



AFRICAN COLLABORATIVE
FOR HEALTH FINANCING
SOLUTIONS

Analysis of the Partnership Model among African Institutional Partners

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Acronyms

ACS	<i>African Collaborative for Health Financing solutions</i>
AIP	<i>African Institutional Partner</i>
AMREF	<i>African Medical and Research Foundation</i>
CERRHUD	Research Center in Human Reproduction and Demography
UHC	Universal Health Coverage
R4D	<i>Results for Development</i>
RAME	Network for Access to Essential Medicines
RESADE	Research for Health and Development Association
UHF	<i>Uganda Healthcare Federation</i>
USAID	<i>United States Agency for International Development</i>

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I. Context and rationale

The African Collaborative for Health Financing Solutions - ACS is a five-year project funded by USAID and implemented by *Results for Development* (R4D). This project spans the 2017-2022 period and provides assistance to Sub-Saharan countries to stimulate progress towards Universal Health Coverage (UHC). Aware that UHC is a long and complex process, and that its achievement can only be attained through the leadership of African countries, R4D forged partnerships with African experts with sound knowledge of these countries' healthcare systems to implement its activities, working hand-in-hand with local African organizations. The ACS project, which seeks to promote ongoing learning around UHC, wanted the African Institutional Partners (AIPs) with whom it collaborates to also be able to exchange and learn among themselves.

The rationale behind the efforts of ACS to facilitate exchanges among AIPs is not only to strengthen the capacities and expertise of individual institutions, but also to trigger complementarity and collaboration among them, in order to build foundations for an autonomous technical assistance movement in favour of UHC processes across the African continent. Learning exchanges among AIPs covered multiple topics and areas and were based, as much as possible, on the expertise of the AIPs themselves. The objective was that these exchanges amongst AIPs and the strengthening of a technical assistance "movement", would be able to continue after ACS ended as a project, leaving a legacy that would continue supporting the efforts of African countries on their path towards UHC.

As such, an assessment of these exchanges amongst AIPs was conducted to systematically review how they were set up, identify their strengths and weaknesses, as well as lessons learnt. This study is based both on self-assessment and self-criticism, as well as a willingness to share experiences with other UHC stakeholders in Africa who are contemplating to undertake similar initiatives. The assessment collected and analyzed the insights of both the main facilitators of AIPs involved in the ACS project, and those of the leadership team of the ACS project.

II. Objectives

1. Overall objective

To analyze partnerships among AIPs as a key ingredient of the ACS project and its approach.

2. Specific objectives

- To describe the process of developing exchanges between AIPs.
- To identify the challenges and issues encountered, facilitating factors as well as lessons learnt in setting up these exchanges among AIPs.

III. Methodology

1. Analytical framework

Our study is based on an analytical framework developed by the ACS project to facilitate and reinforce exchanges and learning among AIPs. This framework highlights four main phases in the implementation of exchanges among AIPs.

- The first phase is the very idea of setting up exchanges amongst AIPs ("Start" phase in figure 1).
- Subsequently there is the preparatory phase in figure 1), which includes four sub-phases: (i) the collection of AIPs' needs/competencies; (ii) preliminary matching of AIPs for learning exchanges; (iii) validation of AIPs' matching; (iv) drafting of a learning plan for each AIP.
- This is followed by the implementation phase (in figure 1), which consists in organizing bi-directional learning exchanges and symposiums (or workshops).
- The last phase consists of constant monitoring and frequent learning checks (in figure 1). This phase is closely linked to the previous one.

