



STRONGER TOGETHER

A toolkit for partnerships in and
beyond Development Education

Credits

Sincere thanks to everyone who participated in the research and development of this toolkit, including colleagues at Afri: Action from Ireland, the Centre for Global Education, Comhlámh, Concern, Development Perspectives, Eco-Unesco, Galway One World Centre, Lourdes Youth and Community Services, Trócaire, WorldWise Global Schools, and Young Social Innovators.

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About IDEA

IDEA, the Irish Development Education Association, is the national network for Development Education in Ireland and a leading voice for the sector. We represent over 100 members involved in the practice, promotion and advancement of Development Education in formal, non-formal and informal settings. Together we work to strengthen Development Education in Ireland and to raise awareness of the crucial role of Development Education in achieving an equal, just and sustainable future.

IDEA's vision is of an equal, just and sustainable world in which empathy, solidarity and active citizenship are cultivated, and where citizens are empowered to analyse and challenge the root causes of injustice, poverty and inequality. Development Education enables people to understand the world around them, to envision a fairer future and to act towards that vision. Development Education engages people through a process of interaction, reflection and action towards supporting global justice.

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INTRODUCTION

Building new partnerships for Development Education is a key priority for IDEA. This arises from recent partnership-focused projects, particularly Challenging the Crisis, a European Development Education project that opened up new opportunities for learning with diverse partners. Challenges within and outside the sector in recent years have also highlighted the need for smarter ways of working that can benefit us all.

By uniting with others we can grow our reach and impact, and rise to the new challenges of our time. Expanding our partnerships, and working to enhance those that already exist, will be a crucial way of doing this.

This toolkit is designed to help IDEA member organisations to understand, establish and manage partnerships. It explores working in partnership within the sector, and how members can also develop partnerships beyond their traditional focus. The first half of the toolkit will help practitioners to understand what working in partnership is, and some of the key benefits and potential pitfalls, while the second half sets out practical advice on establishing and maintaining successful partnerships. This toolkit is supplemented by further case studies and videos, which are available on the IDEA website at www.ideaonline.ie.

This resource has been developed in consultation with several IDEA member organisations and staff, and provides testimonies of existing partnership work in the sector. The information set out here is by no means conclusive, and is intended to provide a reference point for further development in this area.

Context

The recent rise of the far right has been partially attributed to the failure of progressive civil society to adequately reach, engage and involve many more marginalised communities. Those fed up with a status quo of global turbulence and inequality have been specifically targeted by groups seeking to create division. There are worrying similarities to the rhetoric that brought fascist leaders to power, in Europe and elsewhere, in earlier decades.

Issues arising from inequality, climate change and migration are increasingly affecting people in Ireland and around the world. Civil Society is facing the challenge of how to enable and support greater public engagement on these issues and create meaningful change.

In this context, moving beyond silos or what can be seen as 'safe bubbles' is essential if Development Education is to be relevant and effective in the new era. Investing time, energy and resources in working with grassroots groups and communities who are being left behind needs to be a priority. For example, this can mean reaching out to local community leaders, family resource centres, community groups, sports clubs and others who may have existing leadership roles and relationships within marginalised communities. Space for dialogue and debate must be created and skilfully facilitated. By uniting with others we can grow our reach and impact and rise to the new challenges of our time. Expanding our partnerships, and working to enhance those that already exist, will be a crucial way of doing this.

Development Education and Partnerships

Development Education approaches naturally support working in partnership. What is it about Development Education that makes it good at facilitating partnerships? Does it simply create strong foundations for initiating partnership, or can it go further? Is it the ability to weave together seemingly disparate threads, the willingness to accept uncertainty, the space for sometimes seemingly contradictory perspectives to sit side by side that makes it such a key partnership tool?

IDEA has been exploring these questions in the context of the Sustainable Development Goals (SDGs)¹. The scale of ambition of the SDGs is such that partnership is essential if meaningful results and meaningful change are to be achieved globally² – and Development Education, as a tool, can potentially play a crucial role in forging the cross-sectoral and cross-disciplinary partnerships that are so needed. Development Education approaches can be used to challenge perceptions that are barriers to partnership, and can help actors build the common understandings that are the foundations of successful partnership.

In today's changing context, encouraging civil society and other partners to step out of their comfort zones and create new models of meaningful cooperation has never been more important. This process of leaving the comfort zone creates opportunities for learning and education. Development Education is ideally suited to this, because of its grounding in to the concept of the "pedagogy of discomfort," a teaching practice that invites students – and educators – to question their deeply-held beliefs. Working in partnership also enhances Development Education practice, while bringing the benefits of Development Education into other sectors of society.

It is critical, then, that Development Education practitioners rise to the challenges of this new era, and avoid complacency at all costs. This requires us to challenge our own thinking, to disrupt old patterns, behaviours and relationships, and to critically evaluate whether what we are doing actually works. Questioning our own practice and challenging our approach are core to quality Development Education.

"Partnership can lead to increased reach and impact. It can also provide diverse and interesting offerings which would otherwise be impossible. It brings new skills and learning to each partner and enhances creativity and possibilities"

- Rachel Collier, Young Social Innovators

Another key element of Development Education is to promote better understanding of our approach in all sectors of society, so that the sector's contribution is widely recognised and valued. Global solidarity and cross-sectoral partnerships are core to this vision for Development Education³. Development Education

¹ IDEA is a partner in the EU-funded project, Bridge 47 – Building Global Citizenship, which will produce development models that will illustrate the essential role of Development Education in partnership development and in the delivery of the SDGs

² A key partnership working towards the SDGs is Coalition 2030, an Irish civil society alliance that is campaigning for the adoption of a transformative Irish national implementation plan for the SDGs. Coalition 2030 brings together international development, environmental and domestic anti-poverty organisations in a partnership that illustrates and promotes the universality that is at the heart of the SDGs

³ More on IDEA's vision for Development Education can be found here: https://www.ideaonline.ie/uploads/files/DE_Vision_A5.pdf

practitioners also strive to be an active part of local and global communities, as well as of civil society. This requires us to break out of our bubble to seek allies, and to explore common goals with other actors.

Furthermore, donors are recognising the important role that partnership plays. For example, the Irish Aid Development Education Strategy (2017-2023) names 'support to Partnership and Collaboration' as a priority⁴.

In short, working in partnership can enrich Development Education in the following aspects:

Knowledge: Partnerships deepen our understanding of the complex interconnections in our world

Values: Working with new partners can enrich the diversity in our practice, and enhance our shared responsibilities with others

Skills: Being able to explore multiple perspectives and challenge our own way of seeing the world is a key tenet of Development Education. Actively listening to the perspectives of others – groups who are seldom heard and marginalised, or those we may disagree with – is central to good Development Education practice

Actions: Making a positive difference in the world is often challenging. Uniting with others to further a common cause can be motivating, inspiring and energising, as well as enabling us to share resources and enhance our effectiveness.

"We have a common objective, and we have a positive message. We should be confident about expressing this message, and about bringing other people on board with this message.

