



# GUIDELINES ON PARTNERSHIP

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## Special thanks

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Inspiration and ideas from the seminar participants at the “Partnerships for Intercultural understanding and development”, 30 October- 5 November 2004, Kandersteg, Switzerland.

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# 1. INTRODUCTION

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Different forms of partnership are an actively used method in Guiding and Scouting Associations around Europe. Although there are some materials available describing types of partnerships, a general guideline on partnerships was missing up to now. To address this, the Europe Region WAGGGS and the European Scout Region jointly organised a seminar on Partnerships for the Intercultural Understanding and Development in November 2004. The intention was also to eventually develop set of guidelines for the use of Member Organizations. Thanks to the active planning, these Guidelines were created as a result of the Seminar. Both the Seminar and the Guidelines are good example of partnership between the Regions.

These Guidelines approach partnerships from a very broad perspective. They offer ideas for partnerships between Guide and/or Scout Organizations and other external organizations at different levels, from local to international. Above all, the Guidelines provide practical tips on how to initiate, maintain and follow through a partnership.

The Guidelines are divided into four main sections. The first section on **“Conceptualising”** offers the reader a background to understand the main principles of partnerships and the various issues that influence any Guiding and Scouting partnership. It also challenges the reader to analyse the current situation of an association or a local group before entering into a partnership situation.

The second section on **“Generating”** looks at the question of whether a partnership is the most suitable method to achieve what you want. This chapter explains the process of identifying suitable partners and agreeing on a common project. It also draws the attention to various forms of partnership agreements that exist.

After you have generated the relation, your partnership needs to be developed further with more practical implications. The section **“Partnering”** explores the development of partnerships, finding funding sources and keeping your partnership alive. It also stresses the importance of human resources, teams and communication in the partnering process. Specific attention is given to how to avoid possible conflicts in partnership and the intercultural learning that can be achieved through partnering.

In the final chapter **“Following through”**, attention is drawn towards the closing analyses of a partnership, including the evaluation, reporting obligations and deciding on continuity of a partnership. In this chapter the issues of failure, success and the final termination are addressed to provide future thoughts for partnership renewal.

At the end of these Guidelines you will find a **Glossary** of the main terms used and a full reference list for further use. In the **Appendices** of the Guidelines, you will find the programme plan of the seminar “Partnerships for Intercultural Understanding and Development” together with the session plans. These are given for readers as a further source of ideas on how to approach a topic of partnership through a seminar.

Our intention was to design a practical, “hands-on” document. We used a lot of different materials, trying to compile them in one comprehensive material. We do hope that you will find these Guidelines useful and benefit from them in your future work.

## 2. CONCEPTUALISING

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When you start thinking about possible partnerships, you should be familiar with some key concepts. This will help you to create a good basis for partnerships. There are different types of relations you may establish. But, all of them should be based on openness and trust. This is very important for partnerships in Guiding and Scouting.

You may be in a dilemma about whether you should enter into a partnership or not. Sometimes it can be beneficial, and sometimes not. In some cases you may need someone else's help to achieve a goal easier, but sometimes it is easier to work alone. You should be aware of the reasons for, as well as the risks, when entering into a partnership.



Guiding and Scouting are value-based movements. Values are very important for you and you should live them. You should also have them in mind when establishing partnerships. It can be easier to co-operate and work together with someone who shares the same values. On the other hand, it can be sometimes good to exchange with those who have a different value system from yours. You should not however enter into a partnership with those who have opposite values and not in keeping with those in Guiding and Scouting.

For partnering you need a specific atmosphere, climate, culture. Guiding and Scouting in general are open movements, ready to exchange and work with others. You should appreciate and favour such a culture and promote that openness, not only inside the movements but also in your environment.

The values and culture of a partnership can have a huge impact on all the parties involved. As organizations are led with their values and culture while designing a partnership, the implementation can lead towards broadening the views and exchange of values and culture.

Your work and the relation between what you say and what you do will define your credibility. If people take you seriously, you will have more reliable partners with whom you shall be able to design better and more useful partnership projects.

In today's world, everything is interrelated and we are all parts of different communities. We have deep roots in them. So, when you enter into partnership, you need to be aware of your and social context of the partner.

Should you like to establish a quality and useful partnership, you need to know beforehand your reality and have well defined plans for the future. In that case, you shall be able to find an adequate partner with whom you shall be able to enter into a relationship that will benefit both sides. To achieve this, you need to analyse yourself from many angles. This also includes understanding how your environment and social context influence your work. Aims, goals, visions and strategic plans of an Association have to be shared widely through the Association. If they are not, a partnership project, even if designed in the best shape and on the basis of real needs will be seen as imposing and strange.



## 2.1. Understanding Partnership

### Aim of the chapter is to:

- present definition(s) of partnerships
- explore characteristics of partnerships
- explain when and why this method is used in Guiding and Scouting
- explore different types of partnerships
- list benefits and risks of (not) establishing partnerships

### 2.1.1. What is partnership?<sup>1</sup>

Partnerships are formal relationships and processes (long-term timing) between two or more people, organisations or countries that work together (co-responsibility) to achieve something, because of having similar aims (convergence of interests)<sup>2</sup>. Another definition is that partnerships are mutually beneficial alliances of diverse types between organizations where roles, responsibilities and accountabilities are clearly defined.<sup>3</sup>

Some examples of partnership could be people in the same work, school friends, or husband and wife.

Generally you can say that every human being experiences partnerships throughout their life in every activity that involves more than one person, in each of the five aspects of life: family life, working life, leisure time life, community life and public life. Partnerships are experienced by being involved in a partnership situation. These situations can be formal or informal in nature. People can become partners of their own will, or because it is unavoidable, such as in the work situation. This happens because human beings are naturally sociable. People usually do not live a totally solitary life, but interact with other people.

When you look at a partnership situation you can observe:

a) the image - external or "visible" characteristics:

- the purpose that makes the situation exist
- the individuals involved
- the reasons that keep the situation existing.

b) the quality - internal or "invisible" characteristics:

- the links between partners; the roles they play (such as the structure of the partnership)
- the relationship between individuals (such as communication)
- the degree of each partner's personal involvement in every aspect of this partnership situation (such as the decision-making process).

Many different human identities/characteristics can influence partnerships. Age, abilities, physical disadvantages and gender can create distinctions and be obstacles for establishing good relations.

### 2.1.2. Characteristics of partnership

Partnership is a system, A system has:<sup>4</sup>

- A purpose
- Elements or parts
- It must have rules of the game, acted upon by all parts

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<sup>1</sup> The WAGGGS Triennial theme "creating Peace worldwide", module 9 "partnership" 1995, p. 2

<sup>2</sup> Cambridge Advanced Learner's Dictionary > <http://uk.cambridge.org/elt/> > Cambridge dictionaries online and Cambridge learner's dictionary, second edition, Cambridge university press 2004

<sup>3</sup> Partnership Manual, CARE USA's Program Division, June 1997, p. 10

<sup>4</sup> Presentation by Amitava Mukherjee, Chief Technical Advisor for Public Private partnership and Regional Advisor for Poverty Reduction, United Nation, Economic and Social Commission for Asia and the Pacific, Bangkok, 21 July 2004

“Partnership means that:

- All partners participate in decision-making;
- Activities are managed jointly;
- Culture, beliefs and values are mutually respected;
- Information is shared;
- There is discussion and agreement before any policy is defined and before any decisions are taken concerning the partner;
- The partners are free to express their needs in a spirit of mutual confidence;
- Activities and relations are regularly evaluated with the participation of all partners.

Reciprocity is a fundamental aspect of any partnership. This implies the mutual sharing of ideas, beliefs and decisions.”<sup>5</sup>

Further keywords for characteristics:<sup>6</sup>

- Sharing
- Exchange of experiences
- Listening
- Communication
- Compromise
- Teamwork
- Trust
- Humour
- Process
- Co-operation
- Win-win situation (reciprocity)
- Equality
- Mutual understanding
- Common motivation to work together
- Acceptance of differences
- Tolerance
- Understanding of values
- Same objectives/projects
- Personal involvement/human relations

### 2.1.3. Types of partnership<sup>7</sup>

Reading the definition and the characteristics of a partnership, you can realise that “relationships, processes, organisations, projects, aims, etc...” may be very different when you compare several situations.

Proposed below are several types of partnerships, where “relationships, processes, organisations, projects, aims,” are slightly different.

#### Co-operative Partnerships

##### *Definition*

Organisations build a relationship in order to work together for joint concerns in analysis, projects, actions, aims, etc, normally for a long term

##### *Example*

Two Associations have a common project about peace

#### Developmental partnerships

##### *Definition*

Organisations build a relationship by assisting and supporting the development of the partner

##### *Example*

Gigi Association helps Soso Association in the organisation of the training courses

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<sup>5</sup> The WAGGGS Triennial theme “creating Peace worldwide”, module 9 “partnership”, p. 1

<sup>6</sup> Brainstorming done during the European Seminar on Partnership for Intercultural Understanding and Development, 30 October – 5 November 2004, Kandersteg, Switzerland

<sup>7</sup> Presentation by Amitava Mukherjee, Chief Technical Advisor for Public Private partnership and Regional Advisor for Poverty Reduction, United Nation, Economic and Social Commission for Asia and the Pacific, Bangkok, 21 July 2004; Cambridge Advanced Learner's Dictionary > <http://uk.cambridge.org/elt/> > Cambridge dictionaries online and Cambridge learner's dictionary, second edition, Cambridge university press 2004; Partnership for the Development of Guiding, The Europe Region WAGGGS, 2000, pp. 2-3

## Partnership by contribution - donation

### *Definition*

The donor organisation contributes with human resources, capital, time, etc. because of common mission/objectives.

### *Example*

Gigi Association supports the organisation of the national camp of the Lala Association by sending volunteers for 6 months.

A big institution promoting healthy living gives donates an amount of money for the national camp that has the theme "be healthy".

## Sponsorship

### *Definition*

Organisations get into partnerships in return for funds, support, material, image, etc. Partners do not need to have common objectives. The sponsor associates itself with an initiative or project to help partners in achieving their objectives. The sponsor expects something in return.

### *Example*

Riri communication company gives money for the Lala Association, so that the Lala Association can improve their organisation and structure. The Lala Association will use only the communication services of the Riri company.

## Network

### *Definition*

Being connected together in order to exchange information.

### *Example*

Different organisations create an internet network in order to exchange information on adults resources.

## Adviser

### *Definition*

Being connected together with one side offering services, expertise and knowledge in a particular field.

### *Example*

Ms Dupont, from the Gigi Association is the adviser of the Soso Association on financial projects.

## Mentoring

### *Definition*

Relationship between the mentor and the mentee in order to make significant transitions in knowledge, work or thinking. The mentor is to be seen as a person trusted and with valuable experiences.

### *Example*

Mr Smith, former president of the Soso Association is the mentor of Mr Jones, new elected president of the Lala Association. Mr Jones often goes to Mr Smith to seek advice and inspiration.

## Coaching

### *Definition*

A process that enables learning and development to occur and thus performance to improve.

### *Example*

The training team of the Lala Association is coaching the training team of the Gigi Association, who are building their new training scheme.

## Alliance

### *Definition*

A group of organisations or people that are formally united and working (fighting) together for a specific cause or shared interests. Co-operative arrangements among groups of organisations or people are based on the shared belief that the effort of the whole is greater and stronger than the effort of many separate parts.

### *Example*

By forming an alliance, two Scouting/Guiding Associations in the same country improved their image by doing common advertising campaigns.

## Coalition

### *Definition*

The union of organisations from different backgrounds / different in purpose, that work together for a particular purpose / are co-operating to achieve a particular aim, usually for a limited time.

### *Example*

By forming a coalition, Soso Association and Popo NGO are doing a common advertising campaign on the trafficking of children.

Each of the different types of partnerships presented above can present the following characteristics:

- Formal partnerships / Informal partnerships
- Direct / Indirect partnerships
- One to one / Multilateral partnerships

Whatever the combination, the overall aim of the partnership should incorporate opportunities for each side to learn more about the other and to pursue common goals together.

### 2.1.4. Benefits and risks of (not) establishing partnership<sup>8</sup>

Establishing or not establishing a partnership will give your Association benefits and risks. It is important to identify and discuss them before entering in a partnership process in order to evaluate if the disadvantages that you might meet are not too important in relation with the advantages you will gain.

**If you establish a partnership**, you might receive the following **benefits**:

- Aim achieved
- New skills in communication
- International education
- Intercultural awareness
- Make world better
- World citizenship
- Influence
- Access to people and places
- Good ideas
- A helping hand
- Money
- Political support
- Practical support
- Lessons learned

On individual level:<sup>9</sup>

- Individual empowerment
- Decentralised leadership
- Information
- Improved capacity to delegate
- Knowledge and skills

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<sup>8</sup> Brainstorming done during the European Seminar on Partnership for Intercultural Understanding and Development, 30 October – 5 November 2004, Kandersteg, Switzerland

<sup>9</sup> Pathways to Partnerships toolkit, International HIV/AIDS Alliance, 1999

On the level of an Association:<sup>10</sup>

- Access to new planning tools and skills
- Greater clarity about organisational structure, roles and responsibilities
- Greater clarity about organisational mission, strategy and activities
- Increase level and quantity of services
- Increased access to equipment, donations and services
- Greater involvement of new players
- Increase leadership capacity
- Increased awareness on international education

If you establish a partnership, you might encounter the following risks:

- Loss of motivation
- Lack or bad communication
- Aims not achieved
- Conflict of personalities
- Lack of trust
- Loosing some independence
- Disillusion
- Getting less than you give
- Failure
- Prejudices
- Misunderstanding
- Loosing resources and wasting time
- Expecting too much from the other
- Spending time in writing lots of official reports
- Money (bad use, or not enough)
- Not involved on the same level

If you do not establish a partnership, you might get the following benefits:

- No risks, no stress
- Independence
- No need to take care about other people/ideas
- No need to make compromises
- No official reports
- No need to speak another language
- Concentrating your own resources on your own
- No cultural conflict
- No stressful situations
- Self sufficiency, not depending on someone else's resources
- Save your time and energy to use it for other things

If you do not establish a partnership, you might meet the following risks:

- Lack of tolerance for the other cultures: You risk to be obsolete in a multicultural world. Lack of intercultural understanding = discrimination, racism!
- Limited inspiration, no share of ideas, no exchange of information/knowledge for growing Guiding and Scouting
- One cannot discover that Guiding and Scouting is global! That there is same youth movement all over the world; that you are part of a huge global family
- Isolation: be separated from all others
- Spending a long time on particular projects that other Association may have already undertaken
- Closed mind
- Stagnation
- Burn out effect
- Lack of motivation
- Lack of new things to offer to the members
- You do not learn about other people/cultures/groups

If you are considering a partnership as a way to work, it is first good to analyse the benefits and risks of all the options. Only this way you are able to lay the ground for understanding all the issues related to partnership as an option for reaching your aims.

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<sup>10</sup> Pathways to Partnerships toolkit, International HIV/AIDS Alliance, 1999

## 2.1.5. Partnership in Guiding and Scouting<sup>11</sup>

« One thing is essential for general and permanent peace and that is a total change of spirit among peoples, the change to closer mutual understanding, to the subjugation of national prejudices and the ability to see with the other fellow's eye in friendly sympathy »

Lord Baden-Powell

Partnership is a process of two or more Guide or Scout groups working together on a project with the same objective, exchanging experiences. A partnership has to have a spirit of co-operation, understanding and respect towards each other. Partnership is also about friendship, tolerance, fun, team work, sharing ideas/common interests, achieving goals, helping, working together, getting to know each other, exchange of experience, new motivations and ideas.

In Guiding and Scouting, education for partnership starts in the patrol, when a young person learns to discover other people, respect their differences and interact with them. The Guide and Scout method naturally leads people to experience partnership, as soon as they are living an activity that involves more than one person (example: during a camp, a project, a game, a handicraft activity, etc).

Partnerships between Guide and/or Scout Associations, whether from the North, South, East or West, and between Guide/Scout Associations and other local, national or international governmental or non-governmental organisations, reinforce this educational action, provided that:

- the partnership meets the young people's needs and aspirations, and involves them in all stages of action;
- the partnership is based on the fundamental principles of Guiding and Scouting;
- the partnership serves to enrich the youth programme of the Guide and/or Scout Associations concerned,
- the partnership serves to strengthen their human and financial resources, develop their infrastructure<sup>12</sup>

Co-operating is a good opportunity to learn about each other and to discover and share each other's experiences and values. Partnership is a way of learning about each other's culture and, at the same time, of becoming more aware of your own culture. So gradually, this discovery extends to the world around you, to the local, national and international community.

Guiding and Scouting are both international movements. All Guide and Scout members share the same values (i.e. honesty, brotherhood) and live activities with the same educational methods (i.e. patrol system, promise and law), at least in principle. This means that you have an incredible network around the world.

Through international education programmes, you can encourage each member to have a global outlook and appreciate the diversity and similarity of peoples, cultures and traditions. By discovering the international nature of Guiding and Scouting, and experiencing other countries and cultures through exchanges, each member can become aware of global issues and, by exploration and understanding, try to find solutions.<sup>13</sup>

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<sup>11</sup> Quotes and brainstorming developed during the European Seminar on Partnership for Intercultural Understanding and Development, 30 October – 5 November 2004, Kandersteg, Switzerland

<sup>12</sup> The Marrakech charter (2003), World Organization of the Scout Movement.

<sup>13</sup> Girl Guiding/Girl Scouting: a challenging movement, WAGGGS 1997, pp. 42-43

Formal partnerships are used in Guiding and Scouting as a method to:

- enrich your members
- exchange experiences
- respect different cultures
- get new ideas and motivation
- live international friendship
- break down prejudice
- experience intercultural understanding
- achieve common goals/objectives
- fulfil needs
- provide inputs to education programme
- provide opportunities to share and learn
- get new training opportunities
- get resources
- help

## 2.2. What influences a partnership?

### Aim of the chapter is to:

- stress the importance of values and culture in a partnership
- draw the attention towards thinking about the different organisational cultures in partnerships
- stress credibility as a vital part of what influences a partnership
- explore how to recognise the social context in which Guiding and Scouting work

### 2.2.1. Values and culture in a partnership

One simple way of defining values is that values can be seen as how people are expected or assumed to act in everyday situations. Culture includes the basic assumptions, values and norms that people hold. One culture is normally defined based on how it interacts with other cultures.

Values are key elements in any discussion of Guiding or Scouting and therefore essential for partnership activities. An Organization needs to be clear on what are the core values before it can work for what it believes in. The values need to be translated and seen in action; otherwise they are not reflected in all the work that is carried out. The more the Organization can translate the values concretely, the more it is likely to be a credible partner to others. Then again the more the values are shared and known, the easier it is to develop activities further. The same is true of partnerships. It is easier to work with a partner that shares the same values or understands and respects the values that the other Organization has. On the other hand it might be more challenging to work with a partners with whom you share less values and understandings.

It needs to be remembered that each person has his or her own value background and this is reflected on the way, how he/she thinks about life and acts. Personal values are formed during a person's entire life. It needs to be noted that the culture where the person lives and the Organization works has a great impact on the development of the values. Therefore the same original values can be translated differently in different cultures. This is the case in many Guiding and Scouting Organizations.

The culture creates the atmosphere and way of working for a larger group of people. Most of the elements of the culture are hidden and therefore hard to identify. Through the years there has been created different models to define the different cultures. One of these models is a model created by Edward T. and Mildred Reed Hall about Behavioural components of a culture. This behavioural approach to a culture is especially interesting in partnership work as it concentrates on the dimensions of difference that are associated with either communication patterns, or with space or time. In this model the cultures are divided by those using:<sup>14</sup>

#### *Fast or slow messages*

This refers to how quickly particular messages can be decoded and acted on. In fast message culture it is easy to get familiar and typical things such as advertisements and television. In the slow message cultures it takes more time to get to know people well, slow messages are e.g. art, tv-documentary, deep relationships etc.

#### *High or low context*

This is about information that surrounds an event. In a high context culture people are keeping informed about everything by having to do with the persons important to them. This means that in the actually transmitted message at a given time there is only little information, as most of the information is already present in people that communicate.

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<sup>14</sup> Intercultural Learning, T-kit, Council of Europe and European Commission, November 2000, pp.22-28.  
<http://www.training-youth.net/site/publications/tkits/tkits.htm>



In the low context cultures the relationships tend to be split up more according to the different areas of one's involvement and there is a higher need for background information in normal transactions. Therefore in the low context cultures one needs to give a lot of detailed information on the events.

#### *Territoriality*

Territoriality relates to the Organization of physical space e.g. in a room. It is about the sense people have developed of the space and the material things around them (do they consider them as their personal territory or not), and is also an indication of power.

#### *Personal space*

Personal space is the distance at which people feel comfortable. If one stands further away, he may be considered as distanced. Someone trying to get closer might seem offensive, intimidating and simply rude.

#### *Monochronic or polychronic time*

Monochronic timing means to do one thing at a time, working with schedules where one thing follows the other. Time for this culture is very hands-on, used as a tool to structure the day and is talked about as a resource. In polychronic timing many tasks are done at the same time, there is high involvement with people, which implies more relating to others than on holding to a schedule.