Learning Exchange: Reinforce Institutional Capacity among ACS AIPs

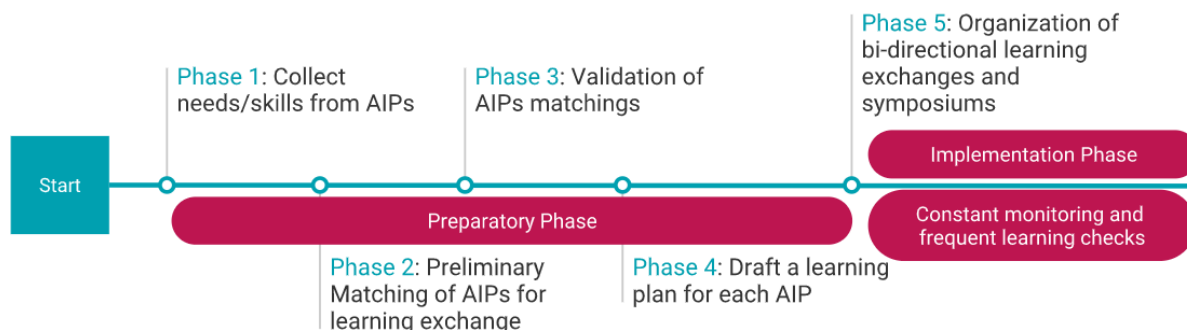


Figure 1. Implementation phases of exchanges among AIPs

2. Type of study and data collection period

This was a descriptive and analytical study, making use of a qualitative approach. Data was collected between December 2021 and January 2022.

3. Data collection

a) Data collection techniques and tools

Data was collected by way of a desk study and through key informant interviews. Desk study data was collected from worksheets and documents used in the process, including concept notes, minutes of meetings, as well as e-mail exchanges related to the development of partnerships among AIPs. Data supplied by key informants were collected, based on their preference, either by way of detailed interviews using interview guides, or via self-administered questionnaires using the same guides.

b) Selecting the organizations to survey

The study included five AIPs involved in the exchanges promoted by the ACS project, namely:

- The African Medical and Research Foundation (AMREF) Health Africa, based in Kenya
- The Research Center in Human Reproduction and Demography (CERRHUD), based in Bénin
- The Network for Access to Essential Medicines (RAME), based in Burkina Faso
- The Research for Health and Development Association (RESADE), based in Burkina Faso
- The Uganda Healthcare Federation (UHF), based in Uganda

c) Selection of key informants

Key informants were selected among the leadership team of the ACS project within R4D, as well as people in charge of, or having contributed to the implementation of activities within AIPs. All these key informants were instrumental and/or strongly involved in the implementation of exchanges amongst AIPs. In total, 15 key informants were interviewed, 3 from R4D and 12 from the AIPs.

4. Data analysis

Data collected was transcribed onto a Word file, and a thematic analysis was conducted manually.

5. Ethical and deontological considerations

Given the time constraints, surveyors did not submit any comprehensive protocol to a National or Institutional Ethics Committee. However, they implemented all appropriate steps to ensure the confidentiality of collected data. These were analyzed and presented in this report whilst ensuring the anonymity of key informants.

IV. Results

I. The idea of implementing exchanges among AIPs

a) Assessment by the parties involved in the partnership initiative among AIPs

The partnership initiative among AIPs was deemed relevant and beneficial by the organizations concerned, because for them it constituted an opportunity for mutual strengthening of capacities, for acquiring new experiences and for expanding their collaboration networks at the regional and international levels. In reality, the AIPs are all different from one another whether by their size, seniority, expertise, experiences and their location(s). Therefore, each AIP has distinct advantages, faces specific constraints, and operates within a specific socio-economic and political context to implement specific health policies and programs. The idea of setting up exchanges among them was of interest to allow each of them to share with their peers (and also with R4D) their expertise and their experiences, but also to develop new competencies they need to consolidate their organisational expansion and reputation.

From R4D's side, the promotion of exchanges among AIPs was a priority in line with the sustainability principle related to the legacy of the ACS project. The concretization of exchanges among AIPs was mainly inspired from the exercise "*I have/I need*" in which participants took part during a partnership workshop between R4D and AMREF funded by the Bill and Melinda Gates Foundation.

b) AIPs involvement in the development of the initiative

AIPs assert they were involved from the early development stages of the inter-organizational exchange initiative. In fact, these exchanges stemmed from the "cocreation" approach, adopted by the ACS project to develop and implement its activities with all associated partners. In this way, each AIP had, right at the start of the exchange process, the opportunity to conduct an internal and independent exercise leading to the identification of priority areas in which it required a reinforcement of capacities, as well as those in which it enjoyed solid expertise to share with others.

c) Expectations and alignment of the initiative with the objectives and mission of AIPs

The initiative of setting up partnership exchanges aimed essentially to : i) promote the sharing of knowledge and experiences among AIPs, in order to reinforce their operational capacities; ii) enable AIPs to expand their collaboration networks at the regional and international levels; iii) constitute a sound multidisciplinary consortium, with the competencies required in the areas of health systems, health financing and more generally, for UHC.

