PARTNERS FOR PEACE

A toolkit for setting up European Youth Peace Projects in partnership
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The United Network of Young Peacebuilders

The United Network of Young Peacebuilders (UNOY Peacebuilders) is a global network of 38 youth-led peace organisations and 350 affiliates active in the field of peacebuilding and conflict transformation. The UNOY Peacebuilders as a network organisation contributes to the work of its members and affiliates in two fundamental ways, namely capacity building and advocacy and campaigning. Within these two fields UNOY engage in a range of additional activities. Since its inception in 1989, the United Network of Young Peacebuilders has organised a series of international work group meetings, training seminars and regional/global conferences. The mission is to link up young people’s initiatives for peace in a global network of young peacebuilders, to help empower their capacities and to help increase the effectiveness of their actions. The UNOY Peacebuilders has been actively campaigning for promoting the UN declared International Decade for a Culture of Peace and Non-violence (2001-2010) and is promoting the values and principles gathered in the Earth Charter, as a guiding ethical framework for action.

For more information: www.unoy.org

Yeritac Youth NGO

YERITAC is an Armenian youth organization. Its mission is regional and international youth collaboration, implementation of youth projects in various aspects of social life, including democratization, civil society formation, human rights, peacebuilding, cultural heritage, ethnic relations, youth integration and development, social conflicts etc. Besides the abovementioned, the organization is involved in the sphere of scientific research and assistance of young scholars. Its mission is organization of local and international youth conferences for students, PhD researchers and young scholars enrolled in social and behavioural sciences, etc.

For more information: www.yeritac-am.org
U Move 4 Peace

U Move 4 Peace (UM4P) is the youth movement of Pax Christi Flanders and aims to reach youth between 17 and 30 years old to become active in peacebuilding and peace activism. Everything is done for and by youth. UM4P works on three geographical levels where it creates encounters and dialogue peace projects between youth. On an international level, UM4P organises for Belgian youth summer exchanges and trainings with youth from conflict areas such as Israel, Palestine, Burundi, DR Congo, Chechnya and Northern Ireland. During ten-day camps, youth learn about the different conflicts and cultures, do political and tourism tours and get tools to become peace activists. On the national level, UM4P creates projects between youth from the different regions in Belgium, being Flanders, Walloons and Brussels. Through different methods such as art and discussion, UM4P stimulates dialogue and brings the youth closer together. On a local level, UM4P works together with youth from all different cultural backgrounds living in Belgium, a multicultural society. This can differ from concerts up until trainings on how to deal with conflicts in non-violent ways.

For more information: www.um4p.be

PATRIR

Since 2001, PATRIR has become one of the leading international centres for adult training in the field of peacebuilding and conflict transformation, development, post-war rebuilding, reconciliation and resolution. PATRIR’s key operations are in the areas of: peace support operations and support for / engagement in mediation and on-the-ground peacebuilding processes; deployment of civil peace services and peace workers to the field; training and capacity building, enhancing capacities, applied knowledge and skills for peacebuilding and conflict transformation; institutional development and organisational strengthening, assisting local, national and international government and non-governmental organisations to strengthen their peacebuilding capacity; program development and design; policy development and advocacy, and since June 2007 on youth and peacebuilding. The Youth and Peacebuilding Programme channels young people’s energies and inspiration to enhance knowledge, capacities and possibilities for actions that are decisive in resolving conflicts, bringing alternatives to violence and waging sustainable peace. Among its lines of action they can enumerate: training and voice (school presentations, teacher training, on-line learning), consulting, action (movie showings, festivals, campaigns), research and publication (eg. The website www.activeforpeace.org) and networking and partnership creation.

For more information: www.patrir.ro
Partners for Peace – A Toolkit for Setting Up European Youth Peace Projects in Partnership is the result of a partnership between four youth peace organisations based in Europe. There was a wish amongst UNOY Peacebuilders, YERITAC, U Move 4 Peace and PATRIR for a tailor-made training manual on how to set up international youth exchanges or meetings on peacebuilding and conflict transformation with maximum level of cooperation and with active involvement of all partners, regardless of their physical location.

This toolkit builds on the experiences of UNOY Peacebuilders, YERITAC, U Move 4 Peace and PATRIR, as well as input from an online survey, focus group meetings and existing resources.

This toolkit aims to identify effective ways of dividing, decentralising and delegating tasks when setting up a youth peace meeting between different international partners. This toolkit intends to outline the possible problems and challenges frequently associated with international projects that involve cooperation by a number of partners. It also provides an overview on methods and tools, and provides hands-on solutions to these problems.

Please note that this toolkit focuses on implementing projects in partnership. As such, this toolkit has elements of project management, directed towards a partnership perspective. If it is your first time implementing a project, we recommend reading additional project management guides as well. The structure of this toolkit will follow that of a project management cycle, so you can read this toolkit in a step by step format as your partnership and project evolves.

Note that the toolkit also has terminology that might be used differently in other contexts or publications. The definitions provided here have been adjusted to this particular context, which is how to implement a project in partnership.

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1 In order to get a better insight of the kind of challenges youth organisations and youth activists are facing, a survey was sent to a large number of youth organisations. This provided useful information for the contributors of this publication when deciding which topics should be addressed. 42 people responded to the survey from 19 countries, 6 of which were outside of Europe. The median age was 33 years old, the range being 23-50 years of age.
The four project partners, UNOY Peacebuilders, YERITAC, U Move 4 Peace and PATRIR, have extensive experience in organising youth exchanges and training seminars in partnership with each other and other youth organisations. Most often, these projects were successful events and the participants were very satisfied. However, sometimes the partnerships behind these projects were not as successful or effective as was hoped, leading to disappointment and frustration.

Organising a project in partnership is often promoted by donors and funding agencies, due to the intercultural learning experience. These projects can be very rewarding and valuable. However, organising a project in partnership often increases the risk of potential pitfalls and challenges. Various cultural and communicational differences as well as logistical issues emerge throughout different phases of the project. Often, language and communication barriers represent an obstacle to the development of a feeling of trust in the other partners’ ability to effectively deal with their part of the logistical tasks. Other times, cooperation in the project results in the initiator or the host partner carrying out most of the work. It can sometimes also be difficult to divide and implement tasks when geographical distances are far. Coordinating the financial and logistical aspects of an international training or exchange is not the only difficulty faced by youth leaders, but it is also very complicated to agree on the content and the programme of the event itself. This is especially true when considering the diversity of the local and cultural backgrounds and past experiences of each of the partners.

Having all of these previous experiences, the idea of this toolkit was conceived during a meeting in The Hague in December 2007, in which the challenges of how to organise projects in partnership were discussed. Numerous project management toolkits and resources exist, but they do not adequately address the challenges of how to organise projects as efficiently as possible together. This project aims to address the need of European youth and youth organisations working in peacebuilding and conflict transformation to organise European and international events in partnership with other youth organisations from different countries, by stressing the need for a true and thorough cooperation among them.
When planning for projects in partnership, it is crucial to know the theme and core conceptual framework of your action. This chapter looks at some key concepts for peace work, as they appear in peacebuilding literature and practice. Peace, conflict, violence and peacebuilding strategies are touched upon. Without claiming at any point to be comprehensive, the chapter aims at pinpointing essentials and inciting curiosity for deepening the knowledge base of any solid project.

Establishing a partnership foundation from the very beginning will result in a better partnership. The premises of peace education is explored and key concepts, such as conflict, violence, peace and nonviolence are further clarified. The key concepts and definitions outlined below are at the core of any peace related project and it is important to be aware of these underlying concepts in a partnership and discuss if they mean the same to all partners. Additional concepts are also explained throughout the toolkit.

**The Peace Education Environment**

Before starting to map the concepts, it is important to know the premises of learning in the context of peace education. UNICEF, one of the key promoters of peace education defines peace education as, “the process of promoting the knowledge, skills, attitudes and values needed to bring about behaviour change that will enable children, youth and adults to prevent conflict and violence, both overt and structural; to resolve conflict peacefully; and to create the conditions conducive to peace, whether at an interpersonal, inter-group, national or international level.” In other words, peace education entails learning about peace as well as learning for peace. Learning about peace means acquiring the knowledge and understanding of what peace is, whereas learning for peace means learning the skills, attitudes and values needed in order to contribute to peace and maintain it.

The diagram below presents a simple scheme that can be used at different phases of a *peace education* project; at the beginning to plan, during the project to monitor and at the end to assess the fundamentals of what a project does (formally or informally). In every project there is a need for *knowledge* (what we need to know before embarking on a partnership), *skills* (what we should be able to do within the partnership context), *values* and *attitudes* (basic principles that we should agree upon and respect throughout the partnership holding the partnership together).

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ACTION POINT: Any project, any partnership done in the context of peacebuilding should consider and mark an inventory of what, how, and to what extent these three dimensions are made real!

**Key Concepts to take into consideration when working in Partnership:**

As basic working definitions of conflict and violence, we suggest the following:

1. **Conflict** = a relationship between two or more parties who have, or think they have incompatible goals. In every conflict, attitudes are experienced, behaviours are observed, and contradictions lay underneath. If we were to make the analogy with an iceberg, the behaviours are above the water, while the attitudes and contradictions lay deeper under the waters of conflict and need to be drawn to the surface. Behaviours are what you do (scream, hurt, withdraw, threaten, turn your back, jump for joy, etc.). Attitudes are what you feel towards the conflict (anger, curiosity, fear, despise, powerlessness, etc.). Contradictions lay further below the surface and are those root causes that cannot be changed unless there is a radical change within the system that holds them there. They include power relations between genders, between social and economic classes, between nations or ethnicities, etc. However, not all conflicts are negative. Conflicts are also the source of creativity and creation!

Illustration: The Iceberg:

ACTION POINT: Try to think at different contexts when you experienced a conflict and list next to the diagram above your behaviours, attitudes and contradictions! Then think about a conflict in your community. Then think about one of the major conflicts that shake the world today!

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3 Fisher (2000). Working with Conflict, p. 4
The conflict triangle, also known as the ABC triangle, describes the path to transform the conflict into a peace triangle\textsuperscript{5}. The triangle includes elements that are often present in a conflict, where each element influences and is influenced by the other elements. Avoid violence by dealing with behaviours with non-violence, dealing with attitudes with attitudes with empathy and dealing with contradictions with creativity.

The Conflict Triangle $\longrightarrow$ Therapy

\begin{center}
\begin{tikzpicture}
\begin{scope}
\tangenttriangle{0}{0}{3.5}{3.5}
\end{scope}
\end{tikzpicture}
\end{center}

If we are working in a conflict setting or environment, the tool presented below is key to understanding the situation as well your (or your organisation’s) place in it. At the same time, this tool is useful to be able to see what could be an entry point in order to start working on the ground.

This map can also help you choose your partners in order to have a positive impact upon the situation. Mapping actors for conflict transformation is a key step in systemic peacebuilding. What is the impact of the conflict on different actors and sectors? What role can they play in transforming the conflict, addressing its root causes and sources?

Multi-track, and multi-sectoral peacebuilding requires a systemic approach to mapping and identifying the roles that can be played by different actors – their issues, goals and needs – and what can be done to empower and enable them to contribute to transforming the conflict.