Other interesting concepts that one could draw attention to are:<sup>15</sup>

- How scheduling in a culture works? That is when and how things are decided?
- How much time ahead meetings should be arranged?
- What is considered as appropriate in terms of punctuality
- How fast information flows in a system (is it bound to a hierarchical system or is it more like a large network in all directions)?

The presented model gives a framework on how to recognise and interpret cultural differences. It has been described that a culture is like an onion: the more one gets to know a culture, the deeper one goes into the layers, but one can never truly understand the culture unless one is from that cultural background (the inside of the onion). Getting deeper into the layers makes it easier to spot the possible differences one might be against in a partnership with people from different cultural backgrounds. It also gives food for thought for the discussions on developing the partnership further and creating the shared guidelines.

### 2.2.2. Organizational culture<sup>16</sup>

The culture in general influences the way things are understood by the members of a certain society. It creates the framework for interaction. To understand what is a culture in a certain Organization like, it is important to think differently about the way things are seen normally.

Defining a culture of an Organization is challenging, as there are so many different interpretations of a culture. One very straight forward is that the culture of an Organization defines how things are done in an Organization. It is important to be able to realise how each Organizational culture reacts in a different way to the same issue and to consider that individuals can fit or not in a certain culture of an Organization. When looking from this point of view it is important for any partnership to have a further understanding of what the cultures of the partner Organizations are like and what would be the ideal culture of the partnership.

There are many different classifications for organisational cultures. One of them is a classification done by Charles Handy. He separates organisations into 4 different cultures. Here is a short summary of the cultures with advantages and disadvantages.

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<sup>15</sup> Intercultural Learning, T-kit, Council of Europe and European Commission, November 2000, pp.22-28.  
<http://www.training-youth.net/site/publications/tkits/tkits.htm>

<sup>16</sup> Organisational management. T-kit, Council of Europe and European Commission, July 2000. pp. 12-17  
<http://www.training-youth.net/site/publications/tkits/tkits.htm>

## The Club Culture

The organizational idea is that the club culture is there to extend the lead person/person in the middle as he/she can not do everything themselves. If they could carry out all the tasks, the Organization would not exist.



### *Advantages*

- The organisation is productive
- The objectives of the organisation will be achieved one way or another
- The work is efficient and supervised
- The system can be maintained and the organisation can do anything.
- Their great strength is the ability to respond immediately and intuitively to opportunities or crises.

### *Disadvantages*

- Production doesn't necessarily meet the needs.
- Decisions are made arbitrarily
- Pressure can never be released
- Causes resentment, anger, a desire for revenge on part of losers
- Puts people in a defensive position
- Personal needs of members are not satisfied.

## The Role Culture

These kind of Organizations are sets of job-boxes. Individuals have certain roles with job descriptions that effectively lay down the requirements of the role and its boundaries.



### *Advantages*

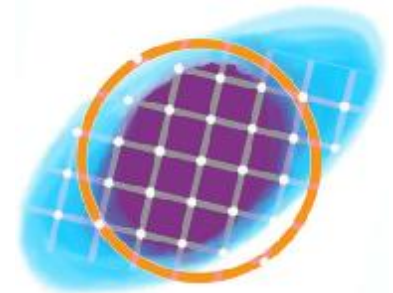
- The roles, tasks and functions are well defined and respected.
- The work is of good quality.
- Financial and hierarchical relations are well defined and well respected.
- Members feel they are taken into consideration.

### *Disadvantages*

- Difficulties in facing unforeseen problems
- Time consuming, few people can influence the structure
- Rejection of unplanned/unforeseen activities
- Delay in decision-making.

## The Task Culture

In this culture a group or team of talents and resources is applied to a project, problem or task. In this way each task gets the treatment it requires. The groups can be changed as the task changes.



### *Advantages*

- Members feel they have accomplished something, they are motivated to succeed.
- People are competent, specialised, rational, independent and analytical.
- The causes and consequences of a problem are analysed in detail, as are the possible solutions.

### *Disadvantages*

- Difficulty to mobilise the energy of members towards managing everyday tasks, to arouse public interest and distribute information.
- Difficult to make oneself understood
- Difficult to obtain the consent of people when a change is required

## The Person Culture

In this culture the individual talent is all-important and must be served by some sort of minimal organization.



### *Advantages*

- Personal needs (security, self-esteem, etc.) of the members are satisfied to a certain degree.
- Relationships between people are close and friendly, frank and respectful.
- Easily reacts to changes affecting one person.
- Intellectual and emotional integration of members is a target.

### *Disadvantages*

- Difficult to obtain results immediately or to implement decisions
- Causes loss of time and diverts energy from the objectives and problems which arise.

In a partnership it is important to understand that the culture of an organisation is not something stagnant; it changes over time and therefore partnerships can have an influence on the culture of an organisation.<sup>17</sup>

### 2.2.3. Importance of values and culture in a partnership

Values and the culture of a partnership can have a huge impact on all the parties involved

Here are some elements of partnership that can affect the culture of both organisations in a partnership:

- the shared values of the partnership
- the style of working, how people are involved, what are the relationships between people
- the strategy of the partnership, how it answers to the needs of the Organizations
- the structure of the partnership, how the work is organised, are roles, tasks and functions defined or not.
- how the partnership reacts to the unforeseen problems (rapid response, denial, avoidance)
- the systems of communication
- how the decisions are made
- how personal needs of members are satisfied

As you can see, values and culture in a partnership can change everything in an Organization starting from the ways of work and finishing with the personal development. Partnership is always a development process that will and should have an effect.

It needs to be remembered that the influence depends on how the partnership generally and the outcomes specifically are transferred into action in the organisation. The impact can be positive as well as negative. Normally the tendency is that the organisational cultures are so strong that it is likely that only the positive changes will have an effect in the end.

*It is good to question yourself during partnership process – about your culture, your habits, your abilities. This way you are able to see your own values and culture from a different perspective and grow as an individual.*

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<sup>17</sup> Further reading: ARGOS to explore the “culture” of an association. WOSM. 1996 World Scout Bureau. [http://www.scout.org/wsrc/ll/docs/argos\\_e.pdf](http://www.scout.org/wsrc/ll/docs/argos_e.pdf)

#### 2.2.4. Credibility

Credibility means doing what you say and saying what you do. Credibility is closely linked to transparency, which means that all the actions can be traced back to the core elements of an Organization.

Credibility is a function of the values believed in and expressed by a person or an Organization. If a person acts as he speaks, he is likely to be credible for others. Credibility does not judge if the beliefs are important or not, it simply shows that they are following the same line of action.

Credibility can be one element of organisational core values and is reflected in the organisational culture. If this is the case, the Organization is on the way to become a real credible partner. Credibility, personal and organisational, is a vital element of being a valuable partner. If an Organization is credible it is likely that it will be taken into consideration for being a partner of choice for others.

Tips on how to improve organisational credibility (applies also to personal credibility)

- Have integrity in everything you do.
- “Walk the talk” that is make sure that the actions taken reflect the values of your Organization.
- Commit to your mission and vision. Consider carefully in what you want to involve your Organization to. Develop clear guidelines for this, so that everyone is on the same level of thinking.
- Have courage to make choices and stick to them.
- Have a clear, transparent and open communication
- Keep the promises and plans made

#### 2.2.5. Social context

It is very useful for those entering a partnership to research basic relevant information on their partner country. Social questions, political climate, education system and cultural issues can all be important factors in development. While it is not expected that anyone will be immediately an expert upon stating a partnership, it is helpful to have an idea about the context for your work.<sup>18</sup>

The context in which you work is extremely important. All the knowledge, skills, attitudes and values that an Association has, are influenced by the context in which it works. Thus, when thinking about partnership, it is important to make a small research on the social context for work in your country, as well as in your partner’s country.

In order to study this context, you can first find objective information or facts on the following indicators:<sup>19</sup>

- Educational system, possibilities, etc
- Public health, main problems, system, etc.
- Culture, handicraft, music, cinema, architecture, literacy, sculpture, painting, etc
- Social security, unemployment, health insurance, etc
- Structure of government, political system, democracy, election, etc
- Law and justice, human rights
- International relations
- Economical situation, cost of living
- Population, ethnic groups, family situation, demography, gender situation, religion, language
- Youth as part of the population; youth as resource or problem; existence of valid youth policy
- History and geography, environment, transport and communication, mass media
- Leisure time
- etc

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<sup>18</sup> Partnership for the Development of Guiding, The Europe Region WAGGGS, 2000, p. 5

<sup>19</sup> WAGGGS membership policy, October 2002, “How to apply to associate/full membership”, appendix B to W.B.R. 870/871

*Example:*

- Nepal has a population of 23.1 millions inhabitants in an area of 147'181 km<sup>2</sup>. 97 ethnic groups are registered and 106 languages are spoken...<sup>20</sup>
- Ukraine has a population of 48 millions inhabitants in an area of 600'000 km<sup>2</sup>. Main ethnic groups are Ukrainian 78% and Russian 17%. Official language is Ukrainian since 1995.<sup>21</sup>

The way your society is built is conditioned by its history and development, which can be subject to the different interpretations. The second step will be to ask yourself some subjective questions. These indicators are based on feelings and perceptions and are quite difficult to evaluate.

It is recommended to think what the general feeling or attitude in your country is about:

- Foreigners
- Poverty
- Consuming society
- Environmental situation
- Developing countries
- Increase in petrol prices...

*Example*

- Because of the increase in petrol prices due to the war, government began a special research programme on alternative energy.
- Another government tried to find another petrol purveyor.

In the final step, it is important to think about how Guiding and Scouting relate to this social context in your educational programme, training, structure, values, goals, etc.

*Example*

- The programme of an Association is very much focussed on HIV/AIDS because more than 30% of the adult population is concerned by this disaster.<sup>22</sup>
- The training contents of an Association are very much focussed on sport, because the national sport office is offering big contributions for the training courses.

With these analyses, you can realise what are the opportunities and threats that the context gives to you or your partner.

*Example*

- You might realise that you cannot propose to a potential partner country a programme on energy economy when this country is using 10% of what your country is using and its priorities are AIDS and quality food...

This process is extremely important in order to value your partner. This analysing process will show that you can learn from everybody and this must be the rule for a partnership.

*Example*

- Your Association has a very long experience in programme, training, structure and finances. You are loosing lots of members, your programme is based on leisure and your members are focussed on their own pleasure. Your partner is a very young Association, with few Guiding and Scouting values; their structure and finances are still weak. However, their programme is very much focussed on community development and their growing membership very open to international friendship.

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<sup>20</sup> Un seul monde, le magazine de la Direction du développement et de la coopération (DDC – Suisse), n° 4 December 2004, p. 19

<sup>21</sup> *ibid*

<sup>22</sup> HIV/AIDS fighting ignorance and fear, World Association of Girl Guides and Girl Scouts, 2003, p.7

Even if the social context and history have a big influence on your attitude and work, you can also influence your communities by doing valuable projects or partnerships. **YOU CAN MAKE THE DIFFERENCE!**

The way you see things is not necessarily the way people see things on the other side of the globe... People living in occidental countries have often the feeling that their rationalist civilisation must be considered as the best one, as a universal reference, since it gave to Occident an indisputable superiority in the areas of technical and economical progress. It is useful to keep challenging your fixed ideas about "West helping East", "Old helping New" or even "Large helping Small".

When entering in partnership with very "different" countries/organisations, you need to think very carefully if you are ready to learn from your partner and agree to build an equal relationship, based on respect of each culture and each Association...

## 2.3. Analysing where you are

### Aim of the chapter is to:

- stress the importance of knowing your organisation well before you enter into a partnership.

### 2.3.1 Direction of your Association

Your organisation exists since some time, quite often with a constitutional basis. It means that it has:

- An object: definition (see your Association's programme or training guidelines)
- A mission: definition

In order to fulfil the object and mission, your organisation has developed tools, structure and programme. Situations, people and time are changing and your organisation needs to adapt. So from time to time, your organisation is evaluating in order to give new direction and challenges. In order to have a common direction between all members of the organisation, discussion and reflection are undertaken in order to develop:

A shared vision of the future and a strategic plan in order to achieve the vision: goals, objectives, indicators, methods, resources, etc.

So before thinking about any actions, it is important to know what your tasks in your organisation are, and for that you need to understand the points above for your organisation. Even a small organisation needs to think about these issues, so that its existence is clear and transparent. As for any other action, it is good to connect the partnership to the strategic planning of the Association.

Before deciding any direction for the future, it is important to make a good evaluation of your organisation and what is the real situation in your Association both on the internal and external side of it. For this the next chapter provides some guidance.

### 2.3.2 Analysing your Association

For analysing the situation, there are many tools available. One of the most used ones is an analysing method of SWOT. In this method, you first identify the Strengths of your Association, then move onto identifying the Weaknesses, Threats and Opportunities your Association faces. Strengths and weaknesses refer to things inside the Organization; opportunities and threats refer to things outside.

*An example of the SWOT analysis in an Association X could be:*

<i>Strengths</i> <ul style="list-style-type: none"><li>• Well trained leaders</li><li>• Many contacts through parents</li><li>• Solid finances</li></ul>	<i>Weaknesses</i> <ul style="list-style-type: none"><li>• Loss of members in the age group 11-14</li><li>• Weak external image</li><li>• No innovative approaches</li></ul>
<i>Opportunities</i> <ul style="list-style-type: none"><li>• Development of partnerships</li><li>• Communication opportunities</li><li>• Better usage of old traditions</li></ul>	<i>Threats</i> <ul style="list-style-type: none"><li>• Competition from other leisure activities</li><li>• Less children involved</li><li>• Leaders not challenged enough</li></ul>

Another method that could be used for the analysis of the external environment is a method of PEST(LE). In this the influences of Political, Economical, Social, Technical, Legal and Environmental are listed. These two methods are complimentary to each other.

PESTLE example could be

Political	stable political situation, tendency to reduce support for youth activities
Economical	less income among families
Social	unemployment, drug abuse, preadolescent pregnancies, low birth rate
Technical	more innovations available, better communication channels developed
Legal	rights of children and youth guaranteed
Environmental	polluted coast line and lakes, tendency to support environmentally friendly actions

After the entire picture of the Association is visible and all the parts of it have been identified with as many people as possible, it is time to analyse, what are the development needs of your Association at the moment. It is worth putting a lot of effort into proper background work before the analyses are done. In most of the cases it is worth gathering all the possible materials, surveys and researches on the relevant topics before starting your full analyses.

### 2.3.3 Defining the direction of your organisation

When analysing your needs remember that the needs should be targeting to eliminate the threats and to make the weaknesses into strong points. In this process it is good to bear in mind the influence of the external environment on those topics in question. The analysing part depends on the people that are involved in it and therefore it is good to have different persons (opinions, background etc) involved in the process. Sometimes it is also good to ask someone external to give you input on your situation as that might reveal some interesting new things.

Once the needs are established those will need to be translated into aims/goals of the Association. These will be the main aims/goals for the work of the Association in the next years. In most of the Associations the aims and strategies to achieve them are clearly linked with an expressed vision of the Association. The vision of the future you want to reach towards is then seen as the red thread of all the actions in the Association.

Once the aims for the Association for next years are set, those can be analysed by looking if they can be achieved with the actions inside the Association or would a partnership with someone be beneficial for the achievement of the aim. In this case the partnership is considered as one possible method of implementation of the action.



### 3. GENERATING

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Having a clear insight of its own situation and plans for the future, an Organization may decide to work on a specific issue in partnership with another Organization(s). This should happen with a specific purpose, not only because there is an opportunity for partnership.

You need to be very specific about what you want to achieve - what will be the objectives you want to achieve. If they match with the objectives and intentions of a partner, who has similar or complementing values and plans, you shall be able to generate a good partnership project.



Every Association works in a specific environment, and has different relations with other Organizations. You should have in mind all possible partners when intending to work on a specific issue. Being open and attentive you will be able to identify suitable partners with whom you shall share objectives and benefits. Be prepared to screen possible partners and then check if your values and ideas are balanced. If that is the case, go on with establishing a contact.

There are different kinds of partnerships, dependent upon relationships, processes, organisations, projects, and aims. For your concrete relations you need to find an appropriate model that will suit best the situation.

A partnership is defined once an agreement is defined and signed by all interested parties. It should be a document, stating aims, objectives, relations, procedures, etc. All involved partners should participate in its defining so that all of them will feel it as their own and be committed to implementing it. Depending on aims and relations, your partnership can be defined by a non-formal agreement, letter of intention, memorandum of understanding or formal partnership agreement.

### 3.1. Defining your project

#### Aim of the chapter is to:

- explore the process of choosing a partnership as a method to answer the needs and objectives of an Association.
- identify the knowledge, skills, programme, experiences that an Association may offer to another
- Define the most appropriate partnership in specific case

#### 3.1.1. Partnership as a method to answer the needs/objectives

When defining your project, you should know your Association (see chapter 2.3. Analysing where you are). If a partnership is seen as a method, it is very important to know which needs/objectives you would like it to fulfil. In an ideal case you have analysed your Association and realised that there are needs that could be met by identifying a partner and working jointly on a topic. This way the partnership is based on the existing needs and aims of the Association and is likely to benefit the most the Association.

In reality many of the partnerships initiate from a good relationship and only after that the partners are thinking about what could be the topic of the partnership. In these cases the partnership exists before the need and the need is sometimes created or adapted to suit the partners in question. Also often the partnership is inspired by the possibility to get external funding or support for a certain topic.

Successful partnerships are known to have developed from a variety of ways. The main thing is that all the partners are aware of the origin and reasoning of the partnership from the very beginning. In any case, it is good to see how a partnership can be linked to the strategic priorities of the Association. This way it is much easier to promote, justify and involve people into the partnership activities. It also then assists you to define what you can really offer for the possible partners.

#### 3.1.2. What can you offer?

To benefit from a partnership, you need to be ready to offer something. So what could you have to offer to your partners?

As an Association, you can offer:

- human resources
- financial resources
- experiences in programme, projects, etc
- knowledge, training
- skills of your members
- your reputation and value base
- enthusiasm
- ways of work

In identifying what you can offer, have a look once more in the analysis of your Association in order to pick up what are the strengths of your Association (see chapter 2.3.).

It is important to base the partnership offers into a real situation and also test if the potential partners think that what you would like to offer is attractive to them. Sometimes what you consider as self-evident issues, are not so for the others. This can be especially the case when you are talking about abstract issues, such as enthusiasm. In such cases you would need to package your offers so that others can see the benefit for their Organization.

### 3.1.3. How to find the most appropriate partner in specific case?

Once more, you have to refer to the analysis of your Association. Each type of partnership has different "relationships, processes, organisations, projects, aims, etc"...

So make a list of your needs, goals and offers. Then have a look in the list proposed in the chapter 2.1.4. "Types of partnerships".

Try to appreciate benefits and disadvantages of each type of partnership. Then you will have the choice between the most appropriate types of partnership.

### 3.2. Identifying suitable partners

"Look wider, look higher; look further ahead, and a way will be seen"  
Baden Powell - The Scouter, March 1939

Aim of the chapter is to:

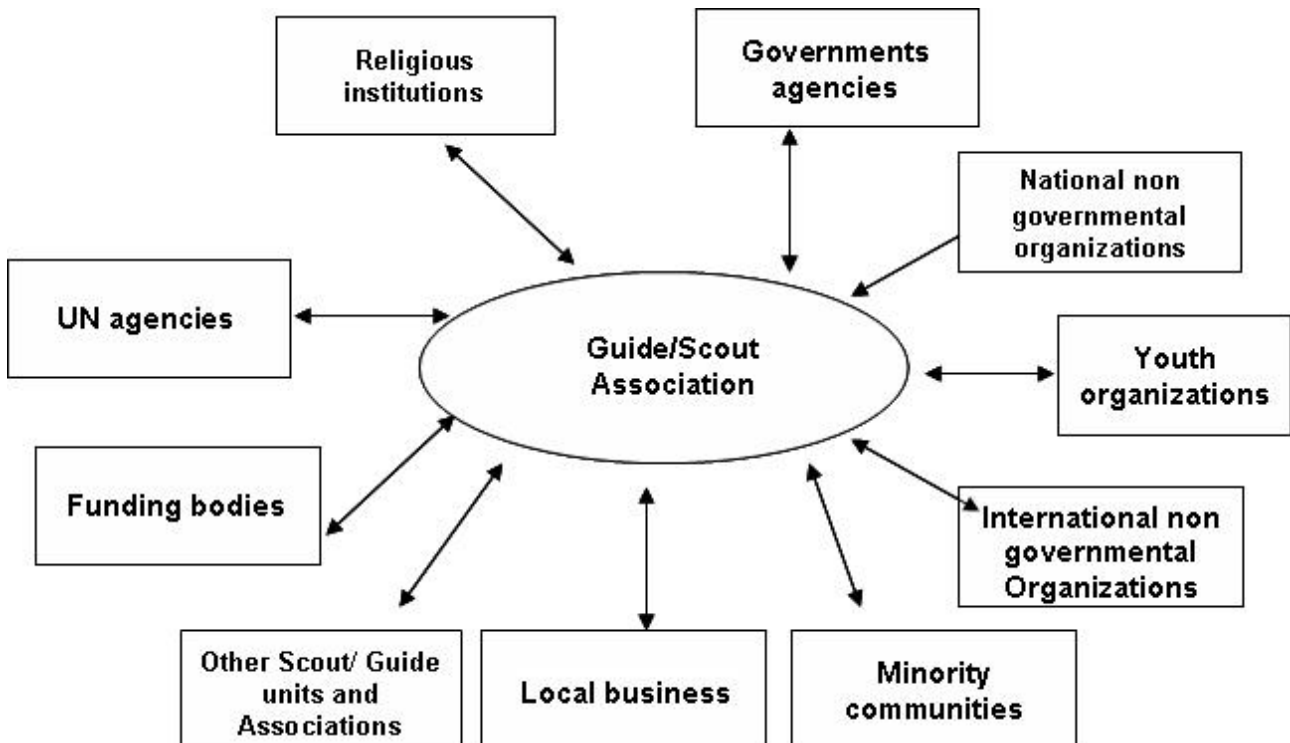
- analyse the various Guiding and Scouting stakeholders
- identify tools to balance values in choosing suitable partners
- define the process of identifying suitable partners

Finding a partner is one of the crucial tasks in a co-operation project between two or more organisations. Before you go searching for partner organisations you should be fairly clear of what your needs and goals are, type of project, the geographical area etc. But you should also define what you would offer to the others. Only once you are clear about what you are looking for and what you can offer, can you start your quest for partners.

