

MASTER THESIS

SUCCESSFUL COLLABORATION:

A case study about public and private sectors working together to align the technical educational offer with the market needs in Peru.



Source: the book designer

By: Flor Pinares Villa

Student Number: 459680

Supervisor/ First reader: Prof. Dr. J. Koppenjan

Second reader: Prof. Dr. I.F. Van Meerkerk.

Date of completion: 4th of august 2017

Word count: 40,974 (excl. appendices and bibliography)

Department of Public Administration, Master in Management of Governance Networks

Erasmus University Rotterdam



Abstract

According to important reports conducted about the Peruvian vocational education and training (VET) programs, currently there exists a lack of alignment between the educational offer and the labor market needs.

In this context, this research studies a successful case of collaboration between a public school and the private sector that resulted in the development of a curriculum that responds to the productive sector needs.

The goal of this research is to explain a successful collaboration between public and private actors and to examine the factors that influenced it. With this study, we seek to contribute to the resources that policymakers in the technical education field could use as a reference for the development or improvement of policies aimed to foster the collaboration among public and private actors.

The study consisted of two parts, a theoretical review, and an empirical phase. During the theoretical review, we identified nine factors influencing successful collaboration, as well as the criterion to assess successful collaboration. These factors are resources, rules, multiple institutional logics, power imbalances, planning, trust, communication, commitment, and leadership.

Next, the empirical phase began with the data collection. This process took place during the months of May and June of 2017. In this period, twelve interviews were conducted in Lima, Peru with the participation of different actors of the collaborations process as well as public officials from the Ministry of Education. Complementarily, a process of documents revision took place.

As a result, we were able to identify that all of the factors included in the conceptual framework, except the factor of rules, had an influence on the successful outcome. Furthermore, we identified that leadership was the pivotal factor in the case study. Building upon this, we can argue that network management is a core activity within governance networks. In addition, other important findings related to specific characteristics of the case were identified and discussed.

Key words: collaboration, public-private collaboration, successful collaboration, governance networks, leadership.

Acknowledgements

Finishing this thesis represents not only the end of a more than satisfactory year of Master studies at Erasmus University but also the achievement of a dream that I have had for many years.

I would like to express my gratitude to everyone who has supported me along the process. To my thesis supervisor, Prof. Dr. Joop Koppenjan, for his always careful guidance, attention, and involvement with my research, and to my second reader, Prof. Dr. Ingmar Van Meerkerk for his useful insight and comments that helped me to conclude this study. To the representatives of CENFOTUR and MINEDU who helped me during the design of this study and provided me access to important data sources. To the Peruvian government, which through the program “Reto Excelencia” conceded me, as a public server, the credit that I used to finance this invaluable Master’s experience.

Last but not least, to my family, for their unconditional support. To Diego for his patience and love, and to all my friends for their constant encouragement.

“It is through education that all the good in the world arises.”

— Immanuel Kant

Table of contents

Abstract	2
Acknowledgements	3
Table of contents	4
List of abbreviations	7
List of Figures & tables	8
Executive Summary	9
Chapter 1: Introduction	15
1.1 Motivation for the research	15
1.2 Problem statement.....	16
1.2.1 Goal of the research	19
1.2.2 Main research question	19
1.2.3 Sub research questions	19
1.3 Relevance of the research	20
1.3.1 Academic relevance	20
1.3.2 Societal relevance.....	21
1.4 Structure of the thesis.....	22
Chapter 2: Theoretical framework	23
2.1 Governance networks	23
2.2 Collaboration theory	24
2.2.1 Definition of collaboration.....	25
2.2.2 Criteria for collaboration	27
2.2.3 Factors that influence collaboration.....	29
2.2.4 Role of Government in Collaboration	41
Chapter 3: Conceptual framework and research design	43
3.1 Conceptual framework and expectations	43

3.2 Operationalization of variables.	45
3.2.1 Operationalization of the factors that influence successful collaboration.	46
3.2.2 Operationalization of a successful collaboration.....	51
3.3 Research design	52
3.3.1 Research strategy.....	52
3.3.2 Design	52
3.3.3 Case selection: CENFOTUR.....	53
3.4 Methods	54
3.4.1 Data collection	54
3.4.2 Data analysis	55
3.5 Reflection on methods: quality indicators.....	56
3.5.1 Reliability	56
3.5.2 Validity	57
Chapter 4: empirical context and findings.....	59
4.1 VET education context in Peru	59
4.2 CENFOTUR's organizational context	60
4.3 Collaboration network.....	62
4.4 Collaboration process description.....	64
4.5 MINEDU's role in curriculum development.	68
4.6 Reflection about the collected data.....	69
Chapter 5: Analysis	71
5.1 Drivers of the collaboration process.....	71
5.2 Analysis of successful collaboration.	72
5.3 Analysis of factors.	75
5.3.1 Factors considered in the conceptual framework.	75
5.3.2 Factor emerged during data collection.	89
5.3.3 Cross analysis of factors	89

5.4 Analysis of MINEDU's perspective	92
Chapter 6: Conclusions and discussion	95
6.1 Conclusions.....	95
6.1.2 Remarkable findings	102
6.2 Recommendations	106
6.2.1 Methodological recommendations.....	106
6.2.2 Recommendations for CENFOTUR	106
6.2.3 Recommendations for MINEDU	107
6.3. Reflection	109
References	113
Appendix A: key texts input.....	119
Appendix B: matrix author/factor.	121
Appendix C: Topic list.....	122
Appendix D: list of respondents.....	123

List of abbreviations

CENFOTUR – Centro de Formación en Turismo [Formation Center in Tourism]

CNC - Catálogo Nacional de Carreras [National Careers Catalog]

DCBN – Diseño Curricular Básico Nacional [National Basic Curriculum Design]

DFA – Dirección de Formación Académica [Academic Training Direction]

IES – Institutos de Educación Superior [Higher-level education Institutes]

EES – Escuelas de Educación Superior [Higher-level education schools]

MINEDU- Ministerio de Educación [Ministry of Education]

MINCETUR – Ministerio de Comercio Exterior y Turismo [Ministry of Foreign Trade and Tourism]

OECD – Organization for Economic Co-operation and Development

PPP- Public-Private Partnership

TEDQUAL - United Nations World Tourism Organization Certification to Tourism Educational Quality.

VET – Vocational Education and Training

List of Figures & tables

Figures

2.1. Risks and barriers involved in public private partnerships.....	33
3.1. Conceptual framework.....	44
4.1. CENFOTUR building in Lima.....	62
4.2. CENFOTUR students.....	62
4.3. Collaboration network.....	64
4.4. Collaboration process diagram.....	67
4.5. Collaboration timeline.....	67

Tables

3.1. Operationalization of resources.....	46
3.2. Operationalization of rules.	47
3.3. Operationalization of multiple institutional logics.....	47
3.4. Operationalization of power imbalances.....	48
3.5. Operationalization of planning.....	48
3.6. Operationalization of trust.....	49
3.7. Operationalization of commitment.....	50
3.8. Operationalization of communication.....	50
3.9. Operationalization of leadership.....	51
3.10. Operationalization of successful collaboration.	52
4.1. Curriculum details.	66
5.1. Side organizational or individual goals from each actor.....	78
5.2. Trust perception among actors.....	80
5.3. Summary of factor's influence in the outcome.	89

Executive Summary

According to important reports conducted about the Peruvian vocational education and training (VET) programs, currently there exists a lack of alignment between the educational offer and the labor market needs.

In this context, this research studies a successful case of collaboration between a public school and the private sector aimed to develop a curriculum that responds to the productive sector needs.

The goal of this research is to explain a successful collaboration between public and private actors and to examine the factors that influenced it. In this way, we expect to contribute to the resources that policymakers in the technical education level could use as a reference for the development or improvement of policies aimed to foster the collaboration among public and private actors.

Nonetheless, we acknowledge that the findings of this research might not be representative enough to replicate them in other cases, as it is a single case with a very specific set of characteristics that might not exist in other similar cases.

The case study

CENFOTUR (Formation Center in Tourism) is a Peruvian higher-level public school that provides technical training and education to students of the tourism and hospitality sector created in 1978. It offers higher-level technical careers of hospitality management, tourism management, official tour guide and Peruvian cuisine. In addition, they offer short-term training programs aimed to develop and increase the skills of the tourism workforce of the country.

For more than 20 years, this school earned a very high prestige for providing top quality education and for its very close relationship with the private sector. However, approximately since 2003, this prestige sharply declined.

From 2003 to 2011 CENFOTUR stopped receiving funds from the government, despite being considered a public entity. Under this situation, financial resources were scarce and this had a large impact on the quality of the services provided by the school. Moreover, the curriculum used to educate students on their different careers became outdated and therefore it created a mismatch with the needs of an ever changing societal and market needs. This issue, in turn, caused that the students of CENFOTUR had to deal with great difficulties to find jobs as the prestige of the school was considerably damaged.

In this context, a process of renovation began in 2012. Later, in 2013 a new administration took over the school and decided to make several important changes in order to recover the position they once had and to improve the quality of the education provided by CENFOTUR.

By the end of 2013, they decided to start a process of collaboration with the private sector and other actors, such as former students and key teachers in order to develop a new curriculum that could be aligned with the labor market needs and the new societal challenges. This objective was to be achieved by the provision of information from each actor's perspective and a thoughtful discussion about the skills and knowledge needed by a student who starts the transition between school and a job position.

By conducting this collaboration, they expected a considerable rise in the level of job placement for their students and the recovery of their recognition as an organization with a top quality level of education.

The process ended in early 2014. After the collaboration's completion, internal and external actors have considered it as a successful process. For instance, the OECD report about VET in Peru (2016) argues that CENFOTUR is one of the best performing schools in VET programs in Peru. Moreover, it highlights the close relationship that this school has with the private sector that is demonstrated by an educational offer that is aligned with the labor market needs (See McCarthy and Musset, 2016).

Research design

This study seeks to explain the successful collaboration between CENFOTUR and the private sector and to analyze the factors that influenced the outcome. For this purpose, we designed a research strategy that included a theoretical and an empirical phase.

For the theoretical phase, considering the vast theory that exists regarding collaboration, we established a methodology for selecting the most relevant factors. This process consisted of the selection of key texts about collaboration. The following scholars wrote the key texts that were used for this process of identification: Bryson, Crosby and Stone, 2015; Drost and Pfisterer, 2013; Huxham & Vangen, 2005; Johnson, Zorn, Tam, Lamontagne, & Johnson, 2003; Mattessich and Monsey, 1992.

Next, an author/factor matrix was built in order to identify the most frequently mentioned factors by the selected scholars. Afterward, the frequency of inclusion of each factor was counted and the outcome of this process was the identification of nine influential factors on successful collaboration.

The selected factors for the conceptual framework were resources, rules, multiple institutional logics, power imbalances, planning, trust, communication, commitment, and leadership.

In order to assess the existence of successful collaboration, the criterion proposed by Vangen and Huxham (2010) was considered. It consists of five items: 1) achievement of substantive outcomes, 2) organizational success, 3) reaching milestones, 4) external recognition and 5) personal or organization pride.

Following the research strategy, the empirical phase began with data collection. This process took place during the months of May and June of 2017. In this period, twelve interviews were conducted in Lima, Peru with the different actors of the collaborations process; namely CENFOTUR staff members, former students, teachers and private companies' representatives. In addition, two public officials from the Ministry of Education (MINEDU). Complementarily, a process of documents revision took place.

Main findings

In this section, we outline the main findings of this research:

1) Influential factors in the successful outcome.

Within this study, we identified that all of the factors considered in the conceptual framework, except the factors of rules, had an influence on the successful outcome. In addition, we identified that the "history of previous cooperation" was also an important influential factor; however, it emerged during data collection and was not initially included in the conceptual framework.

Given that this is a qualitative study, we were not able to provide a precise value of the influence of each factor. Nonetheless, we can argue that the leadership factor was the most pivotal for its great influence in the outcome as well as in the other factors.

In addition, the factors of commitment, shared understanding (planning) and communication had a positive impact on the outcome. Trust had a limited influence, as it was not the present in all the interactions in this case. Power imbalances and multiple institutional logics had the potential to affect negatively the outcome but they were well managed by the leader. The resources were sufficient to enable the process and lastly, the rules factors did not have an influence on the outcome due to the nature of the collaboration. In addition, we can argue that there was a positive influence among factors as they compensated one another in cases of certain weaknesses.

2) Sense of urgency for the development of a new curriculum in CENFOTUR.

An ensemble of issues was part of the sense of urgency for the development of a new curriculum in CENFOTUR. For instance, during the difficulties period that the school went through from years 2003 to 2011, the curriculums became outdated and this issue caused many consequences including a sharp

decline in the student's employability level, the weakening of the school's prestige, the risk of losing an important international quality certification, among others.

Furthermore, the study programs had a duration of eight cycles. This was two cycles longer than the adequate length of a technical career. These two additional cycles did not provide a better preparation for the students as the courses and structure of the program were outdated. Moreover, the previous curriculum did not include sufficient work-based learning opportunities.

3) Assessment of successful collaboration.

Most of the involved actors considered it as a successful experience from different perspectives. For instance, CENFOTUR achieved positive results according to the five criterion for successful collaboration. In addition, the respondents claimed to be pleased and satisfied with the process. Furthermore, they manifest to feel proud of their participation.

4) Other remarkable findings:

CENFOTUR has a special institutional arrangement that allows them complete autonomy for the school administration, including processes renewal, such as curriculum development. This is not the case for any other school that has to follow the procedures dictated by the MINEDU. This is a competitive advantage for this organization.

The well-rooted prestige of CENFOTUR also played an important role in the successful outcome. The respondents argued that the memory of the prestige of the school motivated them to participate in the collaboration arrangement.

The process leader involved directly in the collaboration acted as a network manager who was able to bridge the interest of the different parties and to create a pleasant and collaborative working environment on which joint decisions were taken. The relevance of this factor goes in line with the relevance that leadership has on the consulted theory about collaboration.

Main recommendations

- Methodological recommendations:

For further research on this topic, we recommend the use of a single significant theoretical framework instead of a mix of several frameworks. In addition, we recommend the use of a mixed data-driven inductive approach and deductive template of coding approach for data analysis so that the possibility to identify emergent factors remains open.

Further research about factors that influence collaboration arrangements between public and private organizations, initiated by the private side could be interesting to be conducted and then compared to this study's findings in order to compare the relevance of each factor within both studies.

A future study about this same topic should consider a broader spectrum of theory related to leadership as it has been proved pivotal in the studied collaboration arrangement.

- Recommendations for CENFOTUR:

We recommend to maintain permanent contact with the private sector and to strengthen the current links with them. Strong relationships could reduce the risks of opportunistic behavior during collaboration arrangements. Moreover, they foster the existence of trust among members.

Secondly, the conduction of a careful participants' selection process is an important consideration as knowledge or power asymmetries should be avoided as much as possible in order to enhance an equal ground of interactions and therefore, to increase the possibilities of a successful outcome.

Third, we recommend expanding the span of work for a complex endeavor such a curriculum development process.

Fourth, involving other types of former students could provide different insights. For instance, inviting students who had struggled to find a job could be interesting in order to expand the points of view.

Fifth, teachers involved in collaboration processes should be actively involved in the practitioner world.

- Recommendations for MINEDU:

First, it is important to increase the awareness of the needs to design working strategies that involve the participation of other stakeholders in order to achieve real progress concerning the school's performance and the education system in general. In this respect, the diffusion of the findings of important studies such as the OECD report (2016) about VET education in Peru from among school's directors could be helpful.

Second, MINEDU could design programs and policies aimed at the development of capacity building programs oriented to school's directors and key team members, which entail the development and strengthening of leadership and communication skills.

These programs could include the analysis of successful experiences as the one of the CENFOTUR or other good practices identified by International Cooperation programs, in order to show them the relevance of their role as directives in order to enhance their relations with the private sector.

Third, a handbook about how to implement collaboration with the private sector could be developed including key information about the considerations to have when designing joint collaboration processes. For instance, this handbook could include the following chapters: 1) Reasons to collaborate, 2) The profile of the leader of a collaboration arrangement, 3) How to design and implement a collaboration process, 4) Possible risks and how to avoid them, 5) Best practices from successful experiences and 6) Other sources of information.

Chapter 1: Introduction

1.1 Motivation for the research

Within the last decade, a sharp reduction of poverty levels along with a steady growth of income per capita have granted Peru a wide recognition in the region as one of the strongest economic performers in Latin America (OECD, 2016¹).

This period of economic growth and political stability has provided many Peruvian citizens the opportunity to transit from poverty to an increasing middle class. However, the growth has not been equally spread all over the country, especially between rural and urban populations. Furthermore, Peru is still considered as one of the countries in Latin America with the largest informal sectors. Consequently, the jobs created in the informal sector require a minor quantity of highly skilled workforce and workers are less likely to acquire new and better skills and credentials (OECD, 2015²).

In this context, to tap into the benefits of the recent economic boom and to maintain a positive performance, this country needs to diversify production, increase export capacity, and join global value chains with more complex goods and services (OECD, 2016).

In order to achieve these goals, a more highly skilled workforce is required. Therefore, the general improvement of the education quality is an urgent matter for Peru as it is currently very low ranked compared to other countries in Latin America.

As the OECD Multidimensional Report about Peru (2015) states it, a strong political consensus has emerged in the recent years about the relevance and urgency of increasing the investment in education and development of skills, as one of the cornerstones of the country's further development. For instance, the Peruvian government has set as a target for the year 2021 to achieve a level of expenditure on education equivalent to a 6% of the GDP³.

Following this same line of reasoning, recently the Ministry of Education (MINEDU) has developed new policies and reforms in the education system on which the participation of the private sector becomes a core element. For instance, in what refers to the higher-level technical education, an important degree of involvement of the private sector is foreseen in order to develop, update and provide constant feedback to the school's curricula content in order to align the educational offer and labor market needs. However,

¹ <http://www.oecd.org/skills/nationalskillsstrategies/OECD-Skills-Strategy-Diagnostic-Report-Peru-2016.pdf>

² OECD (2015), Multi-dimensional Review of Peru: Volume 1. Initial Assessment, OECD Publishing, Paris, <http://dx.doi.org/10.1787/9789264243279-en.OECD>

³ Peru's expenditure on education was equivalent to 3,9% of GDP in 2015 (Source: World Bank data: <http://data.worldbank.org/indicator/SE.XPD.TOTL.GD.ZS>)

in practice, this joint collaboration between schools and companies is not yet happening at the scale that it is expected.

In this regard, acknowledging that the collaboration between public and private sector within higher-level technical education programs in Peru is yet a practice that needs to be strengthened, it is important to conduct a research which results could contribute to the development or improvement of policies aimed to foster the collaboration among these actors as a tool to improve the quality of the VET programs in Peru.

Hence, this research will touch upon the identification of the factors of successful collaboration between public and private actors, in the higher-level technical education of Peru, through the conscious analysis of a successful case study, based on the existent body of knowledge about collaboration and Public Private Partnerships.

1.2 Problem statement

Before diving into the problem statement of this thesis, general information about the Peruvian education system will be presented in the following lines in order to provide a better understanding of the context.

The Peruvian education is offered at four main levels: primary, secondary, vocational and educational training (VET) and University. The primary and secondary levels are mandatory and have a duration of eleven years in total. The latter levels, namely VET and university, are not mandatory and have different duration periods according to the career. In all the cases, the service is provided by both, public and private organizations.

This research is focused specifically on the higher-level technical education, which is part of the VET offer. Therefore, in what follows a general description of this type of education will be provided.

The higher-level technical education is a post-secondary level of studies that, according to MINEDU's definition "(...) aims to form people in the fields of science, technology, and arts, who contribute to their individual development and their adequate performance in national or global work environments. This, in turn, contributes to the development of the country and to the sustainability of its growth through increased productivity and competitiveness" (MINEDU, 2017a).⁴

Data from the MINEDU gathered in 2016 indicates that total enrollment of this level of education is 408,319 students receiving education at over a thousand educational centers⁵.

⁴ <http://www.minedu.gob.pe/superiortecnologica/>

⁵ <http://escale.minedu.gob.pe/>

According to the new regulation regarding higher-level technical education (MINEDU, 2017b),⁶ this kind of education is offered at Institutos de Educación Superior – IES (Higher-level education Institutes) and Escuelas de Educación Superior- EES (Higher-level education schools).

Similarly to all the levels of education, within the higher-level technical education, the Ministry of Education – MINEDU, sets all the policy, legislation and curriculum guidelines. Nonetheless, other sectors such as construction, manufacturing, mining, banking and tourism have created sectorial schools which, according to McCarthy and Musset (2016) are well respected and produce positive outcomes both for students and for employers.

Currently, these sectorial schools work independently from the ruling of the Ministry of Education; however, this situation might change soon as according to the previously mentioned, under the new regulation of higher- level technical schools, these sectorial schools would also be under the authority of MINEDU. However, this has not happened yet as the law application is conditioned to the approval of the corresponding bylaw disposition. By the time this thesis has been written, this procedure was still underway.

Now that the general context has been given, it is possible to dive into the specific characteristics of the higher-level technical education in Peru.

If we analyze the labor market data, we can see for example, as Laporta and Rodriguez (2011) argue, that by the beginning of the 21st century Peru had very few employment opportunities to divide among a great number of people with higher-level education. In this same regard, the rate of underemployment, understood as those who are overeducated for their job position, who work for a non-professional job or who can earn less than a certain threshold, rose from 29% to 35% between 2004 and 2010 (Lavado, Martinez and Yamada, 2015)⁷.

However, a large number of workers with a higher-level degree does not mean that they are all well prepared. For instance, the private sector employers express that they face difficulties to find skilled workers. According to the World Bank Group (2013), around 40% of employers in Latin America experiences struggle to find skilled workers. In the case of Peru, a study made by Manpower Group (2014) indicates that 69% of companies manifest difficulties to find suitable and skilled workers.

Building upon these data it is possible to argue that there is a lack of alignment between the labor market needs and the higher-level educational offer. The OCDE report about VET in Peru, written by McCarthy

⁶ <http://www.minedu.gob.pe/ley-de-institutos/pdf/ley-de-institutos.pdf>

⁷ As cited in OECD (2015)

and Musset (2016) points out that: “the system is oversupplying graduates from less technical fields and under-supplying graduates in more rigorous science and technology fields”. Therefore, it is necessary to develop and implement actions that could allow reducing the disconnection between the educational centers and the productive sector.

Eichhorst et al. (2012), as cited by McCarthy and Musset (2016) argues that the alignment of the market needs and the educational offer requires “nimble and responsive institutions and strong feedback loops between employers, schools, and policymakers”. Building upon this statement, the OECD makes three recommendations to achieve this alignment. First, provide targeted and performance-based funding to private institutions from which students graduate successfully and with probed labor shortages. Second, to strengthen and expand data systems that could connect education and labor market outcomes, as well as track students transitions between education and employment. Third, to allow more flexibility in the delivery of national curriculum in order to create the opportunities for schools to meet the needs of their local economies and employers.

The latter two recommendations have been taken into consideration in the recent new law of technical institutes, however, as it was previously mentioned, it has not been enforced yet, therefore its results will be visible in the future.

As highlighted by McCarthy and Musset (2016), some sectorial schools are reaching a high level of educational quality and producing positive results for students and employers. These scholars point the Centro de Formación en Turismo (CENFOTUR) as a high performing school. CENFOTUR is an organization specialized in providing education and training programs for supporting the Peruvian tourism industry needs.

This school, by virtue of a visionary management and strong relation with the private sector for different tasks including curriculum development, has overcome a period of difficulties and accomplished in the last three years very high levels of employability for its graduates⁸, along with an internationally recognized quality⁹.

In this sense, the collaboration that this school has with the private sector has been chosen as the case study of this research as it can provide important insights to the analysis of the interaction between private and public actors within the higher-level education system in Peru¹⁰.

⁸ 93% of employability for tourism and hospitality careers (CENFOTUR, 2017)

⁹ CENFOTUR is the only technological school in Latin America holding the TEDQUAL quality certification given by the United Nations World Tourism Organization (UNWTO) that certifies proper standards of quality for tourism formation (CENFOTUR, 2017).

¹⁰ Further detail about the case is provided in Chapter 4: empirical findings and context.

1.2.1 Goal of the research

Acknowledging the above-mentioned considerations, the goal of this research is to explain a successful collaboration case between a Peruvian public technical school and the private sector and to examine the factors that influenced the positive outcome.

Given that the aim of this study is rather explicative, the case study methodology has been selected as this type of approach fits the needs of this research. Furthermore, the case study provides us with the possibility to conduct an in-depth analysis of the phenomenon at stake¹¹.

In this thesis, the selected collaboration case has been widely recognized in Peru as a successful experience; therefore, we expect that the findings of this thesis could serve as reference material for the policy makers or private actors involved in enhancing the collaboration between public and private partners in the technical education field of Peru.

That notwithstanding, we acknowledge that these findings are very specific and case-based, therefore its exact replicability might not be possible either advisable. Further reflection on validity and reliability of this study is provided in section 3.5.

1.2.2 Main research question

According to the formulated goal of the thesis, the main question in this research is:

Which factors are influential for successful collaboration between public and private sector actors in the higher-level technical education sector of Peru?

1.2.3 Sub research questions

In order to answer the main question, and to provide structure and delimitation to this research, the following sub questions have been formulated:

- How is the collaboration defined in the existing literature?
- What is the criteria for successful collaboration according to the theory?
- Which are the factors that influence success or failure of collaboration according to the existing literature?
- How is the role of government described in collaboration according to the theory?
- How did the process take place?
- Why the case study is considered a successful collaboration experience?
- What are the factors that influence successful collaboration in the case study?

¹¹ Section 3.3.2. Provides more details about the selection of the case study as method of research.

- What lessons could the Ministry of Education draw from this process in order to improve their collaboration strategies between public and private sector?

1.3 Relevance of the research

Considering that this research has both empirical and theoretical objectives, the relevance to each field is explained in the following lines.

1.3.1 Academic relevance

Collaboration is a very broad term that is applied in a wide range of topics. This is the reason for which there is a large body of knowledge with different approaches. In this research, collaboration is referred to as working in conjunction with others (O'Flynn and Wanna, 2008).

Kaats and Opheij (2014) argue that there have been several attempts to model collaboration; however, they consider that the perspectives and tools that have been stated by these studies are yet not sufficient to provide real empirical insight into the complexity of the collaboration processes.

Their study also provides a brief description of the different approaches that are part of existing body of knowledge regarding collaboration. For instance, they argue that some studies have been focused on the way that collaborative relationships are structured (Kaats et al. 2005). They also claim that other approaches are useful only for a certain kind of collaboration: alliance networks (Sroka and Hittmar, 2013), strategic alliance management (Tjemkes, Vos & Burgers, 2012), or management in networks (de Bruijn and ten Heuvelhof, 2004).