2. Violence = actions, words, attitudes, structures or systems that cause physical, psychological, social or environmental damage and/or prevent people from reaching their full human potential. Violence comes in many shapes and forms, both visible and invisible. Both hurt and limit human potential.

The model below describes three types of violence. Direct violence is the one that is experienced straight away and is the most visible (i.e. killing, beating, intimidation, threatening). Structural violence occurs whenever a system (national structures, institutional context or hierarchies, etc.) discriminates between groups or individuals (cast system, unjust laws, unequal salaries for men and women, etc.). Cultural violence is defined by Johan Galtung as “any aspect of a culture that can be used to legitimize violence in its direct or structural form.” Proverbs, public art, national anthems, history books and traditions that legitimise structural and direct violence exist in many cultures.

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7 Fisher (2000). Working with Conflict, p. 4
ACTION POINT: Next to the triangle above, try to fill in examples of direct, structural and cultural violence that you are aware of.

3. **Peace** = not the total absence of conflict, but *the absence of violence in all forms and the unfolding of conflict in a constructive way*. The absence of war is described as ‘negative’ peace. The presence of universal rights, access to education, economic well-being, ecological balance, etc. is described as ‘positive’ peace.

   “Peace is the ability to handle conflict constructively and without violence”

   - Johan Galtung (1930 - ) Norwegian sociologist -

   It isn't enough to talk about peace, one must believe it. And it isn't enough to to believe in it, one must work for it

   - Eleanor Roosevelt (1884—1962), former First Lady of the United Satates -

4. **Non-violence** = the rejection of violence when trying to obtain certain political objectives or achieve social change. It is known as both a moral philosophy and a strategy used by both individuals and groups. Individual and collective non-violent action range from education to boycotts and direct action.

   *Non-violence is the greatest force at the disposal of mankind. It is mightier than the mightiest weapon of destruction devised by the ingenuity of man.*

   - M Gandhi (1869—1948), political and spiritual leader, India -

   I think that nonviolence is one way of saying that there are other ways to solve problems, not only through weapons and war. Nonviolence also means the recognition that the person on one side of the trench and the person on the other side of the trench are both human beings, with the same faculties. At some point they have to begin to understand one another.

   - Rigoberta Menchu (1959 - ) Peace activist, Guatemala -
When implementing a project in partnership with other youth organisations, key concepts are often taken for granted. It is useful to spend some time ensuring that the underlying concepts one is working with mean the same to all partners in the project. For instance, peace or violence may not mean the same to everyone. Agreeing on common working definitions will enable you to communicate more effectively later in the process.

The illustration below is a simple representation of a ‘5 Step Strategic Planning Framework for Peace Initiatives’\(^9\). This outline can guide you in your initial discussions with your partner when talking about concepts and visions.

**Step 1** of the framework asks the question “Where are we now?” This is done from both internal (organisational) and external (conflict) environment points of view. This step calls for a detailed and relevant assessment of the conflict situation, the need for peacebuilding, and the capacities of the potential implementing partner organisations to work in peacebuilding. It is a stage of honesty and self-reflection, which needs to be done early on for any initiative to be successful in bringing a peace-oriented change to a conflict situation.

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\(^9\) These steps are based on PATRIR 2008. Designing Peacebuilding Programmes.
Step 2 of the framework takes a leap into imagining our desired future. The peacebuilding project’s initiators need to be clear about the picture of the world towards which they are striving. They need to be able to dream, not only of where they want to go, but also of potential scenarios of how the conflict around them might develop in the meantime.

Step 3 makes the link between the ‘Now’ of Step 1 and the ‘Future’ of Step 2, by beginning to chart a path for the peacebuilding project or initiative to follow. At this stage, the path is not yet detailed, it is more of a blueprint, which shows the choices which have been made by the project initiators, as to the peacebuilding strategy they will adopt in their work to achieve their mission, broader objectives and specific goals. It is important to understand clearly at this stage, what are the assumptions that you are making about the effect your strategy will have on the conflict, and what will be the cause and effect mechanism through which your strategy will help you to achieve your goals.

Step 4 is about making the detailed roadmap for your peacebuilding initiative, project or program. If the choice of strategy in Step 3 gives you an overall direction and methodological ‘skeleton’ of how you will go about trying to achieve your goals in peacebuilding, then Step 4 will help you to work exactly what it is you will do. Step 4 is the time to bring out the usual set of project management tools, to be able to effectively plan the timing, finances, resources and risks involved with each activity.

Step 5 begins at the strategic planning stage, and continues throughout the implementation of the initiative. This step helps us to design our initiative with the right mechanisms in place, to know whether we are keeping on track and whether our plan is still relevant as we embark further down the road of implementing our peacebuilding actions. This step helps us to ask the question ‘What could change along the way?’ We need to design performance indicators, to ensure that we are doing everything as well as we hoped at the beginning of the initiative. We need good impact indicators, to make sure that we are always connected to our desired impact on the conflict – this helps to maintain motivation, clarity of purpose and relevance of our work. A possible outcome in Step 5 could be a need to respond to external changes by realigning individual activities, revisiting the peacebuilding strategy chosen (though this should not happen regularly), or going back to the objectives and goals set for the initiative (in some cases only), to ensure the initiative is still relevant to the needs and possibilities of a particular conflict stage.
Definition of Partnership:

A wide number of youth peace projects are implemented throughout Europe every year. The role of non-formal education in youth work is becoming more and more acknowledged, especially by funding agencies. Most of these projects include elements of intercultural learning. Participants come from a wide variety of cultural backgrounds, and projects are being implemented by a diverse team working in partnership.

Defining partnership is an important part of a toolkit based on profound partnership in youth peace projects. Since this term is widely used from personal partnerships to government partnerships, there are a wide range of definitions. In our case, we are talking about two or more youth organisations working together to accomplish a project. This partnership can be found both in the professional or voluntary sphere. However, there should always be a degree of commitment and responsibility to achieve a successful project.

In this context, a good definition of partnership is “a voluntary collaboration among two or more organisations to achieve clearly identified goals.”\(^{10}\) This definition continues with recognising some key elements such as shared responsibilities and authority. Other components include joint investment of resources, for instance, time, work, funding, material, expertise, information, as well as mutual benefits or “win-win” situations. These elements can be complemented with other characteristics such as sharing of information, teamwork and trust.

All of these elements are typical of a successful partnership. It is clear that in reality, it is often difficult to implement all of them. It might be that in the process of a project one of the partners encounters that the ‘win’ situation they envisioned for their community or organisation is not there anymore due to different reasons. Time restrictions can also result in the lack of sharing of information, which in turn can lead to mistrust.

Having outlined the key concepts that should underpin a peace project, it is time to start your peace partnership project. The following chapters will guide you through the process of implementing your project in real partnership based on the above key concepts. This toolkit tries to give an overview of what it is to work in true and thorough partnership. It also shows what can be done to stimulate some of these essential elements and circumvent possible obstacles and challenges that prevent a solid partnership.

\(^{10}\) Academy for Peace and Development, Partnership building activity manual. Tbilisi, Georgia. 2009.
At the very beginning of every project there is a need or a desire within an organisation or individual that a certain common action can result in a positive social change. This chapter will describe what initiation is and what should be done if you wish to initiate a project.

**Definition of Initiation:**

The initiating phase is the logical first step in developing a project. In this phase, you, the initiator, will seek key actors to put in place the idea you have, based on the need you see in your community or organisation. These key actors will be partner organisations, donors and your own community.

**Your organisation should be the solid starting point**

Before getting in contact with partners make sure you have a clear idea of the needs or the interests within your organisation and community. After this is done, map the resources you, as a partner, can invest in a possible project. This can all be written down in an ‘initiation document’ of one or two pages that you can spread among possible partner organisations.

In this stage, there are two paths you can choose. You can prepare a document that only outlines your vision for the project. In this way, you can leave space for ideas, interests and needs of your future partners. The following should be included:

- Short presentation of your organisation
- The need for and vision of the project
- Potential resources you can bring as a partner organisation: funding, expertise, venues, volunteers
- The reasons why you specifically contact your possible partners
- Expectations towards partners

The other option is to prepare a more in-depth project framework to present to potential partners. The document should include, in addition to the above:

- Clear introduction to the project
- Outline of expected commitment and partnership
- Timeframe and deadline for agreeing on project and funding

There are several reasons one might choose this second option. The most common ones are strict funding guidelines or time restrictions.
You may already have a very clear idea of what kind of project you are looking to implement, and by presenting a clear project proposal, you will get partners that are interested in the same ideas as yourself, rather than developing a project from scratch. Determining the expectations and giving a clear picture of what the project entails for the partners is important so that one does not get disappointed at a later stage.

After having developed the initial project idea, ensure all of your partners read and discuss the document created as this helps in developing a successful partnership. However, even though ideas and visions are shared, you may still encounter challenges and conflicts within your project’s development.

**Gender Tip:**
Make an effort from the beginning to use gender-neutral language through the project, including in the project proposal and the report.

**How to resolve conflicts**

In every partnership, disagreements can and will arise. It is useful to acknowledge this already in the initiation phase and try to ensure as much as possible that conflicts are dealt with in a constructive way. As mentioned in the key concepts, conflict does not necessarily have to be destructive. In fact, conflict can lead to innovative and creative solutions. The success of the partnership lies in how you deal with these conflicts. The question is, “How can you work towards peace and avoid falling into a destructive disagreement or conflict?”

Several options exist for resolving conflicts. However, in our view, conflict transformation represents the most sustainable resolution of conflicts, although often it takes time, effort, commitment and resources.

**How to deal with conflict within the partnership:**

There are different ways of responding to conflict. Ron Kraybill, the founder of the Mennonite Conciliation Service, developed a 5-conflict style inventory. He describes five different ways to engage with conflict. Each way has its own advantages and disadvantages, and each is appropriate for different situations. Depending on your level of involvement in the conflict and how much you value the relationship that might be compromised in that conflict, you might choose a different style (approach) towards the conflict. You could be a turtle, a fox, a panda bear, a lion or an owl, sometimes these animal representations are also found in literature as a turtle, a zebra, a chameleon, a lion and a dolphin.

**TIP:** identify your own conflict style and learn more about this at:
http://peace.mennolink.org/resources/conflictstyle/index.html
Good planning of a youth exchange or training is essential to the success of your project. Above all, planning requires clear and frequent communication, especially when done in partnership with youth organisations that are based in other countries.

This chapter will outline how to go about the planning stages, beginning with a short definition of what planning entails. Following this, there will be an overview of involved parties and how to go about setting up a partnership. Next is a short introduction into the timeframe of planning and what things to take into consideration when setting dates for the event. This is followed by a look at the main issues involved in planning such as how to stay connected with partners, deal with potential crisis and so on. The final section of the chapter will deal with practicalities of planning conferences such as venues, catering, finding trainers and selecting participants.

1. Definition of Planning:

Planning entails making the blueprint for your project and deciding on what needs to be done and by when. In project management, planning means the establishment and maintenance of:

- a definition of the scope of a project
- the way the project will be executed (procedures and tasks)
- roles and responsibilities
- the time and cost estimates

For the purpose of this toolkit, ‘planning’ will refer to the preliminary stages of setting up a youth exchange in partnership. More specifically it implies the stages where partners come together after the project has been conceived and begin to arrange how to execute the plan.
TIP

Do a S.W.O.T Analysis on the project at an early stage in the Partnership:

A SWOT analysis is often used in partnership ventures before a project begins. It aims to analyse internal and external factors in a project. The strengths and weaknesses look into the internal, such as the collaboration, the organisations, etc. Opportunities and threats are external, so an opportunity for the involved parties or an external threat to the project as a whole. Do a S.W.O.T analysis not only on the project itself, but also on the partnership! Discussing these aspects with your partners gives you a chance to discuss ways of building on your strengths and finding ways of addressing the weaknesses of the partnership.