Too often in our sector, we just stay within the safety of our own familiar environment. But I think now is the time. The crisis is too serious – we need to step outside that comfort zone in order to move forward and tackle climate change, end war, address the horror of the refugee crisis and work for a better future"

- Joe Murray, Afri: Action from Ireland

⁴ See more at: <https://www.irishaid.ie/media/irishaid/allwebsitemedia/60aboutirishaid/IA-DevEd-Strategy-English.pdf>

DEFINING PARTNERSHIP

Agreeing a Definition

Partnership is a term that can mean different things to different people, and is often used interchangeably with related terms like cooperation, collaboration, coalition, and joint ventures, or networks. Therefore, developing a shared definition of partnership before engaging in one can be one of the most important determinants of success.

For the purposes of this resource, the term 'partnership' is when an organisation or group works with another towards a common goal. That goal may be an issue-based campaign, a time-defined project or event, or a bigger project such as the development and delivery of an educational resource

Often, and especially in the not-for-profit sector, partnership takes the form of collaboration. In this set-up, no formal agreements are in place, but there is a common sense of understanding between partners with regards to a particular project or campaign. It is not uncommon for a successful collaboration to lead to a more formal partnership later on.

In fact, many organisations will find that they are already in partnership with multiple bodies. These can include schools, representative bodies, coalitions, one-off projects and events, right up to long-term strategic partnerships. Such pre-existing partnerships, which may have developed without much intentional planning, still stand to benefit from strategic thinking down the line.

Organic versus Strategic Partnerships

Organic Partnerships

As mentioned above, it is common for groups working in the Development Education sector to undertake loose, ad-hoc and informal relationships that may be deemed partnerships, but that operate outside of any formal definition or agreement.

Many of the organisations consulted in the development of this toolkit said that their most successful partnerships were those that had grown organically. Such partnerships can be incremental, whereby groups meet at an event and decide to collaborate on a project, and cultivate trust and a working relationship as a result. In some cases this may result in a one-off partnership, or it may lead to a series of collaborations that become a long-term partnership.

These arrangements are often no different from large-scale partnerships except that they are less formalised. This type of partnership is particularly common in grassroots campaigning and advocacy areas, especially for smaller groups. In many cases, this type of partnership works extremely well because it is built on solid foundations and a strong relationship.

Strategic Partnerships

Where more staff, time and funds are required, and where the stakes are higher, formalised partnerships become more important. This is because informal roles and relationships are more affected by change, with potential consequences for a partnership - for instance, a colleague may become ill or decide to leave their job, leaving different people involved in a partnership who don't have the same relationships.

An organic partnership can become a strategic partnership, but a strategic partnership need not have been an organic one. Regardless of whether a partnership is formal or informal, the same principles and practices outlined in this toolkit can apply.

"Our approach is a mixture of organic and strategic. Traditionally, we networked mostly with community development organisations and family resource centres. But with the economic crash, most became ridiculously under-funded, and staff were under so much pressure that we've had to widen our circle into other NGOs: community garden networks, or networks of community radio practitioners, for example. Sometimes they come to us and say: "We heard about you through your website, or a contact, and we'd be interested in making those local-global links," and we design a bespoke training for them.

But sometimes we actively look for collaborative partnerships. For example, we've run training on women's issues - so we actively looked for organisations that we could work with around that"

- Rachel Dempsey, Lourdes Youth and Community Services

Creative versus Transactional Partnerships

Partnerships can also be creative or transactional. Creative partnerships are those that involve finding new combinations, new ideas and new approaches to Development Education or campaigning. They might develop and pilot new projects or take new approaches to existing programmes. These are often, but not always, organic partnerships. Transactional partnerships are those that focus on combining or exchanging different skills, expertise or experience in order to develop a programme or campaign. They are often, but not necessarily, strategic and formal partnerships.

Often both creative and transactional aspects can exist within a partnership, and both are hugely important. Funding programmes tend to put greater emphasis on transactional partnerships, so it is essential that civil society also recognises and celebrates the value of creative partnership. This toolkit is useful for organic and strategic partnerships, and for creative and transactional partnerships. We hope that you will pick and choose what you need from it.

Local and Global Partnerships

Collaboration within the Development Education sector is important – but active collaboration with other sectors is just as important to open up new relationships on different parts of our island.

Likewise, we live in an ever more globalised world, where the issues we face are increasingly common to those experienced by people on the other side of the planet. The spectre of climate change, the erosion of democratic freedoms and attacks on civil society affect us all. The election of Donald Trump, the Brexit process, violent attacks in the UK, Germany, France and elsewhere, ongoing war in the Middle East and famine in East Africa have all created instability, anxiety and tensions. All of this means that partnership work by Development Education practitioners has never been more important.

Ireland in particular has more global links than ever before in terms of trade and migration, despite remaining a small island on the edge of Europe. We are well-placed to harness opportunities for collaboration and partnership with groups across Europe and beyond. Our relative prosperity, English-speaking status, global reputation in the humanitarian field, membership of the European Union and high-speed internet access all afford us unprecedented opportunities to connect and join forces.

The move towards increased partnership work is also a global one. The Paris Agreement, the UN's Sustainable Development Goals, and an emphasis on European Union country cooperation all pave the way to greater collaboration. Bodies like the Irish Development Education Association, the National Youth Council of Ireland and others are increasingly active in exploring and sharing opportunities for EU and international working. This can also be something that individual groups initiate, especially now that internet access is so widespread across the globe.

“Challenging the Crisis showed that Development Education can - and indeed must - be political in order to be relevant. Furthermore, it demonstrated how a broad approach to civil society engagement can attract new audiences including the general public, the media and politicians.

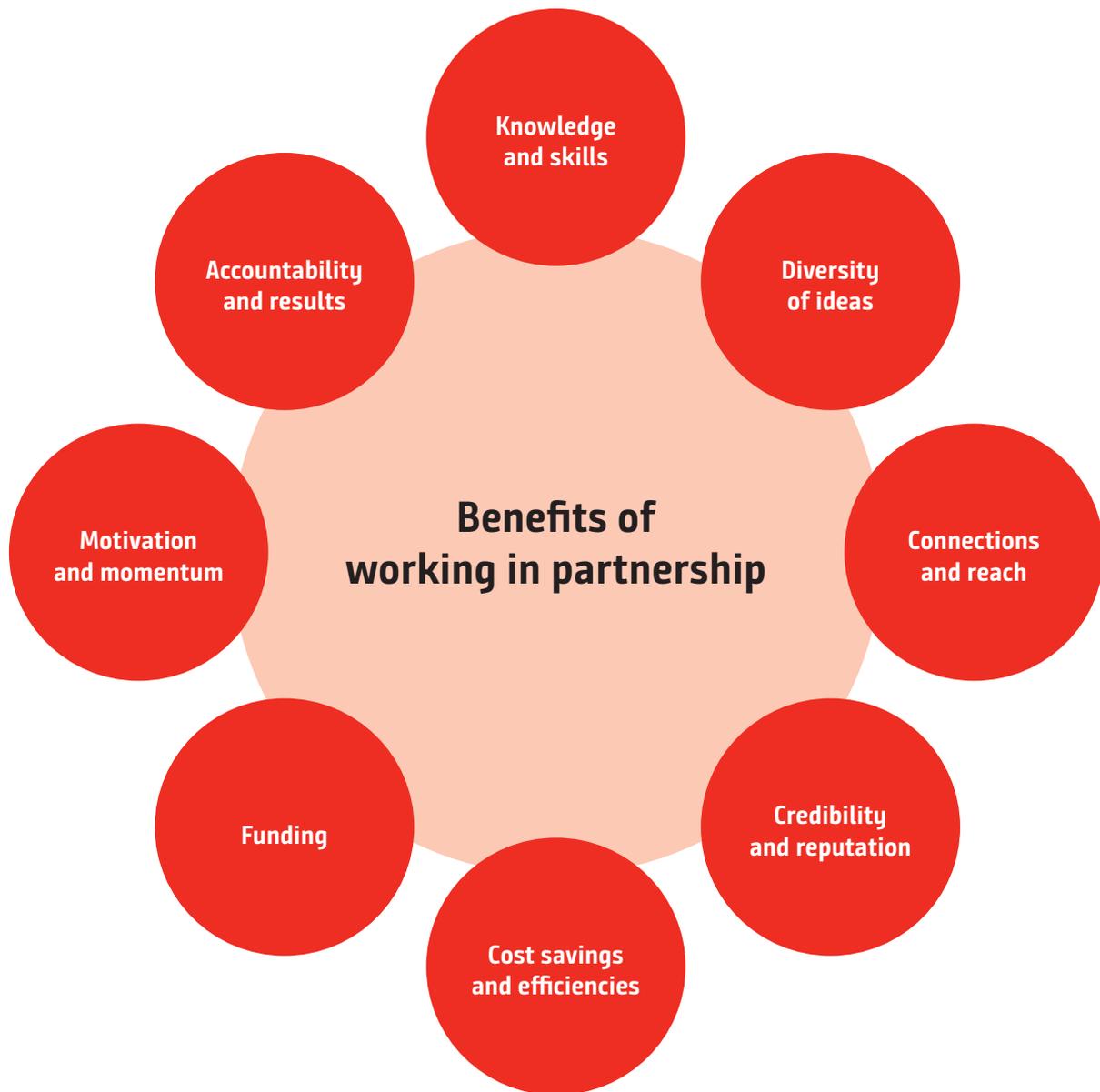
The partnership allowed for considerable skill sharing and cultural exchange across different parts of the Social and Solidary Economy (SSE) sector. This opened up possibilities for new areas of partnership working that continue to be explored.

