support organizations and child mental health agencies	• The family support organization gained respect, influence, and visibility in the community as a result of the relationship • The relationship enhanced the collaboration and coordination of services for families through the provision of knowledge, staff, referrals, and shared participation at events • The relationship reduced fragmentation and enhanced service delivery for children and families • The relationship improved service delivery and knowledge base (Acri, et al., 2012)
Dunlop & Holoski 2004 **Objective of analysis**: To explore reasons for successful collaboration	• Previous relationships with other agencies • Quality of interpersonal relationships with participating organizations and with the community (Dunlop & Holosko, 2004)
Gulzar & Henry 2005 **Objective of analysis:** To explore factors facilitating strong partnerships around community health access	• Willingness to cooperate • Need for expertise and funds • Adaptive efficacy • High organizational formalization (Gulzar & Henry, 2005)

Scholars used these descriptive methods, particularly the qualitative methodologies, to more deeply understand the nature of partnerships, community perspectives on partnerships' strengths and weaknesses, and the broader social, cultural, political, and economic factors influencing partnerships. Despite the valuable and unique perspectives

provided by network analysis and qualitative methodologies, researchers have rarely combined the two in a mixed-method approach to broadly understand interorganizational relationships and networks in community settings.

Mixed-methods approach

Public health researchers have used a mixed-method approach to understand complex health issues and health promotion programs (Sale, et al., 2002). The quantitative positivist paradigm is grounded in the belief that there is one objective truth that can be ascertained through well-crafted questionnaire- and measurement-based studies in which the researcher is an impartial observer. In contrast, the qualitative interpretivist and constructivist paradigm is driven by the assumption that a multitude of "truths" can be discovered using in-depth interviews, focus groups, and participant observation, acknowledging the researcher's influential role in the context and reality of the research setting.

Due to these very different foundational vantage points, Sale et al propose that qualitative and quantitative approaches must be applied to explore different subjects. A mixed-methods study may lead to contradictory findings if the researchers use a qualitative method to validate results from a quantitative component (Moffatt, White, Mackintosh, & Howel, 2006). Researchers instead emphasize the effectiveness of mixed-method studies in presenting complimentary information that describes distinct issues and creates a multidimensional picture (Stewart, et al., 2008).

Some scholars have discussed the value and use of mixed methods approaches in interorganizational relationship and network studies. As analyzable aspects of interorganizational relationships include both the physical structure of relationships and

the perceptions of relationship nature and quality, researchers have recognized that qualitative and quantitative methods could each assess unique and complimentary components of interorganizational relationships (Coviello, 2005). Kegler et al mentioned the potential value of including a qualitative exploration of social power with their longitudinal network analysis of an environmental exposure community health coalition (Kegler, et al., 2010). Despite the practice of mixed-methods studies in public health and the benefits of utilizing both qualitative and quantitative methods in the study of interorganizational relationships, fully integrated mixed-method studies are rare in the study of interorganizational relationships (Kegler, et al., 2010; Sale, et al., 2002; Stewart, et al., 2008).

The literature scan includes only two studies that attempted a mixed-method approach. Selden et al (2006) provided an example of a mixed-method approach in which survey-based findings about particular types of relationships were contextualized within explanations derived from qualitative themes(Selden, Sowa, & Sandfort, 2006). Findings presented a more holistic sense of how the organizational relationships were grounded in their communities. Krauss et al. described comparing a variety of networks from 5 different state tobacco control coalitions and described the incorporation of qualitative research about the networks' strengths and challenges (Krauss, et al., 2004). Despite this description, Krauss et al. did not obviously incorporate the themes generated from that qualitative component into the actual analysis. In addition to considering the methods used to assess interorganizational relationships, the author explored community participation and study settings within the body of literature.

Community participation and settings

As previously addressed, community capacity scholars have seen community participation as a key factor of community capacity research and work. Within the interorganizational relationship literature, participating organizations or community members often worked with researchers to determine the parameters of the network of interest. For example, Choi and Bower actually focused on the significance of participants' perspectives on the components of an emergency response network as it differed from the official planned network structure (Choi & Brower, 2006). However, none of the studies within the literature scan brought non-researchers into the research process or emphasized within the study the development of actionable next steps with the community. More participatory methods of engaging community members in mapping out and discussing interorganizational relationships do exist, but the mainstream public health literature within this review did not appear to make use of this strategy (The International HIV/AIDS Alliance, 2006). While the author likely missed literature in this review (particularly non-academic white papers and organization-based papers), academic public health research studies did not appear to focus on community participation in the process of assessing interorganizational relationships.[a]

In addition, the studies explored in this literature review were overwhelmingly based in Western developed nations, most commonly the United States. Individual studies in Pakistan (Gulzar & Henry, 2005), Japan (Murayama, et al., 2012), Brazil (Parra, et al.,

[a] University-community partnerships employing community-based participatory research were not a focus of this review. Though the project itself is an example of a university-community project, the field of interorganizational relationships in public health focuses more on health system internal and external relationships. Exploration of university-community partnerships was seen as beyond the scope of this review, though is another key, participatory partnership.

2011), and Colombia (Parra, et al., 2011) offered some diversity in the settings. The fact that so few studies seemed to explore partnerships in developing settings suggests that the field has much room for growth.

Engaging with the asset-driven, participatory construct of community capacity and interorganizational relationships in less-developed settings may provide an important foundation on which practitioners can build future development efforts. One traditionally deficit-defined global setting is an important context for incorporating and utilizing interorganizational assessment for improving community health – urban slums.

Defining and understanding slums

For development practitioners, the term "slum," and related terms such as "informal settlement," "shanty town," or "squatter settlement," encompass a variety of physical, spatial, social, and behavioral characteristics (UN-HABITAT, 2003). [b] Practitioners define a slum as an urban area of high population density, poor quality housing, and conditions of "squalor," possibly containing formerly high quality housing in decay, newly constructed dwellings of various materials, or some combination of buildings of varying degrees of "permanence." Different governments consider slums to be "legally" or "illegally" constructed and formally recognizable, and different geographic and cultural settings utilize more nuanced terms to encompass the specific circumstances of a given slum area. Recognizing the uniqueness of different slum environments, the 2003 UN-HABITAT Assessment – the first global assessment of slum communities in response to the

[b] In 2003, UN-Habitat conducted the first global assessment of slums to ground its work monitoring and supporting efforts to tackle Target 11 within the 7th Millennium Development Goal – "by 2020, to have achieved a significant improvement in the lives of at least 100 million slum dwellers" (UN-Habitat, 2003). As a significant document from the global entity focused on human settlements, the author drew many of the definitions and descriptive contexts for understanding slums from this document.

Millennium Development Goal target that focuses on positively impacting slum dwellers–explored 29 case studies of city slums around world to understand specific characteristics of the diverse areas categorized as slums.

In reviewing different governmental, statistical, and institutional slum definitions, UN-HABITAT identified the following common social and physical characteristics of slums (though not all characteristics need be present for an area to be defined as a slum) (UN-HABITAT, 2003):

(1) Lack of basic services (such as safe water and sanitation, electricity, surfaced roads or walkways, and drainage)

(2) Substandard housing or illegal and inadequate building structures

(3) Overcrowding and high density

(4) Unhealthy living conditions and hazardous locations (in relation to waste exposure, environmental pollution, or frequency of environmental disasters such as floods)

(5) Insecure tenure/irregular or informal settlements (generally described as a "lack of any formal document entitling the occupant to occupy the land or structure")

(6) Poverty and social exclusion

(7) Minimum settlement size (often required in specific definitions, though without a universal threshold)

Slum settings exist around the world, with sub-Saharan Africa encompassing the majority of slum areas and the African county of Kenya following the region's trends.

Slum populations: global, sub-Saharan African, and Kenyan

Since 2009, and for the first time in recorded history, over half of the world's population lived in urban settings, and development practitioners estimate that 60 million

individuals join the ranks of urban residents globally each year (WHO & UN-Habitat, 2010). Developing countries have seen the bulk of this growth. UN-HABITAT estimates that the weekly growth of the urban populations in the developing world is approximately equivalent to the annual growth in a European urban area (UN-HABITAT, 2012). Development practitioners estimate that the residents of informal or illegal settlements or slums within urban environments numbered approximately 863 million globally in 2012, and practitioners identified that over 90% of slum areas existed within the cities of developing countries (UN, 2012; WHO & UN-Habitat, 2010).

The 2012 Millennium Development Goals Report presented a picture of progress, with the percentage of the developing regions' urban populations living in slums declining from 39% in 2000 to 33% in 2012 (UN, 2012). The Report declared that the world had accomplished MDG Target 11 within Goal 7, stating that "more than 200 million [slum residents] gained accessed to improved water sources, improved sanitation facilities, or durable or less crowded housing" (p. 56), indicating a significant improvement in their lives (UN, 2012).

Despite this achievement, the developing region of sub-Saharan Africa continues to house a significant and growing population living in slum conditions (UN, 2012). Though sub-Saharan Africa had a relatively small urban population in 2012– only 38.2% of sub-Saharan Africa's population lived in urban populations – the percentage of that urban population estimated to live in slum conditions was significantly higher than other developing regions (UN-HABITAT, 2012). In sub-Saharan Africa, 61.7% of urban populations lived in slum conditions in 2012, 29 percentage points higher than the aggregate percentage for developing regions (32.7%) and 26.7 percentage points higher

than the region with the next highest percentage, Southern Asia (35%). The estimated total slum population of sub-Saharan Africa in 2012 was 213,134,000, approximately 25% of the total developing regions' slum population.

Development scholars estimated that by 2050, urban residents will make up 62% of the African population (WHO & UN-Habitat, 2010). As urban environments grow, there is a danger for slum environments to also flourish. Development experts found that urban African environments in 2012 had the lowest levels of infrastructure provision in comparison with other regions (UN-HABITAT, 2012). And while the global number of individuals living in slums increased by only 13% between 2000 and 2012 (760 million to 863 million), Sub-Saharan Africa saw an even more dramatic increase of 27% in its urban slum population between the same time period (from 168 million to 213 million)(UN, 2012; UN-HABITAT, 2012).

The East African country of Kenya exemplifies the realities of urbanization and slum environments on the African continent. According to the World Bank, the percentage of the Kenyan population living in urban settings increased by 4 percentage points between 2000 and 2011 (20% to 24%) (The World Bank, 2013b). UN-HABITAT presented an even higher initial statistic of 34% of the Kenyan population living in urban environments in 2001 (The World Bank, 2013b; UN-HABITAT, 2013a). UN-HABITAT estimated that 54.7% of Kenya's urban population lived in a slum area in 2009 and that over 60% of the population of the capital city, Nairobi, resided in slums as of 2006 (UN-HABITAT, 2006, 2012). Development practitioners identified over 100 informal settlements within the capital city of Nairobi in 1995, numbers that practitioners believe have only grown since then – Nariboi's population reached 3.375 million in 2009 and represented approximately 39% of the

country's urban population 2010 (CIA, 2013; The World Bank, 2013a; UN-HABITAT, 2003, 2006, 2012, 2013a). The practice of presenting aggregated urban data, particularly in relation to infrastructure and health outcomes, masks the particular health-related challenges experienced by informal settlements (WHO & UN-Habitat, 2010).

Health issues within slums: global, sub-Saharan African, and Kenyan

While urban health statistics in aggregate suggest that urban dwellers are overall healthier than rural dwellers, practitioners note that health prosperity within urban environments is inequitably distributed (WHO & UN-Habitat, 2010). Specifically, practitioners have recognized issues relating to the natural and built environment, the social and economic environment, food security and quality, available services and emergency health management, and governance quality as structural and resource-related factors influencing the health of slum residents in relation to infectious, non-communicable, and injury-related ill-health (WHO & UN-Habitat, 2010).

The relationship between social and structural upstream issues and health outcomes is widely recognized within public health literature. In a review of literature before 1998, Pickett and Pear presented neighborhood-based characteristics (such as access to services, infrastructural integrity, perspectives on health, stress levels of lived experiences, and the degree of social support) as determinants of an individual's health in a variety of developed settings (Pickett & Pearl, 2001). The WHO has identified home environments as key upstream factors that affect health, particularly related to crowding (affecting psychological wellbeing as well as transmission of infectious disease), water and sanitation resources, environmental hazards, home injury, indoor air quality, and infestation of disease-carrying pests (WHO, 2010). Practitioners and scholars have seen

slum environments as experiencing a high concentration of these challenges, particularly among the poorest 20% of urban residents (WHO & UN-Habitat, 2010).

Studies from around the world, particularly in sub-Saharan Africa, have shown that urban slum residents demonstrate poorer health indicators than their rural counterparts (Kyobutungi, Ziraba, Ezeh, & Ye, 2008). The land on which residents develop informal settlements is often hazardous to resident health due to environment issues such as proximity to dangerous transportation sites (major highways, airport runways), exposure to industrial pollution, geographically dangerous areas (prone to landslides or floods, for instance), being sites of waste disposal, and more frequent experiences with fires due to the close proximity of residencies (Sheuya, 2008; UN-HABITAT, 2003; Unger & Riley, 2007). Poor quality housing leaves residents more vulnerable to external exposures and pollutants, while close proximity of residences and high population density have enabled the spreading of contagious diseases such as tuberculosis and typhoid (Cunnan & Maharaj, 2000; UN-HABITAT, 2003; Unger & Riley, 2007). Scholars have noted unsafe water or insufficient sanitation as increasing the prevalence of waterborne disease in slums (Cunnan & Maharaj, 2000; Sheuya, 2008; Unger & Riley, 2007). Scholars have also noted the potential for crime victimization, unemployment, and lack of access to services within slums as sources of stress and direct causes of ill health (David, et al., 2007; Richards, O'Leary, & Mutsonziwa, 2007). Research has demonstrated that insufficient nutrient intake and asthma are key problems in slum settings (Cunnan & Maharaj, 2000). Poverty, insecurity, and poor social status also makes slum residents (particularly women) more vulnerable to contracting HIV in settings where HIV/AIDS is prevalent (Amuyunzu-Nyamongo, et al., 2007; Murdock et al., 2003; Unger & Riley, 2007). Finally, challenges in

accurately assessing the burden of disease unique to urban slums in a timely manner have hindered engagement with early detection and prevention services on the part of the formal health sector (David, et al., 2007; Riley, Ko, Unger, & Reis, 2007).

Informal settlements within Kenya, and specifically within Nairobi, have demonstrated these global slum health issues and structural challenges. Information from the 2008-2009 Kenya Demographic Health painted a picture of urban environments as healthier than rural environments in relation to many (though not all) infrastructural and health indicators (KNBS, 2010).[c] Yet the urban poorest 20% had a higher percentage of chronically malnourished children (35%) than the aggregated rural or urban percentages (32% and 24%, respectively) and were 26 percentage points higher than the percentage of chronically malnourished children (9%) among the urban wealthiest 20% (WHO, 2013a). The urban poorest saw a drastic reduction in the percentage of individuals with access to safe water between 1993 and 2003 (from about 80% to about 40%) as compared with rural access (which remained at approximately 20% between the same timeframe). The city of Nairobi in particular has demonstrated a significant burden of structural issues and disease within Nairobi slums.

Nairobi's slums

Nairobi's slums developed through colonial segregated land distribution, post-colonial rural-to-urban migration, and the extension of city borders (UN-HABITAT, 2003). Informal settlements in Nairobi have experienced low-wage employment, high rates of

[c] Urban environments had lower fertility rates, a higher percentage of homes with improved non-shared toilet facilities, a higher percentage of homes with water on the premise, a higher percentage of individuals using contraception, a smaller percentage of underweight children, a larger percentage of the population in the highest wealth quintile, a lower percentage of unmet family planning needs, and a higher percentage of people having accessed particularly services, including HIV testing, postnatal care, deworming medications, and vaccines (KNBS, 2010)

poverty, ethnic tensions (in relation to the 2007-2008 post-election violence and ongoing land rights issues), exposure to different pollutants due to construction on inhospitable land, insecurity, and a lack in infrastructure and social services (Kanyinga, 2009; Kyobutungi, et al., 2008; UN-HABITAT, 2003). Studies that examined specific Nairobi slums have described a variety of health challenges.

A study of two Nairobi slums identified pneumonia, diarrheal diseases, stillbirths, and malnutrition and anemia as the top 4 causes of premature mortality of children under five years, and AIDS and tuberculosis, interpersonal violence injuries, road traffic accidents, and meningitis as the top 4 causes of premature mortality among populations five and older (Kyobutungi, et al., 2008). A report on the 2000 Nairobi Cross-sectional Slums Survey by the African Population and Health Research Center revealed unemployment, insufficient housing, lack of affordable water supplies and toilets, improper drainage, a lack of health services, unwanted pregnancies, abortion, and HIV/ADS as key structural and health challenges in the slums (The African Population and Health Research Center, 2002).

As urban populations grow and change, challenges to health, wellbeing, and sustainability in urban environments draw increased attention and support from local and global communities. The perceptions of deficits and assets within slums demonstrate the importance of looking beyond surface perceptions to understand local resources.

Organizational relationships and participatory development work in slums

As the descriptions and definitions of slums indicate, the development community often defines slums first in relation to deficits (Share the World's Resources, 2010). Practitioners have highlighted the lack of sufficient, affordable, quality housing, the prevalence of under- or unemployment and poverty, inadequate water and sanitation

resources, exposure to health risks, and isolation and discrimination from those outside of the slum as characteristic slum issues (UN-HABITAT, 2003).

Despite these challenges and deficits, practitioners have noted the organizational assets within slum contexts. Though practitioners see slums as lacking "formal" service provision mechanisms, some practitioners see residents constructing "informal" sources of needed services (UN-HABITAT, 2003). The case studies analyzed in the 2003 UN-HABITAT Assessment presented examples of informal home-based shops, hairdressers, dressmakers, and other specialty stores that may serve both local residents and individuals outside of the slums. Practitioners have noted that different types of organizations – local and international non-governmental organizations (NGOs), faith-based organizations (FBOs), community-based organizations (CBOs), local and national governments, businesses, and international agencies – are at work in slum settings. Scholars have described NGOs, CBOs, and FBOs within informal settlements as increasing access to services such as HIV and AIDS prevention and treatment (Amuyunzu-Nyamongo, et al., 2007). A few scholars have actually conducted asset- and structure-mapping projects in informal settlements to make visible the existing structures and resources in diverse locations such as Kenya (Hagen, 2010; Karanja, 2010), Pakistan (Hasan, 2006), and Bangladesh (Angeles et al., 2009).

Various actors and scholars have also described relationships between organizations within slums and external organizations while focusing on the need for community participation in slum development programs. Cities Alliance, a "global partnership for urban poverty reduction and the promotion of the role of cities in sustainable development," exemplifies the involvement of diverse actors in slums (Alliance, 2013). WHO provided examples of a transnational partnership for community-driven work

between Jhpiego and two Nairobi slums (WHO & UN-Habitat, 2010). UN-HABITAT has worked with the Kenyan government, local authorities, and local actors broadly and within specific slum settings to engage with participatory slum upgrading strategies, with some indication through internal documentation of effective programming (Syrjanen, 2008; UN-HABITAT, 2011).

Development organizations and scholars describe the importance of slum residents' participation in strengthening slums as a key strategy for improvement of circumstances and health (David, et al., 2007; Sheuya, 2008; UN-HABITAT, 2003; WHO & UN-Habitat, 2010). UN-HABITAT's 2003 assessment also describes this, stating that "including the poor from the outset [in slum development programs] helps to build confidence in, and loyalty to, improvement projects…" (UN-HABITAT, 2003). UN-HABITAT defines a participatory slum upgrading programme (PSUP) as a three-phase approach, flowing from a community needs assessment to neighborhood-level action planning to government-supported implementation of projects (UN-HABITAT, 2013b). UN-HABITAT has supported PSUPs in 38 African, Pacific, and Caribbean states. PSUPs have provided a context for mobilization of political power through the cultivation of community-based networks and partnerships (UN-HABITAT, 2003). UN-HABITAT provided examples of sustainable PSUPs in Karachi (Pakistan), Sao Paulo (Brazil), Alexandria (Egypt), and Thailand. As the population of slum residents has grown, globally and particularly in sub-Saharan Africa, the fields of public health and development have continued to see community participation and the identification of organizational assets as valuable components of addressing and "upgrading" slum settings to promote the health and wellbeing of residents. Though the deficit-focused perspective of slums persists, continued exploration and understanding of

the resources, networks, and community capacity present in informal settlements is vital to support residents in addressing slum community challenges in the long term.

Summary and project relevance

Crucial context to improving community health, the construct of community capacity is a complex measure of diverse interconnected dimensions representing a community's ability to solve its own problems. Community capacity presents the challenge of negotiating the unique circumstances of community settings. Scholars see the potential in building community capacity to improve community health outcomes because of the potential for strengthening the community's ability to tackle its own issues. Interorganizational relationships and networks represent key dimensions of community capacity that encompass the potential impact of organizations bringing resources, talents, and experiences together to address community issues. Though a variety of methods exist to assess interorganizational relationships, the combined power of qualitative and quantitative mixed methods is mostly absent from the field along with studies that engage with partnerships in developing settings. The deficit-defined slum setting – and most specifically slums in Africa – is where participatory engagement with interorganizational relationships can ground future development work in existing community strengths.

The Mukuru on the Move Partnership Project used a participatory mixed-method approach to assess interorganizational relationships in the informal settlement of Mukuru, Kenya. Within that assessment, participatory Workshops with community members allowed for understanding the community's perceptions of the meaning, benefits, and challenges of partnerships in Mukuru. This case study employs the underutilized mixed-method approach in a setting that is traditionally discounted as being devoid of assets. This

in turn provides an opportunity to use participatory approaches recommended in slum community improvement efforts. The project contributes tools that researchers, practitioners, and community members can employ to understand and strengthen community capacity.

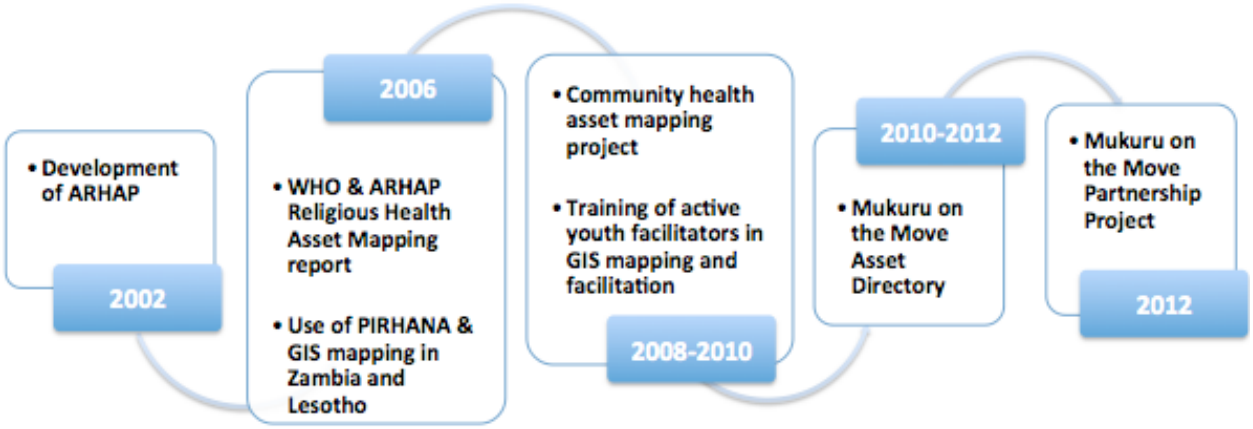
Chapter 3: Background, Methodology, and Findings

-Background of the Mukuru on the Move Partnership Project-

Introduction

The Mukuru on the Move Partnership Project grew out of an evolving initiative to understand religious health assets in relation to the HIV/AIDS epidemic. The background of the Partnership Project is driven by an immersion in the HIV/AIDS epidemic and the organizations whose work around religious health assets motivated a deeper exploration of organizational relationships in Mukuru. The evolution of events that led to the Mukuru on the Move Partnership Project are depicted visually in Figure 1 to correspond with the remainder of this section.

Figure 1: **Key events leading to the development of the Mukuru on the Move Partnership Project**



The HIV/AIDS epidemic has ravaged the world and sub-Saharan Africa in particular over the past three decades. UNAIDS reported that 23.5 million [22.1-24.8 million] people living with HIV in 2011 resided in sub-Saharan Africa – approximately 69% of those living with HIV globally (UNAIDS, 2012a). AIDS-relate causes killed an estimated 1.2 million [1.1 million – 1.3 million] people in sub-Saharan Africa in 2011, making up an estimated 71% of the total number of AIDS-related deaths globally(UNAIDS, 2012b) and adding to the nearly

30 million individuals that practitioners estimated have died of AIDS-related causes since the beginning of the epidemic (amfAR, 2012). Amidst the estimated 2005 global peak of 2.2 million [2.1 -2.5 million] global AIDS-related deaths, approximately 82% of which were located in sub-Saharan African (UNAIDS, 2012a; WHO, 2013b), the development community acknowledged the need to support all available assets in the fight against HIV/AIDS. Assets that had contributed to health and wellbeing on the African continent for centuries but which researchers had largely under-explored were faith-based organizations (FBOs) and religious health assets.

ARHAP, Assets, and Participatory work

The Interfaith Health Program, an initiative launched in 1992 by the Carter Center and housed at Emory University since 1999 (IHP, 2013), helped launch the African Religious Health Assets Programme (ARHAP) in 2002 (IRHAP, 2011). ARHAP's purpose was to bring together diverse scholars, stakeholders, and organizations to promote frameworks, tools, research, and collaboration in order to understand the unique contribution of FBOs to health throughout Africa. ARHAP emphasized the importance of asset-based development; making assets visible; the agency of individuals, organizations, and communities; and participatory inquiry (deGruchy, Cochrane, Olivier, & Matimelo, 2011; Olivier, Cochrane, Schmid, & Graham, 2006). Following the approach championed by Kretzmann and McKnight (Kretzmann & McKnight, 1993), ARHAP prioritized identifying and understanding those assets – particularly religious health assets – which the local public health sector may not have customarily recognized but which contributed greatly to the strength of a community (deGruchy, et al., 2011). Appreciative Inquiry (AI), another research approach utilized by ARHAP, described people's experience of past successes as

the starting point for motivating change (deGruchy, et al., 2011). In addition, ARHAP's focus on the agency of individuals, organizations, and communities drew inspiration from Paulo Freire's emphasis on "dialogical action," in which the oppressed, marginalized, or poor are seen as agents of their own change rather than passive recipients of the change imposed by others (Freire, 2009).

Finally, ARHAP's utilization of participatory inquiry, akin to such participatory research methodologies as Participatory Rural Appraisal (PRA) (Chambers, 1994), Participatory Learning and Action tools (PLA) (The International HIV/AIDS Alliance, 2006), or Participatory Action Research (PAR) (Baum, MacDougall, & Smith, 2006), led to the construction of community dialogue and research opportunities in which participants explored community concepts and concerns in an interactive and engaging way (often involving group discussion, drawing, mapping, listing, and ranking), emphasizing their ownership of the information being produced and the ability to act on ideas generated through activities (deGruchy, et al., 2011).

Religious Health Assets and HIV/AIDS

A 2006 ARHAP review of literature exploring the intersection between religion and public health highlighted the reality that places of worship and faith-based organizations (FBOs) have continued to influence the health and wellbeing in communities the world over (Olivier, et al., 2006). Religious organizations and FBOs have contributed to the construction and management of healthcare facilities, have specified conduct relating to health (dietary consideration, sexual behavior), and have provided spiritual guidance in support of a holistic perspective on health (Olivier, et al., 2006). As a deadly virus – the spread and treatment of which have necessitated an understanding of behavior, worldview,

history, and societal structures as much as biomedical realities –, HIV challenged international health and development agencies in the early 2000s to engage more directly with religious entities whose work and commitment at local, national, and international levels had the potential to strengthen the world's ability to reach and support those affected by HIV/AIDS. The review highlighted findings from the limited research available which described the role of religious entities in combatting HIV/AIDS, particularly through the provision of HIV-related services in communities; caring for orphans and vulnerable children; and administering a wide variety of services to care for the physical, mental, socio-economic, and spiritual needs of individuals.

Mapping Religious Health Assets: The WHO Initiative

Responding to the need for further research on identifying, mapping, understanding religious health assets in sub-Saharan Africa, the WHO and ARHAP conducted a study between Nov. 2005 and July 2006 "to assess and map both the tangible and intangible assets of religious entities through a blending of Participatory Engagement Workshops and GIS Mapping" in Zambia and Lesotho – two high-priority countries whose HIV/AIDS prevalence rates were 17.0% and 23.2% respectively in 2005 (ARHAP, 2006). The study utilized PIRHANA, a participatory inquiry toolset developed by ARHAP for this initiative, in order to identify and understand religions health assets. Geographic Information Systems (GIS) mapping was also used to make visible identified assets (ARHAP, 2006; deGruchy, et al., 2011).

PIRHANA, which stands for 'Participatory Inquiry into Religious Health Assets, Networks, and Agency,' involved two types of day-long participatory workshops – one with health seekers and one with health providers. Each workshop used participatory activities

to examine the context and location of resources in the local community, understand the healthworld (conceptions of health rooted in local culture and context) of participants, identify and characterize religious assets that contribute to health and wellbeing, and explore local perspectives on how the information being gathered could be used to positively impact the community itself (a defining characteristic of participatory inquiry) (deGruchy, et al., 2011). The health provider workshop also broached the subject of relationships among assets, using a PLA called the spidergram exercise in which organizations could draw the relationships among the identified religious health assets. By examining the perspective of both health seekers and health providers, PIRHANA allowed for a fuller and richer picture of the reality of religious health assets in the study areas of the two countries.

Through purposive sampling, 350 citizens and religious and health leaders from Zambia and Lesotho participated in the workshops to explore the engagement of religious entities in the fight against HIV/AIDS (ARHAP, 2006). The resulting report, "Appreciating Assets: The Contribution of Religion to Universal Access in Africa," highlighted the following key findings (ARHAP, 2006):

1. Religion is ubiquitous in Zambia and Lesotho, yet often hidden from Western view
2. Religion, health and wellbeing are locally and contextually driven
3. Religious involvement in health and HIV/AIDS is increasing –particularly since 2000 – and religious entities have expressed a strong local commitment to be more effective in the area of HIV/AIDS
4. Religious entities are perceived as contributing to health, wellbeing, and the struggle against HIV/AIDS through tangible (compassionate care, material support,

and health provision) and intangible (spiritual encouragement, knowledge giving, and moral formation) means

5. Certain religious entities are acknowledged as "Exemplars" in the community, demonstrating exceptional programmatic, operational, and associative characteristics
6. An assets-based approach to research and implementation of religion and health initiatives and HIV/AIDS scale up offers the potential for more rapid, sustainable, and effective capacity-building and action

The authors' recommendations included furthering religious and public health literacy; encouraging respectful engagement among assets in communities, among religious and health leaders, among academics, and among policy- and decision-makers; aligning religious and health systems; and conducting further collaborative and participatory research.

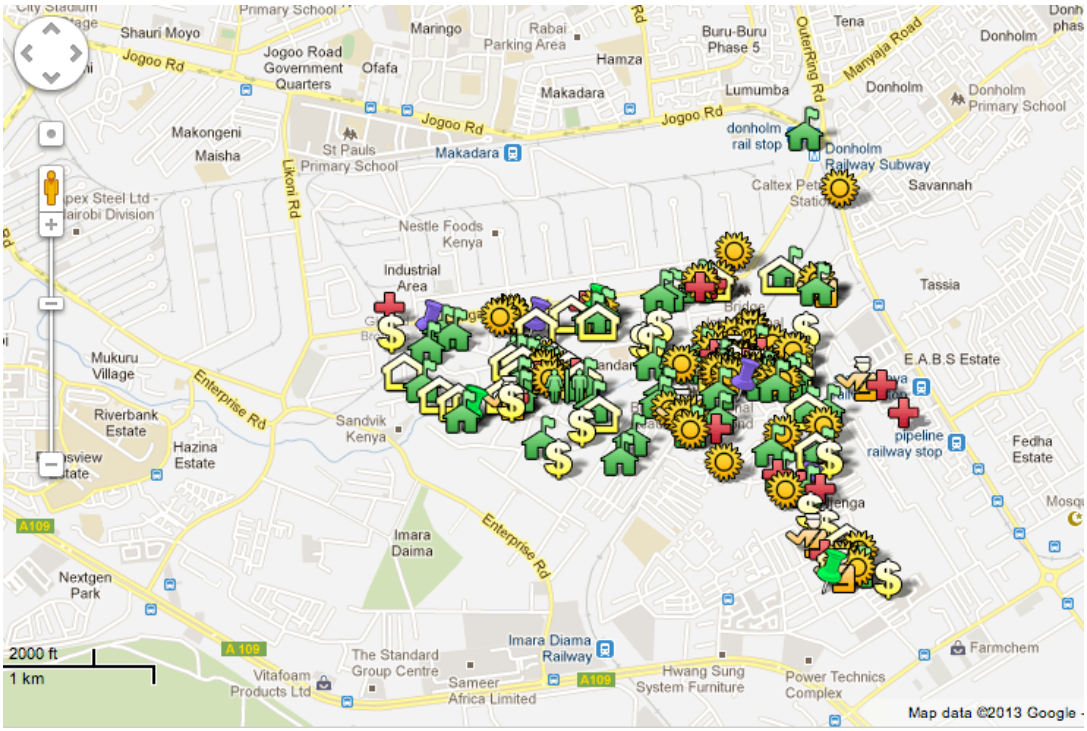
Community Health Asset Mapping in Mukuru

The Partnership for an HIV-Free Generation began in 2008, a global public-private partnership focused on reducing the incidence of HIV among youth within focal countries of PEPFAR (the President's Emergency Plan for AIDS Relief) (Generation, 2013). Kenya, whose 2008-2009 DHS estimated HIV prevalence of 6.3% for individuals 15-49 years, was one such key focus country, and the populous urban setting of Nairobi was a key area in which to address HIV-related issues, with an HIV prevalence of 7.2% for 15-49 year olds in Kenya's urban areas and 7.0% for 15-49 year olds living in Nairboi itself (KNBS, 2010). In 2008, Partnership for an HIV-Free Generation undertook a community health asset-mapping project (Mukuru on the Move, 2008) in the informal settlement (or slum) of

Mukuru, located near Nairobi's international airport. As an informal settlement, Mukuru had not been formally recognized or mapped within Kenya.

The initiative, captured in the report entitled "Mukuru on the Move: Mapping and Mobilizing Community Health Assets for an HIV-Free Generation," sought to make the resources and assets present in Mukuru visible to the residents of Mukuru, to the rest of Kenya, and to the world, demonstrating the underestimated strengths and possibilities of the slum itself particularly in relation to HIV and youth (see Figure 2).

Figure 2: Screenshot of Mukuru on the Move Asset Map identified between 2008-2010 (Source: (Mukuru on the Move, 2012))



The Interfaith Health Program, St. Paul's University in Limuru, Kenya, PEPFAR-Kenya, and international organizations Hope Worldwide, Micato Safaris/AmericaShare, and Oakar Services Ltd. worked with youth facilitators from Mukuru to identify, map, and

understand community health assets in the villages of Mukuru kwa Reuben, Mukuru kwa Njenga, and Lunga Lunga between October and November of 2008.

The approach practitioners used for this initiative was called PICHANA (Participatory Inquiry into Community Health Assets, Networks, and Agency), a derivative of PIRHANA that combined participatory engagement workshops and GIS mapping. Approximately 150 participants came together for one of 5 workshops (2 for Community Leaders and 3 for Community Members) to identify and map 194 HIV/AIDS-related organizations and programs in the two villages. In 2009, Oakar Ltd first used GPS to map assets in Mukuru, collaborating with the Mukuru youth facilitator team and producing a GIS map that was made available on the internet (see Figure 2). The mapped assets included schools, FBOs, support groups, CBOs and NGOs, health centers, local businesses, and government entities. Similar to the PIRHANA workshops, the PICHANA workshops began with community mapping exercises, explored conceptions of health and wellbeing in Mukuru, identified specific assets that affect community health, and provided a space to discuss local community action in response to workshops. The Community Leaders workshop also explored the relationships among assets through a spiderweb activity. Distinct from the PIRHANA methodology, though, PICHANA opened up the methodology to exploring community health assets more broadly, including but not exclusively focusing on religious entities. Key findings from the Mukuru on the Move report include the following (Mukuru on the Move, 2008):

1. Mukuru is a complex and diverse community, with significant challenges and changing social dynamics

2. Despite these challenges, Mukuru has substantial community health assets to be leveraged for HIV prevention for youth
3. Prior to our study, the majority of these community health assets were working in isolation. Following the PICHANA workshops, organizations and individuals are forming partnerships and networks and have already begun local action plans.
4. Several community health assets are considered to be exemplar by community leaders and, most importantly, by community members and youth who seek their services. These groups have special characteristics and best practices to be emulated.
5. Comprehensive mapping has provided a fundamental base of information, trust, and engagement for HIV prevention, decision-making, and implementation.