2. How to set up partnership:

How to Choose Partners:

One of the most important aspects when conceiving a project is choosing whom to work with. Most people find that they work best with organisations that they have cooperated with in the past. The advantage here is that you already know the organisation, its expertise and the people, and there is a certain level of trust after having had successful cooperation in the past. In the research completed for this toolkit, youth leaders stated that it is very important to have met the partner in person, another advantage when continuing with existing partnerships. These partnerships can then grow to a sustainable connection, which should be encouraged.

The number of partners a project requires depends on the size, goals and scope of the project you are developing. The more partners, the more confusion regarding who is responsible for what tasks may arise. The most important things is gathering partners who can work together as a team.

A project can also be developed as a follow-up from another project where a common need or interest was discovered. However, partnership is also about forming new connections, and there is a first time for everything, sometimes reaching out to new organisations that may have more expertise in a certain area may be a better option for the project.

*For every minute spent in organising, an hour is earned.*

- Unknown -
Things to consider when choosing partners:

- How many partners do you need/want for the project?
- What kind of expertise, that is complementary to your own, do you want the partners to have?
- How much experience do you want them to have?
- What do you need from the partners in terms of time and financial commitment, etc.?
- Geographic base
- Complying with donor requirements (age, location, etc.)

How to find Partners:

After having made a clear list of your partnership needs, it is time to get in touch with potential partnership organisations. The most obvious step would be to approach organisations you know from previous meetings or partnerships. However, if you do not know of any that fit your specific needs, you will need to expand your search. Some tips for how to do this are:

- **Fan out**: Contact known organisations or networks with your criteria and ask them to make recommendations of potential partners
- **Network**: Look through peace network organisations who have several members, some of which might fit your criteria
- **Internet**: There are several online databases that have a list of NGOs. There are also specific Yahoo mailing groups or Facebook groups in which you can look for partners. Search for ‘youth exchanges’ in order to access some of these groups.
- **Training and youth exchanges**: A pivotal part of youth exchanges and youth training seminars are the follow-up projects. Use these opportunities to look for potential partners.

**TIP**

If you have a desire to work in a community or conflict area other than your own, try to find a local partner that could invite you, rather than risk giving the impression that you are imposing your peace intervention on the community.
Make sure that you start looking for partners early and not a few days before a funding deadline. This will ensure that you have time to find suitable partners and develop the proposal together. It is also important to fill in the necessary application forms well in advance of application deadlines. Invest time and energy in finding suitable partners as this will make it easier for you to implement your project.

**Gender Tip:**

Ensure that there is a fair gender balance in the project team, and that equal attention is paid to the contributions of both the men and women.

**How to get to know your future partners:**

Once the desire to partner in a project is expressed it is important to make space to get to know one another. There should be a foundation of trust among the partners and the people involved. This can help avoid misunderstandings further down the line and it helps the partner organisations get an overview of what the partnership will be like and what potential problems may occur.

*Plan well before you take the journey. Remember the carpenter’s rule: Measure twice, cut once.*

- Unknown -
This should be done on three main levels.

- **Organisational Level**
  - Share the vision and mission of your organisation
  - Share your main successes or main projects of the last year, but also your potential weaknesses (e.g. lack of time or volunteers)
  - Share the experience with similar meetings/project (for instance if you wish to set up an international training, mention in which of those you have been involved and how)
  - Share contact details such as website, Facebook-page etc. and send if possible some concrete materials (fliers, project DVDs, publications). It is always nice to see some concrete products of your partner.
  - Outline the importance of the common project in your organisation. Is the project one of the main activities for your annual work, or is it more a side project? By sharing this, you can get a clearer view of the place of the project in the different organisations. Of course, all levels of importance are acceptable, but being aware of this prior to the start of the project may help manage expectations and avoid disappointment.

- **Personal Level**
  - Share the CVs of people involved in the project
  - Make time during the first verbal meeting (online) or in person to get to know each other’s background from studies to work experience, motivation for working in the organisation and the personal interest in developing the project.
  - Share your fears and expectations for the project and the partnership.

Several youth leaders mentioned in the research conducted for this toolkit that it is crucial for a successful partnership to develop and keep a personal relationship with your contact person at the partnering organisation.

**TIP**

A feasibility visit is a great way to get to know your partners. The purpose of such a visit is to meet face to face and discuss the project as well as scope out logistics. It can be financed by the EU programme Youth in Action, under action 4.3.
• Community/Cultural/Environment Level

One key characteristic of working in international youth work is that you may lack knowledge of the environment your partner is working in. Another element is that your cultural backgrounds will be different, which might lead to misunderstandings. In order to avoid this, be aware of certain social skills that are valuable in an intercultural setting, such as openness, empathy, active listening and showing tolerance. It can be very useful to learn about the culture and the environment your partner comes from. Share country information with your partners, including the religion, culture, history, climate and political and security (important for your participants) situation. If you work in a specific area or neighbourhood, you could share the characteristics, such as urban/rural, multicultural or disadvantaged neighbourhood.

Once the basic ground rules have been laid the partners can start discussing more fundamental questions. It is good to discuss the five steps outlined in the key concept chapters with the partners at the beginning of the partnership in order to get to know each other.

How to Agree:

Once you have established the partnership and discussed the underlying foundations for your partnership, the real planning can begin. At this stage, it is important to ensure that all partners can have their input. Remember, all partners are equal. The more this sentiment is felt in the group, the more everyone will ‘own’ the project and as such feel responsible for its success. Make sure that there is room for the project to develop in partnership, rather than presenting the partners with a project they have either to agree to, or reject.

The communication plan and a decision-making method should be discussed and decided on before going further.

Communication

From an early stage, it is important to know from each partner what their preferred communication methods are and what expectations with regards to the frequency of communication they have.

- Ask your partner(s) what communication channels are the most suitable for them (phone, e-mail, online chat, sms)
- Ask your contact person to give prior notice when they will not be reachable for several days/weeks
- Share expectations on how often (once a week, when needed) and how fast (you check your mail on a daily basis, or you have access to internet every evening) you want to, and are able, to communicate

One step at a time is good walking.
- Chinese proverb -
Lost in translation?

When setting up a project with partners, communication may turn into an issue for the obvious language barriers and because of your cultural differences. Keep in mind that not everyone is used to working in their second or third language. Words may mean different things or have different connotations in different cultures. People may have different styles of doing things. Be patient and respectful with your partners, help out with language barriers by always allowing for people to ask questions. Make sure everything is clear and straightforward so nothing gets lost in translation.

Decision-Making

Try to reach decisions in a diplomatic manner, use respectful language, let everyone have a say, and consider every idea a valid contribution to the project. Once you have outlined details of the project, you have to divide tasks. Make sure there is a good balance between ownership and cooperation.

Important things to consider in the design-making process

- Appoint a person/organisation who will take the coordinating role in the process or the various project phases to have a more efficient structure. It is important not to make this a hierarchical, not a permanent position. Therefore, it is good to make a kind of system where each partner takes this role for a certain period in the project
- Ensure no actor becomes the dominant actor
- Recognise all partners as important actors

State what ‘decision power’ you have within your own organisations. Do not be afraid to say that you cannot make a decision because you need to consult within your organisation first.

Important things to consider when assigning areas of responsibility:

- Make a list of tasks and the estimated time it would take to complete them
- Ask each partner what they would like to be responsible for
- Ensure that no one is left with tasks that they are not comfortable with
- Reach a mutual agreement on task division
**Making a Partnership Contract:**

Once you have decided on how to divide responsibility, you need to put this in writing and have all partners formally agree to it. This ensures that there is no confusion, and that everyone is aware of his or her responsibility. The contract needs to be straightforward, with a clear outline of tasks and who is responsible for them. There can also be a section dedicated to how to deal with a partner who does not complete their task. Though it is difficult to penalise partners, an arrangement can be made so that if a partner continuously misses deadlines, etc., they will be replaced or asked to leave the project. However, this is a worst-case scenario and should be the absolute last resort.

**TIP**

Check out the basic contract template annexed at the end of the toolkit. You may use this template as a base and adjust it to your needs, depending on the type of project/partner involved.

**TIP**

In some cultures or within some organisations, having to sign a contract is perceived as a sign of distrust. Make sure you clearly communicate why you wish to make a contract. A possible solution here is that you create a code of conduct or a letter of intention instead of a contract.

**3. Planning Phase:**

A crucial part of the initial planning process involves creating a timeline for the project. This timeline should include important deadlines and should be feasible. Of course, the timeline will differ from project to project.

Please see the annexed sample timeline for planning a seminar. It includes important things to remember, and gives you an opportunity to assign tasks in an organised manner.
There are a few things to take into consideration:

**Developing a project proposal:**

The project proposal should be developed well in advance of the planned event. The proposal should include an outline of the project; the general and concrete – SMART (specific, measurable, attainable, realistic and timely) - goals; target audience profile; and a detailed timeline as a bare minimum. Ideally, the proposal would also include a rough schedule of events as well as a section on how the organisers plan to execute the project. The proposal may change as the project develops; however, it is important that there is a strong proposal from the beginning as the backbone of the project. It should be developed no later than 6 months before the event.

Since this is the whole framework of the project it is very important that this is made up in full partnership and that all partners commit to the timeline.

- Ensure everybody expresses his/her expectations for the project
- Share the guidelines of the donor or other stakeholders
- Agree on how to develop the application and project proposal, who will write what and then edit them as a group
- Make a least one round of review in which all partners can give comments

It is also important to discuss where you project should be implemented. Various considerations should be made. By submitting your application to a national donor or agency, the donor might require that the activity be held in a specific country.

**TIP**

**Tips for developing a project proposal:**

- State clear objectives, goals and outcomes
- The detailed – the better – but be careful not to repeat yourself
- Have a clear purpose
- Be clear about why this project is important
- Seek for a good balance between your partnerships wishes and the guidelines of donors
- Make clear requests to the donor – emphasising that the project you are proposing fills a gap in the issues you are working on
Developing the program:

The organisers should agree on a program before making a call for participants or finding trainers. This way they can give potential participants some information and allow them to decide whether the training is for them. The preliminary program, though not set in stone, should be agreed upon as soon as possible and at least a few months before the training.

Once the program is set, it is important to set up an implementation team that will be in charge of the event. Make clear who is part of it and who is not. This is important for you as organisation, but also for the participants and other actors involved in the event. Also, make sure to notify your partners if the person who was developing the proposal will not be the one implementing it! Sometimes the people involved in the partnership may change depending on which phase it is, and this should be communicated clearly to the other partners.