A whole new area of partnership with the SEE sector was not something we expected to come out of this project. This has made us aware of and opened us up to new arenas where Development Education can happen. In fact, Challenging the Crisis has defined what Development Education Awareness Raising (DEAR) can be”

- Frank Geary, Irish Development Education Association

BENEFITS OF WORKING IN PARTNERSHIP

There are many benefits to working in partnership, and choosing a more collaborative and cooperative style of working within and beyond Development Education, as outlined below:



Knowledge and Skills

A partnership can open up access to deeper layers of knowledge, experience and skills for all involved. Different individuals and groups will bring with them many years of education, training and experience in their respective areas, as well as skillsets that may differ greatly from others in the partnership.

For example, a sports club may have years of experience in engaging families from the local community, and could share its expertise with a Development Education group that is struggling to understand how best to reach more young people in the area. Likewise, a technology company might be able to help a Development Education group grow new channels for communication, while the Development Education group could assist the technology company in setting out ethical policies within a Corporate Social Responsibility strategy.

Diversity of Ideas

Different people and organisations coming together can help open up different ways of looking at problems, and in turn help to shape new solutions. A mix of different cultures, perspectives, and backgrounds can open up space for discussion and debate, enhancing creativity and innovation.

“Partnership working allows us to be more effective thanks to the energy generated by working with new people in a bigger circle. It’s a better way to raise the profile of a particular issue, and to have a sense of not being alone”

- Joe Murray, Afri: Action from Ireland

Connections and Reach

In any sector, networking and connections are key to achieving success. By broadening its reach, an organisation can tap into pools of contacts and connections that may not otherwise have been open to them. This could include new connections with journalists and funders, or the opportunity to reach out to new potential staff, board members, volunteers and programme participants. The range of connections will be further expanded by exploring any networking or representative bodies that each partner belongs to.

In addition to the extra connections that a partnership may bring, there is also the potential for partners to amplify each other’s reach by sharing programmes, activities, or services. By working collaboratively, each partner can benefit from a much larger reach than if it was to go it alone – this could include access to media outlets, social media networks, newsletter lists and events, and so on.

“Capacity is an issue in any sector, but particularly in Development Education. We have a very small staff team – working collaboratively and in partnership helps us to get the reach and impact we want, even if we only have a small number of staff positions. And strategically, it helps us to affect change in a range of different areas”

- Mary McCarthy, WorldWide Global Schools

Credibility and Reputation

An organisation can enhance its reputation and credibility by association with a particular partner. The favourable reputation and standing of a partner can be used to enhance profile and reach by virtue of the trust, respect and credibility that a partner may bring. For example, collaborating with a well-established international partner may help demonstrate to international groups that your organisation is held in high regard in your home country. Bear in mind, though, that reputational factors also have the potential to undermine international partnerships, based on the credibility of each partner in various parts of the world.

Cost Savings and Efficiencies

In a well-planned partnership, partners can avoid duplication of effort and achieve savings in areas like administration, reporting, staffing and programme delivery. Having streamlined mechanisms for designing and delivering elements of the partnership can free up time and costs for all partners. This may include areas like web costs, print and design, venue rental, technology costs, and possibly even shared staff resources.

“As a small, tightly-funded organisation, partnership and collaboration make sense to us. On a practical level, partnership allows us to maximise our resources, and helps to share out the work involved in organising events. It avoids duplication, and sometimes provides opportunities to work with new groups and audiences”

- Vicky Donnelly, Galway One World Centre

Funding

Funders are very interested in achieving efficiency and value for money. In this context, the most attractive funding proposals are those that promise to deliver large-scale change using the least resources. Establishing effective partnerships is an excellent way to boost the efficiency and reach of partner organisations, making it easier to demonstrate the potential for widespread impact to funders.

Funders are also often interested in innovation, and see cross-sector working as a way to achieve better outcomes. In some instances, they may incentivise partnerships to foster more cooperation and lessen competition between similar organisations. Within the European Union, bodies like the European Commission are prioritising funding for inter-country projects that promote cultural connections and understanding across member states.

Motivation and Momentum

Partnering with others can help develop a sense of solidarity – there is greater momentum in working together towards a shared goal. Working alone may have its merits, but working with others can bring new energy, ideas and dynamism, and can help keep everyone involved motivated.

“Partnership for us has meant that we get a bigger bang for our buck, and has demonstrated ‘value for money’ efficiencies. It has also provided a more exciting, and at times challenging, way of working – which makes it a whole lot easier to get out of bed in the morning”

- Michael Doorly, Concern

Accountability and Results

Working more closely with others can have the added benefit of ensuring there is more transparency and accountability in delivering on goals. When partners are accountable to each other, there is an added impetus to stay on course when it comes to agreed goals and timeframes. The same can be said for the quality of the specific project or programme in question, which can benefit from the commitment partners have to each other, and end up delivering higher-quality outcomes as a result.

POTENTIAL PITFALLS

Working in partnership offers many advantages, as outlined above – but it is not without its challenges. There are many potential pitfalls when it comes to establishing and maintaining partnerships, especially for organisations that are not prepared. It is worth considering what some of these are – we will look more closely at how they can be avoided in the ‘Sustaining Successful Partnerships’ section.

Lack of Shared Vision

Partnerships are most likely to run into trouble when there is a lack of shared vision and values. Confusion over goals, timelines, funding and personnel can lead to conflict within a partnership. Common problems include lack of clarity around expectations and unclear, inconsistent and insufficient communication – these challenges can be compounded when there is no formal agreement and/or no written record of what was agreed at the outset.