Scholars like Huxham and Vangen (2005) have also studied other related topics such as the development of the cooperation strategy among all the involved parties. De Rond (2003), in turn, has studied the cooperation process itself. Furthermore, Kaats and Opheij (2008) have studied the impact of personal influence of administrators and managers during collaboration process.

Public Private Partnerships are also mentioned within collaboration theory, for instance, Ansell and Gash (2008) argue that PPPs require collaboration to function. However, there is also a lot of discussion about a precise definition of PPP (Schaeffer and Loveridge, 2002; Hodge and Greve, 2007).

From the above mentioned, it is possible to argue that there exists a wide extent of literature regarding collaboration. Nonetheless, acknowledging that successful collaboration processes between public and private actors are hard to achieve and are characterized by a high degree of complexity, the empirical study of one of these cases could add important contributions to the existing literature based on empirical findings.

In this respect, this study aims to contribute to the demand of empirical based research by conducting a case study analysis of a successful collaboration process on the field of higher-level technical education in the context of a Latin American country.

In addition, we seek to contribute to the study of collaboration arrangements by the use of a different approach to literature review for the construction of this thesis's conceptual framework. Instead of selecting a single existing framework for collaboration, a combination of several factors mentioned on different prominent texts from the literature has been used. This process is widely described in Section 2.2.3.

1.3.2 Societal relevance

Prominent scholars like Schultz (1963) and Becker (1964) have made important reflections about the economics of education since the 1950s. These authors were the pioneers in the use of the term human capital understood as the “set of skills/characteristics that increase a worker's productivity level” (MIT Economics, 2017).

In this respect, important organizations such as the World Bank and the OECD stress the importance of the investment in human capital as a cornerstone of the future of any country.

The development and investment in skills¹² is considered by McCarthy and Musset (2016), as the key to unlocking prosperity in Peru. However, this is a great challenge as the Peruvian education is characterized today by a very poor performance at all levels and according to the private sector, the skills that currently exist: “ are not relevant and do not match the demands of the production sector” (OECD, 2015).

In this regard, the identification and study of a successful case of collaboration between a public higher-level technical education center and the private sector could contribute to the resources that policymakers in the technical education level could use as a reference in order to develop or improve education policies concerning the participation of the private sector.

Nevertheless, as it is explained in the reliability section (see section 3.5.1.), the findings of this research might not be representative enough to replicate them in other cases as it is a single case with a very specific set of characteristics that might not exist in other similar cases.

¹² The OECD Skills Strategy defines skills or competences as the bundle of knowledge, attributes and capacities that can be learned and that enable individuals to successfully and consistently perform an activity or task, and that can be built upon and extended through learning (OECD (2012), Better Skills, Better Jobs, Better Lives: A Strategic Approach to Skills Policies, OECD Publishing, Paris).

1.4 Structure of the thesis.

This thesis comprises a theoretical and an empirical part. Chapter 1 outlines the main objectives of this research, as well as the academic and societal relevance. The second chapter presents the theoretical basis for this research. Chapter 3 includes the conceptual framework, developed according to the theoretical framework, the operationalization of the variables from the conceptual framework as well as the methodological description. Chapter 4 describes the empirical context and findings. Chapter 5 outlines the analysis of the information, and finally, Chapter 6 includes the conclusions, recommendations and final reflection.

Chapter 2: Theoretical framework

In order to fully grasp the collaboration process between actors from the public and private sector in the context of the higher-level technical education sector of Peru, it is necessary to first analyze the theory that fits the needs of this research. Therefore, in this chapter, we will analyze the body of knowledge related to governance networks, collaboration, public-private partnerships and the role of the government in collaboration arrangements. This theory is the basis to outline the conceptual framework of this research, which contains the variables measured in the empirical part of this thesis.

2.1 Governance networks

Today's society is completely different than how it was decades ago. Globalization, IT and internet are some of the cornerstones for the great changes that our society is experiencing around the world. Nowadays we live in a more complex society with problems that need to be handled in a different way. In addition, this ever-changing and dynamic environment is constantly challenging classic conceptions and theories in order to adapt to the new demanding environment.

In this context, many ideas and concepts regarding public administration have changed over time. For instance, back in the twentieth century, the reigning model of public administration was what is known as Traditional Public Administration. On this model, concepts like central steering, hierarchies, and bureaucracy were present. Civil servants would follow rules and decisions taken by the people on the higher levels and complexities were dealt by deconstruction and assigning tasks to specialized units (Klijn and Koppenjan, 2016). This model ended up resulting in what is known as "big government" which implied a lack of control over budgets and units, low levels of motivation among civil servants, and a poor performance regarding coherent policies and services that could cover the growing needs of the society.

In consequence, the need for a new model on which policymaking and service delivery would respond to the new demands of the society was the breaking point for the transition between "government" and "governance". Government understood as the model of public problem solving, policy making and service delivery based on the principles of the Traditional Public Administration (Klijn and Koppenjan, 2016) and governance as a new analytical perspective on which the central government itself cannot solve all the problems and challenges of the society without the participation of other actors (Torfing, 2012).

Sorensen and Torfing (2007) have defined governance networks as "a horizontal articulation of interdependent, but operationally autonomous, actors from the public and/or public sector who interact with one another through ongoing negotiations that take place within a regulative, normative, cognitive, and imaginary framework; facilitate self-regulation in the shadow of hierarchy; and contribute to the production of public regulation in the broad sense of the term".

Building upon this concept and in line with what the theory says, it is possible to argue that a governance network process, which entails all the interaction processes that take place within governance networks (Klijn and Koppenjan, 2016), is inherently characterized by a high degree of complexity and risks of failure.

This complexity, which can be understood as a situation on which components act in unpredictable and ever-changing ways, stems from the interactions of interdependent actors with diverging or even conflicting goals.

In this context, the scholars introduce the term “network management” as “all the deliberate strategies aimed at facilitating and guiding the interactions and/or changing the features of the network with the intent to further the collaboration within the network processes” (Klijn and Koppenjan, 2016). In short, network management is the assembly of strategies that will attempt to handle complexity.¹³

To sum up, it is possible to argue that governance, which according to Klijn and Koppenjan (2016) is “the process that takes place within governance networks”, emerges as a response to the need of public actors to collaborate with other actors in order to overcome the challenges of today’s society.

In relation to this research, we argue that the collaboration that takes place between a higher-level technical public school from Peru and the private sector is a form of governance.

In order to further our understanding of collaboration, in what follows, a detailed analysis of the body of knowledge about collaboration is outlined.

2.2 Collaboration theory

Collaboration is not a new characteristic of the human relations. For thousands of years, collaboration or cooperation have been inherent features to the way people interacted throughout history in ancient civilizations in order to survive, and accomplish their goals. Despite the ancient origins of collaboration, it is not possible to have a panacea for the way it should be organized which could apply to all types of settings. For instance, as Kaats and Opheij (2008) puts it, collaboration processes can be manifested in several ways: joint ventures, consortiums, shared service centers, supply chains, knowledge networks, and so forth. Each of these manifestations has their own characteristics and all the specific cases differ largely from one another.

¹³ Klijn and Koppenjan also argue that other similar terms to network management that are possible to find in the literature are meta-governance (Sorensen and Torfing, 2007); collaborative governance (Ansell and Gash, 2008) and collaborative management (O’Leary and Bingham, 2009).

With the aim of fully grasping the collaboration processes, several aspects of the theory are outlined in what follows. First, a definition of collaboration is provided. Next, the criteria for assessing collaboration is described. Finally, the factors that influence successful collaboration are presented. Considering that the case study of this research comprises a collaboration between a public school and the private sector, theory from Public Private Partnership will also be included in the following sections in order to provide robustness to this theoretical framework. Finally, the role of the government in the light of collaboration arrangements is briefly discussed.

2.2.1 Definition of collaboration

According to O'Flynn and Wanna (2008) collaboration as a term, began to be used in the nineteenth century in the context of the industrialization process on which a more complex setting appeared among organizations and there was an increase of the division of labor and tasks.

Despite the relevance of the studying the collaboration processes among individuals, in this research, our aim is to study the collaboration between organizations. In this regard, it is possible to observe that the term collaboration has been widely defined by many scholars (See Bryson, Crosby and Stone, 2006; Gray, 1989; Himmelman, 2002; Kaats and Opheij, 2014; Keast, Brown and Mandell, 2007; Lawrence, Phillips and Hardy, 1999; Matteshich and Monsey, 1992; O'Flynn and Wanna, 2008; Perrault, McClelland, Austin & Sieppert, 2011).

In this thesis, we use notions from the public sector as well as from the organizational and managerial theories. In order to show the similarities among these bodies of knowledge, in what follows we will provide definitions of collaboration from each of these theories.

In the side of the managerial theory, the concept provided by Himmelman (2002) as cited in O'Flynn (2009) is considered as a straightforward definition:

"[collaboration is] a process in which organizations exchange information, alter activities, share resources, and enhance each other's capacity for mutual benefit and a common purpose by sharing risks, responsibilities, and rewards'.

In the side of the public sector theory, we have two important definitions that fit the needs of this research:

Cross-sectoral collaboration: "...the linking or sharing of information, resources, activities, and capabilities by organizations in two or more sectors to achieve jointly an outcome that could not be achieved by organizations in one sector separately (Bryson et al., 2006).

Inter-organizational collaboration: *'any joint activity by two or more agencies working together that is intended to increase public value by their working together rather than separately'* (Bardach apud O'Leary and Vij, 2012, p. 508 as cited in Kożuch & Sienkiewicz-Matyjurek 2016).

As it is possible to see, these three definitions concur in pointing out that in order to achieve a joint outcome actors have to work together as they are interdependent one another.

Another related and relevant definition for this research is about the Public Private Partnerships. These arrangements are also a type of collaboration between actors from public and private settings in order to achieve a joint outcome that could not be possible if collaboration did not happen. However, as previously mentioned, there exists a diversity of precise definitions of a PPP (Hodge and Greve, 2007; Schaeffer and Loveridge, 2002).

In relation to this issue, Schaeffer and Loveridge (2002) point out that in some occasions the term is used to describe a cooperation setting between public and private sector with the purpose of providing public services and infrastructure. In other cases, a wider scope of cooperation activities is included (for instance the case study of this research goes beyond public services and infrastructure). These scholars argue that a cause for the lack of consensus regarding the meaning of PPP might respond to the fact that many different disciplines such as law, economics, business administration, public administration, and so forth, have conducted research about this kind of partnerships making use of different terminology.

In the work of Bovaird (2004), a very general definition of PPPs is provided:

“ working arrangements based on a mutual commitment (over and above that implied in any contract) between a public sector organization with any organization outside of the public sector”
(p. 200).

In addition, this scholar points out different purposes that a PPP might have. These are policy design and planning, policy coordination, policy monitoring, policy evaluation and review, policy implementation and service delivery, resource mobilization and resource management.

From the above mentioned, it is possible to see that a PPPs might vary largely in purpose and organization, according to the needs or objectives in place.

Another important consideration regarding the definition of collaboration arises from the frequent interchangeable use of related terms such as cooperation or coordination. As Keast et al. (2007) argue the existent contemporary literature does not make a distinction between those terms. That notwithstanding, they, just as Mattessich and Monsey (1992:39) argue that there are nuances and different characteristics for these terms. According to these scholars, cooperation is often a voluntary and

informal interaction, with low levels of risk and does not require any kind of changes to the existing practices of the involved actors. Coordination, involves a higher intensity of the relationship, more formal, there is a need to align activities, and consequently, the level of risk is higher than in coordination arrangements. Finally, collaboration, according to them, is the highest level of interaction, entailing a more durable and pervasive relationship, and a very high level of risk (Keast et al., 2007; Mattessich and Monsey, 1992). Nonetheless, for the purposes of this research, collaboration, cooperation and coordination will be considered as synonyms as it allows us to have a broader scope of theory.

In a complementary fashion to the definition, some of the characteristics of collaboration shall be described. Wanna (2008) claims that according to the literature (see Agranoff, 2006; Bardach 1998; Entwistle and Martin, 2005; Huxham and Vangen, 2005; Simonin, 1997), collaboration processes are usually costly in terms of time and resources, they are fragile, need to be frequently managed and feed, require the involvement of trust and mutual obligations, and are sui generis (p. 11).

To sum up, it is possible to argue that collaboration is defined as the joint work among two or more actors in order to achieve an outcome that they could not have achieved by acting on their own. Collaboration is characterized by being a time and resource consuming activity, on which the construction of trust is a cornerstone to overcome the inherent fragility of the process.

Now that the definition of collaboration and its characteristics were outlined, the criteria for collaboration is presented in the next part.

2.2.2 Criteria for collaboration

Evaluating the success or failure of a collaboration arrangement is a complex issue considering that each of the involved parties has different drivers and goals while collaborating with others. Therefore, this means that what might seem like a very successful result for an actor A might not necessarily mean the same for an actor B.

In the following lines, the criteria for considering a collaboration arrangement as successful is described according to the body of knowledge.

In the literature, several scholars have described the criteria of successful collaboration from different perspectives considering the broad range of actors and interests that are at stake on a collaboration arrangement. (See Ansell and Gash, 2008; Huxham and Hibbert 2008; Klijn and Koppejan 2016; Provan and Milward 2001; Vangen and Huxham 2010).

For instance, Chrislip and Larson (1994) - as cited by Ansell and Gash (2008) - argue that: "The first condition of successful collaboration is that it must be broadly inclusive of all stakeholders who are

affected by or care about the issue". From this statement, it is possible to notice the importance of an outcome that, at least to some minimal extent, fulfills the needs of all the involved parties (see also Provan and Milward, 2001)

From another perspective, Klijn and Koppenjan (2016) claim that the success or failure of a collaboration process depends on the degree of which the actors have experienced a learning process. These scholars define learning as "the sustainable increase in shared knowledge, insights, and work methods between parties (Klijn and Koppenjan, 2016)". In line with this, they propose a set of criteria for evaluation of success or failure of a network considering three different areas of learning: cognitive, strategic and institutional. For cognitive learning they consider goal intertwinement and joint image building as criteria of evaluation. Regarding strategic learning, they propose transaction costs and durations, quality of the process, inclusiveness of the process, democratic legitimacy and accountability. In addition, for the case of institutional learning, they propose the development of relationships, shared perceptions, institutional rules and a high level of trust, as criteria for evaluation.

In addition to the proposed criteria, Klijn and Koppenjan (2016) suggest that to strengthen the evaluation process of a network, three types of actors should be involved in it: actors who participated in the governance network, actors who are part of the network but were not actively involved in the process and finally, the researcher who is evaluating the network.

Regarding evaluation of collaboration in public sector organizations, Provan and Milward (2001) argue that public sector networks are more complex to evaluate than non-public sector networks because the needs of the involved parties are even more diverse and politicized. In this sense, these scholars argue that public sector networks should be analyzed and evaluated, acknowledging that it is possible to find disagreement about goals and methods.

Following this line of reasoning, they propose a multi-stakeholder perspective for evaluation of the success or failure of a network. The three levels of analysis that this perspective entails are "the community, the network itself and the network's organization participants (Provan and Milward, 2001. p. 416).

As a comprehensive proposal that encompasses the criteria of evaluation proposed by Provan and Milward (2001) and Klijn and Koppenjan (2016), Vangen and Huxham (2010) put forward five criteria to assess successful collaboration: 1) achievement of substantive outcomes, 2) organizational success, 3) reaching milestones, 4) external recognition and 5) personal or organization pride.

The achievement of substantive outcomes is related for instance to the better use of public funds or the improvement of a public service. The organizational success refers to the existence of a highly productive process of collaboration; the way on which it develops and its quality. Reaching milestones refers to achieving progressive targets. Getting external recognition refers to how external actors, who are not part of the process, recognize the existence and/or success of the collaboration. Finally, personal or organization pride is expressed by the fulfillment of personal and/or organizational needs according to an organizational culture.

These five elements encompass a holistic analysis of the perspectives of the different actors that are part of the collaboration arrangement including the community. Simultaneously, this criterion allows the analysis of the three areas of learning proposed by Klijn and Koppenjan (2016). In this research, these five elements of criteria are used as the source of analysis of successful collaboration for the empirical part.

Finally, acknowledging that collaboration is a fragile process and constantly under attack (Gallager et al.2015), it is logic that failure in collaboration is also a possible outcome. This is caused by the encounter of different worlds, the lack of clarity and agreement about the interests at stake and the specific contextual factors that are part of each collaboration process (Kaats and Opheij, 2008). Therefore, the failure of collaboration is a constant threat with which actors have to deal with.

Logically, it is possible to argue that the failure of collaboration can be evaluated in the base of the absence of the success criteria previously described.

In the following section, the factors that influence collaboration are broadly described.

2.2.3 Factors that influence collaboration

According to the body of knowledge about collaboration, it is possible to argue that it is a challenging task to outline a set of factors that could be applicable to all kinds of collaboration.

As Sienkiewicz and Malyjurek (2014) ¹⁴puts it, “even well-formulated collaboration principles may not bring anticipated outcomes“. Nonetheless, several studies have been made to identify both, the factors that facilitate successful collaboration as well as the ones that inhibit successful collaboration. From these results, practitioners and researchers can have a basis to build on the inherent characteristics of the case they are dealing with.

¹⁴ As cited in Kozuch & Sienkiewicz-Małyjurek (2016)

According to the needs of this research, the focus is oriented to those factors that influence successful collaboration and logically, we understand the absence of these ones, as the drivers of a possible failure of collaboration.

In what refers to the factors that influence successful collaboration there exists a very large range of theory. For this reason, in order to build the conceptual framework, a process of identification and selection of the most frequently mentioned factors in the theory was done. This process will be explained in the following lines.

Factors that influence successful collaboration:

The theoretical identification of these factors is very important for this research as these will be assessed in the empirical part of this work. Accordingly, a comprehensive theoretical review was made.

According to the literature review, three relevant sets of factors stated by scholars were chosen as basis for analysis: the work of Drost, S. and Pfisterer, S. 2013; Huxham & Vangen 2005; and Johnson et al. 2003. In addition to these three works, two papers that have also conducted systematic literature review have been selected. The first one, by Mattessich and Monsey (1992), outlines nineteen factors for successful collaboration. These factors are the result of a review and analysis of eighteen studies, selected out of 133 cases from different sectors such as health, social science, education, and public sector. The second one, belongs to Bryson, Crosby and Stone (2015), which is a paper that reviews and summarizes the most relevant academic works made between 2007 and 2015, they reviewed 196 articles and three books, from this they selected seven holistic frameworks that include the work of Agranoff, 2007,2012; Ansell and Gash, 2008; Bryson et al.,2006; Emerson, Nabatchi and Balogh, 2011; Koschmann, Kuhn and Pfarrer,2012; Provan and Kenis, 2008; and Thomson and Perry, 2006.

We consider important for the aims of this research the use of these two relevant literature review papers, not only because of the quality of their work but because they were made in different years; 1992 and 2015. This difference in the time when these researches have been conducted adds diversity to this theoretical framework, as the research about collaboration has been an object of interest for many scholars for several decades, and therefore using findings of two different moments allows us to enrich the theoretical input for this research by the identification of the factors that are considered the most important over a span of more than twenty years (See Appendix A)¹⁵.

¹⁵ Appendix A contains the input about successful collaboration factors from each of the selected key texts.

Subsequently, an author/factor matrix (See Appendix B)¹⁶ has been elaborated in order to identify the most frequent factors outlined in the selected theory. The main factors considered were those stated by Bryson et al. (2015) as it is the most recent academic work. That notwithstanding, factors stated by Mattessich and Monsey (1992), which were not considered by Bryson et al. (2015), were also added if they were mentioned by the other authors.

Then an exercise of marking the factor and the author was done. The use of terms was different on certain occasions; therefore, an approximation was made in these cases. Next, the frequency of inclusion of a factor was counted. The result of this first part of the process was the identification of the factors that were considered by three or more authors (See Appendix A and B).

The selected factors are resources, rules, institutional factors (multiple institutional logics and power imbalances), planning, trust, communication, commitment, mutual benefits, and leadership.

In the remainder of this section, the identified factors that influence successful collaboration according to the literature will be described.

a) Resources

This factor is mentioned by Bryson et al. (2015); however, is in the works of Mattessich and Monsey (1992) and Johnson et al. (2003) that the relevance of resources is widely explained.

According to Mattessich and Monsey (1992), the resources factor involves both the financial and the human means to achieve an outcome. They argue that a consistent financial base should exist to support a collaborative arrangement. Regarding the human resources, they outline the importance of a “skilled convener”, which can be understood as an initial leader.

Johnson et al. (2003) in turn, argue that the leadership in collaboration should be aware of the difficulties that collaboration entails and therefore, should provide sufficient resources in order to have a successful outcome. They refer to the importance of time and financial resources.

Thus, it is possible to argue that the factor related to resources, which is discussed in theory, corresponds to the characteristics of collaboration provided in the definition of collaboration section of this research (see section 2.2.1.). In this section, we argued that collaboration is costly and time-consuming. Therefore, the importance of the resources factors is evident, as the lack of one of these elements would have a highly negative impact on successful collaboration.

¹⁶ Appendix B contains the Author/factor matrix used to identify the key factors.

b) Rules

Mattessich and Monsey (1992) refer to the importance of rules as a factor with another term but they refer to the same need of having clear roles and guidelines. In the same line of reasoning, Drost and Pfisterer (2013) argue that what they call “ground rules”, foster the development of trust, transparency and mutual respect among actors. Besides, in line with what Mattessich and Monsey (1992) state, they stress the need for a clear description of roles and responsibilities in order to promote accountability and to manage expectations from involved actors and from external stakeholders.

Bryson et al. (2015) in turn, do not elaborate very much on this factor. Nonetheless, Ansell and Gash (2008) explain the importance of clear ground rules and process transparency in order to enhance the legitimacy of the process. They argue that given that collaboration requires that the actors have good faith negotiations in order to achieve possible mutual gains, the existence of mechanisms that control possible opportunistic behavior, provides a better environment for engagement in collaboration.

From the above mentioned it is possible to argue that rules, understood as interaction rules, roles and other kinds of guidelines to the process foster the perception of collaboration as a fair process in the eyes of the involved actors. Therefore, it is important to consider it as a potentially relevant factor of successful collaboration. The absence of rules could lead to the failure of collaboration since the space for opportunistic behavior is provided. However, this is a delicate matter as an overload of regulation could have a negative impact on collaboration instead of facilitating it.

Institutional factors:

Concerning the institutional environment, Bryson et al. (2015) argue that conflict and tensions are prone to happen on collaboration arrangements for several reasons. For instance, each actor has different perspectives about strategies and tactics, loyalties to home organizations are involved in the interaction and can create tensions, goals, and expectations are different to each actor, and so forth. In addition, these scholars argue that all of these issues can become even more problematic if they are enhanced by the existence of differences in power, status or reputation. According to the literature review and the needs of this research, two factors have been considered of relevance about institutional factors: multiple institutional logics and power imbalances.

c) Multiple Institutional logics

In the words of Jacobs (1992), the cultural and institutional differences between public and private organizations, as well as the risks that their joint collaboration involves, could severely hamper the success of the collaboration arrangement. Some of the differences that can exist among different

organizations are for instance the use of diverging language, values, priorities, rules, ways of doing business and even definitions of collaboration (Johnson et al. 2003).

In this research, the tensions that arise from the different cultural orientations, as well as institutional logics, require special attention as the case study entails collaboration between public and private actors with natural differences of institutional logics.

Within the Public Private Partnerships theory, Van Ham and Koppenjan (2001) argue that a key step within a public-private partnership is to understand clearly the different approaches that each actor has as well as the risks that are at stake within the collaboration taking place. Therefore, in order to explain these differences, they provide a table on which they present in a comparative fashion the risks and cultural and institutional differences that public and private parties face within a PPP arrangement (See figure 2.1)

Figure 2.1

	<i>Public parties</i>	<i>Private parties</i>
Risks	<ul style="list-style-type: none"> ● Substantive risks ● Financial risks ● Risk of private discontinuity ● Democratic risks ● Political risks 	<ul style="list-style-type: none"> ● Construction and exploitation risks ● Risk of high transaction costs ● Policy risks ● Risk of political discontinuity ● Administrative risks ● Social risks
Cultural and institutional differences	<ul style="list-style-type: none"> ● Long-term orientation ● Not geared to exploitation and cash flow ● Political primacy handicaps partnership 	<ul style="list-style-type: none"> ● Short-term orientation ● Fixation on returns and cash flow ● Lack of understanding of political and public processes

Note: Risks and barriers involved in public-private partnerships. Reprinted from “Building Public – Private Partnerships: Assessing and managing risks in port development”, by Van Ham, H. and J. Koppenjan, 2001, *Public Management Review*, 3(4), 593-616.

This graphic allows us to differentiate the risks that public and private parties face within a PPP. For instance, within the risks dimension, we can see that the public sector faces substantive risks. These risks are related to the possibility of being overshadowed by the expertise that the private actors have about the objectives at stake and even the risk of having to participate in a project on which they do not have a benefit. This could happen as part of the avoidance of early fixation of objectives.

In addition, the public sector faces financial risks, this refers to the fact that private companies are frequently oriented to make profit in a short term, and therefore it might be the case that a private company

might pretend to transfer the financial risk to the public sector by making use of the public funds for their own financial benefit.

Another type of risk is the private discontinuity; this is about the emergence of a possible change in the private company strategy that is at odds with the aims of the PPP, or even the case of bankruptcy and dissolution of the private partner. In this same regard, the possibility of political and democratic risks emerge in relation to the existence of political interests that would require that the partnership changes or ends, and of course, the possibility that the people who are actively involved in the project are no longer part of it due to political reasons.

In the other hand, the private parties face the risks related to cash flow and excessive costs of investments for the construction and exploitation of the project at stake. Furthermore, the transaction costs to work with the public sector can be high due to its inherent characteristics of political primacy, bureaucracy and therefore a strong presence of uncertainty. In relation with this, political discontinuity produced by the electoral cycle is another risk for the private sector. The administrative risks that the private sector face are related to the uncertainty about the capability of the public party to conclude its administrative procedures in time without hampering the partnership development. Finally, there is a social risk because the public sector is subject to public scrutiny and therefore there exists the possibility of facing social protest against the partnership implementation.

Furthermore, the graphic also allows us to compare the cultural and institutional differences between both parties: public and private. Van Ham and Koppenjan (2001) argue that the public parties have a different time horizon. The public sector has a long-term orientation whereas the private sector is focused on a short-term perspective. While the public sector is not oriented to exploitation and cash flow, there are the core interests of a private actor. Furthermore, the public sector is prone to suffer the consequences of the political primacy: electoral cycle, political strategies. Whereas the private sector has a weak understanding of political and public processes.

Concerning the deep differences that have been described, Klijn and Teisman (2003) argue that it is very difficult to change role conceptions and domain demarcations in PPPs. In their work, they claim that some scholars consider that it is impossible to solve the differences between the public and private domains. For instance, they cite the work of Jacobs (1992) in which she argues that the public sector is characterized by the “guardian syndrome” whereas the private sector is characterized by the “commercial syndrome”.