The Mukuru on the Move Asset Directory

Building on the 2008 Workshops and the asset lists and map that the project produced, the team of youth facilitators, now known as the Mukuru on the Move Team, conducted a series of detailed surveys in 2010 with already-identified assets and new assets in Mukuru kwa Njenga, Mukuru kwa Reuben, and Lunga Lunga to record in greater detail the services offered by assets to the community. In the spirit of participatory inquiry, the Team used the information gathered from the surveys, including location, contact information, and organizational description, to create a directory of approximately 260 distinct assets, categorized by location and type (see Table 5 below).

Table 5: Categories for assets in Mukuru on the Move Directory	
Location categories	**Asset type categories** *Note: one org may be listed more than once*
• Kwa Njenga • Kingstone • Kwa Reuben • Lunga Lunga • Sinai • Other	• Business • Church • CBO • Community resource center • FBO • Government office/program • Mosque • NGO • Health centre • School • Security offices • Self-help groups • Sports/entertainment programs • Utilities • Women's groups • Youth groups • Other

Prior to the completion of the mapping and surveys, Partnership for an HIV Generation pulled of out their work in Mukuru, and work was altered and continued through collaboration with the CDC and previous partners. Results from the surveys, reported in an unpublished summary document, revealed a diversity of services provided; a variety of types of organizations present in the three villages; particular challenges relating to resource gaps, lack of infrastructure, lack of space, and lack of collaboration; and the identification of interorganizational partnerships, primarily with organizations in Mukuru (Mukuru on the Move, 2011). The surveys and directories were the results of collaboration between IHP, St. Paul's University, Micato Safaris/America Shares, the CDC, and Hope Worldwide Kenya. Directories were completed in May of 2012 and distributed throughout June and July of 2012 to the assets represented in the resource. Preliminary feedback from the distribution indicated that individuals were appreciative to receive such a thorough and detailed document and felt that it added to their knowledge of resources in

their own community while simultaneously giving more exposure to their own organization.

The Mukuru on the Move Partnership Project

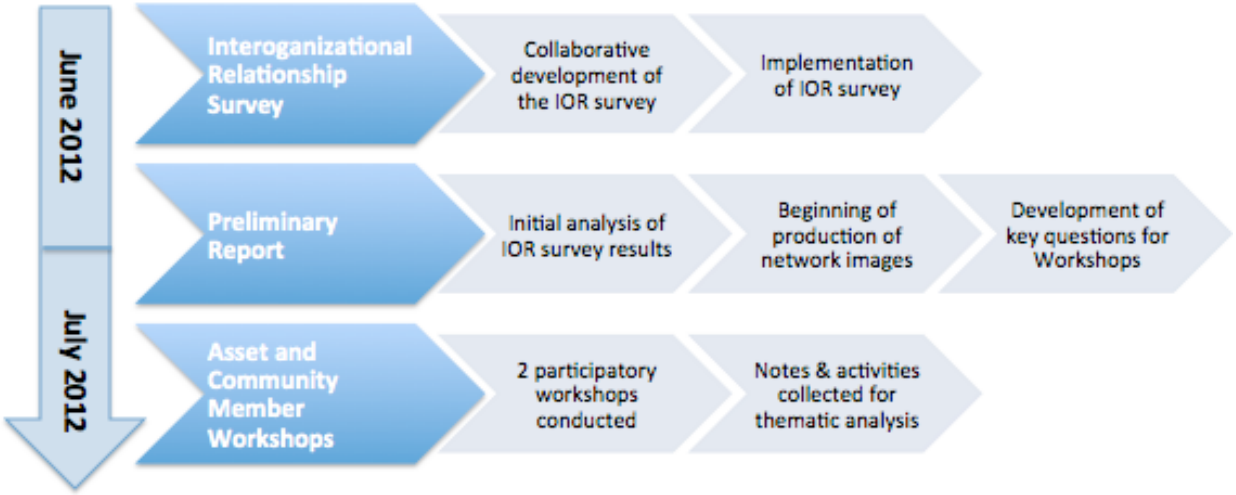
Supported by the CDC, IHP, the Mukuru on the Move Team, and previous partners developed the Partnership Project to add to the knowledge of assets in Mukuru, to illuminate more deeply the capacity already present in Mukuru, and to provide a context for exploring ways in which that capacity could continue to be strengthened within the community. The Project was initially developed out of the IHP based at Emory University. The IHP collaborated with St. Paul's University on a course at Rollins School of Public Health during the Spring of 2012, 2 weeks of course work at St. Paul's University during June and July of 2012, 8 weeks of field placement with the Mukuru on the Move Team for two participating student researchers, and follow-up conversations upon return to Rollins during the Fall of 2012. The two students who co-coordinated the Partnership Project along with the Team include the author, Rachel Berkowitz, MPH candidate, and April Young, MPH, PhD candidate. John Blevins, M.Div, Th.D., and Mimi Kiser, RN, MPH, DMin, of IHP and Rollins, and Hannah Cooper, SM, ScD of Rollins worked with the two students during the Spring of 2012 to develop the initial resources for the Project work during the summer of 2012 and have served as advisors throughout the Project's implementation and analysis.

As emphasized in both the 2006 Zambia and Lesotho project and the 2008 Mukuru asset mapping project, the Health Providers and Community Leaders participating in the workshops deliberately explored the relationships among assets. Through spidergram activities, facilitators asked participants to draw the links among the assets they had listed

and to discuss in greater depth the nature of those linkages. While these exercises provided a first look at perceptions of relationships among organizations, IHP, St. Paul's collaborators, and the Mukuru on the Move Team wished to explore the nature of how assets relate to each other more deeply. Accordingly, the Partnership Project consisted of two parts: (1) an interorganizational relationship survey to generate networks of partnerships within Mukuru, and (2) community and asset workshops understanding local perspectives of the meaning, benefits, and challenges of partnership.

This two-pronged approach mirrored past ARHAP approaches in which both quantitative and qualitative data was collected; the two types of workshops followed previous work as well, in which facilitators engaged both service users and service providers in workshop that focused on the two particular perspectives in order to generate a more complete picture. The student researchers, collaborators, and the Team developed the Project to be implemented during June and July of 2012, with further analysis of information and report production to take place following the implementation period. The Project structure was submitted to Emory University's IRB, where it was determined to not require IRB approval due to its non-generalizability, being a very place-specific and program-specific project. Regardless, the ethical implications of the Project and the need for maintaining privacy, respect, and compassion throughout the project were of primary importance through all stages of development and implementation. Figure 3 presents a visual overview of the project during June & July of 2012.

Figure 3: Overview of the Mukuru on the Move Partnership Project



Throughout the Partnership Project, the principles of community-based participatory research (CBPR) remained paramount. CBPR researchers have emphasized the need for community participants and researchers to work collaboratively throughout the research process, from deciding upon the research topic to developing materials to analyzing information gathered (Wallerstein & Duran, 2006). CBPR researchers recognized several advantages of this approach, ensuring diverse and contextually specific perspectives, building the capacity of community leaders and researchers to understand and address issues in their communities, and creating an open space for grappling with the historical power dynamics which have privileged academic research institutions with the ability to decide research priorities and control the creation of knowledge (Israel, Shulz, Parker, & Becker, 1998; Wallerstein & Duran, 2006). As described in Israel et al.'s review of community-based research partnerships, CBPR principles are practiced on a continuum, ranging from a research project completely devoid of community participation to a project in which all parties play equally significant roles in every step of the process (Israel, et al., 1998). The Partnership Project focused on ensuring the full participation, collaboration,

and co-learning among the student co-coordinators and the Mukuru on the Move Team. The Project benefited equally from the experiences and skills of the student co-coordinators and the expertise, knowledge, and skills of the Team.

Accordingly, the Team either developed collaboratively on-site or edited in-depth all of the research materials. Where the Team identified skills or programs with which they were not familiar (such as using software to create and analyze networks, developing participatory community workshops, or conducting basic thematic analysis), the co-coordinators developed materials and trainings so that data management and analysis could ultimately be conducted collaboratively. Exploration of the information gathered from the Partnership Project and the development of reports from the Project have continuously been developed collaboratively, whether in-person during June and July of 2012 or at later points in time through internet-based conference calls.

Due to the non-research status of the Project designated by the Emory IRB, results are presented as a case study of interorganizational partnerships in an informal settlement. Accordingly, findings may not being generalizable to other informal settlements. While the Workshops and the information produced are the key focus of this paper, the need to examine the mixed-method nature of this project requires a more focused exploration of the Interorganizational Relation (IOR) Survey.

The Interorganizational Relationship Survey

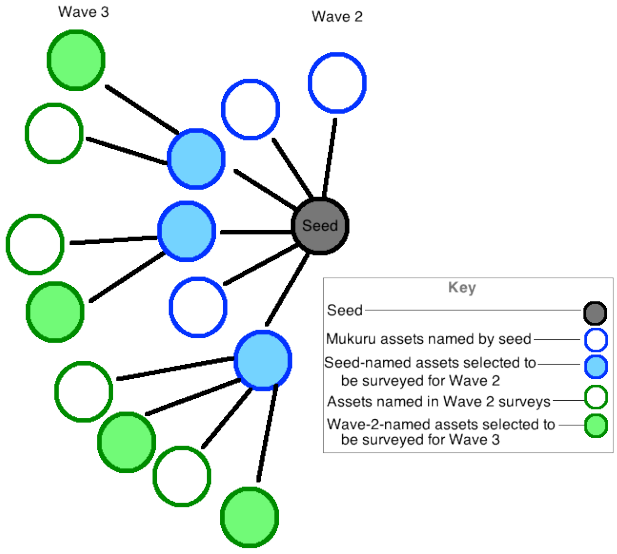
The group modeled the interorganizational relationship survey after the survey developed by Singer and Kegler (Singer & Kegler, 2004) to assess a coalition focused on lead-related health and environmental issues in the mid-western United States. Dr. Hannah Cooper spearheaded the drafting of the survey grid and the methodology for its

administration with the help of the two co-coordinator students during the Spring of 2012. The purpose of this survey was to understand the organizational network that existed among Mukuru organizations. Questions relating to which types of organizations partner, what kinds of resources do they exchange, how pervasive HIV/AIDS-related services are within the network, and whether organizations in Mukuru work with organizations outside of Mukuru (such as national or international organizations) motivated the development of the survey. The co-coordinators and the Team used NodeXL, a free network analysis software package, and UCINET, another network analysis software package, to construct visual network representations of the information gathered from the surveys. Given the time constraint of the 5 weeks allotted for developing, administering, and analyzing the survey information, the group deemed surveying all 260 assets named in the Directory to be impractical; the group devised a "snowball" sampling method which combined purposive sampling and random sampling.

The Team began administering the survey with 9 "seed" assets in Mukuru, selected randomly from each of the three villages (6 seeds) and from a list of "exemplar" assets which the Team created (3 seeds). Each of the 9 seed assets would then name up to 12 organizations in Mukuru who they considered to be their "most important partners;" half of those named assets (rounding up if an odd number of organizations were originally named) were randomly selected for the next wave of surveys. These second wave assets then went through the survey, naming up to 12 organizations with whom they worked in Mukuru so that half of those named organizations could in turn be randomly selected (see Figure 4 below), creating a combination of purposive and random sampling to approximate the nature of interorganizational collaboration within Mukuru. Assets that had already

been surveyed could not be randomly selected to be surveyed a second time. Within the 2 weeks allotted to gather the survey information, the Project aimed for 2-3 waves of surveys from each of the 6 seed assets. Though not encompassing the entire range of organizations in Mukuru, the group thought that the use of the sampling methodology with 2-3 waves of surveys would be sufficient to demonstrate whether interconnectedness among assets existed in Mukuru and to begin to understand the nature of such relationships in a telling way.

Figure 4: Visualization of IOR Survey Sampling Methodology



In addition to naming up to 12 assets within Mukuru (defined as "internal" partners), the Team asked each surveyed organization to name up to 5 organizations outside of Mukuru with which they worked (defined as "external" partners). The Team did not survey these external partners but rather simply recorded the descriptions of external partnerships to understand to perception of collaborations with external entities in Mukuru. The group had considered understanding relationships with external partners to be significant for assessing to what degree Mukuru organizations worked in isolation in terms of exchange of information, funds, and opportunities.

For both the internal and external partners, the Team members conducting the survey would ask the asset to describe the nature of the relationship, focusing on length of collaboration, the type of agreement in which the relationship operated, types of resources exchanged, perception of the strength of the relationship, and how the relationship has impacted that asset's work. In addition, the Team members gathered characteristics of the surveyed asset, including the type of organization, the types of clients served, and the types of services offered; the asset was asked to provide some of the same information about the internal and external partners named. The Team assigned all assets named and surveyed a unique ID number, and the co-coordinators and the Team entered all of the information for each asset into Microsoft Excel in a manner compatible with NodeXL and UCINET. April Young and the Team used NodeXL and UCINET to create multiple types of networks as indicated by the data, using the characteristics of the assets and the connections between two assets to understand the nature of interorganizational relationships and the interorganizational network among the assets surveyed and described.

During the first week of work with the Mukuru on the Move Team in June of 2012, the Team discussed and made changes to the survey, bringing in their perspective on key questions to ask, context-appropriate ways in which to ask questions, and language clarification that would be necessary to ensure clear survey administration. Most significantly, the Team and the co-coordinators created the following definitions as seen in Table 6 to clarify the context-specific perspective with which the group approached the Project. These definitions represented both the Team's perceptions of meaning as well as how the Team felt those being surveyed would interpret the words.

Table 6: Partnership Project Definitions
Created by student co-coordinators and the Mukuru on the Move Team, June 2012

- **Partnership:** Supporting each other, working towards a common goal, working with someone to increase the reach/scope/quality of your organization's work
- **Partner:** Those you work with, those who support you, those whom you support
- **Exemplars:** Large and influential organizations as identified by the Mukuru on the Move Team
- **Internal assets:** Those identified by the interviewee as partners "inside of Mukuru." Typically this will refer to an organization that has a program/headquarters within Mukuru with which the interviewee directly works
- **External assets:** Those identified by the interviewee as partners "outside of Mukuru." If the primary association between the interviewee and the asset occurs with a headquarters outside of Mukuru, the asset will typically be identified as external
- **Public:** A government organization
- **Private:** A for-profit organization
- **NGO:** A non-governmental organization (typically larger than a CBO)
- **CBO:** A community-based organization
- **Faith-based:** An organization that cites is primarily motivation or organizing body as relating to a particular faith
- **Planning stage of partnership:** The stage of partnership during which both partners are planning events or projects together
- **Seeking funds stage of partnership:** The stage of partnership during which both partners work together to seek funds
- **Implementing stage of partnership:** The stage of partnership during which both partners are actually executing events or projects together

At the beginning of the Partnership Project, the Team was already very familiar with many of the organizations in Mukuru in addition to being residents or former residents of Mukuru. Accordingly, the Team implemented the surveys in pairs, trying first to engage with the asset being surveyed in English and then in Kiswahili (the national language of Kenya) or a combination of the two to ensure clarity. The Team used following Kiswahili phrases as seen in Table 7 to ask the key questions of the survey, and the Team stated that such phrases translated to capture the desired sentiment in English.

Table 7: Key Kiswahili Phrases

Unashirikiana: partner – either a verb or a noun depending on context, implying who you work with, who works with you, who you share with; for organizations or people, depending on context

Unashirikiana na nani hapa mukuru?: Who do you partner with in Mukuru?

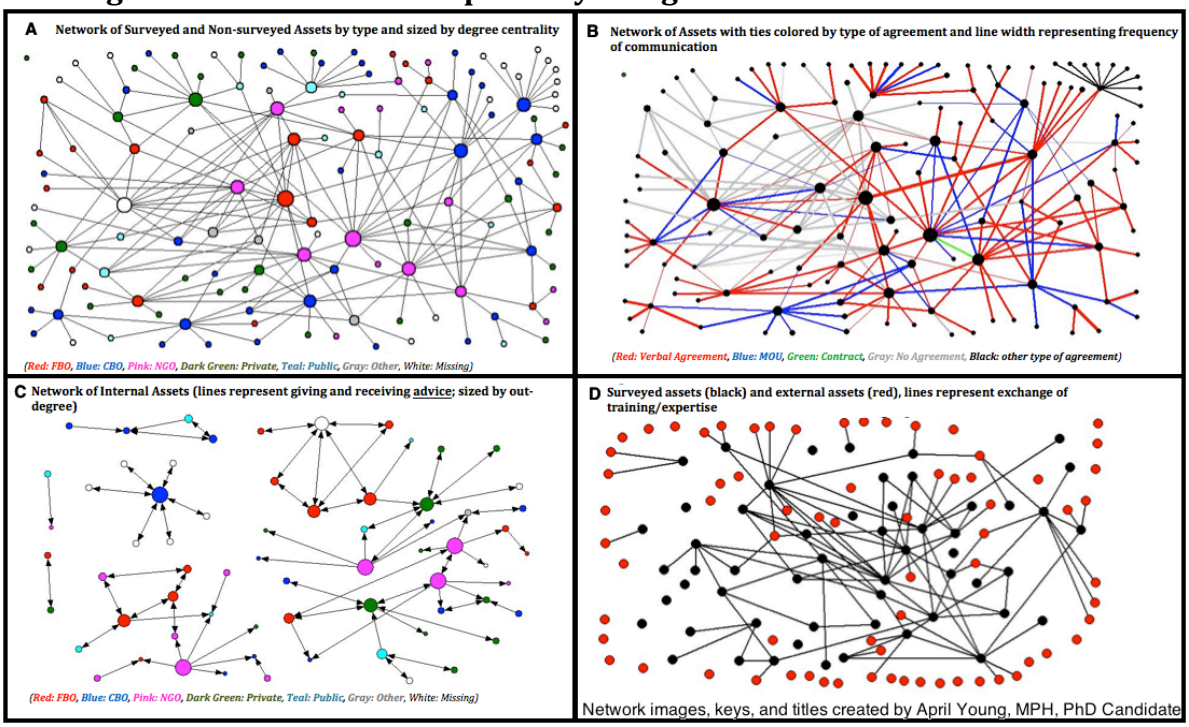
Unashirikiana na nani nje ya Mukuru?: Who do you partner with outside Mukuru?

Because of the limitation of an asset only being able to name 12 internal organizations and 5 external organizations, the group decided to focus on those organizations that the surveyed asset considered important partners. Had the survey been focusing on a closed or pre-determined collection of organizations such as a coalition, it would have been possible to simply ask about the nature of relationships between all of the organizations. The sampling methodology, the constraints of the timing, and the Project's desire to understand the network of all types of relationships in Mukuru necessitated the narrowing of the focus to "partner" organizations. The Team and the co-coordinators piloted the survey with staff from local organizations who the Team would not have surveyed (due to the individuals' positions in their organizations), and the group made final adjustments in preparation for the Team's 2 weeks of survey administration. The 9 "seed" organizations represented the three focal Mukuru villages (Kwa Njenga, Kwa Reuben, and Lunga Lunga) and key organization in Mukuru – 2 organizations were randomly selected from each of the 3 villages based as categorized in the Directory, and 3 "exemplar" organizations were randomly selected from a short list that the Team had developed of key influential Mukuru organizations.

Over the course of 2 weeks of survey implementation, the Team surveyed a total of 56 assets (of the 68 assets originally identified to be surveyed, 2 refused and the remaining 10 could not be reached). From those 56 assets, the survey revealed 92 internal organizations with 286 internal partnerships and 77 external organizations with 91 external partnerships. The co-coordinators developed the Preliminary Report from the survey data (see Appendix A). As these findings and Figure 5 indicate, Mukuru organizations clearly identified partnerships among assets in Mukuru and with assets

outside of Mukuru to be a reality and noted a positive impact of partnership on their work (particularly in relation to the community and distribution of resources and services). This paper will explore the significance of the images in Figure 5 in greater detail in Chapter 4.

Figure 5: Four network images produced from the Partnership Project Interorganizational Relationship Survey using UCINET.



The Team and the co-coordinators reflected on the findings from the IOR survey and developed a series of key questions relating to the meaning and significance of partnership to the Mukuru community. These questions were used to develop 2 Workshops. The Workshops and the information produced by the Workshops are the focus of this paper. The next section includes the Workshop design, the analysis of Workshop information, and the findings.

-Methodology of Workshops and Thematic Analysis-

Introduction

The purpose of the two community workshops within the Partnership Project was to explore the nature of partnership for assets and community members in Mukuru. The workshops themselves were intimately tied to the results of the surveys in their attempt to answer additional, deeper questions about partnership in Mukuru. This section discusses the methodology for developing the workshops, implementing the workshops, gathering information from the workshops, and analyzing the information produced by the workshops.

During the planning phase in the Spring of 2012, the group submitted the overarching project description, including both network survey and workshop components, to the Emory University IRB. As the group intended the Project and its results to be used for the Mukuru population (and the results not generalizable beyond the Mukuru informal settlement), Emory IRB deemed the project to not meet the definition of "research" and therefore not require IRB approval. Results are presented as a case study of interorganizational partnerships in an informal settlement and recognized as not being generalizable to other informal settlements; rather, the case study provides a context for future research on partnerships in informal settlements. Every effort was taken to ensure the informed consent, privacy, and protection of participants throughout the project.

Workshop setting

An approximately 35-year-old settlement along Mombasa Road near the Kenyatta airport, practitioners estimated that the informal settlement of Mukuru was home to 600,000 individuals in 2008 (Blevins, Thurman, Kiser, & Beres, unpublished; Mukuru on

the Move, 2008). Malaria, typhoid, dysentery, tuberculosis, and malnutrition were key health issues within Mukuru, and researchers identified HIV/AIDS as the greatest cause of death (similar to other Nairobi informal settlements) in 2008 (Mukuru on the Move, 2008). As with other informal settlements in Nairobi and around the world, Mukuru contained challenges relating to insecure housing, lack of water and sanitation infrastructure, flooding, and overcrowding (Blevins, et al., unpublished). Mukuru kwa Reuben, Mukuru kwa Njenga, and Lunga Lunga were the three villages from which the project drew workshop participants, though the workshop itself took place in the HOPE Worldwide Mukuru compound in kwa Reuben. Busy earthen roads and paths characterized the setting around the compound, and individuals filtered in and out, utilizing HOPE Worldwide's services as the Workshops took place within the meeting hall.

Workshop participants

The group designed the Asset Workshop and the Community Member Workshop to each include 30 Mukuru leaders and residents, for a total of 60 participants across the two workshops. For the Asset Workshop, the group selected 30 leaders from organizations in Mukuru to represent the asset categories in the directory – schools, churches/FBOs, CBOs, health centers, government offices, self help groups, women's groups, and youth groups – as well as new assets identified through the survey. The group used replacement random sampling within each of these categories to ensure that the participants represented all three villages and the different types of organizations without a particular category of assets dominating. The Team developed the final list of assets for the workshop, purposively taking into consideration whether or not the Team had surveyed the assets (wanting to include both surveyed and un-surveyed assets) and the balance of categories

and locations. The Team personally invited all assets representatives. The final group of 30 asset representative who attended the Asset Workshop in July of 2012 included a diversity of organizational categories from all three villages.

For the Community Member Workshop, the Mukuru on the Move Team were personally responsible for identifying 10 community members – individuals who were not leaders of organizations but who were users of organizational services in Mukuru – from each of the three villages. The group of 10 within each village had to include 3 women, 3 men, 3 youths, and 1 person with disabilities. The Team members who work primarily in the particular village invited community member participants in each village.

Both workshops took place at the HOPE Worldwide center in Mukuru kwa Reuben, continuing a tradition of collaboration between Mukuru on the Move and HOPE Worldwide Kenya. During each workshop, the group initially divided participants into 4 small groups that included a diversity of represented villages and, for the Asset Workshop, organizational categories. Participants worked with their small groups for certain workshop activities (with the exception of Activity 2 in the Asset Workshop, during which time the Team split 2 tables in half, creating 6 groups for this specific Activity and the remainder of the Workshop activities).

The workshop participants represented a snap shot of the population of Mukuru though were not necessary a statistically representative sample of the community. Time-constraints and resource-constraints limited the project to including only 2 workshops, and the division into Asset and Community Member categories followed the 2008 PIRHANA workshop categories. While asset representatives were also community members, and community members were also likely affiliated with Mukuru organizations (particularly

the more local women's groups, youth groups, or self-help groups), the group designed the workshops themselves to elicit different information relating to the categorization affiliated with the specific workshop. The Asset Workshop focused on questions relating to participants' perspectives on organizational partnerships in relation to their personal experiences partnering with other organizations, while the Community Member Workshop focused on how clients of organizations perceive partnerships as influencing their own interaction with organizations. The Team informed participants of the purpose of the workshops generally and in relation to the overarching Partnership Project upon invitation to the workshops and during the workshops themselves.

Workshop design and data collection procedures

In early July 2012, the co-coordinators presented the Preliminary Report to the Team to initiate a group conversation around what the group had learned from the surveys and what more the group needed to learn to fully understand the nature of partnership for organizations in Mukuru. In keeping with the tradition of previous ARHAP projects on which Team had worked, the group broached the question of what additional information might be better gleaned from a community workshop structure. Through this dialogue, the Team and the co-coordinators developed the below key questions to guide the creation of an Asset Workshop and a Community Member Workshop for late July 2012 (see **Table 8).**

Table 8: Key Questions Developed for the Asset and the Community Member Workshops

Asset Workshop Key Questions	Community Member Workshop Key Questions
1. How do organizations understand partnership? 2. How do organizations partner with other organization in Mukuru? How do organizations partner with organization outside of Mukuru? a. What are the mechanisms used to maintain partnerships? b. What are the differences between partnerships with organizations in Mukuru and with those outside of Mukuru? 3. Why do organizations partner with or not partner with organizations in Mukuru? Why do organizations partner with or not partner with organizations outside of Mukuru? a. What are the benefits and challenges of partnerships with organization in Mukuru? What are the benefits and challenges of partnerships with organizations outside of Mukuru? b. If it is important, what is the importance of partnering with an organization in Mukuru? What is the importance of partnering with an organizations outside of Mukuru? c. How does partnership with an organization in Mukuru affect service delivery? How does partnership with an organization outside of Mukuru affect service delivery? 4. What should a partnership look like [ideally]? a. What should a partnership network for organizations look like?	1. What characteristics define an organization? a. What characteristics define a strong organization? 2. How do community members interact with organization in Mukuru? [such as volunteering, service delivery] 3. How do community members define partnership? 4. Do community members identify partnerships between organizations in Mukuru and other organization in Mukuru? Do community members identify partnerships between organization in Mukuru and organizations outside of Mukuru? a. How do community members see such partnerships affecting their interaction with the organizations in Mukuru? b. What challenges do community members face because of organizational partnerships (if any)?

The purpose of these key questions was two-fold: (1) to provide a framework around which to utilize participatory learning activities to create two engaging workshops which could spark community conversation around the strengths of partnerships and how to begin to address challenges relating to partnership, and (2) to provide an initial framework for thematic analysis of the notes and activities generated by the workshops.

Following the participatory style of the PIRHANA workshops, the author created Workshop Development Manual (see Appendix B**)** for use in a training with the Team on constructing a participatory learning and action (PLA) activity session based on the key questions. PLAs have often utilized visualization techniques, including group drawings, free-listings, or sorting of pieces of information, to spark discussion and reflection in an interview or group setting in an empowering and dynamic way that prioritizes participant knowledge and expertise (The International HIV/AIDS Alliance, 2006). Using the Tools Together Now resource guide, which contains 100 participatory tools for mobilizing communities around HIV/AIDS related issues, the Team created sample PLAs for addressing the key questions, presented the ideas to each other, and discussed the merits and challenges of each of the activities within the workshop structure. From these development conversations, the author created drafts of each of the workshops, and the Team went through and revised the workshops to create the final facilitation guides for the workshops (see Appendix C & D**)**.

Overall, the group structured the workshops to move from broad, general activities about organizations and partnerships to deeper, more specific activities that focused on the impacts of partnerships on the community. In addition to key-question-focused activities, each workshop included an opening activity to determine expectations for the workshop and a closing activity that asked participants to consider what actions the participants and the community could take to positively impact organizational partnerships. The group incorporated these activities based on the commitment of PLA methodology to create a vibrant space for community dialogue and to furthering community-driven action through the use of PLA activities. The group designed each workshop to take 8 hours, with tea breaks and lunch included.

The guides described small group and large group components of workshop activities– each small group had an assigned Small Group Facilitator and a notetaker from the Team (all of whom speak both Kiswahili and English), and each workshop had two designated Large Group Facilitators to facilitate large group conversations as well as the overall flow of the workshops (for both the Asset and Community Member Workshops, one of the two Large Group Facilitators spoke both Kiswahili and English). The Large Group Facilitators for the Asset Workshop were two professors from St. Paul's University who had participated in the original 2008 workshops; the Large Group Facilitators for the Community Workshop included one member of the Team and the author. As the Team members had had previous experiences with activity facilitation, conversations around facilitation and notetaking procedures during workshop development sought to build on the Team's existing expertise. The group conducted workshops in both English and Kiswahili, though the group encouraged participants and facilitators to write and present in English so that notes and activities could be recorded in English for future analysis.

Resource and logistical constraints prevented the recording of group discussions at workshop tables, but the notetakers assigned to each small group recorded elements of the conversation to supplement the information written in the activities themselves. Tables 9 & 10 summarize the purpose of each workshop (as described to participants), the key-question-related activities, the related key questions, and the sources of information that each activity generated. These activities and key questions were the focal point for analysis in this paper. As with any community activity, circumstances necessitating changes to procedures occurred (see blue highlighted portions of Tables 9 & 10 for the key questions and activities that the author was actually able to analyze for the findings). The facilitators

did not necessarily directly ask the key questions in a specific activity; rather, the Team and the co-coordinators determined which activities could illicit information relative to specific key questions.

Table 9: Summary of key question activities and sources of information for Asset Workshop July 19th, 2012

Activities used in analysis outlined in blue, and key questions incorporated/combined into analysis highlighted in blue

Asset Workshop
Purpose: To learn more about how organizations in Mukuru experience, benefit from, and navigate partnerships with other organizations.

Activity	Key Questions	Information sources
Activity 1:Free-listing of meaning of partnership	• How do organizations understand partnership? • What should a partnership look like [ideally]?	Small group flip-chart page listing "Partnership" and "Strong characteristics" Notes from each small group Notes from large group discussion
Activity 2: Internal asset relationship mapping	• How do organizations partner with other organization in Mukuru? • What are the mechanisms used to maintain partnerships? • Why do organizations partner with or not partner with organizations in Mukuru?	Small group partnership maps Notes from each small group Large group partnership map Notes from large group discussion
Activity 3: BROC analysis of internal partnerships (Benefits, Risks, Opportunities, Challenges)	• What are the benefits and challenges of partnerships with organization in Mukuru? • What is the importance of partnering with an organization in Mukuru? • How does partnership with an organization in Mukuru affect service delivery	Large group BROC activity – categorized sticky notes Notes from large group discussion
Activity 4: Focus group on external partnerships	• How do organizations partner with organization outside of Mukuru? • What are the mechanisms used to maintain partnerships? • Why do organizations partner with or not partner with organizations outside of Mukuru? • What is the importance of partnering with an organization outside of Mukuru? • How does partnership with an organization outside of Mukuru affect service delivery?	Small group flip-chart page listing "Outside of Mukuru" and "Why partner" Notes from each small group Notes from large group discussion

Table 9 (cont)

Activity 5: BROC analysis of external partnerships	• What are the benefits and challenges of partnerships with organization outside of Mukuru? • What is the importance of partnering with an organization outside of Mukuru? • How does partnership with an organization outside of Mukuru affect service delivery • What are the differences between partnerships with organizations in Mukuru and with those outside of Mukuru?	Large group BROC activity – categorized sticky notes Notes from large group discussion
Activity 6: Positives and Challenges of Partnership	• What should a partnership look like [ideally]? • What should a partnership network for organizations look like? • What are the benefits and challenges of partnerships with organization in our outside of Mukuru?	Large group flip-chart page listing "Positive" and "Challenges" Notes from large group discussion

Table 10: Summary of key question activities and sources of information for Community Member Workshop

July 20th, 2012

Activities used in analysis outlined in blue, and key questions incorporated/combined into analysis highlighted in blue

Community Member Workshop

The purpose of this workshop is to learn more about how community members interact with organizations in Mukuru and how partnerships between organizations affect that interaction. The hope is to understand how those who use services in the community, such as all the participants in this room, are affected by partnerships in the community.

Activity	Key Questions	Information sources
Activity 1: Pile sort on organizational characteristics	• What characteristics define an organization? • What characteristics define a strong organization?	Small group characteristics Notes from small group discussion Large group "strong characteristics" pile Notes from large group discussion
Activity 2: Free-listing of 'partnership'	• How do community members define partnership? • Do community members identify partnerships between organizations in Mukuru and other organization in Mukuru? • Do community members identify partnerships between organization in Mukuru and organizations outside of Mukuru? • How do community members see such partnerships affecting their interaction with the organizations in Mukuru?	Small group flip-chart page listing "Partnership" and "partnership in Mukuru" Notes from small group discussion Notes from large group discussion
Activity 3: Change diagram (impact of partnership)	• How do community members interact with organization in Mukuru? [such as volunteering, service delivery] • How do community members see such partnerships affecting their interaction with the organizations in Mukuru?	Large group flip-chart page listing interaction with organizations and impact of partnership on such interaction Notes from large group discussion
Activity 4: Benefits and Challenges of partnership	• How do community members see such partnerships affecting their interaction with the organizations in Mukuru? • What challenges do community members face because of organizational partnerships (if any)?	Large group flip-chart page with "Benefits" and "Challenges" – categorized sticky notes Notes from large group discussion

Thematic analysis methodology

Following the completion of the workshops, the co-coordinators and the Team typed the activity documents and notes for the purpose of analysis. Analysis of the workshop information gathered from activities and notes utilized an adapted version of

thematic analysis methodology. In line with the overarching collaborative nature of the Partnership Project, the author prioritized the training of the Team in analysis methodology. Accordingly, the author created a training guide for thematic analysis based on Braun and Clarke's 2006 thematic analysis article (Bruan & Clarke, 2006), tailoring the methodology to the Partnership Project (see Appendix E). The procedures as described in the guide involved looking at each activity (and related notes) individually, based on the key questions associated with each activity. For each key question relating to each activity, the analyst created a detailed list of codes that encompassed all of the "responses" to the key question within the activity information. The analyst then sorted the codes based on similarity, ultimately defining overarching themes of responses to the key question. The guide encouraged the use of multiple analysts, with group consensus being built around the lists of codes and the sorting of codes into overarching themes.

The analytic approach for the workshops was both deductive (the key questions are imposed on activities as parameters for analysis) and inductive (codes and themes in response to the key questions are closely tied to the data itself) (Bruan & Clarke, 2006). Given that the information for analysis – lists and notes – did not include the depth and nuance of a verbatim transcript would provide, the themes generated were semantic themes, addressing the surface meaning of the data rather than analyzing for more underlying ideologies or concepts. Recognizing the surface-level nature of the information gathered, the themes generated were somewhat taxonomic, given that the analyst sought to summarize conceptual codes or sub-codes to describe key "domains" which characterize a particular phenomenon (in this case, the responses to key questions) (Bradley, Curry, & Devers, 2007). The analysis did not use frequency of presented ideas to indicate the

"importance" of a particular idea; rather, the author considered all ideas as representative of community ideas worth considering to determine what themes were present in the workshop information.

For this paper, the author primarily conducted the thematic analysis and interpretation of workshop information. Ongoing comparison and discussion of themes and ideas generated during this paper's analysis with the Team's thoughts remained a key part of the of future utilization of the Partnership Project information. Weekly dialogue with the Team about the Partnership Project decidedly influenced the author's interpretation of the themes, though the author did not intentionally incorporate specific conversations about each theme or its implications into the preparation of this paper. The remainder of this section describes the procedures that the author has used in her analysis of the workshop information which differ somewhat from the procedures that the Team has used in their own analysis due to the author's access to qualitative analysis technology. The conceptual structure of analysis from the Team's training, however, has remained central to the author's analysis approach.