Finding trainers:

Once a preliminary program has been created, one can start to contact potential trainers. Giving them a draft schedule may help potential trainers in their decision-making as to whether or not they have the necessary skills to be a trainer during the event. A program will allow them to see exactly what timeslots and skills are required. Furthermore, it will give potential trainers an opportunity to express what days/times are best for them. The earlier the call for trainers can go out, the better, as some experts plan their speaking engagements months (sometimes even a year) in advance. Various websites for finding a trainer exist. However, it is also good to ask your contacts if they have any trainers to recommend in order to ensure the quality of the trainer. The group as a whole can agree on whom to contact, make suggestions, etc., but there should only be one person communicating with the actual trainers to ensure that the trainers are not confused by communication coming from several individuals and partners. The person in charge will then convey their communications with the partners and keep them updated.

Call for participants:

It is a good idea to agree amongst the partners what kind of criteria will be more important when selecting participants. Discuss if you all share the same idea with regards to the participants’ profile and reach a common agreement. The participants will ultimately shape the event, so it is important that the partners agree on what kind of people they are looking for. Furthermore, you should decide how you will select participants, will all partners participate in this process or only one organisation? Making the call for participants should happen in partnership, and all partners should at any stage be updated on the participant profiles.

You can search for trainers on Salto’s resource centre: http://www.salto-youth.net/
The more detailed information about the event that is available, the better it will be for the call for participants. A preliminary schedule as well as the names of some of the trainers will be valuable for a person when they determine whether the conference is something for them and their interests. As such, the call for participants, though it needs to go out early, should happen once some of this information is available. There should also be a deadline included in the call, giving the organisers enough time to decide who will be able to attend the event. It should be stated very clearly what the target audience you want to reach is: age, expertise, background, geographical scope, gender, etc.

Ideally, the call will go out no later than 3 months before the training. In this regard, it is important to have a selection system. In launching the call, you can ask interested participants to fill in an application form in order to make a descent selection possible.

Such a form can include questions on:
- Experience and background in the field linked to the project
- Motivation to attend this specific project
- Possible investment in the preparation and follow-up of the project

The call for participants should be as detailed as possible, outlining the profile of the desired candidates, what is expected of them during and after the training, as well as a preliminary training schedule.

Once the participants have been selected, it is important to share their background information with the trainers so that they can know who will be partaking and adjust their training accordingly.

**Travel Issues**

Organising a youth exchange means trying to bring a lot of people together on a limited budget. Also, the time needed to deal with these logistical issues should not be underestimated and the tasks should be shared amongst the partners.

As such, it is important to give participants enough time to arrange their travel. Plane and train tickets are often cheaper if booked further in advance. The earlier you can select participants, the better. Perhaps more important than the transportation tickets are visa issues. Depending on the host country and the nationalities of the participants, getting a visa can take several months. In the online survey, many people responded that visa issues have been a major obstacle in the past. It is important, therefore, to look into the visa requirements, and ensure that participants are given enough notice so that they can apply for the paperwork in time. In many cases there has to be an original signed invitation letter from the host organisation. However, this does not mean that the process of coordinating the other aspects of the visa process can be coordinated by any of the other partners.
4. Main issues – how to:

The final section of this chapter deals with some of the main issues that arise when planning an exchange in partnership. They should be viewed as general tips, as once again there are a lot of variables that go into such an event.

Stay Connected With Partners:

As mentioned previously, it is important to know the partners’ preferred ways of communicating with each other, and how often these ways will and can be used.

One of the biggest challenges of working in a partnership is scheduling a time for meetings, whether they are in person or online. The partners often have busy schedules and it is difficult to find time when everyone is available. An excellent resource that makes scheduling easier is Doodle. Using this free program one can create an event and give suggestions of dates and times, then send the link out to partners who simply need to cross off the time slots that best fit their schedules. Doodle can be found here: http://doodle.com/

Based upon survey reviews, most people preferred staying connected to partners using internet-based tools. Examples of these are:

I) MSN Messenger: This is primarily a chat service, in which one can have online discussions, exchange files, etc. One can set up group chats with multiple participants at a time. The service is widely used and does not require any additional gadgets. It can be downloaded from: http://www.msn.com/

II) Skype: Although this can also be used to chat, Skype is a phone service. Participants need to have access to a headset (with microphone and ear plugs) and can then call each other for free or calling landlines or mobiles for a minimal fee. One can also arrange conference calls on Skype so that all partners can communicate at once. Furthermore, one can share files while speaking to each other. If you do not have access to Skype you can of course use a normal phone as well. Skype can be downloaded from here: www.skype.com

To make the conference call a success there are some do’s and don’ts to take into consideration:

Do:
• make an agenda prior to the conference call
• have someone moderate and go through the items on the agenda
• a round of introductions during the first conference call
• have a pre-appointed minute taker so that all decisions and agreements are recorded. Alternatively, place decisions made in the chat frame so that everybody can clearly see them and formally agree on them.
• be courteous and professional
• if many people are attending the conference, say your name before you begin to speak

Don’t:
• leave your microphone on when you are not speaking (mute it) – this ensures that background noise (such as typing on your computer) will not be heard
• interrupt each other, try to maintain one person speaking at a time
• try to multitask during the conference call. Make sure that you devote all your attention to the call
III) Online Forums and Groups: These, such as Yahoo groups are convenient for discussions that do not need immediate actions. This method has the advantage of allowing people to respond over time, opposed to immediately. It is also advantageous because there is a written record of all discussion. For partners with limited or slow internet connection this might be a preferred option. You can also upload documents, pictures and so forth. Of course, the downside is that things take longer to plan, and there are no immediate responses. Forums for setting up online groups, can be found here:

http://groups.yahoo.com/
http://groups.google.com/

IV). Groupsite: This website allows people to create discussion forums, share documents, write blogs, upload images and create calendars with RSVP invites. Membership is free and one can sign up here:

http://www.groupsite.com/

V) Checkvist: This wiki-site gives your team the opportunity to make a checklist of what should be done. Everybody can have access to this ‘task list’. It is then possible for everybody to add, remove or comment on a task. In this virtual space you then can see what should be done, what is already done and where you can still help.

http://Checkvist.com

VI) E-mail: E-mail is probably the most convenient way of dealing with partners. It is straightforward and does not require the creation of a group or an external program. Of course, partners should agree to respond to e-mails in a timely fashion. Other e-mailing tips include writing important notifications or action points in bullet point form and having each partner reply to each bullet. This makes everything easy and gives a good overview of communication. Indicating preferred deadlines is also good to make sure the project moves forward.

VII) Face to face meetings: this method, though certainly very effective, is simply less realistic when setting up a youth exchange. Face to face meetings may require extensive travel and can be expensive. However, it is a lot easier to have a working relationship with someone you know. As such, attempting to arrange a planning meeting, should the budget allow for it, is a very good idea and it is widely recommended by most of the youth leaders in our research.

TIP

A lot of people active in the international youth work travel a lot. Try to meet up in a place nearby if one of the partners is traveling!
Divide Tasks

The most important thing to remember when dividing tasks is that not everyone has the resources or capacity to do equal amounts of work. This can happen for a variety of reasons, including staff capacity, financial capacity, geographic location and time constraints. What is important is that all partners can express their desired outcome and what they are capable of committing. As no project is the same, the first thing partners need to do is brainstorm and make a general list of tasks that need to be completed and what their deadlines should be. Once this list has been created, partners can commit to certain aspects of the project.

TIP

An example of a task division table is annexed at the end of the toolkit. Of course, depending on the project one would need to add/remove items as the partners see fit. However, the table can serve as a template for task division.

The most important criterion that people identified in terms of task division in the survey, was organising them based upon resources available. For instance, giving a bulk of the financial responsibility to the organisation with the largest budget, and giving the organisation that had allotted the most time to the project the most time-consuming tasks. A close second was expertise, or allotting tasks based on expertise in a certain area, or previous shown success in that field. Hand in hand with that goes experience, how much experience a certain organisation has in creating a specific event, for instance. In planning a partnership event, therefore, one should take into consideration what a certain partner has and has not done in the past. A specific partner’s motivation or dedication to the project is also of importance. For instance, one can consider allocating a task to a partner with little previous experience if that partner shows that they are highly dedicated and willing to put a lot of time and effort into the project. Other things that were less important to the majority, but still a priority to some, were the geographical location of potential partners, how much trust there is between them, whether there has been cooperation before, and how creative they are in their initiatives.

There are certainly a lot of varying opinions on this matter, however, it is important to realise that each event will have a different list of priorities, and will require a variety of commitment. The most important thing when planning in partnership will be to keep open lines of communication and to be clear about how the tasks are divided so that each partner is aware of their responsibility and willing to take on what they have been assigned.
Fundraise

The most important deadlines to consider are funding deadlines. There are several opportunities for applying for funds, each with their own criteria and deadlines. One of the first things in a project, therefore, will be to make an overview of where one hopes to get funding from and what deadlines there are to consider. Discuss with your partners in one of the initial conference calls what kind of funding opportunities exist in your home country. This way, you can decide on where to implement the project depending on where the most funding is available. In a true partnership, the project does not necessarily have to be implemented in the location of the initiating organisation or the one with the largest organisational capacity.

Once you have decided which donors to approach, make a timeline for the fundraising with important deadlines and clearly assign responsibilities so that you can finish the application on time. Inform partners in which periods of this process the workload will be high, for instance reading through a project proposal, so that they reserve some time for this.

Be aware that the coordinating organisation handling the proposal takes the highest risks in the project because it is they who have to report to the donors. However, even though one organisation may have the financial and legal responsibility, all partners should of course commit equally to the project.

The most important thing to do before fundraising is working out how much money one needs. As such, the partners need to create an estimate of all costs in the form of a budget. Always estimate more, rather than less and reserve money for unexpected costs. In terms of looking for funds, search through national entities such as government/European Union/ Council of Europe, etc. Often these are extensive application forms that require quite a long time to fill out. The upside is that there often are larger grants available. Some governmental and intergovernmental funds have youth-friendly applications that guide you through the application and budgeting process. It is important that you spend a lot of time on the application, making sure that you explain the needs, outline the aims and objectives and make sure that your project addresses these issues. Of course, one should always look in one’s own country as well. If approaching donors, there are a few tips that could strengthen your bid:

- Write a clear, concise letter outlining the project
- Include a copy of the project budget
- After having a draft ready, consult your donor and see what his suggestions are. Give the donor the chance to add something
- Give the donor an opportunity to sponsor a certain part of the project (for instance paying for one specific session or reception) or to donate a lump sum. Often donors like knowing exactly where their money goes
- Offer to advertise the donor’s organisation before, during and after the exchange
- Invite them to attend the exchange
Potentially sources to look into when searching for funding:

- European Union - Youth in Action and others
  (http://www.welcomeurope.com - not free) or http://deadline.culture.info/
- Council of Europe - http://www.eyf.coe.int/fej/ (European Youth Foundation)
- Local and national foundations - http://www.efc.be/default.asp (European Foundation Centre)
- Anna Lindh – Euromed Foundation: http://www.euromedalex.org/
- Local businesses or organisations
- Embassies
- Private firms-Be original in how to approach them, look for a win-win

Deal With Partners Who Drop the Project or Are Poor at Communicating

Dealing with partners who drop out of the project or are poor at communicating is perhaps the most difficult aspect when working in a partnership. In the survey, a large majority of the respondents agreed that the most important tool in preventing a potential crisis is establishing clear terms of agreement. If all partners involved understand what the project is about, and more importantly, what their part in the project is, then there can be no room for misunderstanding. Of course, such terms should be written and signed by all involved parties rather than communicated verbally.