#### 3.2.1. The stakeholders of Guiding and Scouting

Mostly Guide/Scout Associations develop partnerships with other Guide or Scout Associations, governmental and non-governmental organisations. Thus, it is necessary to identify all the potential stakeholders in local, national and international level.

Analysing the graphic below<sup>23</sup>, you can see that there are many organisations that are or could be connected with Guiding and/or Scouting. "But to benefit from partnerships, Scouting/Guiding needs to be valued as an Organization that has something to offer to the partners"<sup>24</sup>. Based on your credibility will depend which of them will be willing to partner with you.



<sup>23</sup> Policy and Guidelines on Relationship to Society, World Association of Girl Guides and Girl Scouts, 1998, p. 14

<sup>24</sup> Scouting's profile, script for Power Point presentation, slide 11 –World Organization of the Scout Movement  
[http://www.scout.org/strat/docs/sp7text\\_e.doc.pdf](http://www.scout.org/strat/docs/sp7text_e.doc.pdf)

### 3.2.2. Screening potential partners

The next step is to list all the organisations that you think can be linked to your needs and goals. When evaluating partners you have to consider a lot of things. Partnership is a way to promote the image of an organisation and must not be detrimental to its independence. To achieve this, you need a careful evaluation of your potential partners' values.



Evaluating your potential partners supposes to know them, so you need to collect all possible information about them. You must analyse particularly the true values that characterises them. To do this you can use the following grid method. In the first row you put all the organisations that you have identified as possible partners, whilst in the first column you list the values that could characterize an Organization. Then, you must give to every organisation a mark for each value, on the scale from one to three:

Organisations \ Values	Organisations						
	A	B	C	D	E	F	G
Democracy	♦♦	♦♦♦	♦	♦	♦♦	♦♦♦	♦
Transparency	♦♦♦	♦♦	♦♦	♦	♦♦♦	♦♦♦	♦♦♦
Solidarity	♦♦♦	♦♦♦	♦♦♦	♦	♦♦	♦♦♦	♦♦♦
Environment	♦	♦♦♦	♦	♦	♦	♦♦♦	♦♦♦
Openness	♦	♦♦♦	♦♦	♦♦♦	♦♦♦	♦♦♦	♦♦♦

♦♦♦ = High      ♦♦ = Medium      ♦ = Low

Using this method, you will get an idea about which organisations could be your partners on the basis of their values.

The second step is to confront your own values with those of the organisations that you choose. For this you can use the same method. In this grid you insert your values and evaluate how much are they present in the organisations that you identified.

### 3.2.3. Balancing your values

Now you are able to choose a list of partners that have values and characteristics similar to or compatible with yours. Again, you can use the similar method.

Organisations	A	B	C	D	E	F	G
Our values							
Cooperation	♦♦	♦♦♦	♦	♦	♦♦	♦♦♦	♦
Citizenship - social involvement	♦♦♦	♦♦	♦♦	♦	♦♦♦	♦♦♦	♦♦♦
Having fun	♦♦♦	♦♦♦	♦♦♦	♦	♦♦	♦♦♦	♦♦♦
Spiritual values	♦	♦♦♦	♦	♦	♦	♦♦♦	♦♦♦
Openness	♦	♦♦♦	♦♦	♦♦♦	♦♦♦	♦♦♦	♦♦♦

♦♦♦ = High      ♦♦ = Medium      ♦ = Low

Asking the following questions can help make a better choice:

- In which way can this organisation help you to achieve your mission as an educational movement for young people?
- Does this partnership respect your independence?
- Is there a risk that this partnership restricts your freedom, as an educational movement for young people?"<sup>25</sup>
- Is the Organization in question officially recognised by a bigger Organization? For example, is the Guide and/or Scout Association in question officially recognised by WAGGGS or WOSM? If you want to be sure that the Guide or Scout Organization is officially recognised, contact the Regional Offices for information.

#### 3.2.4. Contacting the possible partners

Once you have established a list of possible partners, you need to contact them. Even if you have a personal contact in one of those organisations, it is necessary to give an official form to the communication.

We advise sending an official letter explaining:

- Who you are and what is your mission, paying special attention not to use Guiding/Scouting jargon, but using clear language
- How and why you have chosen that organisation, highlighting the compatibility of your organisations values
- How this partnership between your respective Associations can meet their goals and needs.

<sup>25</sup> A strategy for Scouting: from Durban to Thessaloniki 2. Achieving the mission of scouting. World Organization of the Scout Movement, 2000. p. 22 [http://www.scout.org/wsrc/ll/docs/achievingmission\\_e.pdf](http://www.scout.org/wsrc/ll/docs/achievingmission_e.pdf)

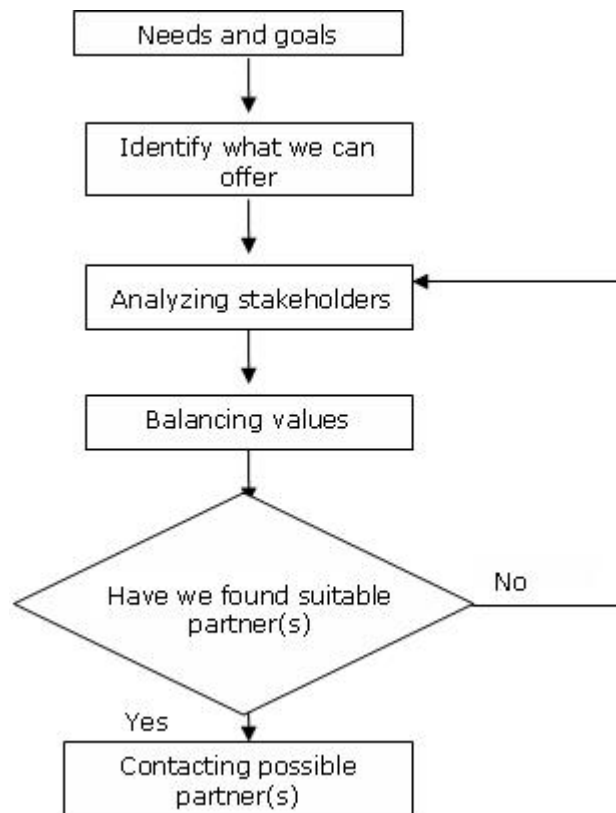
Once you receive an answer from the Organization, remember to thank them for it, whatever the response. If the answer is positive, it is recommended that you as the initiator propose the next step, such as a meeting or a visit to the Organization in question. Then again if the answer is negative, send them a thank you letter for considering the partnership. Do not overanalyse the reasons why the Organization has turned the offer down. Remember that there can be many reasons for that, such as other priorities, lack of resources etc. In a negative case, approach a new possible partner to find out if they would be interested.

*In a partnership a diversity of partners can be a challenge. It is strength but can also pose challenges, as there may be different professional, racial and ethnic cultures, as well as socio-economic statuses. The best way to turn these challenges into strengths is to take time to listen and understand the other side and be open about yourself.*

*In many cases one or all of the partners have little experience in working together and there is scepticism about each others' motivations. This happens because the partners do not know each other. Also they may not be accustomed to truly sharing resources or power with someone else.*

### 3.2.5. Conclusion

The following schema summarises the various steps of identifying partner process. This is not at all a rigid process. It depends a lot on the context and the type of project you want to establish.



### 3.3. Agreeing on a common project

#### Aim of the chapter is to:

- explore the process of reaching an agreement
- recognise the necessary principles for partnering
- appreciate the importance of valuing your partner
- Defining the framework for partnering, before taking any actions: purpose and rules, aims, strengths and needs, expected results, sustainability process, educational impact
- Stress the fact that partners need to adapt in accordance with the changing situation

#### 3.3.1. The process of reaching an agreement

Before working as partners, it is important to agree on the purpose and the rules of the partnership. This process is extremely important in order to be sure that there is a common understanding of the partnership project that will be created.

To provide a solid foundation for a partnership, this process must have a mutual commitment. From the first contact, it must be clear the all partners have to contribute; all partners have to give and take. Otherwise it will be a one-sided project rather than of a mutual agreement. All sides should feel happy that they are achieving what they want and not just helping another group to achieve its ends.<sup>26</sup>

“Being totally honest with the partner and encouraging them to be totally honest with you can help avoid misunderstandings later on. You may not like what your partner has to say, especially if you are set on a particular activity, but is important to listen to their views on your proposed activity to avoid possible frustration and resentment later on. In order for it to be a meaningful partnership, the other group not only has to agree on the idea, but want to do it and feel that they will benefit from all the time and resources they will have to put into the co-operation. It may be that, at the end of these discussions, you will discover that you end up with an agreed activity quite different to the one you proposed, but which both groups feel they can achieve together.”<sup>27</sup>

The process of reaching an agreement can be quite challenging and emotional! Do not forget that these confrontations are also important for building trust and getting to know each other. An agreement in soul and heart could be much stronger than a written formal contract.<sup>28</sup>

It needs to be remembered that an agreement can only be drawn up as a result of dialogue and having built up a personal relationship. A possible agreement also needs to be sensitive to different customs. In some places a request for a written agreement may give the impression to the others that the spoken word is not trusted.<sup>29</sup>



<sup>26</sup> Guidelines for North-South Co-operation, European Guide and Scout Office, Belgium, Nov 1995, p. 12, 16

<sup>27</sup> Guidelines for North-South Co-operation, European Guide and Scout Office, Belgium, Nov 1995, p. 12, 16

<sup>28</sup> Santé Sud, Dossier: 1er Forum Santé Sud: Extraits des discussions <http://www.santesud.org/Accueil/Infos60.html>

<sup>29</sup> Guidelines for North-South Co-operation, European Guide and Scout Office, Belgium, Nov 1995, p. 16



### 3.3.2. Shared principles for partnering<sup>30</sup>

As each experience is unique, each partnership is unique!

Nevertheless, common guidelines could be drawn up stating that:

- each partner has valuable knowledge and experience about working with the young people of their country
- each partner is a full partner with the same rights and obligations
- each partner bears the main responsibility for its own development
- each partner has rights and obligations and something to gain from the partnership

Main principles for partnering may be equality, autonomy, reciprocity and fraternity:

- respect each other's culture, values and beliefs
- respect the educational choices and structures of the partner Association,
- value each other's contribution and endeavour to ensure a reciprocal exchange,
- place human relationships at the heart of the partnership, in a spirit of openness and tolerance;
- helping others develop can help you identify and understand the development needs of your own Association

The entire work on the partnership project must be based on transparency and co-management:

- freely express needs in a spirit of mutual trust,
- consult each other before taking any decision,
- make decisions together at all stages of the project (identification of needs, definition of objectives, implementation, evaluation and follow-up).
- protect the credibility of your partner; do not take action that might harm your partner
- establish clear lines of communication and regular contact – including visits and exchanges
- protect the democratic approach in your work together
- involve people with different skills and broad perspective - as required to address the needs of the partnership. Human resources of partners could be complementary.
- be proactive about addressing challenges, in a spirit of mutual trust and respect; consider using a mediator for certain phases of the project where it will help move the work forward and assist with the relationship
- recognise that the partnership is based on personal contacts and that the interactions of individuals can "make or break" the relationship; help individuals when a problem arises in order that the partnership does not fail

Some general remarks for partnering principles:

- involve the young people from both Associations, they are the ones who must benefit first and foremost from a partnership
- consider the impact of the partnership on other international initiatives; integrate partnership activities with other international initiatives and opportunities wherever possible
- be flexible!

### 3.3.3. Valuing your partner

A decision to enter into a partnership means that both partners have decided on a co-operation project which they both want, are committed to and, therefore, value. Each partner has something to contribute which can benefit both themselves and their partner."<sup>31</sup>

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<sup>30</sup> The Marrakech charter, World Organization of the Scout Movement, 2003, p. 3; Partnership for the Development of Guiding, The Europe Region WAGGGS, 2000, p. 2, 10

<sup>31</sup> The WAGGGS Triennial theme "creating Peace worldwide", module 9 "partnership", p. 1

There are a lot of things that needs to be taken into consideration when valuing partnership. The circumstances vary from country to country. "In some countries it is relatively easy to do certain basic things, such as communicate, while in others it is a complicated process, which requires money, time and effort. Such contrasts should be considered when entering into a partnership, because they affect its development. Understanding the conditions in your partner's country is also a way of learning about other cultures and lifestyles. It is important to value what each partner gives, because this contributes to the success of the co-operation project, encourages everyone's personal development and enhances inter-cultural learning".<sup>32</sup>

In a partnership "you need to value your partner's:

- Commitment;
- Time;
- Human resources;
- Culture;
- Money;
- Values;
- Effort.

In a partnership, both partners are not necessarily equal in the sense of bringing equal resources into the partnership. Instead, they are complementary and each of them contributes something different and valuable to the partnership, without which the co-operation project would not succeed."<sup>33</sup>

It is important to realise that both partners contribute to the partnership and work to ensure its success; both partners also need to benefit from the co-operation project. It is the main responsibility of each partner to ensure that not only they benefit, but that their partner does too.<sup>34</sup>

#### 3.3.4. Defining the common project of partnership

The partnership develops slowly over time. The first steps of defining a common project should therefore include:

- The object of the partnership
- The needs of each partner that the partnership will address
- Expected results (for the organisation, the members, the community)
- The sustainability concept (see chapters "4.1 Project development" and "5.2 Renewing partnerships?")
- The duration of the project...

As a partnership is based on relationship, it is important to speak about the rules of the partnership already in the initial stage:

- Principles of the partnership
- Roles and responsibilities (of the different levels)
- A statement about the commitment between the two partners
- Mutual expectations

Once you agree with the previous points, you can really enter the partnership and begin to develop and build your project.

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<sup>32</sup> Guidelines for North-South Co-operation, European Guide and Scout Office, Belgium, November 1995, p. 9

<sup>33</sup> The WAGGGS Triennial theme "creating Peace worldwide", module 9 "partnership", p. 2

<sup>34</sup> Guidelines for North-South Co-operation, European Guide and Scout Office, Belgium, November 1995, p. 9

### 3.4. Draw up an agreement

#### Aim of the chapter is to:

- explain what an agreement is
- present different forms of agreement and their contents

“A partnership agreement is a moral commitment between the partners, based on shared ideals and convictions. It clearly defines the objectives, means of action and implementation procedure of the project. It also defines the responsibilities and framework within which each partner can act.”<sup>35</sup>

The agreement will help partners to:<sup>36</sup>

- Have a clear purpose and rules,
- Have a reference point, to sell the project to decision-makers, funders, etc
- Recognise involvement, contributions and expectations of both partners,
- Enable an effective evaluation to be made,
- Ensure continuity and the same understanding with new parties coming to the partnership

#### 3.4.1. Forms of agreement<sup>37</sup>

Informal agreement: it is done unofficially, through relaxed and friendly discussions

Characteristics of an informal agreement are:

- Spontaneous; leaves space for improvisation and adaptation to quickly changing needs
- OK for initial conversations
- OK if you trust your partner very much and know it from the past
- Do not have a binding effect
- Risky
- Not clear agreement, so may lead to non-responsible way of working
- Would not work on financial matters

Letter of intention: a document that describes in detail an intention (something that you want and plan to do) from at least two sides to act on something.

Characteristics of a letter of intention are:

- The parties haven't seen each other
- It is a first step which may go further
- First step only – should be open: wanting to work together on...
- Converts non-formal talks to more detailed form
- Expression of a will to participate in a common project
- Good way to launch an idea and develop it with your partner
- Can be controlled by both sides and corrected



<sup>35</sup> The Marrakech charter, World Organization of the Scout Movement, 2003, p.8

<sup>36</sup> Guidelines for North-South Co-operation, European Guide and Scout Office, Belgium, Nov 1995, p.16

<sup>37</sup> Cambridge Advanced Learner's Dictionary > <http://uk.cambridge.org/elt/> > Cambridge dictionaries online; Cambridge learner's dictionary, second edition, Cambridge university press 2004; Brainstorming done during the European Seminar on Partnership for Intercultural Understanding and Development, 30 October – 5 November 2004, Kandersteg, Switzerland

Memorandum of understanding: an agreement of co-operation between Organizations, defining the roles and responsibilities of each Organization in relation to the other (or others) with respect to an issue.

A memorandum is a short written report prepared specifically for a person or group of people containing information about a particular matter. It is still not a legal agreement, a written message sent from one member of an Organization to another.

Characteristics of a memorandum of understanding are:

- It states the main framework of the partnership
- Understanding is the first step to agreement
- A good basis before the start of a partnership
- Encourage both sides to understand each others backgrounds and opinions
- Can also be circulated to appropriate channels i.e. a local partnership to headquarters
- Formality – maybe useful for partnership
- Understanding is maybe the important thing about partnership

Partnership agreement: a written agreement among partners detailing the terms and conditions of participation in a project.

An agreement is a decision or arrangement, often formal and written, between two or more groups or people. It outlines the parties' mutual interest in, mutual benefits from, or mutually desired goals of, a common objective related to a particular mission. This kind of relation is a promise or decision made between two or more parties.

Characteristics of a partnership agreement are:

- Important end of the process (of defining partnership)
- Needs many discussions and very good understanding of the activity (project) on both sides
- Takes a lot of time to design
- Needs to be clear and detailed in order to give a good atmosphere of work
- Expression of a will to participate
- Having a binding effect of party issuing it
- Has to be formulated carefully, in order not to become too rigid and counterproductive through time

#### 3.4.2. Contents of a partnership agreement<sup>38</sup>

A partnership agreement can vary a lot content and length-wise. It depends greatly on the scope and the experience of the partners in question. Here is a list of possible sections to put into a partnership agreement. Remember that an agreement should have all the relevant parts for the partnership to work in it. Relevant parts need to be decided by the partners in question.

- The Organizations involved (the partners)
- The framework of the Partnership (background, previous co-operation)
- Aim of the Partnership (objectives/goals, shared and individual - what each Association wants to achieve individually and what the partners want to achieve together), sustainability
- The contribution each partner will make
- Obligations and responsibilities of the partners (before, during and after)
- Co-ordination
- Ways of communication (what, when, from whom to whom/rules, clear lines of communication and responsibility if different levels involved/between partners, but also inside the Organisation...)
- Ways of management/administration
- Decision - making: who and what about

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<sup>38</sup> North-South network meeting, October 2004, Dublin Co-operation / Partnership Agreement Presentation; Guidelines for North-South Co-operation, European Guide and Scout Office, Belgium, Nov 1995, p. 16

- Planning, activities, execution
- Time frame of the partnership (for the various activities in the programme of co-operation, including setting a time limit)
- Finance (what is the commitment on both sides. It is essential to understand who is responsible for which aspects of the partnership; the accounting year and method; allocation of profits and losses, how expenses will be disbursed)
- Monitoring and evaluation (when, how, who)
- How major disagreements will be resolved
- Concluding statements (conditions for change of agreement, early termination)
- Post - partnership conditions

It is suggested to initially start with a three-year (triennial) renewable agreement. In this way, the objectives can be revised and the commitment renewed in a mid-term period. The co-operation can also end without offending anybody, because the length of the agreement was specified in advance.<sup>39</sup>

It is good to remember that a partnership between two Associations will evolve over time, e.g., as individuals get to know each other better, as experiences are shared, and as the needs of the relationship change. This implies that throughout the project, the needs and nature of the partnership can change and therefore the partners have to be ready to modify their relationship and their ways of interaction accordingly. At the same time, they need to remain focussed on the goals of the partnership at all times. It is important to reserve some time, at regular intervals, to discuss again each other's expectations and to change plans when necessary<sup>40</sup>. It can be that the partnership starts with an informal agreement but with time the partners feel that the agreement could be made more formal.

Every partnership is different and therefore every agreement is different. It is important that partners speak and decide together which form of agreement they want to use and what would be the content of this agreement. There is no example, which could be use without any adaptation.

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<sup>39</sup> Guidelines for North-South Co-operation, European Guide and Scout Office, Belgium, Nov 1995, p. 16

<sup>40</sup> Partnership for the Development of Guiding, The Europe Region WAGGGS, 2000, p. 10

## 4. PARTNERING

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Partnerships are special projects that organizations undertake with specific reasons. That is why you should use the project management approach when designing, implementing and evaluating a partnership.

Some resources are needed to implement a partnership project. Those that are sometimes lacking are funds. Together with your partner, you should try to find them being it your own, public funding or from different independent funders.