Funding Issues

Partnerships are often established without a full sense of what level of work will be involved, and what the financial investment may be. The need to attract funding may also lead partners to over-promise in their funding applications, which can lead to issues when it comes to delivery. Other pitfalls may include an unforeseen funding shortfall faced by one or more of the partners.

“Larger pieces of work that involve joint funding require significant planning, and both sets of funders need to be willing to support the piece of work. This can be time-consuming and risky, as projects may not always work out as planned.

Funders may also have differing priority areas, so slightly complex evaluation and reporting procedures may be necessary.

Additionally, organisations might have different approaches to the work, including learning methodologies, messages, recruitment procedures, etc.”

- Rachel Dempsey, Lourdes Youth and Community Services

Resources Required

Considerable time, financial and administrative resources will be required to design, deliver and manage the partnership. Often these are not properly planned for, especially in terms of the amount of time necessary for meetings and reporting relating to the partnership. If not adequately resourced, this can mean that the partnership ends up compromising the core work of the organisation.

“One of our biggest barriers is a vicious circle of busyness, which sometimes makes it difficult to carve out the necessary space for building relationships and discussing the collaborative event in detail. So at times, we have failed to reach out to other groups to work in partnership, when it would have made good sense to do so”

- Vicky Donnelly, Galway One World Centre

Risk to Reputation

A partnership that fails to achieve its goals may risk the reputation of one or all of the partners. Additionally, should one of the partners experience reputational issues, this can have a spill-over effect that can damage the other partner/s. This could adversely impact future relationships with funders, the media, other potential partners, colleagues in the sector, and target groups that the partnership is seeking to reach.

Loss of Independence

The very nature of partnership work means compromise is necessary in order to find solutions and approaches that work for all parties. This may mean surrendering elements of organisational autonomy and independence. Ideally, this can be done without any issues, but in some scenarios it may mean accepting uncomfortable decisions for the sake of the common good in the partnership.

Power Imbalances

It is perfectly normal for different partners to hold different levels of power at different times in the partnership. Unequal power dynamics may exist in terms of roles, skills, experience, networks, access to influential people, and/or may take the form of decision-making power over project budgets and resource allocation. This can be manageable as long as the power dynamic is recognised, understood and agreed.

"In formal networks, hierarchy is there. The bigger players dominate. There are a lot of compromises in more formalised networks – there is a push towards the lowest common denominator, the lowest point of consent.

Informal networks, on the other hand, require trust. You need lots of patience to allow all the perspectives to get an airing, and to make sure people don't feel left out. It can be challenging to get people to stay focused and only present ideas about things that they themselves are willing to put effort into. Often, in informal networks, participants can be quick to propose actions that 'others' present should do. So, good facilitation is needed"

- Mark Cumming, Comhlámh

Fair Share of the Credit

In any successful initiative, it is understandable that all involved will want their fair share of the credit. This is important for recognition, as well as for future work and funding. In the case of partnerships, it may be that one partner is more active and assertive than others in seeking or acknowledging praise or credit.

These are some of the potential pitfalls to bear in mind when planning and establishing partnerships. There is more in-depth advice about how some of these might be avoided in the 'Sustaining Successful Partnerships' section.

FINDING A PARTNER

Match-making: Scoping, Sourcing and Establishing Partnerships

Motivations for entering into partnership can vary. Potential partners can sometimes be driven by funding opportunities, or the realisation that 'we can't do this alone'. In any case, it is important to be clear about what the motivations are, and to be open and honest about what is behind the interest in establishing a partnership.

Having a clear sense of the type of partner and partnership required will make it easier to find a suitable partner. It is important to be clear on the type of partner you want, what skills you want them to offer, what experience they must have, what capacity they have to deliver, and their availability for the desired period. There must also be some form of fit in terms of the ability to work together, to uphold common values and a shared vision, and the ability to communicate across different languages, customs, time zones and geographic regions where necessary.

Identifying and Connecting with Potential Partners

- *Monitor newspapers, magazines, newsletters and journals*
- *Identify relevant membership bodies, representative organisations and national networks*
- *Scan LinkedIn for potential contacts and organisations*
- *Consider 'match-making' posts on social media*
- *Send an initial, succinct, exploratory email, followed by a phone call if necessary*
- *Use contacts and networks to make introductions*

Where a partnership doesn't emerge organically, it can be useful to undertake a scoping exercise to assess partnership needs and possibilities. An organisation needs to have a good sense of its own vision, mission, and strategic aims before entering discussions with a potential partner. It must also have a clear understanding of its own organisational values, dynamics and resources.

What to Consider before Establishing a Partnership

- *Why is the collaboration being considered?*
- *How will it benefit each party, and the project overall?*
- *What would a successful outcome look like for each partner? Are all partners aiming for the same thing?*
- *Are any compromises going to be required? Are they worth it overall?*
- *What are the power dynamics? For instance, does one group control the funds? Is one group legally responsible for those funds, or for meeting certain criteria, and how will all this be handled?*
- *Is there agreement about who speaks publicly on behalf of the partnership?*

- **Vicky Donnelly, Galway One World Centre**

Entering 'The Market'

When going in search of a potential partner, it is vital that you have a clear outline of what you are looking for.

Once you have a clear sense of what you are looking for and why, you can identify potential partners more easily. Be clear about the type of organisation that would make the best partner, taking into account factors such as their expertise, experience, capacity, values, size, location and reputation. Being clear about your partnership needs and the type of partner required will help you narrow down the possibilities when it comes to seeking an ideal match.

After considering all of these questions, it will be time to start identifying prospects, initiating contact and gauging interest. The first port of call should be to map your organisation's immediate network for possibilities. There may be trusted organisations that you know well and have existing links to that you have not previously considered partnering with, or an organisation that you have partnered with on a previous project. This can work well in that you can get up and running relatively quickly.

However, in considering this option, it is worth pausing to check that you are using your imagination in terms of possible partners. There is a risk of 'partnership laziness,' which can reinforce the silo effect. Moving beyond our silos, or what can be seen as 'safe bubbles,' is essential if Development Education is to be relevant and effective in the new era. Brainstorming and creating cross-cutting webs of how Development Education issues interact with others from outside the sector may help you identify potential partners from novel areas.

A Challenge for Our Times: Stepping outside the comfort zone in the age of Trump and Brexit

We have to reach out beyond our normal constituencies to organisations with shared values and goals that may not meet the traditional definition of a development or DE provider.

There are many community groups who deliver Development Education but may not describe themselves as DE organisations. The collaborative work of Lourdes Youth and Community Services and Debt and Development Coalition Ireland is a good example of this – they have created a strong community basis to their work by moving beyond the traditional DE sector. LYCS organised a 1916 Café last year that was well attended by community groups across Dublin.

They were not DE groups, but had an interest in Development Education practice and issues. The challenge is to make that initial contact and build trust with groups that you haven't worked with before.

- Stephen McCloskey, Centre for Global Education

Thinking Outside the Box

While Development Education practitioners will always need to partner with youth organisations, educational bodies and like-minded international networks, we also need to expand our reach into new areas and build connections that help boost our impact.