The guardian syndrome has the avoidance of trade and commerce, the strive for discipline and loyalty and the respect for traditions and hierarchies as main values. The commercial syndrome, in turn, is

portrayed by values related to the avoidance of violence, the achievement of voluntary agreements, honesty and competitiveness (Klijn and Teisman, 2003).

From another perspective, the work of Schaeffer and Loveridge (2002) include other differences and risks between public and private collaboration. For instance, they argue that the public sector has lower financial risks than the private sector because, in spite of any wrong decision they might take, the public sector will still receive funding produced by tax collection the following year, whereas a wrong decision for the private sector, could lead them to bankruptcy. In addition, they argue that the public sector has the power to “force compliance with its plans” (p. 174), whereas, the private sector can only rely on their persuasion power. In this context, the private sector might feel in a less favorable position, if there exists an irreconcilable issue with the public sector within a collaboration arrangement. Another important difference outlined by these scholars is the fact that private organizations can engage in all sorts of activities because they have a more flexible and broader legal scope. This is not the case for public organizations, as they are restricted by what their formal institutions and rules allow them to be engaged. In addition, Schaeffer and Loveridge (2002) argue that it could be the case that a public entity and a private organization could get together to pursue a collaboration arrangement on which their self-interests are served and not those of the public interest.

As a conclusion of their work, Schaeffer and Loveridge (2002) argue that all of the differences between the public and private sector represent an opportunity to collaborate in order to achieve mutual benefits that could not be achieved otherwise.

Building upon the above mentioned, it is possible to argue that the differences of institutional and cultural logics within collaboration as well as the risks for each type of actor are also a core factor that influences successful collaboration. Therefore, these differences will be part of the conceptual model that is described and graphically presented in the next chapter.

d) Power imbalances

Only two authors mentioned this factor in the theoretical review; nonetheless, it has a very strong relationship with the case study, therefore it is deemed of importance to be included as an influential factor.

Bryson et al. (2015) argue that there is a high risk of conflict when there are differences in status among the involved actors. For example, differences regarding “size, funding, constituency or reputation” (p.9). Hence, we can state that this would be the case for our case study as the involved actors have important differences related to those mentioned in the theory.

In this regard, Ansell and Gash (2008) outline the relevance of power imbalances as a possible source of conflict and distrust. They argue that if some stakeholders do not have the same conditions for participation as others, there exists the possibility that stronger actors could manipulate the process in order to achieve their own purposes and not the joint purpose of the collaboration arrangement. In their words, the conditions for participation on an equal and fair basis are capacity, organization, status, and resources to participate.

Furthermore, they outline that power imbalances cause distrust or weak commitment. To illustrate this, they use the example of some American Environmental groups that were skeptic about collaboration because they consider that it mainly benefits bigger companies.

In this sense, they conclude that, in order to ensure successful collaboration, some strategies need to be implemented in order to empower the weaker or underrepresented groups. Here, the importance of leadership comes to play, as the leaders should also ensure that the collaboration happens in a fair and equalitarian basis.

Huxham and Vangen (2005) argue that despite the fact that collaboration entails mutual dependency between actors, it is impossible to avoid the fact that some actors are more relevant in relation to the collaboration agenda than others are. Consequently, the actors have the perception that there are “principal” actors, as well as “subsidiary” actors. In this regard, Huxham and Vangen (2005) argue that usually these perceptions of power imbalances are exaggerated and do not correspond to the reality. These perceptions of inequality lead to strategic tactics from smaller organizations to try to protect their own agendas from the powerful counterpart.

e) Planning

The relevance of planning is also widely discussed in the literature, according to the matrix used in this research, four texts address planning as a relevant factor of collaboration. For most of the scholars, an adequate process of planning has a positive impact on the outcome. According to Bryson et al. (2015), there are two approaches to planning: deliberate and emergent. They argue that deliberate planning involves “careful advance articulation of mission, goals and objectives, roles and responsibilities; and phases or steps, including implementation” (p. 7). In the other hand, the emergent approach to planning, the joint work of involved actors over time influences the emergence of a clear understanding of mission, goals, roles, and actions.

They also argue that regardless of the approach, the planning process should involve a careful attention to stakeholders, both on formal and informal levels, deep understanding of the problems addressed, the

development of potential solutions and clarification of the collaboration's goal; both regarding the process and the outcome.

Despite the fact that Mattessich and Monsey (1992) do not include the term "planning" as such. The factors that they address as "purpose related factors"; namely concrete goals and objectives, shared vision and unique purpose, are also part of the issues involved in the planning factors described by Bryson et al. (2015).

In this same regard, Huxham and Vangen (2005), Drost and Pfisterer (2013), and Johnson et al. (2003), also stress the need for a planning which involves a shared and clear understanding of the problem, the statement of concrete goals and objectives, and the development of a shared vision. However, as it was stated by Provan and Kenis (2008), a high level of consensus about goals of the collaboration arrangement could be considered as very effective; nonetheless, a moderated level of consensus could also allow the network to be effective. From this, we can argue that goal consensus is important if present, but if it is not the case, the collaboration could still be successful.

Another important consideration is that the network theory indicates the early fixation of goals could lead to the exclusion of alternative perceptions or solutions that could arise during the collaboration process (Klijn and Koppenjan, 2016). In this sense, is important to give relevance to the clarity of objectives, but also to consider a degree of flexibility as the collaboration itself provides opportunities for changes on the initial goals if it is positive for the achievement of the outcomes.

f) Trust

Trust is also pointed out as a very important factor according to the literature (See Bryson et al., 2015; Huxham and Vangen, 2005; Mattessich and Monsey, 1992). Trusting relationships are portrait as the essence of collaboration (Lee et al. 2012)¹⁷. Trust can be defined as the "expectation of an actor A that another actor B will abstain from opportunistic behavior when an opportunity for that emerges" (Klijn and Koppenjan, 2016). It entails different dimensions. For example interpersonal behavior, confidence in the level of competence of an organization, a common link among actors and a sense of goodwill (Chen and Graddy, 2010)¹⁸. According to the literature, the level of trust usually varies along the collaboration arrangements. For instance, it is normal that the level of trust within a collaboration arrangement that is in its initial phase will probably be lower than the level that can be identified on a collaboration arrangement that has been in place for years.

¹⁷ As cited in Bryson and Crosby, 2015.

¹⁸ Ibid.

From the network perspective, Klijn and Koppenjan (2016) argue that the emergence of trust is influenced by interactions in the past, the reputation of other actors, the expectation of future benefits and the presence and nature of binding network rules.

In addition, sharing resources, demonstrating competency, good intentions, and avoidance of opportunistic behavior can build trust (Bryson et al., 2015).

Klijn, Steijn and Edelenbos (2010) as cited in Klijn and Koppenjan (2016) conducted a research on which they found that there is a strong relation between the level of perceived trust from the respondents and the network's performance to which they belong. They used five criteria to measure trust: agreement trust, if the parties of the project usually comply with the agreements they have made; benefit of the doubt, if the parties mutually give one another the benefit of the doubt; reliability, refers to the expectation that a partner can be relied to accomplish its obligations; absence of opportunistic behavior, refers to the fact that parties refrain from the rational choices from which they benefit; and finally, goodwill trust, which relates to the assumptions of the other party's intentions as good (Klijn and Koppenjan, 2016).

From the above mentioned, it is possible to claim that trust is another critical factor of successful collaboration and it has to be developed and enhanced over the duration of the process with a key participation of the leaders of the collaboration arrangement.

g) Communication

This factor is another key element of the collaboration process. According to what Drost and Pfisterer (2013) argue, communication is "the most prominent mechanism for relationship building between partners and for the partnership towards the external world" (p. 11). Other authors as Koschmann, Kuhn, and Pfarrer argue that communication creates collaboration (2012, 335).

The importance of clear communication relies on the impact that it has on information sharing and in transparency (Drost and Pfisterer, 2013). Moreover, according to the findings of the research conducted by Johnson et al. (2003) communication was the most frequent factor mentioned as a solution to overcome possible barriers to collaboration.

Mattessich and Monsey (1992) also stress the importance of communication as factor involving two dimensions: the existence of open and frequent communication, on which issues are discussed openly on a frequent basis among actors and the establishment of formal and informal communication links in which they highlight the importance of a flow of information both on formal and informal settings.

Huxham and Vangen (2005) argue that there are three important communication channels: communication between the internal actors of one organization, communication among actors from the

different organizations involved, and communication with the environment or external community. They argue that a simple fact, as the use of professional jargon by members of one organization while interacting with another, could create a sense of distrust and misunderstanding among them (p.67).

Thus, it is possible to argue that according to the literature, clear communication is also a critical factor of collaboration as it allows developing the relationship among actors that is necessary to thrive successful collaboration. In addition, it is important to the building of trust, which was previously described.

h) Commitment

The relevance of this factor can also be understood from the congruencies that can be seen on the Matrix used for the identification of these factors. Johnson et al. (2003), argue in their study that, according to their findings, commitment is influenced by the existence of shared goals and vision as well as by a high level of trust and responsibility for the common aims. In addition, they point out that this factor was often missing in unsuccessful collaboration cases.

Following this same line, Ansell and Gash (2008), whose work is part of the Bryson et al. (2015) synthesis, argue that commitment is nearly related to the original motivation to participate in the collaboration arrangement. According to them, actors have to be convinced that collaborating is the best way to achieve the desired outcome. Furthermore, they point out the results of a survey of American and Australian collaborative groups conducted in 2002 on which the factor “member commitment” was chosen the most important factor that facilitates collaboration.

i) Mutual benefits

Although this factor might be part of those already mentioned, it is important to present it as was clearly highlighted by authors such as Mattessich and Monsey (1992) and Drost and Pfisterer (2013).

According to these later authors, the value of collaboration is the opportunity to create “win-win” situations, on which all involved actors are aware and accept that each of them can have the right to get positive outcomes out of the collaboration. Furthermore, they argue that this factor enhances the commitment of the involved actors.

In line with what Ansell and Gash (2008) mention about commitment, Mattessich and Monsey (1992) argue that the actors should believe that the benefits of collaboration are more important than a possible “loss of autonomy”.

From the above mentioned, we can see that this factor is closely related to commitment, therefore in the conceptual framework of this research, both of them are merged in only one factor.

j) Leadership

Leadership was considered an important factor in all of the five works used for the Author/factor matrix. This is a clear indicator of the relevance of leadership as a critical element of collaboration.

Leadership is a cornerstone throughout the whole process of collaboration, from the initial phase to the implementation phase. For instance, Bryson et al. (2015) argue that even if there exists a very favorable environment for collaboration, it would not thrive if the presence of other specific drivers, such as initial leadership, were missing. These scholars call the initial leaders as “sponsors” and “champions”. They are persons who are in charge of fostering the development of collaboration and they have formal and informal authority. In this same regard, Mattessich and Monsey (1992) include “initial leadership” as an important initial factor.

Bryson et al. (2015) argue that several people should exercise leadership at all levels of collaboration and in the different partners involved. In this regard, Ansell and Gash (2008) stress that multiple leaders, and not only one, are necessary for ensuring successful collaboration.

The tasks of these leaders are various and have been broadly discussed in the literature. For instance, Ansell and Gash (2008) point out that leaders have to set and maintain clear ground rules, build trust, facilitate dialogue, and explore mutual gains. Bryson et al. (2015) agree with them and also outline other concepts such as the one stated by Sullivan, Williams, and Jeffares (2012) who argue that the main tasks of leaders are dealing with ambiguity, managing tensions arising from risks and loss of control, foster the existence and growth of trust, and enhance the existence of productive relationships.

Huxham and Vangen (2005) outline a more detailed perspective. These scholars propose two perspectives on leadership activities: a facilitative and a directive role. They argue that these roles are not exclusive one to another, but rather they are alternative ways to undertake depending on the context and moment. For instance, as part of the facilitative role, they outline embracing, empowering, involving and mobilizing members as activities that have a relation with the facilitation of the collaboration. Embracing refers to the election of the counterparts for collaboration; empowering refers to provide the stakeholders the means to play an active role. For instance, choosing a language style with which all members are comfortable using. Involving relates to managing the inequality between members with different levels of power. Mobilizing is the most important activity according to these scholars; they argue

that it is what makes collaboration take place. In other words, influencing individuals or organization to engage in collaboration arrangements.

As part of the directive role, they argue that leadership involves manipulating the agenda, which is related to impose a certain way of understanding the issues at stake as well as deciding on behalf of others as a strategic movement. Finally, they outline that leaders can also take part of politics games by, for example, finding ways to exclude some members or deliberately collaborating with someone just to prevent that this actor collaborates with a competitor (Huxham and Vangen, 2005: p.202- 229).

To sum up, it is possible to argue that leadership is widely accepted as one of the more critical factors of collaboration and that it does not only refer to one person but to a set of key persons all along the collaboration arrangement.

Overall, we have identified nine factors that influence successful collaboration according to the literature. These are resources, rules, multiple institutional logics, power imbalances, planning, trust, communication, commitment (merged with mutual benefits), and leadership. All these factors are also inter connected among themselves and this creates a high level of complexity.

Berardo, Heikkila, and Gerlak, as cited by Bryson et al. (2015), argue that collaboration processes have a very high level of complexity that requires “simultaneous analysis of all its moving parts” (p. 11). Following this line of reasoning, the empirical part of this research will provide a systemic analysis of the identified factors.

2.2.4 Role of Government in Collaboration

The role of government from the Traditional Public Administration perspective, is characterized by Hughes (2003) as “an administration under formal control of the political leadership, based on a strictly hierarchical model of bureaucracy, staffed by permanent, neutral and anonymous officials, motivated only by the public interest, serving any governing party equally, and not contributing to policy but merely administering those policies decided by the politicians”.

In this classic approach the existent verticality that arises from the dominance of hierarchies and bureaucracy, is a way of ensuring accountability for the protection of the use of public resources. As Osborne (2006) points out, the value base of this approach is related to the public-sector ethos.

In this context, we can see that the traditional role of government is characterized by the rule of law and a top-down steering style, on which there is limited space for the development of horizontal relationships with other key stakeholders such as the private sector or the civil society.

In contrast, the governance networks perspective puts an important emphasis on the development of horizontal relationships with other organizations (Klijn and Koppenjan, 2016).

These scholars argue that network management considers the existence of multiple actors and perceptions as a natural given condition within networks. In this sense, they argue that the role of the government from the network theory perspective should aim to: “encourage and empower actors to combine their research, ideas and capacities in order to co-produce integrated, enriched and innovative policies and services that neither government nor any of the other parties could have realized on their own” (p. 294).

Cognizant of today’s societal complexities and building upon the theory, we could argue that successful collaboration requires a different role of the government; in this case, the network governance approach. This style has the potential to maximize the benefits of the collaboration among actors from different institutional backgrounds in the benefice of the involved stakeholders, the organizations, as well as the community in its broadest sense.

However, other critical voices as the one from O’Flynn (2009) argues that in practice collaboration does not apply to all public sector issues and is just one more way to solve situations. For this scholar, there are certain domains on which providing autonomy of management to the most suitable actor could be more effective than forcing collaboration.

Nonetheless, we believe that most of the wicked issues that governments need to deal with nowadays, calls for a joint style of working on which each actor contributes with what they possess in order to tackle today’s societal challenges.

Concluding remark:

This chapter has provided a comprehensive review and analysis of the body of knowledge about collaboration between public and private sector, as well as the role of the government in collaboration arrangements. The selected theory allows us to further our understanding of collaboration; the criteria to assess successful collaboration and to identify the factors influence a successful outcome. Lastly, we discussed the role of the government within collaborative arrangements. Building upon this theory, the next chapter will describe the conceptual framework of this research and its operationalization.

Chapter 3: Conceptual framework and research design

In this chapter, a conceptual framework is outlined considering the factors that have been identified in the theoretical framework (Chapter 2). Then, the operationalization of the variables is described. Afterwards, the research design is explained including the methodology selected for the empirical part of this thesis. Finally, some reflections about the quality indicators of this research are presented.

3.1 Conceptual framework and expectations

This research seeks to identify and analyze the factors that influence successful collaboration in the higher-level technical education sector of Peru. Accordingly, the influential factors are the independent variable, as they are going to have an impact on the collaboration outcomes.

Considering the vast theory that exists regarding collaboration factors, a methodology for selecting the most relevant was established and explained in section 2.2.3.

This process consisted of a theoretical review that included the selection of key texts about collaboration. The following scholars wrote the key texts that were used for this process of identification: Bryson et al., 2015; Drost and Pfisterer, 2013; Huxham and Vangen, 2005; Johnson et al., 2003; and Mattessich and Monsey (1992).

Next, an author/factor matrix (see Appendix B) was built in order to identify the most frequently mentioned factors by the selected scholars. Afterward, the frequency of inclusion of each factor was counted and the outcome of this process was the identification of nine influential factors on successful collaboration.

The selected factors that are going to be part of the conceptual framework of this thesis are resources, rules, multiple institutional logics, power imbalances, planning, trust, communication, commitment, and leadership.

On the other hand, successful collaboration is the dependent variable that is influenced by the factors that are identified according to the literature, and that is tested in this research.

As it was previously described in section 2.2.2., for this research five criteria will be considered to assess successful collaboration. This criterion belongs to Vangen and Huxham (2010) and it consists of five items: 1) achievement of substantive outcomes, 2) organizational success, 3) reaching milestones, 4) external recognition and 5) personal or organization pride.

Scholars like Provan and Milward (2001) argue that the evaluation of public sector networks is a very complex process as the interests are more diverse and possibly politicized. Building upon this, they suggest that a multi-stakeholder perspective should be used for evaluation this kind of networks. In this research,

these considerations are very relevant as the case study refers to collaboration between public and private sector actors. In this sense, the criteria stated by Vangen and Huxham (2010) will allow us to have a comprehensive understanding of the interests of all the involved parties from a holistic perspective.

Following this line of reasoning and the purposes of this research, a graphic representation of the conceptual framework can be seen in Figure 3.1.

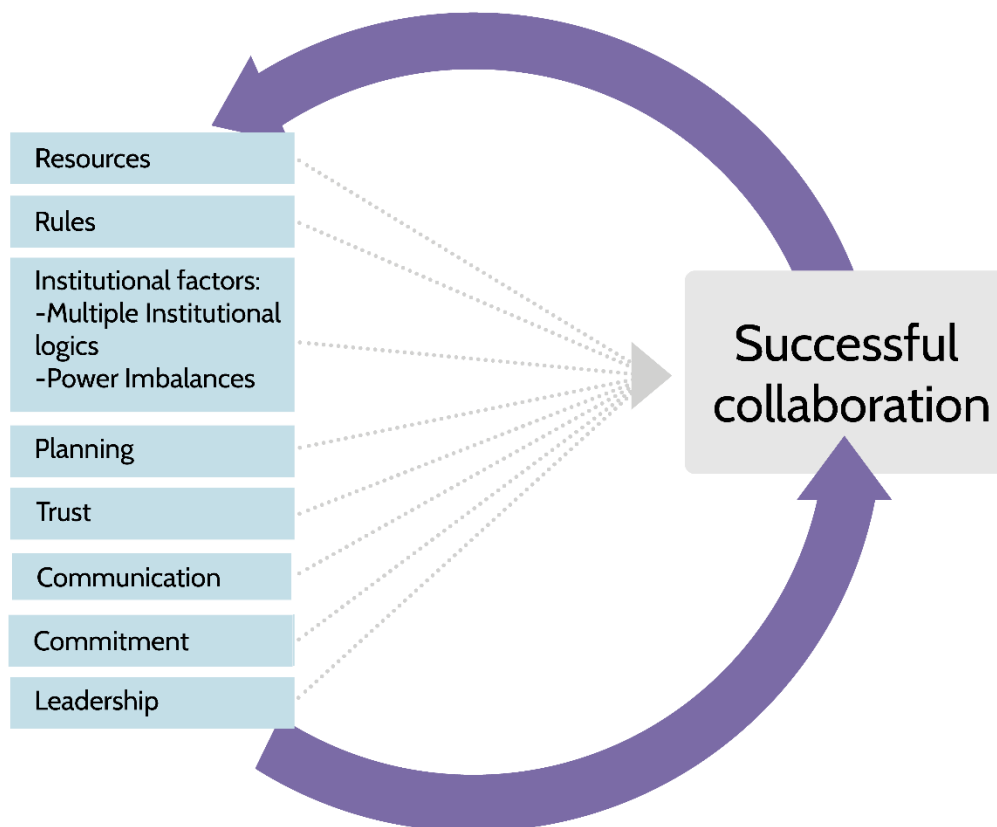


Figure 3.1: conceptual framework.

In Figure 3.1, it is possible to graphically see that there are nine independent factors that are influencing the dependent variable: successful collaboration. At the same time, it is possible to see that the process is not linear but dynamic.

Building upon this conceptual framework, elaborated according to the theoretical framework, and considering the objectives of this research, it is possible to outline the following expectations:

E1 There have to be sufficient resources in place for a successful collaboration.

E2 Clear rules need to be present for successful collaboration.

E3 The existence of diverging institutional logics could hamper the existence of successful collaboration.

E4 Important power imbalances could affect the existence of successful collaboration.

E5 A high degree of planning is necessary for successful collaboration.

E6 Trust on its different levels needs to be present for a successful collaboration.

E7 Communication needs to be clear and frequent among members of a successful collaboration on every level.

E8 All the participant members need to be committed to the process for a successful collaboration.

E9 Leadership has to be exerted throughout the whole process for successful collaboration by one or several individuals from the different participating parties.

E10 A collaboration arrangement is not linear, factors can influence themselves. Furthermore, feedback has an impact on the continuity of the arrangement in place and future arrangements.

Expectations one to nine (1 to 9) are specifically oriented to understand the influence of each of the factors selected from the theoretical review on successful collaboration.

Expectation ten (10) relates to the fact that collaboration should be understood as a nonlinear process on which constant feedback loops happen and have a strong influence in the development of further collaboration, as it is stressed by Ansell and Gash (2008).

All in all, this conceptual model will serve as a framework for the empirical analysis in this research. In order to measure the identified variables, they need to be operationalized. This process is presented in the following section.

3.2 Operationalization of variables.

In the previous section, the conceptual framework was graphically presented. As it is possible to see, there are nine variables that influence successful collaboration. Following the scientific method, these variables need to be operationalized; or in other words, they have to be measured in an empirical way.

Consequently, in the following lines, we will outline the operationalization of each of these variables.

3.2.1 Operationalization of the factors that influence successful collaboration.

a) Resources

This factor is part of what Ansell and Gash (2008) describe as initial conditions. They argue that existence of these conditions at the beginning of the collaboration have the ability to facilitate or inhibit its development. Mattessich and Monsey (1992) point out that the resources factor is composed of the financial and human means to achieve an outcome. Johnson et al. (2003) stress the relevance of time and financial resources.

In this sense, the logic indicator of this factor is to find out if there were sufficient funds, human resources, time and materials during the collaboration process between actors in our case study. The indicative question invites the respondent to start describing the conditions for his or her participation in the process.

Factor	Indicators	Indicative question
Resources: The financial and human means to achieve an outcome Mattessich and Monsey (1992) Furthermore, Johnson et al. (2003) stress the importance of time and financial resources.	Existence of sufficient funds, staff, and time.	Was there any special budget allocated for the collaboration? Was your participation voluntary?
		Did your participation in the collaboration took place during your working hours?

Table 3.1. Operationalization of resources.

b) Rules

This factor is also part of what Ansell and Gash consider as initial conditions. More specifically Drost and Pfisterer (2013) argue the need for the existence of “ground rules”. These rules foster the development of trust, transparency and mutual respect among actors. Other authors as Mattessich and Monsey (1992) highlight the need for having clear roles and guidelines for a collaboration to be developed in a successful way. Therefore, the indicator for this factor is to identify the existence of clarity about roles and rules within the collaboration among actors. The indicative question asks directly about the existence of these “ground rules”.

Factor	Indicators	Indicative question
<p>Rules: Drost and Pfisterer (2013) argue the need for existence of “ground rules”. These rules foster the development of trust, transparency and mutual respect among actors. Mattessich and Monsey (1992) also refer to a clear description of roles and responsibilities in order to promote accountability and to manage expectations from involved actors and also from external stakeholders</p>	<p>Existence of clarity about roles and rules.</p>	<p>Were there any rules or roles defined in the collaboration?</p>

Table 3.2. Operationalization of rules.

c) Multiple Institutional Logics

Along with power imbalances, this factor is related to the institutional differences among the collaborating parties. These factors are considered in the literature as a possible source of conflict or tension as each actor has its own language, values, rules, ways of doing business and even definitions of collaboration (Johnson et al., 2003). In addition, according to the Public Private Partnership theory, some risks need to be considered during the collaboration. These risks are different for the public and private parties. For instance, Schaeffer and Loveridge (2002) argue that the public sector has lower financial risks than the private sector, as even if they make a wrong decision, they will still receive their correspondent funding the following year, whereas this is not the case for a private company for which the main objective is to maximize the income. In this sense, the indicators for this factor are related to the perception of the presence of different institutional logics as well as the possible existence of risks due to the institutional differences. The indicative questions are aimed to ask the respondents about both indicators.

Factor	Indicators	Indicative question
<p>Multiple Institutional logics: differences that can exist among different organizations; for instance, they refer to diverging language use, values, priorities, rules, ways of doing business and even definitions of collaboration (Johnson et al., 2003).</p>	<p>Perception of presence of different institutional logics.</p> <p>Risks for public and private sector.</p>	<p>Do you think that the fact that the collaboration involved the participation of public and private actors had any influence in the process dynamics?</p> <p>How different do you think that things are done at your counterpart's organization?</p>

Table 3.3. Operationalization of multiple institutional logics.

d) Power imbalances

This factor is also part of the institutional differences. In spite that it was not as frequently mentioned as the other factors, it was considered to be included as an influential factor because of its relation to the case study. Considering that in the case there are different types of actors from organizations of different sizes and reputations, this factor needs to be analyzed, as according to Ansell and Gash (2008), the power imbalances are a possible source of conflict and distrust. The indicator for this factor is specifically aimed to evaluate possible differences in power among partners. The indicative question is useful to identify the possible existence of power differences among partners.

Factor	Indicator	Indicative question
Power imbalances: if some stakeholders do not have the same conditions for participation as others, there exists the possibility that stronger actors could manipulate the process in order to achieve their own purposes and not the joint purpose of the collaboration arrangement (Ansell and Gash, 2008).	Perception of differences of power among partners participating within the collaboration.	Do you think any of the actors of the process has a better position compared to others?