Therefore, the goals of this initiative met the expectations and objectives of AIPs, particularly the relatively recent or small ones, who sought opportunities to strengthen their capacities, enhance their profile and ensure their expansion at the national and regional levels. Furthermore the larger, older and/or more experienced AIPs viewed the partnership exchanges among AIPs as an opportunity to extend collaboration (beyond the ACS project) and to pursue their objective of supporting the UHC dynamic in Sub-Saharan Africa, through mutual learning.

d) R4D's expectations regarding exchanges/learning among AIPs

From R4D's point of view, the exchanges among AIPs contributed to creating a regional learning framework enabling AIPs to better know one another, learn from each other and coordinate their efforts to be able to respond to the major technical assistance priorities countries have to advance UHC. By building synergies across the AIPs' various competencies, the goal was to lay the foundations of an African consortium with deep and complementary expertise in UHC, working collectively and proactively to address country needs, while building and reinforcing this movement on the continent over time, beyond the ACS project.

2. Preparatory activities for the setting up of exchanges among AIPs

a) Process of identifying AIPs' priority needs and areas of expertise

Approaches used by AIPs

R4D undertook a survey using a worksheet (Annex I) to identify AIPs' capacity building needs and areas of expertise. Using this worksheet, each AIP performed an internal prioritization exercise. Some AIPs used a verbal consultation process with their teams to gather input on what they believed to be the priority needs and areas of expertise of their organization. Other AIPs had their team members individually complete the worksheet, and then summarized the data collected.

In all cases, an iterative process of triangulation of the various proposals or ideas was adopted and enabled each AIP, as part of an approach compatible with its context, to produce an aggregated list of priority capacity building needs and areas of expertise.

Difficulties encountered by AIPs in identifying their priority needs and areas of expertise

Two types of difficulties essentially characterized the process of identifying priority needs and areas of expertise. First, certain concepts and terminologies were not explicit from the outset, which led to disparate understandings among AIPs – for instance “*process facilitation*”, “*digital presence*”, “*knowledge management*” versus “*knowledge translation*”, “*multisectoral engagement*”, “*business development*” versus “*organizational development*”, among others. This situation made it necessary to hold additional clarification meetings between R4D and the AIPs. Also, large AIPs, subdivided into several departments or teams in charge of projects linked to UHC, experienced difficulties in achieving an accurate representation of all such departments or teams, when it came to identifying priority needs and areas of expertise. Consequently, thought processes were sometimes essentially led by the department or team in charge of the ACS project, running the risk of not being inclusive enough, thus resulting in a list of competencies and needs which does not properly reflect all the concerned organization's priorities.

Difficulties encountered by R4D to understand AIPs' priority needs and areas of expertise, and the solutions found

At times, R4D experienced difficulties in understanding the exact meaning of certain priority needs and areas of expertise collected from the AIPs. As mentioned above, this was likely due to a disparity in the understanding of concepts and terminologies used by the various actors. This made alignment (for the purpose of matching them up) of the priority needs and areas of expertise of the various AIPs somewhat laborious and required conceptual clarification meetings between R4D and the AIPs.

b) AIP matching process

Approach used by R4D for matching

After receiving the lists of priority needs and areas of expertise as identified by the AIPs, R4D attempted to group the AIPs with similar needs and/or areas of expertise. In a second stage, matching of AIPs were carried out, consisting in linking up AIPs with sound competencies in one or several given area(s) with others with a need for capacity building in this/these area(s). The idea was to partner the AIPs into groups of two, according to their complementarity.

Difficulties encountered in the process of matching AIPs and the solutions found

Several AIPs had common capacity building needs, for which only one AIP stated they had the necessary expertise to meet these needs. As a result, it was agreed to set up learning/exchange groups instead of the pairs initially envisaged, which would enable several AIPs at the same time to benefit from the support they needed, while also achieving time savings.