Breaking Out of Our Silos: Reflections from Eco-Unesco

"A lot of the time, we're all talking to the same people, and we think that everyone thinks the same as we do – but actually, that's not the case. And I think it's one of the reasons that we've got populist people in positions of power now. There are people out there who have very different perspectives, very different views. And I think the challenge is to engage, and to realise that, actually, not everyone is the same.

We work a lot with long-term unemployed and at-risk young people from disadvantaged communities all over the country. Eco-Unesco has always worked with groups that aren't seen as main targets. And they're being introduced to concepts that they wouldn't have been introduced to otherwise"

- Elaine Nevin, Eco-Unesco

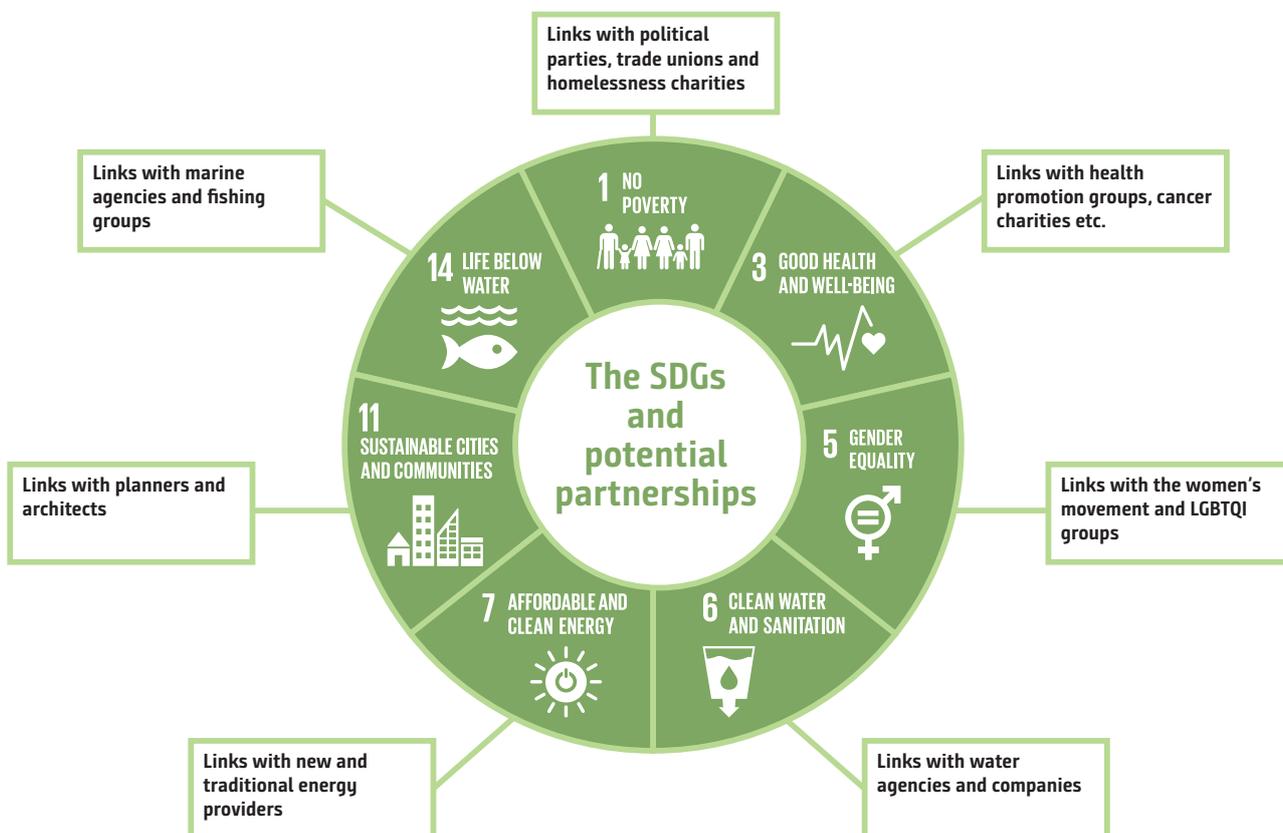
This includes expanding into areas such as politics, the arts, business, finance, technology, economics, environment, culture, heritage, policing, military, energy, media, agriculture, the law, healthcare, and transport.

Development Education in Engineering

“A new partnership for us is the Where There Is No Engineers programme, working with engineering students. We’re essentially trying to bring a development perspective into engineering, and encouraging students to think like development workers. Engineers are trained to be problem-solvers – but often, the problems they’re solving are not necessarily the problems the local community are facing. So we’ve been working with Engineers Without Borders, the Engineering Faculty at DIT and Engineers Ireland. It’s become a very positive, fruitful, exciting programme for us”

- Michael Doorly, Concern

One useful framework for thinking creatively about new partnerships is the SDGs, which can help reveal possible issue-based partnership links. The following diagram highlights examples of some potential partnerings on the basis of the SDGs:



Ireland is a highly socially-connected country, and with a bit of effort, it should be possible to identify contacts within all of these sectors. One potential avenue is to contact relevant industry or representative bodies and ask them to post an opportunity notice to their websites, mailing lists, social media pages, and in sector magazines and journals.

Approaching a Potential Partner

Once you've identified a potential partner, you need to make the case, to them, for partnering with you. Use the research that you've done already and list which of their organisational goals would the partnership serve, any other potential benefits for them, as well as the wider social impact of partnership which would contribute positively to their organisation's reputation. Creating a one-page 'pitch' document may help you to articulate who you are, what you are looking for and why, why they should be interested in a partnership with you, and how you see a partnership working, potential timeframes, estimated staff time required, and any other relevant information. Having a document with all these elements listed is useful as a reference for the initial contact email and the initial meeting. Consider how best to make these appealing and exciting in terms of generating initial interest in the partnership. (See 'Further Information' for an example of a pitch email)

FORMING PARTNERSHIPS

“Partnerships need time, energy, commitment and resources. They can’t be forced, but rather emerge through activity together”

- Bobby McCormack, Development Perspectives

Partnership Planning and Set-up

Partnerships are formed for different reasons. Sometimes it is an opportunistic and organic conversation that leads to the decision to do more work together. At other times, it may be a more strategic decision, perhaps due to the need to reach a particular audience, or solve a particular problem. In the case of funding-led partnerships, groups often come together to apply for funding, and in some instances the partnership can end up being established somewhat hastily.

It can be difficult to get all the perfect ingredients in place, but time spent in planning mode can significantly aid the successful implementation of a partnership.

To assist with the planning and set-up phase, partners should consider the following factors:

- **Research:** Find out about each other’s organisations, experience, track record and reputation
- **Conduct Due Diligence:** Assess necessary financial, legal and other relevant background information to ensure there are no major issues
- **Negotiation:** Enter into negotiations with a clear sense of (a) what you bring to the table, (b) what you expect the partner to bring, (c) how you see the partnership working and (d) what the key goals, timelines and budgets are. Involve an intermediary, facilitator or independent broker where necessary
- **Agreement:** Prepare a clear written agreement to be signed by all parties. This could be in the form of a Memorandum of Understanding

Exploring New Partnerships

“In the TTIP network, we tried to connect with non-typical partners. Comhlámh developed links with entirely Irish-facing bodies, with no insights or focus on global justice issues. The links with the food industry, including food critics and Michelin chefs, for example, was an entirely new venture.