In a partnership it is important to be proactive and dynamic in the ways of work, so that the actual partnership will be able to adapt to all situations. A list of hints to make partnerships operative is provided in this sub-chapter to assist you with this process.

For any partnership the human resources available play a key role. It is important to put effort on the people you have, build a good working team and create a good basis for communication. Despite all the best efforts there may sometimes still be conflicts in a partnership, therefore you need to pay specific attention to that.

Partnerships are a good way of bringing intercultural education closer to the Association and this way making it a living, vital part of the non-formal educational programme.



## 4.1. Project development

### Aim of the chapter is to:

- stress the link between partnership and project management
- stress the fact that partners need to be able to adapt in accordance with the changing situation
- stress the fact that the areas of defining the expected results and monitoring are critical elements in the success of partnerships.

Every partnership is a specific project. Vital parts of a good partnership process are different elements of project management. It would be good that at least one person in a team is skilled in this area to support the partnership. Project management skills assist in turning great ideas into concrete plans and managing them.

Project management is not a solution in itself, but more of a tool for the partnership. Without shared trust and communication, even the greatest plans cannot make the partnership work. Without the necessary skills you are still able to make a partnership, but the results may not be as efficient as they would be with proper skills.

In these guidelines we will only introduce you to some parts of project management. For a total overview of the project management process, it is worth looking into the variety of tools available. You could start by getting to know the following resources in order to have the basic knowledge on how to handle a project.

- The Council of Europe, T-kit. Project management guidelines
- WAGGGS, Project Management Guidelines

Before starting the project, it is good to understand what actually is a project?<sup>41</sup>

- Projects have a purpose: projects have clearly-defined aims and set out to produce clearly defined results. Their purpose is to solve a “problem”, and this involves analysing needs beforehand.
- Projects are realistic: their aims must be achievable, and this means taking into account both the requirements and the financial and human resources available.
- Projects are limited in time and space: they have a beginning and an end, and are implemented in a specific place and context.
- Projects are complex: projects call on various planning and implementation skills, and involve various partners and players.
- Projects are collective: projects are the product of a collective effort. They are run by teams, involve various partners and cater for the needs of others.
- Projects are unique: all projects stem from new ideas. They provide a specific response to a need (problem) in a specific context. They are innovative.
- Projects are an adventure: every project is different and ground-breaking; they always involve some uncertainty and risk.
- Projects can be assessed: projects are planned and broken down into measurable aims, which must be open to evaluation.
- Projects are made up of stages: projects have distinct, identifiable stages.

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<sup>41</sup> Project Management Book of Knowledge, Project Management Institute ([www.pmi.org](http://www.pmi.org)), 2000; The Project Management Training Kit, European Scout Region, 2003

What is not a project?

- Strategic planning
- Tactical planning
- Cyclical or recurrent planning
- Daily planning
- Contingency planning
- MBO - Management By Objectives
- MBWA - Management by Walking Around (until something eventually happens)
- Crisis management

#### 4.1.1. Identifying Partnership Objectives

When you begin a project, you obviously want to meet your needs, aspirations, wishes, etc. For that, you need to consider from the beginning what your objectives will be, how you will evaluate, how you can build a process to monitor the work and how to use the knowledge of the project in the future...

"In order to know whether or not we succeed in what we are doing, it is important that we are clear about what we set out to do – the objectives are clearly set right at the beginning. Objectives are a series of specific accomplishments designed to address the stated needs. An objective is an endpoint, not a process. It is a description of what will exist when the [partnership] has been implemented."<sup>42</sup>

It is good to realise that a range of technical terms such as goal, aim, purpose, outputs, sub-objectives are commonly used to describe objectives reached at different stages in the project process. Often the words are used interchangeably but whichever term is used, remember that the clearer you are about the objectives of your partnership, the easier it is to plan and implement activities that will lead to the attainment of the objectives.<sup>43</sup> Writing clear objectives also makes it easier to monitor progress and evaluate the success of the partnership.

There are different "levels" of objectives to be considered:

1. The Mission of Guiding and Scouting
2. The partnership objective
3. Each Association's objectives
4. Objectives for the members
5. Specific action, each with specific objectives

You can also use a hierarchy of objectives in order to show how sub-objectives are developed. "These sub-objectives must be achieved in order to reach the next objective up in the hierarchy of the objectives. Thus there is a "layering" of objectives based on the dependencies between them.

- Goal - Greater Why: the rationale behind the project, the higher order programme objective to which the project contributes.
- Objective - Why: what we hope to achieve. The real motive for producing outputs. The impact of the project.
- Outputs - What: specific results. Deliverables. The terms of reference.
- Activities - How: Component activities to be undertaken. Things to do. It is because these activities can be costed that they are the most relevant lowest level for the hierarchy."<sup>44</sup>

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<sup>42</sup> WAGGGS training guidelines, World Association of Girl Guides and Girl Scouts, p. 31

<sup>43</sup> Project management guidelines, World Association of Girl Guides and Girl Scouts, 2000, p. 7

<sup>44</sup> Project management guidelines, World Association of Girl Guides and Girl Scouts, 2000, p. 27



In a partnership, analysing your objectives can be very rewarding. Through objectives you will know what your partnership must achieve to make a positive and lasting change to people's lives. Also you will know that your partnership has a purpose and that the activities with which you are involved have a value, which relates to this purpose.<sup>45</sup>

One helpful way of examining your objectives is to use the brief acronym SMART.

SMART means that your objectives should be:<sup>46</sup>

- Specific (what, how, where and when)
- Measurable (how much - targets)
- Achievable (realistic)
- Relevant (suitable and appropriate – real needs)
- Time-bound (time period specified)

Nowadays the objectives can be developed even SMARTER. In this acronym the last E stands for Evaluable/Enthusiastic and R for Realistic.

Here is an example of a SMART objective. If your aim is to develop intercultural awareness between partners, one of the objectives could be to "train a group of young people to act as intercultural ambassadors in both Associations in three years time". A group of young people is defined as 15 people between 15 - 18 years of age.

#### 4.1.2. Identifying Indicators

To be convinced that you are doing your activities in the right way, that you are achieving the objective of the partnership, and that you are having an impact on the mission of your Organization, you need to collect evidence of your success. This is not something to do 10 years after you have begun the partnership, but something to think about right at the start and track from the outset.

The evidence that will demonstrate that you are achieving the objectives at each level of your activities can be referred to as indicators. The evidence needs to be collected as information or data. Therefore it must be well targeted:

- How much/how many (quantitative)
- How well or what kind of (qualitative)
- By when (time)

It helps to remember different information forms by the acronym QQT when identifying indicators – Quantity, Quality and Time.<sup>47</sup>

Indicators are useful in any project because they force us to clarify our objectives and provide a basis for evaluation. The number of indicators required against each objective is the minimum needed to measure what is important in the project.<sup>48</sup>

#### 4.1.3. Monitoring process

"To monitor means to check, record, track or control something on a regular basis. Monitoring is done throughout the project, when it is still possible to introduce changes, change course and to adapt better to reality".<sup>49</sup>

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<sup>45</sup> WAGGGS training guidelines, World Association of Girl Guides and Girl Scouts, p. 33

<sup>46</sup> Project management guidelines, World Association of Girl Guides and Girl Scouts, 2000, p. 8

<sup>47</sup> WAGGGS training guidelines, World Association of Girl Guides and Girl Scouts, p. 33

<sup>48</sup> Project management guidelines, World Association of Girl Guides and Girl Scouts, 2000, p. 27

<sup>49</sup> Project management. T-kit, Council of Europe and European Commission, November 2000., p.83  
<http://www.training-youth.net/site/publications/tkits/tkits.htm>

Monitoring is the process of routinely gathering information on all aspects of your partnership. Monitoring provides the information to help you analyse your partnership's current situation, identify problems and find solutions, keep partnership activities on schedule, measure if you are meeting your objectives and make decisions about resources. Monitoring is continuous. A monitoring system should be in place before the partnership starts.<sup>50</sup>

Different mechanisms that allow partners and others to monitor and evaluate work being conducted under partnership help the partners determine if short and long-term goals are being achieved. Monitoring, as well as evaluation, allows the partners to adaptively manage the partnership and to accommodate for any mid-course corrections that may be needed. Monitoring and evaluation also provide a built-in framework for accountability, which demonstrates to partners and others that resources are being used effectively to achieve goals consistent with the missions of the partnering Organizations in question.<sup>51</sup>

Your monitoring system is the basis for ensuring that your project is working properly. Without monitoring, a Project Manager may remain unaware that his project is running into difficulties that require action. Without this knowledge and response, often projects that could have achieved valuable results with careful management fail to do so. This can represent not only a loss of resources but leave those involved with a sense of failure and lack of confidence in their own abilities. However, where monitoring systems are well designed and managed, projects develop responsively and creatively and important lessons are learned by the Organizations about what works and why.<sup>52</sup>

Sometimes the word review is also used to describe the assessment of the results of project monitoring during the implementation phase of the project. The review might take place through discussions at a committee meeting or in a special away day. Also an outside facilitator might be brought in to help with the review. A partnership review might also be a written exercise – a presentation of statistics or other information about what the Organization has done and achieved. This might be done by someone within the Organizations or by an external researcher or evaluator.<sup>53</sup>

Here are some tips about the monitoring process:<sup>54</sup>

- Ensure you have checkpoints in your project plan
- Create a monitoring team
- Keep track of results during the partnership
- Use diverse sources of information
- Involve colleagues in defining objectives and procedures in the partnership
- Adapt objectives and activities in the changing situations
- Change only what really needs to be changed, but act in time
- Look for reasons and patterns in the process
- Remember that setbacks are normal
- Appreciate and motivate people involved
- Remember that human relations are also results!

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<sup>50</sup> WAGGGS training guidelines, World Association of Girl Guides and Girl Scouts, p. 35

<sup>51</sup> What are the keys to creating and managing successful partnerships? Partnerships at the U.S. Department of the Interior. [http://www.doi.gov/partnerships/partner\\_keys.html](http://www.doi.gov/partnerships/partner_keys.html)

<sup>52</sup> Project management guidelines, World Association of Girl Guides and Girl Scouts, 2000, p. 15-16

<sup>53</sup> Ibid

<sup>54</sup> Project management. T-kit, Council of Europe and European Commission, November 2000., p.84  
<http://www.training-youth.net/site/publications/tkits/tkits.htm>

#### 4.1.4. Collecting information

It is good to remember that the value of an indicator is limited by the means available to verify it. Information may not be available when needed to report on partnership progress if means of verification are not planned early in the project (and in the budget). Normally the choice of means of verification is determined by data availability, capability of personnel and availability of funds.<sup>55</sup>

Key questions to ask with regard to your project means of verification are:<sup>56</sup>

- Are relevant data available already?
- Will special data gathering be required?
- Who will pay for this and what is the time implication involved?
- Who will carry it out? Do we have the skills needed to make it an effective process?
- Are we clear about how much data gathering is worthwhile?
- Do we have the capacity to manage the data once it has been collected?

The well known golden rules are to keep data collection to a minimum and to keep the process as simple as possible.<sup>57</sup>

To determine the information you should be collecting to demonstrate that a partnership is achieving its objectives, the following procedure can be used:<sup>58</sup>

- Identify the categories of information needed to examine this change
- Determine the frequency of data collection and how it will be collected
- Identify the people who will use each type of information
- Design procedures/formats for collecting and recording data
- Identify people who will collect it
- Create a manual or computerised system to tabulate, analyse and report information in its most useful form for managers (and donors)
- Train/supervise staff in the skills needed for all the above.

There are a variety of data sources for monitoring and measuring project success:<sup>59</sup>

- Data collected as a routine basis, such as quantitative statistics on activities
- Data generated through surveys, observations, interviews and other methods of research
- Data available in current documentation, such as work plans and diaries.

Remember to think about what evidence you will need to collect at the start of your partnership and to plan the data collection process. "Too often the collection of information is left too late. Yet without relevant information, we can not know how successful our activities are, nor whether we are achieving our objectives."<sup>60</sup>

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<sup>55</sup> Project management guidelines, World Association of Girl Guides and Girl Scouts, 2000, p. 28

<sup>56</sup> Project management guidelines, World Association of Girl Guides and Girl Scouts, 2000, p. 29

<sup>57</sup> WAGGGS training guidelines, World Association of Girl Guides and Girl Scouts, p. 35

<sup>58</sup> Project management guidelines, World Association of Girl Guides and Girl Scouts, 2000, p. 15

<sup>59</sup> Project management guidelines, World Association of Girl Guides and Girl Scouts, 2000, p. 28

<sup>60</sup> WAGGGS training guidelines, World Association of Girl Guides and Girl Scouts, p. 35

#### 4.1.5. Building an evaluation table<sup>61</sup>

In the project planning you are likely to be faced with the following questions:

- How do we go about identifying objectives and activities and distinguishing between the two?
- How do we identify indicators as evidence?
- What data or information do we gather?
- How do we present and analyse this data?
- How can we improve our own skills and work collaboratively with other team members so that evaluation is a shared process to which everyone contributes?

Developing an evaluation table for your project can answer these questions. It is a simple but well-structured approach to planning an evaluation that keeps data collection to a minimum.

How to construct the table:

- Identify the objectives on different levels (the partnership objective / each Association's objectives / objectives for the members / specific action, each with specific objectives)
- Complete the matrix form – filling in the objectives on the left of each line and identifying indicators, tools and the analysis you will perform in the appropriate spaces.

	Indicators	Means of verification	Data or information gathered	Presentation and analysis of data or information	Resources invested in doing the monitoring	Who will do what!	How to involve everybody in the process
Objective 1							
Objective 2							
Objective 3							

It is important to use this table for each objective of each level of objectives... You have to evaluate also the objectives of each activity undertaken!

Remember to take the time to think about what you and the people you are working with really think is important. Use your local wisdom – be imaginative, try things out.

#### 4.1.6. Conclusions

We will highlight here some of the main points to take care of when talking about partnerships and project management. These are:

- The better the partnership objectives are planned, the more likely it is that they will be achieved.
- All the plans, estimations and actions need to be discussed and shared with the partners. The more all the partners are involved in the planning and implementation, the more likely they are to feel ownership of the action. Communication plays a key role.
- It is not enough to just plan the actions according to timetables and resources of one of the partners, as the action needs also to fit in with the plans of the other partners.
- It is worth sharing the main responsibilities according to the skills and resources of the partners. This way you are benefiting the most out of the partnership.
- Everything does not need to be taught from scratch. Sharing of experiences from previous projects is a valuable source for all the partners.

<sup>61</sup> WAGGGS training guidelines, World Association of Girl Guides and Girl Scouts, p. 35

- The actions that are undertaken in partnership need much more advanced planning and therefore more skills in project management. Make sure you are equipped to implement the actions accordingly; this may require some training for the people involved.

In these guidelines we have only introduced you to some parts of project management. You may have realised that all these parts were related to "evaluation". As you wanted to meet your needs, aspirations, wishes, etc., it was essential to think from the beginning what were your partnership objectives, how to identify the indicators of successes and how to collect information, how to build a process to monitor the work. All these parts of project management will help you to evaluate at the end of the project whether your project was a success or not.

You will find more information on evaluation and how to write a report in the end of these guidelines, in the chapter "closing the partnership".

## 4.2. Funding Partnerships

### Aim of the chapter is to:

- stress the general essentials in funding any partnerships and offer some tips to start the funding process.

The sustainability of any Organization depends on its ability to secure enough funding to carry out its activities and projects to achieve its mission and goals.

When thinking about funding, one can generally distinguish three kinds of funding sources:

- “Self-help” - own resources, revenue and fundraising from individuals
- Public funding – from various levels of government at local, national or European level
- Independent funders – foundations, trusts, businesses (including corporate citizenship and sponsorships), individual philanthropists

In most cases, you will combine at least two of these sources of funding but all three of them involve partnerships in varying degrees. Remember, learn to think of funding as a means of establishing a partnership with a funder, rather than merely as a financial tool or contribution.

In this chapter, we would like to draw your attention to the general essentials that need to be considered in funding partnerships. A funding partnership means any relationship between an Association and individuals, Organizations (government or international agencies, foundations, trusts, businesses) or any entity where there is agreement with the partner who agrees to make a financial or in-kind contribution to the Association in exchange for some consideration or services by the Association.

Finally, remember it is always recommended to establish funding partnerships with partners that are broadly sympathetic to your Organization's mission and the philosophy.

### 4.2.1. Self-Help: “The best fundraising begins at home.”<sup>62</sup>

The statement in the headline implies that fundraising begins with your Organization. This is true on two levels. Firstly, in terms of the Organization being a “partnership” between an Organization and its members who are committed to the Organization and its goals. Secondly, the basis of successful fundraising from external funders lies in “looking inside yourself” i.e. knowing your Organization well before you look for a funding partner.

It is vital for Organizations to find a constant, reliable source of achieving financial sustainability. Experience shows that the best way is to be as self-reliant and as independent as possible of external factors, such as changes in funders’ policy.

On the first level therefore, membership fees are an obvious source of income. In paying membership fees, members are periodically reminded that they are a part of an Organization, which exists for them and because of them. In exchange for their fees, paying members want something for their money – services, opportunities for volunteering and participation, international exchange, social events, new friends, etc. Look at your audience and examine whether you are providing them with a programme that meets with their needs. What your Organization offers its members is very important as is setting membership fees at the right level. If the fee is too high than it becomes an obstacle; and if it is too low than it is financially unsustainable. Also, when members understand how their fees are used, it becomes easier to raise the amounts needed or to motivate members to raise funding for special projects through donations or participation fees.

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<sup>62</sup> Funding and Financial Management, T-kit, Council of Europe and European Commission, September 2004, <http://www.training-youth.net/site/publications/tkits/tkits.htm>

On the second level of “self-help” funding, the basis of successful funding partnerships with external funders lies in your Organization’s mission. The mission is a powerful statement that expresses fundamental values of an Organization in a pro-active way which enables the Organization to situate its particular role and function in today’s world. It should foster a sense of direction and commitment and fulfil a unifying, mobilising and motivational function.<sup>63</sup> The mission should be promoted both inside and outside the Organization. That will lead to better understanding of what you intend to achieve, that should result in more commitment from inside and better support from outside.

Before you begin your search for potential external funding partners, you need to speak to the main decision-makers and your National Board to identify the overall strategy of your Organization. Through this process, priorities and potential projects will be identified and it is on this basis that research for potential funding partners and a focussed fundraising campaign can be started.

Identifying an overall strategy for the Organization is central to ensuring that your Organization receives sufficient funds to enable its important work to continue and develop. Too many Organizations get caught up with the day-to-day activities and deadlines, and lack a clear vision of where they want to be in the future. Unless you take the time to give this some thought, you cannot develop a coherent strategy for your fundraising efforts. For more information on this, see chapter 2.3.2 Analysing your Association and how to use some tools of analysis like SWOT and PEST(LE).

Although the core mission and philosophy of an Organization are long term statements, programmes and projects evolve and change over time. Therefore, there is a need to regularly review your Organization’s future direction and the success and relevance of all current projects must be scrutinised. In this way, the goals of your fundraising strategy can be set and a focussed campaign can be mounted.

Once potential projects have been identified, they must be prioritised so that funding resources are concentrated on a sensible number. These projects are the ones that the leadership feels would advance the work of your Organization and fit into your mission and philosophy. Only once this is done, should you begin to prepare the project proposals and research potential external funding partners.

In summary, consider firstly, in some detail, the projects or work you wish to do and then start looking for potential partners. Prior planning will enable you to target the correct funding partners. For more information on this, see chapter 3.2 Identifying Suitable Partners.

#### 4.2.2. Public Funding partners<sup>64</sup>

Public funding covers financial support from various levels of government at local, national or European level. The largest amount of public funding is given at local or regional level. Most European funding programmes are devolved and managed at local level by a National Youth Agencies, Ministries (for Youth) or similar governmental structures. These institutions sometimes also operate at regional levels in a country through committees or other bodies. These National Agencies are particularly important for the European Commission’s youth and education programmes and can assist you with the development of your ideas and advise you about any local national priorities.

As with all funds, remember that public funds are provided to meet specific priorities and agendas. Learn about the major funding programmes and what objectives they are trying to achieve - why are they giving? Your challenge in finding a funding partner is to identify where their priorities match those of your project or mission.

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<sup>63</sup> Understanding the Mission statement, World Scout Bureau, March 2000

<sup>64</sup> Funding Advice Newsletter, Issue 2: EU Funding, An Overview, Europe Region WAGGGS, [www.wagggseurope.org/wmembersfunding.html](http://www.wagggseurope.org/wmembersfunding.html); Funding and Financial Management, T-kit, Council of Europe and European Commission, September 2004, <http://www.training-youth.net/site/publications/tkits/tkits.htm>

There is another important side of building a relationship with public funding partners. If you have sufficient time and resources, there is the potential to influence these priorities (which change every few years) so that when new lines of funding become available, there is a greater chance of a match.

For example, the current EU YOUTH Programme will come to an end in 2006. The next phase of the YOUTH Programme, which will run from 2007 to 2013, will be based on the results of public consultations at local level with the National Agencies and evaluations of the current YOUTH programme to establish the new objectives and actions for the new YOUTH Programme. These evaluations would take into account recommendations and feedback made by Youth Organizations and National Agencies, changing youth trends and circumstances to ensure that the "new" objectives are consistent with the co-operation priorities in the field of youth and with recent developments in the area of citizenship.