In order to address the first driving research question of this paper to understand the meaning, benefits, and challenges of partnership in the Mukuru community, the author only analyzed key questions (and corresponding activities) in both the Asset and Community Member Workshops that related directly to that research question.[d] In addition, when data quality based on procedural issues during the workshop itself was a

[d] In the Community Member Workshop, Activity 1 and the first part of Activity 3 were therefore not considered in analysis, given their focus on characteristics and engagement with organizations (rather than partnerships). These activities were seen as leading the participants towards a conversation about organizational partnerships, but were not seen as relevant for this specific analysis.

concern, the author removed the activity from analytical consideration.[e] The author entered the typed notes and activities from key-question-related activities intended for analysis as separate items into MAXQDA10. In reading through the information, the author determined whether or not the activity information actually answered the key questions. Finally, the author further clarified key questions in relation to responses so as to not lose relevant information presented in an activity.[f]

The author entered key questions into MAXQDA10 as overarching code groups and generated specific sub-codes to identify particular segments of information matching the sub-code's "response" to the overarching key question. The author viewed all components of information for an activity – small and large group notes, small and large group activity records –as equally significant without considering duplication. As the author did not see a code was as more or less significant based on the number of segments seen to relate to that code – following principles of qualitative research using thematic analysis in which frequency of ideas are not necessarily seen as an indication of importance(Bruan & Clarke, 2006) –, there was no need to tease out duplication of ideas between activity records and notes. In addition, the same segment of information could relate to multiple codes or themes. The author did not code segments that she could not understand or read.

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[e] In the Asset Workshop, Activity 5 ultimately did not occur due to time constraints and a perception during the workshop that participants might find this BROC analysis repetitive (despite the differential focus on external rather than internal partnerships). Activity 4 had also sparked a longer conversation about Mukuru on the Move's role in Mukuru, and so moving into Activity 6 (which included an action-oriented activity) was seen to be a better choice given the mood of the participants. In addition, the Positives and Challenges component of Activity 6 was seen as being rushed and not revealing new information beyond what Activities 3 and 4 had revealed, and therefore was not included in analysis.

[f] In the Community Member Workshop, Activities 3 and 4 engaged more directly with benefits of partnerships within the context of how partnership affect interaction; accordingly the wording of the key question to the "benefits or positives of partnership." In both Asset and Community Member Workshops, responses relating to the "how" and "why" of partnerships were difficult to discern, and so both key questions were combined in analysis, represented as "context" for partnership.

Once the author had generated sub-codes for each key question, the author grouped sub-codes into overarching themes by revisiting each segment associated with the sub-codes and bringing together codes that touched on similar ideas. The author tied overarching themes to the specific key questions and the specific activities intended to address those key questions (unless segments of responses from other activities were very clearly directly relate to a different key question). The author developed theme definitions and descriptions based on the included segments of information, as presented in the Findings section of this Chapter. Any quotations included in the Findings represented segments of the activities or notes rather than direct quotations from participants, as no one recorded the workshops directly.

Collaboration with the Mukuru on the Move Team

As the Background and Methodology sections have presented, adherence to CBPR principles through collaboration with the Mukuru on the Move Team throughout the Partnership Project remained essential. Though the student researchers had developed an initial draft of the survey prior to arrival, the Team worked through each aspect of the survey. The group made changes and piloted the resulting survey. The Team engaged with organizational leaders based on their previous work with identifying, surveying, and mapping Mukuru assets and was entirely responsible for the administration of the surveys. The student researchers were transparent in each aspect of the survey process – the sampling method, the recording method, the data entry method –, and together the group made adjustments to ensure the most effective process possible. The co-coordinators created the Preliminary Report of the survey findings (see Appendix A), and through group analysis of the findings, the group developed key questions for the workshops.

To facilitate the development of the Workshops, the author created a training talk on participatory workshops. From that experience, the Team developed initial ideas for the activities that could address the key questions. The author utilized these recommendations in developing the drafts of the Workshops. The group worked through the drafts together to clarify points and activities, resulting in the Workshop manuals. The author also conducted training on basic thematic analysis through which the team began preliminary code generation from the workshop notes and activities.

The student researchers began work on topical analysis of the network images and workshop information in October of 2012. Since January of 2013, weekly Skype calls with the Team have allowed for collaborative interpretation, first in relation to the topical areas and next in relation to the key-question-based themes utilized in this paper. Though the analysis and discussion in this paper are primarily the result of the author's interpretation, the author recognizes that the ongoing engagement with the Team since the beginning of the project has contributed significantly to the lens through which she understands the information. The group will continue to work remotely to develop reports for both the community and interested stakeholders based on the network images and themes.

Limitations

There are limitations in the execution of the workshops, the information gathered, and the analysis procedures that warrant discussion. The timeline for developing, planning, and executing the workshops was more limited (approximately 2.5 weeks) than that of the surveys, particularly due to the necessity of generating the workshop key questions based on the completion of the surveys. As such, the amount of time devoted to supporting the Team in engaging with the activities and facilitating the workshops was limited. The

Team's dedication and adaptability ensured that the workshops moved forward despite these challenges. In addition, time constraints added challenges to the generous participation from the St. Paul's faculty members, limiting the amount of time available to run through the facilitation and necessitating some instantaneous changes to activities during the Asset Workshop in particular.

Beyond these technical challenges, the nature of community workshops and the need to be responsive to the inclinations of the participants also necessitated changes in activities of both workshops during the events. Accordingly, the group could not follow exactly all procedures as outlined in the guides, could not conduct all activities, and could not necessarily touch on all key questions. Recognition of these limitations made it necessary to analyze the information gathered rather than try to extract information that in reality had not fully come to light during the course of the workshops. In addition, the reality of not having recorded the workshops limited the depth of the information gathered. As notetakers and facilitators may not have been able to capture all of the detailed meaning from additional probing and conversations at tables, the author had to make some assumptions when interpreting the intention of responses.

Additional logistical realities added difficulties to the workshop execution. Though the workshops had planned for one facilitator and one notetaker in each small group, at times notetakers needed to act as co-facilitators. In addition, different notetaking styles resulted in different levels of depth of the notes generated by different tables. As a result, notetaking frequency and richness varied.

Conducting only one Asset Workshop and one Community Member Workshop made the possibility of reaching "saturation" in the partnership themes less likely. The principle

of saturation states once participants are no longer bringing new ideas or concepts to light, the research project may have reached a saturation point. Thus, further participant inclusion is less useful in understanding the themes present in a community (Hennink, Hutter, & Bailey, 2011).Though 30 participants engaged with each workshop, more workshops might have revealed additional information about perspectives on partnership in Mukuru.

The expectations and attitudes of the participants also revealed an undercurrent of confusion about and mistrust of Mukuru on the Move. In the Asset Workshop in particular, participants stated at the beginning of the Workshop that they wanted to understand why Mukuru on the Move was here and how Mukuru on the Move might provide funding and support to the community. Likely related to the presence of the student researchers and the St. Paul's facilitators, participants viewed Mukuru on the Move as an outside entity coming into the community for an undefined reason. Throughout the Asset Workshop, the emphasis from participants on understanding how Mukuru on the Move would help Mukuru as an external organization with resources was palpable. Upon reflection, the Team decided to more clearly introduce Mukuru on the Move half way through the Asset Workshop (though the confusion and mistrust seemed to persist) and to directly introduce Mukuru on the Move during the subsequent Community Member Workshop. Though there appeared to be less confusion as to Mukuru on the Move's role during the Community Member Workshop, it is still possible that the view of Mukuru on the Move as an external entity with resources could have altered participants' responses in some way that might provide funding or resource opportunities. It was not possible to discern whether these expectations or perspective might have affected particular responses. In addition to these

articulated expectations, past experiences with NGOs and researchers may also have influenced participants' responses in a non-discernable way.

Finally, though the author's analysis of the workshop information has provided a useful foundation on which to build collaborative interpretation with the Team, outsider status limits her interpretation. As the author was not a Small Group Facilitator in either of the Workshops, her ability to probe more deeply on issues that might be confusing for an outsider but would be easily understood by the Team was minimal. The author's ability to fully understand the significance of Kiswahili phrases in relation to the key questions was limited by her lack of familiarity with Kiswahili.

Recognizing these limitations, the next section presents the Findings from the two workshops in the form of themes generated for each utilized key question.

-Findings-

Introduction

This paper seeks to accomplish two objectives: (1) to understand the nature, contexts, benefits, and challenges of interorganizational relationships within the informal settlement of Mukuru, and (2) to explore how the qualitative information generated by participatory workshops adds a dimension of depth and understanding to interorganizational network analysis. To accomplish these objectives, the author used thematic analysis to explore the activity- and notes-based information from the two Mukuru on the Move Partnership Project participatory workshops. The author used the key questions that drove the structure of the two workshops as the framework for thematic analysis. As previously described, during the course of coding and theme construction, adjustments were made because of the quality of information in response to particularly key questions or within particular activities. The framing key questions used in the thematic analysis are presented in Table 11.

Table 11: Key Questions used to frame analysis of information generated by specific activities within the Asset and Community Member Workshops

Asset Workshop Key Questions	Community Member Workshop Key Questions
1. How do organizations understand partnership? **Source:** Activity 1, some Activity 2 2. What should partnership look like ideally [a] **Source:** Activity 1, some Activity 2 3. What contexts motivate organizations to partner with other organizations in Mukuru (internal partners)? [b] **Source:** Activity 2 4. What are the benefits of partnerships with organizations in Mukuru (internal partners)? [c] **Source:** Activity 3 5. What are the challenges of partnership with organizations in Mukuru (internal partners)? [d] **Source:** Activity 3 6. What characterizes an organization as being an "external" organization (external partners)? [e] **Source:** Activity 4 7. Why do Mukuru organizations partner with external organizations (external partners)? [f] **Source:** Activity 4	1. How do community members understand partnership for organizations in Mukuru? **Source:** Activity 2 2. What are the benefits of organizational partnerships? **Source:** Activity 2, Activity 3, Activity 4 3. What are the challenges of organizational partnerships? **Source:** Activity 2, Activity 3, Activity 4

[a] Based on responses to prompting about characteristics of strong partnership in Activity 1, in contrast to the general questions relating to the characteristics of partnerships
[b] Combination of "how" and "why" key questions due to lack of clear differentiation in participant responses
[c] Derived from "benefits" and "opportunity" sticky notes within the BROC diagram
[d] Derived from "risks" and "challenges" sticky notes within the BROC diagram
[e] Not originally a key question but was used within Activity 4 to contextualize questions about external partners and so was seen as valuable to explore within the analysis
[f] "How do external partnerships affect service delivery" combined with the "why" of partnering in relation to positive impact of partnerships on service delivery

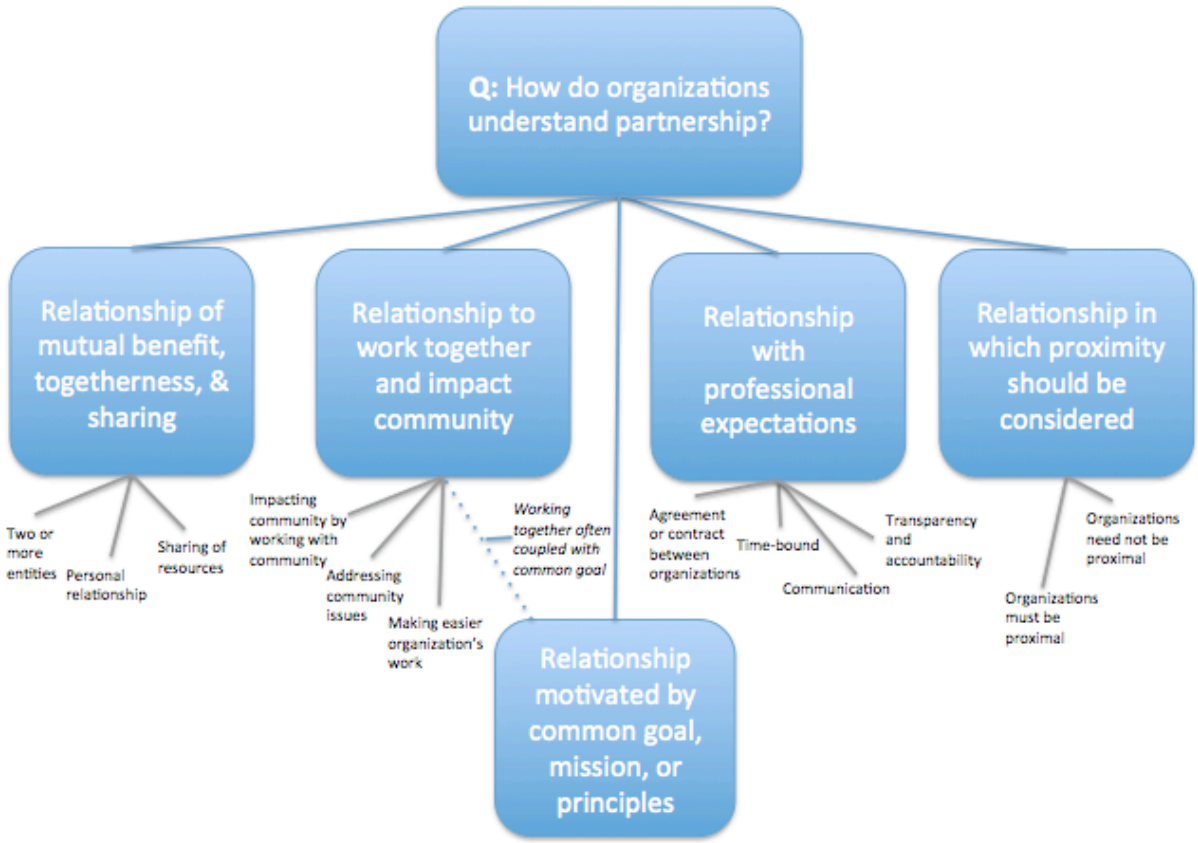
The author presents themes from both the Asset and Community Member Workshops corresponding with each key question both visually as an adapted theme map (Bruan & Clarke, 2006) (presenting themes, distinct ideas within themes beyond the title, and relationships between themes where applicable) and descriptively. The section concludes with an analysis of comparisons between the Asset and Community Member Workshop (on the meaning, benefits, and challenges of partnerships) and between internal and external partnerships within the Asset Workshop.

Asset Workshop Findings

AW1: How do organizations understand partnership?

Participants commonly understood partnership as a relationship between organizations. Five themes encompass perspectives on key characteristics of "partnerships" between organizations (see Figure 6) – (1) relationship of mutual benefit, togetherness, and sharing, (2) relationship to work together and impact community, (3) relationship motivated by common goal, mission, or principles, (4) relationship with professional expectations, and (5) relationship in which proximity should be considered. Participants often tied the understanding of partnership as being a relationship in order to work together to having a common goal, linking the two distinct themes together.

Figure 6: Theme map of AW1



Theme 1: Relationship of mutual benefit, togetherness, and sharing between multiple entities

Overall, participants identify partnerships as relational, in which two or more entities – individuals, organizations, or individuals and organizations – come together. A number of tables in Activity 1 describe the sharing of ideas, information, and assets are highlighted, and a general sense of cooperation and mutual benefit. Participants see different types of organizations as being able to partner with each other, and participants present the importance of a personal relationship – "knowing each other well," starting from "how people relate" as seen in a family setting, and "being friends." Participants also see partnership as strengthening the way organizations work together, promoting "unity, peace, and integrity among partnering organizations." Participants describe partnership as being motivated by a sense of entities helping each other and being in a mutually beneficial relationship without one organization holding a dictatorial role over the other.

Theme 2: Relationship to work together and impact community

Participants often describe the ideas of organizations working together in the context of a partnership and organizations helping each other by working together. Participants also describe the idea of working together to serve the community and positively impact community conditions. One table describes partnership as "what bonds our thoughts in serving the community." Participants relay uplifting community living standards, addressing community health issues, or in a specific example, purchasing supplies for school children, as the types of work around which organizations come together in partnership. Partnership makes organizations' work in mobilizing essential resources and services for the community easier, whether an individual organization or the

partnership itself generates the services. Two tables also mention working with the community itself (rather than only serving the community) and engaging with partnership around a community goal.

Theme 3: Relationship motivated by common goal, mission, or principles

Participants often couple the sense of working together with the need to have a common goal or set of goals, a common mission, or a common interest or activity around which the partnership can work. Participants describe the common goal in three main ways that intersect and overlap in some statements: (1) as something the organizations set together when forming the partnership, (2) as something that brings organizations together in the first place (an external mission or interest which both organizations may already have in common prior to beginning the partnership), and/or (3) as something that the partnership works towards and seeks to achieve through the relationship. Participants also describe having the same principles as a focal point for partnerships. All tables identify the idea of partner organizations coming together in relation to a commonality, and participants describe this idea again in the large group discussion of Activity 2.

Theme 4: Relationship with professional expectations

Participants describe partnerships in relation to particular indicators of professionalism, namely mutually agreed-upon rules to govern the relationship in a transparent and accountable way. Participants describe "agreements," "covenants," and "constitutions" as methods through which partners solidify their relationship. Though some participants emphasize a signed agreement, others do not specify whether an agreement needs to be signed. Rather, the focus is on both partners participating in the agreement and the idea that one partner does not "dictate" another. Participants' inclusion

of the ideas of transparency and accountability in their descriptions of partnerships similarly presents the professional expectations associated with partnerships. Finally, participants describe the responsibility of partners to uphold strong communication and to work within a specific period of time as particular characteristics of a partnership relationship that indicate the professional nature of such relationships.

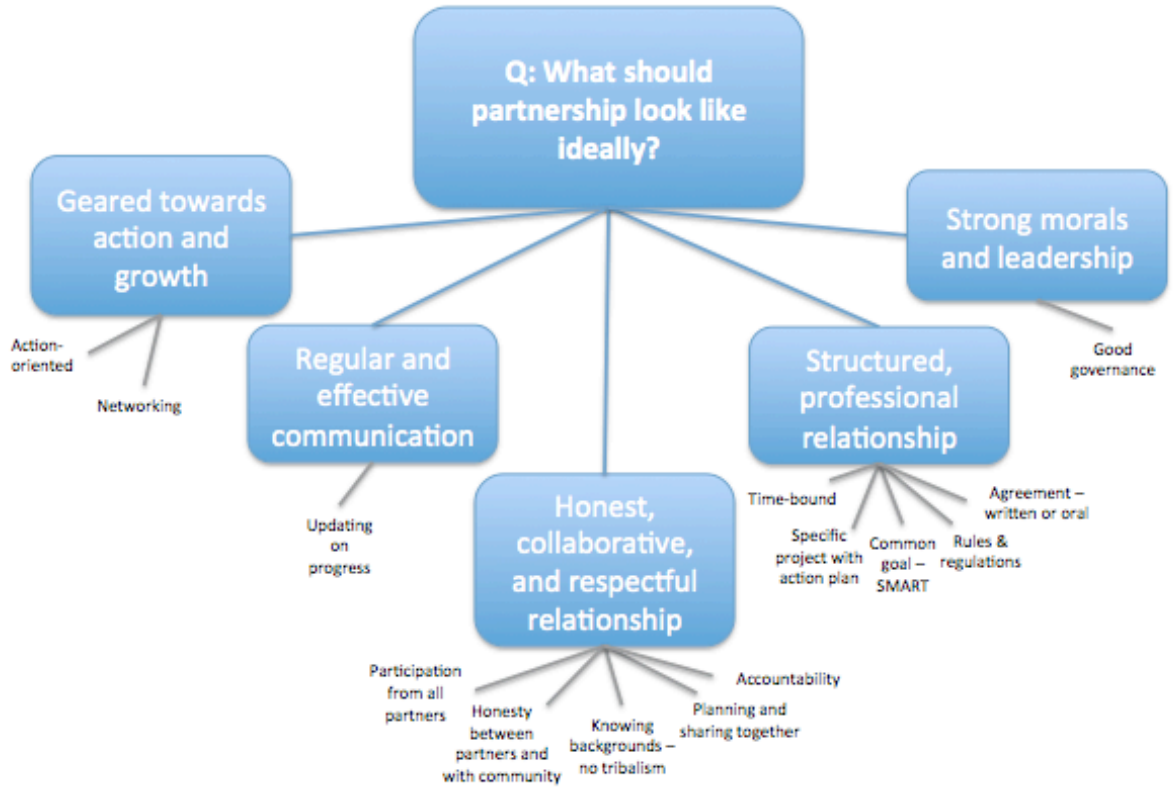
Theme 5: Relationship in which proximity should be considered

Though only mentioned a few times, one particular table of participants in Activity 1 introduces the idea of whether or not proximity plays a role in partnership. Though these participants acknowledge that some organizations do work with external organizations or government organizations (presumably a larger government entity rather than a local government representative), the participants describe proximity as important to consider, with one comment stating that the "outside world" does not necessarily need to be involved – "people can work internally and perform well." There is no conclusion as to whether or not a partner must be proximal in a partnership.

AW2: What should partnership look like ideally?

The analysis utilizes participants' exploration of characteristics of a "strong" partnership to describe the "ideal" partnership. The author identifies five overarching themes of ideal partnership traits (see Figure 7) – (1) geared towards action and growth, (2) regular and effective communication, (3) honest, collaborative, and respectful relationship, (4) structured, professional relationship, and (5) strong morals and leadership.

Figure 7: Theme map of AW2



Theme 1: Geared towards action and growth

Participants describe being "action oriented" as a characteristic of a strong partnership. In addition to a partnership involving taking action, participants articulate the idea during the large group discussion of Activity 1 that a strong partnership involves

"knowing what to achieve within a given time" – directed action towards achieving specific objectives. Another action that participants describe as significant is the idea of networking, specifically "networking with other organizations." That a partnership should be action oriented and involve broader connections with other organizations suggests action and growth as characteristics of a strong partnership.

Theme 2: Regular and effective communication

Participants describe "effective communication" as a characteristic of a strong partnership, needing to be "frequent" between participating organizations with the purpose of meeting regularly and updating organizations on the progress of the partnership work.

Theme 3: Honest, collaborative, and respectful relationship

Participants articulate the importance of honesty, sincerity, and transparency among partnering organizations and between organizations and the community for a strong partnership. Organizational partners should be fully participatory in and committed to the partnership, giving and receiving equally. Partners should share information with each other, and work together to plan future endeavors, formulate decisions, and implement guiding policies of the partnership. Partners should be accountable to each other and faithful to each other and the partnership, acting in a respectful way towards each other. Participants describe the importance of knowing and understanding the background of all participating organizations in a partnership and state that tribalism has no place in partnership.

Theme 4: Structured, professional relationship

Participants describe strong partnerships as being structured through agreements. Participants acknowledge that agreements may be formally signed contracts or Memorandums of Understanding, or may be informal, verbal contracts. Several tables describe "signing an agreement," and one Table states directly that they feel that "Formal (written) [agreement] is stronger than the oral (verbal)." Other tables do not specify whether an agreement needs to be signed or written to be effective. Participants also describe following a constitution or rules & regulations as important for governance of a strong partnership. Participants also mention focusing on a specific project and developing an action plan for the partnership. In addition, participants state the importance of have a common goal, vision, or objective, with one Table specifically describing SMART (specific, measureable, achievable, time-bound) goals as being important. Other participants also describe the importance of time-bound work, with the need to evaluate achievements within a given time.

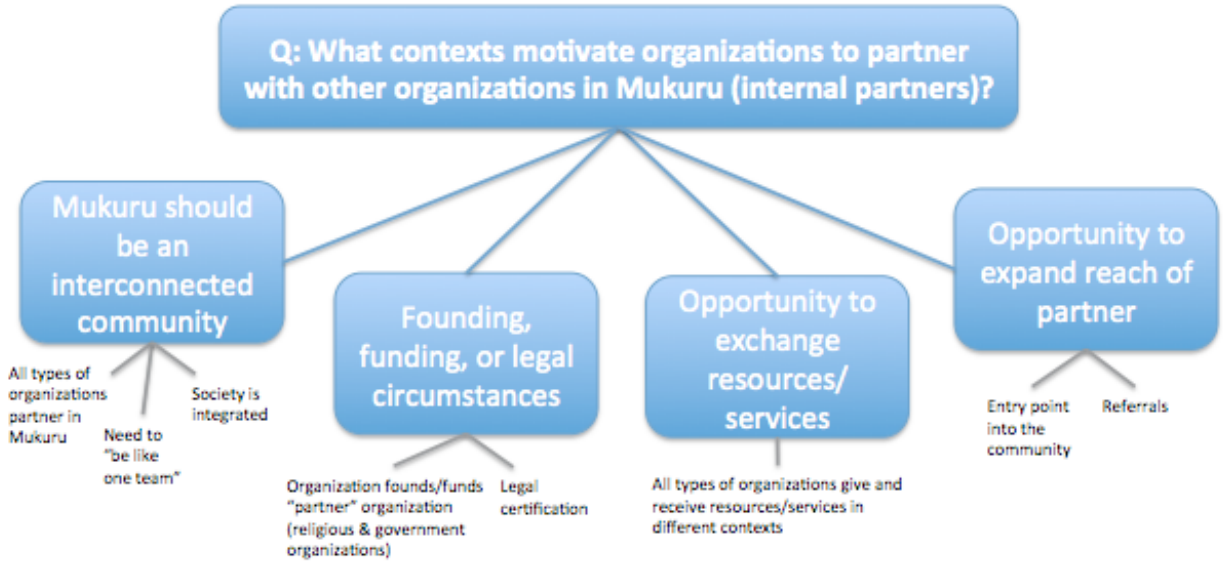
Theme 5: Strong morals and leadership

Members participating in a partnership should have "good morals" and strong leadership. Two tables describe good leadership and governance as well as good roles and morals during Activity 1.

AW3: What contexts motivate organizations to partner with other organizations in Mukuru?

To address a sense of why and how organizations partner in Mukuru, the author identifies four overarching themes that present circumstances surrounding partnership development (see Figure 8) – (1) sense that Mukuru should be an interconnected community, (2) founding, funding, or legal circumstances, (3) opportunity to exchange resources/services, and (4) opportunity to expand reach of partner.

Figure 8: Theme map of AW3



Theme 1: Mukuru should be an interconnected community

Participants expressed the overarching desire and need for partnership within Mukuru in Activity 2, a seemingly positive context for forming partnerships within Mukuru. The physical map produced during Activity 2 demonstrates every type of organizations linked with every other type of organization. In discussing the map, participants note a sense of needing each other in Mukuru, needing to "be like one team." Participants describe the state of society in which everything is integrated and without isolation. Participants

linked being interrelated in Mukuru with future success, stating that the "strength of any Nation is how assets in that Nation work together to improve the needs of the community."

Theme 2: Founding, funding, or legal circumstances

The idea of a predetermined or constructed context for partnership refers to the idea that an organization founds, funds, or somehow controls the development of an organization, and so the "partnership" is not so much a voluntary choice to partner but rather a consequence of the organization's origins. As participants describe during Activity 2, when assets consider partnerships between specific types of internal organizations (health centers, schools, government, religious institutions, youth groups, and self-help groups), religious institutions and government are the partners whose relationships with each other and with youth groups, self-help groups, health centers, and schools demonstrate this context for partnership.

Participants note that religious organizations may start or in some way own schools, health centers, and self-help groups. With self-help groups, participants describe that no "contract" is necessary for a partnership between a religious institution and its self help group, just as a family does not require a contract between a wife or children. Similarly, the fact that many students belong to the church from which their school originates creates a context for a close relationship between schools and religious institutions.

Participants do not describe the government's "partnership" with organizations through a more predetermined context with the same closeness as described with religious institutions. Participants describe government as providing legal certification for organizations, the curriculum and exam structure for schools, or security for the community. In relation to religious institutions specifically, participants note that though

the government is involved before such institutions begin (likely in relation to regulation on beginning organizations), religious institutions do not feel the actual support of the government afterwards.

Theme 3: Opportunity to exchange resources/services

Participants describe all of the focal organizational types in Activity 2 (health centers, youth groups, self-help/women's groups, government, religious institutions, and schools) as exchanging a variety of resources or services. Specific tables do not often discuss a reciprocal exchange but rather focus on what their table's organization either gives or receives from an entity.

Participants see religious institutions as providing spiritual advice, materials/ training/ facilitation for community cleanups or other volunteer activities, educational workshops, and support for HIV+ youth to youth groups, guidance, counseling, workshops, and sponsorships to schools, and specific religious services to community members. Youth groups provide a "role model" service for school children and support schools through projects, particularly sporting events. Youth groups also provide volunteer services to health centers. With youth groups, participants describe community activities as a context for partnering. Youth groups partner with government during clean-up exercises in the community. Youth groups also work with religious institutions during unspecified volunteer activities. Health centers provide trainings at religious institutions, provide medical services to schools, provide employment opportunities for youth, and provide education to self-help groups. Self-help groups (which some tables describe as women's groups specifically and others describe more generally) provide community health workers and other services to health centers, providing networking opportunities to youth groups,

and providing their group's participation to religious institutions. Participants specifically mention schools as providing education to self-help groups.

Participants describe the government as distributing resources, services, or opportunities. Self-help groups receive community development funds, loans, and civic education from the government. The government provides books to schools. The government provides drugs and job opportunities to health centers. The government also provides short-term youth employment opportunities during the census.

Participants also describe some resources, services, or opportunities as being exchanged more generally to the community. Religious institutions offer moral support to the community broadly. The government and religious institutions distribute civic education and food following a disaster to community members. The government provides funding to various Mukuru asset types. Organizations in Mukuru also generally provide scholarships to "bright and under-privileged pupils/students" at schools. Youth groups and self-help groups partner to broadly bring people together.

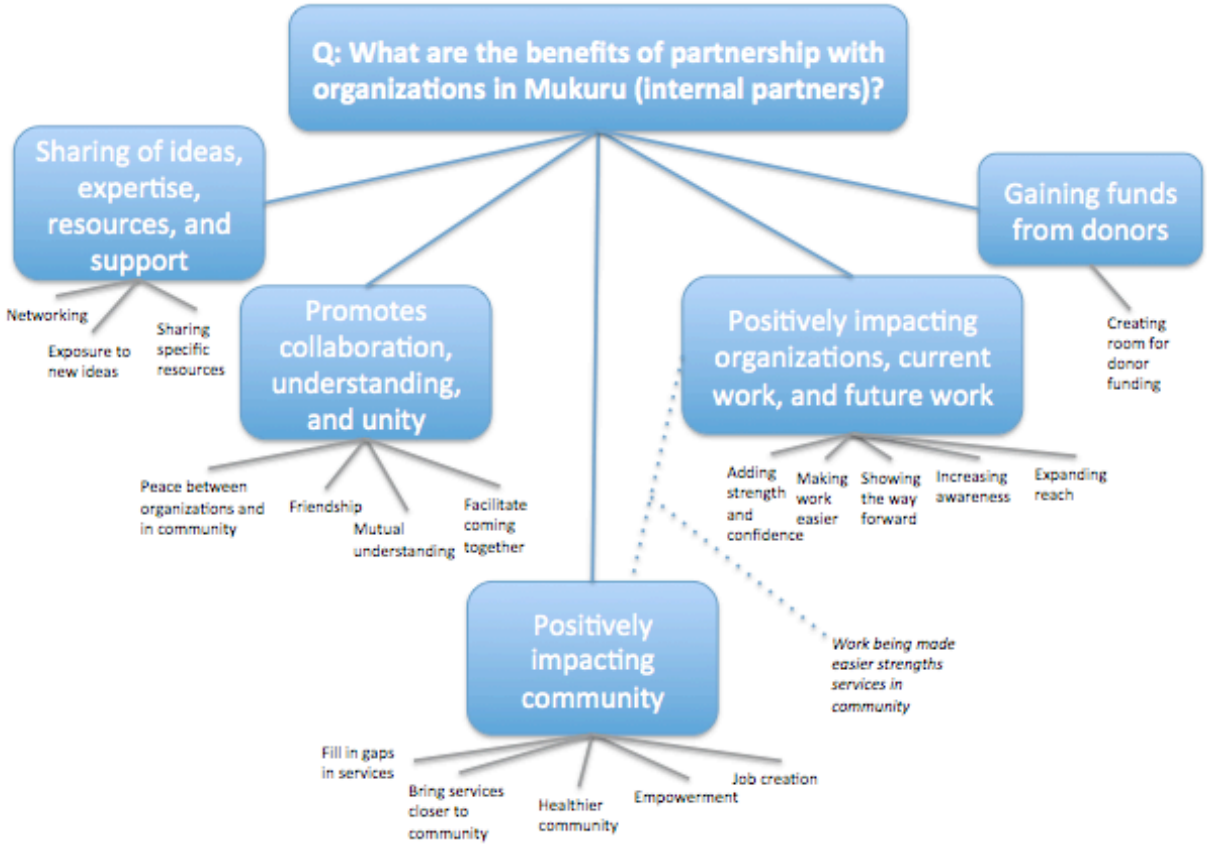
Theme 4: Opportunity to expand reach of partner

Participants specifically describe expanding an organization's reach into the community for several types of organizations. Government uses NGOs as an entry point for the community. Religious institutions are an "avenue for health centers to educate and mobilize people to get…information." Youth groups create awareness about health centers, presumably expanding the health center's reach. Women's groups act as link between the community and health centers through the role of the community health worker. Participants observe that generally organizations refer clients to other organizations in Mukuru to gain services.

AW4: What are the benefits of partnerships with organizations in Mukuru (internal partners)?

The author identifies five overarching themes of the benefits of partnerships (see Figure 9) – (1) sharing of ideas, expertise, resources, and support, (2) promotes collaboration, understanding, and unity, (3) positively impacting community, (4) positively impacting organizations, current work, and future work, and (5) gaining funds from donors. Participants also describe the sense of making organizations' work easier in terms of providing services in relation to improving services as it impacts the community, and so the two themes are linked.

Figure 9: Theme map of AW4



Theme 1: Sharing of ideas, expertise, resources, and support

Partnerships provide a context for sharing ideas, resources, and support. Participants mention "ideas," "knowledge," "expertise training," "advice," and "skills" shared between partners as a key benefit of partnership. Participants describe the idea of gaining exposure to new ideas or "avenues" through their partners. Participants also relay the sharing of connections through partnership: "partnership creates room for networking that is enlarging the working environment." Specific resources, such as "security from the government" or drugs from a health center, in addition to a general opportunity to "enjoy services" through the partnership and the benefit of "sharing resources" are also benefits of

partnership. Finally, participants describe "supporting each other" and "moral support" as particular benefits of partnership.

Theme 2: Promotes collaboration, understanding, and unity

Participants see partnership as creating a "strong bond of friendship." Participants describe the sense of promoting "good collaboration among assets" and "facilitate the coming together" of partners. In addition, partnership creates and promotes peace and unity, between partners and in the community more broadly. Partnership enables mutual understanding between partners and encourages partners to know each other institutionally.

Theme 3: Positively impacting community

In relation to structural issues, partnership "fill[s] in the gaps" of services provided in the community and brings "services closer to the people." Specific examples describe include improvement to water and sanitation structures and living standards more generally. Participants also describe partnership as broadly creating a healthier nation and creating healthy people. Partnership positively impacts the community's residents through improving the "social welfare" of the community, addressing "social problems," enhancing "society's understanding of ongoing issues in the country and world," and generally empowering the community. One participant describes job creation and employment opportunities as "the most seen opportunity" of partnership for the community, and indeed a variety of participants describe job creation and employment opportunities as a positive impact of partnership on the community.

Theme 4: Positively impact organizations, current work, and future work

Participants describe a general benefit of partnership as adding strength to the organizations and relationships. One participant describes partnership as helping to strengthen the individual assets to address specific weaknesses. Another participant describes partnership as broadening the minds of participating individuals. Participants describe partnership as easing the "burden of service delivery to the community" and "making work easier," specifically in relation to resource distribution, resource mobilization, making provision of services more achievable. Participants also describe partnership as facilitating growth of an organization's work to other areas or "target groups," broadening the scope of the work and allowing individuals to "cover bigger area within short time." One participant also describes an organization reaching a larger population through partnership. Partnership allows for improvement with current services, providing specific development benefits to institutions (in this example, to school structures) and enabling skill development to enhance work. Partnership could also help "to show the way forward of what you are doing." Partnership increases comfort in the ability of an organization to attain its goals and increases awareness and popularity of an organization's work within and outside of Mukuru.