With our First Wednesday Debates series, we strive to get representatives of the status quo or the dominant paradigm to come and take part. This is new for us – we’ve been successful in getting the Dublin Chamber of Commerce, economist and journalist Dan O’Brien, the US Chamber of Commerce, the pharmaceutical industry etc. involved.

In our narrative, we talk about connecting the global with the local – this process of reaching out has been a case in point”

- Mark Cumming, Comhlámh

Assessing Risk

While working in partnerships can bring many benefits, there are inherent risks to any new venture – these were explored in-depth in the Potential Pitfalls section. These risks should not prevent partnerships from proceeding – but by undertaking a risk assessment, potential partners can identify possible future issues, assess the possible impact and identify possible preventative and remedial measures.

To recap, possible risks may include:

- Relationship damage – An otherwise healthy relationship may be compromised
- Reputational damage – Adverse public, media and funder reaction
- Loss of independence – Losing power and influence
- Resource drain – Additional investment of time, staff and finance
- Inferior standard of work – Lower standard of delivery from a partner
- Incompatibility – Different culture, values, ethos and behaviours
- Integrity – Partnership instigated solely for funding application

By mapping, assessing and ranking potential risks, the partnership has a better chance of success.

Developing Uncomfortable Partnerships – a word of caution

“Debates within the LGBTQI community, and recent struggles for the soul of Pride, indicate how collaboration may come with an assimilationist price tag. If the collaboration helps to reach a wider audience, that may be an attraction – but what gets communicated to the audience remains the key issue.

If getting out of your ‘comfort zone’ is simply a question of engaging with unfamiliar territory or groups, then surely we should – and must – try to cultivate those relationships. If, on the other hand, it suggests a significant compromise in terms of values, then maybe it’s not worth it. Our time and energy would probably be better spent engaging with the mass of people in the middle of the political spectrum who – for whatever reasons – feel indifferent to the issues, or do not usually engage”

- Vicky Donnelly, Galway One World Centre

Understanding Power

Not all partnerships are equal, and it is common for one or more partners to exercise more power than others. Power may take the form of funding, with one partner holding the purse strings, or it may be that one partner has greater reach, more capacity, is better known and has more experience.

Other invisible forms of power can exist in the relationship, whereby some individuals involved hold more knowledge and expertise, or have more influence and status in the sector.

Power can also take the form of cultural power in terms of language and knowledge of laws, funding mechanisms, policies and traditional norms, particularly when the partnership involves multiple nationalities. Language, class, race, gender and age are also factors to consider.

These power imbalances may not necessarily be an issue if they are identified and acknowledged at the onset of a partnership. Often, for what might be termed the ‘junior partner,’ it may be difficult to express concerns about the power dynamic. However, strong and open communication is a necessity, and all concerns should be addressed as early as possible.

Decision-making

Power dynamics really come to the fore when it comes to decision-making. Agreeing roles and processes around decision-making is at the start of any relationship. Chairperson, facilitation and project management roles may hold additional power, and it is essential that each partner is comfortable with how decisions are made, recorded and implemented. It can also be important to establish which areas a 'lead' partner can make decisions about and which decisions they should consult the other organisations on. In some cases, it can be frustrating if there is too much consultation – once trust is established, organisations often prefer for the lead partner to drive the project forward on their behalf.

"Building trust takes time, as does finding ways to accommodate different ways of working together"

- Joe Murray, Afri: Action from Ireland

Resourcing

Assigning adequate resources to a partnership increases its chance of success. This includes financial resources, staff time, board or volunteer time, and other costs and expenses that a partnership may entail. It can often be difficult to predict the resources required in advance, but the planning and development phase should be used to explore this as much as possible.

In some instances, a partner may wish to seek additional resources or to scale back on commitments due to resource challenges. Establishing an ongoing monitoring process will assist in identifying budget issues, or issues such as unforeseen demands on staff or volunteer time.

Funding

Partnerships are increasingly of interest to funders keen to see increased cooperation and less duplication of work. Funders are interested in social impact, and want to see as much reach and impact as possible, with the wisest possible investment of time and resources. Partnerships can therefore offer attractive funding propositions, because they allow organisations to share resources, influence and reach.

Finance

It is essential that partnership work is costed as thoroughly as possible. This can ensure that partnership work can be sustained, and doesn't compromise other areas of core work within each partner organisation.

Some partnerships don't require a budget, and operate by utilising existing organisational resources. However, valuable staff, management or volunteer time will be required, and it is worth forecasting and monitoring what the real cost to the organisation will be in order to evaluate the wider benefit of the partnership.

Where partnerships are funded, it is often the case that the budget presented to the funder at the outset does not end up accurately reflecting the income required. This may be because significant time passes between when the budgeting bid is made and when the project is implemented. Changes can happen because (a) the project plan changes shape, (b) the partners' circumstances change, (c) other match funding does not materialise, or (d) information was provided to suit the funder rather than the partners.

Where this is the case, it is important that partners come together to revise the budget, and to communicate honestly with each other and with the funding body. Often, funders are understanding of the fact that circumstances change, and while they may not provide more funding, they are generally open to changing aspects of the agreed plan. If additional funding is needed to ensure the effective roll-out of a partnership, it is worth sourcing this before the partnership can begin in earnest.

Managing Budgets

When it comes to managing finances related to the budget, it is vital that all partners provide accurate and up-to-date data to the person/s responsible for financial management. Financial reporting should form part of the overall agreed monitoring framework for the partnership.

SUSTAINING SUCCESSFUL PARTNERSHIPS

This section outlines some key things to bear in mind once a partnership is established, to ensure that your collaborative work delivers the desired outcomes for all partners and is sustainable in the long term.

Communications

Internal Communications

Having honest, open, clear and consistent communications between partners is perhaps the most important ingredient in the success of any partnership. As far as possible, this should start with putting everything on the table at the outset of a relationship. This can help different partners to fully assess what they are getting into. It may also allow an opportunity for changing course, including the possibility of cancelling or postponing the partnership, or changing the format or scale of what was originally intended.

It is worth considering the use of an independent facilitator to help broker the partnership, and to consider their ongoing involvement in monitoring and communicating progress.

Good communication serves to generate trust and ensure that all parties are happy in the relationship. It can involve steering group meetings, one-to-one meetings, regular phone calls, Skype calls, emails, and the use of online project management tools.

Online Tools

Online tools such as LinkedIn, Facebook and WhatsApp groups can support the partnership when they are managed well. So, too, can project management applications such as Slack, Asana, Trello, Evernote and Basecamp. Other tools that might be useful include Google Docs, Google Calendar, and GoToMeeting for video conferencing.

Good communication should be:

- *Regular*
- *Clear*
- *Open and Honest*
- *Consistent*

External Communications

In the Development Education sector, we often don't have the time, people or expertise to communicate our progress outside our immediate networks, and with the wider public. Good external communication is important here because it helps demonstrate the importance of the work, and to justify the funding or investment that goes into it. It also has the benefit of helping shape public opinion, reaching new audiences and countering opposing messages that are contrary to the values of Development Education.

Harnessing the communications potential of networks is important here, as well as ensuring that your work is being featured in relevant newsletters, and at conferences and events. Developing your own social media and e-newsletter capacity is also important because it gives you control over reaching a core audience of people who are specifically interested in your work.

Monitoring, Reporting and Evaluation

Monitoring progress towards achieving the aims of the partnership is a key part of assessing the ongoing success of the relationship, and ensuring the desired outcomes. It also helps to ensure all partners are informed and up to date.