Less important to respondents was establishing a code of conduct and a list of penalties for partners who do not keep up their end of the deal. These things have a negative connotation by nature, and as such perhaps create a more hostile environment and are therefore not the best option. Furthermore, if there is a term of agreement, then the partners should all know their responsibilities and as such will carry them out and stick to them.
If partners do not see through their responsibilities, then they will not be contacted for future cooperation. A code of conduct among partners is a given, based upon common decency, as such it may seem redundant to have to establish this officially. There is no right answer in terms of how to deal with this. Approaching the partner who is not keeping their end of the deal and asking them what is going on should be the first step. Perhaps roles can be redistributed. If the behaviour continues, the rest of the partners, as a group, could decide to ask the non-cooperative partner to leave the project.

**TIP**

Don’t be afraid to talk to your donor and explain the situation if one of the partners drops out of the project.

**Foresee Crisis**

Mapping out possible challenges and solutions in the planning stages is important. In doing so, partners can organise themselves and reflect on what they think might go wrong so that if something does happen they will already have an emergency plan. This again goes back to keeping open and direct lines of communication, so that everyone is aware of the other’s updates at all times. In case of a crisis, make sure that you communicate clearly and assign responsibilities so that everyone can contribute effectively to solving the crisis. You should always have a backup plan for potential crisis.

Some examples of obstacles, with suggested solutions are:

- A trainer cancels at the last minute – have one of the partners be ready and capable to give a general training related to the theme of the project
- The venue can no longer host – know of alternatives in the area and have a list ready so that one can start making phone calls immediately
- Funding does not come through – know in advance where you can make budget cuts if needed, and have a list of emergency fundraising avenues ready
- Partner pulls out – have a team meeting as soon as this happens and redistribute tasks
- Sickness or cancellation from participants - have waiting lists ready, and inform the participants who are on this list
- Visa issues – ensure that those participants who need visas are notified with plenty of time to get their documentation
5. Practicalities of planning the project

The practicalities of a youth event depend on what kind of project it is. However, following is a list of practical matters; it is easy to fall into the habit of simply assigning many of the practical matters to the host nation because they are in the country. However, it is good to try to outsource these issues as much as possible, making it a true partnership. It is important that the partners try to think of ways of involving not only the host in these issues, as they are often very time consuming.

- **Finding a venue, catering and sleeping arrangements**: A lot of hostels, hotels, venues and caterers can be found online and can be dealt with through e-mail. However, it may be useful for the partner in the host country to visit the venues prior to the event, to ensure that standard is acceptable.

- **Selecting Participants**: Selecting participants can be a group effort, though once again there should be one contact person in charge of connecting with the participants. This is to ensure that they get all the necessary information and that they know whom to contact with questions/concerns. The selection process should be based upon the pre-determined criteria. If two or more participants have similar qualifications, then the group as a whole can decide whom to accept.

- **Preparing all preparation material**: Likewise, you should decide on one or two people within the partnership to be in charge of preparing the general material needed for the event. Things such as notepads, information, printing schedules, etc. In the group you can make a checklist of what needs to be prepared and then leave the responsibility to the appointed people.

**Summary**:

Planning is one of the key stages of a project. By ensuring that time is invested in this phase, the partners will be committed for the following phase. The more work is done in the planning phase, the less stressful the implementation phase will be. Communication, in all stages of the planning phase, is crucial. Organising a training or exchange in partnership can sometimes be difficult. Often, the host or the initiating organisation assumes most of the responsibilities. Be creative and try to outsource as many tasks as possible. Having a healthy partnership with clear demarcated responsibilities and motivated and committed partners will get you a long way when implementing your project.
Implementation:

Success is not measured by what you accomplish, but by the opposition you have encountered, and the courage with which you have maintained the struggle against overwhelming odds.

- Orison Swett Marden (1850-1924) American author and founder of Success magazine -

Following the initial brainstorm and planning, it is time for the actual implementation of the project. Of course, the more detailed the planning has been, the more smoothly the implementation phase will go and less strain will be put on the partnership. Implementing simply means putting the theory into practice, actually doing what has been planned for months. The majority of this chapter will focus on practicalities that need to be dealt with during this stage of a project, with a focus on how to implement a project in partnership. It will begin with how to advertise the event, how to ensure that the finances are in order, and other practical matters such as organising volunteers, keeping the time schedule, etc. Following this there will be a discussion on how to deal with potential unreliable partners, and how to foresee and solve any problems that may arise.

Practical Matters:

When it comes to practicalities in the implementation phase, it is important to have a good overview of what things need to be done, when and by whom.

TIP

Every event will have different needs, but for your convenience there is a general checklist at the end of the toolkit. Feel free to add things to this list to better suit your event.

TIP

Brainstorm as a group what needs to get done a few days before and write these things down (even minor things such as remembering to print directions or buying coffee).
• **Advertising:**

The success of an event depends not only on the implementation team, but also a lot on participants. Having made a list of participant criteria in the planning phase, one needs to try and find these people in the implementation phase. Furthermore, advertising is important when contacting potential donors; you can let the donor know that their name will be displayed on event material/ads in an attempt to gain more funding. Advertising the event is also very much a partnership effort. Partners should work together on coming up with ideas on how they would like to portray their event themselves. Furthermore, advertising can be managed by all partners simultaneously, especially if it is primarily done through the internet. One could create a website to promote the event, and then continue the site after for further discussions. In terms of printing material, the partners can do research in their respective countries and find out where printing costs are the lowest. The scope of advertisement depends greatly on the budget available, however, following are a few advertising avenues one can explore:

1. Using the partner’s networks: their web pages, Facebook pages, discussion groups, newsletters, member e-mails and any other avenues they may use
2. Using internet sites such as Eurodesk and Salto
3. Creating a Facebook event
4. Posting on various online youth forums and mailing lists
5. Posting fliers around high schools, universities, youth clubs, etc. in the respective partner countries
6. Promote it at other events/trainings, bring fliers and information to these

*Look at a day when you are supremely satisfied at the end. It’s not a day when you lounge around doing nothing; it’s when you’ve had everything to do, and you’ve done it*

  - Margaret Thatcher (1925-) British stateswoman -

*If Columbus had turned back, no one would have blamed him. Of course, no one would have remembered him either.*

  - Unknown -

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12 [Eurodesk](http://www.eurodesk.org/edesk/)

[Salto](http://www.salto-youth.net/)
• **Budget:**

Naturally, the budget should have been created prior to implementing the project. As such, it will not play a main role during the actual implementation. However, you always need to keep an eye on the expenses and respond to financial and budget developments with all partners. Although one partner may be financially in charge of the project does not mean that the other partners cannot oversee or monitor the spending. Additionally, to ensure that the costs do not exceed the budget, there are a few points to remember:

1. Appoint one person in charge of all finances throughout the event. This person will keep an overview of expenses, update the budget on a daily basis, and deal with receipts and reimbursement. It is advisable that a second person checks the finances and budget now and again (every second day or once a week depending on the scope of the project) this way two people are accountable should any discrepancies come up.
2. Ideally ensure you have contracts and set prices set in advance. If possible, pay 50% of a contract with external parties and the other half on conclusion of the contract.
3. Keep all receipts, no matter how insignificant they may seem. Tally them up at the end of each day and electronically put them into the expenses section of the budget.
4. Remind all participants to provide the receipts for any costs that they may be reimbursed for.
5. Know how much things will cost in advance so that there are no surprises during the actual project.
6. If unexpected expenses do come up, jointly decide on how to deal with them and refer to the back up plan that you (hopefully) created before implementing.
7. Agree in advance how money will be allocated and shared between the partners. Make sure that the partners are aware of how much money they can spend on various items, and who has the authority to authorise payments.

• **Volunteers:**

In addition to the core implementation team, what makes a project run smoothly are the volunteers who help out with implementing the practicalities. Depending on the size of the existing partnership and scope of the project, decide how many volunteers you need and what kind of time commitment they will need to make. Utilise your existing pool of volunteers or make a call for volunteers a few weeks before the start of a project and then have a preliminary meeting with the interested candidates. Inform them of what kind of work they will be doing and how many hours/days their help will be needed.

Ensuring that the project runs smoothly is something that will benefit all partners. As such, appoint a volunteer coordinator amongst yourselves who will be in charge of dividing up tasks and scheduling the volunteers’ time. This will once again ensure that no confusion arises and all partners know who to ask if they need a volunteer or if one of their assigned volunteers did not show up.
Below are some tips for the volunteer coordinator that will benefit all partners:

1. Ensure that all volunteers receive the volunteer schedule a few days before the start of the project
2. Meet with the volunteers each morning and inform them what needs to be done for that particular day and if needed in the days ahead for any preparation activities
3. Meet again at night for a brief evaluation, and give them an opportunity to inform you of any problems that may have come up
4. Be clear in terms of what needs to be done so that there is no confusion

**TIP**

Participants can take a part in some of the organising. You can appoint different groups at the beginning of the event: reporting group, cleaning group, materials groups, social group, time-keeping group. In that way participants are also given ownership during the event.

**TIP**

Coordinating volunteers takes time; larger quantities of volunteers does not always mean better quality of work. Volunteers without tasks may loose motivation and can then distract other volunteers.

Appointing one participant coordinator from the team who manages all communication between the organisers and participants will make it easier for all involved parties to ensure that necessary information gets passed on. This person should be available before, during and after the event, and be the one responsible for transmitting information such as:

1. Preliminary schedule of the event
2. Practical information regarding location, meals, transport, weather, what to bring, etc.
3. Short biographies of the trainers/facilitators
4. Short description of main sessions of the event (what specific topics will be covered. This will allow participants to prepare for discussion)
5. Any articles/background information related to the activities that participants should read before arrival
6. Geographical distribution of all the participants/trainers/organisers
7. Other information that is important to the specific event such as what materials (from their organisations) and items from their countries to bring
Remember: Make sure that it is also clear to the participant which person is in charge of what so that they can direct inquires directly to the appropriate person.

Gender Tip:

Ensure that you have a gender balance amongst the participants. In addition to this being a criterion for some donors, it also results in a more dynamic group. Furthermore, make sure that the women and the men in the implementation team share roles equally. For instance, do not assign all the women to be in charge of making coffee, dealing with catering, etc. and the men to deal with contacting the speakers/trainers, giving introductions, and so on. Ensure that both women and men in the implementation team have a visible role.

• Schedule:

A few weeks prior to the event, there should be a preliminary schedule in place. It is best to discuss issues related to the schedule in a face-to-face meeting, but this can also be done by conference calls or emails if the budget is limited. The schedule should be a detailed break down of daily activities, including times for breaks and meals. Decide who is responsible for which part of the schedule. Other things that can be included in the schedule are:

1. A list of trainers with trainer biographies
2. List of key topics that will be discussed in each session
3. Location where the different sessions are being held
4. Optional: introduction exercises so participants can familiarise themselves with them

• Travels:

One of the things that can put a strain on the partnership during the implementation phase is the logistics of simply getting all participants to the venue. To make communication easier, appoint one person in charge of the travel logistics and have this person update the rest of the team. This way, once the project starts, the team will know who has arrived and who has not, and they will also know why someone may be late. As such no confusion will arise. The below tips are not directly related to partnership, but rather tips for the person who will be in charge of overseeing participants’ travel arrangements. However, they can benefit the partnership as a whole as they make for a more smoothly run event.
- Once participants have been selected, ask them to send you their arrival and departure times. Keep an overview of this in a separate form.