### European Commission (EU) Funding

There are many EU funding programmes that are used to support a wide range of activities and priorities.

The main thing to remember when looking for EU funding is not to be daunted by the labyrinthine qualities of EU funding programmes in general but instead, to focus on the relevant funds that are available for youth activities and identify sources of funding that fit your project or activity. Then proceed step by step with the confidence that you will not get lost if you stay focussed and follow the steps!

Some EU programmes only support activities that are "trans-national" (involving more than 1 country) and others consider activities that have no "trans-national" element. This is an important difference and will help you to target the correct funding programme.

For trans-national projects, some EU programmes specify the minimum number of Partner countries in different geographical areas required to be eligible to apply for funding. It is therefore vital to network with other Associations who have similar areas of interest to submit applications for such programmes.

Sometimes, EU funding programmes on the local level are also open to partnerships of NGO's and public authorities (local or central). Therefore it can be important to your Organization to develop contacts with the relevant local public authorities, to find out their priorities in the field of your activities and to get their recognition as a reliable partner. It will then be easier to approach them about submitting joint proposal to European or national funding programmes requiring several partners.

Although the most relevant EU programme for formal and non-formal work with young people (15-25 years) is the YOUTH Programme, EU funding covers a wide range of activities so there are often other "pots" of money available.

For example, the EU MEDA Programme supports activities with the 12 Mediterranean partners (Algeria, Cyprus, Egypt, Israel, Jordan, Lebanon, Malta, Morocco, Syria, Tunisia, Turkey, West Bank and Gaza Strip). The TACIS programme supports projects in the 13 new independent states (Armenia, Azerbaijan, Belarus, Georgia, Kazakhstan, Kyrgyzstan, Moldova, the Russian Federation, Tajikistan, Turkmenistan, Ukraine, Uzbekistan and Mongolia) and the CARDS programme for Albania, Bosnia and Herzegovina, Croatia, FYROM, Serbia-Montenegro. There are also programmes that support projects with Asian and Latin American (ALA) countries and African, Caribbean and Pacific (EDF) countries, Structural Funds, which focus on economic and social development of regions, can also include training and personal development of young people. Some of the external aid (EUROPEAID) programmes can also be used for youth and youth-related activities.

For more details on EU Funding programmes available in all the languages of the EU (you should also contact your National Agencies or regional government offices for the latest regulations and any specific local information):



### *Key document*

YOUTH Programme User's Guide (latest version 1 Jan 2005) includes list of National Agencies in Programme countries and Current

### *Priorities*

<http://europa.eu.int/comm/education/youth/youthprogram.html>

### *Useful information on other EU funding programmes*

[http://europa.eu.int/comm/regional\\_policy/index\\_en.htm](http://europa.eu.int/comm/regional_policy/index_en.htm)

<http://europa.eu.int/esf>

[http://europa.eu.int/comm/europeaid/index\\_en.htm](http://europa.eu.int/comm/europeaid/index_en.htm)

[http://europa.eu.int/europeaid/tacis/foreword\\_en.htm](http://europa.eu.int/europeaid/tacis/foreword_en.htm)

### Council of Europe (CoE) Funding

Although its financial resources are much smaller than the EU, the Council of Europe is another important source of funding for youth activities in Europe. The Council of Europe's Directorate of Youth and Sport provides financial support to projects involving young people in any of the 45 Member States of the CoE. This is done through the European Youth Foundation and the Solidarity Fund for Youth Mobility.

#### *a) European Youth Foundation (EYF)*

The purpose of the EYF is to encourage co-operation among young people in Europe by providing financial support to 4 kinds of European youth activities:

##### Category A

International youth meetings

##### Category B

Activities other than meetings (e.g. production of training manuals or AV materials, exhibitions, posters, badges, research projects, info campaigns, development of websites and CDROMs, etc)

##### Category C

Admin Grants for international NGO networks

##### Category D

Pilot projects that contribute to priority objectives of the CoE

In category B, the EYF can also on a case-by-case basis grant study visits enabling youth Organizations and networks to make new contacts in Europe and thus extend partnerships and develop co-operation.

#### *b) Solidarity Fund for Youth Mobility*

This fund provides financial support for rail travel for "disadvantaged youth" i.e. young people from underprivileged backgrounds or economically underdeveloped areas and is intended to help them take part in international educational activities.

Detailed information on funding support from the Council of Europe can be found at:

*Key Document: How to Apply for a Grant from EYF available at*

[http://www.coe.int/T/E/cultural\\_co\\_operation/Youth/5\\_Financial\\_Supports/European\\_Youth\\_Foundation/1\\_EYFGuidelines.asp](http://www.coe.int/T/E/cultural_co_operation/Youth/5_Financial_Supports/European_Youth_Foundation/1_EYFGuidelines.asp)

*EYF and Solidarity Fund for Youth Mobility Information available at*

[http://www.coe.int/T/E/Cultural\\_Co\\_operation/Youth/4\\_financial\\_support/](http://www.coe.int/T/E/Cultural_Co_operation/Youth/4_financial_support/)

*For Priority Objectives of the CoE 2003-2005*  
<http://www.coe.int>

*For a list of Member States:*  
<http://www.coe.fr/eng/std/states/htm>

#### 4.2.3. Independent Funding and Sponsorship<sup>65</sup>

There are many differences between independent funders across Europe, partly due to the different cultures and the different tax and legal environments in different European countries. While some independent funders may be "organised" with professional staff to manage their giving activities, there are also smaller, "non-organised" funders. Some may wish to be involved at different stages of a project. Others may simply require a follow-up report on how the money was spent and the outcome of the project.

Independent funders usually choose to support a particular area of work such as health, environment, youth, etc. and the majority of funders make grants only for specific projects, as they like to see where and how their money has been used. Remember, if money is given for a certain project, it can only be used for this purpose. Few independent funders will give grants for the daily running costs of your Organization, although if you are requesting support for a specific project, costs such as rent, telephone, salaries and equipment which your Organization would incur can be included as part of the total amount that you are requesting.

Independent funders may want to know what other sources of income have been sought and whether these applications have been successful. Some funders will also want to know about the other kinds of income your Organization received and frequently do not want to be seen as the only supporter of an Organization.

Corporate funders offer the most varied forms of support compared to the financial support traditionally provided by foundations and trusts. If you are looking at partnerships in terms other than purely financial support, you may be able to find a rich source of valuable aid in terms of gifts of equipment or supplies, employee volunteering or secondment, training and sponsorship.

Sponsorship is a rapidly changing area. Companies have become more sophisticated and now realise that it is in their self-interest to give away their "philanthropic contributions" in ways that spotlight their products. Most companies are well aware of the PR and marketing aspect of corporate citizenship programmes in terms of image-enhancement and improving their relations in the local communities where they do business.

Instead of cash sponsorships, more and more companies are interested in giving in-kind (donating their products or services). When considering such partnerships, your Organization must look at what it is offering in return and how the partnership will impact on the image of your Organization.

Both WAGGGS and WOSM have issued documents outlining certain criteria which apply to the world bodies of WAGGGS and WOSM in establishing relationships with potential funding partners. Although Associations are self-governing bodies, the guidelines set out in WAGGGS' [Policy on Sponsorships and Funding Partnerships](#) and WOSM's [Criteria for Working with Corporate Partners](#) can be adapted for use at national level when considering relationships with actual or potential partners.

Some of the general guidelines given include the following:

- The potential Partner's purpose and charitable goals are compatible with the principles, vision and mission of Guiding and Scouting.
- The potential partner is publicly committed to human rights and equal opportunity. The potential Partner is not known to be discriminatory regarding religion, race, ethnic background, nationality or gender.

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<sup>65</sup> Funding Advice Newsletter, Issue 4: Corporate Sponsors, Europe Region WAGGGS, [www.wagggs europe.org/wmembersfunding.html](http://www.wagggs europe.org/wmembersfunding.html); Youth Funding in Europe, European Foundation Centre, 2000, [www.efc.be](http://www.efc.be)

- The potential partner has a positive image, good reputation and a track record of good ethical behaviour; there is neither evidence of scandal nor any controversial policy or practice. The Partner has not been the subject of a recent major regulatory investigation resulting in an adverse finding.
- The potential partner's purposes and activities are not publicly identified as politically partisan.
- The potential partner is not involved in any of the following areas of trade or promotion: tobacco, illegal activities in the country concerned, weaponry, armaments or other military material, exploitation of children and women, environmental exploitation.
- The Organization will not enter into any agreements which are considered to be a significant risk to the reputation and image of Guiding and Scouting..

#### 4.2.4. Conclusions

Just as we need to realise that both partners contribute to the success of a partnership, both partners also need to benefit from the co-operation of the project. Ideally, both partners are in a "win-win" situation, where both partners achieve a positive outcome and each partner ensures that not only they benefit, but that their partner does too.

Most funders like to see other parties involved in covering the cost of the project. That is "value added" from a funder's point of view. It means that the results of the project will exceed the funder's investment, making the project a good deal. It also means that the funder is not carrying the risk single-handed. According to the funder, the maximum percentage of the project's budget covered will vary, usually from 50 to 90%.

Your Organization will then have to raise the extra resources and may come from your own resources (financial or otherwise), or if these are insufficient, you will have to look for other partners for co-funding.

As in all partnerships, maintaining the relationship with your potential funding partner has to be done in a respectful way – learn to strike a balance between distance and over-familiarity. Be sensitive to the character of the funding organization you are approaching for partnership and the people within it. Value your funding partner's time, human resources, and commitment. Learning about your partner and knowing your funders' values and agenda is important - why are they giving?

Knowing the funder's language and agenda is crucial to successful applications, as is attention to the detailed information about submitting an application. Sometimes, when working with international funding organizations, you may be required to translate at least a summary of your application into English or French. Always write in a language in which you can express yourself properly – if you are not sure that you can express yourself correctly in English or French, ask someone else to make a proper translation. Your application has more chance of success if your potential funding partner understands properly what you are trying to achieve in your project.

The first step in any funding partnership is usually the signing of the financial agreement or contract between the partners in the project. In some projects, particularly trans-national ones, the money you receive may also cover costs which are not directly yours. Your funding may provide support for some of the activities of a partner Organization – this means that funding is being provided through you to a third party. Nevertheless, you will still be financially responsible for the good use of the funding as you are the contracting party with the funding institution.

Because of your responsibilities, you should make a partnership agreement with each of your project partners. A partnership agreement will help you avoid misunderstandings about the rights and responsibilities of all partners in the project and is a contractual arrangement between all partners on how to administer the financial agreement. As such it will provide legal recourse if any one of the partners does not perform properly. For more information on drawing a partnership agreement, see the chapter on 3.4. Draw up an agreement.

One of the worst messages you can send your funding partner is to “disappear” as soon as you have their money. Make sure your partners see that you value and recognise their support.

Reporting is an efficient way to keep regular contact and a good way of communicating with your funding partner. Most fund-giving organisations are very clear of the reporting obligations they expect you to fulfil in terms of progress/final reports and financial reports. Make sure your reports are on time and follow the funder’s guidelines on reporting, including all relevant information requested. If there are no specific reporting obligations, you must try to ensure that your write reports that are precise, articulate, structured, informative, interesting and not too long. Always use the correct reference code or numbers when writing to your funder.

Finally, if you are successful in securing a funding partnership with a funder, congratulations! Bearing in mind that 9 out of 10 applications are unsuccessful, you would be wise to try to develop a long-term relationship with your funding partner. With some effort, your successful application could be the beginning of a long-term relationship!

#### 4.2.4. Further reading

There are so many publications and websites on fundraising and financial/project management for NGOs. The following list is just a starting point for further reading and research.

- T-Kit no. 9 - Funding & Financial Management, The Partnership Programme, 2004 (downloadable free at [www.training-youth.net](http://www.training-youth.net))
- Europe Region WAGGGS Funding Newsletters, Europe Region WAGGGS (downloadable free and archived at [www.wagggseurope.org](http://www.wagggseurope.org))
- Council of Europe-European Commission Partnership in Training and Youth website [www.training-youth.net](http://www.training-youth.net)
- European Youth Forum website [www.youthforum.org](http://www.youthforum.org)
- The Directory of Social Change website [www.dsc.co.uk](http://www.dsc.co.uk)
- Eurodesk website [www.eurodesk.org](http://www.eurodesk.org)
- A Guide to EU Funding for NGOs, 8th ed., ECAS, 2002
- Grants from Europe – How to Get Money and Influence Policy, 8th ed. Ann Davison, NCVO Publications, 1997
- Guide to Proposal Writing in CEE and former Soviet Union, Institute for Local Government and Public Services, 19
- Comment Chercher un Sponsor – mode d’emploi, Pierre Sahnoun, Nathalie Doury, Juris Service, 1989
- Repères à travers le Monde des Fondations, Fondation de France, 1992
- Handbuch Fundraising, Marita Haibach, Campus Verlag, 1998
- Fundraising: Spenden, Sponsoring, Stiftungen, Marita Haibach, Campus Verlag, 1996

### 4.3. How to make your partnership alive?<sup>66</sup>

#### Aim of the chapter is to:

- stress the importance of a proactive approach and quality dynamics and flow of partnership and draw attention to the principles of partnership
- identify hints for successful partnership and recognise possible challenges and ways to overcome them

Managing and sustaining partnerships can be a challenge and include some risks. However strong the enthusiasm of the partners in the beginning, a lot of things may occur that can hinder the implementation of plans. Partnerships are also time-consuming, and people inside an Organization can start doubting if it is really worth the effort. Partnerships are especially hard to nurture during times of change, when future funding is insecure.

The perfect plans do not become reality just like that and you shall have to adopt specific principles that will help you to ensure dynamics and flow of the partnerships. These principles need to reflect the reality of partners who have different experiences, resources, commitments, and sometimes expectations. Here are some principles that can help to raise the likelihood of success.

#### Choose the right managers

Managers make the partnership work. People skills are just as important as technical skills. Use a careful selection processes and prepare managers (and other employees) who are involved in partnerships. Also, think about who and how to support them. Maintain top level involvement. People who participate in managing the partnership should represent themselves in meetings, and take responsibility for indicating when they are speaking for their Organization. They should make sure that the interests of their Organization are clearly understood and respected, and that decisions are brought back to Organization and integrated into plans and actions.

#### Make the partnerships an issue for the Organizations

Partnerships may be initiated by few people, usually from the leadership level. But, only if as many as possible members of the Organizations concerned are involved, from the beginning of the process, will it become an issue for the whole Organization. You should share all the ideas, proposals, plans, actions, successes and failures inside the Organizations, to gain ownership and commitment.

Get to know people who must be involved and support the partnership. Keep them informed on the partnership's progress. Listen to their ideas for improving the partnership. Involve the young people - they will bring along a lot of creativity, enthusiasm and strength. Involve people with different skills as required to address the needs of the partnership.



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<sup>66</sup> Partnership Development Resource Kit, Aboriginal Business Development online ([http://www.aboriginalbusiness.on.ca/resource\\_kit/ch7/ch7\\_7.html](http://www.aboriginalbusiness.on.ca/resource_kit/ch7/ch7_7.html)); Partnership for the Development of Guiding, The Europe Region WAGGGS, 2000, in English and French, p. 2. ; The Marrakech charter, World Organization of the Scout Movement, 2003, p.3; contributions from the European Seminar on Partnership for Intercultural Understanding and Development, 30 October – 5 November 2004, Kandersteg, Switzerland

### Keep focused on achieving the partnership goals

Partnerships must meet mutual goals in order for both partners to remain committed and joint success must be obvious to survive. Partnerships seem to run into difficulty when the purpose is not clear and when principles or working guidelines have not been developed. You should have regular reviews of progress, identify and remedy problems. Have your objectives SMART, and define activities that will lead to achieving them. Share the responsibilities so that every partner accepts what they can accomplish.

Spend enough time talking to partners to fully understand each other's objectives and motives. Plan the partnership in accordance with regular plans of all partners involved. Be honest about the time commitments.

### Maintain open and ongoing relations between the partners

Maintain an open exchange of information, in a timely manner. Keep frank dialogues about issues affecting the relationship. Partners need regular and open contact to be able to address naturally occurring difficulties as soon as possible, in order to prevent serious conflicts and to heal wounds before they fester.

Often partnerships are built on so-called "trust" without hard work and acknowledgement of "common ground" and "differences" as the foundation for that trust. Help ensure that progress is being made and the expectations of both parties are being met, and flag any problems early so that they can be addressed and resolved. Resolve conflicts in a prompt, transparent and respectful manner.

Trust evolves over time between partners. Taking risks, co-operating, showing care and honouring commitments, as well as the simple familiarity that comes with working together over time, help establish trust.

Partners should work toward consensus on all issues, and if consensus is impossible, find ways to work out the differences. Work with your partners to develop formal decision-making processes, and then use them. Decisions made should remain a joint decision and all parties should respect them. Consider using a mediator for certain phases of the project where it will help move the work forward and assist with the relationship. It should be good if the relations are not only defined and executed by the partnership agreement, but individuals within who implement the project in the partner organizations have good collaborative relationships. Establish working methods and review processes that are acceptable to all sides.

### Communicate regularly and openly

Communication keeps people informed about what is happening and widens awareness about the partnership and its objectives. Spend enough time on making the plans clear and accepted by all sides, especially when partners come from different cultures.

There should be clear and regular communication between the steering group that is managing the project and each of the partner organizations. Keep the partner organizations equally informed about progress, issues, challenges and accomplishments. Consult all sides before taking important decisions. Protect the democratic approach in your work together. Establish strong internal communications within the participating organizations, especially between leadership and people directly involved in making the partnership work. The work depends on regular contact; make provisions for ongoing communication and for regular visits and exchanges. Communicate with players outside the partnership framework, e.g., with other stakeholders, communities, governments, businesses, etc.

### Build on strengths of partners

Successful partnerships recognise the personal power of each partner and reflect a positive spirit of collaboration. Recognise that different partners can bring different knowledge and skills that can contribute to achieving the aims. Spread existing practice for one partner or area to others, rather than starting from scratch. Maximise the expertise within partner organizations. Recognise also that the other side bear the main responsibility for their own development and respect the educational choices and structures of the partner organization.

Each party of the partnership brings a different set of resources. A truly effective partnership utilises all of its collective resources, regardless of who they may 'belong' to. Withholding of resources is a common organisational phenomenon, so a positive climate must be built in which partners are encouraged to offer all that they bring to the larger whole.

The strengths and assets of the disadvantaged group should also be honoured and utilised. Vulnerable partners are also participants and contributors, not victims. The collaborative spirit should be captured in an open language and in the quality of listening, even when the stories, the questions, and the negotiating take a lot of time. Avoid any kind of imposing. Educate each other and build knowledge together.

### Commit to mutual accountability

Partnership involves shared ownership of risks, benefits, and responsibility for outcomes. One of the great stumbling blocks in partnering is fear of being held accountable for the mistakes of others, or conversely not receiving recognition for success. In successful partnerships the partners clarify roles, make commitments, and devise ways to hold each other mutually accountable. Mutual accountability requires an appropriate degree of shared governance, i.e. a shared voice in decision-making processes.

### Be flexible and adaptable

Flexibility and a capacity to adapt are crucial attributes in implementing and managing partnerships. Partnerships need to be flexible if they are to cope with external changes or those inside any of the partners that cannot be controlled. Plan possible changes and be open to revise or adapt partnership goals or strategies if this is needed. Be willing to adapt the partnership structure or staff to accommodate changing external conditions.

### Motivate people

Most of the partners have also other commitments and they may not view this partnership as an important use of their time or other resources. To overcome this you will need to motivate them and make sure that there is enough resources to carry out the partnership. A good partnership actively nourishes and supports its members, so that people feel good about being part of it.

Plan carefully the start of the partnership. Establish easily achievable goals for the beginning, to get the initial success that will motivate people to continue working.

It also happens that the partners feel that they are not achieving things or aren't kept active. To avoid this it is worth finding out what people involved are interested in and give them opportunities to concentrate on these parts. Also it is good to celebrate the successes and thank people for their commitment and contribution. Actively promote the partnership and your achievements.

### Monitor and evaluate progress

To understand the extent to which goals are being achieved. Identifying emerging issues and problems allows for corrective action to be taken in time.

Establish performance indicators, accountability requirements and the role of each partner in the evaluation process. Set a regular timetable when partners review progress. Make adjustments on an ongoing basis and resolve problems as they emerge.

#### Getting the best out of the partnership relationship<sup>67</sup>

##### *A partner does*

- guide
- explore
- suggest options
- empower
- shows the partner how to do things for themselves
- offer expertise, information, suggest ways of finding out
- support and encourage
- give realistic advice
- listen to, explore partner's issues
- present an open and accepting attitude
- use its own experience in a positive way

##### *A partner does not*

- counsel (is not there to deal with deep seated emotional problems)
- tell someone what to do
- do things for the mentee
- have to be an expert in everything
- get too emotionally involved with their partner
- create false expectations
- make assumptions
- adopt a judgmental attitude

#### In partnership there could be lack of time or other resources

Most of the partners have also other commitments and they may not view this partnership as an important use of their time or other resources. To overcome this you will need to motivate them and make sure that there is enough of resources to carry out the partnership.

#### In partnership there can be low levels of commitment or interest.

This can happen if the partners feel that they are not achieving things or aren't kept active. To avoid this it is worth finding out what people involved are interested in and give them opportunities to concentrate on these parts. Also it is good to celebrate the successes and thank people for their commitment and contribution.