Table 3.4. Operationalization of power imbalances.

e) Planning

This factor involves two aspects. The first one refers to the importance of a clear understanding of the problem, as it pointed out by Huxham and Vangen (2005), Drost and Pfisterer (2013), and Johnson et al. (2003). The second is related to the existence of a planning process per se, which included deadlines setting, milestones to reach, goals and objectives, and in some cases, goal consensus. Building upon this theoretical input the indicators selected for this factor are aimed to identify if there was or not a clear understanding of the problem at stake as well as an assessment of the existence of an adequate planning and its influence on the outcome. The indicative questions refer to these two aspects.

Factor	Indicators	Indicative question
Planning: an adequate process of planning has a positive impact on the outcome. Deliberate planning involves articulation of mission, goals and objectives, roles and responsibilities; and phases or steps, including implementation (Bryson et al. 2015).	A clear understanding of the problem. The existence of an adequate planning process: deadlines, milestones, goals, roles, phases.	What was the purpose of the collaboration from your point of view? Was there a process of planning behind this? Were there any deadlines?

Table 3.5. Operationalization of planning.

f) Trust

This factor is also a relevant factor for several scholars. Lee et al. (2012) argue that trusting relationships are the essence of collaboration. Klijn and Koppenjan (2016) provide a very clear definition of trust: “expectation of an actor A that another actor B will abstain from opportunistic behavior when an opportunity for that emerges”. In this sense, the model used by Klijn, Steijn, and Edelenbos (2010) served as a reference for stating this factor’s indicators. These are: a) agreement trust, which relates to the fact that parties of the project usually comply with the agreements they have made; b) benefit of the doubt, if the parties mutually give one another the benefit of the doubt; c) reliability, refers to the expectation that a partner can be relied to accomplish its obligations; d) absence of opportunistic behavior, refers to the fact that parties refrain from the rational choices from which they benefit and e) goodwill trust, which relates to the assumptions of the other party’s intentions as good (Klijn and Koppenjan, 2016).

The indicative questions for this factor seek to identify the perception of the respondent concerning the set indicators.

Factor	Indicators	Indicative question
Trust: the “expectation of an actor A that another actor B will abstain from opportunistic behavior when an opportunity for that emerges” (Klijn and Koppenjan, 2016).	Perception of agreement trust. The benefit of the doubt. Reliability. The absence of opportunistic behavior. Goodwill trust.	How did you view your partner? Were they committed? Would you work with them again? Do you think they knew what they were doing?

Table 3.6. Operationalization of trust.

g) Commitment

As it was previously stated, many scholars coincide on appointing this factor as one of the most influential of successful collaboration. Ansell and Gash (2008) argue that it is of great relevance that all the actors are convinced that collaboration is the way to achieve the desired outcome. At the same time, commitment is very closely related to the benefits that collaboration entails. The so-called “win-win” situation is very attractive within a collaboration arrangement. Accordingly, the indicators for this factor are related to the identification of the perception of benefits of collaboration and the perception of the commitment from the respondent himself as well as the other members. The indicative questions are stated in a way that it is possible to identify the presence of the indicators in a subtle manner. However, as commitment is strongly influenced by trust, the indicators could be similar to some extent.

Factor	Indicators	Indicative question
Commitment: each actor has to be convinced that collaborating is the best way to achieve the desired outcome (Ansell and Gash, 2008). Commitment entails perception of mutual benefits Mattessich and Monsey (1992)	Perception of benefits of collaboration. Perception of commitment from other members.	What was your biggest motivation to participate? Do you think the others were also very interested?

Table 3.7. Operationalization of commitment.

h) Communication

In the literature, this factor is considered as a very relevant influencer of successful collaboration. Drost and Pfisterer (2013) argue that communication is “the most prominent mechanism for relationship building between partners and for the partnership towards the external world” (p. 11). In this sense, and building upon what is argued by Huxham and Vangen (2005), there are three channels of communication: internal communication, partners’ communication and external communication. Therefore, the indicators selected for this factor address these three levels. In order to identify the existence of open and effective communication among all the involved stakeholders and their community. The indicative question for this factor is aimed to ask the respondent about his perception about the way communication took place within the collaboration.

Factor	Indicators	Indicative question
Communication: “the most prominent mechanism for relationship building between partners and for the partnership towards the external world” (Drost and Pfisterer, 2013). There are three communication channels: internal communication, partners’ communications, external communication (Huxham and Vangen, 2005).	Perception of open and frequent communication within the organization. Perception of effective communication among organizations involved in the collaboration. Perception of effective communication with the community.	Was there a fluent communication among you? Do you think this process was well communicated to external actors?

Table 3.8. Operationalization of communication.

i) Leadership

This factor is considered by all the analyzed key text as very influential on successful collaboration. The leaders are people who are in charge of fostering the development of collaboration and they have formal

and informal authority (Bryson et al. 2015). Furthermore, they have a key role both when the process of collaboration is at a very early stage and during the process. Two indicators were selected for this factor. The first one refers to the perception of respondents about the influence of the initial leadership. The second one refers to the role of the leader all along the collaboration. The indicative questions will seek to identify the leader of the collaboration in the case study and the activities or actions that this individual pursued in order to be appointed as a leader, as well as the influence that this person had in the process from the respondent's perspective.

Factor	Indicators	Indicative question
Leadership: Leaders are in charge of setting and maintaining clear ground rules, build trust, facilitate dialogue, and explore mutual gains (Ansel and Gash, 2008). Initial leadership is a cornerstone of the development of the collaboration Mattessich and Monsey (1992)	Perception of Influence of initial leadership for the collaboration establishment. Perception Importance of the role of the leader throughout the collaboration	Could you identify a leader(s) of this process? What did he or she do? To what extent this person influenced the result.

Table 3.9. Operationalization of leadership.

3.2.2 Operationalization of a successful collaboration.

In line with the theory, it is possible to argue that the evaluation of the success or failure of a collaborative arrangement, especially led by the public sector, are very complex issues. As it was previously mentioned in the theoretical framework of this thesis, there is a need to evaluate the success or failure of the network from different perspectives in relation to all the involved actors as well as the community. In this context, the five criteria to assess successful collaboration proposed by Vangen and Huxham (2010) are the criteria for successful collaboration: 1) achievement of substantive outcomes, 2) organizational success, 3) reaching milestones, 4) external recognition and 5) personal or organization pride (Huxham and Hibbert (2008). The indicative questions are aimed to inquiry the respondents about these criteria on a subtle way that could provide space for further discussion about each of them if necessary.

Factor	Criteria	Indicative question
Successful collaboration: Apart from achieving the desired outcome of the joint work, there can be also other intermediate outcomes that can also be considered as a success. Vangen and Huxham (2010) argue that there	Achievement of a substantive outcome, Organizational Success, Reaching milestones, External recognition, Personal or organization pride	Do you consider that it was a successful process? Why? What was accomplished? Do you think CENFOTUR is more recognized externally now than before?

are five criteria to assess successful collaboration:		
---	--	--

Table 3.10. Operationalization of successful collaboration.

To sum up, this section provided the explanation of the operationalization of the independent and dependent variables. The full list of indicative questions can be seen in Appendix C: questionnaire list.

In the following section, the research design will be fully explained.

3.3 Research design

3.3.1 Research strategy

An empirical research in the social sciences field is a type of research based on observation of social processes which findings will provide knowledge to understand them. This thesis is an empirical research that mainly seeks to analyze the factors that influence successful collaboration.

A research strategy entails the election of a way on which people and society should be studied according to the needs of the investigation at stake. In this sense, as Bryman (2015) argues, there are two types of research strategy: qualitative and quantitative research.

A qualitative research is usually oriented to understand the perspectives of people. This is usually referred to as “the actor’s point of view” (Sandelowski, 2004). Within this strategy, a higher emphasis is given to words rather than to quantification within the collection and analysis of data processes (Bryman, 2015). For Sandelowsky (2004), a qualitative research is “the demonstrable effort to produce richly and relevantly detailed descriptions and particularized interpretations of people and the social, linguistic, material and other practices and events that shape and are shaped by them”.

In contrast, a quantitative research is a strategy that emphasizes quantification in the collection and analysis of data (Bryman, 2015). Sandelowski (2004) argues that it seeks to control the research conditions in order to minimize possible bias to the validity of the findings.

This research will use the qualitative strategy because it fits better with the needs of this investigation in what refers to identify the “actor’s point of view” which will provide us with useful findings.

3.3.2 Design

Bryman (2015) argues that a research design provides a framework for the collection and analysis of data. In line with this, Ragin (1994) claims that the research design will allow the researcher to answer the questions that he or she has stated in the research.

Scholars like Stake (1995) define a case study as “the study of the particularity and complexity of a single case, coming to understand its activity within important circumstances” (p.11). In this same regard, Yin (1994) highlights that a case study provides the opportunity to analyze a phenomenon within its real-life context and that this is especially useful when the limits between the phenomenon and its context are not very clear.

In addition, Simons (2009) emphasizes that a case study provides the opportunity to conduct an in-depth exploration of a specific topic that will provide a deep understanding of it.

With the theoretical support of the previously mentioned definitions, the selected method of study for this research is the case study, which will allow us to answer the research questions in an in-depth fashion.

The selected case for this research is the collaboration that CENFOTUR, a highly performing public school of higher-level technical education in Peru, carried out by the end of the year 2013 in order to develop a new curriculum aligned with the market needs. Further explanation for the case selection is provided in the next section.

3.3.3 Case selection: CENFOTUR

The purpose of this section is to explain the reasons for the selection of the case study of this research. A more detailed explanation of the full context will be provided in Chapter 4: empirical context and findings.

The Center for Formation in Tourism - CENFOTUR, is a higher-level technical public school in Peru with 39 years of existence, authorized by the Ministry of Trade and Tourism, and it is responsible for providing specialized training and education to professionals involved in the tourism sector (CENFOTUR, 2017).

CENFOTUR operates four schools in cities with a high level of tourism activity and offers three-year degree programs in fields such as hotel management, tourism administration, and official tour guide, as well as shorter programs related to culinary arts and customer service (McCarthy and Musset, 2016).

This school was appointed by the OECD report about Skills in Peru (OECD, 2016) as one of the three sectorial schools that fulfill their workforce development needs. This is achieved by virtue of an innovative leadership and a close involvement of the private sector. Because of this close ties; this school possesses a positive reputation among students and employers (OECD, 2016).

By the end of 2013, a highly expected process of total renewal of curriculum content was made in CENFOTUR. The process was carefully designed to involve the participation of the private sector in the process of curriculum development. Former graduates and key teachers were also invited to collaborate on this process.

The development of the new curriculum content in 2013 - 2014 entailed a collaboration arrangement between a public school and the private sector that brought positive outcomes for the participant parties. In Chapter 4, a more detailed explanation about the difficulties that CENFOTUR faced before this renewal process will be provided. Overall, it is a case worth of analysis in order to have a deep understanding of the factors that influenced a successful collaboration.

Building upon this, it is possible to argue that the CENFOTUR case has the necessary elements to provide a solid base of empirical research. There were different actors with different goals working together to achieve a joint outcome; therefore, it was a complex process. That notwithstanding, it is considered as a successful collaboration in place with interesting factors that influenced it. These lessons will be taken into consideration for the next process of curriculum development that is proximate to begin within the next months. In the literature, a case which provides all the requirements for testing the expectations is called “exemplary case” as it must be complete, relevant and representative (Yin, 1994).

3.4 Methods

In this section, we describe the methods for data collection and analysis according to the research strategy and design.

3.4.1 Data collection

The necessary data for this research will be collected by in-depth interviews conducted with the participation of the relevant actors involved in the case study. Furthermore, a documentation review is also included in order to provide further institutional insights to the research.

Interviews

The conduction of interviews is outlined by Ritchie, Lewis, Nicholls & Ormston (2013) as “a powerful method for generation description and interpretation of people’s social worlds, and as such are a core qualitative research method”. The literature describes four types of interviews: structured, unstructured, semi-structured and ethnographic interviews (Brewerton & Millward, 2011).

In this research, the semi-structured type of interview is used as it provides the advantages of the structured and unstructured interviews. This means that it entails the opportunity of obtaining responses that are easy to analyze, possible to quantify and compare, and allows the respondent to elaborate on their responses in more depth if necessary (Brewerton & Millward, 2011).

Concerning the type of questions, they are going to be open-ended, which means that the interviewer does not provide a set of possible responses (Gideon, 2012). This type of questions allow the respondent

to elaborate on the topic that is being discussed with more freedom and it requires the interviewer expertise to create a relaxed environment on which the interviewee feels comfortable to speak.

In this research, a list of questions, also called topic list has been elaborated based upon the operationalization of the variables. This list can be seen as Appendix C. Furthermore, a total number of twelve interviews have been conducted (see Appendix D). The respondents were selected deliberately to include all actors that belong to the network created during the collaboration arrangement. These interviews include staff from CENFOTUR, graduates, teachers, and employers from private companies.

In addition, two officials from the Ministry of Education were interviewed. These officials were not directly involved in the collaboration process that we are analyzing; however, their input is relevant for the construction of the possible lessons that this organization could draw from this research's results.

The interviews were conducted in Lima, Peru within a two months period (May to Jun 2017).

Documents revision

In order to provide further support to this research, three relevant documents from CENFOTUR and two relevant documents from MINEDU were reviewed. The documents from CENFOTUR include a report of the collaboration process, a report on which the content of the developed curriculum was compared to the previously existing, and an organizational memoire on which activities related to the case study are described. The documents from MINEDU include the new law of Higher-level technical schools as well as an intern report about curriculum development from the central government perspective.

These already existent documents were kindly provided to the researcher after contacting and explaining the research goals to CENFOTUR and MINEDU's officials.

3.4.2 Data analysis

According to Sandelowski (1995), a qualitative analysis is "a means of knowledge production that involves the separation of elements of data according to some a priori or data-derived system. The analysis involves the breakup or break down of the data". In order to begin with this phase, a data analysis approach has to be selected. In the literature, several approaches are described. For instance, content analysis, discourse analysis and transcription analysis (Brewerton and Millward, 2011). In this study, we focus on the content analysis approach.

The content analysis method is described as a "the intellectual process of categorizing qualitative textual data into clusters or similar entities, or conceptual categories, to identify consistent patterns and relationships between variables or themes" (Given, 2008). In other words, this method allows us to reduce

data by organizing it into categories or coding frames, and consequently to analyze the coincidences and differences that can be found in the collected data.

In this study in order to analyze the data, we first made a transcription of all the interviews. Then, a process of translation was conducted as the interviews were made in the Spanish language. Next, a line-by-line coding process took place by reading and marking manually each of the twelve interview's transcripts and documents that we reviewed. This process was made by using a referential coding frame based on the operationalization of the variables of this research. This coding frame also included categories of information that were deductively developed based on the conceptual framework. (E.g., category related to the resources factor, trust, leadership, and so forth)

Once all the data was coded, we built a matrix on which we were able to identify the similarities and differences of the coded input from each respondent in relation to the categories that were identified according to the coding frame. This matrix allowed us to analyze both the dependent and independent variables and it included extracts of the interviews. By the extensive analysis of this matrix, we were able to assess the existence of a successful collaboration as well as to analyze the influence or lack of influence of each factor.

Furthermore, it is important to mention that during the data analysis process it was possible to identify certain emergent codes that were not initially contemplated in the coding frame. However, it was important to include these codes as they added important input to the study. In the literature, this approach is referred to as a "hybrid method" (Fereday & Muir-Cochrane, 2006).

The benefits of the hybrid method are that it allows the conduction of an enriched analysis that suits the needs of the research of a social phenomenon, such as collaboration among public and private partners; and, for this reason, it is the method selected for data analysis of this research.

3.5 Reflection on methods: quality indicators.

The chosen methods in this research are associated with the reliability and validity of this thesis. In the following lines, these aspects will be discussed.

3.5.1 Reliability

According to the theory, reliability refers to consistency in terms of obtaining the same results if the research is conducted again according to the chosen methodology. However, as Miller (2012) argues in qualitative research, reliability is not as specifically defined as it is in quantitative research. In this regard, this author points out other indicators of credibility and dependability in a qualitative study. These are methodological coherence, researcher responsiveness, and audit trails.

The methodological coherence indicator refers to the precise and meticulous data collection, analysis and interpretation. In this study, we aimed to be as accurate as possible for these processes. For instance, we made use of a pilot interview and other data organizing tools such as the author/factor matrix used for the theoretical review. These methods have allowed us to take corrective measures if need in order to ensure the methodological coherence. Moreover, the thesis supervisor constantly and carefully assessed the methodology selection.

Concerning the research responsiveness, Miller (2012) describes it as the “early and ongoing verification of findings and analysis with study participants”. In this study, we were able to contact some of the respondents on a number of occasions after the interviews in the cases where some uncertainties about the collected information existed. However, we did not share with them the findings on an early stage in order to maintain this research’s independence and neutrality.

Finally, Miller (2012) describes the audit trails as the transparency degree of the study’s procedures. In this regard, we have carefully documented the used instruments of this research.

3.5.2 Validity

A lot of discussions exist in the literature about validity criteria in qualitative studies. Concerning this issue scholars like Whittemore, Chase and Mandle (2001) argue that every method of research has certain limitations and that every study might have a certain degree of bias that can affect the validity of a study.

In this study, we observe the definition of external validity given by Lewis-Beck, Bryman and Liao (2004). In their words, external validity is “a property that allows research findings to be generalized to a larger population”. In this sense, we can argue, in line with the literature, that one of the risks that social sciences research has is the lack of representativeness of the samples.

In this research, being the methodology of research a single case study, the level of external validity is low because this case has specific characteristics that are hardly impossible to be present in another case in the exact same way.

Furthermore, due to the breadth of analyzed factors, it could be the case that the depth of the examination of each of them is not as thorough as it could be with less examined factors. Therefore, this issue also affects to some extent the validity of this study. That notwithstanding, we consider that the findings are still valid at least as design guidance for policy makers in order to improve or develop new policies for collaboration between public and private actors.

Concluding remark:

This chapter is very important as it clearly stated what is being researched, what is expected (conceptual framework), and how is it going to be studied (operationalization and research design). Furthermore, we made a reflection about the quality indicators of this thesis in terms of reliability and validity.

Now that the theoretical part of the study has concluded, we can move on to the empirical part. In the next chapter, the empirical context and findings are described.

Chapter 4: empirical context and findings.

CENFOTUR is a Peruvian higher-level public school that provides technical training and education to students of the tourism and hospitality sector. In 2013, in order to develop a new curriculum aligned with labor market needs they conducted a collaborative process with the participation of private sector representatives as well as other external actors such as former students and teachers. Internal and external actors have considered the outcome of the collaboration as successful.

This thesis seeks to identify and analyze the factors that influenced this successful outcome. For this purpose, the empirical part of research took place during the months of May and June of 2017. In this period, twelve interviews were conducted in Peru along with a process of documents revision. These actions are in line with the data collection strategy of this research (see section 3.4.1).

In the present chapter, the information gathered during the empirical study will allow us to describe the VET educational context in Peru, the organizational context of CENFOTUR, the collaboration network and the process of collaboration itself. Furthermore, we will outline the role of Ministry of Education in curriculum development matters on a national level. Lastly, a reflection about the collected data is outlined.

4.1 VET education context in Peru

According to a recent OECD study about VET education in Peru, this country has a very dynamic VET sector with a considerable amount of providers and programs that in some cases are better developed compared to other OECD and non-OECD countries (McCarthy and Musset, 2016). However, this same report argues that in general, the existing VET programs and organizations are not achieving to meet the country's needs in relation to skills development. In short, we can say that there is a gap between what students learn and what the labour market needs are. This issue has a negative influence on the country's level of productivity and underemployment rates.

Despite the fact that there exists societal consensus about the importance of improving Peru's level of skills, especially related to technology and the production of more complex goods and services, VET education in Peru has a poor reputation. This is a societal perception that is also present in other countries of the region (IPEBA, 2012).

This negative perception is influenced by the fact that on average a student who holds a technical degree will have a lower return than a student with a university degree (Lavado, Martinez and Yamada, 2015). Furthermore, VET students who attend public institutions usually come from the poorest and least privileged segments of the Peruvian society (McCarthy and Musset, 2016). Therefore, an improvement

of the VET system in Peru could serve as a vehicle for a more inclusive and equal society (McCarthy and Musset, 2016).

In this context, the OECD report about VET education in Peru argues that currently there are some sectorial schools that provide a high-quality education that is aligned with the employer's needs. One of these schools is CENFOTUR (Centro de Formacion en Turismo), which is a public organization adhered to the Ministry of Foreign Trade and Tourism that started operating in 1978 and is in charge of providing education and training to the workforce of the tourism and hospitality sector in Peru.

In 2013, CENFOTUR conducted a collaboration arrangement with the participation of actors from the private sector, former students and key teachers with the aim to develop a new curriculum aligned with the needs of the labour market. Internal and external actors have considered this collaboration process as a successful experience. This is why it was selected to be analyzed as the case study in this research.

In the following section, more information about CENFOTUR's organizational context will be provided.

4.2 CENFOTUR's organizational context

Throughout the Republican history of Peru, a number of public organizations were in charge of the education and training of the workforce of the tourism activity in Peru. For instance, the first one was the "Escuela de Cicerones", created back in 1940. In 1950, a school for tourism guides was created. Later, in 1965, the National School of Tourism saw the light. However, It was not until 1978 that the Centro de Formación en Turismo - CENFOTUR was formally established as a public organization adhered to the former Ministry of Industry, Tourism, Integration and International Trade Relations with administrative, financial and academic autonomy to train professionals in hospitality, tourism, tour guide and Peruvian cuisine.

Today CENFOTUR is a public specialized school adhered to the Ministry of Foreign Trade and Tourism (MINCETUR) this is why it operates independently from the Ministry of Education. This institutional arrangement allows them to be autonomous for processes of planning and implantation of strategies, as well as for making curriculum related changes.

According to the information gathered from this research, CENFOTUR was the only school that offered education for the tourism sector for a considerable period. During its first twenty years, it earned a high prestige among private companies and the community in general for its high level of education and involvement in the tourism activity. Moreover, many of the professionals who hold today high positions in the sector are CENFOTUR graduates and they feel very proud of it.

Between years 2003 to 2011, the school experienced a period of several administrative and financial difficulties as it stopped receiving funds from the central Government. This situation caused several negative impacts for the school. First, a sharp decline in the quality of education. Consequently, a damage on the prestige of the organization that affected their students' opportunities to find jobs. In addition, the curriculum of their educational offer was no longer responding the labor market needs. Moreover, even the close relationship with the private sector almost disappeared.

In 2012, a process of renewal began. Nevertheless, it was not until November 2013 that Ms. Madeleine Burns, a prestigious public official with more than 20 years of experience in the public sector, was appointed as the new General Director of CENFOTUR. Ms. Burns' administration strived to seek solutions to the challenges that the school faced. Under her leadership, the school shifted towards the constant search of improvement of competitiveness and educational quality. Amidst this process of organizational renewal and new leadership, the development of a new and updated curriculum for their careers was a key endeavor.

Along with the appointment of the new General Director of CENFOTUR, a new head for the Academic Training Department (DFA)¹⁹ was chosen; Ms. Yanira Loyola, a skilled expert in curricula development with more than 15 years of working experience. She, along with her team, was the mind behind the design and implementation of the collaboration with the private sector that is studied in this research.

In 2014, CENFOTUR received its first ISO 9001 Certification for their processes of admission, enrollment, curriculum development and staff management for their careers of Hospitality Management, Tourism Management, Official Tour Guide and Peruvian cuisine.

Likewise, CENFOTUR holds the ISO 9001 Certification for the process of evaluation and certification of labor competencies, in all occupational profiles of the tourism sector, becoming the first public certification center at a national level to implement this management system. Currently, Ms. Madeleine Burns and Ms. Yanira Loyola remain in their positions and they are proximate to develop a new version of curriculum development with the participation of the private sector. This time, they will implement new strategies that they have designed using the learning experiences from the previous process held in 2013-2014 as well as benchmarking information in order to conduct a highly effective process of collaboration with the private sector. This will allow them to renew the curriculum of the school in order to align it with the market and societal needs.

¹⁹ DFA for its acronyms in Spanish: Dirección de Formación Académica.



Figure 4.1. [CENFOTUR building in Lima] Reprinted from CENFOTUR website, by CENFOTUR, 2017, retrieved from <http://www.cenfotur.edu.pe/> Copyright 2017 by CENFOTUR



Figure 4.2. [CENFOTUR students] Reprinted from Flickr website, by CENFOTUR, 2017, retrieved from <https://www.flickr.com/photos/139188526@N07/albums/72157677824302403> Copyright 2017 by CENFOTUR

4.3 Collaboration network.

By the end of 2013, the DFA team designed a collaboration strategy for curriculum development. The purpose of the collaboration was to develop a curriculum aligned with the needs of the private companies concerning the professional profile of a potential employee that they would hire. Consequently, this

alignment with the private sector needs, seek a rise in the level of job placement for the students as well as the recovery of the school's prestige.

The collaboration network involved the joint participation of the DFA team from CENFOTUR with private sector representatives, successful former students and the key teachers as they could provide real information and contribute to the discussion about the profile of a student from CENFOTUR who starts the transition between school and the workforce.

In the following lines, we will describe the role of each of the actors:

- Private sector representatives.

The private sector was a key actor to involve in order to develop a curriculum adapted to the needs of the labor market because they were the ones who could provide firsthand information about the skills that a potential employee should have. In this sense, representatives from the most prominent travel agencies, hotels and tourism associations were invited to collaborate with CENFOTUR. Their response to the invitation was completely satisfactory. Some of the participants from the private sector were at the same time heads of the main tourism associations of Peru. Therefore, the participation of these persons was very productive as their voices were, even more, representative regarding the needs of the private sector.

- Successful former graduates from CENFOTUR

Given that CENFOTUR was for several years, the only school of formation in tourism in the country, a number of former CENFOTUR students hold today important positions in the tourism sector. Some of them have had remarkable working paths and their stories serve as an inspiration to the new generations. These former graduates were identified and invited to collaborate in the curriculum development process. Their participation was very important as they could provide information about their experiences when they joined the private sector.

- Key teachers

The participation of key CENFOTUR teachers was deemed of high relevance as they were the experts who could design effective learning strategies, based on the needs of the private companies and the experiences of the former students. Therefore, the most representative and prestigious teachers were also part of the process. Most of the participant teachers had experience not only in the education field but also in the practitioner world of the tourism sector.

- Academic Training Direction (DFA)

Highly skilled professionals in education and pedagogy compose the Academic Training Direction team. These key actors were the ones who designed the process, and therefore they were held accountable for the results. In this sense, they conducted a very intense work in a reduced span of time and managed to achieve their objectives.

All in all, it is possible to argue that four actors composed the network of this collaboration arrangement: the private sector representatives, the former students, the key teachers and the team of Academic Training (see Figure 4.3).