- If several participants arrive around the same time, you could ask their permission to pass the information along to each other so that they can travel from the airport to the venue together.

- Inform participants of how to get to the venue prior to their departure – provide them with public transportation schedules and information on where to buy tickets, what station to get off at (if need be what station to change transportation at).

- If possible, have volunteer meet participants at the final station or place of accommodation. Have the volunteer introduce themselves and make themselves visible with a name tag/sign.

- **Other Practicalities:**

Each event is different and will have different needs. However, below are some basic checkpoints to consider. Ideally, one would make their own list in advance and then check things as they are being done. Make sure that each partner knows who is responsible for what. This way one prevents a lot of last minute running around scrambling to get the final details together.

List of practical issues to divide amongst partners:

- Keep a first aid kit on hand at the venue/accommodation.
- Know where the closest doctor, hospital, dentist, pharmacy are located and what the local emergency numbers (police and others) are.
- Give participants an emergency contact number for the duration of the project.
- Ensure that necessities such as toilet paper, soap, coffee, tea, etc. are available (if not provided by the venue).
- Ask trainers what kind of equipment they will be using and ensure that this is available at the venue.
- Make sure that beamers, computers, speakers and other necessary electronics are working.
- Have flip charts, markers, construction paper, glue, scissors, tape etc. on hand.
- Make name tags if you plan on using them.
- Prepare a welcome package for the participants and the invited trainers. This can include: the program, bios of the group, a map of the hosting city or region, some white papers and pen.

*Nothing will ever be attempted if all possible objections must first be overcome.*

- Samuel Johnson (1709-1784) British author -
Partners for Peace

- **Partnership/unreliable partners**

As mentioned in the planning chapter, some partners may be able to commit less time and resources than others, but if this is clearly communicated in the beginning then such an uneven divide is acceptable because everyone is aware of it. Being partners does not mean that each organisation has to share the same amount of responsibilities. What it does mean is that the partners work together and agree upon how to divide the tasks. However, having clearly demarcated roles of responsibilities does not mean that one should step in and help if one of your partners needs additional assistance in completing a task.

However, sometimes a partnership does not work out the way one anticipated. Having unreliable partners was identified in the survey as the biggest fear when implementing a project. The majority of respondents talked about communication being the best way to deal with unreliable partners. Ensure that the entire planning and implementation process is transparent and that the partners all know consequences of not keeping up their end of the deal. Ensuring ownership of the project from an early stage on will also make it less likely that partners drop out. Making firm deadlines from the beginning and leaving no room to misunderstand them ensures that all partners feel responsible for the project, and hopefully that they will keep to the set dates. Cancelling the event or changing partners in the implementation stage is probably too late. It is important, therefore, that during the planning stage you work with partners you know can follow through on their promises, and that there is a backup plan should someone drop out.

**TIP**

Meet with the team of partners at least once a day to go over areas of responsibilities and give everyone an opportunity to let people know if they need additional assistance.

**Dos & Don’ts of Communicating with your partners:**

The implementation phase can be the most hectic and stressful period of a partnership. Make sure that you do not let the stress strain the partnership but try to ensure open communication channels and address problems or irritations at an early stage. Having constructive debate is perfectly acceptable; just remember to do this in private and not in front of the participants. For the sake of the partnership and friendship, it is important that you keep a few key points in mind when discussing.
**DO:**

1. Speak in a non-violent way
2. Remember that you are in this together as partners, there is no hierarchy (unless someone has been appointed to take on a particular role)
3. Remember that mistakes are made as a group, not by the individual
4. Keep to the point you are making
5. Be clear
6. Listen when a partner brings up a concern, and show empathy for this
7. Bring up differences after the session is over, not during
8. Remember that at the end of the day you are all working towards the same goal
9. Ask for clarification when you are not 100% sure what is meant

**DON’T:**

1. Criticise each other in front of the participants
2. Attack each other personally
3. Interrupt someone when they are speaking
4. Assume that just because you have a different opinion you are right
5. Use a hostile tone or body language

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**Individual Stress Management:**

Each person is different, and will react differently to a high pressure situation. It is important that individual stress does not spill over into the group or affect the partnership in a negative way.

Some things to manage your own stress levels:

- take a break to yourself, even for just two minutes
- pay attention to your breathing
- think positively – focus on all the things that are going well
- know that everyone else is stressed as well
- look forward to fun events/final party

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*You don’t make progress by standing on the sidelines, whimpering and complaining. You make progress by implementing ideas.*

- Shirley Chisholm (1924-2005) First African American Woman to serve in US Congress -
• **Implementation Problems**

At the implementation stage of a project, problem-solving options are a lot more limited than in the planning stages. Some things can easily be solved, while others will require more creative solutions. Most often, time will also be working against you. The main thing to remember is to continue the teamwork and constantly brainstorm for potential solutions. The following is a list of potentially unforeseen problems that may arise. Partners should discuss these and other problems in advance and have a mental list of possible solutions ready in case problems do arise. This will ensure that there is less strain on the partnership and high-pressure situations do not ruin the cooperation.

1. The venue turns out to be unsuitable – ideally this will not happen because organisers have visited the venue prior to the event and ensured that it meets their needs
2. The trainers’/facilitators’ presentations are not going well (or keeping people’s attention). Despite diligent research on the facilitators, one never knows what their style will be like until one sees them in action
3. Trainer/facilitator cancelling at the last minute – this is something that will be difficult to handle, but if partners have discussed solutions in advance, this worst-case scenario can be solved
4. Participants missing flights/not being able to make it because of visa issues: the event cannot start late because some participants have not yet arrived

• **Final Note:**

Remember to enjoy the event and make sure that you as a team have fun! Be active, mingle with the participants, and create a good atmosphere, allowing for free time and networking for those involved. Despite small things not going as smoothly as planned, as long as there is a sense of community and feeling of excitement among the participants and partners, the event will be a success. On that note, make sure that there are some social events scheduled!

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**Celebrate the Partnership:**

In order to strengthen the partnership feeling it may be a good idea to have some time alone for the implementation team to chill out, relax, eat together, get to know each other better, and have fun. If possible, take some time immediately after the event or later (depending on the geographic distance separating the partners) to celebrate the achievement and implementation of a successful project! This would also be a good opportunity to evaluate the partnership and the project as well as discuss potential future follow-up projects.
Introduction

What is Monitoring and Evaluation?

Monitoring and evaluation of a project is the process of gathering, analysing and ordering information to assess how productive the project and its respective stages were. This is when you:

- Record what you have done
- Assess the intended and unintended consequences of your activities
- Analyse what is effective and what is not

Many peace-related youth projects are hard to evaluate because they cannot be quantified. Also, many people find that some of the monitoring and evaluation tools developed for both the profit and non-profit sector may not be useful to small-scale youth-led peace initiatives. It is often regarded as a difficult part of a project, and a donor-imposed chore. However, monitoring and evaluation does not have to be difficult, and there are very good reasons to spend time and effort on this part.

Monitoring and evaluation is a pivotal part of a project. In this toolkit, monitoring and evaluation is treated separately to the rest of the project cycle. However, it is important to keep in mind that monitoring and evaluation are parts of all the phases of your project and that it is part of an on-going process that should start from the beginning of your project. Both the implementation of an international or European youth project as well as the partnership itself provide intercultural learning and development opportunities, and should be monitored and evaluated.

What is monitoring?

Monitoring is simply keeping track of the whole process. Monitoring often answers the questions:

- What are we doing?
- How are we doing it?

Monitoring will in this case often be record keeping.

What is evaluation?

Evaluation is an assessment of the different steps you take in a project cycle, but it is especially an assessment of the whole cycle. It indicates the quality of your work and of the end result.

Evaluation often answers the questions:

- How well are we doing it?
- Why have we done it (result)?
Why, When and How to Monitor and Evaluate?

Monitoring and evaluation does not only determine the degree to which a program or an organisation is achieving its goals, but it also helps the organisers to make sound decisions about the planning and implementation of those programs. A good monitoring and evaluation plan, therefore, helps to identify strengths and weaknesses of the implementers in their respective contributions, as well as providing a continuous management and supervision tool to improve the project effectiveness and the partnership. In short, monitoring and evaluation not only helps us learn further and develop our skills, it is also a way of checking what has been achieved.

Gender Tip:

In the evaluation form, ask the participant if they are male or female (though make it optional whether they would like to disclose that information or classify themselves as either). See if men and women viewed the project differently. If so, why was this?

TIP

It is a good idea to appoint someone who keeps track of when periodic monitoring should be done.

The evaluation process should not start when the final participant leaves the seminar or be restricted only to one period. In fact, evaluation works at best if it is incorporated into the entire project, starting from the very beginning of the project until its very end. If possible, continue also with a follow-up evaluation after some time, for instance six months.

There are various evaluation methods available, and it is important to diversify the sources of information. Depending on the project needs, there are different types of evaluation (interviews, self-assessment, questionnaires, surveys, news coverage), which vary in their methods and aims respectively. There are number of web resources available that help identify the evaluation types and respective methods required for the projects in question. Try to use a broad variety of methods to make a more diversified evaluation.

The evaluation should be done with as many actors as possible who where involved in the project. The most important people in each project are the partners, the organising team, the volunteers, the trainers and the participants. When working in a partnership, it is imperative to include all partners in the process.

It goes without saying that well-run partnerships are those that can demonstrate not only the achievement of planned results but also a healthy partnership towards the end of the project. Results are derived from good implementation and supervision, which in its turn is based on informed decision-making. In order to be informed one needs to have access to reliable data and then a careful analysis of the data is required. These are crucial elements of monitoring and evaluation. So when to get information and where from?

**Start before you begin!**

As mentioned in the introduction to this chapter, monitoring and evaluation should be incorporated in the project design and should start before the implementation of the project and go on until after the project is completed. It is important that all partners commit to the evaluation phase. The best way of ensuring this is to have a common understanding of why evaluation is important. Discussing this in the initiation phase is a good idea. Make sure that you discuss with the partners before you start the project what you would like to monitor and evaluate. This will make it easier to monitor and evaluate if the objectives are met at the end!

When talking about evaluation, most people refer to output evaluation, which is the final evaluation. However, there are different forms of evaluations. The initial formative evaluation assesses the strengths and weaknesses of the project and the partnership before or along with the planning stage, where summative evaluation comes up. As defined by Robert Stakes "When the cook tastes the soup, that’s formative; when the guests taste the soup, that’s summative." One of the tools suggested earlier in this toolkit for this stage is the SWOT-analysis. The formative evaluation will allow necessary revisions to take place before the carrying out of the project. This is best done during a feasibility visit when the partners get to know each other better, develop team spirit, and, most importantly, assess the planned project and its stages in terms of time and resources required. To put it simply, its main aim is to maximise the likelihood of success before the actual project implementation begins.

Most importantly though, during the feasibility meeting (be that an actual visit or conference call) the partners in the project should agree on the aims and objectives they envision for the project.