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<sup>67</sup> Partners in Leadership Induction, Business in the Community, United Kingdom.  
[http://www.bitc.org.uk/programmes/programme\\_directory/education/pil\\_ind\\_home.html](http://www.bitc.org.uk/programmes/programme_directory/education/pil_ind_home.html)



## 4.4. Human resources: Knowledge, skills and attitudes

### Aim of the chapter is to:

- provide ideas on how to enhance personal development for partnerships

Partnership requires some specific knowledge, skills and attitudes. When entering into relation with other Organizations or groups, one should realise what human resources are available. What type of knowledge is necessary for young people and their leaders to fully participate in partnership projects? Which skills they might need? Which attitudes will lead them towards participating and promoting partnerships with others? How can you help them to enhance them? Here are some possible answers, based on the contribution from the European Seminar on Partnership and other different useful resources.

### 4.4.1 Knowledge

Knowledge can be defined as information evaluated and organised in the human mind so that it can be used purposefully<sup>68</sup>. It includes information that you can use, but also the rules and context of its use. Knowledge is the ability to discover, accumulate, analyse and clarify information. It is to be shared; if you hang onto it, it becomes greed.

There are many aspects to developing knowledge of oneself and others/groups. Some of the knowledge needed is listed below, but it will obviously depend on the level required in a given situation. These are offered as a general list of examples.

Specific knowledge you may need for partnership includes:

- Key concepts such as: freedom, justice, equality, human dignity, non-discrimination, democracy, universality, rights, responsibilities, interdependence and solidarity.
- Knowledge of yourself: values, principles, beliefs, abilities, culture, interests, religion, expectations and limits, your aims, goals, resources and finances
- Knowledge of the partner: culture, language, values, social context and ways of working, priorities, interests, concerns and motivations, risks involved and possible solutions for them
- Knowledge of the environment, politics and laws (your country and those of partners), economic situation (countries and associations)
- Knowledge of technology and infrastructure
- Partner roles, contributions, responsibilities, powers and constraints, potential benefits, costs and risks for individual partners, sources of financial and in-kind resources
- Partnership review, monitoring and evaluation

Possible actions to enhance:

- Different kinds of analysis (SWOT, PESTLE, etc.)
- Reflecting on your activities to improve your knowledge of yourself
- Games, quizzes, etc. to make you think about yourself
- Training days
- Research, and then various activities using the research
- Using researches of other Organizations, governmental bodies, etc.
- Organising social evenings, i.e. international nights
- Talk to experienced people
- Check out your partners' situation

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<sup>68</sup> Aslib, The Association for Information Management, [www.aslib.co.uk/info/glossary.html](http://www.aslib.co.uk/info/glossary.html)

#### 4.4.2 Skills

Skill is the ability to use knowledge effectively and readily in performance, the ability to transform knowledge into action<sup>69</sup>. It is a capacity needed to execute a specific task or assignment. The way to gain skills is through acquisition of experience and training that require more than just knowing about the subject. It is a combination of talent, training and practice.

There are very many skills that can be developed for people and groups. An interesting challenge is to know and admit to your strengths and weaknesses. From this understanding then you can build on developing your skills and those of the group, to ensure you as a group can succeed in a given task or project, if that is deemed to be necessary.

Specific knowledge you may need for partnership includes:

- Active listening and communication, being able to listen to different points of view, to advocate one's own rights and those of other people, managing expectations, questioning, ability to get your message across, understanding, public speaking, languages
- Negotiating, knowing how to use the knowledge you have, ability to compromise, open-mindedness, thinking about win-win situations, keeping in mind your aim, clarity, ability to recognise clear ends
- Critical thinking, finding relevant information, appraising evidence critically, analysing, collecting information, handling information, synthesising, reaching conclusions, using the conclusions, being critical, problem solving, creative thinking, systems thinking
- Managing change, coping with unfamiliar and unexpected, risk taking
- Managing relationships, networking, consulting, advising, mentoring, coaching, the ability to participate in and organise social groups, social skills
- Consensus and coalition building, facilitating, tension reduction, being aware of preconceptions and biases, recognising forms of manipulation, building robust relationships, and making decisions on the basis of reasoned judgement
- Management skills, planning, leadership skills, influencing, delegating, distribution of tasks, organising/timing, following up, project management, fundraising, entrepreneurship, accountability
- Financial skills, accounting, marketing (buying and selling), monitoring financial processes, public relations skills
- Technical skills, computer skills, using different devices, logistics
- Writing skills, being specific, distil/filter conclusions and information and put on the paper, documenting and sharing lessons learned, clarity of formulation, reporting
- The ability to work co-operatively, group dynamics, team work skills, team building
- Evaluation skills, asking for feedback and processing it, critical assessment, monitoring, recognising learning/impact, celebrating success, acknowledging mistakes and taking corrective actions based on lessons learned
- Recognising, integrating and promoting learning, documenting an experience
- How to have fun, energising, celebrating

Possible actions to enhance:

- Training on communication
- Language lessons
- Practising communication
- Oratorical lessons, debating clubs, public hearings
- Training courses on negotiations
- Simulations
- Practical training on how to collect and analyse information
- Practice on examples
- Team building games
- People in charge of small projects

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<sup>69</sup> Collins Cobuild Dictionary

- Training sessions on management
- Use professionals to teach practice on accounting
- Study visits

#### 4.4.3 Attitudes

Attitude is a persistent feeling or emotion of a person that influences choice of action<sup>70</sup>. They encompass, or are closely related to, your opinions and beliefs and are based upon your experiences. The way that you perceive your environment and respond to it, favourably or unfavourably, is guided by your attitudes.

Sometimes it is as important to understand your own attitude towards something as it is to understand other people's attitudes. People can and do have differing attitudes to the same thing and part of the challenge is accepting these, of course allowing for keeping with the law of the land, morality, etc.

A specific attitude is needed for partnership. It is characterised by:

- An open mind and an appreciation of diversity, empathy and solidarity with others, tolerance and acceptance of others' ideas, co-operability, willingness to compromise, diplomacy
- A sense of human dignity, of self-worth and of others' worth, irrespective of social, cultural, linguistic or religious differences, respect
- A sense of justice, the desire to work towards the ideals of freedom, equality and respect for diversity
- Assertiveness, openness for point of view of others
- A sense of responsibility for one's own actions, self-discipline, a commitment to personal development and social change, responsibility, reliability
- Patience and perseverance, being realistic, being pragmatic, objectivity, critical attitude
- Curiosity, openness for changes, courage, flexibility
- Motivation, can instead of can not, energy and commitment, positive approach
- Appreciation and acknowledgement

Possible actions to enhance:

- Activities on identifying your prejudices, challenging prejudices when they occur, tryout what it feels to be different, games which question certain rules, games to show one's limited point of view, confrontation with unknown things and situations to raise interest
- International activities, encourage different people to work together, physically break down the barriers between people, travelling, making new friends, new experiences, cultural exchange
- Team work, co-operation, being listened, having a support, fun
- Activities and games on taking responsibility, giving responsibility, making people feel responsible individually, long-term tasks, caring for something
- Role plays, discussions, stories, role playing
- Practising negotiations, confrontation with situations where non-compromise leads to failure
- Activities on positive approach, setting goals and achieving them despite obstacles, crazy challenge, self-realisation through work with young people
- Having a right person to lead you right way (leaders), example from adults
- Knowing who you are, making a task by oneself
- Focus on substantial matters, establishing clear objectives, focus on the aim, giving responsibilities with problems to solve, giving personal experience instead of theories
- Doing something with an effort and getting the feedback afterwards – feeling fulfilled, rewarding for the work done, evaluate work
- Innovative improvement (support of the group needed)

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<sup>70</sup> Northeastern Illinois University, Glossary of terms <http://www.neiu.edu/~dbehrlic/hrd408/glossary.htm>

In partnerships, knowledge must not be complete, skills should not be mastered to perfection and people who participate are not expected to be examples in every way. Entering into a partnership, you should analyse the project and identify which knowledge, skills and attitudes are most important and needed, and then try to recognise, foster and enhance them. You should establish a level to which you should try to develop. For some things, you may already be on the level expected, and for the rest, you should develop a plan on how to reach it. It is good to observe the improvement and help your members to achieve the level needed.

Some of the knowledge, skills and attitudes you may have before the partnership. However, it would be a great mistake to wait for the partnership to come to start building it, especially the attitudes. In the daily life of the Association many things can be fostered and promoted. It specifically goes for a special atmosphere that will favour building climate of openness and willingness to co-operate and share. Knowledge and skills can be gained in a short time, but attitudes are not so easily built on.

Hopefully, most of these things you should be able to offer from inside your Association. Still, there is a lot of knowledge and skills for which you have to look outside. Also, building attitudes for partnership is always more efficient if done in contact with someone from outside.

This is an ongoing process whereby a person, an organization, or a society expands its ability to achieve its purposes. It is fundamentally a learning-by-doing process that occurs when an organization tackles new challenges. The impetus and responsibility for change must come from within. Outsiders can only provide opportunities and catalyse the ongoing processes.

Moreover, partnering can help a lot to develop special skills and attitudes of your members. Contact with others helps to go beyond your own culture (of Organization, of community) and get new views on the way you are doing things. This is important both for personal development of your members and for future partnership projects.

## 4.5. Teams in partnership

Aim of the chapter is to:

- present key concepts in teamwork

If we treat partnership as a project, it is always advisable to work in teams to design, implement and evaluate it. Although partnerships sometimes start with very strong personal commitment and initiation, if it stays like that it will turn into imposing one's personal preferences to the others. Also, no one is so perfect to do everything alone. It is in partnership where it becomes very clear that teamwork is needed and that you may achieve much more if the task is shared by a good team. Working together with others enables much more to be accomplished than would be done by individuals working alone.

What does the word "Team" mean?

*A definition ...*

A real team is a group of people with complementary skills who are committed to a common purpose, performance goals, and an approach for which they hold themselves mutually accountable.

From Teams at the Top, by Jon. R. Katzenbach, Harvard Business, 1997

Complementary skills mean that the team members bring different talents and experiences to the group, which help the team be creative and achieve greater results as a group than as individuals.

Common purpose means that the team has a shared objective and outcomes that the team members work towards together.

Performance goals mean that each team has well defined individual goals and outcomes to work towards, which help the entire group to achieve its common purpose.

Approach means that the team members decide how they will work together and what methods they will use to achieve results.

Mutually accountable means that the team members are responsible to one another to follow through on the commitments they make to the group.

Characteristics of an effective team are:

- A Clear Purpose. The team's mission and goals are understood and supported by all the team members. Everyone knows the outcomes the group is working to achieve.
- Clear Roles and Responsibilities. Each team member understands what his or her role and responsibilities are in the group as well as what the other members of the group are responsible for.
- A Good Atmosphere. The team's environment feels comfortable, relaxed, and informal.
- Strong Communication. The team members listen well to one another and are able to express their ideas and feelings in an open, honest way.
- Active participation. Everyone on the team is able to participate and contribute to the group
- Good Decision Making. The team makes important decisions by consensus, to make sure everyone's voice is heard and that everyone can support the decision. In less important matters, the group uses other methods such as a majority vote or a decision by the team leader.
- Conflict Management. The team recognises that conflicts and disagreements among its members are normal behaviour in groups and works to address those openly and constructively. Debate is focused on ideas and methods, not people and personalities.
- Shared Leadership. The team leader plays a major role in making sure the group accomplishes its goals, while also sharing leadership by encouraging individual initiative among the team members.
- A Balance between Task and Process. The team works to accomplish its tasks, while also taking time to review and improve the process group members use to work with one another.
- Follow - Up and Commitment. When the team decides upon actions, each group member has a clear assignment and commits to follow up on his or her responsibilities.

Working with others in a team can be both rewarding and challenging. Although the benefit of teamwork is that it often allows you to accomplish greater results than you could achieve on your own, sometimes working in teams is not so easy, because it includes personal commitment to the team and its task, and this may not be fully in accordance with personal priorities, needs and aspirations.

Usual obstacles for teamwork include:<sup>71</sup>

- Unclear aims and responsibilities
- Unclear description of problems
- Lack of co-operation
- Not enough consultations
- Inappropriate information
- Bad time management
- Bad decision making process
- Domination
- Repressive behaviour
- Lack of trust
- Fear of responsibilities
- Bad results

Although many theories state that success of a team is about clarifying the purpose and uniting people and in their commitment to it, the achievement of the task also depends on the attention given to both the needs of individuals, and to the needs of the group (or team) as a whole. This is best described in the following drawing:<sup>72</sup>



#### Task functions

Defining the task – Making a plan – Allocating work and resources - Controlling quality and temps of work – Checking performance against the plan- Adjusting the plan

#### Team maintenance functions

Setting standards - Maintaining discipline - Building team spirit - Praising, motivating, giving sense of purpose - Appointing sub-leaders - Ensuring communication within the group - Training the group

#### Individual function

Attending to personal problems - Praising individuals - Giving status - Recognising and using individual abilities - Training the individual

Having all the three elements of teamwork present is vital to the life and performance of a team. Being dedicated toward the task of the team (and this is the purpose for the existence of the team), we usually tend to forget that every person needs to develop and that teams can help this development. Also, specific dynamics and atmosphere in the team are needed to favour the work and relations between the team members.

<sup>71</sup> Results from the Workshop on Team Development on the 3rd Forum on Youth Programme and Adults in Scouting, European Scout Region, held in Lipica, Slovenia, in May 2003

<sup>72</sup> Adair, John (1983) Effective Leadership: a Self Development Manual; Organisational management. T-kit, Council of Europe and European Commission, July 2000. p. 46 <http://www.training-youth.net/site/publications/tkits/tkits.htm>

The specificity in partnerships is that the task is shared between two or more teams. That includes not only the need to define the tasks and roles, but also the relations between the teams and their members. Relations between the individuals in the teams are important too. Sometimes this will lead to clashes between the original dynamics of the teams and the new relations between the people from different teams. You have to be ready for this and identify ways to accommodate the new reality. Like with many other things about partnerships, here also you have to give something away, not only expect to get something.

You will need to define and build the new team - the one that involves two or more new or already existing teams. It will be easier if the teams have opportunities to meet and have direct contact. But, sometimes you will be working out of locations that are far apart so you will face special challenges in communication and interaction. Problems may include co-ordinating work across geographic barriers and time zones, managing language and cultural differences, relying on the telephone and/or e - mail for communication without the benefits of face-to-face contact with fellow team members, understanding clearly the team's purpose, goals/objectives, and individual roles and responsibilities, getting up-to-date information quickly when project goals and operational details change, and, especially in partnerships with developing countries, having access to reliable telephone and e - mail service. So, a special "virtual" team should be created in this case. Here, beside other actions, you should try to be sure all the people involved understand the mission and purpose of the new team, the joint goals and objectives, and their individual roles and responsibilities, decide how the team members will communicate with one another and develop regular opportunities for virtual team "meetings" (such as a monthly telephone conference call, a weekly e - mail chat, etc.), and use a "buddy system" pairing each team member with a partner to share information, provide updates and offer assistance with questions or problems.

## 4.6. Communication in partnership

### Aim of the chapter is to:

- highlight the importance of communication in partnership
- identify the different levels of communication in a partnership
- analyse the obstacles to a good communication
- analyse the rules of an efficient communication

To communicate supposes exchange and understanding. The exchange depends on the will to match and the research of proximity, while the understanding depends on language, choice of words and signs, and the meaning that we give to messages.<sup>73</sup>

Partnership is a particular occasion where communication needs to be particularly clear. It is important to establish and maintain open channels of communication reflecting mutual trust between the partners.

Communication is really important for governing a partnership. This is why the communication channels have to be identified immediately at the beginning. This helps to clarify:

- Who are the senders and the receivers?
- Which addresses should be used?
- Which is the procedure to follow?

Any communication, in order to be effective should consider the following elements:

- Contents – what you want to communicate
- Media – what is the best method of communicating in this situation (spoken, written, images, simulation, exercise).
- Significance – what is the meaning for each participant and for the group
- Direction – is the message given with possibility of reply or it is just a communication.
- Effect – check it with the feedback and then adjust some aspects of the communication.

This will help you to move from a linear communication system into a circular one.

You must consider now the context – physical and social environment, interpretation of the participants, identity (roles and functions) of themselves and of the others, previous events and expectations. The context will allow you to achieve better communication because it allows predefined behaviour according to shared rules.

Usually you use two types of communication channels: formal and informal.

The formal channel is used when communication is through authorised representatives you decide to contact in another Association. This procedure sometimes seems too slow, or it really is because of too hierarchic structures, but it leaves a trace attesting the action undertaken.

The informal channels are through our personal contact in an Association, our friends or a system like post box. Using an informal channel has the merit to be a direct contact but at the same time is without any official nature.

All these channels are supported by several means of communication that the progress of technology offers. But using one means or another truly depends on the contents of the message, the receiver, the context etc.



<sup>73</sup> Scout.Boom.Comm. World Organization of the Scout Movement, Europe, September 2003. p. 66



#### 4.6.1. Obstacles to a good communication<sup>74</sup>

An inappropriate vocabulary, lack of consistency, an aggressive attitude, prolific speech can affect negatively the understanding of what we wish to communicate. In general and particularly in a partnership situation, everyone has his own reference system that works like a filter when you express an idea.<sup>75</sup>

The message sent should be unconsciously interpreted according to the cultural context, gender, experience, beliefs and age. If we do not pay attention to this, difficulties in communication may arise. In a multicultural environment it is important to double-check the messages given. When speaking a foreign language we often use the same words with different meanings as we try to adapt them to our own native language. Asking questions becomes a useful tool for making sure that you have understood and that your message is understood properly. If giving feedback is an art and not only a tool for a better understanding, this is due to an individual nature.

Other difficulties arise from organisational nature like hierarchical position and importance of hierarchy. The number of levels will influence an idea before putting it into action.

#### 4.6.2. Strengthening image through partnership communication

“In partnerships we have three levels of communication”:<sup>76</sup>

- Internal level: through your magazine, your website, circulars to build an ownership that is the foundation of a successful partnership. An awareness of the partnership's benefits have to be present in all levels of the Association
- Among the partners: It is not only a way to exchange information, but also for sharing information in a timely manner; maintaining open and frank dialogue about issues affecting the partnership; resolving conflicts in a prompt, transparent, and respectful manner.
- From you and the partners to the community: A good partnership could give legitimacy to your Organization, a visibility and a credibility that you do not have all the time in the public opinion. For example working with refugees in partnership with UNHCR gives more legitimacy because this Organization's image is linked to the refugees theme. They also offer a visibility through the mass media and public. Appearing beside this kind of partner brings more credibility to our actions.

So having a good communication strategy to show in which way we are reaching our mission is necessary.

#### 4.6.3. Ten General rules for more effective communication<sup>77</sup>

1. Clarify your ideas before communicating: “Engage brain before opening mouth” is still a good thing to remember. Consider the objective of your message and the goals and attitudes of those who will receive the communication.
2. Examine the true purpose of each communication: When you have clear objectives of the communication, adapt your language, tone, and approach to deliver the specific message.
3. Consider the total setting of a communication: Not only words, but also other factors like timing, physical setting and existing work relationships convey meaning and intent
4. Consult with others, whenever appropriate: asking the participation of others may help you develop necessary facts, or give you additional insights onto the situation
5. Consider not only the basic message, but also its overtones: your tone of voice, your expression, your apparent receptiveness to the response of others will have a tremendous impact on those you seek to communicate with

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<sup>74</sup> Adults in Scouting, Information Exchange n° 28, March 2000

<sup>75</sup> Adults in Scouting, Information Exchange n° 28 March 2000, p.2.

<sup>76</sup> The Partnership Handbook, the Labour Market Learning and Development Unit, Human Resources Development Canada (HRDC). Canada 2000. p. 22

<sup>77</sup> President's handbook

[http://www.nacurh.org/resources/Handbooks/president/ten\\_rules\\_of\\_good\\_communication.php?PHPSESSID=aea46d2dba128ffae3119cd6d3a71a2e](http://www.nacurh.org/resources/Handbooks/president/ten_rules_of_good_communication.php?PHPSESSID=aea46d2dba128ffae3119cd6d3a71a2e)

6. Try to convey something of value to the receiver: consider the other person's needs and interests. People are most receptive to the interlocutor whose messages take into account their own interest
7. Follow up your communication: Encourage your interlocutor to express reactions and subsequently renew the performance of the receiver to do this. Always check the feedback
8. Communicate both the short and long term: Even though the communication is aimed at meeting short term needs. It must be consistent with long term interests and goals
9. Your actions must support your communications: The key of a successful communication is not only what you say but also what you do. When your actions or your attitudes contradict your words, the message might get discredited.
10. Be a good listener: Be attuned to the other person's spoken and unspoken reactions and attitudes. Listening is one of the most important skills in communications. Concentrate not only on the overall meaning of what the other person is saying, but also on the implied meanings and undertones, which may be more important.

## 4.7. Conflicts in partnerships

“Difficulties are meant to rouse, not discourage.  
The human spirit is to grow strong by conflict”.  
William Ellery Channing<sup>78</sup>

“The harder the conflict the more glorious the triumph”  
Thomas Paine<sup>79</sup>

Aim of the chapter is to:

- define concepts as: conflict, conflict resolution in the context of partnership,
- identify possible causes of the conflicts and indicators of conflicts inside partnerships

Conflict represents: “an active disagreement between people with opposing opinions or principles” or “between two or more groups of people or countries” (Cambridge Dictionary)

Derived from Latin “*conflictus*”, meaning “to strike together, to fight”, it is used to denote both a process and a state of being.