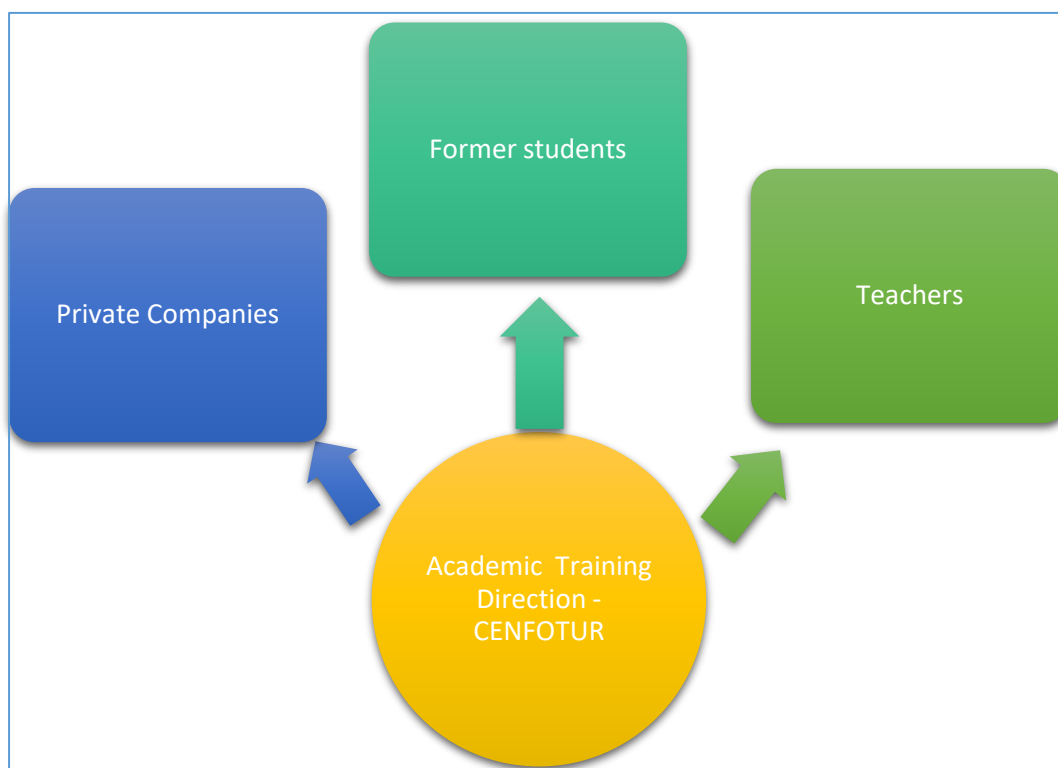


Figure 4.3. Collaboration network.

The interaction among these actors and the process of collaboration are described in the next section.

4.4 Collaboration process description.

Building upon the collected data, it is possible to see that the collaboration process between CENFOTUR and the private sector entailed several phases. These are described in the following lines with the purpose of informing how the process happened in terms of procedure. Nonetheless, the issues and possible tensions that arose on each of the stages are going to be broadly discussed in the analysis chapter (Chapter 5).

The first phase was the planning phase on which the DFA team designed the process's stages as well as the data collection instruments and methodology.

Next, this same office did research about trends in tourism training both on a national and international level, as well as consulted other sources in order to have a basis to start working on the curriculum development. Furthermore, they conducted a process of identification of key potential participants.

For the DFA team, the quality of the outcome of the collaboration was going to be influenced by the selection of participants for the workshops. In this context, they used strict criteria for the participant's selection.

For instance, in the case of the private sector representatives, the criteria were the prestige of the organizations they represented. Regarding the former students, they invited professionals that have had a successful career development after they graduated from CENFOTUR. Likewise, in the case of the teachers, they selected the most experienced educators who also had experience working in the private sector.

Once the participants were identified and selected, a summoning process began by the delivery of formal letters to each of the participants. Next, the first rounds of workshops for each type of actor started at CENFOTUR's offices in Lima.

The first round of workshops had different durations for each career. Mostly, the duration of each working session was around three to four working hours. However, the length depended on the number of interactions and the speed to reach agreements. The number of sessions also varied according to the provision of all the necessary information. The Academic Training Director, supported by her team, acted as facilitator of all the workshops.

After each working session, the participants received electronically the briefing of the session including all the contributions and agreements and were asked to think about the next topic of discussion for the following session.

Finally, once the first round was finished, the Academic Training Direction team analyzed all the data and constructed a proposal of curriculum that needed to be validated and to receive feedback on the second round of workshops.

Again, each of the actors participated in the working sessions to validate the curriculum constructed based upon their contribution. Discussions were made and a final proposal validated by all the participants was discussed at the managerial level of CENFOTUR along with the Academic Training direction staff.

By 28th February 2014, the curriculums for the careers of tourism management, hospitality management, and official tour guide were officially approved (CENFOTUR, 2014). Afterwards, the DFA team deemed of importance to send a communication to all the participants in order to express gratitude along with a copy of the official approval document for the curriculum. This action aimed to show them that their contribution was useful and that there was a tangible outcome of their collaboration.

According to the official approval document (R.D. N° 040-2014-DN²⁰), the outcome of the collaboration process was the development of three study programs, including the courses content, the number of credits, the teaching hours and the competences for the six cycles that each career entails. In the following table, the details about the curriculum for each career are described.

Career	Number of cycles	Number of courses
Official Tourism Guide	6	42
Tourism Management	6	40
Hospitality Management	6	43
Total		125

Table 4.1 Curriculum details.

As it can be seen in table 4.1. the curriculum development process entailed the design of a total of 125 courses for the three mentioned careers.

In order to enable a better understanding of the described collaboration process a diagram of the process can be seen in Figure 4.4, and a timeline is shown in Figure 4.5. (See below).

²⁰ Internal Document accessed during documents revision. Source CENFOTUR, 2014.

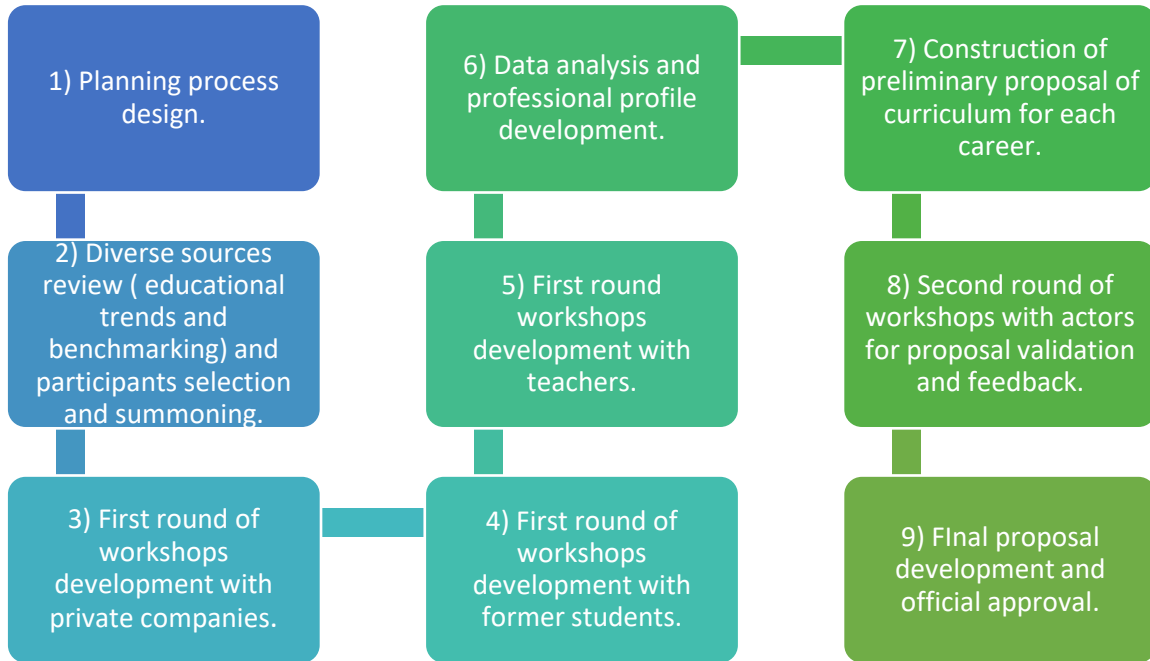


Figure 4.4. Collaboration process diagram.

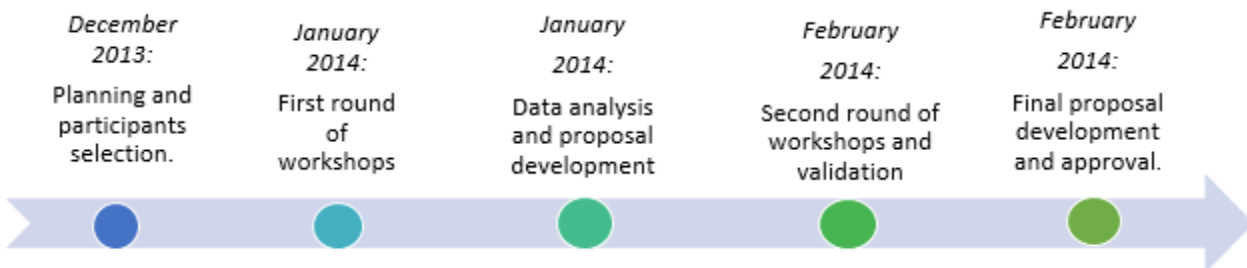


Figure 4.5. Collaboration timeline.

Overall, the collaboration process involved several phases on which the involved actors gathered and worked together in several workshops led by CENFOTUR and the outcome was the approval of new curriculums for each of their three professional careers that were aligned with the labor market needs.

The process had a duration of approximately three months, a period that, in the words of CENFOTUR staff members, was a very short for the work that they had to do and thus entailed a great effort from the team.

4.5 MINEDU's role in curriculum development.

The MINEDU through the Dirección de Educación Superior Tecnológica (Direction of Higher-level technical education) is in charge of regulating the VET education in Peru through the development of policy guidelines. Among other responsibilities, they are in charge of building the policies about curriculum development processes for the public schools that are under their ruling. As it was previously mentioned, CENFOTUR acts independently from MINEDU because adhered to the MINCETUR as a sectorial school. However, for all the rest of public schools that are not under any specific institutional arrangement as the above-mentioned, they have to follow MINEDU's guidelines.

A key official document that schools must observe is the Diseño Curricular Básico Nacional – DCBN (National Basic Curriculum Design) which is defined by MINEDU as “the official document that encompasses the processes, obligations and necessary tools for the correct functioning of the Higher-Level technical schools (MINEDU, 2017c)²¹.

This document describes processes such as admission, enrollment, certifications, evaluations, methodology, official registers and syllabus.

In relation to syllabus, it is described as the set of training modules that will allow the student to learn and develop skills. Each school is responsible for the curriculum development; however, it must observe the input provided by MINEDU contained in the Diseño Curricular Básico. Furthermore, the curriculum must be developed based on the information provided by another important document: the Catálogo Nacional de Carreras - CNC (National Career Catalog).

According to MINEDU's information, the CNC is “the instrument that on a national level regulates the ordering of higher-level technical careers that have official recognition, which is in line with the demands of the productive sector” (MINEDU, 2017d)²². This instrument seeks, among other objectives, to standardize the technical education offer in the country, to align this type of education to the labor market needs, and to enhance the quality of VET education. The CNC contains a list of careers and their correspondent competency units and indicators of achievement. This instrument is currently under development, not all the existent careers are described yet. Furthermore, maintaining updated information is a challenge for the MINEDU.

²¹ <http://www.minedu.gob.pe/superiortecnologica/disenocurricular-basico-nacional.php>

²² <http://www.minedu.gob.pe/superiortecnologica/catalogo-nacional-oferta-formativa.php>

During the data collection phase, it was possible to interview two public officials from the Ministry of Education. On these interviews, we were informed about their own process of collaboration with the private sector in order to develop the information contained in the CNC.

This process started in 2014 with certain careers and is an ongoing process that is being improved constantly based on past experiences. It consists of workshops, organized and led by MINEDU, on which the private sector representatives participate voluntarily upon formal invitation and provide information in order to make a profound analysis of the productive processes and the correspondent competencies that are comprised on certain economic activity. The outcome of this collaboration is the information contained in the CNC.

4.6 Reflection about the collected data.

After the conduction of the theoretical and empirical phases of this research, it is necessary to reflect on the relevance of analyzing the successful collaboration process between CENFOTUR and the private sector.

From the description of the process, it could be argued that the interaction among actors was limited to workshops participation, discussions about the market needs and finally and without much difficulty, decisions were taken and this is how the curriculum was approved. Nonetheless, this would be a wrong interpretation. The collaboration process in place, although it might seem simple was, in reality, a complex process that required skillful network management to be successful. In the following lines, further explanation on this matter is given.

According to the theory, a collaboration arrangement between actors with diverse perceptions, strategies and institutional constraints is a complex process that calls for a careful management. In this sense, the study of a successful case can provide interesting input to analyze theory in the light of results and to identify empirically the factors that were present for the achievement of the successful outcome.

From the collected data, it was possible to see that all the involved actors understood the importance of reducing the gap between the educational offer and the market demands as this, in turn, would benefit all of them. However, during their interactions, each of them manifested one way or another, their own interests or side goals in participating in the process. All of them were seeking something beyond the original objective of the collaboration. Moreover, there were institutional differences and power imbalances that needed to be skillfully managed in order to achieve the desired outcome.

These issues will be broadly discussed in the following chapter. Nonetheless, it is important to mention that the study of this process has great relevance considering that the MINEDU itself is currently

conducting a similar process and that has to be replicated constantly in the future for the update of information of the CNC. In this context, the findings of this study could serve, at least, as a source of information in order to develop policies and guidelines that would allow schools to conduct collaboration arrangements with the private sector in a successful manner, not just for curriculum matters, but also for further collaboration including services provision.

Concluding remark:

This chapter has provided important information about the findings of the empirical research. For instance, the context of VET education in Peru, CENFOTUR's organizational context, the collaboration network, the collaboration process and the role of the MINEDU in curriculum development. Building upon this information, we are now ready to analyze each of the factors that influenced the successful outcome. This analysis is broadly presented in the following chapter.

Chapter 5: Analysis

Building upon the conceptual framework (Section 3.1) and the data collected during the empirical research, this chapter contains an in-depth analysis of the process. For this purpose, we will start explaining the drivers of the collaboration process that is studied. Next, we will provide an analysis of the successful collaboration and the factors that influenced the outcome. Lastly, we analyze MINEDU's perspective about collaboration with the private sector.

5.1 Drivers of the collaboration process.

Before diving into the analysis of the factors that influenced the successful collaboration between CENFOTUR and the private sector, it is important to explain the drivers of the collaboration process.

At this point, some sensitive questions can be asked about this process. For instance, what was the sense of urgency to do it? Or why it had not been done before 2013? In order to address these questions, it is necessary to refer to the information provided about the organizational context of CENFOTUR (Section 4.2.). On this section, we explained that the school had experienced almost a decade of administrative and financial difficulties. During this period, the curriculums became outdated and this issue caused many consequences including a sharp decline in the student's employability level, the weakening of the school's prestige, the risk of losing an important international quality certification, among others.

It is important to mention that in 2008 there was a process of curriculum update conducted by an external consultancy firm. According to CENFOTUR staff members, it was an important effort and certain results of it were useful for the process of 2013. Nevertheless, the information lacked validation and was overall biased. From 2008 to 2013, the school's curriculum did not receive any update.

Concerning the risk of losing a quality certification, the respondents from CENFOTUR argued that in 2001 they received the United Nations World Tourism Organization TEDQUAL Certification to Tourism Educational Quality. This certification turned CENFOTUR into the first educational organization in America to obtain it for the quality of their study programs. However, by 2013, the international organization had already made observations to the curriculums. A possible withdraw of the certification depended upon absolving the observations.

Another critical issue was the length of the study programs. By 2013, the study programs had a duration of eight cycles. This was two cycles longer than the adequate length of a technical career. These two additional cycles did not provide any better preparation for the students as the courses and structure of the program were outdated. Moreover, the previous curriculum did not include sufficient work-based learning opportunities.

From the above-mentioned, it is clear that by 2013 the existing curriculum needed a total and groundbreaking renewal. Under the new administration that aimed to improve the quality of education of CENFOTUR, it was not possible to continue providing the education service without making important changes. Moreover, the risk of the withdrawal of the quality certification was also an influential driver for pursuing the curriculum renewal.

As it has been previously mentioned, the collaboration process conducted for the curriculum development can be considered as a successful case. Therefore, building upon the collected data, in the following section we will assess the existence of the successful collaboration according to the outlined criterion.

5.2 Analysis of successful collaboration.

In section 4.6. We made an initial reflection about the collected data. In this section, we explained that the successful outcome of the collaboration between CENFOTUR and the private sector is truly an interesting phenomenon considering the degree of complexity that a collaboration between public and private organizations entails.

In this respect, we can identify different reasons that make this process worth analyzing. For instance, a successful outcome was achieved in spite of the existence of different side objectives that each actor had beyond the common goal, which was to develop a curriculum aligned with the market needs. Furthermore, there were sources of tensions such as the power imbalances, in this case, referred to knowledge imbalances and different and divergent institutional backgrounds. In addition, a collaboration process is time-consuming and, in this case, the participation was voluntary and involved dedication and commitment. Then, we can ask ourselves, how was it possible that all of these actors get together to take joint decisions with a very high level of commitment?

The data collection has enabled us to answer this question: the active involvement and participation of the private sector respond, beyond their own interests, to the influence of the well-rooted prestige of the school. In spite of the years of difficulties on which the image of the school was damaged, all of the respondents mentioned at least once during the interviews, that CENFOTUR had a prestige that needs to be fully recovered. This is possible because of an important number of professionals in the private sector were once students of CENFOTUR, and therefore, they manifest a special interest on enhancing the school's quality and prestige. In the rest of the cases, were the respondents from the private sector were not former students, they were influenced by previous cooperation with the school, as it will be explained in the following section about influential factors. All in all, we can argue that the strength of the prestige of this school had an influence on the successful outcome.

Concerning the process itself, we can see that there was a remarkable leadership promoted the achievement of a successful outcome. The leadership was capable of bridging the different mindsets and objectives and turned them into a unique result, the development of a high-quality curriculum that is aligned with the market needs. In addition, the rest of the factors also played an important role in the achievement of the successful outcome. The amount of work that this process entailed for the DFA team was impressive as, apart from the organization and management of all the workshops for each of the three careers: hospitality management, tourism administration and official tour guide, they had to develop the academic content for more than 120 courses. All of this in a record time span of no more than three months.

With this outcome they were able to renew the curriculum of the three careers, to increase their prestige on a national and international level, to retrieve their position as leading school in the sector, to maintain their TEDQUAL international certification, and most importantly, to provide a high-level quality education to hundreds of Peruvian students from the tourism sector.

In order to follow the structure of this thesis, in the next paragraphs, we will assess the existence of successful collaboration according to the criterion outlined in the theoretical framework.

We have previously argued that the evaluation of the success or failure of collaborative arrangement is a very complex process, especially if it is led by a public organization. In this context, five criteria to assess successful collaboration haven been selected according to the literature of Vangen and Huxham (2010). These criteria are 1) achievement of substantive outcomes, 2) organizational success, 3) reaching milestones, 4) external recognition and 5) personal or organization pride

From the data collected during the empirical research, we can argue that the collaboration among actors and CENFOTUR in order to develop a new curriculum is considered by most of the actors as a successful experience from different perspectives. For instance, according to CENFOTUR's staff members, they have achieved substantive outcomes, such as an improvement of the quality of the education services at the school. In relation to this, the maintenance of the TEDQUAL international certification is an important asset for the school. In addition, the re-organization of the study programs, passing from eight cycles to six cycles with an important orientation to real-work practice situations and modular certifications, also influenced the improvement of quality. Furthermore, the new design included work-based learning opportunities all along the study program and therefore, modular certifications were possible. These new conditions are of a great benefice for the students.

Concerning the achievement of organizational success, CENFOTUR members feel proud of the achievement of the renewal of curriculum, which for them was an urgent matter and was expected for a

long time before it finally happened. They also manifest to perceive an increase in the external recognition as they receive more and more external invitations for joint collaboration in different matters, even on an international level. Logically, these elements have an impact on the personal and organizational pride levels of CENFOTUR members.

From the perspective of the rest of the actors, one of the most important outcomes of the process is the increase of the external recognition. They, themselves, consider that being part of the process influenced their own perception about the school. Some quotes could help us to observe their general satisfaction:

“It was a successful process. It was a change expected for many years. It has definitely improved the school’s prestige” (Teacher)

“There are more students now, the prestige has risen again. I am glad that CENFOTUR is recovering the relevance it once had. I think the final outcome will be demonstrated by the data of employability from the students that are studying with this new curriculum that we helped to develop; however, I do consider the process as key part of the successful outcome that we will soon see” (Former student).

“CENFOTUR is recovering the great prestige it once had. It has to continue being the leading and innovative school of the sector. I do consider that the process of collaboration with us was successful. In the private sector, we are capable of identifying modern trends and needs faster than a public school. Therefore, while collaborating with them, we were able to transmit the information in order to develop a curriculum that meets the needs not only from the labor market; but, also the needs of the new generations of students” (Private company representative).

From these statements, we can see that most of the actors were satisfied with the results of the collaboration and that they are pleased with their participation in the recovery of the prestige of the school. This goes in line with the theory provided by Ansell and Gash (2008) on which they argue that the “The first condition of successful collaboration is that it must be broadly inclusive of all stakeholders who are affected by or care about the issue”. According to the empirical findings of this case, we have proved that this theoretical argument corresponds to empirical cases.

All in all, we can argue that this collaboration arrangement was successful from different perspectives and it is a shared perception among the involved actors.

In the next section, the influence of each of the factors in the successful outcome is provided.

5.3 Analysis of factors.

5.3.1 Factors considered in the conceptual framework.

In the conceptual framework, nine factors were identified as influential in successful collaboration. In what follows, each of these factors will be analyzed according to the data collected during the interviews.

1) Resources

In the literature, the existence of resources (financial, human or time-related) is considered as a factor that has the ability to facilitate or inhibit the existence of collaboration (Ansell and Gash, 2008). In the case study, according to the information provided by the respondents, the resources were in general scarce. The financial means were limited to provide some snacks and refreshments. Furthermore, the participation of every actor in the process was voluntary.

Regarding the human resources that were involved in this process, it was possible to see that the same members of the academic team conducted the collaboration. They did not receive any additional income for conducting this activity, as it was part of their duties. In addition, the respondents reported that few members of the staff did a great amount of work. In relation to time, it was possible to identify that it was a very scarce resource as they had a very tight schedule in order to comply with the deadlines. The CENFOTUR staff members only provided this information, the other respondents were not aware of any of these details, as they did not participate in the organization process.

Building upon the above mentioned, the resources for the collaboration process were scarce but sufficient to enable its existence.

2) Rules

The existence of ground rules is referred to as a very important factor in the literature as they foster the development of trust, transparency and mutual respect among actors. Ansell and Gash (2008) argue that the importance of rules lies on its influence and enhancement of process legitimacy. However, this factor did not seem to catch the attention of the respondents. They reported that once they were part of the collaboration process, they received brief and clear instructions about how the process was going to be developed and what was expected from them. Nonetheless, there was not a big emphasis on setting rules and roles. The respondents considered the process as a space for sharing opinions and discuss them on a looser structure.

In this sense, drawing upon the answers of the respondents, it can be argued that the factor of rules did not have an influence on the outcome as only brief instructions were given in order to facilitate the collaboration.

3) Multiple institutional logics.

In the literature, different institutional logics among actors could be a source of conflict and tensions due to the existence of different use of language, rules, logics and even definitions of collaboration (Johnson et al. 2013). In addition, in this research, the existence of possible risks for the public and private parties were considered as part of the operationalization of this factor.

In this context, we can argue that during the data collection it was possible to identify different side goals from each of the participating actors that are related to the parties' diverse institutional backgrounds.

For instance, one side-goal of some representatives of the private sector was related to the fact that they did not want the students from CENFOTUR to be highly trained in order to avoid paying higher salaries. This issue shows us that some members of the private sector were intending to jeopardize a public value, such as receiving a high-quality education. Furthermore, this side-goal from the private sector goes in line with the risks of the private sector that were described in the literature. They tend to seek to maximize their profits, in a short-term vision, whereas the public school seeks to provide a public service with an adequate level of quality, in order to improve the level of the technical education in the long run.

Another interesting side-goal was identified among the teachers. Some of them sought to include the courses that they taught in the new curriculum. Here, we can see that they were acting as an actor from the private sector, trying to ensure the maintenance of their job positions. Again, we observe a tension created by the differences between the teachers and the school's institutional logics.

In the case of the students, this kind of tensions was not present. They did not have any side-goal profit related. Further explanation of the side goals will be provided in the planning factor. Another important issue related to institutional factors was the fact that CENFOTUR benefits from a unique institutional arrangement which allows them to be completely independent of the MINEDU procedures, in this case for curriculum renewal and modifications. Any other public school that does not possess this condition of sectorial school has to follow MINEDU's policies. Therefore, we can argue that this degree of autonomy has been an enabler of the process and its successful outcome. CENFOTUR's staff consider this is a very important advantage compared to other schools.

Overall, the above-mentioned issues helped us to understand that there were institutional factors influencing the process of collaboration that we are studying, especially related to the differences between public and private values.

4) Power imbalances

According to Ansell and Gash (2008), if some stakeholders do not have the same conditions for participation as others, it could be possible that stronger actors manipulate the process in order to achieve their own objectives and not the joint purpose of the collaboration. In this sense, during the data collection, we asked respondents about their perceptions of power imbalances that could have influenced the outcome of the collaboration. According to their answers, we can argue that the perception of power imbalances was related to the differences of knowledge and experience that some of the actors had.

Within the collaboration arrangement, some of the participants were considered as the “creators of the tourism business in Peru”. Others were less experienced, probably younger. This circumstance created in some occasions certain difficulties for achieving consensus. However, one of the teachers argued the following statement:

“Yes, there were some differences in terms of knowledge and experience; however, everyone wanted to contribute to the common objective, this is why it was possible to handle those differences of power”.

From this, we can argue that the influence of power imbalances for creating tensions within the collaboration process was present; however, the differences were left aside for taking joint decisions. In relation to this, we will see the importance of the role of a skilled facilitator in the leadership factor analysis.

5) Planning

In the operationalization section of this research, it was stated that the planning factor involved two aspects; the first one was related to the existence of a planning process with clear steps, deadlines, and goals. The second referred to the existence of clear understanding among the involved parties about the problem at stake.

Regarding the existence of an adequate planning process, there was a general perception of a sufficient planning process. The CENFOTUR staff, as well as the teachers, were the respondents who had a clearer perception of the internal arrangements of planning. The private companies, as well as the former students, expressed that they perceived the existence of a planning process but they were not capable of providing in depth details about it.