It also happened that some of the expertise required to fill certain identified needs, was not available within the partner network. R4D thus had to mobilize internal competencies or call upon external competent entities to fill these capacity building needs.

Relevance of the establishment of learning or exchange groups and activities conducted

The creation of learning/exchange groups among AIPs was found to be extremely relevant by most AIPs. Not only did it contribute to strengthening their respective capacities, but it also reinforced collaboration linkages among them.

Training and experience-sharing sessions were held both by the AIPs through exchange/learning groups, as well as via the competencies mobilized within R4D or by external contributors. These training and experience-sharing sessions focused on knowledge transfer, “*scoping reviews*”, adaptive learning, and “*business development*”. R4D provided substantial support for the holding of these exchanges and trainings: i) technical, for the drafting of activities concept notes and through an active participation in exchanges and discussions; ii) logistical, notably the provision of online platforms (Zoom or Microsoft Teams) with an English >< French simultaneous interpretation service. In the opinion of the actors concerned, this interpretation service played a major role in fostering closer relationships between Francophone and Anglophone AIPs, by facilitating the communication of ideas and mutual understanding.

The creation of learning/exchange groups and the many exchange and joint activities meetings enabled AIPs to get to know each other better, to build relationships based on trust among themselves, and to strengthen collaboration relationships among the AIPs. They also contributed to laying the foundations of their coming together into a consortium, which aims to initiate a sustainable collaboration beyond the ACS project. This multi-country and multidisciplinary consortium, made up of Francophone and Anglophone AIPs, plans to formalize its collaboration via the signing of a Memorandum of Understanding.

c) Drafting of a capacity-building plan by the AIPs

Following the priority needs and expertise identification and matching phases, each AIP was expected to draft a capacity building plan. Almost all AIPs interviewed stated they had not been able to draft this capacity building plan for several reasons. First, there was a lack of communication of the expectations regarding this capacity building plan. According to members of the AIPs interviewed, the ACS team did not send reminders to ensure that the various AIPs had properly understood the activity and had registered it in their diaries or implemented it, as was the case with the other activities. This gave certain AIPs the impression that this activity was optional.

Also, there was confusion between the capacity building plan and other activities, such as the AIPs’ UHC hubs sustainability plans. As such, some AIPs did not understand that the capacity building plan was an activity in its own right, and only implemented it much later.

Lastly, the lack of time and financial resources was also raised. Certain AIPs suggested that the resources allocated for the implementation of the ACS project were insufficient, given the workload. As such, some AIPs reported that they accumulated overtime days while working on the ACS project, sometimes to the detriment of other projects (outside of ACS). Also, while certain AIPs belatedly understood that a capacity building plan in its own right had to be drafted, they lacked motivation to commit to the task, as they already lacked time to produce the other deliverables within the set deadlines.

3. Monitoring and impact of exchanges/learning among AIPs

a) Monitoring and control mechanisms of exchanges/learning between AIPs

On the basis of the principle of leadership by local actors, R4D did not put in place a specific mechanism for the monitoring of exchanges. Therefore, it was up to the AIPs, in a concerted manner, to initiate such procedures. However, no clear monitoring mechanism of exchanges was reported by the AIPs and no initiative was taken in this regard. For instance, almost all members of AIPs interviewed were unable to state the exact number of bi-directional exchanges and symposiums they took part in or organized, neither could they list all the topics dealt with during these exchanges. However, R4D

documented the various exchanges which took place between the AIPs, in order to assess the overall dynamic, and this study falls within that purview.