Conflict is experienced at all levels of human activity from intra-personal to the international level. In any organization or any group of people, conflicts occur. When we talk about conflicts we are talking about people. A natural result of our daily relationships is conflict. Conflict is inevitable; it is something that is as much a part of life as is the weather. Someone once said there’s no such thing as bad weather, just the wrong type of clothes! The same is true with conflict. Conflicts will always happen. The big question is whether or not we allow them to control us or whether we manage to take control of the conflict situation. Although inevitable, conflict can be minimised, diverted and/or resolved.

### 4.7.1. Conflicts in a partnership

When people with different personalities, educational background, life experiences and learning skills come together and work in a partnership, conflicts and confrontation may occur. “The aim of exploring how to manage conflict situations in partnerships is to understand the sources of the conflict and allow powerful emotions to flourish into a sense of empowerment, more positive human relationships and an enhanced sense of personal worth.”<sup>80</sup> There are no ‘magic words’ and nobody will receive a magic wand that will vanish any problems. When it is managed well, the conflictual situation can be very creative and productive. When it is managed poorly, it can have a lasting and very damaging effect on the partners and their work.



<sup>78</sup> “QuoteCha.com”- The world’s best quotes

<sup>79</sup> Ibid

<sup>80</sup> Social Inclusion, T-kit, Council of Europe and European Commission, June 2003, p. 54

#### Conflict is destructive when it:

- Takes attention away from other important activities of the partnership
- Undermines morale or self-concept
- Polarises people and groups, reducing co-operation
- Increases or sharpens difference
- Leads to irresponsible and harmful behaviour

#### Conflict is constructive when it:

- Results in clarification of important problems and issues
- Results in solutions to problems
- Involves people in resolving issues important to them and to the partnership
- Causes authentic communication
- Builds co-operation among partners through learning more about each other; joining in resolving the conflict
- Helps partners develop understanding and skills

#### 4.7.2. Conflict resolution in a partnership

"Conflict resolution is a comprehensive approach based on sharing mutual problems between conflicting parties. Resolution of a conflict implies that the deep-rooted sources of conflict are addressed, changing behaviour so it is no longer violent, attitudes so they are no longer hostile, and structures so they are no longer exploitative. The term is used to refer both to the process (or the intention) to bring about these changes, and to the completion of the process, so it is difficult to avoid ambiguity about its precise meaning."<sup>81</sup>

The process of conflict resolution includes the following steps:

- Becoming aware of the conflict;
- Diagnosing what is wrong and finding possible solutions.
- Applying the appropriate solutions

... in order to ...

- Diffuse the negative emotional energy involved;
- Enable the disputing parties to understand and resolve their differences;
- Resolve the differences so as to achieve solutions that are not imposed, which have been agreed by all the key parties, and which address the root causes of the conflict.

In recent years, some specialists in the field have begun to use the term "conflict transformation" as shorthand for structural, relational and cultural dimensions of conflict resolution: "conflict transformation" may have been seen as the deepest level of change in the conflict resolution process.

Most importantly, conflicts can consume enormous amounts of time and energy. People concentrate on the disagreement instead of productive work. Good analysis of a conflict situation saves energy, time and money. When the analysis is accurate you are able to identify key issues and relationships that impact your ability to manage the conflict. The danger that we must be aware of is "analysis paralysis"<sup>82</sup>, where all that we do is go round in circles gaining more and more knowledge about a conflict, but not doing anything about it. Another danger to the people involved in a partnership is about their own safety: they must be capable and positive when a situation is about to transform, despite all good previsions, into a conflagration. Strategy development is the equally important follow-up to conflict analysis that deals with the key questions relating "what", "who", "when", "where", "why", and "how".

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<sup>81</sup> Compass- A manual on Human rights education with young people  
[http://www.eycb.coe.int/compass/en/chapter\\_2/2\\_32.html](http://www.eycb.coe.int/compass/en/chapter_2/2_32.html)

<sup>82</sup> "Conflict Resolution in Intercultural Settings," by Kevin Avruch and Peter W. Black, in Conflict Resolution Theory and Practice, Dennis J. D. Sandole and Hugo van der Merwe, eds., (Manchester, U.K.: Manchester University Press, 1993), pp. 131-145.

When?

- When some people have different or unclear standards about what to do
- When something is not equally distributed (responsibilities, resources, information etc)
- When people are not prepared to accept different attitudes
- When people are no longer credible
- When people tend to classify everyone different as "others"
- When people do not want to change or they keep changing the rules
- When there are no clear procedures (or any)

There are many possible sources of intense conflicts that can happen unexpectedly in a partnership. Searching for causes of conflict is essential to ensure the success in resolving the conflict. Partners from different cultures may have different understandings of what causes conflict, and of what responses are appropriate. Since conflicts are a form of human activity, we must understand the relevant cultural causes. Some intercultural conflicts can be caused simply by culturally driven miscommunication and misinterpretation and many conflicts do turn on incompatible goals. However, culture shapes how these partners understand that incompatibility, what actions and reactions are seen as appropriate, and what possible solutions would look like. An understanding of culture is needed in order to understand why parties value their goals, and how they understand and weigh the costs of conflict. The need for cultural analysis is very useful when all the partners come from different cultures.

Causes of conflicts can include:

- Problems with aims and priorities
- Pressure on resources (time, spaces)
- Lack of knowledge or understanding
- Poor/ Lack of communication
- Unclear structures and procedures
- Limits of authority
- Personal, historical or hidden problems
- Different power interests
- Dissatisfaction with management style
- Weak leadership
- Lack of openness
- Change in leadership
- Too high/too low expectations
- Personality, race, or gender differences present

All partners involved should be aware of the danger that the possible causes of conflict are not discovered in time i.e. before they start becoming too big. Very often this can happen and cause a lot of frustration and absorb a lot of energy, resources and motivation. Resolving conflict is not easy. Partners must be willing to contribute to resolve conflicts. If the conflict is understood it can be effectively managed by reaching a consensus that meets both partners' needs. This results in mutual benefits and strengthens the partnership. Conflict management in partnerships should focus on encouraging open communication and ways of negotiating expressed differences to meet at least some of the needs of all partners.

Yet every resolution of a conflict can also feed a new conflict in a partnership. It is, therefore, useful to see conflicts as a series of expressions of existing differences within a group, having some links to each other. There are also conflicts that are not solvable within a realistic time frame or out of the reach of the partners involved. On these it depends how effectively the partners deal with conflict management they chose to apply: collaboration, compromise, competition, accommodation or avoidance.<sup>83</sup>

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<sup>83</sup> See definitions in the glossary

### Hints for managing conflicts in partnerships

- Necessary skills that are important: active listening, building better understanding and communication, positive and constructive criticism, negotiation and mediation;
- Create a space for the parties involved where they can feel safe, where they understand each other and agree on all the rules;
- Offer the partners space to enable them to reach their own solutions;
- Learning to value yourself is also about valuing others;
- If things are out of control remember you could have professional help - a trained mediator;
- Conflict is daring, exciting and challenging;
- Most intercultural conflicts are based on intolerance and ignorance of differences.

## 4.8. Intercultural learning in partnership

“Great Spirit, prevent me from judging a man,  
not before having walked a mile in his moccasins”  
An invocation of the American Indians

### Aim of the chapter is to:

- stress the importance of a partnership in an intercultural learning
- describe the process of learning
- analyse an intercultural learning process

In a world where distances are made shorter every day, living in peace and where justice and understanding other people and cultures, seems to be an impossible dream.

Promoting this international understanding through an intercultural education is one of the core values of WAGGGS and WOSM and many other Organizations. For an educational movement such as Scouting and Guiding, a partnership is not only an occasion to strengthen the organisational framework but also to enact its mission i.e. to build an awareness of international solidarity in their members and to let them assume their responsibilities as a world citizen.

Intercultural learning is defined as an individual process of acquiring knowledge, attitudes or behaviour that is connected with interaction of different cultures. It focuses on how people with different backgrounds can live together and the process required to attain such a society.

### 4.8.1. Learning levels

Learning takes place on three different levels:

- Cognitive level: Acquirement of knowledge or beliefs: knowing that the milk is white, 1 plus 1 is 2, that Baden Powell is the founder of Scouting...
- Emotional level: It is very difficult to grasp as a concept. Perhaps people did not make a good impression when you met them for the first time. Then they might become your best friends
- Behavioural level: It's what is visible, external to learning: Being able to make a nod, to have the patience to listen someone that does not speak your language, welcoming a person in the right way

Intercultural learning involves all three levels:

*“If you want to eat with chopsticks, you need to know how to hold them and you need to learn the right movements. But both will not have a lasting effect if you don't learn to like eating with them – or at least see an advantage in so doing”<sup>84</sup>*

Intercultural learning happens in two different ways: non-formal system - accidentally; or in a formal system - planned.

In an educational movement Scouting and Guiding both processes - non-formal and formal - use structured processes to facilitate learning because we will not learn something from an accidental experience if we do not intentionally reflect upon it.

### Roles in Intercultural learning

The most common mistake is in thinking that you have a lot to teach but nothing to learn. For Organizations that are involved in non-formal education, it is obvious that intercultural learning has to be set up as a two-way process, where people learn from each other by interacting. Educating our own members to be open-minded citizens for mutual learning has to be one of the most important keys in a partnership project.

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<sup>84</sup> Ibid

#### 4.8.2. Partnership as a intercultural learning opportunity

Considering the partnership as an intercultural learning experience requires some attitudes that are not so obvious as they seem to be at first glance. Like every learning process it needs time and energy. In the partnership process we have to prepare the participants to:

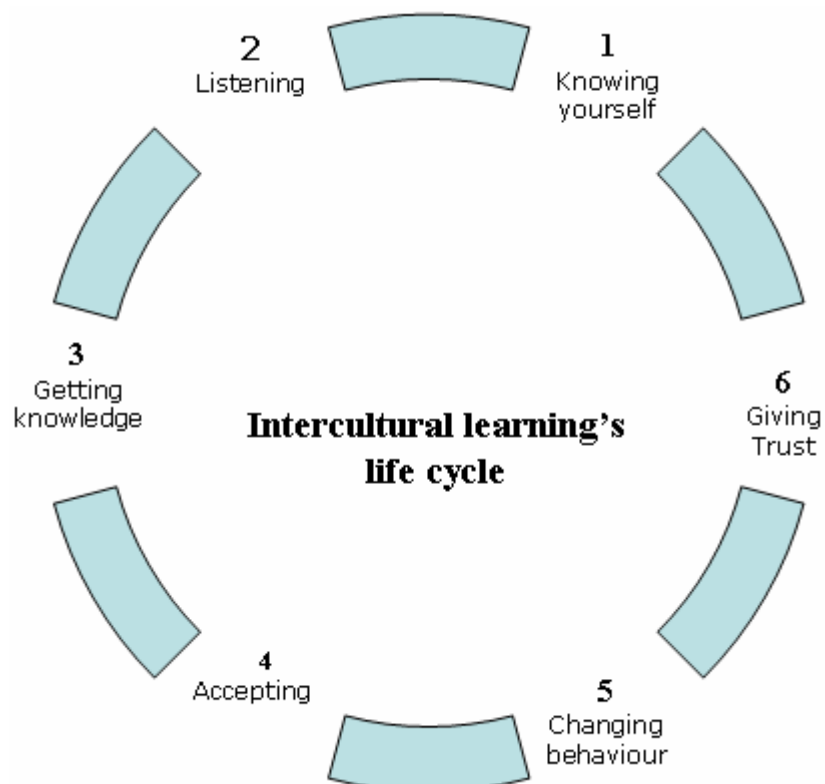
- Keep an open mind;
- Listen to others;
- Demonstrate a self-critical attitude and willingness to learn;
- Look at the relationship as an opportunity to ask questions, seek answers, and build knowledge together;
- Establish specific learning objectives for the relationship;

Documenting and sharing of intercultural experiences allows to create a multiplication effect inside and also outside our Organizations

#### 4.8.3. Life cycle of intercultural learning<sup>85</sup>

The intercultural process is really complex. It starts with knowing yourself i.e. acquiring skills to confront yourself with another. Through the listening step, you get the skills that bring you to discover the others culture and accept it. But it is not enough to accept, we have to look back at our behaviour and try to change it and adapt it to the new situation. Changing our behaviour gives us the opportunity to show that we really believe in this intercultural exchange, the partnership. This brings us to offer our trust (and surely to receive it...)

This process is continuous, since we have to keep it alive and this requires a major effort. But the game is worth the candle because together with the awareness of justice and solidarity, the intercultural understanding is the key to building a better world.



<sup>85</sup> Scelte Associative: Coeducazione- CNGEI- Italy, Rome-1979



## 5. FOLLOWING THROUGH

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Once your partnership actions are coming to an end, it is time to analyse the results of the partnership. You should try to evaluate the effect of the partnership, not only produce a "technical" report that will end up somewhere in the files. Here you should refer to initial aims and objectives of the partnerships, those that you established together with your partners at the start of the process. Observing initial and final situation, you should be able to recognise the new quality that the project brought. Then, you should try to transfer it into learning, so that it becomes the practice of the organisation.



During a partnership, at specific times, you will be required to prepare reports. At the end of the project, you will need to make the final report. Reports should present the achievements and results of the project as well as the failures. It is important to understand the reasons for both in order to help better planning in the future.

Sustainability is one of the key words for partnership, both during the project and after it. You should try to find the best ways to maintain the result of your actions, and use them on longer scale.

This final stage involves the decision on closing or continuing a partnership. Renewing a partnership should not be automatic. Again, you should start from the beginning. Only some of the steps will be easier to accomplish. You should stick to the priorities of your Organisation, and see if the renewed project is still going in that direction. If not, close the story. It is better to stay good friends and maintain regular contacts, than to keep alive something that may soon become a burden for those involved.

Your success in partnership should be celebrated and shared with your partners, friends, supporters. Use different opportunities to mark achievements. It will create an atmosphere of enthusiasm inside and respect outside your Organisation.

## 5.1. Closing analyses

### Aim of the chapter is to:

- stress the fact that the area of evaluation is a critical element in the success of partnerships.
- explore different tips relating to the process of evaluation
- explain terms of sustainability, multiplying effect, transfer of knowledge

“How can we hope to finish? What are the objective indicators that point to success or failure and that will lead us to finally writing the words “The End”. According to our experience, it is the projects rather than the partnerships that end. It is of course a sad situation but we have to know how to withdraw from such an engaging situation in order to accept that a project comes to an end. We are there in this psychologically dangerous zone, where each of the partners has to evaluate their own actions. Was the knowledge of the other party real or was it a smoke screen? Answering this question is an indication of the difficulty of evaluation. An evaluation will be even more precise when it is planned as part of the project from the beginning even though a project may obtain results over and above those that had been initially fixed. So it is more the cultural and technical improvement in the service of developing the community that should be evaluated.”<sup>86</sup>

### 5.1.1. Evaluation of a partnership<sup>87</sup>

The results the evaluation process in a partnership will provide will be vital for understanding if it was a success and the desired effect achieved. Without proper evaluation, we will not learn from our mistakes nor will we learn from our successes – and it is our responsibility to learn from both. Evaluation is not about judging the performance of the individuals or the Organization. It is solely about learning and about developing our ability to distinguish between what does and does not work and to develop our approach further as a consequence. Taking risks and learning what does and does not work is an important part of our approach to find new ways to do our actions better. In this sense, we should not avoid innovations because of a fear of failure in the actions. We should try new approaches and set ourselves new challenges – to learn from the outcomes reached.<sup>88</sup>

Depending upon the purpose of the evaluation and what you want to evaluate, there are different approaches to evaluation that can be combined:

- What was (not) achieved? Why? Do these achievements correspond to the objectives? Were these results (not) planned? Why? The results may be evaluated in terms of the effects, both direct and indirect, measurable and non-measurable, concrete and intangible.
- How was the process chosen? How did the relationship between the partners developed? How did they communicate and co-operate? What did change during the process?
- Which educational challenges were faced? How has this project helped us change our attitudes towards the topic under discussion?

The evaluation process can examine several areas:

- Participation – of young people from Associations involved
- Relevance – did it meet the needs of young people in communities?
- Effectiveness – how effective were the activities? Did they meet the objectives? Could they have been carried out in a different way to meet these objectives?
- Impact – what impact has the project had on the partners?
- Sustainability – can the activities continue without the resources, which the partners are contributing?

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<sup>86</sup> Santé Sud, Dossier: 1er Forum Santé Sud: Extraits des discussions <http://www.santesud.org/Accueil/Infos60.html>

<sup>87</sup> Guidelines for North-South Co-operation, European Guide and Scout Office, Belgium, Nov 1995, pp. 20-21; Project management guidelines, World Association of Girl Guides and Girl Scouts, 2000, p. 16

<sup>88</sup> WAGGGS training guidelines, World Association of Girl Guides and Girl Scouts, p. 35

When planning an evaluation, some simple questions need to be answered:

- Why do you want to evaluate? What is the purpose of the evaluation?
- What do you want to evaluate? What questions do you want your evaluation to answer?
- How do you want to implement the evaluation? What methods should be used?
- When should the evaluation take place? It is important to make a timetable.
- Who should implement the evaluation? It may be useful to ask somebody who has not been involved in the partnership.
- How much will it cost? It is important to budget for the evaluation.

Evaluation needs to contain also a conclusion about what the Association learned:

- Was the work worth doing?
- Were the resources well used?
- What remains to be done?
- Could our time have been better spent?
- How can we use these results?

In order to make a good evaluation, you need to remember the following essentials:

- Objectives must be clear (see chapter 4.1 Project management)
- There must be adequate information about what happened (see chapter 4.1 Project management)
- People doing the evaluation must be objective
- Evaluation is really useful if people agree to improve or change themselves, or agree that the Association may improve or change
- It is important that partners plan the evaluation together, to consider the objectives of all partners, to have the point of view of all partners.



Evaluation is also the last time that partners may ask themselves about their relationship, if the notions of equality and working together are reality, so that benefits and success factors can be shared!

### 5.1.2. Writing reports<sup>89</sup>

You may have to produce annual, mid-term or final reports to describe what has been achieved, difficulties encountered and your plans for the year ahead. The procedure for putting together an annual or mid-term report is the same as for any complex report and begins with thinking carefully about the purpose which might be any or all of the following:

- to inform members, users, funders about what your Organisations have done
- to acknowledge contributions
- to impress current funders and encourage them to give more money
- as a promotional document to attract more members or volunteers
- to inform other organisations
- to inform the public
- to fulfil a legal requirement.

Producing a report of this nature usually requires drawing together all the information you have about the progress you have been making over a period of time, also bearing in mind the partners and their progress. This information should have been collected as an on-going basis through a process known as monitoring (see chapter 4.1 Project management)

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<sup>89</sup> Project management guidelines, World Association of Girl Guides and Girl Scouts, 2000, pp. 14, 16

At the end of a project, a project completion report might be required to be prepared. This is required if the project was funded by an external agency and in these cases it is usually referred to as project evaluation report. The evaluation report should include:

- What the Organizations wanted to achieve by carrying out the evaluation (its objective)?
- Background information about the Organizations and why the partnership project was identified
- What information was collected as part of the evaluation and how it was collected and analysed
- What the information shows?
- How the evaluation was undertaken and who was involved?
- Whether the original objectives were met
- What else was achieved?
- New needs which have become apparent and what the Organizations proposed to do about them.
- What has been the impact of the project on the community and the Organizations in question? This involves a parallel process to evaluate the consequences of the development on the community. The impact analysis should be an integral part of the planning process as it provides extensive documentation of the anticipated impacts such as economic, social and environmental related impacts.

You may consider with your partners the option of writing separate reports, of any kind. However it would be better if you are able to devise one single report. This will show the level of communication and relations built between the two partners and procure a special effect for the donors.