In relation to the second aspect, it was possible to see that there was a generally clear understanding about the main problem that the collaboration attempted to resolve. All of them acknowledged that a student educated with an outdated curriculum would certainly experience troubles to join the labor market. Therefore, it becomes an issue that concerns them all in different ways.

For instance, from the school's perspective, a low level of employability of their students is far from desirable; in contrast, they want their students to be successfully connected to the labour market. The teachers, in turn, share this objective. In the case of the private companies, if the students are inadequately prepared they will have to spend more resources on additional training. Furthermore, their period of learning would be longer, and consequently, their productivity levels will not be optimal. All of these effects would lead to a reduction in the companies' profit. Finally, from the student's perspective, it is very important to be sufficiently educated so that they can join the workforce without difficulties.

In addition to the general understanding of the importance of building a curriculum that meets the market needs, each of the actors had other side objectives that were to some extent related to the main problem.

In the following table (5.1), the organizational or individual side goals that were identified during the interviews are outlined.

Actor	Side goals
Private sector	<ul style="list-style-type: none"> - To have better prepared professionals. - To make sure that schools receive updated information from them in order adapt their curriculum. - To have a skillful workforce that could contribute to the development of the tourism sector in general. - To make sure that students of CENFOTUR are not "over-prepared".
Former students	<ul style="list-style-type: none"> - To help to improve the prestige of CENFOTUR as it is the place where they have studied. - To make sure that the education that the students receive allows them to have a long-term career rather than only a basic and focalized training.
CENFOTUR staff	<ul style="list-style-type: none"> - To increase the number of students. - To retrieve the leading position and prestige that they used to have.
Teachers	<ul style="list-style-type: none"> - To contribute to increase the prestige of the organization. - To educate students to be skillful persons able to lead changes and innovation in the organizations were they work. - To make sure that certain courses were included in the curricula.

Table 5.1. Side organizational or individual goals from each actor.

From this table, it is possible to see that some of the private companies argue that the need to have better-prepared employees. The following statement illustrates this: “When you participate in this type of process you need to seek for the best outcome for all the participants. The best outcome is to have better-prepared professionals. The objective is to explain in full detail how things are working in the private sector, what we expect from students, which are the mistakes they usually make; this information is given to the school so that they are able to prepare better professionals”.

The representatives of the private companies also expressed that they have more updated information than what the schools can have access: “We have access to the latest trends and needs about the knowledge and skills that an employee should have, and we can share them with the schools”.

They also argue that an improvement on the profile of the employees of the tourism sector will contribute to the growth of the sector in general.

A striking finding came up during data collection about side objectives of the private sector. The rest of the actors, namely students, teachers and CENFOTUR staff members, agreed to say that some private companies were not really aiming to have a better-prepared and skillful student, as they did not want to increase the salaries. Moreover, these actors claimed that some of the private sector representatives wanted CENFOTUR students to have only a very basic level of knowledge and skills in order to avoid the creation of potential job competition for them. However, only one respondent from the private sector provided responses that go in line with what the other actors thought about some of them. This issue is also discussed later in the trust factor section.

In what refers to the former students, they claimed to be interested in the improvement of the prestige of CENFOTUR as it is the place where they have studied and they want it to be always recognized as the leading school in the tourism sector. Nevertheless, this external recognition to their school does not necessarily have an impact on their career development as they have been in the sector for several years already and have built their own individual prestige.

In addition, they argued that they wanted to contribute to the curriculum development in order to make sure that the education that the students receive allows them to have a long-term career rather than only a very basic and focalized training.

From the perspective of the CENFOTUR staff, they argued that even if they are a public school they have to compete with other schools in order to attract more students. Furthermore, they claim to be keen on retrieving the leading position and prestige that they used to have. Members of the staff of CENFOTUR argued: “We are committed to successfully insert our students into the labour market”, “CENFOTUR

needs to be the leading school in the tourism sector, and we need to be the example for other organizations”.

The teachers claimed to be interested in the improvement of the prestige of the school. Furthermore, they argue that they are interested in training students to be skillful persons able to lead changes and innovation in the organizations where they work: “We must prepare the student to be able to undertake innovation and propose changes in the companies they will work for. They need to be able to pursue positive changes”.

However, the CENFOTUR staff identified a personal interest from teachers in making sure that the courses that they were teaching were considered in the new curriculum. Therefore, their opinion on certain matters could be biased due to their own interests. This was confirmed by one of the teachers who claimed that she wanted to make sure that a course was included and that she was glad that it happened like that because she thinks it contributes to improving the formation of the students.

To sum up, most of the respondents confirmed that they perceived of a well-planned process. Furthermore, it is possible to argue that all the actors had a generally clear understanding of the problem at stake and, at the same time, each of them had other side objectives that they wanted to achieve while participating in the collaboration. As it was previously mentioned, these side objectives were possible to be managed by virtue of a skilled facilitator of the process.

6) Trust

In the words of Lee et al. (2012), trusting relationships are the essence of collaboration. According to the respondent’s answers, it was possible to identify the presence of three of the factors stated by Klijn et al. (2010): goodwill trust, the absence of opportunistic behavior and benefit of the doubt.

Given that, largely, each actor had a perception of trust on every other actor, the table 5.2. will help us to understand these several perceptions.

Actor	Trust in private sector	Trust in teachers	Trust in students	Trust in CENFOTUR’s staff.
CENFOTUR (Academic Training Direction team)	Moderated distrust about their goodwill and absence of opportunistic behavior. High trust in their expertise.	High trust in their expertise. Moderated distrust in their goodwill.	High trust in expertise. No report of distrust.	No report.

Former Students	Moderated distrust about their goodwill and absence of opportunistic behavior. High trust in their expertise.	Low trust in their expertise.	No report.	Benefit of the doubt.
Teachers	Moderated distrust about their goodwill and absence of opportunistic behavior. High trust in their expertise.	Moderated trust in the expertise of their peers.	No report of trust or distrust.	Trust in expertise.
Private sector	Moderated trust in expertise of their peers.	Low trust in their expertise.	No report of trust or distrust.	Benefit of the doubt.

Table 5.2. Trust perception among actors.

According to this table, we can see from the Academic Training Direction perspective that there is a moderated level of distrust about the good will of private companies. This is caused because some of the private companies did not want CENFOTUR students to be trained beyond a basic level, as this would mean that these students could become potential competition for themselves or their own employees if they receive training for more complex tasks. Furthermore, a more trained student would seek for a higher salary and therefore this would not be beneficial for the company. This issue can also be considered as a signal of opportunistic behavior.

As it was previously mentioned in the empirical context chapter, technical education in Peru has a poor reputation. This issue influences the mindset of certain private companies so that some of them believe that CENFOTUR's students should only be trained to fulfill basic tasks. During the data collection, we were able to identify this perception, as it can be drawn from the following statement provided by one of the respondents from the private sector: "CENFOTUR students should be trained for basic tasks because that is what is needed in the market. Furthermore, top level managers are prepared at universities and not at technical schools". Nevertheless, it is important to point out that only one out of three representatives of the private sector that were interviewed had this position openly. The other two manifested to be keen on fostering the general improvement of the educational level of the professionals of the tourism sector.

That notwithstanding, they trusted in the capabilities and expertise of all the participants. However, they also had a moderated level of distrust in the goodwill of the teachers as they identified a possible biased opinion from them because some of them might have wanted to ensure that the courses they taught were

included in the new curriculum. For CENFOTUR staff, the students were the truest participants with a very low level of bias in their opinions.

From the former students' perspective, we were able to identify that they trusted the expertise of the private sector representatives. However, they did share the perception of a distrust about their possible desire to avoid the provision of more complex training for CENFOTUR students. Regarding the teacher's participation, they claimed that they would not trust the opinion of a teacher who has been out of the practitioner world for a long time. They did not report any opinion about their peers participating in the process. Furthermore, they argued that they provided the benefit of the doubt to the new administration.

From the teachers perspective, their answers showed a level of distrust about the private sector interests related to the level of education of CENFOTUR's students. However, they did consider that the private sector representatives were the most prominent members of the touristic sector. Furthermore, the teachers that were interviewed claimed that they were on equal conditions as the private sector representatives to contribute to the curriculum development, as they were not only teaching but also working in the private sector. Nevertheless, they did make a remark about the relevance of practitioner experience for their fellow teachers participating in the process. They did not report any distrust about students' participation. Moreover, they manifested that they trusted in the expertise of the Academic Training Direction team.

Finally, it is possible to see that private sector actors had, in general, a moderated trust in the expertise of their peers. This was possible to identify given that they argued that on average they were sure that the other private sector representatives had enough experience to contribute to the process. Nonetheless, they claimed that some of them were less knowledgeable. About their trust in teachers, it can be considered as low as they had doubts about the quality of the contributions of teachers that were out of the practitioner world for a long time. They did not make any remark about trust or distrust in the former student's contribution. Concerning their level of trust in CENFOTUR's staff, their responses showed that they allowed them the benefit of the doubt, as it was a new administration.

The issues related to the risks of opportunistic behavior from the private sector and the distrust in the competency level of teachers who have not been recently engaged in the practitioner world show us that in this process trust was present but only to a certain extent. In this context, it can be argued that given that most of the actors trusted in the expertise of the private sector participants, this compensated for the lack of trust in terms of opportunistic behavior. The same situation happened in the case of the teachers, although there was a general distrust about their capabilities of providing updated information if they had

not been in the practitioner world recently, the other actors trusted in their knowledge about pedagogical methodology.

It is also important to mention, that the role of the process leader and facilitator, helped to enhance the trusting environment necessary for the achievement of the successful collaboration. The characteristics of the leader that enabled the overcome of the trust tensions will be further discussed in the leadership factor.

7) Communication

According to the operationalization of this factor, communication is the most important mechanism for developing relationships among partners and with the external world. In this sense, three indicators were considered to test the existence of this factor in the case study: perception of open and frequent communication within the organization, perception of effective communication among organizations involved in the collaboration and perception of effective communication with the external community.

Building upon the collected information, there was a general perception of open and frequent communication on an internal level, which means within the involved members of CENFOTUR. This asseveration seems accurate given the short size of the team involved in the collaboration.

Concerning the communication among organizations, it was possible to identify two types of communication, the first one between CENFOTUR and the other actors, and the second one between the different actors among themselves during the workshops.²³

About the communication between CENFOTUR and the participants, the collected data shows us that there was a smooth flow of information, and it satisfied the expectations of the actors. This general perception of clear communication was influenced by the leader of the process, the Academic Training Director, who managed to create a fast communication channel with all the involved actors. In this respect, one of the respondents from the private sector claimed: “we always received relevant information on time and very easy to understand”.

Regarding the interactions among actors, there was a consensus about an adequate flow of communication in spite of the existence of strong differences of perspective and profile of the participants.

To make this point clear we can see the following asseverations from the respondents:

²³ Ansell and Gash (2008) also refer to this situation as “two-ways communication”.

“Some of the participants could be considered the ones who created the tourism business in Peru. Others were younger or less experienced. This created a bit of difficulty during our discussions; but overall, the level of understanding was adequate” (Private company representative).

“The level of debate was overall satisfying and productive. Except by certain moments on which the level of the discussion was affected by the fact that there were people with less knowledge or experience than others” (Private company representative).

“I would say that despite the differences of perspective that we all had, there was respectful communication. I felt that my opinion was respected as a participant. This was very encouraging for giving my best to the process” (Former student).

“We were able to find consensus after our discussions. To me the existence of diverse points of view was a very enriching experience. We were able to learn from each other” (Former student).

As it was previously argued, the respondents agree that the communication among them was open, clear and respectful despite the existence of different perspectives among them.

In relation to the existence of effective communication with the external community, most of the respondents argued that it is an aspect that needed to be strengthened. They felt that what they have achieved was not properly communicated to the external community. Moreover, they consider that it would have contributed to increasing the external image of CENFOTUR and it could have helped to attract more students.

Overall, most of the respondents deemed that communication among them was effective and fostered the achievement of the outcome.

8) Commitment

In the literature, Ansell and Gash (2008) argue that for a successful collaboration it is important that all the actors should be convinced that collaboration is the way to achieve the desired outcome. Furthermore, this factor relates to the perception of mutual benefits for each of the actors.

In this sense, during the data collection, we were able to find out that most of the respondents were convinced that their joint participation in the process was the most suitable way to develop a new curriculum adapted to the labor market needs. This can be noted in the following statement provided by one of the former students: “It was clear to all of us, that the only way to make sure that a student is prepared to face the challenges of a working environment, not only today but in the following 10 years, is to have a curricula aligned with what the market needs”.

Therefore, it is possible to argue that the general level of commitment to the process was high in relation to the acknowledgment that collaborating is an adequate way to build a curriculum that fits the needs and challenges of the private companies and the society in general.

In relation to the perception of mutual benefits, it was also interesting to see the different benefits that each actor identified. In the case of the private companies, they considered that the possibility to have a better-prepared potential new employee would benefit them, as they would not have to spend resources and time in providing extra training for the new employees. Another benefit they mentioned was the reduction of the turnover rate of employees, which was very high according to the respondents. The teachers considered necessary to have a renewed curriculum as they wanted their students to be fully prepared to face the challenges of joining the workforce. Furthermore, they were interested in the recovery of the close relation between CENFOTUR and the private sector, as well as the improvement of CENFOTUR's prestige. In the case of the students, they were keen on the improvement of the prestige of their school and to contribute to the development of a new curriculum in order for their future colleagues to perform successfully once they join the private sector.

Likewise, it was possible to identify that most of the respondents argued that the other members of the collaboration were also equally committed. Only one person argued that he was not convinced that other members were as committed as he was.

Besides the two aspects that were considered in the operationalization of this factor, the consensus about collaboration to be the way to achieve the desired outcome and the acknowledgment of mutual benefits, the data collection allowed us to identify individual emotional commitment among some of the participants.

This can be seen in the following statements of two of the private sector representatives:

"I would like to transfer my knowledge and experience to the new professionals of tourism in Peru. I am sure that my colleagues share this position" (Private sector representative)

"I am very eager to contribute to the tourism sector with my experience. I am convinced that part of my time needs to be devoted to contributing to the growth of the tourism sector. My participation in this kind of process is a way to accomplish this personal interest" (Private sector representative).

From these statements, it is possible to see that some of the private sector representatives had a personal commitment to the development of the tourism sector.

In the case of the former students, they also had a very special personal commitment to their school. They manifested that CENFOTUR has given them many opportunities and therefore they felt compelled to pay back to their own school for this. Moreover, they manifested to be committed to the improvement of the tourism sector and the conditions for the future professionals, as well as the improvement of their school's prestige. This strong commitment can be seen in the following statements:

"I owe many things to CENFOTUR; I want to contribute to the improvement of the school and the tourism sector in general" (Former student).

"I care a lot about CENFOTUR. I am convinced that this school has to be always the leading organization in tourism. It has to set the trends and establish the horizons for the development of the tourism activity in the country. They are training the people that are going to make this happen. If I can get involved in some way that can contribute to achieving these things, I will always be willing to do it" (Former student).

Building upon this, it is possible to see that there is a very strong emotional relation among CENFOTUR and its former graduates, which creates a high level of commitment. It is important to mention that several top executives in the tourism sector are CENFOTUR's graduates.

Overall, we can argue that in this collaboration there was a shared strong commitment to the development of the school and the tourism sector among the majority of the actors as well as a sense of mutual responsibility for the common aims. These common aims went beyond just having a curriculum that meets the labour market needs; the participating actors were committed to improve the tourism sector in Peru through the existence of well-trained professionals.

Nonetheless, it is important to mention that commitment was not a criterion for selection of participants. Therefore, beyond the intrinsic commitment that some of the participants had with the development of the tourism sector and the improvement of the technical education, the role of the leader of the process who had inter-personal skills that influenced the development and strengthen of commitment level among participants, these skills will be discussed in the following section.

9) Leadership

As it was stated on the theoretical framework of this research, leaders are in charge of setting and maintaining rules, building trust among members, facilitate communication and explore mutual gains (Ansell and Gash, 2008).

Building upon the information gathered in the interviews it was possible to identify two important dimensions of the leadership of the collaboration between CENFOTUR and the private sector. The first

dimension has Ms. Yanira Loyola, the Director of the Academic Training Department, as the widely recognized leader of the collaboration process from the initial phase and throughout the process.

Ms. Loyola, as a specialist of curricula development, was the one who designed the collaboration process the way it happened. After reviewing past efforts for curriculum development and other bibliographical sources, she decided to involve the private sector, former students, and teachers in the process. She selected the participants and she was in charge of summoning them.

During the workshops, Ms. Loyola acted as a facilitator and her interpersonal skills for convincing and encouraging the participants to contribute in the best way possible were very positive for the outcome. From the respondents' answers, it is possible to describe her as a person who has great communication skills, passionate about her work, enthusiastic, empathetic, tolerant, respectful, energetic and diplomatic. This set of skills created a positive environment during the workshops.

Regarding her role as the facilitator, one of the respondents said "Her skills as a facilitator were very positive and relevant. She used to emphasize how important was the work we were doing. She created a sense of ownership among the participants". Another respondent also pointed out that: "She was always there, always trying to push forward. She never refused anyone five minutes more to resolve any doubts. She was great".

Moreover, she deployed smart management strategies for instance regarding the order of the workshops. She decided that private representatives and students' workshops should happen before the teacher's workshop because she noticed that the input given by some of the teachers was biased to some extent, as they wanted to defend the maintenance of the courses that they were teaching. Therefore, for her, it was important to receive previously the information from the market needs in order to avoid the possibility of working with biased information.

She was also aware of the side objectives that some of the private companies had as they intended to influence the process in such way that the CENFOTUR students are educated only to perform basic level tasks. This, in order to avoid paying higher salaries and to create job competition. The strategy that she deployed to manage these conflicts was to foster a contrast of the conflicting positions in the workshops so that the final decisions about what to include or not in the curricula were the outcome of discussions on which consensus was achieved. She did this by creating subtle confrontation between actors who had divergent opinions. She encouraged each of them to explain the reasoning behind their arguments up to a point on which the discussion with their peers could provide an outcome that was considered as a joint decision.

From the above mentioned, it is possible to see the relevance of Ms. Loyola's personal skills for the collaboration. Furthermore, once she and her team received the information from the stakeholders, she was in charge of the development of the content of the 125 courses contained in the curriculum for the three careers.

Throughout the whole process, Ms. Loyola was in constant communication with the participants. By the end of the process, once the curricula were finally approved, she sent each of the participants a copy of the official document of approval of the curricula to show them that their work was useful and there was a tangible outcome that all of them were part of. This action enhanced the relationships among members and the interviewees expressed that they felt their work was recognized. That was important for them.

In the second leadership dimension, Ms. Madeleine Burns, as CENFOTUR's director was also appointed as a leader of this process. She is recognized as an innovative leader that empowers the members of CENFOTUR staff to pursue innovation tasks. This can be seen on one of the respondents' statements about her: "Ms. Burns is someone who allows you to create and innovate, who gives you autonomy and supports your initiatives. Her leadership empowers us to pursue actions in order to constantly improve the quality of our school".

In addition, her career as a public official has granted her a wide recognition and prestige as a visionary leader. Ms. Burns provided the space for the conduction of the collaboration process protecting it from hierarchical issues that could affect it. This was a very important enabler for the successful outcome.

Overall, we can argue that the influence of the leadership of Ms. Loyola and Ms. Burns was pivotal in the achievement of a successful outcome among all respondents. These two persons, Ms. Loyola and Ms. Burns, by deploying important leadership actions from their different positions, were capable of managing the collaboration network in a successful manner by bridging the interests of different actors. This was achieved in spite of the actor's diverse objectives, perceptions, strategies and institutional backgrounds.

Furthermore, we can see that the leadership exerted in this process was a factor that had an influence in the other factors and not only in the outcome. For instance, in relation to the trust factor, it was possible to see that it was the leader who was able to create a collaborative environment, in spite of the existing issues about opportunistic behavior from the side of certain actors. In the same manner regarding the factors of power imbalances and multiple institutional logics, the leader was able to bridge the interests and create connections and commitment to the process by virtue of a remarkable set of personal skills. These skills also had an influence on the successful deploy of communication strategies. Building upon the above-mentioned, we can argue that this factor was the cornerstone of the process.

5.3.2 Factor emerged during data collection.

While conducting the literature review the factor denominated “previous history of cooperation” appeared in certain texts, such as in Ansell and Gash’s (2008); however, it was not as frequently mentioned as the selected ones. Therefore, it was not selected as part of the conceptual framework. However, upon the data collection, we can say that this is a factor of great relevance for this particular case.

As it was mentioned in the section about CENFOTUR’s organizational context (section 4.2), during the first twenty years of existence of the school they have achieved a great prestige due to the provision of high-quality education, but also because they had a very close relationship with the private sector. For instance, they frequently organized sectorial events with the participation of private sector representatives. In these events, the linkages between the school and the productive sector were strengthened. Furthermore, they had organizational agreements for the provision of internship opportunities for students, among other actions that enabled a close relation. Nevertheless, this linkage disappeared during the years of difficulties that CENFOTUR experienced.

In 2013, when the actors from the private sector actors were summoned to join the collaboration lead by CENFOTUR, it was the case that some of them were still the same persons. Therefore, their participation was influenced by the previous history of successful cooperation and, in addition, it influenced them to give the benefit of the doubt to the new administration. Thus, we can argue that the existence of this pre-existing relationship was an important factor of influence in the successful outcome.

5.3.3 Cross analysis of factors

In the previous section, we provided an analysis of each of the factors individually. This section aims to integrate this analysis in order to have a comprehensive understanding of the factors and to understand the inter-relations among them. For this purpose, table 5.3 contains a summary of each factor that will help us to analyze the factors in a holistic manner.

Factor	Influence in outcome
Resources	The resources for the collaboration process were scarce but sufficient to enable its existence.
Rules	Inexistent influence as only brief instructions were given in order to facilitate the collaboration.
Multiple institutional logics.	The different institutional logics were especially related to the differences between public and private values. As well as CENFOTUR’s autonomy, which enables the

	school to pursuit changes independently from MINEDU.
Power imbalances	Limited influence as the existing power imbalances were successfully managed by the leader of the process and did not impede to take joint decisions.
Planning	Clear understanding about the main problem that the collaboration attempted to resolve. General perception of well-planned process.
Trust	Trust existed among the participant actors but only to a certain extent.
Communication	Open, clear and respectful communication despite the existence of different perspectives among them.
Commitment	A shared strong commitment with the development of the school and the tourism sector among the majority of the actors as well as a sense of mutual responsibility for the common aims.
Leadership	The influence of the leadership of the Director of the DFA and the Director of the school was pivotal in the process. Considered as the most important factor in the case.

Table 5.3. Summary of factor's influence in the outcome.

From this table, we can observe that the rules factor was not influential in the outcome. This is because the interaction was limited to interactions during the workshops, and therefore nothing but brief instructions that facilitated the discussion was given. Concerning the resources, as the literature says, the existence of this factor has the ability to enable or hamper the existence of the collaboration. In this case, the resources were scarce; nonetheless, the existence of the few resources, human and financial, still allowed the development of the process. Moreover, certain respondents pinpointed that the existence of a proper space, materials, and snacks had an influence on the process, as they felt comfortable to work.

Concerning the multiple institutional logics factor we can argue that it had the potential to affect negatively in the process, however, the skillful leadership was able to control this negative impact. As we have mentioned in the analysis of this factor, there were some clashes between the public and private values. This was visible for instance when some of the private companies were seeking to limit the content of the curriculum in order to make sure that they would not invest more in high salaries for a highly trained student. Meanwhile, CENFOTUR seeks to develop a modern curriculum aligned to the market needs in

order to increase the quality of the education service that they provide. A similar situation occurred when it was necessary to control the possible interest of teachers to protect the courses that they teach instead of providing unbiased input in order to improve the curriculum. The facilitator, using management strategies and fostering broad discussions about the conflicting issues until the point where more actors provided insights, properly managed these conflicting interests and finally a joint view was developed. In what concerns to the autonomy level of CENFOTUR for pursuing changes in the curriculum, we can argue that it is an institutional arrangement that is greatly appreciated as a competitive advantage by CENFOTUR's members. Even MINEDU's officials agreed that CENFOTUR's level of autonomy gives them more possibilities of maintaining a close relation with the private sector, and consequently an updated curriculum aligned with market needs.

About the power imbalances, the leadership was also influential on this factor, as it was necessary that the facilitator controlled the length of the participation of more knowledgeable actors. Furthermore, the level of commitment with the process compensated in some way the existence of power imbalances. This was clearly expressed by the respondents.

Concerning the planning factor, we saw that the actors had a general perception of a properly planned process. In addition, the planning factor refers to the shared understanding of the problem at stake. In this regard, all of the actors acknowledged the negative consequences of having an outdated curriculum with limited linkage with the labor market demand. However, they also had different side goals, as it is possible to see in Table 5.1., these divergent goals needed to be managed by a skillful manager capable of bridging this different interests and promoting a shift from opportunistic behavior towards a collaborative spirit. This was successfully achieved by virtue of the leader's skills.

Concerning trust, we can argue that, in this case, it did not have the relevance that is given to it in the literature. Trust existed among members but only in a limited way. Therefore, the existence of the other factors compensated for the weaknesses of this factor. Again, the leader was able to create a sufficient trustworthy environment. Furthermore, we can highlight that the criteria used for participants' selection were convenient as the expertise of the members was a driver of the existence of trust among members. As it was previously mentioned, there were some doubts about the quality of the input from teachers that were no longer involved in the practitioner world; however, the teachers were the most prestigious of the school. Probably, the perception of distrust in the teacher's competence was more a prejudice influenced by the loss of prestige of the school for several years before the collaboration took place. Nonetheless, it is striking that some of the teachers did not trust in their peers participating in the process.

The three last factors: communication, commitment, and leadership, influenced positively the process in general. Communication was clear and fluent on every level, leadership was important for this matter as the leader who participated as the facilitator of the workshops as well, had great communication skills. At the same time, communication influenced and strengthened the commitment level among participants.

It was mentioned that there was an important level of commitment among most of the actors. This was not a criterion for participation; this was enhanced by the leader and facilitated by a fluent process of communication. Furthermore, there were participants with a strong emotional commitment to the development of tourism and the enhancement of the quality of education in CENFOTUR. This was an influential factor for the outcome as well as for the process as a whole.

Finally, as it was previously mentioned and can be seen in this analysis, the leadership was the most important factor that influenced the outcome as well as every other factor. We refer here to the two dimensions of leadership; first, Ms. Loyola as Director of the DFA team and facilitator of the workshops, who had important personal skills such as empathy, diplomacy, multi-level effective communication, honesty, passion, tolerance, and energy. In addition, on a second dimension, Ms. Burns, the General Director, who deployed innovative leadership actions, providing the necessary space and empowering CENFOTUR's staff for conducting actions that finally led to the successful development of the collaboration.