Theme 5: Gaining funds from donors

Partnership creates "room for donor funding." As one participant describes it, "it is…easier for financial institutions to give loans to groups other than giving to individuals," and partnership " [strengthens] relationship to get funds." Some participants also describe "generating income" as an impact of partnership, though it is unclear whether this related

to personal income in the community through employment or the income gained by individual organizations through donor funding.

AW5: What are the challenges of partnership with organizations in Mukuru (internal partners)?

The author identifies four overarching themes of the challenges of partnership, three of which are linked (see Figure 10) – (1) how partners relate to each other, (2) partnership not fulfilling promises, (3) constraints to implementing and maintining partnership, and (4) differences among partners. Participants describe the challenge of partnerships not fulfilling their promises to each other in terms of follow through and participation, linking it to concepts within the challenges of how partners relate to each other. Theft leading to a goal not being achieved links not fulfilling promises to the fear of theft within partner relationships. Participants described the termination of services (a component of not fulfilling promises to the community) as possibly resulting from of lack of funding, linking it to the challenge of funding resource constraints.

Figure 10: Theme map of AW5

Theme 1: How partners relate to each other

Participants describe the following relationship issues with partnership with organizations in Mukuru: corruption, lack of transparency and honesty when upholding agreements or fear of commitment to the agreement, lack of loyalty, lack of full participation in the partnership or lack of cooperation, language barrier between partners, prioritization of selfishness or self-interest on the part of an organization within the partnership (seen as counter to the key sharing idea of partnership), a sense of hierarchy or dictatorship among participating organizations, logistical challenges (particularly inaccurate recording of issues in meeting minutes), lack of keeping to the timeframes of the partnership work, and lack of trust between partners. Misappropriation of funds and theft are also possible risks of partnership; one participant describes a partnership in which members of the partner group "stole computers from the institution," and since that time

the institution has been hesitant to partner with such groups. In addition, participants describe confidentiality issues with organizational information being insecure, with some participants describing a fear of being taken advantage of due to feeling exposed – "everybody knows what you are doing and people may use this for their own personal gains."

Theme 2: Partnerships not fulfilling promises

Participants describe a challenge with partnership being the risk of failing to meet the targets or expectations agreed upon within the partnership. Assets may not honor the commitments made within the partnership or may not adhere to the constitution or verbal agreement set out by the partnership. One participant describes the high expectations that the community may hold for the impact of a partnership. Participants also describe the relationship between funding and service provision– lack of funds may result in the termination of services to benefit the community, and theft within the partnership may lead to the goal of the partnership not being achieved.

Theme 3: Constraints to implementing and maintaining partnerships

Participants describe lack of liquid capital, insufficient funds, and inadequate resources as key constraints and challenges for implementing and maintaining a partnership – "lack of enough funds was seen as [a] challenge to implement partnership especially within Mukuru." In addition, lack of "man power" to enact the work of the partnership is a challenge, particularly if such a reality negatively impacts the health of workers within either organization. Location within Mukuru can also be a challenge, both in relation to the accessibility of organizations and the proximity of partnering organizations to each other. Lack of space in the community for expansion of

organizational work as a result of partnership is another challenge. At the community level, participants also describe a fear of the difficult and time-consuming government policies which dictate the process for formal recognition as an organization and which might in-turn dissuade the formation of partnership, along with a sense of the general constraint that the community hierarchy of authority (including administrators and elders) might impose on partnership formation. Organizational constraints include the amount of time needed to form an agreement for a partnership and negative past experiences with partnerships as constraining future partnerships.

Theme 4: Differences among partners

Participants describe differences between organizations as a challenge of partnership. The possible differences between participating organizations are as follow: different services offered by organizations, lack of a common goal to bring organizations together, different political beliefs, different religious views, different tribal affiliations, different ideologies (core ideas), different organizational policies, different processes for decision formulation, leadership problems, and different attitudes towards relationships. Some participants describe differences as leading to confusion, and others describe disagreement leading to conflict, with management of conflict as a risk of partnership.

AW6: What characterizes an organization as being an 'external' organization?

The author identifies three overarching themes for defining external organizations: (1) location outside of or far away from Mukuru, (2) being more sustainable and being better-structured, and (3) in relation to the organization's manner of working with internal organizations (see Figure 11).

Figure 11: Theme map of AW6

Theme 1: Location outside of or far from Mukuru

Participants describe the location of the offices as being outside of Mukuru, far from Mukuru, or without representation physically inside of Mukuru. Examples of external organizations include national entities (the Kenyan government, mother churches) housed in Nairobi and international entities (such as USAID, OXFAM). [g]

Theme 2: More sustainable and better-structured organizations

Due to having sufficient resources, participants describe external organizations as sustainable and maintained – they are "always there." Participants associate external

[g] Though distance from Mukuru is a commonly described definition of an external organization, it is worth noting that during the interorganizational relationship survey, some organizations considered "external" by some were also described as "internal" by others, suggesting that the definition of an "external" organization may be very context specific.

organizations with being "structured" and "developed." Participants' responses suggest that NGOs are "external" in comparison to CBOs (community based organizations), describing the seemingly less stable nature of CBOs in comparison to NGOs. Participants also see NGOs as working through CBOs to connect more directly with the community.[h]

Theme 3: Specific way in which external partner works with Mukuru partner

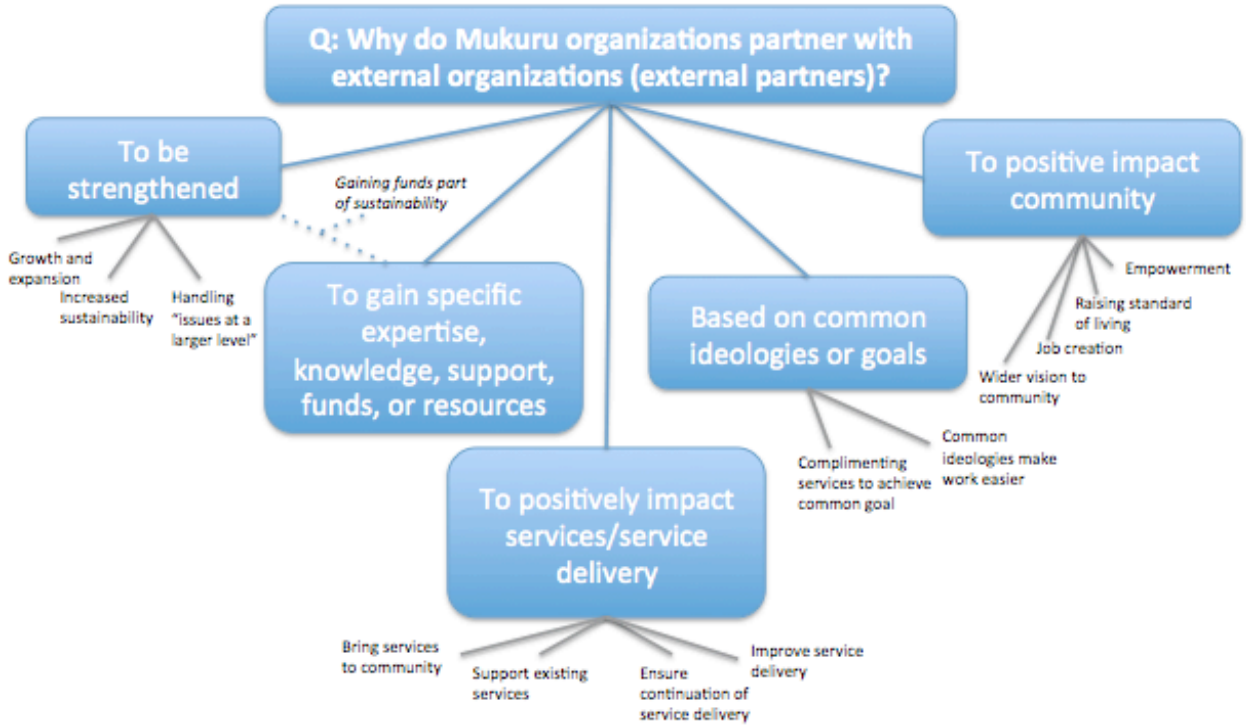
Participants describe working on a specific project within a specific time frame (suggesting that external organizations leave once a project is completed). Participants describe the external organization as the donor, providing funding. Participants also suggest that external organizations tend to deal with more macro issues at a larger/broader level (such as dealing with anti-corruption or being an umbrella organizations for many mosques).

[h]Identified internal organizations within the survey considered themselves to be NGOs, despite the sense that NGOs are purely "external" organizations from the workshops.

AW7: Why do Mukuru organizations partner with external organizations?

The author identifies five overarching themes to describe why organizations in Mukuru seek out partnerships with external organizations (see Figure 12) – (1) to be strengthened, (2) to gain specific expertise, knowledge, support, funds, or resources, (3) to positively impact services/ service delivery, (4) based on common ideologies or goals, and (5) to positively impact the community. As participants saw funds as contributing to the sustainability of an organization, the gaining of funds links with strengthening an organization.

Figure 12: Theme map of AW7



Theme 1: To be strengthened

Participants describe reasons for partnering with external organizations relating to an overarching sense of strengthening the Mukuru organization. Participates articulate a general sense of growth and expansion ("it can boost your organization"), and some

participants specify the benefits of expanding the asset's vision and scope as well as the vision of the partnership, increasing Mukuru organization's sustainability (particularly in relation to gaining more material and fund resources and gaining more attention for the organization's activities), and support for overcoming challenges. One table describes the unique position that external partners hold at handling "issues at a larger level" due to the fact that "outside organization[s] are structured and developed."

Theme 2: To gain specific expertise, knowledge, support, funds, or resources

Participants describe the gaining of knowledge or information from external organizations. Participants describe the opportunity to "learn more" and to gain information (including information about specific issues, such as corruption). Participants note the expertise of an external partner– one table states that external partners "come with new improved skills" – and the ability to gain skills and training from partners outside of Mukuru. Two tables use the term "enlightenment" in describing why they would partner with an organization outside of Mukuru. In addition, participants describe gaining experience from working with external organizations.

Participants also describe the opportunity to gain material and financial resources as a reason to partner with an external organization. One table directly notes, in defining an external organization, that the "relationships between donor and organizations within Mukuru [are] in terms of funding," and another states that "organizations outside Mukuru working in partnership with those assets in Mukuru have helped mobilize resources for those assets in Mukuru." Participants mention the gaining of tangible resources like food and tangible outlets for funding such as scholarships.

Theme 3: Based on common ideologies or goals

Participants describe having the same ideologies or a common goal as a reason for partnering with an external organization. Participants describe the significance of this in relation to their work, saying "we have same ideologies, hence making the work to be easy" and describing the motivating factor of "having a common goal to achieve through complimenting of services."

Theme 4: To positively impact community

Participants describe a partnership with outside organizations as bringing empowerment to the community; one table describes partnership with external organizations as creating "a sense of ownership" in the community, offering a "wider vision for the future of Mukuru community," and bringing a larger "scope to the community and also to the outside world." Participants also describe the impact of partnerships with external organizations in "raising the standard of living" in communities and creating job or employment opportunities in the community itself.

Theme 5: To positively impact services/ service delivery

Participants describe the need for different services in the community as driving partnership with external organizations in order to "bring the services to the people." One table specifically describes the tangible construction of sanitation facilities as a service brought to the community through external partnership.

Participants describe supporting existing services in Mukuru. One table lists a variety of specific areas that external partners impact as a reason for partnering with an external organization: water and sanitation, community education, free legal services, civic education, agricultural education, youth resource centers, ambulance and health services,

free healthcare and family planning resources. Other participants exemplify the support that external partners provide for scholarships and the provision of medical practitioners and medicines to support health services.

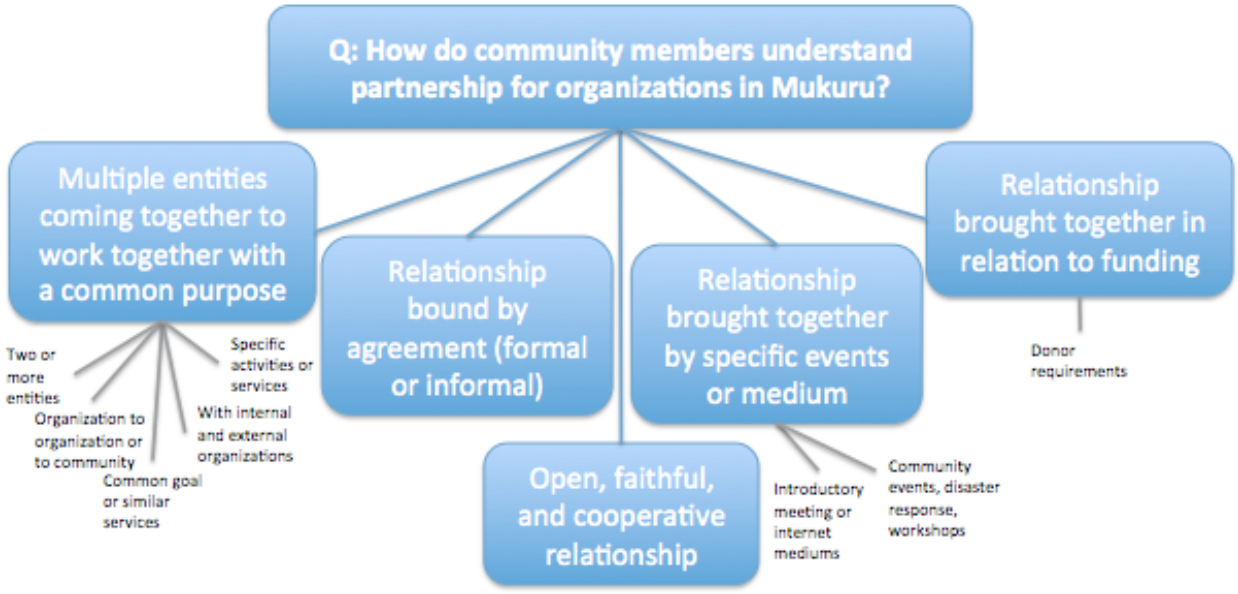
Participants describe the important role of external partners in the provision and continuation of services: participants see external partner resource mobilization as having "ensured that those assets in Mukuru continue to offer the essential services to the community continuously." Beyond directly providing services, participants see the partnership with an external partner as improving service delivery and improving services themselves.

Community Member Workshop Findings

CW1: How do community members understand partnership for organizations in Mukuru?

Building on a sense of what constitutes an organization in Mukuru, the author identifies five overarching themes of community members' understanding of organizational partnerships (see Figure 13) – (1) multiple entities coming together to work together with a common purpose, (2) relationship bound by agreement (formal or informal), (3) an open, faithful, and cooperative relationship, (4) a relationship brought together by specific events or medium, and (5) a relationship brought together in relation to funding.

Figure 13: Theme map of CW1



Theme 1: Multiple entities coming together to work together with a common purpose

Participants describe partnership as two ore more entities coming together. Most participants describe partnership as between organizations, but some also discuss partnership between an organization and the community or a group of people "joining together to make an organization." Closely tied to the idea of coming together, all tables describe partnership as characterized by entities coming together around a common goal, mission, aim, or similar services. One table describes partnership as a "unity of purpose." Participants also describe working together in relation to specific activities or services – creating awareness through demonstrations, working in relation to OVCs, education, religious services, offering civic education, and working together in response to disaster management. One table describes partnership as "having or doing one thing together so as to have partnership." Overall, participants acknowledge the presence of partnerships with organizations in Mukuru with both internal and external organizations, providing specific examples of such partnerships. Participants describe external organizations as partnering with organizations in Mukuru to reach people at the "grassroots" level.

Theme 2: Relationship bound by agreement (formal or informal)

Participants describe the use of an agreement in solidifying a partnership. Some tables discuss the use of a Memorandum of Understanding (MoU), stating that partnership involves "2 organizations signing a MoU to work together." Other tables suggest that organizations do not have to use a more formal, written contract. Some participants see formal contracts in which lawyers need to be involved to be too costly, and so verbal contracts could be used instead.

Theme 3: Open, faithful, and cooperative relationship

Participants describe partnership as involving cooperation, stating further that "for a strong partnership there must be honest, faithfulness, and transparency."

Theme 4: Relationship brought together by a specific event or medium

Participants describe particular events and mediums as contexts and methods for bringing organizations together. Group clean ups, demonstrations around sensitive issues (such as rape), disaster response, and workshops create spaces where partnerships could be found or formed. Some participants disagree with whether demonstrations provide a context for partnership; some feel that partnerships are dormant unless coming together based on disaster. Participants also describe meeting potential partners at an introductory meeting or over the internet or through other media outlets.

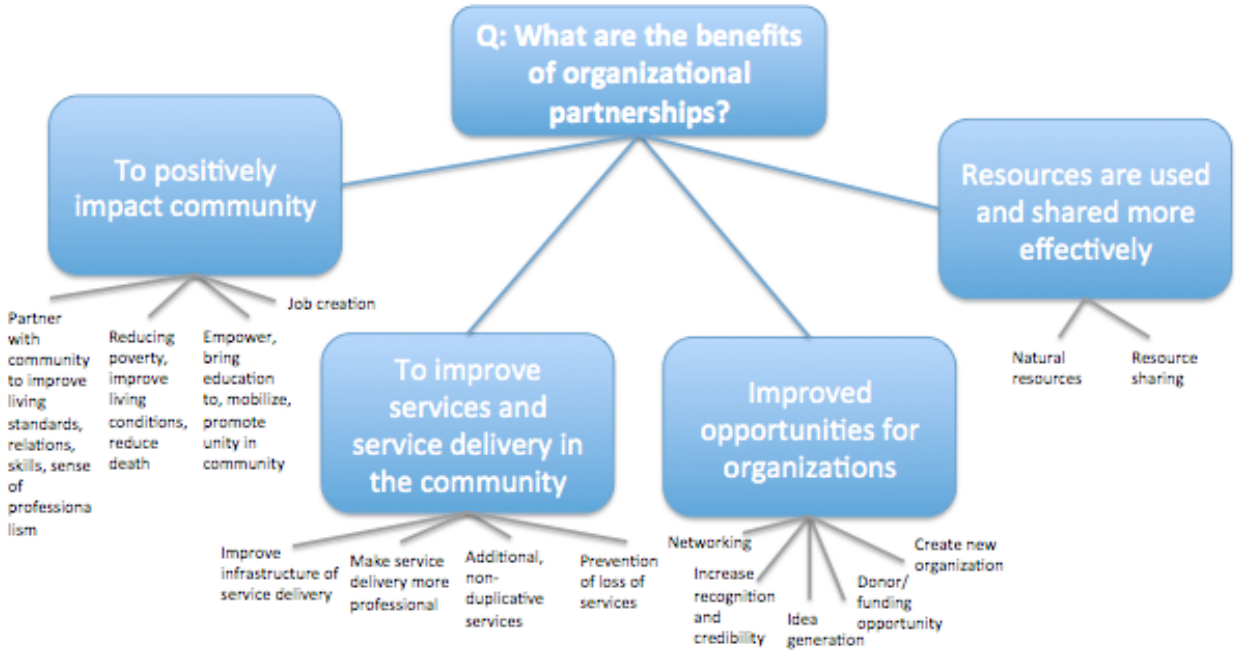
Theme 5: Relationship brought together in relation to funding

Participants describe funds as a key context for forming partnership. Participants mention seeking and getting funds through proposals or receiving a capital contribution directly from a partner. Participants also describe "donor requirements" as a funding-related motivation for forming a partnership.

CW2: What are the benefits of organizational partnerships?

The author identifies four overarching themes relating to community members' perspectives on the benefits of organizational partnerships (see Figure 14) – (1) to positively impact the community, (2) to improve services and service delivery in the community, (3) improved opportunities for organizations, and (4) resources being used and shared more effectively.

Figure 14: Theme map of CW2



Theme 1: Positively impact community

As summarized in one table's notes, "The community members felt that the positive things really outweighed the negative, [and so] they were really comfortable shedding more light on the positive values which strengthens the community partnering with organizations to improve the living standards." The phrasing of this statement suggests the two types of partnership benefiting the community: (1) organizations partnering with

communities and (2) a partnership between organizations as it relates to the community. In relation to the former, participants note partnership with the community to improve how people relate to each other and exchanging specific skills with the community to create a sense of "professionalism,"

In relation to the latter type of partnership between organizations, which appears to be the focus of participant responses, participants describe benefits to the overarching state of the community in terms of reducing poverty. Partnership supports the eradication of illiteracy, reduce crimes, reduce death rates, and improve living conditions. Partnership between organizations brings more knowledge and education to the community, to more easily bring up community issues, to improve financial security, to empower the community, and to generally mobilize the community. Partnership promotes unity and assimilation in the community. Another benefit of partnership is in creating job opportunities and employment– "you may be paid for your work when organizations partner."

Theme 2: Improve services and service delivery in the community

Participants describe improved service delivery, specifically in relation to improving the infrastructure associated with service delivery, broadening the reach of services, increasing the credibility of an entity offering services through partnership, and making service delivery easier and more "professional." One table describes an example of the enhanced professionalism – "when people partner they get modernized materials to enhance the work, eg. like child delivery in hospital rather than at home." Services themselves improve through organizational partnership, bringing additional services to the community (such as health education) and avoiding duplication of services. Participants

also mention sustainability of services in relation to preventing loss of services due to loss of funds – "when one partner is out of funds, the other partner may have funds – supporting where there is a gap."

Theme 3: Improved opportunities for organizations

Community members recognize the opportunities that partnership brings to organizations. Participants describe the opportunity to network or connect with other groups through partnering, to increase public recognition and credibility of an organization's work, and to create opportunities for idea generation and exchange. Participants also describe partnership as encouraging foreign investment and donor contributions (whether the opportunity for foreign investment into an organization to form a partnership or foreign investment into an existing partnership is unclear). Participants mention the opportunity for community members to get closer to an organization through partnership and to possibly create an opportunity to open a new organization through partnership.

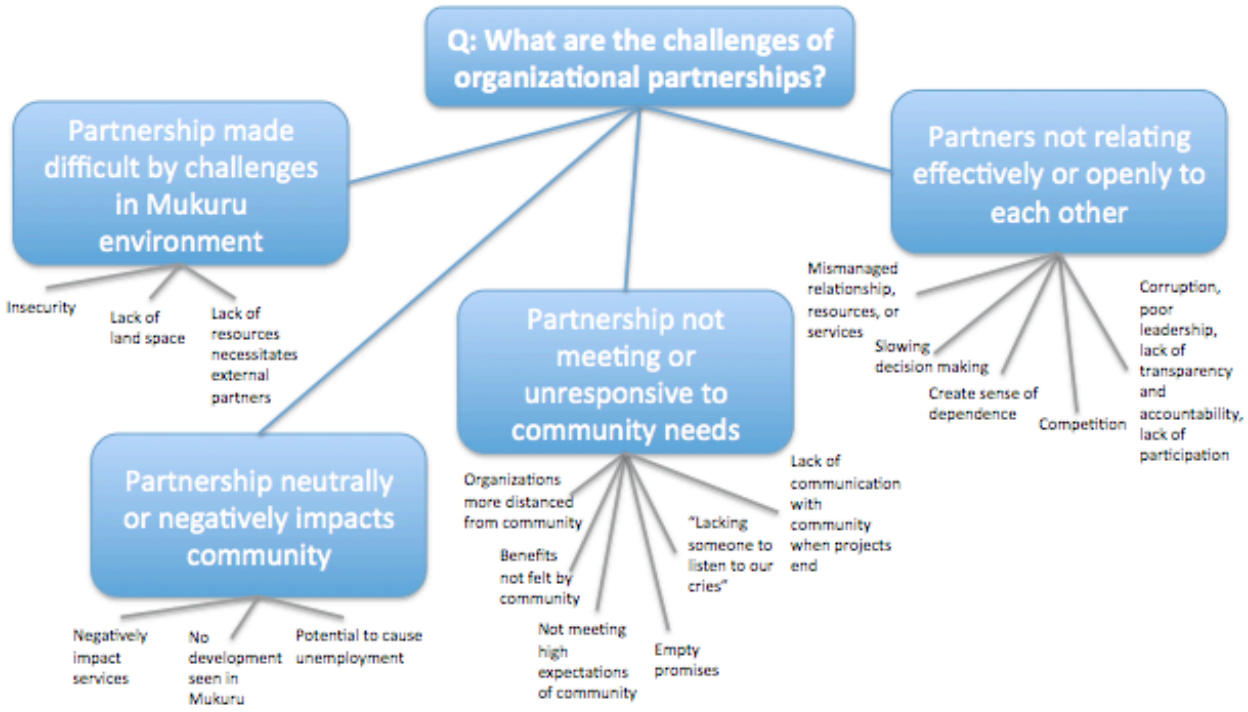
Theme 4: Resources are used and shared more effectively

Participants describe effective resource use as a benefit of partnership. Specifically participants describe partnership as improving resource sharing and the adequacy of natural resources use.

CW3: What are the challenges of organizational partnerships?

The author identifies four overarching themes that relate to the challenges organizational partnerships face and the challenges of the interaction between organizational partnerships and the community (see Figure 15) – (1) partnership made difficult by challenges in Mukuru environment, (2) partnership neutrally or negatively impacts community, (3) partnership not meeting or unresponsive to community needs, and (4) arnters not relating effectively or openly to each other.

Figure 15: Theme map of CW3



Theme 1: Partnership made difficult by challenges in Mukuru environment

Participants see the Mukuru environment as a challenge to partnership. Participants describe insecurity in Mukuru and the lack of land or space for rent in Mukuru (necessitating organizations locate outside of Mukuru) as key challenges. Some participants also describe limited resources in Mukuru as preventing internal partnerships

– "Most organizations in Mukuru cannot fully work and achieve their objective goals without partnering with organizations outside Mukuru, since they are limited in resources."

Theme 2: Partnership neutrally or negatively impacts community

Participants describe the negative impact that partnership can have on services and service delivery. Participants describe services as being more limited due to partnerships, particularly as partnerships may prevent new ideas from entering the community by the same people providing the same solutions to issues through partnership – "services being monotonous." Participants also describe services as being inadequate or delayed, and some participants state that they do not see partnership in Mukuru because "no developments were seen" – roads remain the same, health services remain unimproved. Participants describe the negative effect of a partnership ending on services as well, describing the potential for organizations withdrawing services from the community due to partnership ending. Finally, partnership may result in unemployment, as bringing together of two organizations may cause some individuals in the organization to lose their jobs.

Theme 3: Partnerships not meeting or unresponsive to community needs

Participants describe a sense of confusion about partnership work and a lack of knowledge as a challenge of partnerships in Mukuru. Participants specifically describe high expectations of the community not being met by partnership work – the "felt need of the community are not met." The feeling of partnerships making "empty promises" is a key challenge. Organizations may become more removed from the community through partnership –community members describe not being able to reach an organization directly but rather needing to go through a partnership. As a result, the community is

treated “badly.” Participants also describe self-interest as being a possible characteristic of an organization in a partnership, and in such a case “the partnerships may not transfer benefits of partnership to a community.” Participants describe that partnerships may not be aware of the needs of the community – participants describe the situation as “lacking someone to listen to our cries” – and so the organization may be the only one to feel the benefits of partnership. Participants also describe a lack of follow up when a project or partnership ends. In a specific example, one table describes that “many survey are conducted but no feedback/final finding[s] [are given] to the community.”

Theme 4: Partners not relating effectively or openly to each other

Participants describe the relationship between partnering organizations as challenging for partnerships. Mismanagement of resources, sacrificing of time, poor management or lack of coordination with service delivery, and misunderstandings between partnering organizations that result in the termination of a partnership are all key challenges. Corruption, poor leadership, lack of transparency, lack of participation, and lack of accountability between partnering organizations are also challenges for partnership. Partnership may slow down decision making and creating a sense of dependence between organizations. Participants also note that competition between organizations could be a challenging to partnership except in the fact of crisis. Some participants state that work could be “easier without the partner.”

Comparison Findings

C1: Asset vs. Community Perceptions of Partnership

While the Asset Workshop prompts participants to think of partnership from the view point of organizational leaders (AW1), the Community Member Workshop asks participants to consider how they understand organizational partnerships from their perspectives as residents and service users (CW1). Despite these different viewpoints, organizational representatives participating in the Asset Workshop and residents participating in the Community Member Workshop present overall similar views of how they understand organizational partnerships.

Similarities include an understanding of partnership as multiple entities coming together and working together in relation to a common goal or project, the importance of some kind of agreement solidifying the relationship, and the importance of a positive, cooperative relationship between entities. Asset Workshop participants describe the driving purposes as impacting the community in relation to specific community issues and working with the community. Community Member Workshop participants also describe partnering with the community itself as a dimension of organizational partnership. Asset Workshop participants focus on additional logistic components of partnership – time-bound work, regular communication, whether or not proximity is a key factor. Community Member Workshop participants distinctly describe possible events or mediums that would form partnerships as well as understanding partnership to be often motivated by funding.

C2: Asset vs. Community Perceptions of Benefits

Though the Asset Workshop includes an exploration of the benefits of external partnerships as distinct from internal partnerships, the Community Member Workshop does not distinguish as directly. This analysis compares the benefits of internal partnerships (AW4) and why Mukuru organizations partner with external organizations (AW7) with community member perspectives of the overarching benefits of organizational partnerships (CW2).

Asset Workshop participants and Community Member Workshop participants similarly identify the following benefits of organizational partnerships: positively impacting the community; impacting services and organizational work; the sharing of resources; and the opportunity of gaining donor funds, networking, and being recognized. In considering internal partnerships, Asset Workshop participants describe the improvement to the relationship between partners, while Community Member Workshop participants note that organizational partnerships share resources more effectively. In addition, Community Member Workshop participants describe the benefits of organizations partnering with the community as bringing a sense of professionalism to work in the community.

C3: Asset vs. Community Perceptions of Challenges

Though Asset Workshop organizational leaders specifically address challenges of partnership in relation to internal partners, Community Member Workshop service users do not distinguish between internal and external partnerships; AW5 is compared with CW3, acknowledging this difference.

Both Asset Workshop organizational leaders and Community Member Workshop service users describe partnership not meeting expectations, partners not relating well to each other, and constraints of location and resources within Mukuru as challenges to partnership. Asset Workshop participants also describe constraints to beginning a partnership (including negative past partnership experiences and policy/regulation-related time constraints) and specific cultural, organizational, and political differences between partnering organizations as significant challenges. Community Member Workshop participants describe challenges of forming a partnership in the Mukuru environment and challenges when the partnership does not relate well to the community. Community Member Workshop participants also describe a sense of organizations participating in a partnership not listening well to the needs of the community.

C4: Internal vs. External Partnerships within the Asset Workshop

As discussed in response to AW1, proximity is an important consideration for partnership, with some participants highlighting the need for proximity while others stating that it was not key. Participants see external organizations, defined in part by their physical location outside of the Mukuru, as viable partners and more sustainable and better structured than internal organizations, playing the key role of providing funds as donors (AW6). Though the Asset Workshop does not specifically explore the challenges of external partnerships, the benefits of internal partnerships (AW4) and the reasons for Mukuru organizations partnering with external organizations (AW7) provide a context for comparison.

The provision of funds, along with specific expertise, knowledge, and resources, are benefits particular to partnerships with external organizations (AW7). Internal

partnerships provide a way to gain funds from external donors, underscoring the significance of external organizations' roles as donors (AW4). Participants do not echo the intimate relationship-strengthening between internal partners in AW4 as a motivation for working with an external organization in AW7; the external partner strengthens the internal partner uniquely through increased sustainability and a broader ability to handle larger issues and to widen the community's vision for the future and connection to external ideas. Both internal and external partnerships positively impact the community through improvement to community wellbeing, job creation, and empowerment along with positive impacts on organizational work, services, and service delivery.

Conclusion and Summary

Both the Asset and Community Member Workshops reveal diverse perspectives on the meaning, benefits, and challenges of partnerships in relation to Mukuru organizations. Asset and Community Member Workshop participants both understand partnership to involve organizations coming together to collaboratively tackle a common goal or objective. Both groups understand the benefits of partnership to include positively impacting the community, services, organizations, resource sharing, and funding opportunities. Both groups understand challenges of partnerships not meeting expectations, not relating well to each other, and not being able to operate effectively within Mukuru's limited resources. Distinctly, Asset Workshop participants focus on structural and logistical benefits and challenges of partnerships, while Community Member Workshop participants describe more specifically how organizational partnerships may relate to the community in beneficial or challenging ways. Within the Asset Workshop, participants understand internal partners as connecting through a collaborative and trust-based relationship. In

contrast, external partners are predominantly donors, benefiting the community through added resources and sustainability that internal organizations cannot match. Chapter 4 explores the interpretations and implications of these findings.

Chapter 4: Discussion, Conclusions, and Implications & Recommendations

-Discussion-

Introduction

The findings from the Workshops are aligned with the interorganizational relationship public health literature as pertains to the meaning, benefits, and challenges of partnerships. The analysis of partnership in Mukuru provides evidence for the existence of collaboration and partnership synergy among organizations. Mukuru partnerships are beneficial in promoting trusting relationships, demonstrating an integrated system of resources, enabling additional funding to come into the community. The Workshop findings indicate that Mukuru partnerships do strengthen community capacity, though the dependence on external partners for funding may problematize long-term sustainability. The Workshop findings also include direct description of partnerships impacting health and wellbeing in the community, distinct from the literature. The future evaluation of these identified direct impacts could further the field's ability to connect the upstream construct of community capacity with downstream community health outcomes.

The analysis of partnership in Mukuru also suggests challenges to forming and maintaining partnerships. Relational challenges in particular present obstacles to generating partnership synergy. The Workshop findings include evidence that Mukuru partnerships do not always relate well to the community, presenting a challenge for strengthening community capacity. The coexistence of contradictory benefits and challenges indicates the complexity of interorganizational partnerships in Mukuru. The Workshop findings demonstrate the insider view of Mukuru partnerships that an outside observer could not glean independently.

The findings address several gaps in the literature. The case study demonstrates community members' recognition of complex interorganizational relationships within Mukuru, including context-specific factors that influence such relationships in an African slum. The participatory Workshops are useful both in enabling setting-specific discussion about interorganizational relationships and engaging community members in exploring these existing resources as a foundation for future slum development action planning. The Workshop findings also include community discussion of multiple dimensions of community capacity as they relate to strengthening or hindering interorganizational relationships. Workshop-based assessment of interorganizational relationships allows for an exploration of interactions among community capacity dimensions, strengthening the understanding of community capacity in Mukuru.

Finally, the interpretation of the Workshop findings in relation to the Partnership Project survey results and network images demonstrates the value of a mixed-methods approach. Workshop findings offer an explanation for why Mukuru contains an interconnected network of partners and why MoUs and verbal contracts are so pervasive in the Mukuru network. Workshop findings include description of the value that participants place on being able to exchange resources through partnership. Workshop findings also raise questions about the potential hazards of dependency on external partners by limiting innovation. This mixed-methods project includes examples of the utility of this methodology, adding explanation to observed phenomena while raising questions for further study.

Overall, the paper demonstrates the utility of the participatory Workshop approach for exploring partnerships and community capacity within a slum setting, providing a

foundation on which to build future participatory slum development. The mixed-method approach can create a multidimensional picture of interorganizational relationships, leading researchers to a more context-specific understanding of existing resources.

Partnership in Mukuru

As a case study, the Partnership Project findings are not generalizable to other settings or interorganizational networks. However, the findings are congruent within the definitions of and perspectives on interorganizational partnerships within the public health literature.

Partnership, collaboration, and partnership synergy

Asset Workshop participants identify Mukuru as possessing an interconnected network of organizations, with different types of internal organizations partnering with each other in specific ways. Participants from both Workshops describe interorganizational partnerships as relationships between at least two organizational entities that share resources and seek to achieve a common goal or objective. These characteristics are in line with scholars' descriptions of interorganizational relationships (Acri, et al., 2012; Butterfoss & Kegler, 2009; Chaskin, et al., 2001b; Provan, et al., 2003; Singer & Kegler, 2004). Workshop participants also note the importance of strong leadership within partnerships and the need for transparent, respectful, trustworthy relationships between individuals within partnering organizations. Scholars suggest that trust and quality interpersonal relationships are important for effective interorganizational relationships (Acri, et al., 2012; Chaskin, et al., 2001b; Dunlop & Holosko, 2004; Provan, et al., 2003). Workshop participants' description of either formal or informal agreements binding partnerships, the sharing of information and resources within partnerships, and the

implementation of projects or events through partnerships suggest the presence of partnerships in multiple scholar-defined stages of collaboration (Lasker, et al., 2001).