It was planned that, following these capacity building activities, each AIP would organize learning activities internally, in order to onboard the new knowledge/competencies acquired so as to use them at the organizational level. Certain AIPs said they were able to organize such activities and regularly distribute the documents shared during the exchanges to all their colleagues, either in the form of e-mails with additional instructions to facilitate comprehension, or by integrating them to their online resource centers (hubs). However, other AIPs were not able to organize these internal learning activities due to a lack of time or systematic follow-up.

b) Fulfilment of AIPs' expectations in relation to these exchanges

Overall, AIPs were satisfied with the exchange and learning activities in which they took part. All of them were able to reinforce their competencies and share their experiences, and some of them even saw their self-confidence enhanced. As a matter of fact, the opportunity for certain AIPs to put their expertise at the service of others, enabled them to fully appreciate their own potential, which they had previously underestimated. Furthermore, for AIPs leading certain capacity sharing activities, they found they updated their own knowledge in order to live up to the event's expectations, which also had the effect of contributing to further building their own capacity.

Some shortcomings regarding exchanges among AIPs were noted. Firstly, some AIPs stated that some of the needs they expressed in terms of capacity building were not met. Moreover, training sessions were generally held as one-off events, without any evaluation at the end to assess content ownership by participants.

4. Sustainability of exchange/learning activities among AIPs

The principle and the need to ensure the sustainability of the collaboration among AIPs are made concrete in their willingness to form a consortium governed by a Memorandum of Understanding. To support and facilitate the structuring of this consortium, R4D and AIPs developed a **value proposition** as well as a **theory of change**, not only to clarify the added value of the partnership among AIPs, but to set out objectives and plans to meet them, and to facilitate the expansion of the consortium at a later stage, to other regional institutions.

However, several challenges will have to be overcome to ensure the sustainability of the collaboration. The first challenge relates to the mobilization of financial resources to support the activities of the consortium. Once the ACS project has ended, the consortium will have to mobilize alternative resources to be able to implement joint activities.

The second challenge is that of obtaining a strong commitment from the executive teams within each AIP, in order to take on board the consortium's activities as part of organizational priorities. Without such a commitment from all AIPs, the consortium's activities run the risk of relying on only some of the AIPs, which could threaten motivation and thus the consortium's longevity in the long term.

The final challenge to meet is the coordination and facilitation of activities among AIPs. Indeed, up to now, this crucial role was almost exclusively played by R4D. Once the ACS project has ended, it will be up to the AIPs to show creativity and set-up a permanent coordination structure/entity (perhaps a revolving one), and to define its role and responsibilities.

V. Lessons learned

- Exchanges among AIPs are relevant and well appreciated by the various stakeholders. They enable a pooling of expertise and competencies, experience sharing, capacity building and bringing AIPs closer to one another, thus reinforcing their mutual trust.

- The steering role, financial, technical and logistical support provided by R4D were crucial for the development and implementation of exchanges among AIPs. These made it possible for AIPs to remain motivated and share a common vision in the implementation of activities.
- Proper clarification of the concepts used and of the expectations among the various actors is an important factor; it makes it possible for all parties to enjoy the same level of understanding of the issues discussed and the stakes underpinning the various activities.
- Exchange activities among AIPs require proper planning upstream, including a monitoring and evaluation framework to support their implementation, and introduce corrective actions if required.
- The challenges of the sustainability of exchanges and partnerships among AIPs should be anticipated before the ACS project comes to an end, and appropriate measures must be taken to address them.

VI. Recommendations

In order to strengthen the exchanges/partnerships between AIPs, the following recommendations may be implemented:

- The Memorandum of Understanding should provide for clear, transparent and thorough mechanisms, making it possible to ensure proper coordination of activities of the various AIPs, as part of the partnership.
- Put in place strategies making it possible for AIPs that are signatories of the Memorandum of Understanding to mobilize sufficient resources and to remain committed and motivated to implement joint activities.
- Clarify the concepts used and expectations among the various actors, so all of them feel involved and concerned, have the same level of understanding of issues discussed and stakes underpinning the various activities.
- Ensure proper planning of the various activities upstream, as part of the partnership among AIPs, to ensure their effective implementation, anticipate possible difficulties, and find appropriate solutions to address them.