*The only man who behaves sensibly is my tailor; he takes my measurements anew every time he sees me, while all the rest go on with their old measurements and expect me to fit them.*

- George Bernard Shaw (1856 – 1950), Irish playwright -

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14 http://jan.ucc.nau.edu/edtech/etc.667/proposal/evaluation/summative_vs_formative.htm
15 Feasibility visits can be supported by the Youth in Action Programme under action 4.3 “Training and Networking of those active in youth work and youth organisations”.
**Go on!**

During the feasibility visit or the initial contact between the partners, the implementers should resort to process evaluation. As is suggested by the name, it examines the procedures and tasks involved in implementing a project. The focus of this is the assessment of administrative aspects of the project, for example how accessible and responsive partners are on-line, how far the time-lines are kept, how well the partners carry out the tasks delegated to them, etc.

To ensure maximal cooperation, partners might need to set up a process evaluation questionnaire, which would include the questions that are of particular concern to them. These can be filled in and discussed on pre-determined dates. Examples of questions that can be included in such a questionnaire are:

- How satisfied you are with the regularity of meetings/contact with partner? (rank 1-5)
- Do you think you need more frequent contact with the partners? (yes/no)
- Do you think the deadlines set are realistic (yes/no)
- Is there a need for more guidance from the partners at any stage (yes – name the stage / no)
- Do you feel there is enough space for each partner to express their opinions and concerns (yes/no)
- Do you feel that the expectations you had when initiating or joining the project are fulfilled? (yes/no, elaborate)

This feedback can be done through online surveys, questionnaires or the questions can simply guide an evaluation conference call in which the partners can provide feedback on the process so far. It is important that the partners are honest in this process, and that you are prepared to receive constructive criticism and feedback. You will be certain that you can share disappointments, challenges and successes with each other. Having such an evaluation session in the early stages of the partnership can limit the chance of disappointments later on in the process, and offers and opportunity to discuss how the partnership has evolved so far and if all partners are satisfied with the working relationship. Otherwise, you run the risk that a partner in the group will build up disappointment and only report the problem when emotions are running high. This is often when the most damage to the project and partnership occurs. Incidentally, this often coincides with the busiest periods in a project, when having a well-functioning partnership and implementation team is crucial.

Additionally, as a team it is important to share any impact your projects are having in the communities you are working from. Often each group participating in a project is affected differently to the others. Also, all project partners have unique experiences and connections with the different target groups. The French novelist Gustav Flaubert said it best when stating; “There is no truth. There is only perception”. This especially counts among partnerships and the communities you work with when working on peacebuilding. In peace projects, the perception of the conflict and the feelings that it causes is different for the individual and for each group involved. Therefore, evaluations of the process at set times are important.
From General to Specific

After the initial evaluation stage there is a need to resort to more precise evaluation mechanisms. The question is how to carry out a professional evaluation, not surprisingly, there are a number of answers to this question. There are a great number of tools that help to evaluate a project in a number of ways and these can be accessed through:

http://www.ceismc.gatech.edu/MM_tools/evaluation.html: Gives an outline of different evaluation tools, such as tips on how to use evaluation matrixes or anecdotal record forms;

http://www.programevaluation.org/tools.htm: Provides tools for both planning and conducting evaluation projects.

http://it.coe.uga.edu/~treeves/edit8350/EPT.html: those of you who are not relevantly informed about different evaluation stages and evaluation terminology can find help at this site.


The methods you chose depend on how you would like to report. Different methods will generate different results. For small-scale youth-led projects, qualitative data may be most useful to interpret the success of your project. Qualitative data, from interviews or focus groups, can provide you with good practices and nice quotes for your report. It also gives you very concrete feedback on how to improve. This type of data is useful, but more difficult to obtain when it comes to measuring change or when working with a small group of respondents.

Some ways of collecting information:

- Focus group discussions
- Survey and questionnaires
- Group evaluation

TIP

A good evaluation means is the Baseline research, followed by a progress research. These two are compared and eventually a conclusion is made on how realistic the initial goals set were. It is very important to carry out evaluative researches during the project, not only before or after.
Below is a detailed outline on the different methods.

**Focus Group Discussions**

A focus group is a form of qualitative research in which a group of people are asked about their attitude towards a product, service, idea, etc. Questions are asked in an interactive group setting where participants are free to talk with each other. In projects such as this one, which focuses on maximizing partnership, focus groups allow the participants to exchange views with organisations or individuals of similar niche, thus widening the knowledge of the participants and preparing them to encounter possible problems that others may have had in the past. This, in its turn, helps participants to be better prepared when it comes to facing the problems within their own projects. Remember that the focus group is an information gathering tool, not part of the project, unless you decide it is in which case you should include it in your project plan.

Within peacebuilding projects, it might be difficult to get the participants of the project to meet in a focus group. If you know participants can not meet in one group then organise two or more groups, alternatively you can look for informants.

Informants are key people or experts that are in close contact with your target groups and can inform you about the emotions, issues and situation of your target group to help determine the baseline and steps to take in the project. If you do a stakeholders analyses and a conflict mapping before you prepare a project you should be able to identify all people you need to consult to get a good picture of the peacebuilding challenges and the situation of your target group that you can use as a baseline. Also, note that your partners are also partly informants about the target group and they also have emotions and insights you can utilise.

Focus groups can serve as “raw materials” for all the stages of a project. In terms of evaluation, focus groups can give a seemingly rough estimate of how successful a project can or will be, based on the experience and knowledge of its participants. However, this rough estimate can turn out to be rather precise and helpful, if the focus group is planned and carried out professionally.

**Is it really necessary?**

When evaluating a project one must acknowledge that focus groups are invaluable tools to gather and assess data relevant to the project, though quite often they are ignored altogether. The reason for this is the over reliance on own knowledge and experience. However, personal knowledge and experience may be insufficient when it comes to projects involving cultural diversity and partnership.

At the same time, partners should bear in mind that clear evaluations are almost impossible, as the project and its respective stages is not restricted to one organisation only. Therefore, the partners should be ready for changes and attain a certain amount of flexibility.
As for evaluating how well a project was received by its target audience, it is suggested that you base it on the resonance it creates, i.e. feedback: be that immediate or prolonged. Thus, the evaluation stage merges into the follow-up stage. We will turn to this in the next chapter.

Thus, being an evaluation method itself, focus groups help to find out information, resources for information, and, most importantly, invaluable opinions of experienced organisations or individuals on matters that are of the project implementers’ interest.

**Surveys and questionnaires:**

Just like focus group discussions, the main aim of surveys is to find out what other people think about different issues. You can do this on paper or online. A traditional questionnaire can be handed to the participants during the training, or sent around as an email attachment. It is also possible to create online surveys. This is particularly useful if you want to analyse a large quantity of information. Using your web browser, you can create surveys selecting from various types of questions (multiple choice, rating scales, drop-down menus, etc.), which would enable you to do more quantitative research. Also, in some cases you can alter the design of the survey, upload your logo and do everything else to give it a personal touch. Some survey tools not only provide access to over 100 professionally-designed online survey templates, but enable you to share results by creating customised charts, posting them to your blog or website or just exporting your data to Excel, PowerPoint or a PDF. Ensure that the survey is posted on the right websites and in the right news and e-groups. You have to do some research for this!

**TIP**

Several monitoring and evaluation approaches focuses on the products or very tangible outcomes of a specific program. However, how do you assess impact when implementing peace-related projects? A new approach, developed by the International Research Development Centre, focuses on the changes in behaviours, relationships, actions, and/or activities of the people and organisations with whom a program works directly. These changes are called "outcomes", hence the name Outcome Mapping. For more information, visit [http://www.idrc.ca](http://www.idrc.ca)

16 [www.surveymonkey.com](http://www.surveymonkey.com) - SurveyMonkey has a single purpose: to enable anyone to create professional online surveys quickly and easily. Among many others, its merits are that you can create surveys and collect responses for free in case you have not more than 10 questions and need 100 responses. If this is not the case then for only $19.95/month you can get 1000 responses with no limitation on number of questions.

17 [http://www.zoomerang.com](http://www.zoomerang.com) – Online surveys by Zoomerang provide powerful online surveys and flexible pricing. The basic research is free of charge including 30 questions and 100 responses. For more professional and comprehensive surveys a monthly charge of $19 is paid, which enables to create a survey, having unlimited number of questions and answers, templates, custom images/pages, skip logic and advanced survey reporting (charting, exporting, etc..)
To make the best of a questionnaire do make sure it is well organized and user friendly:

• Questions should start from simple to more complicated ones and end off with simple ones again (like a wave).
• Language should be easy to follow. Avoid ambiguity.
• Take into account the target audience and their experience.
• If you want to hear opinions, start your questions with “how do you feel” “what do you think”, “what is your opinion about”, instead of “do you...” questions you only get yes/no answers and no real opinions or feedback.

The difference between Surveys and Focus Groups:

There are three main differences between surveys and Focus Groups:

1. Surveys are cheaper and do not require premises, techniques or human resources, whereas focus groups do.
2. With a small extra charge, on-line surveys enable you to make a number of questions and to send it to as many as 100 respondents.
3. However, as there is no immediate contact through a survey, the chance of clarifying a question is eliminated. Therefore, before making questions, be sure that they are respondent-friendly, i.e. easy to comprehend.

“The most serious mistakes are not being made as a result of wrong answers. The truly dangerous thing is asking the wrong question”. Peter Drucker. For on-line surveys, these words serve as an important warning.

Evaluating your own partnership

All projects conclude with a final evaluation of the project. It aims to identify if the set objectives/goals were reached, and whether it was done effectively. Often the evaluation can be used in the project team to discuss the results of the project, points that could have been improved, and identify reasons why things were not successful. An evaluation normally just shows results while an evaluation/reflection meeting identifies the point of learning. As a team you should always discuss the evaluation. As partners, do not only look at the project results, but also evaluate your partnership. What communication styles worked, and which ones did not. How was the workload? Compliments and disappointments that have been kept under wraps can come out at this stage. Often the evaluation meeting and the actual evaluation survey held among participants right at the end of a project are an indicator of the emotional evaluation of the project. For instance, they tell whether people were enthusiastic, motivated, and so on.
During and at the end of the project regular partnership evaluation meetings are recommended. How this is done depends on resources, time and geographic location. You could do the final evaluation meeting at the end of the event so that you can meet face-to-face. Sitting down and evaluating the partnership will highlight your strengths and weaknesses. It will be a personal learning experience and beneficial for all partners. If this is not possible, all partners can fill in questionnaires and then have a conference call to clarify and discuss the main conclusions from the questionnaires.

When doing the final evaluation, you should evaluate not only the project itself, but also the partnership. Even if the partnership did not turn out the way you expected it, it is important to analyse what worked well and what went wrong. This means that next time you can implement a project in partnership even better! It is also very important to take time to evaluate if partners or participants drop out of your project. This process may be uncomfortable if it was preceded by a conflict, but even more important in these cases. Evaluation in these cases will be key to finding out what could be done differently, how to improve for next time, and also to create some kind of closure for the involved actors. However, do not use the evaluation phase as a way to solve conflict.

**Staying Objective:**

In addition, a question that needs to be considered is how to stay objective when evaluating a project. The important thing here is to show that you have learned something. You do not necessarily have to prove that the outcome was positive or negative, so long you can show that something was learned from the project implementation as a whole, ensuring that future projects and partnerships will be even more successful. This is done by looking at facts and concrete results; otherwise there will be no proof that what you have done was actually useful and applicable.