Beyond describing the characteristics of interorganizational relationships, the Workshop participants also mention characteristics that directly align with the idea of partnership. The word "partnership" describes a mutually beneficial and respectful interorganizational relationship in which participating parties deliberately share decision making and negotiation powers (Acri, et al., 2012; Casey, 2008; Lasker, et al., 2001; Roussos & Fawcett, 2000). In this vein, Workshop participants note the importance of equal participation from all partners, lack of hierarchical dominance between partners, partners experiencing mutual benefits from the partnership, and partners being involved in shaping the goals and structures of the partnership for effective partnership in Mukuru.

Workshop participants also describe elements of partnership synergy (as Lasker et al. describe) resulting for interorganizational partnerships within Mukuru (Lasker, et al., 2001). Participants from both Workshops describe interorganizational partnership as expanding the reach of organizations, allowing for the sharing of resources, and the strengthening of services and/or filling of service gaps within the community. Asset Workshop participants in particular describe a desire for Mukuru to be an interconnected community – to "be like one team" – because partnerships strengthen the community's ability to address its needs.

Workshop participants clearly identify the existence of partnerships within Mukuru as having characteristics akin to those that scholars emphasize in the literature. The benefits of partnership that the participants highlight are also in line with the benefits highlighted in public health literature in relation to community health promotion.

Benefits of partnership: relationships, systems, and community capacity

Workshop participants describe the benefits of partnerships in relation to improving relationships, services, and systems within the Mukuru community. Internal partnerships strengthen relationships of understanding, peace, and unity between organizations and within communities. Scholars note the importance of strong, trusting relationships between parties to ensuring partnerships work effectively (Acri, et al., 2012; Chaskin, et al., 2001b; Dunlop & Holosko, 2004; Provan, et al., 2003).

Internal and external Mukuru partnerships share ideas, expertise, resources, referrals and connections, strengthening services within and service delivery to the community. In considering health promotion, interorganizational relationship scholars emphasize understanding the presence and effectiveness of systems of resources, organizations, and referrals as a proxy for assessing the potential long-term impact of interorganizational relationships on health outcomes (Acri, et al., 2012; Butterfoss & Kegler, 2009; Lasker, et al., 2001; Provan, et al., 2003).

Funding for services and programs is a particularly important structural issue that partnership influences, both in Mukuru and in the broader literature. Participants from both workshops describe partnership as more readily attracting donor funds to organizations and to the community itself. Literature describes donor organizations and governments prioritizing partnership and coalition building in development work, contextualizing the participants' observations (Butterfoss & Kegler, 2009; Lasker, et al., 2001). Specifically within the Asset Workshop, participants describe external partners as donors, based on the more sustainable nature of external organizations. Scholars also describe increased financial resources as a common benefit of partnerships (Butterfoss &

Kegler, 2009; Chaskin, et al., 2001b; Gulzar & Henry, 2005; Krauss, et al., 2004; Lasker, et al., 2001).

However, scholars also note that external relationships only strengthen community capacity when they focus on transferring resources rather than creating dependency (Wendel, et al., 2009). In relation to external partnerships, Asset Workshop participants emphasize the need to gain funds from external partners to increase sustainability and ensure the continuation of Mukuru work, suggesting a level of dependency that may not truly strengthen Mukuru's community capacity. In addition, partnerships that come together based purely on seeking funds may not share the common drive and mutual engagement that the creation of partnership synergy requires (Lasker, et al., 2001). The benefits of receiving funding through partnership may problematize the long term capacity of Mukuru.

These relational and structural benefits resonate with the ways in which scholars understand the influence of interorganizational relationships on health through community capacity. Scholars identify interorganizational relationships as a key dimension of community capacity with the potential to strengthen a community's problem solving resources and abilities through improving services, building trusting relationships, affecting the reach of organizations, and increasing the available resources within a community (Beatty, et al., 2010; Chaskin, et al., 2001a; Provan, et al., 2003). Workshop participants describe each of these benefits of partnership. Scholars see community capacity broadly influencing community health through impacting upstream factors such as community empowerment to address challenges, sustainability community health programs, and building skills in the community (Ahluwalia, et al., 2010; Labonte &

Laverack, 2001; Laverack & Mohammadi, 2011; Simmons, et al., 2011; Wendel, et al., 2009). Participants from both workshops describe community empowerment, continuation of services, and exchange of skills as benefits of interorganizational partnerships in Mukuru. Overall, participants identify partnership benefits that affect the structures, relationships and systems of Mukuru that scholars might see as impacting downstream health outcomes in the long term.

Distinct from the literature, workshops participants state directly that partnerships positively impact the health and wellbeing of community members. Scholars note that it is difficult to directly connect interorganizational relationships and community capacity with health outcomes, due in part to the inherently indirect and longitudinal influence that these constructs have on health (Butterfoss & Kegler, 2009; Goodman, et al., 1998; Provan, et al., 2003; Wendel, et al., 2009). However, Workshop participants describe partnerships as generally improving the health and wellbeing of the community through creating job opportunities, addressing issues of poverty, illiteracy, and crime, reducing death rates, and improving living conditions. The structure of the workshop did not provide a context for delving more deeply into examples of these effects, and it is not possible to discern perceived impact from actual impact. And yet, the perspectives of participants provide some additional measures that could capture some of the direct impacts that interorganizational relationships have on key community issues (unemployment, poverty, living conditions) that influence health (McLeroy, et al., 1988). These community issues are particularly significant to slum settings (UN-HABITAT, 2003). Assessing the impact of interorganizational relationships on these participant-identified issues can enhance participatory slum development work in Mukuru and provide a model for other slum

settings.

Workshop participants identify benefits of partnership in Mukuru that are similar to those highlighted by scholars in the literature, particularly in relation to influencing community systems and capacity. Participants' additional exploration of more direct impacts of partnership engage with the impact of interorganizational relationships that the literature does not often address. The challenges of partnerships in Mukuru are similarly in line with scholarly literature on interorganizational relationships.

Challenges of partnership

The challenges of forming and maintaining partnerships that Workshop participants describe relate closely with defining characteristics of effective partnerships, presenting the opposing forces that hinder partnership. Asset Workshop participants mention frustrations with negotiating partnership relationships, time-consuming agreements and bureaucracy, negative past experiences with partners, financial constraints, different value systems, and the damage done to an organization's reputation as a result of a failure to fulfill promises to the community as key costs of partnership which the literature also describes (Acri, et al., 2012; Chaskin, et al., 2001b; Heenan, 2004; Lasker, et al., 2001; Provan, et al., 2003).

Community Member Workshop participants describe partnering organizations as not hearing the community, letting the community down, not sharing the benefits of partnership with the community, and being more removed or distant from the community. These partnership-to-community challenges are indicative of the need for community engagement and participation in order to effectively strengthen community capacity and promote community health (Wendel, et al., 2009).

Challenges relating to the lack of full participation, selfishness, and creating a sense of hierarchy demonstrate the obstacles to creating the necessary synergy to ensure partner effectiveness (Lasker, et al., 2001; Wendel, et al., 2009). Structural partnership challenges that Workshop participants mention, such as inadequate resources, inaccessible location within Mukuru, and insecurity in Mukuru, indicate the importance of understanding the contextual challenges present in the environment of an interorganizational network (Acri, et al., 2012).

The challenges of interorganizational partnerships within Mukuru that the Workshop participants describe have similarities to the challenges that scholars describe in other studies. Despite the Workshop participants' experiences with the benefits of partnership that may positively affect community health long term, the challenges that the Workshop participants describe underscore the complexity of establishing and maintaining an effective partnership to influence health.

The Workshop methods and findings also add insight to three identified gaps in the literature -- (1) the lack of engagement with interorganizational relationships in slum settings, (2) the challenge of exploring the interconnectedness of community capacity dimensions, and (3) the lack of mixed methods approaches in interorganizational relationship studies. The next section interprets the findings in relation to these gaps.

Exploring interorganizational relationships within an informal settlement

The Partnership Project is a case study of a mixed methods approach to understanding interorganizational relationships within the informal settlement of Mukuru. Though the findings cannot be generalized to other slum settings or other communities broadly, the close relationship between existing literature on interorganizational

relationships and the Mukuru findings demonstrate the existence of complex interorganizational networks within a slum setting that require further research to understand the position that such networks hold within a slum. Though literature has described internal and external organizational relationships within informal settlements, the Workshop findings and the Partnership Project overall demonstrate possibility of deeper and deliberate research revealing significant assets and community capacity (WHO & UN-Habitat, 2010).

The Workshop findings also reveal distinct characteristics of interorganizational relationships within Mukuru significant to Mukuru-based work and may exemplify issues present in other slum settings. Workhop participants emphasis on "no tribalism" as a component of an ideal partnership (discussed in relation to prioritizing tribal affiliation over other characteristics in an interaction) underscores a Kenya-specific element of creating honest and respectful relationships within an ideal partnership. Participants mention different tribal and political affiliations as particularly challenges of partnerships. Beyond reflecting political and ethnic tensions that may exist in any setting, it is possible that this emphasis relates to continued reflection on the post-election violence of 2007 in fears for the upcoming 2013 election, as the Team and others discussed during the Project (Cheeseman, 2009). In addition to these cultural and country contexts, other challenges that participants highlight– governmental policies and physical location of an asset in Mukuru – emphasize the social-ecological context surrounding the formation and continuation of partnerships in Mukuru (Chaskin, et al., 2001a; McLeroy, et al., 2003).

The role of government and religious institutions as both internal and external partners shows the importance of engaging with these entities as both sustainable

potential funders and organizations with closer connections to the community. Additionally, the emphasis on the direct impact of partnerships on employment, living standards, and poverty issues highlight important challenges within the Mukuru slum that are also present in slum communities globally (UN-HABITAT, 2003). Given the global emphasis on slum upgrading programs, assessing interorganizational relationships in informal settlements allows for increased developer knowledge of existing resources for use in development efforts. The use of participatory workshops to assess interorganizational partnerships ensures the direct participation of slum residents in driving the development of interorganizational relationships for the betterment of their communities.

Exploring the interconnectedness of community capacity dimensions through interorganizational relationships

Workshop participants' perspectives on partnership touch on a number of other dimensions of community capacity, including quality leadership, the importance of trust and reciprocity, the value of equal participation and collaboration (Wendel, et al., 2009). Asset Workshop participants' insistence that Mukuru should be an interconnected community relates to an additional dimension of community capacity – that of a community perspective on broader public issues, relating to the state of the community itself (Wendel, et al., 2009). The incorporation of multiple dimensions of community capacity affirm Chaskin et al's assertion that interorganizational relationships, in addition to being a dimension of community capacity, are in fact a level of social agency through which to understand and build community capacity (Chaskin, et al., 2001a; Wendel, et al., 2009).

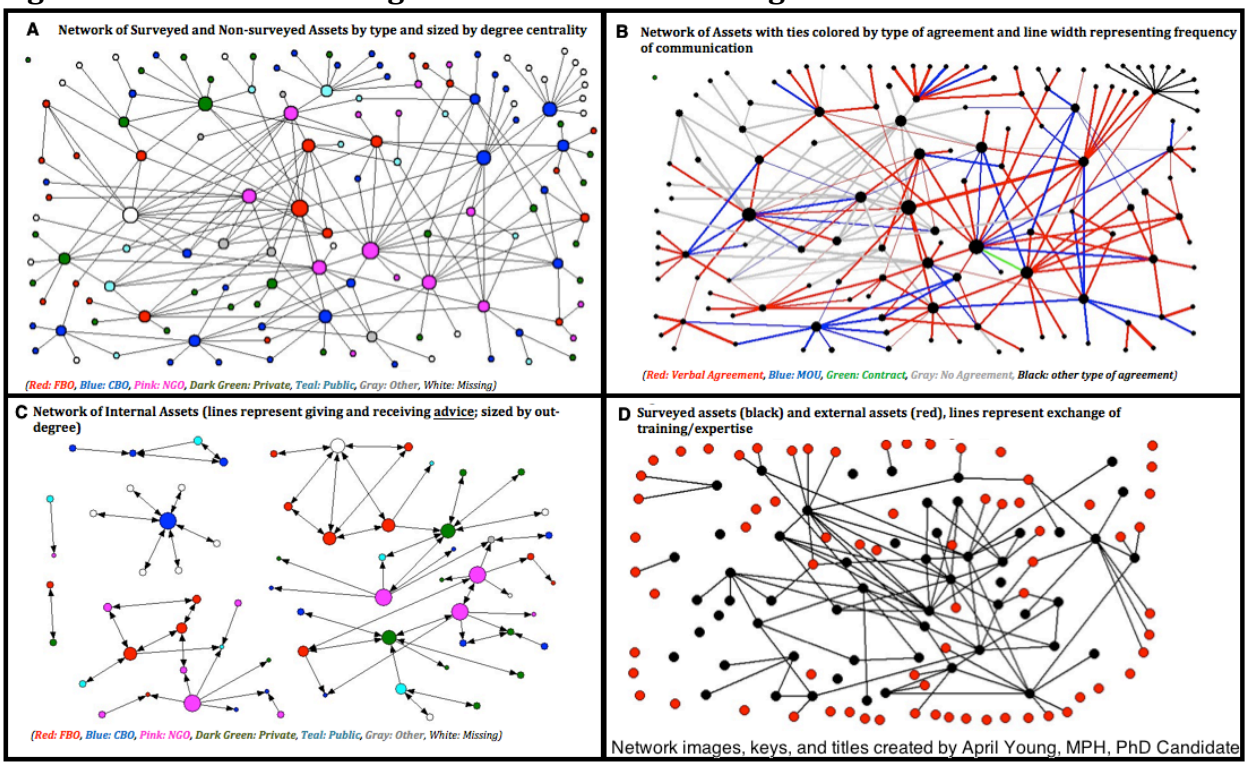
Scholars note the challenges of exploring the interconnectedness of community capacity dimensions to fully understand how different dimensions influence other dimensions within a setting (Goodman, et al., 1998). Interorganizational relationships in Mukuru provide a lens through which to examine ways in which additional dimensions of community capacity function and interact with each other. The Workshops allow organizational leaders and community members to identify dimensions of community capacity that are significant to the partnership experience. Additional probing could reveal more perspective on the interconnectedness of community capacity dimensions.

Generating an in-depth understanding of partnerships: a mixed-methods approach

The Partnership Project deliberately uses a mixed-method approach – surveys/network analysis and qualitative workshop information – to explore and understand partnerships within Mukuru. The public health interorganizational relationship literature is devoid of this mixed-method approach. In response to this gap, the author selects descriptive statistics from the Preliminary Report (see Appendix A) and four network images (see Figure 16) and interprets these quantitative pieces of information in realtion to the Workshop themes.[i] Workshop themes offer explanations for the information from the surveys and network analysis.

[i] Three important items to note in the context of the network/survey and workshop mutual interpretation: (1) A variety of network images have be produced from the Partnership Project Interorganizational Relationship Survey. The images and statistics selected for this section were deliberately chosen based on their relationship to information from the Workshops to demonstrate the methodological potential for strengthening of interpretation via mixed methods. Not being the focus of this paper, the survey information and the network images are minimally interpreted; the focus for introducing this minimal interpretation is to provide a point of exploration for the complimentary interpretation provided by the Workshop information. (2) A key limitation of the Partnership Project Survey is the fact that not all identified partners were surveyed and that the survey stopped after 2-3 waves of partner identification; isolated groups or assets may in fact be connected to other organizations that were not named or included in the survey – the survey information represents a snapshot of the Mukuru interorganizational relationship network, and there is no reason to believe that additional partnerships would not be found with additional survey waves.

Figure 16: Mukuru Interorganizational Network Images



Network Image A: Interconnected Mukuru

Network Image A, "Network of Surveyed and Non-surveyed Assets by type and sized by degree centrality," presents a picture of a diverse and interconnected internal partnership network. FBOs and NGOs are the organizations with the highest degree centrality, indicating a strong central position within the network. Clusters of types of organizations are not really observed –all types of organizations appear to be connected to each other through a few links. With one exception, there are no isolates, and the presence of singularly connected assets around the perimeter of the network are most likely the result of having stopped the survey rather than a reflection of the boundaries of the internal partnership network within Mukuru.

Asset Workshop participants emphasize the value of partnership as a context for forming partnership – Mukuru should "be like one team," with partnership and

collaboration being key to the future success of Mukuru. Community Member Workshop participants note that the positives of partnership decidedly outweigh negative aspects, and describe a desire to understand how to strengthen community partnerships to positively impact the community. Workshop participants acknowledge the presence of partnerships within the community and emphasize a variety of benefits resulting from interorganizational partnership. Asset Workshop participants see all types of organizations as connecting with each other, and Workshop participants describe the necessity of internal partnerships for attracting funds, effectively utilizing resources, strengthen services, and expand the reach of organizations.

The importance of partnership to positively impact organizations and the community that Workshop participants describe presents one explanation for the interconnected partnerships displayed in the Network Image A. Though Network Image A demonstrates the "what" – an interconnected Mukuru – the Workshop participants present the "why."

Network Image B: Professional internal partnership relationships

Descriptive statistics from the Preliminary Report demonstrate that internal partnerships prioritize frequent communication, with over 100 partnerships indicating at least weekly communication with partners. The majority of internal partnerships indicate some type of agreement existing between the two entities, with verbal agreements used in approximately 120 partnerships and more formal MoUs used in 60 partnerships. Over 40 partnerships indicate no agreements between participating entities.

Network Image B, "Network of Assets with ties colored by type of agreement and line width representing frequency of communication," illustrates the pervasiveness of

verbal and MoU agreements binding the internal partnership network. Though a cluster of organizations have no agreement to bind them, these organizations are often in turn connected to other organizations with more formal connections. The thickest lines, indicating high frequency of communication, appear to be among organizations bound by verbal agreements. Being verbally bound may provide an impetus for additional communication to ensure clarity in sustaining the partnership. Organizations with the highest degree centrality tend to be linked to other organizations through some sort of agreement, suggesting that organizations that are heavily linked may rely on more structured agreements to maintain a larger number of partnerships.

Workshop participants describe frequency of communication and having either a written or verbal agreement as important defining characteristics of partnership. Asset Workshop participants particularly mention regular and effective communication and agreements as elements of an ideal partnership. Agreements solidify the relationship, and the equal participation of partners in developing the agreement without one partner dominating another is key. The challenge of partners not following through on agreed-upon relationship parameters –if one partner dominates another, partners do not follow the time frame of the project, organizations do not fully participate in the partnership, or one partner seeks to take advantage of another – relate to the challenge of not fulfilling the expectations of the partnership. Not fulfilling the expectations of the partnership may in turn have negative ramifications for the community, according to Asset Workshop participants. Community Member participants similarly acknowledge possible competition, lack of accountability, and lack of participation as negatively impacting the way in which partners relate to each other. Not connecting well within a partnership and not honoring

agreed upon partnership parameters are important challenges that may hinder the work of partnership, while frequent communication and agreements strengthen the partnership.

The Workshop participants present explanations for the pervasiveness of MoUs and verbal contracts as the survey and the network image display. The importance of such connections relates to the strengthening capacity and the detrimental effects of lapses in follow through.

Network Image C: Sharing

Descriptive statistics reveal that the majority of internal partnerships cite exchange of space, HIV services, advice, supplies, training/expertise, referrals, and sports materials as reciprocal (p.7). In Network Image C, "Network of Internal Assets (lines represent giving and receiving advice; sized by out-degree," the giving and/or receiving of advice links all types of organizations. While several NGOs, one CBO, two private organizations, and three FBOs are generally larger in size (indicating a higher number of partner to which they have given advice), the prevalence of double-sided arrows suggests a number of reciprocal exchanges across different types of assets. Several clusters of organizations exchange advice more exclusively, due potentially to some degree of commonality within the cluster or simply as a result of the discontinuation of the network survey in identifying partners.

Asset Workshop participants describe the sharing of resources and ideas as a defining a characteristic and a key benefit of partnership. Asset Workshop participants see partnership as an opportunity to gain exposure to new ideas. As a context for forming internal partnerships, the opportunity to exchange resources and services include examples of religious institutions providing spiritual advice and youth groups serving as role models to school children as specific highlighted advisory contexts.

The descriptive statistics, network image, and the Workshop information all reveal different aspects of the same idea –resource exchange brings internal partners together. The Workshop information in particular presents the perception of partnerships forming around the opportunity to exchange resources such as advice.

Network Image D: External partnerships

The descriptive statistics reveal that very few internal partners have reciprocal exchanges of resources with external partners, with the majority of internal organizations receiving supplies, advice, and (as cited by many internal organizations) money and training/expertise (p.8) from external partners. The survey data presents a picture of internal assets receiving a great deal of resources and support from external assets, and the giving of reports to external partners suggests a donor-recipient relationship.

Network Image D, "Surveyed assets (black) and external assets (red), lines represent exchange of training/expertise," demonstrates the way in which exchange of training and expertise connect a number of external assets with the internal interconnected network. These connections underscore the importance of training/expertise exchange for cultivating an interconnected network that utilizes both external and internal assets. The potential exists for the training and expertise that external organizations give to internal partners by external organizations to pass through the internal network, incubating ideas.

Asset Workshop participants describe the benefits they receive from partnering with external partners – the ability to learn more from an organization with unique perspective and expertise beyond that which is present within Mukuru, bringing "enlightenment" to the Mukuru partner. Asset Workshop participants see external organizations as more sustainable and able to act as financial support for internal

organizations through their increased ability to mobilize resources, while the limited resources in Mukuru necessitate seeking support from external organizations. Community Member Workshop participants also describe a challenge of partnership in negatively impacting the community by preventing new ideas from entering the community, suggesting that an overly interconnected network may not strengthen the community's services overall. Community Member Workshop participants describe dependence as a challenge of partnership, recognizing that services may be terminated should a partnership end.

While the survey information provides a record of the resource benefits that internal organizations prioritize in partnering with external entities, the Workshop participants describe how external organizations may be better able to provide resources than internal organizations. The network image demonstrates the way in which the exchange of training and expertise brings together internal and external partnership networks. The recognition from the survey that internal partners typically perceive external partners as givers of training and expertise and the view from the Community Member Workshop that monotony of ideas could be a negative impact of partnership may suggest that the interconnectedness through training and expertise could manifest in this negative impact of stale exchange of ideas – originating from external partners, feeding into internal partners, and becoming stagnant within internal partnership exchanges.

Unlike the previous three images and statistic groups, the pictures that these three data sources paint do not easily interrelate. The Workshop information in particular raises some questions about the nature of external partnerships and potential hazards that may

result from dependency on external partners. These questions provide additional points of departure for future investigations.

-Conclusions-

Simply observing the existence of assets that may work together presents an incomplete picture of the meaning, benefits, and challenges of interorganizational relationships in a slum setting. Within the construct of community capacity, the Mukuru on the Move Partnership Project demonstrates the potential of community-based interorganizational relationship mapping and exploration within the informal settlement of Mukuru to demonstrate the complex nature of interorganizational relationships and the opportunities for strengthening community capacity to further development work in slum settings.

Public health literature acknowledges the importance of community-driven problem solving and how interorganizational relationships can strengthen that ability. This can provide more effective and sustainable solutions to community health challenges. Based on development literature and Mukuru as a case study example, urban slums, though most often defined first by their deficits, contain a variety of assets and partnerships. The field's recognition of the importance of participatory slum development suggests that further understanding of community capacity and interorganizational relationships within slums can provide a useful foundation on which community efforts to address local issues can be built and strengthened.

Analysis of the Asset and Community Member Workshops reveals the multifaceted perspectives on the meaning, benefits, and challenges of both internal and external interorganizational partnerships. The Mukuru case study shows the characteristics of partnership recognized in interorganizational collaboration literature to be common and strong partnership characteristics within Mukuru. Though the literature does not explore

interorganizational relationships in slum settings, the participatory Workshops demonstrate the potential utility of this method for understanding the insider view of interorganizational partnerships. The Workshop information allows for delving into community perceptions as to why certain elements of partnership are important, what benefits are most valuable, and what challenges hinder interorganizational partnerships and effective community engagement with organizations.

Internal partnerships in Mukuru are defined by collaboration, a common goal, and a desire to positively impact the community. Such partnerships expand the reach of organizations and services but may also be hindered through dishonest or manipulative engagement between partners or a lack of fulfilling promises to the community. To overcome limitations of resources and funding in Mukuru, organizations reach out to external partners as stable donors that provide expertise and support. Dependency on external entities may result in services ending abruptly should funding go away or a stagnation of ideas through reliance on the same partners to provide trainings. The Workshop findings suggest participants' recognition of qualities of partnership synergy within interorganizational relationships, though partnership challenges demonstrate some barriers to achieving the synergistic ideal.

The Mukuru interorganizational relationships address multiple dimensions of community capacity, including the importance of quality leadership, community engagement, and reciprocity. Further assessment of interorganizational relationships through participatory workshop methods can further the understanding and strengthening of Mukuru's community capacity. When analyzed in relation to survey findings and network images, Workshop findings offer explanations and additional questions for why

Mukuru is an interconnected community, why agreements are crucial to the interorganizational network, the value placed on exchanging of resources through partnership, and the potential hazards of dependency on external partners. The distinct yet complimentary contributions of the interorganizational relationship survey, network images, and Workshops demonstrate the rich information and understanding that can result from a mixed methods approach to understanding interorganizational relationships.

Overall, the Workshop findings present the Mukuru community's perception of the complex interconnected interorganizational relationships as a foundation for continued slum development work. The community's view of interorganizational relationships is more nuanced and context-specific than an outsider's observation could ascertain. The participatory nature of the Workshops is significant in creating a context for community action planning. The use of both network analysis surveys and participatory workshops in a mixed-methods approach creates a fuller picture of the nature of the interorganizational network in Mukuru than either methodology could demonstrate alone.

The implications of this work describe considerations for future work in Mukuru, in the area of slum development, and in the study of interorganizational relationships and community capacity in public health. The strength of Mukuru as an interconnected community is undeniable, and the community's commitment to enabling Mukuru to "be like one team" is clear. This project provides a basis for continuing to build on those strengths.

-Implications & Recommendations-

The Workshop findings that present a complex picture of interorganizational relationships in Mukuru and add explanations to survey and network findings have implications for the field of public health. These implications and recommendations relate to Mukuru, to slum development work, and to the methodologies used in studying interorganizational relationships.

A. Mukuru

The existence and community perceptions of partnerships in Mukuru are indicative of the capacity within the informal settlement. Through the participatory methods of the Workshops, participants are able to discuss and debate the benefits and challenges of interorganizational relationships. Additional participatory workshops that build on the findings from the Partnership Project could focus on the community's perspective on the significance of the results and set the stage for action planning to further strengthen Mukuru through supportive partnerships. As community members and trained organizers, the Mukuru on the Move Team has the opportunity to serve as a supporter and facilitator of collaboration, based on their skilled and dynamic engagement with the project and the analysis. The ability to respond to articulated challenges and work collaboratively to develop solutions and further enhance the organizational infrastructure of Mukuru has vast implications for building community capacity and ultimately strengthening community wellbeing. The Mukuru on the Move Team and participating community members can also advocate for slum developers' recognition and use of the existing interorganizational capacity within Mukuru for future development efforts. In this way, Mukuru can strengthen its civic engagement while ensuring participatory slum development.

B. Slum development

As discussed, participatory slum development ideas emphasize residents' engagement with slum development and the importance of building from the realities of the community itself. Beyond simply exploring and mapping assets, assessing interorganizational relationships within informal settlements can clarify the existing organizational resources with which externally funded slum development programs should engage. The use of longitudinal mixed-methods studies can evaluate the evolution of interorganizational networks over time as an indication of effective and sustainable slum development. While addressing immediate needs in a slum context is a key priority, beginning from an asset-based perspective and seeking to work through existing community capacity can increase and sustain the community's stake in development work. The use of participatory workshop methodologies provides a useful forum for facilitating community-based problem identification and solving around the community's organizational infrastructure.

In addition, the long-term commitment of slum development programs can further explore the relationship between interorganizational relationships and community wellbeing. As the Mukuru Workshop participants identified community issues that interorganizational relationships effect, so too can community members in other informal settlements determine key indicators of impact. Slum development workers can collaborate with slum residents to further understand how interorganizational relationships affect slum conditions.

By utilizing both network analysis tools and participatory workshops, slum development work can identify existing capacity in predominantly deficit-defined settings,

improve community health through long-term strengthening of organizational infrastructure, and add to the understanding of the relationship between interorganizational relationships and community health.

C. Methodology

As the Mukuru on the Move Partnership Project provides a case study of interorganizational relationships in an informal settlement, the findings on the nature, benefits, and challenges of partnerships are not generalizable to other settings. However, the case study demonstrates the utility of a mixed method approach to understanding interorganizational relationships. This approach could be adapted and applied in other areas. The fact that the interorganizational relationship literature appears devoid of such mixed method studies suggests a key opportunity for future research to fully explore the benefits and drawbacks of such study designs.

The workshop information also illuminates multiple dimensions of community capacity. Given the long-stated need for deepening an understanding of the interconnectedness of community capacity dimensions, interorganizational relationships may be a powerful dimension from which to build a more comprehensive understanding of community capacity. The mixed-method analysis of interorganizational relationships in Mukuru is just one case study of considering partnerships from multiple angles. Combining participatory workshops and other qualitative methodologies with more quantitative metrics for other dimensions of community capacity could shed light onto the evolving nature of community capacity in a given setting. In a field in which so much depends on context, culture, history, and place, continuing to refine methods for deeper understanding is crucial.

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Appendix

-Appendix A: Preliminary Report-

Authors: April Young, MPH, and Rachel Berkowitz
Not to be duplicated without crediting authors

General

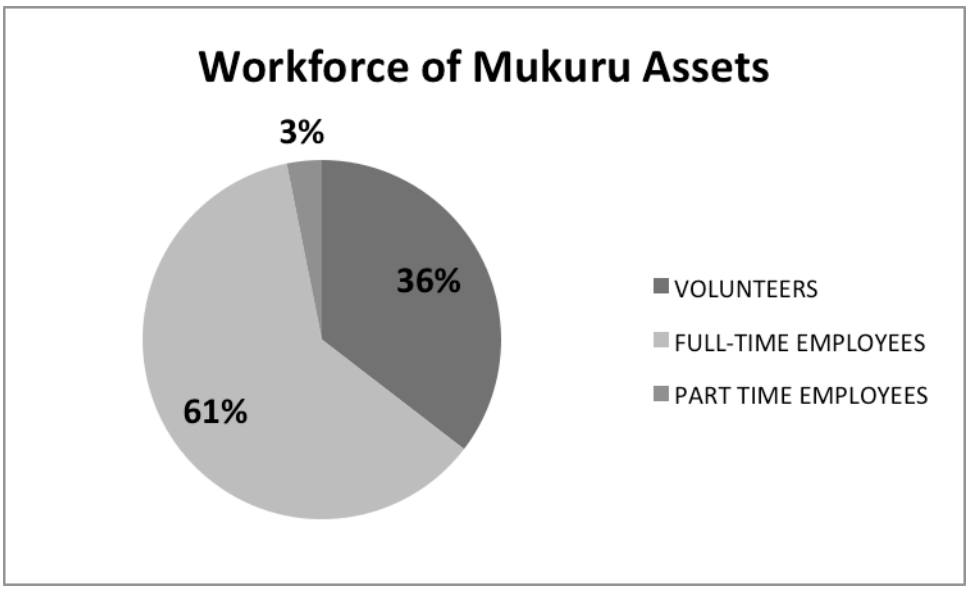
- 56 assets have been interviewed. A total of 68 assets are to be interviewed, but two refused and seven could not be reached.[j]
- There were 55 new assets identified.
- A total of 258 partnerships within Mukuru have been identified. A total of 91 external partnerships have been identified.
- 64 individuals have been interviewed. On average, the respondents had been with their organizations for 6 ½ years.[k]

Description of assets

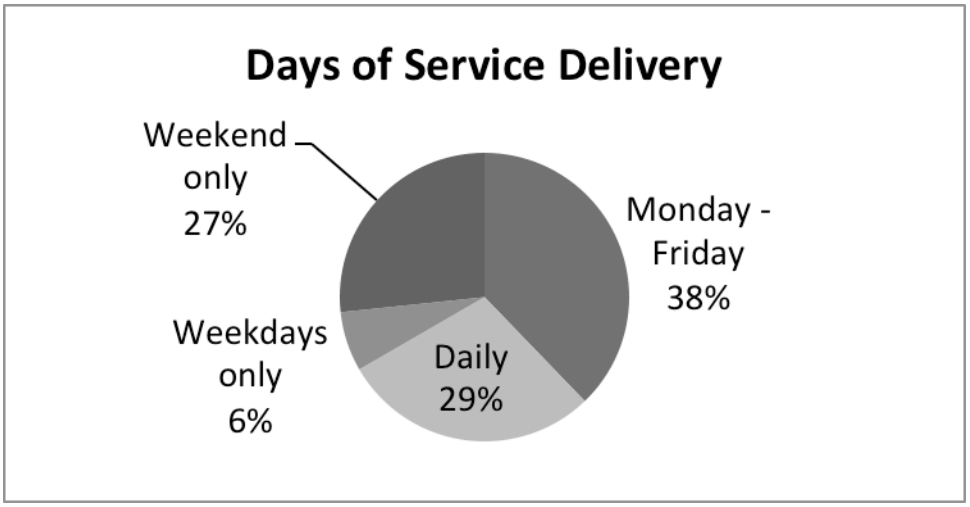
Type of Asset (question #3)	Surveyed Assets	Surveyed and non-surveyed assets
CBO	36%	31%
FBO	22%	18%
Private	13%	24%
NGO	13%	13%
Public	7%	10%
Other	9%	4%
Number Missing	1	21

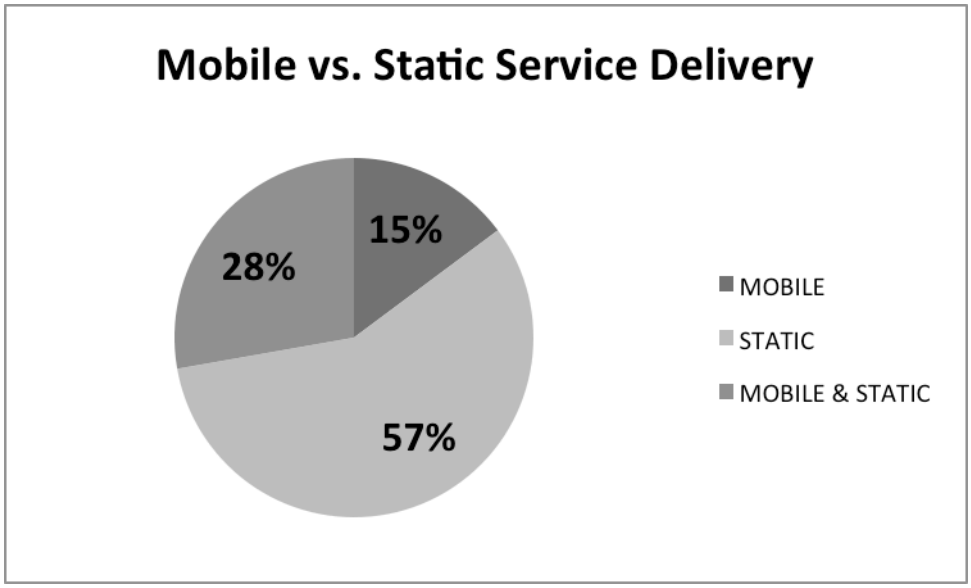
- The average age of the assets interviewed was 10 years (range: 2 - 26 years)
- 75% of assets had headquarters located WITHIN Mukuru
- 56% reported having a complex management structure
- 35 organizations reported that their services had changed in the past two years.