Monitoring systems can include weekly, monthly or quarterly reports that contain both qualitative and quantitative data and are measured against agreed aims, objectives and milestones. This can provide useful information for partnership meetings, which may also happen on a weekly, monthly or quarterly basis. Again, it is important to assign roles when it comes to the submission, collation and presentation of data for reports.

"Allow people to bring their own 'gifts' to the table. Not everyone will be good at the same things – but this can be of benefit by providing strength and diversity. Don't try to control everything, and do see different approaches as a positive rather than as a threat"

- Joe Murray, Afri: Action from Ireland

Regular reporting can also assist in the overall evaluation of the project or partnership. This can be used by independent agencies or funders, who may wish to undertake an evaluation during or upon completion of a project.

Top Tips for Managing Partnerships from Rachel Dempsey, Lourdes Youth and Community Services

- *Planning is important. Partners must talk everything through and not assume anything. Ask each other lots of questions at the beginning rather than hoping for the best. Keep channels of communication open, and trust each other*
- *Get clear on what each partner wants out of the whole collaboration and how best to ensure that needs are met on both sides*
- *Have a contingency plan in case the partner organisation doesn't get the funding or other factors (e.g. illness) prevent the collaboration from taking place*
- *Decide in advance what is going to be reported to which funders, by whom, and how*
- *Decide in advance how each partner will be recognised and referred to in the public sphere, and how the work will be described to end users. This may involve deciding who the lead organisation is and who is the junior partner, or establishing joint partnership arrangements*

Conflict Resolution

Conflict and tension are natural parts of any relationship. Good planning, communication and project management can help to prevent potential conflict, but where it does exist, it should be dealt with as a matter of priority. Grievances or frustrations that are not dealt with can fester and create situations that are more difficult to resolve further down the road. Instead of allowing this to happen, treat conflicts or potential conflicts as an opportunity to strengthen a relationship, with the different parties engaging in discussion with a view to finding a resolution.

Conflict resolution may be helped by:

- Creating a safe and positive space to air, discuss and explore grievances
- Referring to the original partnership agreement
- Documenting concerns, and expressing them in a clear and calm way
- Investing in face-to-face meetings and phone calls
- Using a facilitator or intermediary where necessary
- Following up with email or written correspondence to create a record of what was discussed

Where a situation cannot be resolved, it may be worth seeking the advice of members of the board of directors and your legal representative. In some situations, it may be appropriate to inform a project funder of any relevant issues.

Top Tips for Managing Partnerships from Michael Doorly, Concern

- *Managing a partnership works best when each of the partners is absolutely clear about the purpose, aims and each organisation's duties in the partnership. Having a signed MOU or TOR outlining the above is important in this regard*
- *Especially in the case of a consortium, or where there are multiple partners, having a lead partner is important, as they are 'given' the authority to ensure the partnership stays on track*
- *If the partnership depends on financial contributions from the partners or reporting on financial expenditure for the partnership, ensure that financial systems and ways of accounting are compatible and transparent – this is particularly relevant for partners in receipt of DEAR funding*
- *Regular communication, with face-to-face meetings as well as email and other contacts is vital, as is delivery of agreed commitments from each of the partners*
- *While we have not had to use it, we have included in our partnership agreements a 'Frustration of the MOU' clause stating that if either partner is unhappy, we have recourse to management and even the board of the partner to help settle any differences. Ultimately, if differences can't be solved, then a dissolution of the partnership will take place*

The Need for Agility and Staying Open

In software development there is an increasing focus on the concept of agility, and this translates well to Development Education. In the software context, this means that developers have the freedom to adapt and change course where necessary. The rapidly-changing global environment and fast-moving new trends in technology and media mean that it is essential to be able to move with the times. This means working from a design basis that allows flexibility and permission to innovate. It works against dogmatic fixed thinking to allow space for new ideas and solutions to develop as part of the design process. This in turn avoids costly mistakes and the all-too-common pattern of implementing products, programmes and policies that are already out of date.

In the context of partnerships for Development Education, we should consider how to incorporate agility into our work and how to help funders, boards and others to move with us in changing the norms. This also means that, in the course of a partnership, circumstances may change. It might be a changing external reality, or shifts in one or more of the partner organisations, which could include changes in staffing, management, strategy or budget.

Being open to changing course and renegotiating the relationship is necessary, and having a solid framework around planning, agreements, monitoring, reviews, and communications will be useful in this regard. Funders are often open to this possibility, so long as the rationale is clear and they are updated about the prospect at an early stage.

FURTHER INFORMATION

Glossary

DE	Development Education
DEAR	Development Education and Awareness Raising (term usually used by the European Union institutions)
GCE	Global Citizenship Education (term usually used by the European Union institutions and the United Nations)
SSE	Social and Solidarity Economy
MEP	Member of the European Parliament
SDGs	Sustainable Development Goals
MOU	Memorandum of Understanding
TOR	Terms of Reference

Bridge 47: Building Global Citizenship

IDEA is a partner in a three-year European Commission-funded partnership project entitled Bridge 47: Building Global Citizenship (2018-2020). Our work will focus on three types of partnerships that can extend awareness and understanding of Development Education practice and impact, while demonstrating the role of partnerships in delivering the SDGs. These are **(a)** Knowledge exchange partnerships **(b)** Advocacy partnerships, and **(c)** Exploratory partnerships.

The working definition of these being used within our European Commission project is as follows:

Knowledge Exchange Partnerships

Knowledge exchange partnerships work with national/regional development research organisations and national/regional civil society umbrellas. The pilot partnerships will develop an appropriate partnership model to address questions of disseminating, teaching and researching the idea of global citizenship. They will identify ways how the concept of global citizenship can be operationalised in order to be included in the daily practice of teaching (in universities) and how research results on topics within global citizenship can best be used and disseminated to serve a wider audience (of students in adult education, and citizens).

Advocacy Partnerships

Advocacy partnerships bring together civil society actors with policy-makers and state institutions to illustrate how essential Development Education is for public participation in the SDGs, and for building cross-sector partnerships that deliver the SDGs.

Exploratory Partnerships

Exploratory partnerships bring together civil society with actors whose practices may seem to contradict the values and approaches of Development Education, or with actors who have not previously been engaged in DE. Exploratory partnerships will illustrate that Development Education is essential for building cross-sector partnerships that deliver the SDGs.

CASE STUDIES

EU Case Study: Challenging the Crisis

“Challenging the Crisis was a European Commission-funded Development Education partnership project led by IDEA between 2013 and 2016, involving seven partner organisations across six countries. The project was a response to the financial crisis that began in 2008, and to a trend that has seen countries across Europe become more inward-looking, rather than recognising the common issues surrounding the challenges they face.

The project focused on countries hit particularly hard by austerity programmes, namely Ireland, Greece, Italy, Portugal, Spain and Slovenia. Young adults in these countries were engaged and enabled to understand the interdependences of local and global inequality and become active advocates on global justice issues. The key idea was to bring young people together with a focus on global justice to show the value of responding jointly to the current financial crisis, and to re-engage people with the concept of a European community that acts in solidarity to overcome global challenges.