To sum up we can argue that leadership had the most pivotal positive influence in the factors and the outcome. Next, the factors of commitment, share understanding (planning) and communication had a positive impact on the outcome. Trust had a limited influence. Power imbalances and multiple institutional logics had the potential to affect negatively the outcome but they were well managed by the leader. The resources were sufficient to enable the process and lastly, the rules factor was not influential due to the nature of the collaboration. In addition, there was a positive influence between factors as they compensated one another in cases of certain weaknesses.

5.4 Analysis of MINEDU's perspective

In the previous chapter, the role of MINEDU in relation to curriculum development issues was discussed (Section 4.5). According to the collected information, MINEDU has the great responsibility of building policies and instruments that serve as the basis for curriculum development for the schools that are under its ruling. The instruments that they develop are the DCBN and CNC. For this purpose, the direction in charge of VET education needs to collaborate with the private sector in order to provide the information for the mentioned instruments. In this sense, we were able to identify that during the process held by MINEDU they had similar issues as the ones experienced by CENFOTUR. They have limited resources

and there is a general distrust in the competencies of school's teachers. However, they pinpoint the level of response and interest from the private companies in the improvement and ordering of the VET education in Peru. According to one of the interviewed MINEDU's official, there is a striking positive level of commitment for participating in this kind of processes.

At this point, a remarkable effort for ordering the VET educational offer is being conducted. Therefore, MINEDU's challenges for this purpose are great considering the scarce resources that they have. For instance, the development of the National Career Catalog is a titanic endeavor. Acknowledging this situation, they started developing the guidelines for curriculum development for careers that belong to the most important economic activities according to economic indicators. However, there is still a considerable amount of work to be done.

In this context, the respondents from MINEDU argued that it would be important that the schools could create and develop an important relationship with the private sector. It is true that they have to follow the curricular structure given by MINEDU, but the course content design is a task that needs to be done by each school. In this regard, the respondents argued that it would be important that each school had a consultancy board including local private sector representatives to validate the way on which the courses are designed, in order to make sure that there is an alignment between what the students learn and the labor market needs.

Furthermore, they point out that developing leadership skills among schools managers is a key activity. They expect that the more strict requirements for school's management positions that are part of the new law of technical schools will allow counting with better-prepared human resources with more skills to lead the schools and also to develop and strengthen relations with the private sector.

Another important perspective from MINEDU is that they expect that private sector takes the lead in enhancing the relations with the schools for other types of issues as well. This can be seen in the following statement "The private sector needs to know that they cannot solve their problems on their own, therefore they should see the schools as an ally to overcome their challenges". From this claim, we can see that from MINEDU's perspective, the private sector should have a more active role of collaboration with schools.

Finally, the public officials acknowledge that there is still a large amount of work to be done beyond policy elaboration. There is an imperious need to build capacities all along the VET education system in order to achieve the objective, which is to improve the quality level of technical education in Peru.

Concluding remark:

This chapter provided a thorough analysis of the collaboration process as a whole. First, we described the drivers that explained the sense of urgency for collaboration. Next, the existence of a successful collaboration was analyzed followed by the analysis of each of the factors that influenced the outcome. Finally, we outlined the MINEDU perspective on collaboration among public and private actors.

The following chapter includes the conclusions of this thesis. The main research question and sub-questions will be answered along with recommendations and a final reflection.

Chapter 6: Conclusions and discussion

In this chapter, we provide answers to the main research question and sub questions. Then, we discuss the most interesting findings. Lastly, we provide methodological and practical recommendations, and we finalize this research with a holistic reflection.

6.1 Conclusions

6.1.1 Answers to main research question and sub-questions

Building upon the conducted theoretical and empirical research, in the following paragraphs we provide answers to the stated main question and sub-questions.

Main question:

Which factors are influential for successful collaboration among public and private sector actors in the higher-level technical education sector of Peru?

From our research, we can argue that the influential factors were resources, institutional logics, power imbalances, planning, trust, commitment, communication, and leadership. There were some differences in the degree of influence of each factor. Given that this is a qualitative study, it is hard to give a precise value of influence. Nevertheless, it is possible to argue that the most influential factor was leadership as it had a positive influence on the outcome, as well as in the rest of factors. Overall, all the factors had an influence on the outcome, as well as one another.

Sub questions:

- How is the collaboration defined in the existing literature?

After the revision of several definitions from different strands of theory, including public sector, organizational, managerial, and public and private partnerships theory, collaboration is defined as the joint work among two or more actors in order to achieve an outcome that they could not have achieved by acting on their own. Furthermore, collaboration is characterized by being a time and resource consuming activity, on which the construction of trust is a cornerstone to overcome the inherent fragility of the process.

- What is the criteria for successful collaboration according to the theory?

In this research, the criteria proposed by Vangen and Huxham (2010) has been used to assess the existence of successful collaboration. These criteria are: 1) achievement of substantive outcomes, 2) organizational success, 3) reaching milestones, 4) external recognition and 5) personal or organization pride.

- Which are the factors that influence success or failure of collaboration according to the existing literature?

Building upon the theoretical review, the selected factors were: resources, rules, institutional factors (multiple institutional logics and power imbalances), planning, trust, communication, commitment, mutual benefits, and leadership.

- How is the role of government described in collaboration according to the theory?

In the theory, we addressed the theoretical input provided by Klijn and Koppenjan (2016). These scholars argue that successful collaboration requires a different role of the government, which is the network governance approach. This approach has the potential to maximize the benefits of the collaboration among actors from different institutional backgrounds in the benefice of involved stakeholders, the organizations, as well as the community in its broadest sense.

- How did the process take place?

CENFOTUR is a public school that provides higher-level technical education and training for students of the hospitality and tourism sector in Peru. It was created in 1978 and for almost twenty years was considered as among the best schools for tourism and hospitality in Peru. This was possible because of their top quality level of education and their close relationship with the private sector that was strengthened by event's organization, organizational collaboration agreements for providing internship for their students, among others.

However, during the first decade of the new millennia their experienced serious financial and administrative difficulties. Consequently, their quality of education sharply declined, their prestige and relation with the private sector were very affected, the curriculums used for their careers were no longer updated and therefore, their students had difficulties to find jobs.

In this context, a process of renovation began in 2013; a new administration took over the school and decided to make several important changes in order to recover the position they once had and to improve the quality of the education provided by CENFOTUR.

By the end of 2013, they decided to start a process of collaboration with the private sector and other actors, such as former students and key teachers to build a new curriculum aligned with the labor market needs and the new societal challenges for three of their main careers.

The collaboration required the provision of information from each actor's perspective and a thoughtful discussion about the skills and knowledge needed by a student that wants to join the workforce once he or she finished their studies at CENFOTUR.

By conducting this collaboration, they expected a rise in the level of job placement for their students as well as to retrieve their prestige as a top quality level of education.

The collaboration arrangement entailed different phases along three months on which actors gathered and worked together in several workshops led by CENFOTUR. After the final proposal was developed, it was finally approved in February 2014 by the school's authorities.

- Why is the case study considered a successful collaboration experience?

According to the outlined criteria for success, the outcomes of the collaboration process fulfill all the aspects considered as successful criteria. In addition, from the collected data, it was possible to see that most of the actors considered the process a successful arrangement.

Moreover, on a recent OECD report about VET in Peru from 2016, CENFOTUR was considered as one of the best performing schools in VET programs in Peru and highlighted the close relation that this school has with the private sector (See McCarthy and Musset, 2016).

Furthermore, in 2014, CENFOTUR received its first ISO 9001 Certification for their curriculum development processes, among others such as admission, enrollment, and staff management for their careers of Hospitality Management, Tourism Management, Official Tour Guide and Peruvian cuisine. In addition, they were able to maintain their TEDQUAL certification, which was endangered before the collaboration process.

- What are the factors that influence successful collaboration in the case study?

According to the theoretical part of this research, nine factors were identified as having an influence on successful collaboration. These factors were resources, rules, leadership, planning, communication, trust, commitment, multiple institutional logics and power imbalances.

In the empirical part of this research, it was possible to prove that all of these factors, except rules, had an influence on the case study. Each factor had a different level of influence. However, as this is a qualitative study, it is hard to give a precise value to the level of influence of each factor. Nevertheless, it has been argued that the factor of leadership was the most important in the case.

In order to further our understanding of these factors, the analysis of the expectations built upon the conceptual framework is provided in the following paragraphs.

According to the conceptual framework, ten expectations were outlined in relation to the influence of factors in a successful collaboration. In what follows each expectation will be discussed according to the empirical findings.

E1 There have to be sufficient resources in place for a successful collaboration.

In the case study, it was possible to see that the resources were scarce. Concerning human resources, the number of staff members in the process was reduced and they had to make a great effort in order to conclude the process in time. About financial resources, the budget was only sufficient to cover snacks and refreshments. The actors participated on a voluntary basis. The meetings were held at CENFOTUR's headquarters in Lima. Some respondents argued that they felt that there was an adequate working environment, referring to the space and attentions they received. From this information, we can argue that in spite of the scarcity of resources, this factor had an influence on the collaboration process. This expectation was fulfilled.

E2 Clear rules need to be present for successful collaboration.

Although this factor was considered in the conceptual framework, during data collection we were able to notice that it was not an influential factor in the case. This is explained because the collaboration entailed interaction among actors mainly during workshops; therefore, just brief instructions were given in order to facilitate the discussion. In this context, we can argue that this expectation was not fulfilled.

E3 The existence of diverging institutional logics could hamper the existence of successful collaboration.

The theory about Public-Private Partnerships address the possible tensions that might arise during the interaction of public and private sector organizations because of their conflicting institutional backgrounds. In this case, it was possible to see that there were differences in values and interests caused by the different institutional logics. For instance, whereas some representatives of the private sector were seeking to maximize their profit while making sure that they would not have to pay higher salaries to better-prepared students, the school was seeking to improve the quality of the education service they provide. In this context, we can argue that this factor was a possible source of tension in the collaboration. However, the network leader appropriately managed this conflicting interest. Therefore, we can argue that this expectation was fulfilled.

E4 Important power imbalances could affect the existence of successful collaboration.

In the case, the power imbalances were referred to knowledge and expertise level among collaborating actors. This situation was present among private representatives, teachers, and former students.

Allowing the most knowledgeable actors to be the only ones actively participating could have led to biased information, furthermore, in some cases, certain actors who considered themselves more experienced would criticize the contributions of other members claiming “it was not how things should be done”. In this context, leadership was important to control these tensions. Building upon this, we can argue that this expectation was fulfilled.

E5 A high degree of planning is necessary for successful collaboration.

In the conceptual framework, planning was addressed in two dimensions. The first one related to convenient planning process including clear steps, deadlines and goals. The second related to the existence of a clear understanding of the problem at stake.

In terms of the planning process, we can argue that in spite of the short duration of the process, there was an appropriate design of steps and deadlines, and it was recognized as such by the participant actors.

Concerning the existence of a clear understanding of the problem, it was possible to observe that the actors, in general, understood the necessity of aligning the market needs and the educational offer. The facilitator and her personal skills influenced this clear understanding. However, beyond this objective, each actor had different objectives. The process leader managed this diversity of divergent objectives. Building on this, it can be argued that there was a high degree of planning in this collaboration process. In this way, we can argue that this expectation was fulfilled.

E6 Trust on its different levels needs to be present for a successful collaboration.

According to the empirical findings, trust was present in the case but only to a certain extent. There was a general distrust in certain teacher's participation. Moreover, students, teachers and CENFOTUR staff members did not trust the private companies refraining from opportunistic behavior. This finding is very interesting as in the theory we are told that trust is one of the cornerstones of collaboration. In this case, trust was present but only in certain aspects. For instance, there was a consensus on the expertise of each of the involved participants. In the case of the teachers, their participation was the object of distrust building upon a prejudice of teachers not being connected to the practitioners' world; however, there was a general trust in their capabilities of providing pedagogical insights. In this context, leadership was very important for the creating of a sufficient trustworthy environment on which the actors participated actively. Once again, the personal skills of the facilitator created this environment in spite of certain levels of distrust. In this sense, we can argue that this expectation was partially fulfilled, as in this case, trust was

not present in every aspect. However, the aspects of which there was a high level of trust, such as expertise, compensated for other weaker aspects.

E7 Communication needs to be clear and frequent among members of a successful collaboration on every level.

The majority of the respondents claimed that they perceived clear and frequent communication during the collaboration' interactions. According to the theory, there are three levels of communication: within the organization, among participant organizations and with the external community.

In this case, the communication flow in the former two levels was clear and frequent. In the case of the third level, respondents claimed that there was a possibility of enhancing the external communication. In addition, the communicational skills of the leader were also influential on this factor. The leader was able to create a friendly and collaborative environment. Furthermore, channels of frequent communication were created. In this regard, we can argue that this expectation was partially fulfilled as communication was clear and frequent, but not at every level.

E8 All the participant members need to be committed to the process for a successful collaboration.

The respondent's answers denote a strong commitment to the process. This finding goes in line with the literature as it points out that this factor is frequently present in collaboration arrangements. A high degree of commitment within a diverse network, as the one of the case study, is yet a striking finding. In this context, we pinpointed the relevance of the role of the facilitator in enhancing the commitment in the process, by the use of persuasive language and creating a sense of ownership for the results of the curriculum development among the actors. This was facilitated because an important number of the participants manifested a strong emotional commitment with the school and with the development of tourism activity in Peru. Drawing from the above mentioned, it could be argued that this expectation was fulfilled.

E9 Leadership has to be exerted throughout the whole process for successful collaboration by one or several individuals from the different participating parties.

In this case, we were able to identify that leadership was the pivotal factor for the successful outcome. Furthermore, this factor influenced every other factor of the collaboration arrangement. It was possible to identify two leaders: Ms. Loyola and Ms. Burns. The former individual was directly in charge of the process as the Director of the DFA. Moreover, she was the facilitator of the workshops. Ms. Burns in turn, as the school's Director, performed an innovative leadership that provided the space and resources to conduct the collaboration process. In hindsight, it is possible to see a strong influence of the personal

skills of Ms. Loyola in the way that the process took place. She can be described as a gifted communicator, energetic, tolerant, emphatic and diplomatic individual. This set of skills was a cornerstone of the studied case as it influenced positively the other factors. In the case of the school director, she had a visionary leadership based on empowering the staff members to pursue changes in order to increase the quality of the education provided by CENFOTUR.

During the empirical research, it was not possible to identify leaders from the other participant parties, beyond CENFOTUR because they were the persons invited by the school. Therefore, we can argue that this expectation was partially fulfilled.

E10 A collaboration arrangement is not linear, factors can influence themselves. Furthermore, feedback has an impact on the continuity of the arrangement in place and future arrangements.

As it has been previously mentioned, in this case, the factors influenced one another. For instance, leadership influenced positively every other factor. The existence of trust in the expertise of the participants had an influence on the development of fluent communication. In the case of the resources, they were scarce but sufficient for creating a pleasant environment for collaboration, therefore it had an influence on the interactions as these could happen in a proper location with refreshments and snacks. An adequate planning is also important for the development of the workshops. Lastly, the existent commitment level also had an influence on communication, trust and was linked to the shared understanding of the issue at stake. As we can see, the existing factors are linked and in some occasions, they compensate the fragilities that one of them could manifest.

Concerning the feedback loops, the learned lessons from this process were used for the curriculum development process for the career of Peruvian Cuisine, which happened a year after the collaboration that we studied. Better instruments for data collection and more insights about how to handle the interactions were possible to apply in this new process. In the same way, for the process that is going to be done in the second half of this year, CENFOTUR staff is revisiting the learned lessons from the past experience. By the use of this input, the new process and its results are expected to be successful overcoming possible weaknesses from the previous experience.

Overall, we can argue that expectation ten was fulfilled.

- What lessons could the Ministry of Education draw from this process in order to improve their collaboration strategies between public and private sector?

The lessons are going to be described in the recommendations part, in section 6.2.3.

6.1.2 Remarkable findings

A recent OECD report about VET education in Peru has stated that it is necessary for the technical schools and the private sector to develop strong linkages in order to foster the alignment of the educational offer and the labor market needs. This is an urgent matter in Peru as the existing gap between these two aspects is negatively affecting the country's productivity levels.

In this context, the analysis of the collaboration process between CENFOTUR and the private sector can provide important insights about how to foster collaboration between public and private organizations.

In order to understand this case, some specific characteristics of the case need to be considered. In this section, we will discuss these important issues as well as the remarkable findings of the empirical research.

In the first place, it is important to understand that there was a strong sense of urgency for a curriculum renewal at CENFOTUR. During the years of financial and administrative difficulties, the school and the students were affected in several ways. For instance, the curriculum became outdated and the career's structure was no longer convenient for the students. The curriculum, before the renewal process, entailed eight cycles, or four years of studies, which was one year longer than any other regular technical career.

Furthermore, work-based learning opportunities were limited, only accessible during the last period of studies. This situation caused that the students had limited exposure to work-based experiences. Therefore, it was difficult for them to transit from schools to working positions.

In addition, the sharp decline of the school's prestige was a big issue for students trying to join the workforce. The private sector did not want to hire students from this school anymore as they perceived that these students lacked sufficient skills and knowledge.

Moreover, there was a risk of losing an important quality certification (TEDQUAL) if urgent corrective measures were not taken immediately about the curriculum.

A new administration took over the school and decided to design and conduct the collaboration process for curriculum development on this context.

There were important characteristics that influenced the success of the collaboration conducted by CENFOTUR. For instance, this school, unlike other public schools, has a special institutional arrangement that allows them complete autonomy for the school administration, including processes renewal, such as curriculum development. This is not the case for other schools that have to follow the procedures dictated by the MINEDU.

This level of autonomy exists because CENFOTUR is a sectorial school, adhered to another ministry, the MINCETUR. This issue allows them to conduct any kind of changes, and consequently, they have the possibility to innovate. This is a competitive advantage for this organization.

In addition, the well-rooted prestige of CENFOTUR also played an important role in the successful outcome. The respondents argued that the memory of the prestige of the school motivated them to participate in the collaboration arrangement. In some cases, this can be explained as certain participants of the process, who have important job positions today in the private sector, were once CENFOTUR students, and therefore a sense of commitment with the school is naturally created. Participants who were not CENFOTUR students were influenced by a history of previous successful cooperation. As it is possible to see, the school's prestige influenced the commitment to the process. A skilled facilitator, who was at the same time the process leader, reinforced the commitment level. In what follows we explain the pivotal role of leadership in this collaboration arrangement.

The conduction of transcendent changes in any organization requires a visionary and innovate leadership. In this case, the leadership exerted by the new administration was the most important factor in order to achieve the successful outcome. This finding goes in line with the literature consulted for the conceptual framework. As it was previously stated, Huxham and Vangen (2005) refer to two roles of leadership: facilitative and directive. In this case, we were able to identify that the process leaders performed these two roles satisfactorily. In a facilitative way as they mobilized the actors and in a directive way as they were able to achieve that the hardest discussions turned out to be settled by consensus. The following paragraphs provide more insight about the process leaders or network managers.

The new director was a public official with several years of experience in the Peruvian government. This person, Ms. Madeleine Burns, wanted to conduct important changes and innovations in order to retrieve the prestige that the school had for several years before the difficulties time. Furthermore, she wanted to increase the quality of the education and to make CENFOTUR a modern school that leads the tourism sector training in the country. For this purpose, she empowered CENFOTUR's staff for conducting the necessary changes and innovations. One of these changes was the urgent curriculum renewal. She is recognized as a supportive leader who provides space for innovation and she inspires her team to always seek new ways of improving the school and the services that they provide.

In addition, there was another key person who had direct influence in the successful collaboration that we have studied. Ms. Yanira Loyola, as Director of the DFA, was the person in charge of designing and implementing the collaboration process. She was the facilitator of every workshop and was widely recognized by every respondent as a highly skilled individual with great communication skills, a

remarkable passion for her job, and a great ability to create commitment and a pleasant working environment during the collaboration. She was also recognized as being the person who was able to manage the diverse side goals that the participants had, beyond the central goal that was the alignment of the educational offer and market needs. In order to do this, she used her interpersonal skills to foster a thorough discussion of the conflicting issues up to the point on which a decision was taken and the participants felt that it was a joint decision. She was able to persuade the participants to explain the reasoning behind their proposals and fostered the provision of constructive criticism.

Furthermore, she was able to deploy smart management strategies to reduce as much as possible opportunistic behavior and biased information. For instance, the decision to organize the order of the workshops on which the teachers were the last to participate with the aim of avoiding a possible bias arising from their interest of protecting the courses that they teach.

Building upon this, we can see that this kind of collaboration processes require the participation of individuals who have a special set of skills that allows them to bridge the interests and perceptions of diverse actors. This goes hand in hand with Ansell and Gash (2008) when they emphasize that leaders are in charge of trust building, dialogue facilitation and explorations of mutual gains. In this context, we can argue that a collaboration process between public and private organizations requires the presence of skillful leaders to perform the key role of a network manager.

From another perspective, it is important to reflect on the tensions that arose during the workshops. For instance, there was a clash between the values of the private and public sectors. This is natural according to the literature on PPP. In this case, some representatives of the private sector seek to make sure that the students of CENFOTUR are not trained beyond basic knowledge and skills as they did not want to pay higher salaries and they wanted to avoid the creation of potential job competence for themselves. The private companies' side objective was related to their search for maximizing their profits and to protect their income by paying lower salaries. In contrast, CENFOTUR members wanted to build a curriculum that could allow their students to acquire more and more responsibilities along with their career paths. In this sense, CENFOTUR wanted to maximize the public value of the technical education provided by the school.

Another interesting source of tensions arose from the side objective of some of the teachers. As it was previously mentioned, the staff of CENFOTUR was able to identify that some of the teachers were giving biased information, as they wanted to ensure that the courses that they teach were considered in the new curriculum as a way of reassuring themselves that they will maintain their job positions. As soon as this side goal was identified, Ms. Loyola decided to make sure that the teacher's workshops were the last

to be held, in order to develop the workshops with them, building upon the information previously gathered from the workshops of the private sector and the former students.

These tensions were related to the existence of distrust among the involved participants. In hindsight, it was possible to identify that there were considerable levels of distrust among actors. Especially about the private sector members. In this respect, it is interesting to see that, in opposition to what is argued in the literature about trust as a cornerstone of collaboration that helps to overcome inherent fragilities of the process, in this research we were able to prove that it was not the case. In contrast, it was leadership the factor that had the larger influence in the outcome, and also in the trust limitations as well as in other factors.

Overall, it is important to mention that all the factors that influenced the process, namely resources, institutional logics, power imbalances, planning, trust, commitment, communication and leadership, interacted among themselves and compensated for certain weaknesses when it was necessary. For instance, given the limited degree of trust, leadership and commitment were important to overcome the limitations. In the same cases, the commitment to the process and the leadership could compensate for the power imbalances referred to knowledge differences. Overall, we can see a non-linear process of collaboration on which factors influenced one another as well as the outcome and where leadership played the most important role.

Looking back in the literature, important scholars such as Provan and Milward (2001) said about the assessment of successful collaboration in public sector networks, that the possibility of finding disagreement about methods and goals was considerable. Nonetheless, in this case, we saw a type of general satisfaction with the outcome, despite minimal criticism, perhaps to the length of the process. Therefore, this issue makes this case more interesting to analyze.

That notwithstanding, in relation to the use of this research's findings in order to contribute to the sources of information for designing similar collaboration arrangements, we can argue that the special characteristics that influenced the successful outcome such as the prestige of the school and the autonomy degree might very difficult to be replicate in other cases. However, we believe that the study of this case can truly provide important insights into the practitioners' world. The recommendations section will outline our main proposals to consider for the design and conduction of collaboration processes with the private sector.

6.2 Recommendations

6.2.1 Methodological recommendations

Concerning the theoretical research, the use of a single framework of collaboration is advisable as the basis for the conceptual framework of a collaboration arrangement instead of a mix of several frameworks.

Furthermore, we recommend the use of a mixed data-driven inductive approach and deductive template of coding approach for data analysis so that the possibility to identify emergent factors is open.

Findings from future research about collaboration among public and private actors initiated by the private sector could be interesting to be compared with this study's findings in order to see the possible difference on the factors influence on this type of arrangements when the initiator is the private sector.

More emphasis should be given to leadership skills and boundary spanning literature in future research as it has been proved that leadership has a pivotal influence in this kind of arrangements.

About the empirical research, we can argue that in order to investigate about a foreign country like Peru it is highly recommendable to be in place for data collection. Especially if the research is about a public entity as online communication would not allow the researcher enough access to information. Currently, achieving access to internal procedures of this kind of organizations is limited.

During the preparation of data collection, we experienced the risk of not being able to contact the key persons from the organizations who would facilitate access to information.

Another pitfall was not succeeding to reach the potential interviewees, as they were not responding to a direct communication from the researcher. In this context, a letter of reference from the researched organization provided more formality to the summoning for participating as respondents in this research. Therefore, we strongly recommend considering the use of this kind of support document in order to enable an easier approach to the respondents.

6.2.2 Recommendations for CENFOTUR

Following the data collection, we are able to provide some recommendations for future processes of collaboration designed by CENFOTUR. First, it is important to maintain permanent contact with the private sector and to strengthen the current links with them. Strong relationships could reduce the risks of opportunistic behavior during collaboration arrangements. Moreover, they foster the existence of trust among members.

Secondly, the conduction of a careful participants' selection process is an important consideration as knowledge or power asymmetries should be avoided as much as possible in order to enhance an equal ground of interactions and therefore, to increase the possibilities of a successful outcome.

Third, a complex endeavor such a curriculum development process requires an adequate span of work. The researched process had a reduced duration and therefore involved a great amount of effort from the team members. This time limitation might have had an impact on the quality of the outcomes. That notwithstanding, the process was broadly considered as a success, however, some improvements could have probably been done if the time span would have been longer.

Fourth, involving other types of former students could provide different insights. For instance, inviting students who had struggled to find a job could be interesting in order to expand the points of view.

Fifth, teachers involved in collaboration processes should be actively involved in the practitioner world.

Lastly, the facilitator of any collaboration process must have a remarkable set of personal skills that include great communication skills at all levels, empathy, diplomacy, energy, tensions management, honesty and passion for the work. If there are individuals in the organization who have the potential to perform the task of collaboration facilitator, they should be trained in order to strengthen these skills.

6.2.3 Recommendations for MINEDU

According to the information collected during this research, we can suggest some recommendations to be considered for future policy development and implementation of collaboration processes. First, it is important to increase the awareness of the needs to design working strategies that involve the participation of other stakeholders in order to achieve real progress concerning the school's performance and the education system in general. In this respect, the diffusion of the findings of important studies such as the OECD report (2016) about VET education in Peru from among school's directors could be helpful. This study points out the importance of improving the alignment between the supply of VET programs and the needs of the economy, private sector and society, ensuring quality across VET programs, reducing inequities in access to high-quality VET and strengthening and expanding career guidance services.