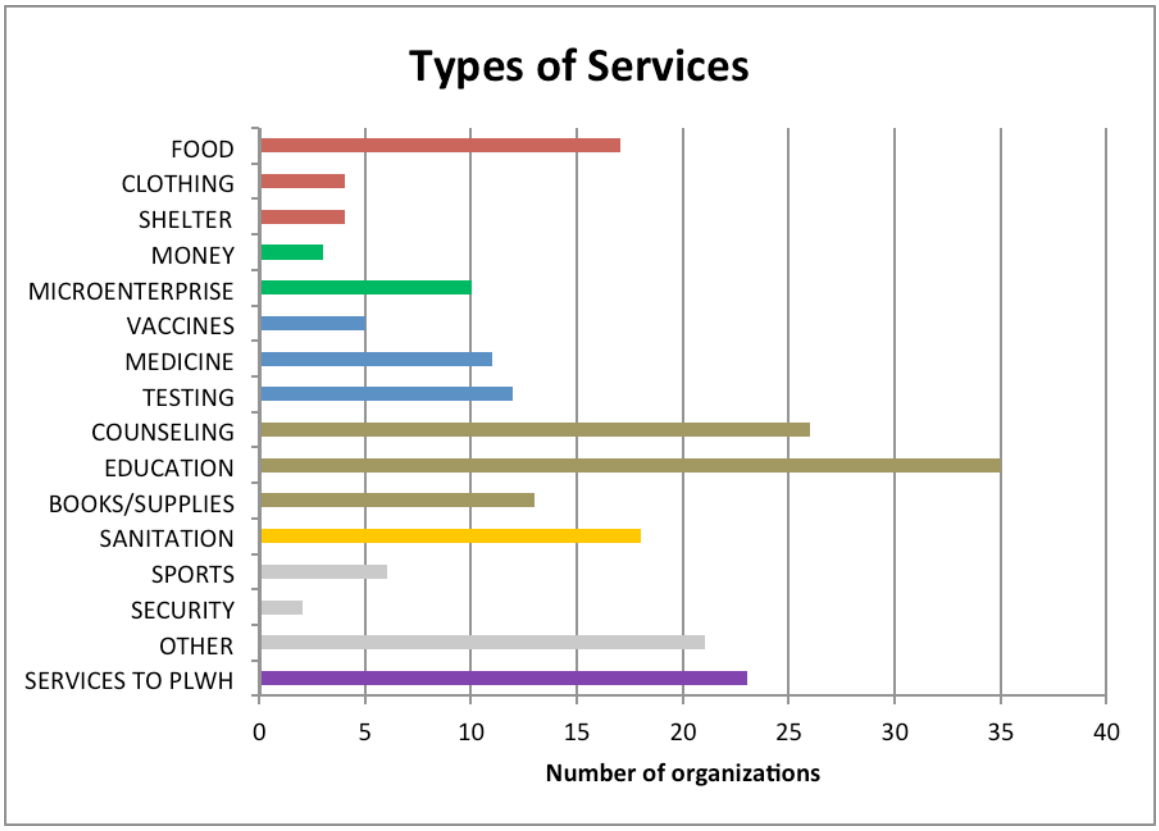
[j] Three others are unaccounted for; did these refuse? Unable to be contacted?
[k] Nine people did not give data on this.

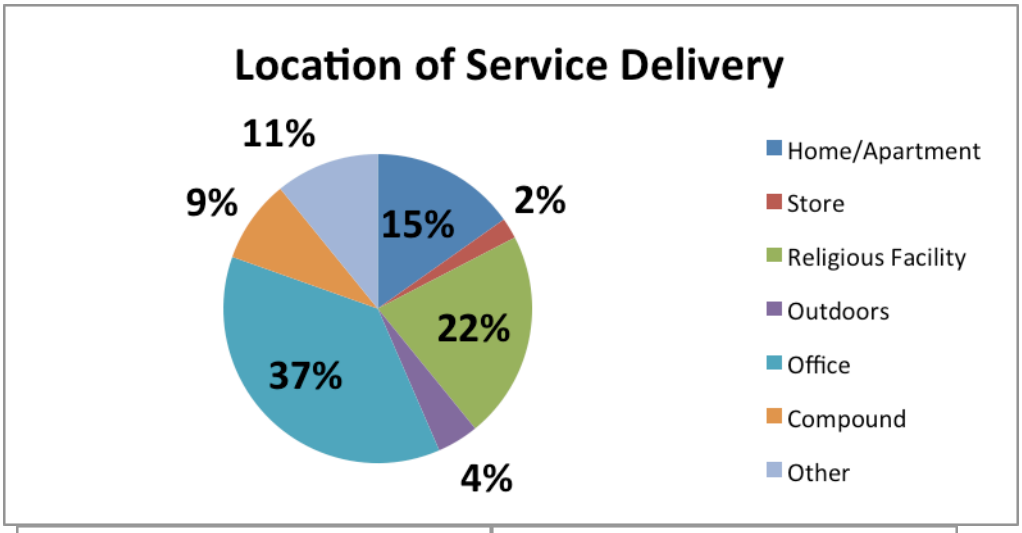


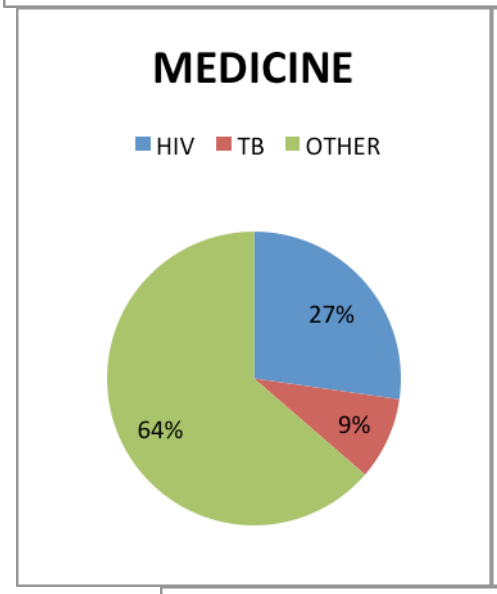
Service Delivery

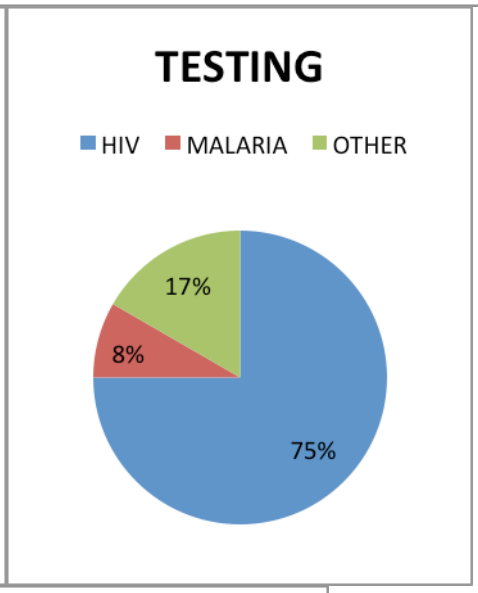


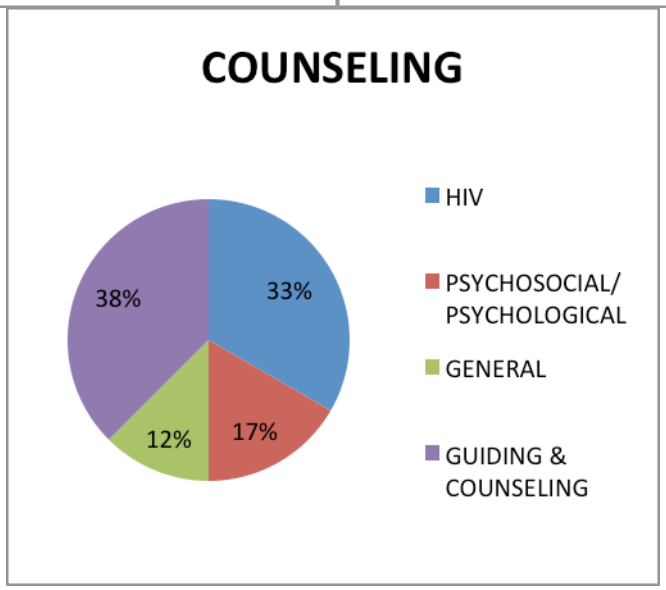

Mobile vs. Static Service Delivery
15%
28%
57%
MOBILE
STATIC
MOBILE & STATIC


Types of Services
FOOD
CLOTHING
SHELTER
MONEY
MICROENTERPRISE
VACCINES
MEDICINE
TESTING
COUNSELING
EDUCATION
BOOKS/SUPPLIES
SANITATION
SPORTS
SECURITY
OTHER
SERVICES TO PLWH
0
5
10
15
20
25
30
35
40
Number of organizations


Location of Service Delivery
11%
9%
15%
2%
22%
37%
4%
Home/Apartment
Store
Religious Facility
Outdoors
Office
Compound
Other

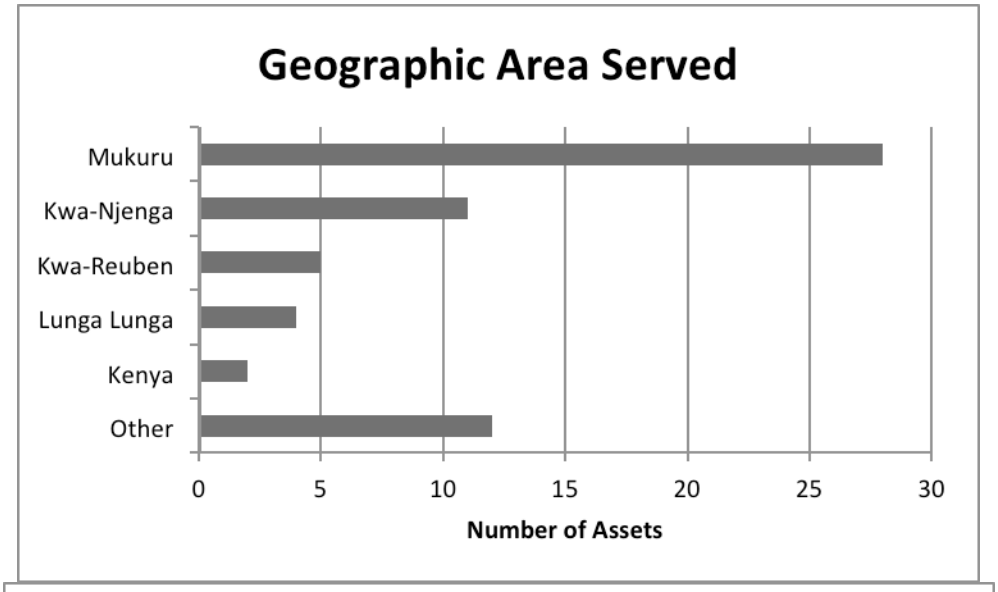

MEDICINE
HIV
TB
OTHER
27%
9%
64%

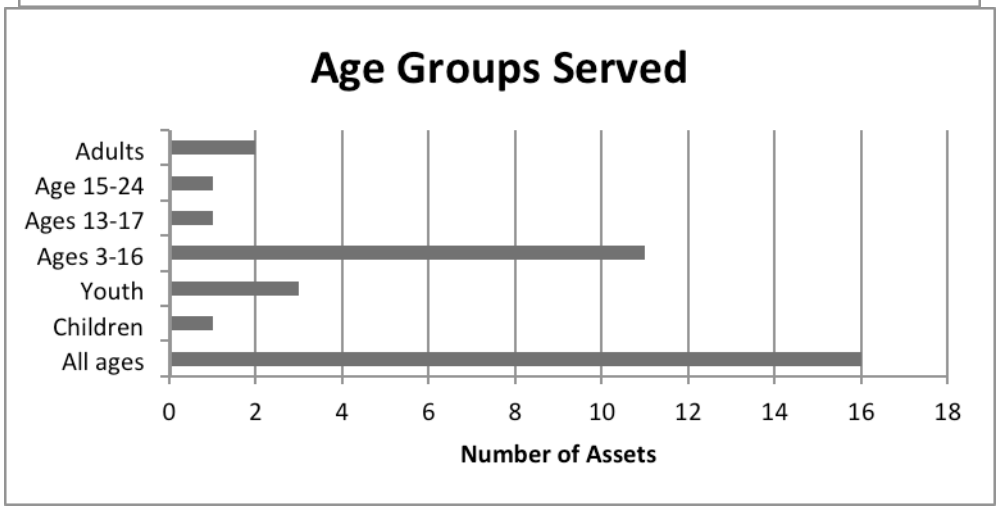

TESTING
HIV
MALARIA
OTHER
17%
8%
75%


COUNSELING
38%
33%
12%
17%
HIV
PSYCHOSOCIAL/ PSYCHOLOGICAL
GENERAL
GUIDING & COUNSELING

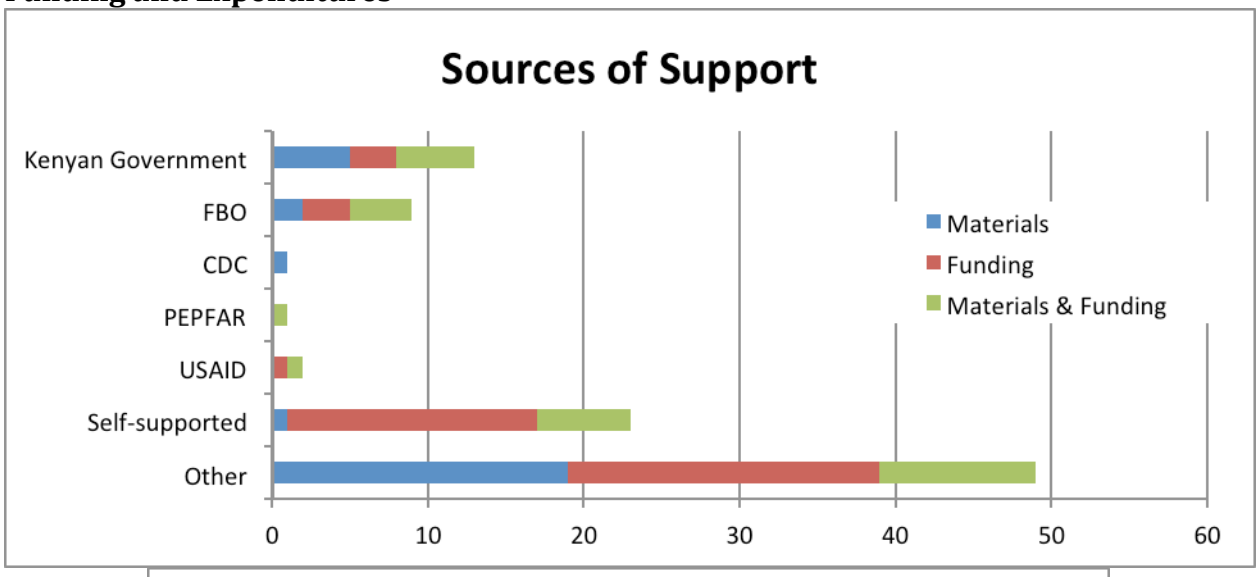
Population Served

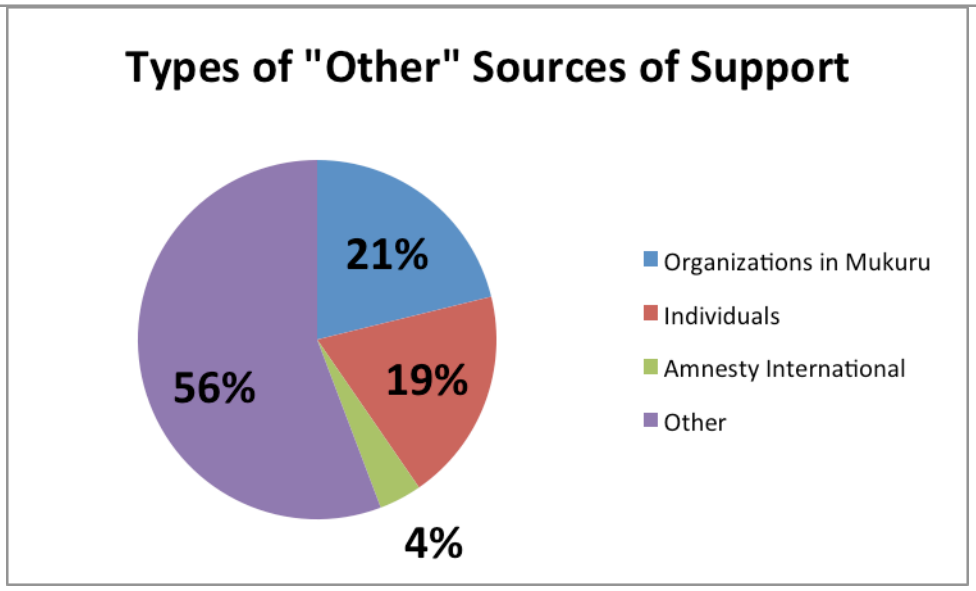
- With the exception of one asset, all served both men and women
- 23 of the assets interviewed provide services to PLWH (but data were missing for 24 organizations). Including the assets that were not interviewed, 64 organizations were providing services to PLWH (data on 52 assets were missing).





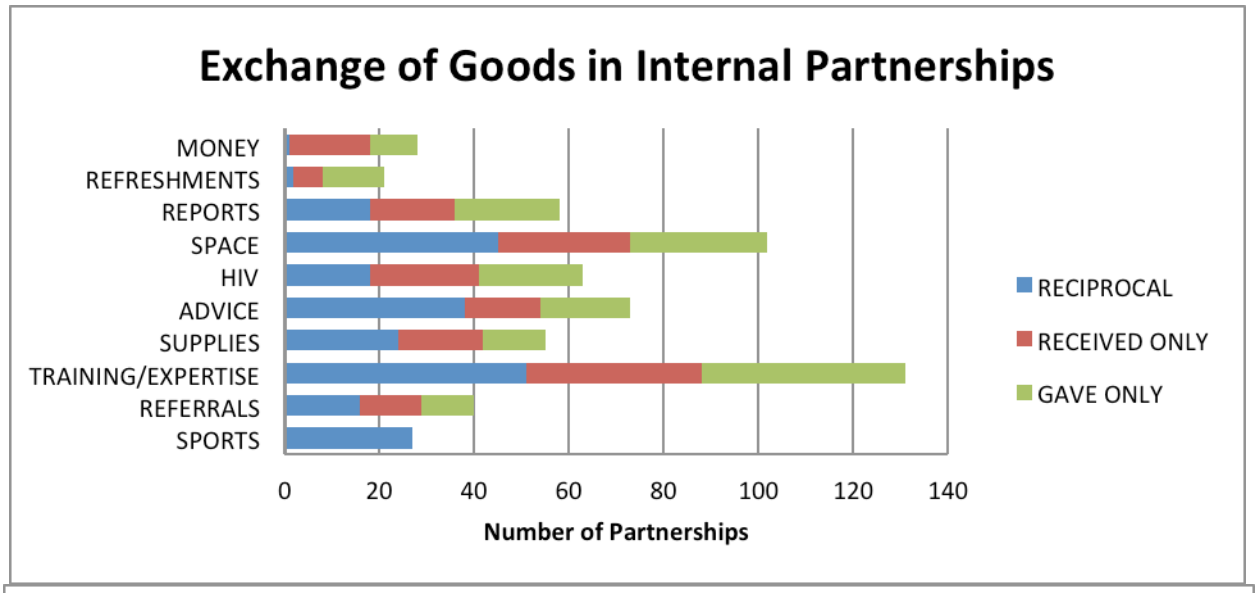
Funding and Expenditures

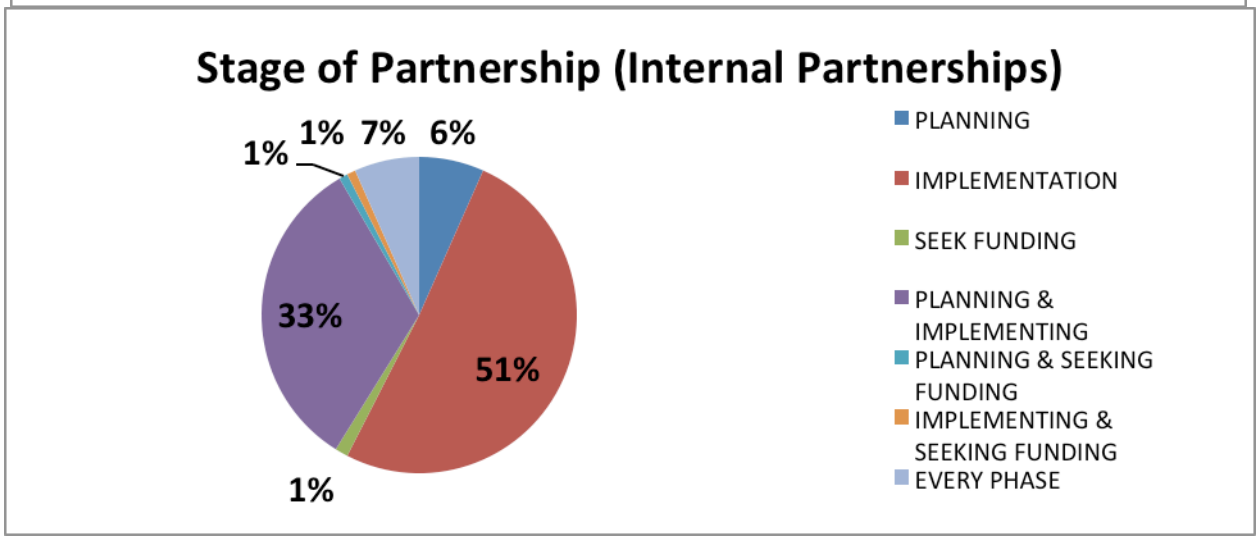




Internal Partnerships

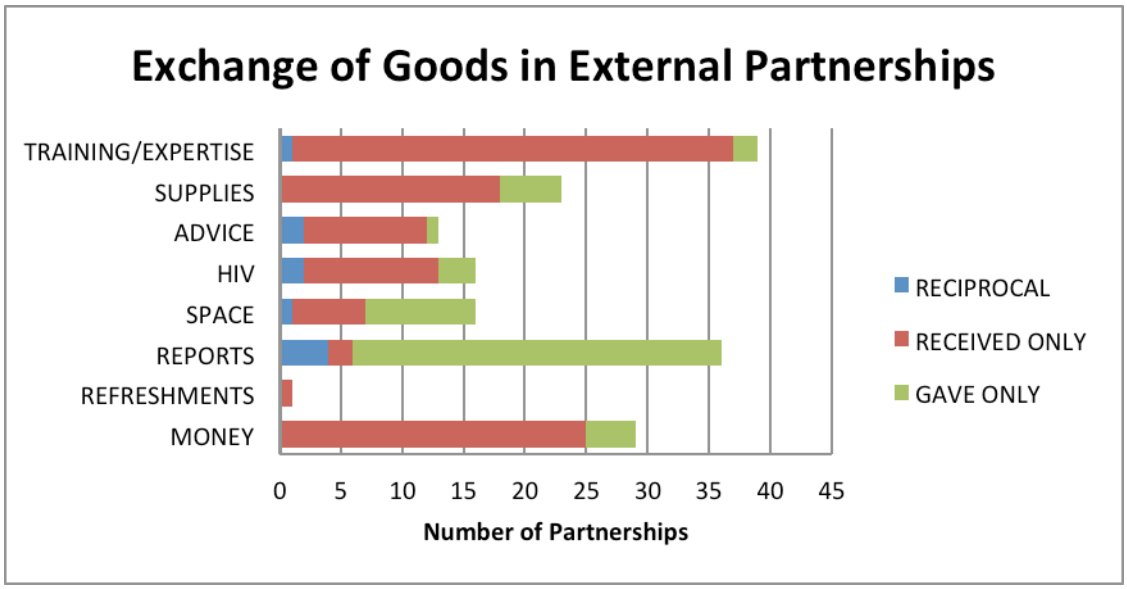
- 258 partnerships inside Mukuru were identified
- The relationships identified were very strong, rated an average of 4.1 on a 5-point scale.
- On average, partnerships had been in place for 4 ½ years. The longest partnership was 20 years.

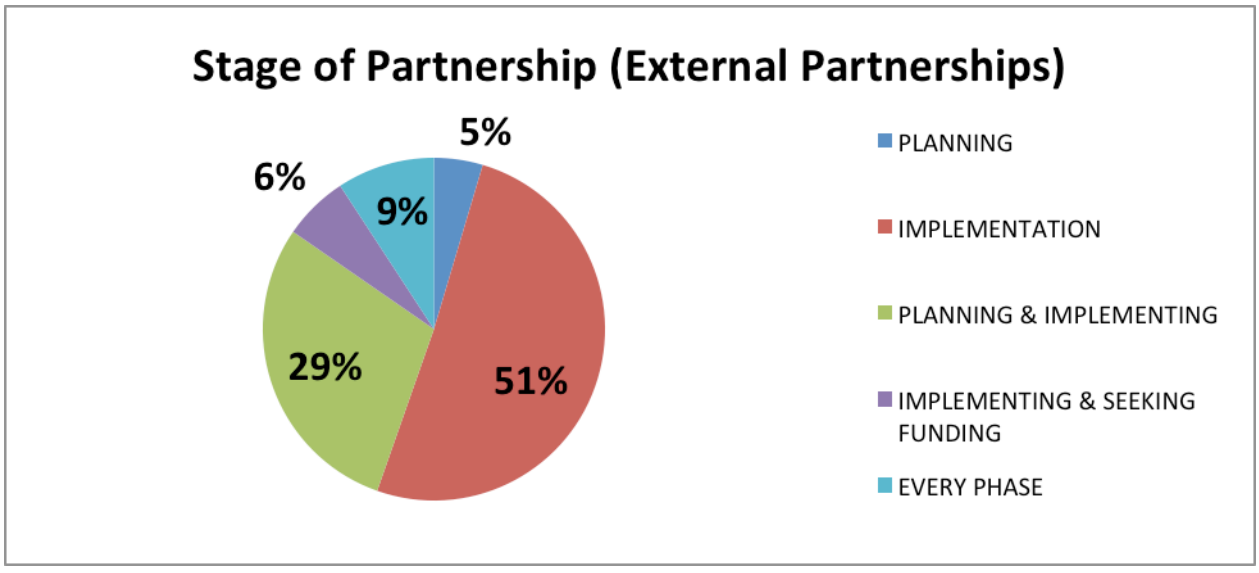




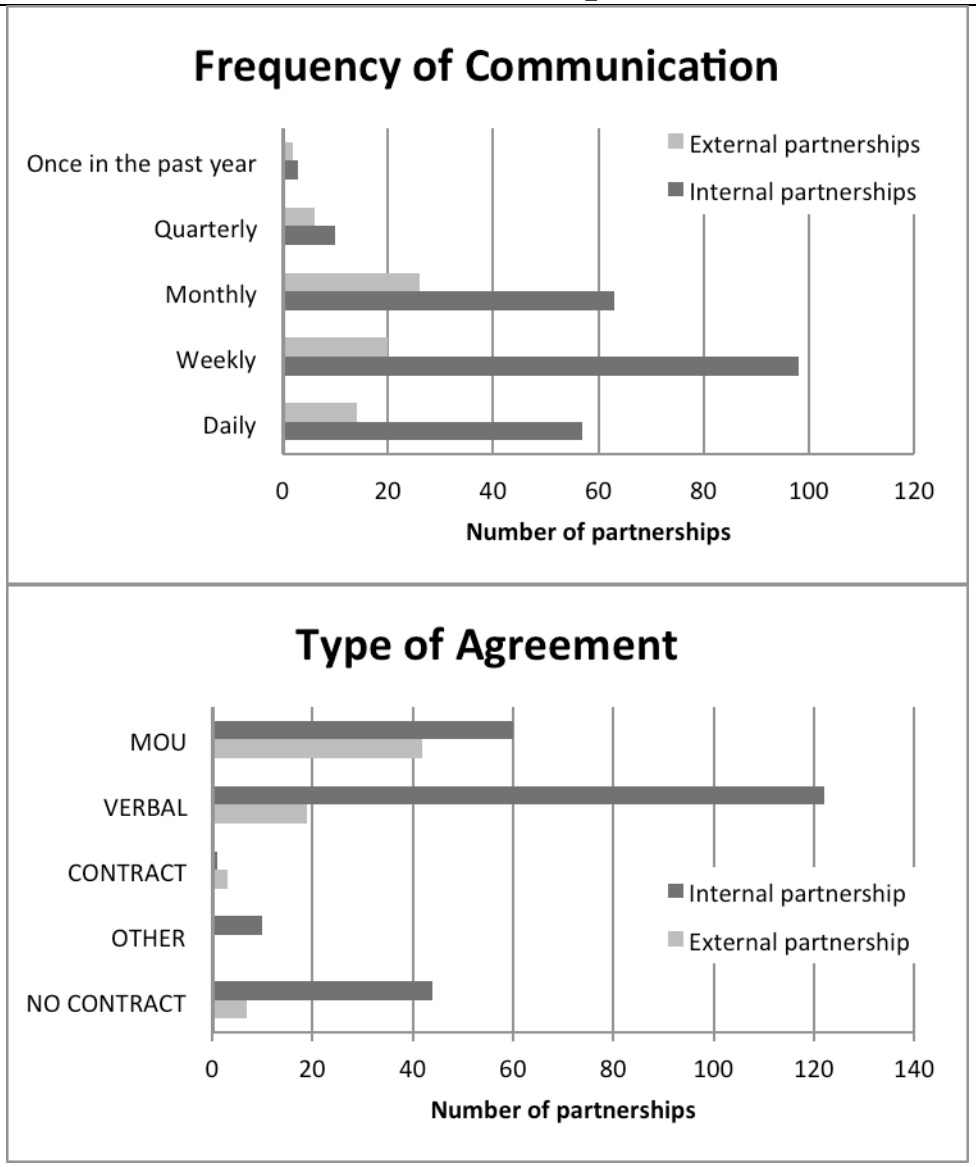
External Partnerships

- 91 external partnerships were identified
- The relationships identified were very strong, rated an average of 4.3 on a 5-point scale.
- On average, partnerships had been in place for a year. The longest partnership was 14 years.





Internal and External Partnerships



-Thematic Descriptions-

I. Introduction and methodology

The purpose of this section is to analyze the three open-ended questions that present some important themes relating to why partnerships are established, how they are maintained, and the impact partnerships have on an asset for both **internal** and **external** assets. In addition, an analysis of the ways in which services offered by organizations have changed is presented. These lists should not be considered all-encompassing lists of relevant themes but rather as a summation of ideas presented during the surveys; they can be used as a jumping-off point for development of topics for the workshops which will be better able to delve into relevant issues in a more open and thorough manner.

Categories presented are interpretations and groupings of survey responses as discerned by the Emory analyst. These interpretations are limited by the analyst's lack of familiarity with the vocabulary used to describe partnership work in Mukuru and the fact that survey responses were summaries of the responses given by interviewees and therefore not direct representations of assets' words. The grouping of responses can be seen in the section "Presentation of Data" should thematic categories need to be revised.

II. Internal Assets

-Sample descriptive statistics

- **89.3%** of the sampled assets listed internal partners (50/56)
- **258** internal partnerships identified from those 50 assets
- **3.5%** of the internal partnerships did not answer all three qualitative questions (9/258)
    - **5.4%** did not answer the question about 'establishment' (14/258)
    - **5.4%** did not answer the question about 'maintaining' (14/258)
    - **8.9%** did not answer the question about 'impact' (23/258)

-Question 8: What led to the establishment of the partnership?

Category*	Sub-Categories	
1. Sharing	Resources Space Experiences/training/knowledge between assets Opportunities Planning responsibilities	Linkages/connections Advice Ideas Services Name
2. Improving/expanding services	Referrals Implementation/delivery of services Specific training for clients	Diversify/expand services Improve environment for clients Fundraising support
3. Common goal, project, service, topic, target group	Children Girl-child Sponsorship Scholarship Single mothers Youth Economic empowerment Reproductive health	HIV/AIDS Environment Behavior change Spiritual nourishment Common goal Specific project Same target population (general) Education (general)
4. Seeking unique benefits from partner	Security Materials Permission Government connection Getting loans	Needing space Medical/health services General capacity support Unique work of partner (general)
5. Common donor, sponsor, funding	--	
6. Formal agreement with partner	Contracts	Common alliance/umbrella
7. Organizational history with partner	Organization established by partner	Branch of partner
8. Concern for sustainability of partner	--	
9. Common of services or work area	--	
10. Previous work experience with partner	--	
11. Partnership initiated by partner	--	
12. Negative perception of partnership	--	

*__21__ answers were interpreted as too general to be adequately categorized. As frequency of response is not very meaningful for this thematic analysis and do not represent the number of partnerships within the sample, numbers for each category and sub-category are not provided here. See 'Presentation of data' for list.

-Question 9: What are you doing to maintain the partnership?

Category**	Sub-category	
1. Working together	General idea of working together Planning together Referrals/follow-ups Workshops/seminars Mobilizing clients	Working on/supporting project/activities Contribution Achieving objectives Capacity building/empowering
2. Sharing	General sense of sharing Sharing Resources Networking Sharing Space Sharing Opportunities	Staff training Sharing Staff Sharing advice Sharing information/ideas
3. Having or implementing a plan together	Having a plan/agreement Implementing plan/ "playing your role"	
4. Working through a directive from/belonging to another organization	Following through on a directive Part of a common group/organization Working through another party	
5. Meetings and communication	Meetings Visiting Communication	Invitations Socializing
6. Cultivating a good/trusting/cooperative relationship	--	
7. Maintaining organizational support and characteristics	Reports Monitoring and evaluation	Accountability/transparency
8. Nothing actively done to maintain partnership/weak relationship	--	
9. Actively working on disagreements	--	

****1** answer was interpreted as too general to be adequately categorized. As frequency of response is not very meaningful for this thematic analysis and do not represent the number of partnerships within the sample, numbers for each category and sub-category are not provided here. See 'Presentation of data' for list.

-Question 10: How has the relationship impacted your work?

Categories***	Sub-category	
1. Expansion of services	General expansion of services New services Reaching additional/new clients	Referrals Reaching new areas
2. Improved relationships and/or networks	Positive relationship with government Networking	Connections
3. Adding the partner's services to what the organization offers	General additional services Sponsorship Church connection Lower service cost Services for girls	School fees Access to education Medical services Job opportunities
4. Improved relationship with the community	--	
5. Improved existing services/service delivery of organization	General service/service delivery improvement Education	Campaigns Patient care
6. Improved state of client or community because of partnership	General improvement of clients Mutual understanding General improvement of community Improved health-related knowledge Improved living standards of community/people Skills improvement of clients	Behavior change Academic performance New talents cultivated Reduced crime in community Social conduct Spiritual growth
7. Able to achieve mission/vision of organization through partnership	--	
8. Improved structure/operations of organization	Sustainability Knowledge/training in relation to organizational structure Capacity building Planning	Problem solving Organizational infrastructure/administration/environment
9. Continued sharing of resources/information/ideas	--	
10. Strengthening of relationship with partner	--	
11. No impact or less impact	--	
12. Increased prestige to the organization through the partnership	--	
13. General positive impact	--	

***14** answers were interpreted as too general to be adequately categorized. As frequency of response is not very meaningful for this thematic analysis and do not represent the number of partnerships within the sample, numbers for each category and sub-category are not provided here. See 'Presentation of data' for list.

III. External Assets

-Sample descriptive statistics

- **67.9%** of the sampled assets listed external partners (38/56)
- **91** external partnerships identified from those 38 assets
- **15.4%** of the external partnership did not answer all three qualitative questions (14/91)
    - **16.5%** did not answer the question about 'establishment' (15/91)
    - **20.9%** did not answer the question about 'maintaining' (19/91)
    - **18.7%** did not answer the question about 'impact' (17/91)

-Question 8: What led to the establishment of the partnership?

Category*	Sub-Categories
1. Sharing	Resource sharing Information sharing Friendship/partnership
2. Supporting/expanding services	Referrals Expand services Support services
3. Supporting clients of organization	--
4. Seeking unique benefits from partner	Expertise Advice Power Adding to infrastructure Organizational structure of the partner Fulfill needs of organization/community
5. Gain knowledge/experience/training	--
6. Through connections	Based on services of the partner/another group Through another organization/program
7. Common goal, project, services	Common services Common objectives/goal/mission
8. Funding-related	Sharing the same donor Funding for organization
9. Partnership initiated by partner	--

***12** answers were interpreted as too general to be adequately categorized. As frequency of response is not very meaningful for this thematic analysis and do not represent the number of partnerships within the sample, numbers for each category and sub-category are not provided here. See 'Presentation of data' for list.

-Question 9: What are you doing to maintain the partnership?

