

October, 2004

Partnerships in Action

Guidelines for North-South Co-operation

This document is based on text developed by the North-South Network of the European Region, formerly published on the European Scout web-site.

3. The Co-operation Process

This section consists of 5 chapters which cover the different steps involved in planning a cooperation project. These steps should be taken in the order in which they are presented.

They can be used both at national level, when planning a global project, and at local level, when organising an activity as a part of the global project. They can also be used when planning a training session on cooperation, and when playing games to raise awareness of the topic, etc.

The first step is to think about the reasons for co-operating. It is a good opportunity to learn about each other and to discover and share each other's experiences and values. Co-operating is a way of learning about each other's culture and, at the same time, of becoming more aware of our own culture. We are only able to discover other cultures if we know our own.

The second step is to find a partner. The international Guiding and Scouting network can help, since there are Guides and Scouts throughout the world. Choosing them as a partner enables us to plan joint activities, because we have similar values and visions of the future and we use the same methods to educate young people to be active citizens of tomorrow's world.

The third step is to reach an agreement and draw up a contract. The agreement involves two

partners. Both have to contribute, both have to give and take, otherwise it will be a one-sided project instead of a mutual agreement. This section highlights the importance of defining the involvement, contributions and expectations of both partners.

The fourth step is to plan and implement the activities. The timing and allocation of responsibilities have to be considered for the different stages of the cooperation project. Each action has to be connected with the project's aim, so that it is meaningful both as a single action and as part of the global project.

The final step consists of evaluating the co-operation project. The results have to be evaluated in terms of the effects, both direct and indirect, measurable and non-measurable, concrete and intangible. The co-operation process also has to be evaluated, including the way in which the objectives were chosen. Above all, the evaluation procedure should examine the educational challenges faced. The evaluation can provide answers to the following questions:

- How has this project helped us change our attitudes towards the topic under discussion?
- Have we really changed or could our time have been better spent?
- How can we use these results?