Second, in a broader level, the MINEDU could design programs and policies oriented to the development of capacity building programs oriented to school's directors and key team members, which entail the development and strengthening of leadership and communication skills.

These programs could include the analysis of successful experiences as the one of the CENFOTUR or other good practices identified by International Cooperation programs, in order to show them the

relevance of their role as directives in order to enhance a relation with the private sector. The aim should be to form skillful authorities and key team members who are empowered to reach out to other actors in order to foster the joint collaboration in order to achieve better results, being those a successful organizational performance as well as the improvement of the Peruvian education sector in general.

Third, a handbook about how to implement collaboration with the private sector could be developed including key information about the considerations to have when designing joint collaboration processes. For instance, this handbook could include the following chapters: 1) Reasons to collaborate, 2) The profile of the leader of a collaboration arrangement, 3) How to design and implement a collaboration process, 4) Possible risks and how to avoid them, 5) Best practices from successful experiences and 6) Other sources of information.

In the first chapter, information about the need for working in a collaborative manner with other stakeholders could be explained. Issues about today's societal challenges and wicked problems could be described pinpointing that call for an innovative way to address the problems that we face today as a society, which is the collaborative governance.

In the second chapter, the content should include the description of the set of skills that a process leader should have. Both on a managerial level and in the process itself. Here the skills of communication, empathy, problem solving, honesty, passion, energy, trust building, respect, analytical and critical thinking should be described in depth.

In the third chapter, the steps for designing a collaboration process should be described. The content should emphasize important issues referred to each of the factors that influence successful collaboration. For instance, sufficient resources, adequate planning, trust development, commitment enablers, skilled facilitators of the interactions, clear communication channels, among others. In addition, it could include aspects about the relevance of selecting appropriate participants. In this respect, a special remark should be made about the relevance of designing mechanisms for the development of an equalitarian ground of participation on which the possible power imbalances are controlled.

In the fourth chapter, the possible tensions produced by the clash of different institutional backgrounds, risks of opportunistic behavior and power imbalances should be addressed. So that the readers are aware of possible side interest and design actions to control them.

In the fifth chapter, examples of best practices cases could be described as guidance for future processes. This could include successful experiences of MINEDU while conducting the collaboration process for the construction of the CNC.

Finally, the sixth chapter should include other sources of information, such as these thesis findings or international experiences, in order to provide further references for designing successful collaboration arrangements.

6.3. Reflection

Overall, the conduction of this research was an interesting learning experience. In this context, it is possible to reflect on some methodological issues.

Concerning the theoretical review, it was complicated to deal with a large amount of theory about collaboration. In this context, a process for selection of the most frequently mentioned factors among several key works about collaboration was designed. The selection method had a positive side as it allowed us to make an extensive revision of a broad range of literature, however it was a time-consuming process and the differences between one work and another were not as significant. In this sense, for future research, the use of a single significant theoretical framework would be advisable.

Another issue related to theory was that the chosen methodology for selecting the factors for the conceptual framework left aside an important factor for the case, which was “previous history of cooperation”. However, the hybrid methodology for data collection that was selected in this thesis allowed us to identify it as an emergent factor noticed from the respondent’s answer. This factor turned out to have an important influence in the case. Therefore, we have learned that in this case of research, a mix of deductive and inductive data-driven approach provides important space for the emergence of factors during the empirical phase.

In addition, after concluding that leadership was the most relevant factor of influence in the outcome, we have noticed that some literature about it, particularly related to boundary spanning leadership and personal skills, could have been added thoroughly in the theoretical review. This was caused because in the theoretical review we put more emphasis on leadership activities, from Huxham and Vangen’s perspective (2005) than leadership skills or boundary spanning activities. In this regard, as we have previously recommended, more literature about leadership skills and boundary spanning should be included in future research about this same topic.

About the empirical research, we can say that the access to the information of a public entity is an important barrier for any research. Despite the fact that we were able to get the support of the school it still was not easy to approach all the members of the collaborative arrangement. Even with the existence of a letter of reference issued by the school in order to support this research, some private companies refused to participate in the interviews. Furthermore, there were important time limitations for the

conduction of the interviews with those who accepted. Teachers and former students were more approachable than the private sector representatives were.

The empirical research consisted of semi-structured questions that made possible to make more emphasis on certain issues. A broad topic list was very helpful for providing a degree of confidence and freedom to the interviewees. The interviews with teachers and former students were very productive and easy to conduct as the actors were really focused and keen on providing useful answers. However, this was not the case with private sector representatives. With them, it was difficult to reach the point on which they could provide answers about the collaboration process at stake. In general, they wanted to talk about other topics not related to the focus of this research. They argued that the process happened a long ago, and therefore in occasions, they mixed their answers with other topics. In this sense, it was difficult to make them focus on the case study. However, it was striking that this was not the case with any of the other actors.

About the nine selected factors that influence successful collaboration it was possible to test the existence of eight of them in the case study, the rules factors was not influential in the case. In addition, it was possible to see that some of the factors had a more relevant influence than others. However, due to the nature of this research it is not possible to give a precise value to the relevance of one factor compared to another.

Furthermore, some factors could not be easily assessed by all actors. For instance, the resources factor was more likely to be assessed and discussed by CENFOTUR's staff. This was not the case for external actors as they could only have a perception about the topic. In this sense, in a future research a different set of questions for each actor could be advisable. Although, this would require the design of an analysis strategy that could be fed by information from different actors about different topics.

Overall, the way on which the research was designed allowed us to clearly identify the factors that influence a successful collaboration that was the main goal of this thesis.

Concerning the case study context, it is important to reflect on the fact that the studied collaboration was mainly initiated and lead by the public organization, in this case, the school. In this sense, it makes sense that the staff members of CENFOTUR performed the starring role. In this regard, we could ask ourselves, how different would the results be if the process was initiated and lead by a private organization?

Although empirical research would be needed to answer this question in a scientifically based way we could argue, building upon this study's results, that leadership would still be one of the most relevant factors as we were able to identify that it influences every other factor in an important way. It could be

the case, that due to the institutional differences, more accessibility to resources and less bureaucracy could also facilitate the achievement of a successful outcome. However, considering that private companies are usually profit oriented, they are likely to undertake actions that benefit themselves without considering a benefit for the community as a priority. Therefore, it could be more difficult to find a match between the public and private values and goals. Possibly trust issues would be greater if a collaboration arrangement is organized by the private sector. Nonetheless, as it was brought to the discussion with the officials from MINEDU and CENFOTUR, there needs to be a shift in the mindsets of the private actors. They need to stop considering the public sector as a burden for the accomplishments of their objectives and start seeing it as a strategic partner, in order to achieve a bigger successful outcome, which is a benefit for every involved party. Accordingly, the mindset of the public officials also needs a shift into acknowledging the importance of a joint work with other actors. This could mean for them a loss of authority, but this idea needs to withdraw from a modern governmental perspective. Once again, we could refer from a transition from government to governance.

In this respect, further research about the same kind of collaboration on which the private sector takes the lead would be interesting to see in order to contrast this study's findings. In addition, it is true that in this thesis we have put a greater emphasis on the workshop's development as the core of the collaboration process instead of other phases such as before and after the collaboration implementation. However, more research could be conducted in order to understand these phases in order to understand more in depth its influence on this arrangement and future ones.

Finally, due to its relation with this research's topic, a reflection is necessary to be made in the light of a recent controversy in the Netherlands, specifically in Rotterdam, about the influence of a private company in educational and research issues of the Rotterdam School of Management, business school that is part of the Erasmus University.

A few weeks ago, the environmental think tank Changerism published a report on which they claim that the oil company Shell has a strong link with RSM that involves influence over curricula and admissions. This report has called the attention of the Dutch Parliament and triggered the debate between the relations between fossil fuel companies and universities (Inside Higher Ed, 2017)²⁴.

The Erasmus University has manifested that private companies are not involved with the university curriculum development.

²⁴ <https://www.insidehighered.com/news/2017/06/01/dutch-business-school-criticized-over-ties-shell>

In this context, we can argue that the case studied in this research differs largely from the case in the Netherlands. In the context of the Peruvian technical education, the involvement of the productive sector is necessary in order to close the existing gap between educational offer and market opportunities. In order to achieve the reduction of the mismatch, the joint collaboration is necessary and cognitive by the government, moreover in an ever-changing world as it is today. However, we acknowledge, as it has been demonstrated by this research's findings, that this involvement could be dangerous if the process managers do not deploy control mechanisms for power imbalances.

References

- Ansell, C. and A. Gash (2008) Collaborative governance in theory and practice, *Journal of Public Administration Research and Theory*, 18 (4): 543-571.
- Becker, G., & National Bureau of Economic Research. (1964). *Human capital: A theoretical and empirical analysis, with special reference to education* (General series / national bureau of economic research, no. 80). New York: National Bureau of Economic Research, distributed by Columbia University Press.
- Bovaird, T. (2004). Public–private partnerships: from contested concepts to prevalent practice. *International review of administrative sciences*, 70(2), 199-215.
- Brewerton, P. M. & Millward, L. J. (2011). Methods of data collection. In *Organizational research methods* (pp. 67-113). : SAGE Publications Ltd
- Bryman, A. (2015). *Social research methods*. Oxford university press.
- Bryson, J. M., Crosby, B. C., & Stone, M. M. (2006). The design and implementation of Cross-Sector collaborations: Propositions from the literature. *Public administration review*, 66(s1), 44-55.
- Bryson, J. M., Crosby, B. C., & Stone, M. M. (2015). Designing and implementing cross-sector collaborations: Needed and challenging. *Public Administration Review*, 75(5), 647-663.
- CENFOTUR. (2014). *Resoluciones Directorales 2014, Transparencia CENFOTUR* (CENFOTUR's transparency system: Directorial Resolutions 2014) Retrieved from <http://transparencia.cenfotur.edu.pe/resoluciones/>
- CENFOTUR. (2017). *Por qué estudiar en CENFOTUR* (Why to choose CENFOTUR) Retrieved from <http://portal.cenfotur.edu.pe/beneficios.html>
- CENFOTUR. (2017) [Lima building] Retrieved June 14, 2017, from <http://www.cenfotur.edu.pe/filiales/>
- CENFOTUR. (2017) Estudiantes de CENFOTUR viajaron becados a Cuba para especializarse en turismo [students receive a scholarship for travelling to Cuba] Retrieved June 14, 2017, from <https://www.flickr.com/photos/139188526@N07/albums/72157677824302403>
- de Bruijn JA, ten Heuvelhof EF (2004). Management in networks (In Dutch: Management in netwerken). Lemma, Utrecht
- de Rond M (2003) Strategic alliances as social facts. Cambridge University Press, Cambridge

- Drost, S. & Pfisterer, S. (2013). How to make cross-sector partnerships work? Critical success factors for partnering. Partnerships Resource Centre: Rotterdam
- Emerson, K., Nabatchi, T., & Balogh, S. (2012). An Integrative Framework for Collaborative Governance. *Journal of Public Administration Research and Theory*, 22(1), 1-29. doi: 10.1093/jopart/mur011
- Fereday, J., & Muir-Cochrane, E. (2006). Demonstrating rigor using thematic analysis: A hybrid approach of inductive and deductive coding and theme development. *International journal of qualitative methods*, 5(1), 80-92.
- Gideon, L. (2012). Handbook of survey methodology for the social sciences. New York, NY: Springer.
- Given, L. (Ed.). (2008). *The SAGE encyclopedia of qualitative research methods*. Thousand Oaks, Calif.: Sage Publications.
- Gray, B. (1989). Collaborating: Finding common ground for multiparty problems. San Francisco: Jossey Bass.
- Himmelman, A.T. 2002. Collaboration for a Change: Definitions, Decision-Making Models, Roles, and Collaboration Process Guide. Minneapolis: Himmelman Consulting.
- Hodge, G. A., & Greve, C. (2007). Public-private partnerships: an international performance review. *Public administration review*, 67(3), 545-558.
- Hughes, O.E. (2003). The traditional Model of Public Administration. In *Public management and administration: an introduction* (pp. 17–32). Palgrave Macmillan.
- Huxham C, Vangen S (2005) Managing to collaborate: the theory and practice of collaborative advantage. Routledge, New York
- Huxham, C. and Hibbert, P. (2008) Hit or myth? Stories of collaborative success in D. O'Flynn, J., & Wanna, J. (Eds.), *Collaborative Governance: A new era of public policy in Australia?*. ANU E Press.
- Inside Higher Ed (2017) *Too Close to an Oil Company?*. Retrieved from <https://www.insidehighered.com/news/2017/06/01/dutch-business-school-criticized-over-ties-shell>
- IPEBA (2012), Matriz de Evaluación para la Acreditación de la Calidad de la Gestión Educativa de Centros de Educación Técnico-productiva. Lima, Perú, www.sineace.gob.pe/wp-content/uploads/2014/08/matrizevaluacion-acreditación-CETPROs.pdf ISO
- Jacobs, J. (1992) *Systems of Survival, a Dialogue on Moral Foundations of Commerce and Politics*, Random House.

Johnson, L. J., Zorn, D., Tam, B. K. Y., Lamontagne, M., & Johnson, S. A. (2003). Stakeholders' views of factors that impact successful interagency collaboration. *Exceptional Children*, 69(2), 195-209.

Kaats E, Opheij W (2008) Executives make sense of alliances and networks (in Dutch: Bestuurders zijn van betekenis. Allianties en netwerken vanuit bestuurlijk perspectief). Reed Business, Maarssen

Kaats E, Opheij W (2014) Creating Conditions for Promising Collaboration. Alliances, Networks, Chains, Strategic Partnerships. Springer, London.

Keast, R., Brown, K., & Mandell, M. (2007). Getting the right mix: Unpacking integration meanings and strategies. *International Public Management Journal*, 10(1), 9-33.

Klijn, E. H., & Teisman, G. R. (2003). Institutional and strategic barriers to public—private partnership: An analysis of Dutch cases. *Public money and Management*, 23(3), 137-146.

Klijn, E. H., Steijn, B., & Edelenbos, J. (2010). The impact of network management on outcomes in governance networks. *Public administration*, 88(4), 1063-1082.

Klijn, E.H., and J.F.M Koppenjan (2016) Governance networks in the public sector. Oxon: Routledge.

Kožuch, B., & Sienkiewicz-Małyjurek, K. (2016). Factors Of Effective Inter-Organizational Collaboration: A Framework For Public Management. *Transylvanian Review of Administrative Sciences*, 12(47), 97-115.

Laporta, D. and J. Rodriguez (2011) Trayectorias de vida y empleabilidad: reflexiones en torno a la orientación vocacional. Lima: UNFPA.

Lavado, P, J. Martínez and G. Yamada (2015), “Calidad de la educación superior y desigualdad en los retornos en el Perú, 2012”, Documento de Trabajo, No. 58, Asociación Peruana de Economía, Lima.

Lawrence, T. B., Phillips, N., & Hardy, C. (1999). Watching whale watching: Exploring the discursive foundations of collaborative relationships. *The Journal of Applied Behavioral Science*, 35(4), 479-502.

Lewis-Beck, M. S., Bryman, A. & Futing Liao, T. (2004). The SAGE encyclopedia of social science research methods : SAGE Publications Ltd doi: 10.4135/9781412950589

Manpower (2014), Talent Shortage Survey 2014, Research Results, Manpower Group, Milwaukee, WI.

Mattessich, P. W., & Monsey, B. R. (1992). *Collaboration: what makes it work. A review of research literature on factors influencing successful collaboration*. Amherst H. Wilder Foundation, 919 Lafond, St. Paul, MN 55104..

McCarthy, M. and P. Musset (2016), *A Skills beyond School Review of Peru*, OECD Reviews of Vocational Education and Training, OECD Publishing, Paris. <http://dx.doi.org/10.1787/9789264265400-en>

Miller, P. (2012). Reliability. In Given, L. (Ed.). *The SAGE encyclopedia of qualitative research methods*. Thousand Oaks, Calif.: Sage Publications.

MINEDU. (2017a). *Higher level technical education*. Retrieved from <http://www.minedu.gob.pe/superiortecnologica/>

MINEDU. (2017b). *New law of higher-level technical education*. Retrieved from <http://www.minedu.gob.pe/ley-de-institutos/pdf/ley-de-institutos.pdf>

MINEDU. (2017c). *Diseño Curricular Básico Nacional (National Basic Curriculum Design)*. Retrieved from <http://www.minedu.gob.pe/superiortecnologica/diseno-curricular-basico-nacional.php>

MINEDU. (2017d). *Catálogo Nacional de Carreras (National Career Catalog)*. Retrieved from <http://www.minedu.gob.pe/superiortecnologica/catalogo-nacional-oferta-formativa.php>

MIT Economics. (2017) *Lectures in Labor Economics*. Retrieved from <https://economics.mit.edu/files/4689>.

OECD. (2015). *Multi-dimensional Review of Peru: Volume 1. Initial Assessment*, OECD Publishing, Paris. Retrieved from http://www.oecd-ilibrary.org/development/multi-dimensional-review-of-peru_9789264243279-en

OECD. (2016). *Skills Strategy Diagnostic Report Peru 2016*. Retrieved from <http://www.oecd.org/skills/nationalskillsstrategies/OECD-Skills-Strategy-Diagnostic-Report-Peru-2016.pdf>

O'Flynn, J. (2009). The cult of collaboration in public policy. *Australian Journal of Public Administration*, 68(1), 112-116.

O'Flynn, J., & Wanna, J. (Eds.). (2008). *Collaborative Governance: A new era of public policy in Australia?*. ANU E Press.

Osborne, S.P. (2006). The New Public Governance?. *Public Management Review*, 8(3), 377–387. doi:10.1080/14719030600853022

Perrault, E., McClelland, R., Austin, C., & Sieppert, J. (2011). Working together in collaborations: Successful process factors for community collaboration. *Administration in Social Work*, 35(3), 282-298.

Provan, K. G., & Kenis, P. (2008). Modes of network governance: Structure, management, and effectiveness. *Journal of public administration research and theory*, 18(2), 229-252.

- Provan, K. G., & Milward, H. B. (2001). Do Networks Really Work? A Framework for Evaluating Public-Sector Organizational Networks. *Public Administration Review*, 61(4), 414-423.
- Ragin, C. C. (1994). *Constructing social research: The unity and diversity of methodology*. Thousand Oaks, CA: Pine Forge Press
- Ritchie, J., Lewis, J., Nicholls, C. M., & Ormston, R. (Eds.). (2013). *Qualitative research practice: A guide for social science students and researchers*. Sage.
- Sandelowski, M. (1995). Qualitative analysis: What it is and how to begin. *Research in nursing & health*, 18(4), 371-375.
- Sandelowski, M. (2004) Qualitative Research in Lewis-Beck, M., Bryman, A. E., & Liao, T. F. (Eds.). *The Sage encyclopedia of social science research methods*. Sage Publications
- Schaeffer, P. V., & Loveridge, S. (2002). Toward an understanding of types of public-private cooperation. *Public Performance & Management Review*, 26(2), 169-189.
- Schultz, T. (1963). *The economic value of education*. New York, NY etc.: Columbia University Press.
- Simons, H. (2009). Evolution and concept of case study research. *Case study research in practice*, 12-28. SAGE publications.
- Sorensen, E. and Torfing, J. (eds.) 2007. *Theories of Democratic Network Governance*. Basingstoke: Palgrave Macmillan.
- Sroka W, Hittmar S (2013) *Management of alliance networks, formation, functionality, and post operational strategies*. Springer, Heidelberg
- Stake, R.E. (1995) *The Art of Case Study Research*. Thousand Oaks, CA: Sage.
- Tjemkes B, Vos P & Burgers K (2012) *Strategic alliance management*. Routledge, London
- Torfing, J.(2012) Governance Networks in D. Levi-Faur (ed.), *The Oxford Handbook of Governance*. Oxford: University Press, p.99-112.
- Vangen, S., & Huxham, C. (2010). *Introducing the theory of collaborative advantage*. Routledge.
- Van Ham, H., & Koppenjan, J. (2001). Building public-private partnerships: Assessing and managing risks in port development. *Public Management Review*, 3(4), 593-616.
- Whittemore, R., Chase, S. K., & Mandle, C. L. (2001). Validity in qualitative research. *Qualitative health research*, 11(4), 522-537.

World Bank Group (2013), "Measuring firm performance in Latin America and the Caribbean", *Latin America and the Caribbean Series Note*, No. 2, 1/2013, Enterprise Surveys, World Bank Group. Retrieved from <http://www.enterprisesurveys.org/~media/FPDKM/EnterpriseSurveys/Documents/Topic-Analysis/Measuring-Firm-Performance-LAC-Note-3.pdf>

Yin, R.K. (1994) *Case Study Research: Design and Methods*. London

Appendix A: key texts input.

Author(s)	Factors for successful collaboration
Huxham and Vangen (2005)	Commitment, trust, leadership, clarity of objectives and planning stages, developing understanding and mutual working relations.
Johnson et al. (2003)	Commitment, communication, strong leadership from key decision makers, understanding the culture of collaborating agencies, engaging in serious preplanning, providing adequate resources for collaboration, and minimizing turf issues. They sum up these factors: commitment, communication and strong leadership
Drost, S. & Pfisterer, S. (2013).	Clarity of rules, responsibilities and ground rules. Clear understanding of mutual benefits. Clear vision of objectives Clear communication, shared planning and decision-making. Good leadership.
Bryson, Crosby and Stone (2006)	Initial conditions Formal and informal processes: agreements, leadership, legitimacy, trust, conflict management, planning. Formal and informal structures: membership, structural configurations, governance structures. Contingencies and constraints: type of collaboration, power imbalances, competing institutional logics.
Thomson and Perry (2006)	Antecedents Processes: governance, administration, organizational autonomy, mutuality, norms of trust and reciprocity.
Ansell and Gash (2008)	Starting conditions Collaborative process: face-to-face dialogue, trust building, commitment to the process, shared understanding, intermediate outcomes, facilitative leadership. Contingencies: time, trust, and interdependence.
Agranoff (2007, 2012)	Processes: activation, framing, mobilizing, synthesizing.
Provan and Kenis (2008)	Critical contingencies: degree of trust, number of members, goal consensus, need for network level competencies. Persistent tensions: efficiency versus inclusion. Internal versus external legitimacy, flexibility versus stability.

Emerson, Nabatchi and Balogh (2011)	System context: drivers, principled engagement, capacity for joint action, shared motivation.
Koschmann, Kuhn and Pfarrer (2012)	<p>Increasing meaningful communication.</p> <p>Managing centripetal and centrifugal forces.</p> <p>Creating a distinct and stable identify.</p>
<p>Bryson and Crosby, 2015.</p> <p>Review and synthesis of 7 holistic frameworks of collaboration developed from 2006 to 2015.</p>	<p>General antecedent conditions: resources, institutional environment, need to address public issue.</p> <p>Initial conditions, drivers and linking mechanisms: Agreement on initial aims, Pre-existing relationship.</p> <p>Collaborative process: Trust and commitment, shared understanding of problem, legitimacy, formal and emergent planning.</p> <p>Leadership: governance, capacity and competencies.</p> <p>Collaboration structures: norms, rules, structural ambidexterity.</p> <p>Endemic conflicts and tensions: power imbalances, multiple institutional logics, tensions.</p>
<p>Mattessich and Monsey (1992)</p> <p>Review and summary of 18 studies, out of 133 examined.</p>	<p>Factors related to environment: history of collaboration, collaborative group seen as leader in the community, political/social climate favorable.</p> <p>Factors related to membership characteristics: mutual respect, understanding and trust, appropriate cross section of members, members see collaboration as in their self-interest, ability to compromise.</p> <p>Factors related to the process/structure: members share a stake in both process and outcome, multiple layers of decision making, flexibility, development of clear roles and policy guidelines, adaptability.</p> <p>Factors related to communication: open and frequent communication, established informal and formal communication links.</p> <p>Factors related to purpose: concrete, attainable goals and objectives, shared vision.</p> <p>Factors related to resources: sufficient funds, skilled convener.</p>

Appendix B: matrix author/factor.

Factor	Author					Frequency
	Bryson and Crosby, 2015.	Drost, S. & Pfisterer, S. (2013).	Huxham and Vangen (2000)	Jhonson et al. (2003)	Mattessich et al. 1992.	
External and initial conditions						
Initial leadership	x				x	2
political/social climate favorable					x	1
resources	x			x	x	3
institutional environment	x					1
need to address public issue	x					1
Agreement on initial aims	x					1
Pre-existing relationships	x				x	2
Membership characteristics						
Mutual respect					x	1
Members see collaboration as in their self-interest/ mutual benefits		x	x		x	3
Collaborative process:						
Trust	x		x		x	3
Commitment	x		x	x	x	4
Communication	x	x		x	x	4
Legitimacy	x					1
Representativeness of all actors					x	1
Planning	x	x	x	x		4
Leadership	x	x	x	x	x	5
flexibility					x	1
Collaboration structure:						
norms	x	x				2
rules	x	x			x	3
structural ambidexterity	x					1
multiple layers of decision making					x	1
members share a stake in process and outcome					x	1
Conflicts and tensions						
Power imbalances	x				x	2
multiple institutional logics	x			x	x	3

Appendix C: Topic list

I) Factors that influence successful collaboration.

a) Resources

- Was there any special budget allocated for the collaboration? Was your participation voluntary?
- Did your participation in the collaboration took place during your working hours?

b) Rules

- Were there any rules or roles defined in the collaboration?

c) Leadership

- Could you identify a leader(s) of this process?
- What did he or she do?
- To what extend this person influenced the result.

d) Planning.

- What was the purpose of the collaboration from your point of view?
- Was there a process of planning behind this? Were there any deadlines?

e) Communication.

- Was there a fluent communication among you?
- Do you think this process was well communicated to external actors?

f) Trust.

- How did you view your partner?
- Were they committed?
- Would you work with them again?
- Do you think they knew what they were doing?

g) Commitment.

- What was your biggest motivation to participate?
- Do you think the others were also very interested?

h) Multiple institutional logics.

- Do you think that the fact that the collaboration involved the participation of public and private actors had any influence in the process dynamics?
- How different do you think that things are done at your counterpart's organization?

i) Power imbalances:

- Do you think any of the actors of the process has a better position compared to others?

II) Criteria for successful collaboration

- Do you consider that it was a successful process? Why?
- What was accomplished?
- Do you think CENFOTUR is more recognized externally now than before

Appendix D: list of respondents.

Number	Date of Interview	Type of respondent
1	May 2017	CENFOTUR graduate
2	May 2017	CENFOTUR graduate
3	May 2017	CENFOTUR graduate
4	May 2017	Private sector employer
5	May 2017	Private sector employer
6	May 2017	CENFOTUR teacher
7	May 2017	CENFOTUR teacher
8	May 2017	CENFOTUR staff member
9	May 2017	CENFOTUR staff member
10	May 2017	MINEDU official
11	Jun 2017	MINEDU official
12	Jun 2017	Private sector employer