Category**	Sub-category
1. Reporting to the partner	Giving reports Being accountable Monitoring and evaluation
2. Supporting the organization's work	Training of organization's staff Improvement of organization's infrastructure Supporting clients of organization Referrals Implementing the organization's services Capacity building
3. Connections	Networking Membership
4. Meetings and communication	Meeting Communication with partner
5. Supporting the partner's work	Implementing the partner's programs Working within requirements of partner Following through on contract Attending forums of partner
6. Planning and working together	--
7. Partnership ended	--

****8** answers were interpreted as too general to be adequately categorized. As frequency of response is not very meaningful for this thematic analysis and do not represent the number of partnerships within the sample, numbers for each category and sub-category are not provided here. See 'Presentation of data' for list.

-Question 10: How has the relationship impacted your work?

Categories***	Sub-category
1. Impacted services of organization	Implementing services of organization Improving services/service delivery of organization
2. Expansion of services	Reach more people/better referrals Expanded services
3. Improve client wellbeing/access to services	--
4. Improve relationships and/or networks	--
5. More visibility in community / visibility around issues	--
6. Additional funding streams	--
7. Structural improvement to organization	Acquired knowledge/trainings Material/resource/infrastructural support
8. Achieve mission	--
9. General positive impact	--

***3** answers were interpreted as too general to be adequately categorized. As frequency of response is not very meaningful for this thematic analysis and do not represent the number of partnerships within the sample, numbers for each category and sub-category are not provided here. See 'Presentation of data' for list.

IV. How services have changed in the past two years

-Sample descriptive statistics

- **66.1%** of the sampled assets indicated that their services had changed in the last two years (37/56)

- **2.7%** of those who indicated their services had changed did not provide a response as to how they had changed (1/37)

-If yes, how have your services changed in the last two years?

Categories*	Sub-categories
1. General growth/improvement in organization	--
2. Service changes	Working through partners to provide direct services Work on new topics/offer new services Expansion of existing services
3. Structural/administrative growth/changes	Income generation Growth in infrastructure Name/ownership change Trainings for staff Location change
4. Fewer services offered	--

2 answers were interpreted as too general to be adequately categorized. As frequency of response is not very meaningful for this thematic analysis and do not represent the number of partnerships within the sample, numbers for each category and sub-category are not provided here. See 'Presentation of data' for list.

-Appendix B: Workshop Development Manual-

Author: Rachel Berkowitz
Not to be duplicated without crediting author

I. Introduction

This purpose of this manual is to help guide the process of workshop development for the June/July 2012 Mukuru on the Move partnership network workshops. The users of this manual are the Mukuru on the Move team who are developing the two partnership workshops based on preliminary results from the Partnership Survey conducted during June of 2012. The information presented is adapted from Tools Together Now (2009), a PLA resource guide focused on supporting community action on AIDS in developing countries, and 'Empowering Communities: Participatory techniques for community-based programme development' Trainer's manual from the Center for African Family Studies (1998). In addition, information was taken from a Training for Transformation course at Rollins School of Public Health, Emory University during Winter of 2012, as well as a Participatory Learning Activity course and a Qualitative Research Methods course at Rollins School of Public Health, Emory University during Spring 2012. The manual discusses an introduction of Participatory Learning Activity (PLA) Sessions, best practices with PLA facilitation, guidance for designing the content of a workshop, and some guidelines for structuring the workshop itself. This manual is not all-inclusive, and additional resources on participatory learning activities are provided.

II. PLA sessions and tools

"PLA is a growing family of approaches, tools, attitudes and behaviors to enable an empower people to present, share, analyze and enhance their knowledge of life and conditions, and to plan, act, monitor, evaluate, reflect, and scale up community action." – Tools Together Now (2009)

Key characteristics of PLA sessions

Participatory learning activities are…

- About seeing the right attitudes and behaviors as most important
- Used for planning, action, monitoring, evaluation, reflecting, and scaling up
- A capacity-building process which aims to give people the knowledge, resource, personal, and positional power to address issues
- Used with all levels of literacy and education and as a means for all levels to assess, plan, act, monitor, evaluate, and reflect together
- Empowering
- Used by individuals, households, communities, governmental, and non-governmental organizations

Ethical considerations with PLA sessions

It is vital to consider the ethical considerations in planning a workshop, considering what the risks might be to participants in the workshop. With PLA specifically, it is vital that the **key characteristics** of participatory learning activities are followed – participants must drive the process, engage actively in the learning and development of plans, and an ongoing commitment to collaboration with the community must be integral. General ethical principles which guide research broadly as well as PLA sessions include the following:

- **Justice:** Equitable distribution of benefits, burdens, and risks among the population; ensuring that expectations are clear and acceptable
- **Respect for persons:** Participants may freely and knowingly choose their level of participation in the sessions/project
- **Beneficence and nonmaleficence:** Obligation to do no harm and maximize the benefits/minimize the burdens to participants

Sample of types of PLA tools

Mapping tools	Tools which help to develop an overview of how services and conditions affect their community, household, and individuals
Time analysis tools	Tools which help communities to explore how situations change over time
Connections/relationship tools	Tools which help communities and organizations to have a greater understanding of the causes and effects of situations
Prioritizing/counting tools	Tools to help communities and organizations count, measure, and rank how situations affect them
Diagraming tools	Tools to illustrate connections and relationships of concepts using more abstract shapes
Codes	The use of a picture, story/case study, or theatrical presentation to facilitate a conversation about a particular topic or issue
Action planning tools	Tools to help communities and organizations to make plans which can help address the causes and effects of situations

IV. Designing the workshop content

1. What is the purpose of the PLA session? What do you seek to accomplish and/or learn? Defining clear objectives shapes the rest of the workshop content.

Decide objectives of PLA session

Identify who to do the PLA with

2. Based on the objectives, what population(s) should be a part of the session? Who are most affected by the issues described in the objectives?

3. Break down the objectives into smaller topics and issues that need to be covered to achieve the objectives.

Identify key topics/issues

Identify key questions

4. For each of the separate topics or issues, prepare a list of key questions that will help to explore the topics with participants in detail.

5. Identify tools that will allow for exploration and answering of the key questions.

Match questions with tools

V. Matching key questions with PLA tools

This section provides some guiding thoughts on how to match key questions with PLA tools in order to structure a workshop. These thoughts are based on previous experiences; additional resources could provide other thoughts on how to approach this process.

Step 1: Looking at your key questions

- Consider what each question is really asking. Write/rewrite the question in the clearest and simplest language possible so that you know exactly what you are trying to learn.
- For each question, think of the kind of information that you are hoping to gather – do you want to know how participants might rank a list of characteristics? Are you interested in a description of how participants view a particular place or series of places? Are you hoping for a free-listing of ideas? Are you hoping to compare two ideas or concepts? That will guide the type of PLA activity you might want to choose.
- Are some questions very related? Could you possibly use one activity to engage with multiple questions? Keep this in mind as you move into Step 2.

Step 2: Exploring activities

- Based on the type of information you want to collect and the purpose of the question, consider the type of PLA activity that might fit best with that question. This will help you focus your search.
- Look through multiple activities, reading their descriptions and instructions, and select the activity/activities that might facilitate answering this question.

Step 3: Imagine the scenario

- Put yourself in the participant's shoes. Imagine you are going through the process of the PLA activity you have selected for a specific question. Would that activity actually inspire you to address the issues of the question?
- Reflect on what sorts of additional questions or probes you would need to build into the activity in order to support the participants in exploring the question.
    - **Note:** A **probe** is different from an additional question. Probes are reminders to ask about specific topics that are not raised spontaneously. They are usually written in the workshop guide and are NOT sub-topics.
        - **Example:** What are your feelings about having children? (probe: desire, timing, number, gender)

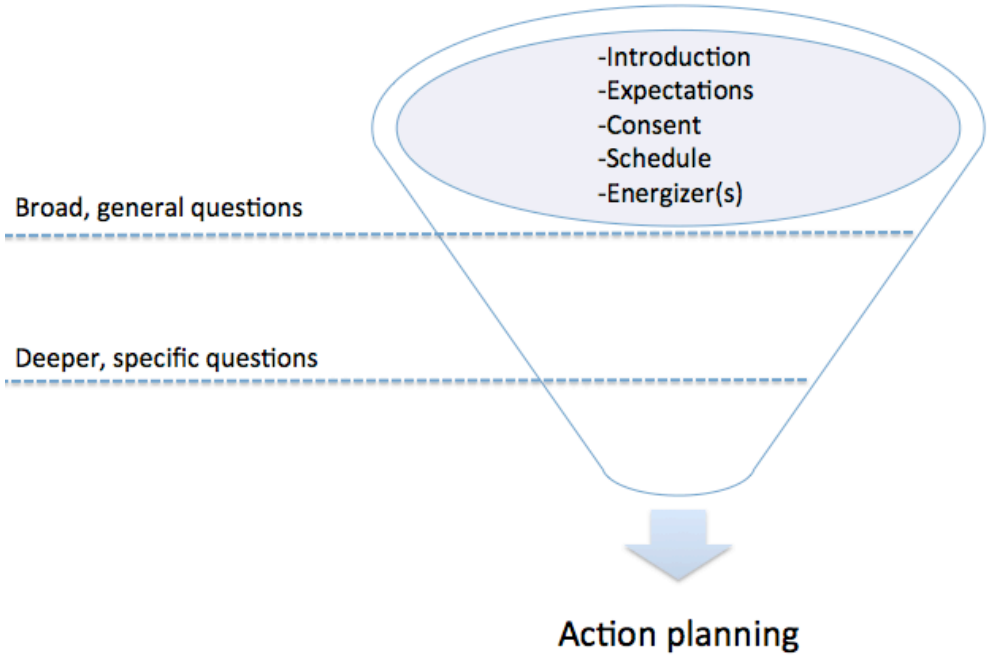
Step 4: Consider the workshop as a whole

- Looking at all of the activities that you have identified for the key questions, consider how they fit together. Do the activities flow well from one to the next? Are there some activities that might overlap in terms of answering multiple questions? How might the participant feel, going through the entire workshop?
- Consider **TIME** – how long will your workshop be? What kind of flexibility could be built into the workshop structure?
- Based on your reflections, revisit your questions and activities and make any changes necessary to ensure that the workshop is energizing and doable.

Once you feel confident in the tools you will be using in the context of the whole workshop, write a **detailed, step-by-step** description of each activity, including the materials you will need available for the activity, the different actions that the participants will be doing, and when pictures should be taken to capture the activity.

VI. Developing the workshop structure

Overarching flow of workshop



Guidelines for Developing PLA Workshop

Development

1. Develop the workshop (see above)
2. Discuss the ethical issues to be considered

Logistics

3. Decide on a timetable and when to do the PLA session(s)
4. Select the location for the session(s)
5. Ensure approval from local administrative officials and community leaders
6. Decide on participants for the PLA sessions
7. Invite participants for the PLA sessions
8. Training of PLA team on PLA process
9. Decide on roles and responsibilities of the team
10. Put together materials and resources required for PLA session

Session and analysis

11. Conduct PLA Workshops
12. Synthesize and analyze data

Sharing findings

13. Decide how, with who, where, and when to share findings
14. Follow up on action items/presentation of information with participants
15. Evaluate progress of action items
16. Consider next steps – additional workshops? Additional conversations? Action steps?

VIII. Facilitating and Notetaking tips

The below tips provide some general ideas about facilitation and notetaking. For more detailed and specific information on either of these topics, additional training would be recommended.

Facilitation

PLA facilitators should be:

- Trusted by members of the community
- Speak the same language
- Understand the culture
- Willing and interested to learn from people
- Of the same age and gender
- Committed to addressing issues in community
- Has knowledge of issues community faces
- Can work respectfully with groups
- Skilled in using PLA tools
- Able to plan, monitor, and evaluate PLA process
- Able to record information

Responsibilities of facilitators[l]

- Help people feel comfortable with a participatory approach
- Encourage people to share information, ideas, concerns, and knowledge
- Support learning in a group
- Help people to communicate effectively
- Manage group dynamics
- Keep the work practical and relevant
- Invite the group to take control of the learning and sharing process

Facilitation skills and tips

(1) Encourage sharing and learning	• Encourage sharing and learning by using open-ended questions to understand the meaning behind participant's drawings (such as "what id you draw first and why?" or "what is not included in the drawing and why?") • Encourage two-way communication by actively listening to participants and using open-ended questions ("What was the meeting like?"), probing questions ("Could you explain what you mean?"), clarifying questions, questions about feelings, and receiving feedback • Summarize the experience of an activity – start with the positive points, highlight where there are agreements or differences, reflect on participant's comments rather than your own, and focus on the main points
(2) Communicate well	• Be enthusiastic, calm, and confident • Talk slowly and clearly, using appropriate language • Provide clear guidance and instructions • Be honest and clear about what you don't know • Use positive body language and make eye contact
(3) Keep the work focused and practical	• Focus on practice rather than theory • Talk about 'we' and 'us' rather than 'they' or 'them' • Link the activities to participants' own work
(4) Respond to group dynamics	• Cope with power dynamics, encouraging all participants to work as equals • Help people to clarify their ideas and the opinions of others • Deal with problems as they arise • Deal positively with criticism • Accept that group members do not always have to agree on everything • Cope with judgmental attitudes constructively rather than taking offense • Balance participation so that everyone has the chance to speak • Give positive feedback to participants to help encourage additional conversation

[l] *Source: "A facilitators' guide to participatory workshops with NGOs/CBOs responding to HIV/AIDS" – Alliance*

Notetaking

1. You are not writing down everything word for word – capture the main thoughts or ideas that are being presented. This is not a verbatim transcript.

2. It is not necessary to record the names of participants or to identify participants during note taking. Before beginning your notetaking, assign numbers to each of the participants, and use those numbers in your notes. For the asset workshops, if possible identify the type of asset next to the participant number.

3. Keep in mind that you may not be the one analyzing your notes, and try to write notes that could be clear and understandable to any person.

4. Try to avoid summarizing an entire conversation – include different perspectives that are being said and the back and forth of the discussions; if there is disagreement, be sure to note that – **for example**
    - Participant 1 said that the most important characteristic of a strong organization is the mission statement
    - Participant 3 disagreed, saying that having a mission statement is not enough because an organization may not live up to the mission statement
    - Participant 2 also said that the mission statement was not as important as the quality of services being provided

5. If there are drawings or activities which are capturing information, make reference to those drawings and focus on capturing ideas or debates that are happening as the drawings are being made or the activities being carried out. Since the activities will capture a lot of information, it is not necessary to record everything that is being drawn.

6. Always remember that **the purpose of notetaking is to provide a clear understanding of the discussions facilitated during the workshop**. Notes and pictures of the activities will be used together to understand the ideas generated by the workshop.

VIII. Activity Planning Template

The below items form the 'Activity Plan' that can be used for each activity within the PLA workshop. The activity plan is for **one activity**, and so a workshop with more than one activity will have multiple activity plans for each activity. Clear activity plans help you ensure that you are well prepared for the workshop and will ensure that any individual should be able to follow the direction of your workshop and even facilitate sessions.

Objective: *The objective of the specific activity; may refer to the key question(s) that you are trying to answer with the activity*

Procedure: *A detailed, step-by-step description of the activity. Including more detailed instructions will ensure that anyone can follow the process of the activity, even if they have not been a part of creating the workshop.*

Time: *Estimate the time of the individual activity.*

Material: *Describe all of the materials necessary for completing this activity*

Method of facilitation: *Describe how many people will be facilitating, taking notes, and/or observing*

Notes: *Any additional comments that might help someone*

IX. Additional resources

Tools Together Now! 100 Participatory Tools to Mobilize Communities for HIV/AIDS. (2006). International HIV/AIDS Alliance. This document can be downloaded for free at: http://www.aidsalliance.org/includes/Publication/Tools_Together_Now_2009.pdf

Ideas and Action: Addressing the Social Factors that Influence Sexual and Reproductive Health. (2007). Cooperative for Assistance and Relief Everywhere, Inc. (CARE). This document can be downloaded free at: http://www.care.org/careswork/whatwedo/health/downloads/social_analysis_manual.pdf

Participatory Analysis for Community Action (PACA) Training Manual. (2007). Peace Corps. This document can be downloaded for free at: http://multimedia.peacecorps.gov/multimedia/pdf/library/PACA-2007.pdf

A Guide to Participatory Monitoring of Behavior Change Communication for HIV/AIDS. (2005). PATH, FHI, USAID. This document can be downloaded free of charge at: http://www.stoptb.org/assets/documents/countries/acsm/HIV-AIDS_BCC_partic%20monit_guide%20(PATH).pdf

Participatory learning and action: with 100 field methods. (2002) by Neela Mukherjee. This book can be viewed but not downloaded at: http://books.google.com/books?hl=en&lr=&id=CPDylQ5_RKAC&oi=fnd&pg=PA7&dq=particpatory+learning+and+action&ots=r4ASYuhlYi&sig=PjWOSjWdshD8qMkPxwRawjBe6NE#v=onepage&q&f=false

Empowering Communities: Participatory Techniques For Community-Based Program Development . Volume 1: Trainer's Manual and Volume II: Participant's Handbook. FHI 360.This document can be downloaded free of charge at: http://www.globalhealthcommunication.org/tools/36

100 Ways to Energise Groups: Games to use in workshops, meetings and the community. (2002). International HIV/AIDS Alliance. http://www.impactalliance.org/ev_en.php?ID=3782_203&ID2=DO_TOPIC

A Facilitator's Guide to Participatory Workshops with NGOs/CBOs Responding to HIV/AIDS. (2001). International HIV/AIDS Alliance. http://www.impactalliance.org/ev_en.php?ID=3773_201&ID2=DO_TOPIC

Embracing Participation in Development: Wisdom from the Field. (1999). CARE. http://www.care.org/careswork/whatwedo/health/downloads/embracing_participitation/embracing_participitation_en.pdf

-Appendix C: Asset Workshop-

Authors: Rachel Berkowitz, Mukuru on the Move Team
Not to be replicated without crediting authors

DATE: 19 July 2012
TIME: 8:30AM – 4:30PM (480 minutes)

ROLES:

- **Large group facilitators:** CB Peter, Dr. Lillian Kimani
- **Large group notetakers:** Michael M., Vincent, Moses, Lucy
- **Small group facilitators:** Anthony Mukutu, Anthony Mutuku, Peninnah, Micahel K.
- **Small group notetakers:** Michael M., Vincent, Moses, Lucy
- **Timekeeper:** Duncan
- **Registration:** Duncan, Peninnah, Rachel
- **Ground rules:** Moses, April
- **Expectations discussion:** CB Peter, Dr. Lillian Kimani
- **Energizer:** Michael M.
- **Support staff:** April, Rachel, Duncan

LOCATION: Hope Worldwide
SET-UP:

- 4 tables for small group activities
- Chairs initially set up in a semi-circle in front of the tables, to be moved back to tables for small group activities
- Food set up support by Hope Worldwide
- Activity papers for large group conversations already taped to the walls
- "Ground rules" paper taped to the wall
- "Parking lot" paper taped to the wall
- Designated spaces for small group presentations of discussions on the walls

-Workshop Intro Content-

Greeting by Hope Worldwide (5 minutes)

Opening prayer (5 minutes)

Introductions (5 minutes)

- **Large group facilitators** introduce themselves, thank participants for attending, and encourage them to look over the 'Introduction' letter to learn more about Mukuru on the Move.
- **Large group facilitators** ask the Mukuru on the Move team to introduce themselves briefly with their names

Expectations (10 minutes)

- **Large group facilitators** ask all participants and facilitators to introduce themselves, say what organization they are from, and to briefly state what their expectations are for the workshop

Ground Rules & Parking Lot (10 minutes)

- One **Mukuru on the Move team member** leads the group in setting ground rules for the workshop, asking participants to state ground rules for the workshop that they all can agree on (IE: respect everyone's view point, be open, be mindful of time, etc.)
- The same **Mukuru on the Move team member** also indicates that the 'Parking Lot' paper, taped to a wall, is a place to write down questions throughout the workshop that you hope to have answered. If they cannot be answered during the workshop, the team will try to answer them afterwards.

-Workshop Activities Content-

Activity 1: Free-listing of meaning of 'partnership'

Activity objective: To understand how assets characterize partnership between two organizations

Key question(s) addressed:

- How do organizations understand partnership?
- What should a partnership look like [ideally]?

Set up:

- Participants are divided into 4 tables of 7-8 people maximum
- A large piece of paper labeled **'Partnership'** on one side and **'Strong characteristics'** on the other on each table
- A set of markers are on each table
- 1 facilitator and 1 notetaker are also seated at the table (total of 10 chairs)

Time: 50 minutes

Method of facilitation:

- **Large group facilitators** to introduce the exercise and give the guiding prompt
- **Small group facilitators** to guide the process at each small group table

Procedure:

1. **Large group facilitators** introduce the purpose of the activity: To learn how organizations in Mukuru think about 'partnership' between two organizations – what does 'partnership' mean? And to understand the characteristics of a strong partnership.

2. **Large group facilitators** describe the procedure: At each table, there is a piece of paper and a set of markers. You will discuss as a group the response to the prompt "How do organization in Mukuru think about 'partnership' between two organizations; what does 'partnership' mean?" All ideas from the group are valid and important to note – using pictures and/or words, create a list of meanings of 'partnership.'

3. **Small group facilitators** repeat the topic question to the group: "How do organization in Mukuru think about 'partnership' between two organizations; what does 'partnership' mean?"

4. **Small group facilitators** encourage participants to record their ideas on the meanings of 'partnership' on the sheet of paper, in either pictures, words, or both

5. **Small group facilitators** encourage additional discussion about the response to the question:
    a. What do you think about what has been said? Why do you think that?
    b. Can you share an example or experience to explain your thoughts?
    c. Are there any other meanings of partnership to add?

6. Once participants have exhausted the list of meanings of partnership, **small group facilitators** begin the next question: What characteristics of partnership are important to have a 'strong' partnership?

7. **Small group facilitators** encourage participants to record their ideas on the characteristics of a 'strong' partnership on the other side of the sheet of paper, in either pictures, words, or both

8. **Small group facilitators** encourage additional discussion about the response to the question:
    a. How do you understand the idea of a 'strong' partnership?
    b. What do you think about what has been said? Why do you think that?
    c. Are there any other ideas of characteristics of a 'strong' partnership to add?

9. Once participants have exhausted the list of 'strong' partnership characteristics, **one participant from each small group** tapes the group's paper to the wall

10. **One participant from each small group** summarizes the group's thoughts.

11. After all four groups have presented, **large group facilitator** asks all participants to keep in mind all of these different ideas about the definitions of partnership and what makes a strong partnership as we move forward. All responses are valid and important.

TEA BREAK: (30 minutes)

- **Large group facilitators** welcome the group back from the tea break.

Activity 2: Internal asset relationship mapping

Activity objective: To explore how organizations in Mukuru see partnerships forming and being maintained among organizations in Mukuru, based on the types of organizations in Mukuru

Key question(s) addressed:

- How do organizations partner with other organizations in Mukuru?
    - What are the mechanisms to maintain partnerships?
- Why do organizations partner with or not partner with organizations in Mukuru?

Set up:

- Participants divided into 4 tables of 7-8 people maximum
- Small pieces of paper, folded, with the following 'types of organizations' on them:
    - School
    - Health center
    - Self help group
    - Religious institution
    - Government
    - Youth group
- 2 large pieces of paper per table labeled "**Partnership map**" (two smallest tables will only have 1) with a total of 6 empty circles: 1 circle in the middle, and 5 circles surrounding it
- A pack of markers per table
- I large piece of paper taped to the wall labeled "**Group partnership map"** with 6 circles in a ring, each with one of the types of organizations written in the center.

Time: 90 minutes

Method of facilitation:

- **Large group facilitators** introduce the activity
- **Large group facilitators** instruct the two largest tables to split into two groups (if all tables are equal, then pick two of the tables to split into two groups)
- **Supporting staff** enable each group to select one 'type of organization' paper
- **Small group facilitators** (and **notetakers** from the tables which have split in two) facilitate the 'ego-network' map generation
- **Large group facilitators** lead the larger group conversation about the group partnership map

Procedure:

1. **Large group facilitators** introduce the purpose of the activity: To explore how organizations in Mukuru see partnerships occurring or not occurring among different types of organizations.

2. **Large group facilitators** ask that the two largest tables (or if all are equal, two of the tables) to split into two groups for this activity. Each of the groups (2 full tables and 4 sub-groups) should have a **'Partnership Map'** paper and some markers.

3. **Large group facilitators** explain the first part of the activity: Each group will select a 'type of organization' found in Mukuru. This group will then discuss and draw the way that their selected 'type of organization' does or does not partner with other types organizations in Mukuru, based on their experiences working in Mukuru. In addition to drawing a line to show a connection, each group will discuss the way in

which the group's selected 'type of organization' would work with the other organization.

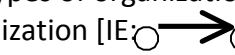
   a. While the large group facilitators are speaking, the **supporting staff** walks to each group with the folded pieces of paper with the 'types of organizations' and allows them to select their 'type.'
   b. **Small group facilitators/note takers** will write that type of organization in the middle circle of the **'Partnership Map'** paper, and will write the remaining types of organizations in the surrounding circles.

4. **Small group facilitators/note takers** will ask their group "Does your selected type of organization partner with other types of organizations in Mukuru?"

5. **Small group facilitators/note takers** ask participants to draw a line to each of the types of organizations that their selected type would partner with, producing an 'ego-network map.'
   a. ***NOTE:*** *If the group concludes that this type of organization does not partner with any other type of organization, then do not draw any lines.*

6. When each line is drawn, **small group faciltiators/note takers** ask the group
   a. Why would those types of organizations partner?
   b. From your experiences, how would these types of organizations agree to partner? [probes: formal agreement? Informal agreement? Contract? MoU? Verbal? None?]
   c. How would your selected type of organization work with this type of organization? What sort of exchange or collaboration would you see, based on your experience?

7. **Small group facilitators/note takers** ask participants to write brief on each line the answer to 6c (How would your selected type of organization work with this type of organization)

8. **Large group facilitators** ask **one participant from each group** to come and draw their '**Partnership map'** on the '**Group partnership map'** on the wall. A connection between their selected type of organization and other types of organizations should be drawn with an arrow from the selected type of organization [IE: ]
   a. ***NOTE:*** *If a line is already drawn between two types of organizations, then a double sided arrow can be used* [IE:]

9. **Large group facilitators** ask the group to look at the '**Group partnership map'** and ask the following questions:
   a. What do you notice about this picture? [probes: what types are connected? What types are not connected? What types have the most connections? What types have the fewest? Why do you think that occurs?]

b. How does this picture relate to your understanding of partnerships in Mukuru? Do you feel this is an accurate representation of the way types of organizations partner in Mukuru? If so, why so? If not, why not? Please describe.

10. As the conversation comes to a close, the **large group facilitators** ask that everyone keep in mind the conversation as we move into the next activity.

Activity 3: Benefits/Risks/Opportunities/Challenges— part 1 (internal partnerships)

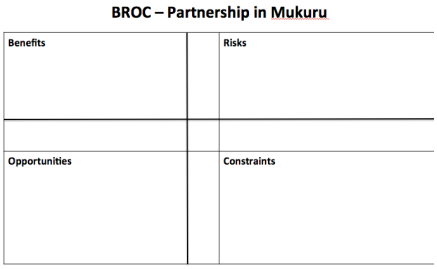
Activity objective: To go deeper into understanding the significance of partnerships among organizations in Mukuru

Key question(s) addressed:

- What are the benefits and challenges of partnerships with organization in Mukuru? [importance]
- How does partnership with an organization in Mukuru affect service delivery?

Set up:

- This is a large group activity – though still sitting at tables, all participants should be facing front
- Packs of sticky notes at each table
- Large piece of paper on the wall with the following set-up:



Time: 60 minutes

Method of facilitation:

- **Large group facilitators** will facilitate this activity with the whole group
- **Small group facilitators** support brainstorming of participants
- **Support staff** and **small group facilitators** organize sticky notes within each category

Procedure:

1. **Large group facilitators** introduce the purpose of the activity: To learn about organizations' perspectives on the benefits, risks, opportunities, and constraints in relation to partnership with other organizations in Mukuru.

2. **Large group facilitators** prompt all participants to think about their own experiences partnering with or not partnering with organizations in Mukuru.

3. **Large group facilitators** ask each participant to write down 1-3 **"benefits"** that they have observed to partnering with an organization in Mukuru (on separate sticky notes)
    a. **Small group facilitators** help to support participants at their tables in brainstorming the idea of 'benefits,' using prompts like 'what are the advantages

of partnering with another organization in Mukuru' or 'in your experience, what does an organization gain by partnering with another organization in Mukuru'

4. **Each participant** adds their sticky notes to the "benefits" box.
    a. As sticky notes are being added, **small group facilitators** and/or **support staff** will organize them by similarity in the 'benefits' column.

5. Once all sticky notes have been added, the **small group facilitator/support staff** who organized the notes will call out the overarching categories of 'benefits.'

6. The **large group facilitator** may ask the group the following questions:
    a. What do you think about what has been listed? Why do you think that?
    b. Are there any benefits not listed that you feel should be included? Describe these additional benefits.
    c. **Small group facilitators/support staff** can add additional 'benefits' on sticky notes based on the conversation

7. REPEAT steps 2-6 for the following categories:
    a. **'Risks'** which organizations may experience when partnering with an organization in Mukuru
        i. Prompts for **small group facilitators** to use may include: 'disadvantages of partnering with an organization in Mukuru' or 'what might an organization lose by partnering with another organization in Mukuru'
    b. **'Opportunities'** that organizations have to form a new partnership with organizations in Mukuru
        i. Prompts for **small group facilitators** to use may include: 'the contexts in which new partnership are formed' or 'from your experiences, when might an organization try to begin a partnership with another organization in Mukuru?'
    c. **'Constraints'** that keep organizations from forming new partnerships with organization in Mukuru
        i. Prompts for **small group faciltiators** to use may include: 'what are barriers to forming a new partnership with another organization in Mukuru'

8. Once all boxes have been filled, **small group facilitators/support staff** should see if there are any themes present in more than one category and can move those categories the middle lines between boxes

9. **Large group facilitators** ask all participants to look at the BROC chart and answer the following question:
    a. Looking at this chart, what does it say to you about the nature of partnerships with organizations in Mukuru? What stands out to you? Why does this stand out to you?

10. **Large group facilitators** ask that all participants keep this conversation in mind as we move into the next phase of the workshop.

LUNCH (45 minutes)

- **Large group facilitators** welcome participants back from lunch.

Energizer (10 minutes)

Activity 4: Focus group on external partnership

Activity objective: To better understand the nature of partnerships between organizations in Mukuru and organizations based outside of Mukuru

Key question(s) answered:

- How do organizations partner with organization outside of Mukuru?
    - What are the mechanisms used to maintain partnerships?
- Why do organizations partner with or not partner with organizations outside of Mukuru?
- What is the importance of partnering with an organization outside of Mukuru?
- How does partnership with an organization outside of Mukuru affect service delivery?

Set up:

- Participants sitting in small groups
- Large piece of paper with two columns – **'Outside of Mukuru'** and **'Why partner'**
- Set of markers

Time: 30 minutes

Method of facilitation:

- **Small group facilitators** will facilitate the focus group discussion
- **Large group facilitators** will facilitate the larger group discussion

Procedure:

1. **Large group facilitators** introduce the purpose of this discussion: To understand the nature of partnerships with organizations outside of Mukuru

2. **Large group facilitators** will describe the procedure: Discuss questions about organizations outside of Mukuru and partnerships with those organizations in small groups.

3. **Small group facilitators** will ask What qualifies an organization as being 'outside of Mukuru'? May use prompts like the following to help conversation:
    a. Are there examples of partnerships between organizations in Mukuru and organizations outside of Mukuru? If so, please describe.

   b. What do you think about what is being said? Why do you think that?
   c. Are there other characteristics that would indicate an organization is 'outside of Mukuru'?

4. **Small group facilitators** encourage participants to write down the ideas about what qualifies an organization as 'outside of Mukuru,' using pictures or words or both, under **'Outside of Mukuru'** column.

5. **Small group facilitators** then asks of the group: Why might an organizations partner with an organization 'outside of Mukuru'? May use prompts like the following to help conversation:
   a. What might motivate an organization to partner with an organization outside of Mukuru, from your experiences?
   b. What do you think about what is being said? Why do you think that?
   c. Are there other reasons for partnering with an organization outside of Mukuru that have not been discussed?

6. **Small group facilitators** encourage participants to write down the ideas about why an organization would partner with an organization 'outside of Mukuru,' using pictures or words or both, under **'Why partner'** column

7. **One participant from each small group** will tape the group's paper to the wall and summarize the ideas from their group.

8. **Large group facilitators** may ask the following questions of the whole group:
   a. What do you think about what has been said? Why do you think that?
   b. Does anything surprise you about what has been listed? Why does it surprise you?

9. **Large group facilitators** ask participants to keep these different definitions in mind moving into the next activity.

Activity 5: Benefits/Risks/Opportunities/Challenges— part 2 (external partnerships)

Activity objective: To go deeper into understanding the significance of partnerships with organizations outside of Mukuru

Key question(s) answered:

- What are the benefits and challenges of partnerships with organization outside of Mukuru?
- What is the importance of partnering with an organization outside of Mukuru?
- How does partnership with an organization outside of Mukuru affect service delivery
- What are the differences between partnerships with organizations in Mukuru and with those outside of Mukuru?

Set up:

- This is a large group activity – though still sitting at tables, all participants should be facing front
- Packs of sticky notes at each table
- Large piece of paper on the wall with same BROC set up as previous activity

Time: 60 minutes

Method of facilitation:

- **Large group facilitators** will facilitate this activity with the whole group
- **Small group facilitators** support brainstorming of participants
- **Support staff** and **small group facilitators** organize sticky notes within each category

Procedure:

1. **Large group facilitators** introduce the purpose of the activity: To learn about organizations' perspectives on the benefits, risks, opportunities, and constraints in relation to partnership with organizations outside of Mukuru.
2. **Large group facilitators** prompt all participants to think about their own experiences partnering with or not partnering with organizations outside of Mukuru.

3. **Large group facilitators** ask each participant to write down 1-3 **"benefits"** that they have observed to partnering with an organization outside of Mukuru (on separate sticky notes)
    a. **Small group facilitators** help to support participants at their tables in brainstorming the idea of 'benefits,' using prompts like 'what are the advantages of partnering with another organization outside of Mukuru' or 'in your experience, what does an organization gain by partnering with another organization outside of Mukuru'

4. **Each participant** adds their sticky notes to the "benefits" box.
    a. As sticky notes are being added, **small group facilitators** and/or **support staff** will organize them by similarity in the 'benefits' column.

5. Once all sticky notes have been added, the **small group facilitator/support staff** who organized the notes will call out the overarching categories of 'benefits.'

6. The **large group facilitator** may ask the group the following questions:
    a. What do you think about what has been listed? Why do you think that?
    b. Are there any benefits not listed that you feel should be included? Describe these additional benefits.
    c. **Small group facilitators/support staff** can add additional 'benefits' on sticky notes based on the conversation

7. REPEAT steps 2-6 for the following categories:

a. **'Risks'** which organizations may experience when partnering with an organization outside of Mukuru
    i. Prompts for **small group facilitators** to use may include: 'disadvantages of partnering with an organization outside of Mukuru' or 'what might an organization lose by partnering with another organization outside of Mukuru'
b. **'Opportunities'** that organizations have to form a new partnership with organizations outside of Mukuru
    i. Prompts for **small group facilitators** to use may include: 'the contexts in which new partnership are formed' or 'from your experiences, when might an organization try to begin a partnership with an organization outside of Mukuru?'
c. **'Constraints'** that keep organizations from forming new partnerships with organization outside of Mukuru
    i. Prompts for **small group faciltiators** to use may include: 'what are barriers to forming a new partnership with an organization outside of Mukuru'

8. Once all boxes have been filled, **small group facilitators/support staff** should see if there are any themes present in more than one category and can move those categories the middle lines between boxes

9. **Large group facilitators** ask all participants to look at the BROC chart and answer the following question:
    a. Looking at this chart, what does it say to you about the nature of partnerships with organizations outside of Mukuru? What stands out to you? Why does this stand out to you?
    b. Comparing the two BROC charts,
        i. How does the nature of partnerships with organizations in Mukuru compare with the nature of partnerships with organizations outside of Mukuru?
        ii. Why do you think this is?