Successes

- The partnership allowed for considerable skill sharing and cultural exchange across different parts of the Social and Solidary Economy (SSE) sector. This opened up possibilities for new areas of partnership working that continue to be explored
- Online communications were a major factor in connecting partners and reaching out to different audiences throughout Europe. Successful approaches included a Facebook group, a public petition, a Twitter ‘thunderclap’ and YouTube videos. Understanding and engaging with the latest platforms was important, and following the lead of the young people was essential
- Engaging with the media was a key part of the project. Securing media interest was a challenge, and a more strategic approach was needed. However, the project did result in 67 articles published across different websites, newspapers and magazines, thereby helping reach hundreds of thousands of people
- The project succeeded in recruiting a new champion, Lynn Boylan MEP, who agreed to launch a Written Declaration in the European Parliament calling for a European Year of SSE. The declaration went on to be supported by dozens of MEPs.

- The partners would have benefitted from spending additional time on the set-up phase to allow them to go over their funding applications, debate approaches to project activities, agree shared definitions and share expectations of the partnership
- Campaign coordination between six countries was more time-consuming than anticipated – the need to allow adequate time for complex communications, and to build this into project plans, was a major lesson
- The initial project plan did not allow for adequate staff or financial resources to coordinate the project. This was recognised mid-way through, and IDEA appointed a Campaign Coordinator tasked with facilitating the YGA campaign across all six target countries. Dedicating specific resources was essential in helping move the partnership forward towards its goals
- Engaging young people requires a great deal of time, energy and skill. There is great enthusiasm for engagement among many young people, but information needs to be delivered to them in a way that is accessible, inclusive and relevant
- The rapidly-changing economic and political environment has a major effect on organisations within partnerships and their ability to prioritise joint projects. Cuts in public funding, the war in Syria, the refugee crisis and political turbulence in Greece and elsewhere influenced this particular partnership.

Top tips

- Value the relationships you develop through the partnership. When the project is busy and you are under pressure it can be easy to focus solely on the tasks to be done, to the detriment of the relationships between people. In the long term, the relationships that develop are equally as important to the success of the project
- Don't underestimate the time it takes to work with people. This type of work is rarely budgeted for in terms of time or finances, but can be a huge burden for small teams. For instance, arranging a monthly meeting with a group of 10-12 young people involves a lot of calls, texts, emails, doodle polls, and then some more texts! This is inevitable to some extent, and just needs to be factored in
- If necessary, try to find additional human resources to assist with tasks that take a lot of time but are relatively straightforward.
- Try to develop a relationship with your donor so that you can be honest about challenges and work through issues in a spirit of collaboration, rather than being fearful of them. Maintain regular phone or email contact, invite them to your events and get in touch early about any problems – this will all help to build trust between the partners and the donor.

Case study: Lourdes Youth and Community Services' partnership with asylum seekers at Mosney Reception Centre

"In 2016 we were approached by a support officer working at the reception centre for asylum seekers in Mosney, Co. Meath. She explained that one of the residents in Mosney had recently completed QQI training in 'Global Development,' a training course run by LYCS in Dublin City Centre. She had asked whether we could run the course in Mosney itself, as many residents were interested in the training but could not travel to Dublin for financial and childcare reasons.

After some planning, and meeting prospective students, LYCS agreed to deliver the training in Mosney over 6 days, with residents as well as various community workers and activists from outside the centre. The result was a very rich and meaningful learning process which helped to educate and open the minds of the host community learners about the lives of asylum seekers in Ireland, and the development issues causing the global refugee crisis. It also provided stimulation, support, learning and a valuable qualification for the Mosney residents.

In short, this partnership provided a rich cross-fertilisation of ideas and perspectives, and resulted in a valuable learning process for all."

– Rachel Dempsey, Lourdes Youth and Community Services

Top tips

Important things to keep in mind when considering partnerships and collaborations:

- How much does your partner organisation know about Development Education (if not a DE organisation)?
- If they are a DE organisation, do you share approaches to DE (these can differ quite widely)?
- To what extent are the organisational cultures similar or different?
- Do you need written agreements on who does what?
- How much time do you have to devote to planning and managing the piece of work?
- How will you ensure fair distribution of workload?
- What will you do if problems arise?

Case study: Trócaire's partnership with the Centre for Human Rights and Citizenship Education (CHRCE)

"In Ireland, Trócaire is one of the only Development Education actors engaging in Early Years education, which is under-resourced and often undervalued, but which represents a crucial time in a child's life when impressions of the 'Other' are formed.

Since 2009, we have been working in partnership with the Centre for Human Rights and Citizenship Education (CHRCE) at St Patrick's College/DCU to support young children's engagement with global justice issues. Our cutting-edge research informed the development of the Just Children resource pack in 2010, which enables Early Years educators to explore global justice issues in a way that is enjoyable, balanced and positive.

This year, we will investigate the impact of the Just Children resource on children's understanding of global justice and on teachers'/educators' ability and confidence to engage young children with these issues. It will feature a Children's Research Advisory Group (CRAG) – a group of older children, aged eight to ten years, who will participate as co-researchers at key stages of the research process. Based on our findings, we will adapt Just Children to better meet identified needs."

- Jen Murphy, Trócaire

Top tips

- It's really important that we start to look beyond ourselves, because I think that the Development Education sector, sometimes, operates in a bit of an echo chamber. Even at events, you often see the same faces – there's a lot of us that have been involved in Development Education for a long time. So, it is important to look beyond, to other sectors.
- Use networks, like IDEA, to help you identify appropriate new partners, or partners, like IDEA, that organise a lot of events where different organisations come together. You might find, just by networking at those events that you meet another organisation that wants to do something similar to you.
- You really need to understand what your values are, and where you want to go. If you look beyond the sector, you have to ensure that the values of who you want to partner with are aligned with your values, as an organisation, so you're not compromised.

SAMPLE EMAIL PITCH

Below is a sample email from a made-up Development Education organisation to a made-up company – as you’ll see, it’s important to deliver the key information as concisely as possible, while avoiding jargon where you can.

Hi Barbara,

I’m emailing from GlobalWorks. We are small but pioneering Roscommon-based charity that focuses on Development Education around issues such as global poverty, democracy, gender equality, climate change, peace and wellbeing. We are funded by Irish Aid and are a member of IDEA, the Irish Development Education Association, which represents over 100 organisations active in this area.

One of our new areas of interest involves connecting with organisations and companies that want to get more involved in the issues listed above. Developing new partnerships between different organisations is one of the key development goals set out by the UN – with this in mind, we’d be very keen to connect with a company like Clean Water Solutions.

We see that your company is very active in the area of water and sanitation, and there’s a clear link between this work and goal number 6 of the UN’s Sustainable Development Goals.

We have an event coming up on November 12th that you might be interested in supporting or attending, and we are also planning a new community outreach project that I’d be happy to talk to you about.

We are also open to other ideas as to how we might collaborate and work together, even on a one-off basis. One possibility is for us to offer a 1-2 hour Development Education workshop for your staff, which might fit with your Corporate Social Responsibility obligations, and ongoing professional development work with your staff.

I’m sure you’ll agree that there are huge challenges in the world right now, and it is our hope that we can work together to raise awareness and create solutions that benefit everyone.

I am sure you are very busy, but I’d love to hear any initial thoughts you may have. I’m open to meeting up with you at your convenience, or having a phone or Skype meeting, and would be happy to send on any additional information should you need it.

Thanking you in advance for your consideration,

Warm wishes,

Kevin

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Project Manager, GlobalWorks



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