Annexes

Annex I AIP capacity building exchange – Worksheet on competencies and priority needs

This worksheet is meant to be completed as a **collective exercise within your organization**. Please complete the worksheet below by:

Step 1: For each function for which your organization has significant competence, describe what they consist of (competencies column)

Step 2: Prioritize your competencies in order of strength in the rank column (using Likert scale with 1 being the least proficient and 4 being the most proficient)

Step 3: For each function for which your organization has a desire to develop competency, describe what you are looking for (priority need column)

Step 4: Prioritize your needs in order of strength in the rank column (using Likert scale with 1 being the least pressing and 4 being the most pressing)

Step 5: Submit worksheet to Allison by **January 18, 2021**

Functions	Competencies¹ (Describe what your competencies are. Be concise, use the bullet point format)	Rank (1-4)	Priority Need² (Describe what competencies you'd like to acquire. Be concise, use the bullet point format)	Rank (1-4)	Comments (Please provide more contextual information if any)
Health financing					
Multisectoral engagement					
Research					
Knowledge management					
Knowledge translation					
Monitoring, evaluation, learning, adaptation					
Communications and advocacy					
Process facilitation					
Community mobilization/citizen engagement					
Business development					
Cross-country, joint learning					
Digital presence					
Project management					
Organizational development					
Health promotion and prevention					
Service delivery					
Human resources for health					
Health information systems					
Governance					
Other?					

¹ Competence(s) relate to what organizations do perform in the different functions. Competency is different from activity (time limited area of work that encompasses groups of related tasks). **Competence is the ability to effectively and efficiently deliver a specified professional service.** It changes with time, experience, and setting.

² Need is the gap between the current abilities and ideal array of abilities each organization would like to possess in a specific domain/function.

Annex 2 – Interview guide for Managers of the ACS project, within R4D

The idea of implementing exchanges among AIPs

1. When and how did the idea of setting up exchanges / learning among AIPs occur?
2. Specifically, describe/explain the main elements of salient facts which marked the thought process and the evolution of ideas (frequency and quality of the exchanges, initial ideas and their evolution, their maturity, hopes, fears...)
3. What are your main expectations regarding these exchanges/learning among AIPs?
4. Overall, how was the idea of setting up exchanges/learning between the AIPs met by the AIPs?

The preparatory phase of implementing exchanges between AIPs

5. In the process of implementing exchanges between AIPs, the first stage consisted in identifying priority needs and expertise areas of the AIPs. Did you encounter specific difficulties in understanding the priority needs or expertise areas mentioned by the AIPs? If so, explain and/or provide examples.
6. On the basis of the priority needs expressed or expertise areas mentioned by the AIPs, did you use specific criteria or methods for carrying out the pairings? If so, which ones?
7. Have you encountered any particular difficulties in pairing AIPs? Explain and/or provide examples. What did you do to overcome these difficulties?
8. It was planned that each AIP would draft a capacity building plan (peer learning being a modality among others) following the phase of identification of priority needs and expertise areas and the pairing phase.
 - Do you think AIPs were able to conduct this activity satisfactorily? Explain and/or provide examples.
 - Did you have to provide specific assistance to AIPs? If so, explain and/or provide examples. If not, why?
 - What are the major challenges and difficulties that were reported to you (by the AIPs) with regards to the drafting of their capacity building plans? Which solutions did you provide to help them face these difficulties/challenges?

Implementation of exchanges between AIPs

9. The ACS project supported AIPs in organizing bi-directional learning exchanges and symposiums (or workshops). Which major challenges or difficulties did you encounter when supporting AIPs to conduct these activities? What did you do to overcome these difficulties?
10. What factors facilitated your assistance in the organization of these bidirectional learning exchanges and symposiums (or workshops) between AIPs?

Monitoring and control of exchanges/learning between AIPs

11. Were mechanisms put in place to ensure the monitoring and control of exchanges/learning between AIPs? If so, which ones and how would you rate their effectiveness? If not, why?
12. How would you assess the sustainability of these exchanges/learning activities among AIPs? In your view, which crucial conditions should be met, to ensure their sustainability? (*Possibly survey the MoU*).
13. What is your assessment of these exchanges/learning between AIPs? Could it be said that your expectations were met? Explain and/or provide examples.
14. Specifically, what is it, in your view, that worked well and would deserve to be perpetuated in future as part of similar activities?
15. Also, what are the main weaknesses or shortcomings you could call attention to, as part of these bi-directional exchanges, symposiums (or workshops) you participated in?
16. What would you propose therefore so that, in future, these exchanges among AIPs such as the ones you had or participated in, be even more effective in terms of your expectations?