### 5.1.3. Sustainability

The term “sustainability” has diverse definitions. A project, initiative or programme is sustainable when:

- It has the ability to endure and be healthy over the long term.<sup>90</sup>
- Resources are sufficient to cover all programme needs over the long term.<sup>91</sup>
- It is strong enough to be implemented and supported until the end of the project, without depleting or adversely affecting the resources and management capabilities available to it.<sup>92</sup>
- It preserves quality interactions with the local environment, economy and social system.<sup>93</sup>
- It is done with the long term in mind. Today's decisions are made with a consideration of sustaining our activities into the long-term future.<sup>94</sup>
- It meets the needs of the present generation without compromising the ability of future generations to meet their own needs.<sup>95</sup>
- The outcomes and positive effect of the project will be maintained once the project has ended.<sup>96</sup>

Any partnership should bear in mind that it should be sustainable from the very beginning. Sustainability is therefore an essential part of the entire partnership. At the end of the partnership it is again time to review if the partnership project has been sustainable and how to ensure that the reactions started by it would be carried out also in the future. Very often an impact study is carried out to determine whether the benefits created by the project had a lasting effect. This relates to a growing concern that investments should bring sustainable benefit also in the future. Funding agencies in particular are concerned to see that issues of sustainability are tackled in any project design – but it is obviously a concern to us all.<sup>97</sup>

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<sup>90</sup> Regional Indicators report for SouthEast Louisiana [www.indicators.top10by2010.org/glossary.cfm](http://www.indicators.top10by2010.org/glossary.cfm)

<sup>91</sup> Virtual library on Microcredit [OECD, 1996]. [www.gdrc.org/icm/terms.html](http://www.gdrc.org/icm/terms.html)

<sup>92</sup> University of Vermont (1997) [www.uvm.edu/~plan/masterplan/glossary.html](http://www.uvm.edu/~plan/masterplan/glossary.html)

<sup>93</sup> Genencor International (2002) [www.genencor.com/wt/gcor/glossary](http://www.genencor.com/wt/gcor/glossary)

<sup>94</sup> University of Arizona [www.ag.arizona.edu/futures/home/glossary.html](http://www.ag.arizona.edu/futures/home/glossary.html)

<sup>95</sup> The Brundtland Commission, 1987 <http://commpres.env.state.ma.us/content/glossary.asp>

<sup>96</sup> United Nations Development Programme [www.undp.org/eo/ADR/glossary.htm](http://www.undp.org/eo/ADR/glossary.htm)

<sup>97</sup> Project management guidelines, World Association of Girl Guides and Girl Scouts, 2000, p. 16

“Sustainability is usually created through capacity building and organisational development. It is for this reason that project management so often involves a commitment not only to achieving project benefits but the training and development of the people involved in the project and the building of management systems within the organisation (or within external communities) to allow everyone involved to manage and further develop the project outputs once the project ceases.”<sup>98</sup>

Sustainability may be seen as a process that contains different approaches that can be combined. However first of all, sustainability needs to be thought and planned from the beginning of the partnership:

- Is the project achievable, what are the risks, how to minimise them in order to carry out the project? We need to think about human, financial, time sustainability of the project
- We need to think about the results of the projects, but also about what this project brings as added value to the Association? How to use and transfer the results and knowledge in the future? The Association will improve, are we conscious and ready for that?
- How will the results keep their value after the project has ended? Are the results sustainable?
- How may the project have been a starting point for big changes in the Association, the community, etc? May we have a multiplying effect of the results, changes or knowledge and how?

An important part of sustainability is to ensure that when the partnership is created, some thoughts have also been put into how to finish the partnership and deal with the consequences of the partnership. This type of exit strategy is good to have in mind, as we want to ensure that the partnerships are dealt in the best manner and that they result in a sustainable effect for the Association.

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<sup>98</sup> Ibid

## 5.2. Renewing or ending partnerships?

### Aim of the chapter is to:

- stress that a possible failure is part of the partnership process
- develop means of recognising the learning generated through partnerships and ways of integrating them in the life of Organizations
- appreciate the concept of celebrating the successes
- respect the different ways of ending a partnership
- see the continuation of the partnership as a start of the partnership cycle again

### 5.2.1. Face a failure<sup>99</sup>

Nothing hurts more than a failure. Concerned as we are with success and survival, living in a competitive world that worships winners and looks down at losers, even people with normal self esteem tend to react to failure with a negative frame of mind and attitude, and with feelings of inadequacy, incompetence and loss of self-esteem.

Failure as part of a project: failure is not the end of our actions but a part or a product of them. Failure is inherent in all of our actions and undertakings. The best way to deal with failure is to deal with it as if it is a problem that needs to be resolved during the project. Failure is a problem that needs a solution through direct confrontation and use of creative ideas for sustained action in the project. It is important to remember that the best thing about failure is that it is temporary, manageable and solvable.

Develop an intelligent attitude: you cannot escape from failures when you embark upon a course of action with which you are not very familiar or comfortable. If you consider failure as a phase in the process of your improvement and development, you can use it for self-improvement and a tool towards increased self-awareness. Failure is a situation that depends on your state of awareness. It demands timely and skilful action, a planned and concerted approach, as well as a positive mental attitude and courage. Therefore, take failure as a learning opportunity.

#### Anticipate failure

Before you start your project/action, anticipate what kind of failures you may expect on the way and prepare yourself adequately to cope with them. Develop action plans, alternate scenarios and intervention mechanisms to deal with different kind of situations as they may develop from time to time and interfere with your partnership progress. With this approach, failure becomes an integral part of our vision for success.

#### Ways to cope with failure

Failure can be managed intelligently and pragmatically just as you can manage our day to day problems. Failure can be confronted, studied and dealt with, in a rationale and objective manner. When faced with failure you have to consider the different options that are available to you and deal with them effectively. You cannot set aside your failures, ignore them or wish them away. You need to face them squarely and in time, before they become unmanageable and create crises and serious trouble.

- Accept responsibility for your failure: faced with failure, it is easier to look outside to find the cause of the failure. Even if the actual cause is extraneous, by accepting responsibility you can learn wisely from the situation and prepare yourself for further action. Especially when you are part of a team effort, by accepting responsibility for your actions, you are earning the trust and respect of other team members and their continued support to deal with your failure.

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<sup>99</sup> Coping with failure by Jayaram V, [http://hinduwebsite.com/selfdevt/coping\\_with\\_failure.htm](http://hinduwebsite.com/selfdevt/coping_with_failure.htm)

- Seek help from others: when failure becomes an unavoidable option, people tend to withdraw into themselves and suffer alone. While this is a normal and immediate response to failure, it is important to recover quickly from such situations. In order to stay calm, remain focused and objective, you can gather support and input from your friends and colleagues. With a good adviser, you can bounce back and look for opportunities to overcome your deficiencies or rectify your mistakes and continue your efforts in the desired direction. You can make an objective assessment of the situation, analyse your actions and seek other's co-operation, inputs and involvement. It is important to weigh the options and take calculated risks.
- Think positively: usually the mind has the habit of internalising success and externalising failure. While this is the usual defensive reaction, the mind also has the tendency to associate negative feelings with failure such as pain, frustration, distrust, loneliness, confusion, uncertainty and despondency. It is important to motivate yourself to think positively and develop a positive plan of action to recover from failure. Become receptive to the free flow of ideas and thoughts. Using your creative faculties, challenge yourself with the will to succeed and the vision to be different and determined. By keeping your hopes alive you keep your chances of success alive.
- Be systematic: it helps to be organised and systematic, while engaged in a certain course of goal-oriented actions. In an organised environment, you have better chances of analysing your past actions and isolating the causes of your failure. You can draw richly from the wealth of information gained by your previous experience and observation. It will also help you control your activities, measure your performance, and stay on course. (see chapter 4.1.3. Monitoring process)

Every partnership brings with it some failures and disappointments along the way. Do not feel discouraged by them, but take them as learning points for the future. Once the worst feelings about the failure have subsided, it is good to analyse the reasons behind the failures and ensure that sufficient measures to avoid them will be taken in the future.

In most of the cases it is very beneficial to discuss openly the failures together with the partners and share the different interpretations of them. It might be that, what you consider as a failure is not the same for your partners. Also how to go over the failures and recover things can be seen differently by your partners.

Face and deal with failure courageously. Be persistent and creative! Give failure your best and make it your strength!

### 5.2.2. Recognise and celebrate accomplishment

If you realise that your partnership has been a success or has had some elements that you are really satisfied with, do not forget to celebrate them! Too often we forget to really celebrate and mark the big (and smaller) achievements we have managed to accomplish over the years. Finally, in the end, every accomplishment should be celebrated and shown to the wider public.

"Partners who have successful partnerships look for every opportunity to celebrate project successes or key benchmarks in the evolution of the partnership. Recognising and celebrating accomplishments enhances visibility for the partners and their work together and helps motivate and spur people on to new challenges. Especially when big picture results are going to take time to achieve, it is important to celebrate early successes and milestones to help build momentum and a sense of accomplishment." <sup>100</sup>

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<sup>100</sup> What are the keys to creating and managing successful partnerships? Partnerships at the U.S. Department of the Interior. [http://www.doi.gov/partnerships/partner\\_keys.html](http://www.doi.gov/partnerships/partner_keys.html)

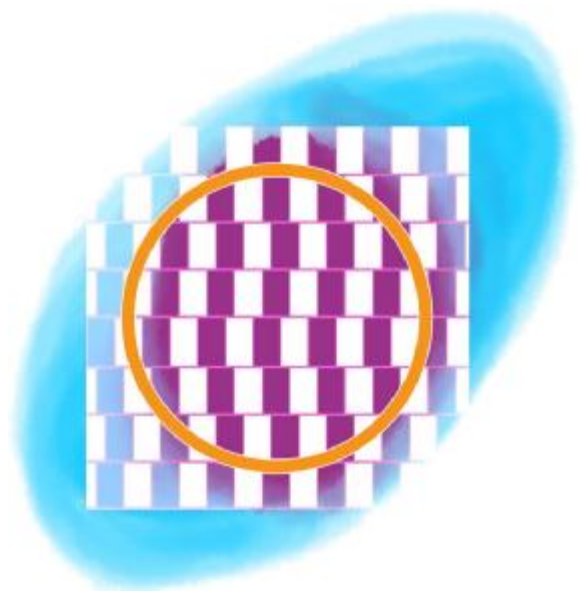
Here are different ways to celebrate successes<sup>101</sup>

- Camps, weekend parties, special activities: share memories
- Movie, memory book, song, website
- Official congratulations, party, presentation
- Gift, thank you letter
- Smiling faces
- Annual/final report
- Video on TV, articles in newspapers
- Award, badge
- Invitation to parents

### 5.2.3. Ending

At the end of a partnership, even if both partners undertake the evaluation together, conclusions could be slightly different because of different perception and culture. Each Association will have to continue its development. So partners will evaluate the partnership from different perspectives:

- results are met, partially met, not met
- process was interesting, partially interesting, not interesting
- the relationships were excellent, good, not extraordinary...
- new analysis of the Association shows new needs and aims for the Association. These new needs and aims are common, partially common, not common at all with the partner.
- the partnership could (not) be chosen as a method in order to meet these new needs and aims.



So possibilities for partners could be:

- to renew the partnership in order to finish the project
- to renew the partnership in order to continue the project
- to end the partnership
- to end the partnership and begin a new one with the same partners but with a different content.

“There is no obligation to renew an agreement. Partnership is a mutual agreement between partners who both have responsibilities and are free to end the co-operation, if it no longer fulfils the needs of one or either partner.”<sup>102</sup>

Ending a partnership project is often a difficult moment. We are often afraid to end a partnership project in due time, because this would mean that the project has failed (on the contrary!) and that relationships will end. Ending a project needs courage, self-confidence and trust on both sides in order to be able to separate the factual part (the project) and the emotional part (friendship). Project can end – while the friendship remains!

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<sup>101</sup> Brainstorming done during the European Seminar on Partnership for Intercultural Understanding and Development, 30 October – 5 November 2004, Kandersteg, Switzerland

<sup>102</sup> Guidelines for North-South Co-operation, European Guide and Scout Office, Belgium, Nov 1995, p. 17



#### 5.2.4. Renewing a partnership

It is good to evaluate the partnership well after completing the agreed actions. If both partners see the renewal of the partnership as a valued option, it is useful to consider it with an evaluation of what can be improved in the renewal process.

Once you are convinced that you want to continue the partnership further you will need to be ready to put new efforts into it. For personal and organisational development it is vital that the entire partnership cycle is started from the beginning. This means that you will need to assess the current situation of your Organization on the priority areas and see how the partnership could be beneficial. Based on these you would need to go back into the step on Generation of the partnership.

A renewal of a partnership should not be taken as something self-evident. Any partner needs new energy and enthusiasm to keep going therefore new challenges for a partnership could be the key motivational elements for the next stage of the partnership. It is worth building on the history of the partnership and avoiding any mistakes that were made. The renewal of a partnership can often be a bonus for the stability of the partnership.

In many cases, the partnership renewal is already considered as an option in the middle of the partnership process. This is important, as a decision on renewing a partnership should not be taken quickly. There needs to be enough time allocated to see if the actions are having the effect desired on both sides.

Sometimes when analysing the partnership in depth, the partners realise that they would like to change the roles inside the partnership. In many cases it is from provider to enabler. This requires a new level of understanding of partnership principles. In this it might mean new ways of doing things, where enabling others to do their best plays the key role. In traditional partnerships, one has been taking more responsibilities than the other one. In new models everyone should aim to act as an enabler, coaching and motivating each other. These new ways of doing things should be considered carefully in order to keep the next round of the partnership alive for a long time.

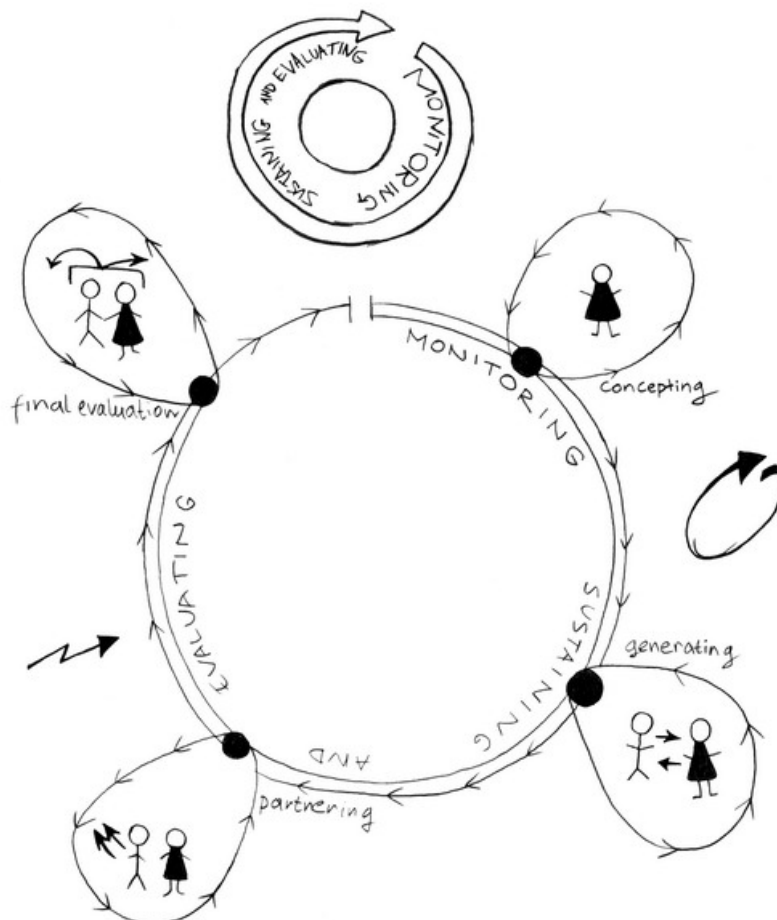
## 6. CLOSING REMARKS<sup>103</sup>

Any partnership can be thought of as a cycle that is composed of four main parts. The partnership cycle starts from **Conceptualising** the idea of a possible partnership through analysing what is the situation of your own Association and could a partnership be a suitable method to achieve your goals. An important part of conceptualising is also understanding what are the things that influence a partnership in specific Organizations/movements such as Guiding and Scouting.

In this step, you are working on your own, without any contact with a partner. Elements of this step are:

- Defining your own ideas and needs, resources, goals through the analysis of your situation
- Prioritising in order to distinguish the core goals (that which you really want to achieve through the partnership) from wishes.
- Defining or reaffirming your vision.
- Thinking ahead and make a first risk assessment and search for possible solutions.
- Getting to know yourselves, your culture and values, your fundamentals
- Defining your ideal partner.

At this stage, the ideas should still be very broad and open, so that you have the possibility to make compromises with the potential partner.



The second part of the cycle concerns **Generating** the real partnership offer and identifying suitable partners for your partnership. At this stage the common project is agreed and in most of the cases the partners sign some sort of partnership agreement.

<sup>103</sup> This section was mostly designed using proposal from a working group on the European Seminar on Partnership for Intercultural Understanding and Development, 30 October – 5 November 2004, Kandersteg, Switzerland

At this stage, both partners are making steps towards each other. Here you shall:

- Search for potential partners.
- Screen the partners and get as much knowledge as possible about them.
- Contact and find a partner.
- Get to know each other better, building up a relationship on an informal basis in order to raise the motivation.
- Collect ideas about possible projects and exchange useful information.
- Negotiate the project (aim, objectives, resources, needs and goals, expectations, ...).
- Make sure all the needs are mapped completely and agree on informal needs.
- Balance both sides' skills, knowledge, and attitudes.
- Up-date the risk assessment together and think of possible solutions.
- Make a partnership agreement.

The final point of this stage is the partnership agreement. After this has been done, both partners are ready to start working together.

In the third part, the partnership actions take place. In this **Partnering** stage it is crucial that both partners work together in the same direction. Issues like human and financial resources, communication and team work play an important part in this process.

In this step, the partnership project is being realised and your ideas and agreements transferred into reality. During this phase you will most probably:

- Plan the concrete actions (clarify expectations, ideas, time horizon and schedule, synchronize methods, ...).
- Prepare the participants/partners (concrete skills, knowledge, and attitudes).
- Define the specific roles and responsibilities.
- Implement the project.

This stage is the longest one, and it is in fact the true partnership itself.

If the partnership is **Followed through**, the final stage is the part where we see if the partnership will be finalised (ended) or renewed. If renewal is the case, the partnership cycle starts from the beginning.

Here, the partners look back together on what has been achieved with the project, and what will be done in the future. Here you shall proceed through following steps:

- Evaluation of the results of the project: Did we achieve our objectives? (Quantitatively and qualitatively).
- Reporting to the funders and other interested third parties (financial report, activity report, ...).
- Do the necessary Public Relations work in order to prepare the terrain for future projects (sensitise potential future funders, raise the visibility of the project, increase the interest of the public).
- Celebrate the success.
- Take a break.
- Question: do you want to continue with partnership work at all or not? With the same partner? With additional partners? The answer will depend on the available resources, the motivation and the confidence of the partners, and the needs.

After this step, the process will pass to the step of Conceptualising again.

The crucial parts of the partnership cycle are monitoring, sustaining and evaluating actions taken in the process. These can be seen as three main concepts that are present in all parts of the partnership cycle. Monitoring enables us to see if the partnership is following the plans made to reach objectives and if any changes are needed. Sustaining keeps us aware that the actions planned and carried out are sustainable in the long run and the continuous evaluation makes us aware that we are on the right track with the partnership.

Through these processes, you shall have to:

- Have the aims and objectives changed? Adapt them?
- What are the achievements and the failures?
- Re-analyse ourselves (SWOT, ...)
- Up-date the risk assessment and develop possible solutions.
- Do the resources still match the actions planned?
- Where in their personal development are the people involved in the project?

A partnership is a challenging method that requires a good understanding of the partnership principles. We hope that these guidelines have given you some ideas and the motivation to initiate and continue with partnership activities.

## Glossary

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Here are some of the key terms used in the Guidelines.

### Accountability

The act of being responsible for what you do and being able to explain your actions

### Aim

The purpose for doing something and what you hope to achieve; a result that your plans or actions are intended to achieve

### Collaboration

When two or more people work together to create or achieve the same thing, for a special purpose

### Co-operation

When you work or act together with someone for a particular purpose, or when you help someone willingly when help is requested:

### Evaluation:

The act of considering or studying something carefully and deciding how good or bad it is; the act of judging or calculating the quality, importance, amount or value of something

### Goal

Something you want to do successfully in the future; an aim or purpose

### Monitoring

The act of observing something carefully and recording your results; the act of observing and checking a situation carefully for a period of time in order to discover something about it

### Objective

The purpose of something; a reason for doing something, or the result you wish to achieve by doing it. Something that you are trying to achieve; something which you plan to do or achieve

### Participation

When you take part or become involved in something, in an activity

### Partnership

Formal relationships and process between two or more people, organisations or countries that work together to achieve something, because of having similar aims.

### Sustainability

To cause or allow something to continue for a period of time. To support someone or something so that they can live or exist

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## Seminar on Partnerships

Kandersteg International Scout Centre, 30 October - 5 November 2004

Saturday 30	Sunday 31	Monday 1	Tuesday 2	Wednesday 3	Thursday 4	Friday 5	
Arrivals of participants	Breakfast						
	Thought for the day						
	Concepting	Generating Defining the partnership	Partnering - Skills Workshops on: Project management Conflict resolution Intercultural Education	Partnering Time and dynamics, Principles	Sustaining Learning and integration; Educational values of partnership	<b>Departures</b>	
	Coffee Break						
	Concepting	Generating Defining the partnership (continued)	Partnering - Skills (continued)	Partnering Hints and challenges Monitoring; Valuing contributions	Sustaining Partnership and culture of an association; Living partnership - renewing partnership		
	Lunch						Daily Programme 8 - 9 Breakfast 9 Thought for the day 9,15 First session 10,45 Coffee break 11,15 Second session 13 Lunch 14,30 Third session 16 Coffee break 16,30 Fourth session 18 Team meeting 18,30 Dinner
Generating Analysis - internal and external; Link to strategies; Goals - needs	Partnering How to prepare people: Knowledge and attitudes	Outing	Partnering Funding; Support from international institutions	Evaluation and Future plans			
Coffee Break							
Welcome and registration	Generating Identifying suitable partners	Partnering Communication Introduction to Team approach	Sustaining Evaluation	Outcomes of the Seminar			
Dinner							
Welcome evening; getting to know each other	International Evening	Team Approach	Project Fair	Free Evening	Closing Evening		

## Appendix 2

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### Seminar session plans

Please find the session plans and attached documents in the separate files