10. **Large group facilitators** ask that all participants keep this conversation in mind as we move into the next phase of the workshop.

Activity 6: Positives, Challenges, low-hanging fruit

Activity objective: To reflect on the nature of partnerships held by organizations in Mukuru – the network of partnerships more generally – and to begin to brainstorm ways to address less strong areas of the network

Key question(s) answered:

- What should a partnership look like [ideally]?
    - What should a partnership network for organizations look like?

- What are the benefits and challenges of partnerships with organization in our outside of Mukuru?

Set up:

- This is a large group activity – though still sitting at tables, all participants should be facing front
- Packs of sticky notes at each table
- Large piece of paper on the wall with two columns – '**Positives'** and '**Challenges'**
- Large piece of paper with the outline of a tree entitled **Low Hanging Fruits**

Time: 30 minutes

Method of facilitation:

- **Large group facilitators** will facilitate this activity
- **Small group facilitators** will support writings of participants
- **Small group facilitators** and/or **support staff** will work to organize themes on tree
- **Support staff** will write in **'Positives'** and **'Challenges'** columns

Procedure:

1. **Large group facilitators** introduce the purpose – To synthesize what we have discussed today by reflecting on what are positives and what are challenges about the ways in which organizations in Mukuru partner with other organizations, and to begin brainstorming ideas to address those challenges

2. **Large group facilitators** ask, "Thinking back through all that we have discussed today, what are positive aspects of how organizations in Mukuru partner with other organizations?"
    a. Prompt: What is good about the way that the network of organizations in Mukuru partner? What is strong about the way in which the network of organizations in Mukuru partner?

3. **Support staff** writes responses from all participants in the '**Positives'** column
    a. **Large group facilitators** ask if there are any other 'Positives' that should be added.

4. **Large group facilitators** ask, "What are some challenges which the network of organizations in Mukuru face in relation to partnering with other organizations?"

5. **Support staff** writes responses on the "**Challenges**" column
    a. **Large group facilitators** ask if there are any other 'Challenges' that should be added.

6. **Large group facilitators** explains the next part of the activity: Participants have the chance to begin brainstorming ideas for how to address some of the challenges that the network of organizations in Mukuru face in relation to partnering with other organizations. Each participant should write **1-3** ideas on separate sticky notes about how to address the challenges that the network of organizations face in partnership.

These ideas can range from changes that would be easy to address to more difficult ideas to enact.

a. **Small group facilitators** help participants as they are writing down ideas, encouraging all types of ideas to be included.

7. **Large group facilitators** ask **each participant** to come and place their sticky notes on the **Low Hanging Fruits** tree. 'Easy' ideas are placed on the lower branches, and more 'difficult' ideas are placed in higher branches.

8. **Small group facilitators** and/or **support staff** help organize sticky notes so that similar ideas within the same strata of the tree are grouped together.

9. **Small group facilitators** and/or **support staff** (who organized sticky notes) read out the categories of ideas, from the top (most difficult) to the bottom (easiest).

10. **Large group facilitators** encourage participants to consider how they might be able to enact the 'low hanging fruits' in their own work, and reiterates that all of this information is going to continue to motivate action in the community through the participants and through Mukuru on the Move's commitment to exploring with the community how to use this information moving forward.

Evaluation survey (10 minutes)

- **Large group facilitators** request that all participants complete the evaluation survey, stating that this will help with future workshops but will also collect ideas about how the ideas generated here should continue to inform the work of Mukuru on the Move.

Closing remarks (5 minutes)

- **Large group facilitators** have closing remarks of thanks, encouraging participants to ask any questions they might have of the Mukuru on the Move team (as written in the Parking Lot or otherwise).

Closing prayer (5 minutes)

TOTAL TIME ALLOTTED: 470 minutes

-Appendix D: Community Member Workshop-

Authors: Rachel Berkowitz, The Mukuru on the Move Team
Not to be replicated without crediting authors

DATE: 20 July 2012
TIME: 8:30AM – 4:30PM (480 minutes)

ROLES:

- **Large group facilitators:** Anthony Mutuku, Rachel
- **Large group notetakers:** Michael M, Peninnah, Moses
- **Small group facilitators:** Anthony Mukutu, Lucy, Vincent, Michael K
- **Small group notetakers:** Michael M, Peninnah, Moses, Anthony Mutuku
- **Timekeeper:** Duncan
- **Registration:** Duncan, Peninnah, Rachel
- **Ground rules:** Moses, April
- **Expectations discussion:** Anthony Mutuku
- **Energizer:** Michael M.
- **Support staff:** April, Rachel, Duncan

LOCATION: Hope Worldwide
SET-UP:

- 4 tables for small group activities
- Chairs initially set up in a semi-circle in front of the tables, to be moved back to tables for small group activities
- Food set up support by Hope Worldwide
- Activity papers for large group conversations already taped to the walls
- "Ground rules" paper taped to the wall
- "Parking lot" paper taped to the wall
- Designated spaces for small group presentations of discussions on the walls

-Workshop Intro Content-

Greeting by Hope Worldwide (5 minutes)

Opening prayer (5 minutes)

Introductions (5 minutes)

- **Large group facilitators** introduce themselves, thank participants for attending, and encourage them to look over the 'Introduction' letter to learn more about Mukuru on the Move.
- **Large group facilitators** ask the Mukuru on the Move team to introduce themselves briefly with their names

Expectations (10 minutes)

- **Large group facilitators** ask all participants and facilitators to introduce themselves, say what organization they are from, and to briefly state what their expectations are for the workshop

Ground Rules & Parking Lot (10 minutes)

- One **Mukuru on the Move team member** leads the group in setting ground rules for the workshop, asking participants to state ground rules for the workshop that they all can agree on (IE: respect everyone's view point, be open, be mindful of time, etc.)
- The same **Mukuru on the Move team member** also indicates that the 'Parking Lot' paper, taped to a wall, is a place to write down questions throughout the workshop that you hope to have answered. If they cannot be answered during the workshop, the team will try to answer them afterwards.

-Workshop Activities Content-

Activity 1: Pile sort on organizational characteristics

Activity objective: To understand how community members define the characteristics of 'organizations' in Mukuru, and to explore which of those characteristics are most important for a strong organization.

Key question(s) addressed:

- What characteristics define an organization in Mukuru?
    - What characteristics define a strong organization in Mukuru?

Set up:

- Participants working individually and in their small groups on this activity
- Note cards (at least 5 per participant) at each table
- Pack of markers at each table

Time: 50 minutes

Method of facilitation:

- **Large group facilitators** will introduce the activity and guide the large group parts
- **Small group facilitators** will guide the small group discussions

Procedure:

1. **Large group facilitators** explains the purpose of the activity: To understand how the community views characteristics of organizations and what make organizations strong

2. **Large group facilitators** prompt the first part of the activity: "Think of organizations that you work with or whose services you have used in Mukuru. What are the characteristics of an 'organization'? When you think of an organization, what are the characteristics that come to mind? Using the notecards on the table, write or draw as many characteristics that the you think of, each on an individual notecards."

3. **Small group facilitators** help participants to think of characteristics of organizations with supporting questions like the following:
    a. What do you notice or see when you walk into an organization?
    b. How would you identify an organization as being an organization?

c. How are other people a part of an organization? What roles are distinct for an organization?

4. Once participants have written ideas for 10 minutes, **small group facilitators** ask small group participants to share with the rest of the group the characteristics they highlighted.
    a. **Small group facilitators** may ask participants to explain why they highlighted each characteristic as a characteristic of an organization.
    b. As the same characteristic is highlighted more than once, **small group facilitators** stacks them on top of each other and paperclips the cards together.

5. Once all of the characteristics have been shown, **small group facilitators** asks
    a. What do you think about what has been identified? Why do you think that?
    b. Are there any other characteristics that are not present? What are they?
6. **Support staff** takes a picture of the organizational characteristics at each table.

7. Once the table is satisfied with the collection of characteristics of an organization, **small group facilitators** ask the following question and lead the conversation:
    a. Looking at the characteristics that we have identified, what are the most important characteristics in defining a 'strong' organization from your perspective?
    b. What defines a 'strong' organization?
    c. Are there other characteristics not initially listed that should now be included when thinking of a 'strong' organization?
    d. **Small group facilitators** can ask participants to add additional notecard for new characteristics if necessary. [IE: if 'mission' was listed as a characteristic of an organization, and then 'a strong mission' was discussed as an important characteristic of a strong organization, the original 'mission' card may be used]

8. **Small group facilitators** ask participants to move the 'strong' characteristics to one side, separate from the other general characteristics

9. **Support staff** takes photographs of the collection of 'strong' characteristics which have been separated out at each table.

10. **Small group facilitators** encourage participants to come to a conclusion as a group about **3 characteristics** from the collection of notecards that they feel are the most important 'strong' characteristics of an organization

11. **Large group facilitators** ask that **one person from each small group** take the 3 cards identified by the group and lay them in a line on the floor.
    a. **Large group facilitators** explain that if a similar characteristic has already been identified by another group, the **small group participant** should lay the card

just above the original card, building a vertical line of those characteristics. Picture could look like a line or a bar chart.

12. **Support staff** takes picture of the bar chart formed on the floor.

13. **Large group facilitators** ask all participants to circle around the bar graph on the floor. The large group facilitators ask a **participant** to read all of the characteristics outloud and note the number of cards for each characteristic.

14. **Large group facilitators** ask the following questions to promote discussion:
    a. What do you see? What does this graphic tell you about the key characteristics of an organization to communities?
    b. Why are those characteristics which have the most number of cards the 'most important' or most common characteristics of a strong organization for our group? What makes them crucial for an organization to be strong?

15. After the discussion, **large group facilitators** ask the group to keep these characteristics in mind as we move into the next activity. We will revisit this bar graph in the next activity.

TEA BREAK (30 minutes)

Activity 2: Free-listing of 'partnership'

Activity objective: To learn how the community understands partnership between organizations and to describe the types of partnerships that are seen in Mukuru.

Key question(s) addressed:

- How do community members define partnership?
- Do community members identify partnerships between organizations in Mukuru and other organizations in Mukuru?
- Do community members identify partnerships between organizations in Mukuru and organizations outside of Mukuru?
- How do community members see such partnerships affecting their interaction with organizations in Mukuru (*the beginning of answering this question*)

Set up:

- Sitting at small group tables (4 tables of 7-8 people)
- One large piece of paper at each table with the word '**Partnership'** written on top of one half and **'Partnership in Mukuru'** written on top of the other half
- Markers at each table

Time: 80 minutes

Method of facilitation:

- Large group facilitator(s) will introduce the purpose of the activity
- Small group facilitators will guide groups through the questions

Procedure:

1. **Large group facilitators** introduce the purpose of the activity: Learning about how community members in Mukuru think about 'partnership' between two organizations – what does 'partnership' mean?

2. **Large group facilitators** describe the procedure for the beginning of the activity: At each table, there is a piece of paper and a set of markers. You will discuss as a group the response to the prompt "How do community members in Mukuru think about 'partnership' between two organizations; what does 'partnership' mean?" All ideas from the group are valid and important to note – using pictures and/or words, create a list of meanings of 'partnership.'

3. **Small group facilitators** repeat the topic question to the group. As the group begins to discuss their thoughts, small group facilitators encourage additional discussion about the response, using questions such as the following:
    a. What do you think about what has been said? Why do you think that?
    b. Can you share an example or experience to explain your thought?

4. **Small group facilitators** encourage participants to record their ideas on the meanings of 'partnership' on the 'Partnership' sheet of paper.

5. Small **group facilitators** can ask the following question to add depth to the conversation:
    a. Was 'partnership with other organizations' a characteristic of a 'strong' organization from our previous activity?
    b. If so, why do you think it was included?
    c. If not, why do you think it was left out?

6. Once the topic of defining partnership has been exhausted, the **small group facilitators** will then ask the following questions of the group:
    a. Thinking of your experiences in the community and utilizing services of organizations in Mukuru, do you see organizations working in partnership?
    b. If so, how do you see Mukuru organizations work in partnership? Why do you think you see that?
        i. Do you see organizations partner with other organizations in Mukuru? What are some examples?
        ii. Do you see organizations partner with other organizations outside of Mukuru? What are some examples?
    c. If not, why do you think you do not see Mukuru organizations work in partnership?

7. **Small group facilitators** encourage small group participants to use the '**Partnership in Mukuru'** column to describe their thoughts using pictures or words or both.

8. As the group begins to discuss their thoughts, **small group facilitators** encourage additional discussion about the responses, using questions such as the following:
    a. What do you think about what has been discussed? Why do you think that?
    b. Can you share an example or experience to explain your thought?
    c. Are there any other ideas about ideas that should be added to the paper?

9. **One representative from each small group** will then tape their '**Partnership'** and '**Partnership in Mukuru'** document on the wall.

10. **Large group facilitators** will ask that **one representative from each group** to summarize how they understood 'Partnership' and whether/how they see organizations in Mukuru partnering with other organizations.

11. After all of the groups have presented, the **large group facilitators** can ask the following questions:
    a. Was there anything surprising about what was presented?
    b. What do you think about what was presented? Why do you think that?
    c. Are there other thoughts that should be added to either category to fully capture the reality in Mukuru? *Write down any additional thoughts in a different color on any of the papers where there is space.*

12. After the discussion, **large group facilitators** encourage everyone to keep these thoughts in mind as we move into the next activity.

Activity 3: Change diagram (Impact of Partnership)

NOTE: *If no participants identify seeing organizations in Mukuru partner with other organizations (if that is not something that is present when they are interacting with organizations), alter this activity so the language talks about how they would THINK partnership could change their interaction (rather than in their own experience). Notetakers should note this change.*

Activity objective: To understand how community members' interactions with organizations is or is not affected by that organization working with partners

Key question(s) addressed:

- How do community members interact with organizations in Mukuru [such as volunteering, service delivery]?
- How do community members see such partnerships affecting their interaction with the organizations in Mukuru?

Set up:

- A large piece of paper taped to the wall with a diagonal line labeled '**Interaction'**
- This is a large group activity, so though sitting in their groups, all participants are facing frontwards

Time: 90 minutes

Method of facilitation:

- **Large group facilitators** will guide this group conversation
- **Small group facilitators** can help clarify questions at their tables
- **Support staff** will write on the piece of paper

Procedure:

1. **Large group facilitators** explain the purpose of the activity: to understand how community members interact with organizations in Mukuru and how partnerships affect these interactions

2. **Large group facilitators** begin the conversation by asking for participants to describe the different ways that community members interact with organizations. Questions to further motivate this conversation may include the following:
    a. What might motivate you to go to an organization's headquarters?
    b. When might you seek out the services of an organization?
    c. Beyond accessing services, what other ways might you connect with an organization?

3. **Support staff** writes down the various responses of all participants on the **left** side of the diagonal line.

4. When a lull is reached, **large group facilitators** can ask further questions to clarify the list, including:
    a. What do you think about what has been described? Why do you think that?
    b. Are there other ways that community members interact with organizations that you can think of?

5. **Support staff** then write the word **'partnership'** along the diagonal with an arrow pointing from the left side to the right side.

6. **Large group facilitators** ask the following question to motivate the next part of the discussion:
    a. Thinking of the types of interaction that you have described, and remembering how organizations in Mukuru partner with other organizations, how do organizational partnerships affect your interaction with organizations in Mukuru?

7. **Large group facilitators** can use the following questions to encourage conversation:
    a. When organizations partner, does it impact the kinds of services they provide to you? Please describe.

b. When organizations partner, does it affect when you are able to access the organization's services? Please describe.
c. When organizations partner, does it affect the way you might work with an organization?

8. **Support staff** writes responses down on the **right** side of the diagonal.

9. When a lull is reached, **large group facilitators** can ask further questions to clarify the list, including:
    a. What do you think about what has been said? Why do you think that?
    b. Are there other ways that partnerships affect the ways that community members interact with organizations that you can think of?

10. **Large group facilitators** can prompt group reflection on what has been learned by asking the following questions:
    a. What do you see in this picture? What do you notice?
    b. Does anything surprise about this picture? If so, what? Why does it surprise you?
    c. What do you think about what is written? Why do you think that?
    d. What does this picture tell us about how organizational partnerships affect the way the community interacts with organizations?

11. **Large group facilitators** ask that participants keep this conversation in mind for when we return to the workshop after lunch.

LUNCH BREAK (45 minutes)

Energizer (10 minutes)

Activity 4: Benefits and Challenges of Partnership

Activity objective: To delve further into the benefits and challenges experienced by community members as a result of organizations partnering

Key question(s) addressed:

- How do community members see such partnerships affecting their interaction with the organizations in Mukuru?
- What challenges do community members face because of organizational partnerships (if any)?

Set up:

- Large piece of paper with '**Benefits'** and '**Challenges'** written in two columns and taped to the wall
- 2 packs of sticky notes per table and 1 pack of markers per table

Time: 45 minutes

Method of facilitation:

- **Large group facilitators** facilitate the activity
- **Small group facilitators** can help clarify questions at small tables

Procedure:

1. Large group facilitator prompts all participants to think about their own experiences working with organizations who have partners. If participants cannot think of an organization that has partners, then participants should imagine how having a partner might affect an organization, based on the previous conversation.
2. Each participant should write down 1-3 **"benefits"** that they have observed to interacting with a Mukuru organization that has partners (on separate sticky notes)
3. Each participant should add their sticky notes to the "benefits" box. As sticky notes are being added, one small group facilitator will organize them by similarity.
4. Once all sticky notes have been added, the small group facilitator will describe the overarching categories of 'benefits.' The large group facilitator will ask the group the following questions, responses to be recorded by large group notetaker:
    a. Do you have any disagreements with the benefits listed? Why?
    b. Are there any benefits not listed that you feel should be included? Describe these additional benefits?
5. Additional 'benefits' are added based on the conversation.
6. REPEAT steps 2-5 for the following categories:
    a. **'Challenges'** which community members face due to interacting with a Mukuru organization that has partners.
7. Large group facilitator asks participants to look at the 'Benefits' and 'Challenges' of interacting with Mukuru organization that have partners. Facilitator then asks
    a. What do you see?
    b. What do these ideas tell you about utility of Mukuru organizations partnering with other organizations?

Activity 5: Focus groups on overcoming challenges

Activity objective: To reflect on the lessons learned from the workshop and [if applicable] to brainstorm ways to overcome the challenges which community members face due to Mukuru organizations partnerships

***NOTE**: If no challenges have been discussed or presented, focus on the questions which relate to reflecting on the workshop experience*

Key question(s) addressed:

- What challenges do community members face because of organizational partnerships (if any)? – *a continuation of this question*

Set up:

- Participants working in their small groups

Time: 30 minutes

Materials:

- Large piece of paper that says 'Addressing challenges' on the top [**if challenges were mentioned]**

Method of facilitation:

- Small group facilitators will guide focus groups at their small tables

Procedure:

1. Large group facilitator introduces the purpose of the activity – To reflect on lessons learned from this workshop and [**only if challenges were named]** to begin to brainstorm ways to address challenges faced by community members when interacting with Mukuru organizations with partners
2. **[If challenges were identified]** Small group facilitators use the following question to engage in free listing activity relating to challenges discussed:
    a. Thinking of the challenges faced by community members who interact with organizations with partners, why do you think these challenges occur?
    b. What are ways that these challenges could be addressed, either by individuals, by organizations, or by the community as a whole?
3. **[If challenges were identified]** Small group facilitators encourage participants to write down their thoughts or draw pictures to help describe the ways that these challenges could be addressed
4. **[If challenges were identified]** A participant from each small group tapes their list of ideas to address challenges to the wall and summarizes their groups thoughts.
5. ***Big group***

Activity 6: Reflection and evaluation

Time: 30 minutes

6. Small group facilitators lead a discussion in their small groups, encouraging each participant to respond by asking the following questions:
    a. What is something new that you have learned from this workshop?
    b. What is something that you wish had been discussed further?
    c. What is something that you would like to learn more about that was discussed in the workshop?

→ Large group facilitator asks that all participants keep these thoughts and ideas in mind as we end the workshop together. Facilitator reiterates also that all of this information is going to continue to motivate action in the community through the participants and through Mukuru on the Move's commitment to exploring with the community how to use this information moving forward.

→ Thank you to all participants for their insight, openness, and sharing. Please be sure to get a copy of the Asset Directory and feel free to ask any questions before you depart.

Closing prayer (5 minutes)

TOTAL TIME ALLOTTED: 425 minutes

-Appendix E: Thematic Analysis Manual-

Author: Rachel Berkowitz
Not to be replicated without crediting author

Part A: Purpose and Context

NOTE: The content of this manual is adapted from Virginia Braun and Victoria Clarke's article "Using thematic analysis in psychology."[m] Adaptations were made to tailor the manual explicitly to the information generated by the Mukuru on the Move Partnership Workshops with Assets and Community Members.

Purpose of the manual:
The purpose of this manual is to provide a consistent and guided process for analyzing the information collected from the participatory Asset Workshop (19 July) and Community Workshop (20 July). The manual lays out a step-by-step process for exploring gathered information in order to generate themes which can be used for interpretation.

It is important to note that **each analyst** may go through the same process with the same data and come up with a different idea of important themes – that does not mean that any one person is "right," it is just a part of qualitative research in which the interpretation of the researcher shapes the information discussed.

This analysis is entirely **functional** – we are seeking answers to the questions we posed to help add context to information gathered during the surveys. We are not examining the information for underlying issues or conflicts at this time. Future analyses of this information gathered may seek to ask these deeper questions.

Type of information to be analyzed

- Lists and figures generated by PLAs from individual tables and the large group
- Notes taken by notetakers from individual tables and large group discussion

What the manual is NOT:

1. The ONLY way to analyze the workshop information – the methodology decisions (explained later) stem from recognizing of the strengths and limitation of the workshop information gathered. Other workshops may generate different types of information, requiring a different method of analysis.

2. The ONLY way to analyze qualitative information – qualitative information and data can be analyzed in a number of ways, each with different assumptions, rules, and use of theory and literature. This adaptation of thematic analysis is tailored to these workshops.

3. Providing methods to answer a particular research question – within our workshops, key questions were used to guide the development of PLA activities. Though all of these questions relate to an overarching desire to understand the nature and impact of partnership within Mukuru, each key question is equally significant. Thus each key question is treated in relation to specific activities.

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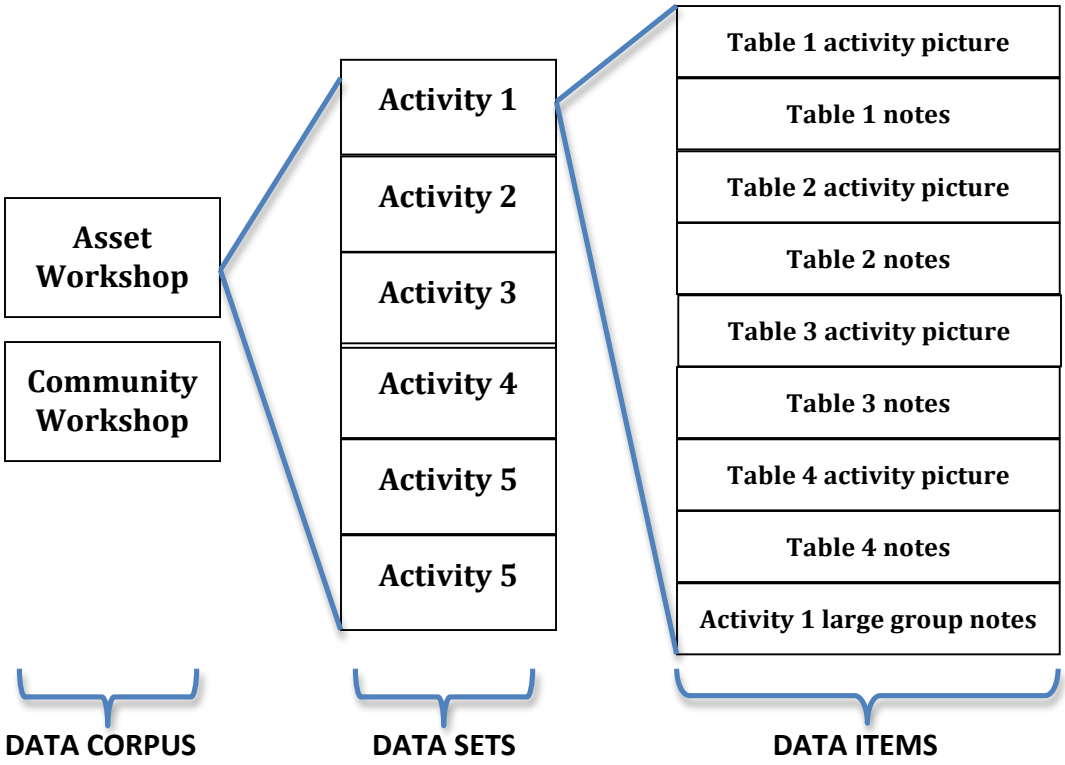
[m] Braun V and Clarke V (2006). Using thematic analysis in psychology. Qualitative Research in Psychology, 3. Pp. 77-101.

4. Describing how to INTERPRET the data analyzed – Though the last step in the thematic analysis process provides some grounds for initial interpretation, the interpretation of all of the content of each workshop is not detailed. However, the initial interpretation is an important first step to the more complete interpretation.

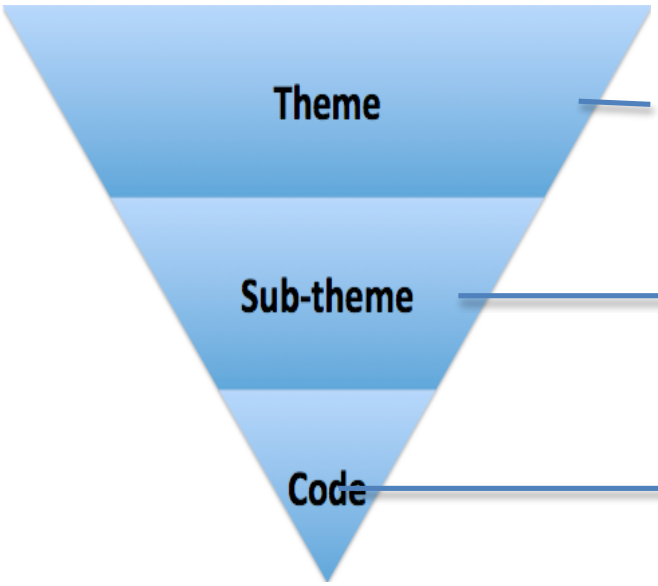
Important definitions:

(1) DATA-RELATED DEFINITIONS

- **Data item** – an individual piece of data collected (IE: one interview)
- **Data set** – the collection of data items being analyzed
- **Data corpus** – all of the data items/data sets collected as a part of a project



(2) ANALYSIS-REALTED DEFINITIONS



Theme: "Captures something important about the data in relation to the [key] question, and represents some level of *patterned* response or meaning within the data set" – may be made up of codes and/or sub-themes – **BROADEST** level

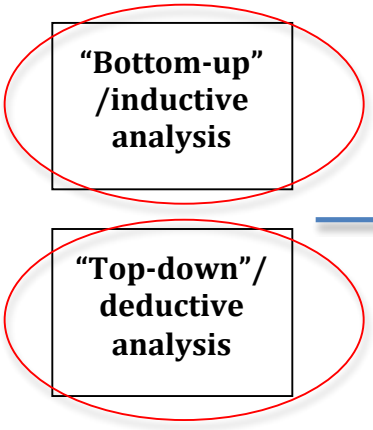
Sub-theme: Within a theme, more specific groupings of codes – a group of sub-themes can make up a theme, but are not necessary – **MIDDLE** level

Code: Identifies a feature of the data that appears interesting to the analyst to organize your data into meaningful groups related to the key questions – **SMALLEST** level

Decisions that were made:

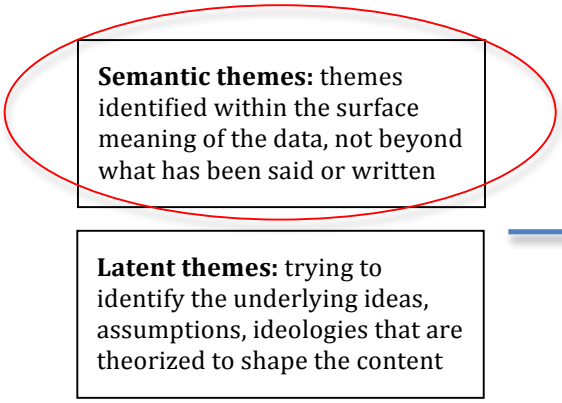
This section summarizes some of the decisions that were made to help determine the strategy for analysis of the Workshop information. Decisions made are circled. An explanation follows each decision that was made, but for future analysis work, different decisions may be made if appropriate for the project.

Decision 1: What type of analysis to use



Why: Though we are not using any particular theory from literature to guide how we approach the analysis, and we are interested in the ideas that are strongly linked to the data (**"bottom-up" analysis)**, we are basing our analysis on the **key questions** that were developed and inspired each activity (**"top-down" analysis)**. Therefore our type of analysis is a MIXTURE of the two types.

Decision 2: Semantic or latent themes



Why: We are seeking direct answers to our questions as discussed in the workshops. Though the underlying reasons motivating the answers of participants are valuable to know, our focus for this project is on the direct responses to add understanding to the survey results. Also, the structure of the workshop focused on specific key questions rather than providing space for general thoughts. At a **future** time, more in-depth interviews and focus groups could be used to begin engaging with latent themes.

Part B: Step-by-step Thematic Analysis

This section goes step-by-step through analyzing a data set (IE: an activity) from one of the Workshops. Each data set was based on specific key questions, and these will be used to guide the analysis process. **Each analyst** may go through this same process and come up with different results. This manual does NOT address how to look across data sets for additional information, though this will be important for future analysis and interpretation. Guidance for this process will be developed separately.

STEP 1: Review the key questions for the data set (activity)

1. Look at each key question that was asked for a specific activity. **NOTE**: These are NOT necessarily the questions that were directly asked of participants. The questions that were directly asked of participants will provide the context for understanding which key question a comment relates to.

2. You will go through the next steps for each key question individually. The same piece of information may be relevant to EACH of the key questions.

STEP 2: Read through all of the data items in the data set (activity)

1. Note that each activity may have up to **4 types of data items** – a. Pictures/lists from a specific table, b. Notes from a specific table, c. Pictures/lists from a large group activity, d. Notes from a large group activity/discussion

2. Pictures/lists and notes from a **specific table** for an activity should be looked at as one unit, with each informing the other. Pictures/lists and notes from one **large group activity/discussion** should also be looked at as one unit.

3. Notes from a **large group discussion** without an associated picture can be seen as a separate data item distinct from the **specific table** information of an activity.

4. **Read through** and examine all of the data items for a specific activity at least once.

5. **As you read,** think of each of the key questions for this activity. Begin to **take notes** of patterns of information that relate to these key questions. What responses seem to relate to each key question? Are there responses that seem to be related?

Step 3: Create initial codes

1. Pick one specific key question to focus on.

2. Look at a specific data item/pair of data items (for example, the activity picture and notes for Table 2).

3. Re-read the information for that data item/pair of data items. As you read, thinking of your notes and of the specific key question, Identify specific pieces of information into "codes" that relate to the specific key questions.

4. **Mark** (on a separate sheet of paper or on the paper you are using) the code next to each specific piece of information so that you know exactly which pieces of information relate to which codes.

5. **Note:** One piece of information may have more than one code associated with it for a given key question.

EXAMPLE:

Activity 1, Table 2
Key question: How do organizations understand partnership?

Segment of data	**Codes**
• Cooperation between individuals focusing on one common thing	• Common activity • Relationship between more than one party • Cooperation
• Relationship between two or more parties so that they come up set goal to be achieved	• Relationship between more than one party • Common goal
• Covenant between two or more companies	• Agreement • Relationship between more than one party
• Combination of assets from two or more parties that have common goal to be achieved	• Relationship between more than one party • Common goal

6. **REPEAT** 3-5 for the remaining data items/pairs of data items within the activity for the same key question.

7. **REPEAT** 2-6 for the remaining **key questions** associated with the activity.

8. **NOTE:** Do not try to FORCE a code on a piece of information. Make sure codes accurately represent what you have learned from the data.

Step 4: Search for themes among the codes

1. You now have codes for each of the data items/pairs of data items within the data set (activity) for each key question.

2. Pick one specific key question – and the associated codes – to focus on first.

3. Looking at ALL the codes generated, begin to sort the **codes** you have developed into broader **themes**. Be sure to identify which **pieces of information** (tied to each code) become a part of a given theme.

   Remember: Themes look for patterns of related or similar responses and cover a broader topic. Think about how different codes relate to each other.

4. **NOTE:** Some codes may actually become main themes.

5. **NOTE:** Some codes may not seem to belong to a broader idea. It is okay to leave these as "miscellaneous" for the initial theme generation. As you are reflecting later, you may find a place for these codes.

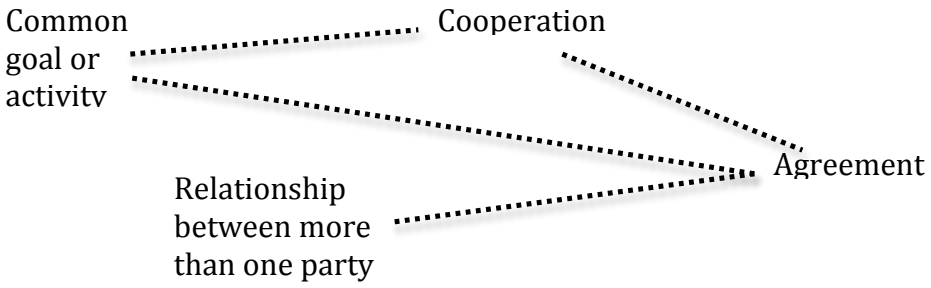
6. **NOTE:** Though we are looking for patterns, FREQUENCY of a particular code does not dictate whether or not it becomes a theme. If the code seems to be important for understanding the key question, it may be a theme worth identifying.

EXAMPLE:

Key question: How do organizations understand partnership?

Codes	**Themes**
• Common activity • Relationship between more than one party • Cooperation • Agreement • Common goal	• Common goal or activity • Relationship between more than one party • Cooperation • Agreement

7. If a broader theme seems to have patterns of smaller themes within it, you may create smaller sub-themes that combine to form the larger theme. You may want to draw a **theme map** to help visualize the themes and think of how themes might relate to each other. [see next page]



8. **NOTE:** Lines can be drawn between themes to show where there might be relationships between themes. If it helps, write how you think these themes might be related. This will help when reflecting on themes later. You will likely change this map several times.

9. **REPEAT** 3-8 for each of the **key questions** within the data set (activity).

STEP 5: Review themes

1. You now have a collection of themes, made up of codes associated with specific pieces of information for the **entire** data set (activity) for each key question.

2. Pick one key question to begin with.

3. Review all of the themes created. Look at the **codes** within each theme. Look at the **pieces of information** associated with each code within that theme. Look at your **thematic map** where you drew possible relationships between themes.

4. Some questions to help you review the themes:

    a. Does this theme really draw out a key idea from the entire data set? Or is it perhaps too focused to be a broad theme?

    b. Are several themes so related that they could be sub-themes of a broader theme? "…there should be clear and identifiable distinctions between themes"

    c. Is one theme two broad that it needs to be separated into multiple themes?

    d. Do the pieces of information associated with each theme actually SUPPORT that theme? "Data within themes should [come together] meaningfully"

    e. Do the codes within a theme actually SUPPORT that theme?

5. Based on your reflection on these different questions, rework your themes and redraw the theme map.

6. **REPEAT** 3-5 for each of the **key questions** within the data set (activity).

Step 6: Define themes

1. Pick a key question to begin with.

2. For each theme within that key question, look at the codes, sub-themes, and theme itself. How would you describe this theme, in 1-2 sentences, relating to the key question? How would you describe the sub-themes (if there are any)? **Write** those descriptions, being sure to identify for each:

    a. What is of interest about the theme?
    b. Why is that of interest in relation to the key question?

3. Based on all of the descriptions of all the themes within the key question, ask yourself the following questions:

    a. Are the themes all sufficiently DIFFERENT from each other?
    b. Does the collection of themes adequately represent all that you see in the data set?

4. Based on your responses to the questions in 3, rework the codes, themes, or sub-themes until you are satisfied that they are all distinct and represent the information in the data set (activity).

5. **REPEAT** 2-4 for each of the **key questions** within the data set (activity).