Perspectives

1. In your view, to which extent did these exchange/learning activities among AIPs foster collaboration and complementarity among AIPs, with a view of promoting a dynamic in favor of UHC in Africa?

Annex 3 – Interview guide for African Institutional Partners (AIPs)

The idea of implementing exchanges among AIPs

2. How do you rate the idea of setting up exchanges / learning among AIPs? How was it met by your organization? (*For instance, survey optimism, scepticism, opportunity, or additional workload...*)
3. Was your organization involved right from the start in the development of the initiative of setting up exchanges/learning amongst AIPs? Were you able to provide ideas, share reflections in the conceptualization of this activity? Explain and/or provide examples.
4. Was what is expected from these exchanges/learnings amongst AIPs clear from the start for you and your organization? Was that consistent with the objectives or missions of your organization? Explain and/or provide examples.
5. More broadly, what are your main expectations in relation to these exchanges / learnings amongst IPAs? What added value do you believe these exchanges can bring your organization?

Preparatory phase for the implementation of exchanges amongst AIPs

6. As part of the implementation process of exchanges amongst AIPs, the first stage consisted in identifying your priority needs and expertise areas. How did this identification process go? Which methods or techniques did you use to undertake these identifications? (*Survey : use of a framework, brainstorming etc.*)
7. Did you encounter difficulties in identifying your priority needs and your expertise areas? Explain and/or provide examples.
8. Following the identification phase of priority needs and expertise areas, an AIPs matching process occurred. How do you rate the relevance of the AIPs matching outcomes? Explain and/or provide examples.
9. Lastly, following the identification phase of priority needs and expertise areas and the matching phase, it was planned that each AIP would draft a capacity building plan (peer learning being one modality among others). Were you able to perform this activity? If so, which factors facilitated the drafting of this plan? If not, why?
10. More specifically, what are the major challenges and difficulties you encountered in the drafting of your learning plan? What did you do to overcome them (if nothing was done, explain why?)

Implementation of exchanges amongst AIPs

11. The organization of bi-directional exchanges and symposiums (or workshops) was planned, as part of the implementation of exchanges amongst AIPs.
 - How many bi-directional exchanges did you take part in /organize?
 - What was the content of each of these bi-directional exchanges?
 - To which extent did your organization benefit from these bi-directional exchanges? Explain and/or provide examples.
 - How many symposiums (or workshops) did you take part in/organize?
 - What was the content of each of these symposiums (or workshops)?
 - To which extent did your organization benefit from these symposiums (or workshops)? Explain and/or provide examples.
12. Following these bi-directional exchanges, symposiums (or workshops), did you organize learning activities internally, to ensure newly acquired competencies are benefitting your organization as a whole, and are even institutionalized? If so, explain and/or provide examples. If not, why?

Monitoring and control of exchanges/learnings among AIPs

13. Were your expectations met following the bi-directional exchanges, symposiums (or workshops) you took part in? Explain and/or provide examples. (*Survey the AIPs' identification and capacity building processes*).
14. Did you put mechanisms into place for the monitoring and control of exchanges/learnings amongst AIPs? If so, which ones and how would you rate their effectiveness? If not, why?
15. How would you assess the sustainability of these exchanges/learning activities among AIPs? In your view, which crucial conditions should be met, to ensure their sustainability? (*Possibly survey the MoU*).
16. Overall, which main lessons can you draw from these exchange / learning activities amongst AIPs?

17. Specifically, what is it, in your view, that worked well and would deserve to be perpetuated in future as part of similar activities?
18. Also, what are the main weaknesses or shortcomings you could call attention to, as part of these bi-directional exchanges, symposiums (or workshops) you participated in?
19. What would you propose therefore so that, in future, these exchanges among AIPs such as the ones you had or participated in, be even more effective in terms of your expectations?

Perspectives

20. In your view, to which extent did these exchange/learning activities among AIPs foster collaboration and complementarity among AIPs, with a view of promoting a dynamic in favor of UHC in Africa?