Evaluation is not about naming and blaming, but about collective learning. There is also a difference between evaluating for yourself, for a donor, or your target group, participants/community. Each group wants to see different things. Donors wish to hear maximum change and that it was done timely and cost effectively. You as a team want to hear what the result of your work was. Target groups want to see the result of the trust they gave you. Every group invested something, and they want to see what happened with their input. What was in the donor contract? For the team - what did you say in the feasibility study? What did the target group say in the focus group or in a pre-survey? Additionally, professional criteria should define the mechanism according to which the evaluation (including the self-evaluation) will take place.18

What to include in the evaluation depends on the project. However, a few core questions to evaluate are if the results and objectives were achieved, how well the project was managed (including financially) as well as the impact on the partners.

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18 The award-winning UK registered charity, called Mango provides financial management services to agencies working in relief and development projects in developing and disaster stricken countries. www.mango.org.uk
Anticipated Problems and Suggested Solution

Below is an outline of the three most common anticipated problems usually associated with evaluation stages of projects involving partnerships. Naturally, depending on a project and partnerships’ relationships, these may vary accordingly. Please bear in mind however, that the solutions given constitute the core components of most projects involving partnership.

I) Lack of time:
   - Planning evaluation is as important as any other fundamental tasks and stages
   - Drawing up clear timelines for the tasks / detailed calendar
   - Sending each other reminders about deadlines of each stage
   - Joint action planning and ownership ensure all partners feel committed to the evaluation process

II) Lack of enthusiasm (from partners):
   - Continuous cooperation
   - Maintaining contact (by e-mail, Skype, etc.)
   - Funds
   - Set clear objectives and ensure that these can be measured. Share with the team signs of success as soon as they are present. This will ensure more commitment to evaluating (it will ensure positive feedback). Also, if you see from evaluating that things are going wrong then mention them
   - Defining why evaluations are useful
   - Illustrating how previous evaluations were useful and have been used
   - Involve both experienced and inexperienced partners equally, distributing the roles according to their corresponding strengths and weaknesses. Often if enthusiasm drops in a team it is a sign of fatigue or pessimism. This is a time to have a team meeting. Do this before you set out your evaluation, otherwise the evaluation will only underline the negative feeling
III) Lack of relevant feedback (from the target audience):

- Disseminating information to the right target group (by mail, word of mouth, etc.)
- Clarifying the benefits for the target audience
- Make it (the project result, e.g. a toolkit on joint cooperation) easily accessible
- Explore other ways of collecting information. Maybe the target group works better with focus groups or they do not trust the survey and face to face distribution of surveys is needed?
- Use a diverse pamphlet of evaluation tools

Finally, it is important that monitoring and evaluation does not become just a donor requirement and a chore. Monitoring and evaluation is a good opportunity to learn and improve. It is therefore important that your learning experiences from the previous project are included when planning your next project! It may also be useful to review previous evaluation reports every now and then to ensure that remember you experiences. Also, share your recommendations with new team-members. If you are implementing a project in partnership for the first time, it may be useful (in addition to reading this toolkit!) to review previous project reports in your organisation.

TIP

Remember to keep the conclusions and learning experiences from your evaluation in mind when designing a follow-up project!

Reporting

Once you have gathered all the material, it is time to write the report. In a partnership, it would be good to assign one coordinating person from the implementation team to keep track of what tasks need to be done and by what deadline. However, the project was implemented in partnership so the report should also reflect this. Different partners may also have different views, so it is good to integrate all of this. It is important to keep in mind if the donor requires a specific monitoring and evaluation format so that you can monitor correctly throughout your activity!

Make sure that all partners are committed to the reporting. In youth work, by the time one project finishes, people have already moved on to the next one. It is important that all partners commit to the evaluation process and reporting so that one partner is not stuck with the work. Make sure you agree on who should prepare the financial report, who writes the report and who submits it to the donor.
TIP

Remember that photographs can be a way of reporting as well, so take lots of pictures during your event! These pictures can be included in the donor report, newsletter article, blog article and so on. Remember to ask the participants for consent prior to publishing pictures!

Summary

Taking into account all of the above, it can be concluded that the evaluation of a partnership is needed to

- Facilitate the display of best/worst practices
- Show the strengths/weaknesses of a project, approaches, methods, etc.
- Create trust and confidence among participants once an evaluated overview is set up
- Most importantly, to grow and learn

A type of evaluation that quite reasonably fits into this part of the chapter is the summative evaluation, which is a combination of judgments that permit conclusions to be drawn about impact, outcome, or benefits of a project. This type of evaluation can fully function when the follow-up stages have started and feedback from the target audience is provided.

It is wise to do a second evaluation after 3 to 6 months find out if the participants learned skills and knowledge that stayed with them. Did the youth indeed solve conflict non-violently after the training, and so on. As partners, you should also re-evaluate after a few months, once there is some distance, air out what you thought about the cooperation and whether other projects will be born out of this.

One of the great mistakes is to judge policies and programs by their intentions rather than their result.

- Milton Friedman (1912 – 2006), American economist -
Follow-Up:

"You must have long term goals to keep you from being frustrated by short term failures."
- Charles C. Noble -

Introduction

What is follow-up?

Follow-up activities are planned before the completion of a project, ensuring sustainability and greater productivity of a project. At first sight, follow-ups are perhaps the most obscure stages of any project, because it may seem unreasonable to envisage the actions following the end of the project before its actual end. Ideally, however, being a strong force in the sustainability and greater impact of the project follow-ups are to be considered alongside with the initiation of a project. In short, follow-up projects are for the project to evolve further and enable participants to analyse and interpret its progress and success.

It is important to know how each partner hopes to benefit from the results of the project. Often the reasons for a partner joining a project becomes clear from the follow-up. What does the partner wish to do in their community after the project? Remember these are legitimate wishes and concerns and it needs to be clear in the initiating phase. This will also help develop a clear evaluation process!

Why, when, how to do follow-ups, and by who?

It is the follow-up, which ensures the sustainability of a project and most objectively illustrates its outcomes. These are all about long term goals, which, as mentioned above, preferably mature before or during the initiation of a project. The time to start thinking about the follow-up activities is paradoxically the very beginning of the project. In this stage the most important thing is to create a framework in the project in which the follow-up can emerge and grow. In that way, as the project matures, the follow-ups will be outlined more and more precisely. However, failing to acknowledge the importance of follow-up activities from the very start of the project may turn it into a race for simply accomplishing goals for the sake of finishing.

Follow-up projects do not differ from any other project in terms of their separate stages: initiation, planning, implementation and evaluation. Being a project itself, follow-up differs from non-follow-up projects in one aspect only: it has a primary goal, which has already been set out; follow-up is the realisation of this aim. In this respect, follow-up activities are identical to any other, which entail corresponding stages of preparation and execution, and which are talked about in respective chapters of this toolkit. Examples of follow-up activities are given further ahead in this chapter.

In the follow-up of a project there can be different actors from those partners who developed the whole project. The follow-up project has the tendency to create a space where all other actors involved in the project, such as participants and trainers, can also link themselves up in the development of a follow-up project or activity. Therefore it is important when planning, to create a framework where there is space for other actors to get involved.
This chapter intends to outline the possible problems and solutions frequently associated with follow-up activities as a result of international youth exchanges or seminars done in partnership with other youth peace organisations. It also provides examples of follow-up activities that are presupposed in this very project.

**Gender Tip:**

If women and men did have different concerns about the project, start a debate about this in the follow-up phase. What were the differences, why was this. Engage all the participants in the debate through online follow-up forums.

As with most things, goal setting involves stages of prioritising:

- Firstly, long term goals are set;
- Then these are narrowed down to short term ones;
- Following this objectives are set and prioritised;
- Subsequently, these are defined and detailed;
- After all of this implementation and evaluation take place.

In many cases, this is where the project stops.

This is typical to projects that do not pursue long-term goals. However, in most international projects that focus on partnership and youth exchanges, the main emphasis should be put on sustainability of the project, i.e. long-term perspectives. Bearing this in mind, it is hard to disagree that knowing the possible problems and solutions related to follow-up activities will raise the awareness of those who plan to carry them out.

Unfortunately, quite often the follow-up activities are underestimated and insufficiently planned, as these may seem to be secondary to the partners. This is especially true when it comes to partnerships involving distance, as in this case, after the implementation of the project the partners tend to flee to respective countries and continue the activities they were previously involved in, with minor restraints about the project follow-up.

This is why many follow-up activities are poorly organised, if organised at all. In fact, our research shows that fewer than half of organisations involved in partnership rated the follow-ups they have been party to, or have observed, neutrally or rather negatively. This is especially interesting, taking into account that the great majority of survey participants considered follow-up activities either very important or fairly important.
The conclusion that can be drawn from this is that although many organisations involved in youth exchange projects or partnerships realise the importance of follow up activities, there is still irrelevant or inadequate experience concerning it, which could be attributed to number of problems arising at this stage.

Below the top three problems and the solutions associated with the follow up projects are singled out.

I) Lack of incentives:

- Maintaining contacts with youth organisations
- Seeking out additional information to gain experience
- Consolidating experience gained
- Possibility for future projects
- Training opportunities
- Equal involvement from partners
- Ensuring realistic time-lines

II) Lack of commitment (especially by the end of the project):

- Plan follow-up as an integrated part of the project
- Making time-line and task delegation for follow-ups before the project implementation
- Having clear objectives set
- Having budget set for this section, not to let it linger
- Ensure good team-building and trust
- Highlight same goals

TIP

Follow-up framework:

- decide on a moment to hold a brainstorm session between the partners on possible follow-up actions
- create a space within the event for follow-up
- state clearly to all involved actors—partners, participants, trainers and donors—the wish from the partnership to organise follow-up activities
- ask participants during the selection process their willingness and possibilities for follow-up activities
- as a leader, facilitate the follow-up ideas into realistic actions instead of big dreamy goals
- fix at least already one date for a follow-up meeting after the project (depending on the setting of the follow-up this can be locally or internationally)
III) Lack of relevant feedback (from the target audience):

- Disseminating information (by mail, word of mouth, etc.)
- Setting follow-up activities aimed at target audience
- Clarifying the benefits for the target audience
- Show interest in their feedback (e.g. by asking to evaluate your work, suggest alternative ways of carrying it out, etc.)
- Make the project result (e.g. a toolkit on joint cooperation) easily accessible

Thus, if not underestimated, follow-up activities can serve as basis for project extension, maximised and continued cooperation, attaining experience and possibility for future projects.

As partners, keep each other informed about the follow-up. This will help them to understand what impact the joint project had. It is a form of evaluation and it is motivating for all. Possible new joint projects can develop between participants and the partner organisations can help facilitate the process. However, remember that your partnership has officially ended at this stage. Accept that your old partners might take up the follow-up with a new partner. Often they have valid reasons for this and it does not mean you were a bad partner. Projects are a process, and part of the process is to learn to let go. As long as you keep each other informed and stay in touch, new opportunities will arise.

Examples of Follow-up Activities:

As participants and partners come from a variety of countries, the most effective follow-up activities may be virtual/web-based ones. This is a faster and more cost effective way of reaching the targeted audience. Partners could:

- Post the event report in their respective web-sites or blogs
- Send the link to it to a number of organisations/individuals
- Have a translated version of it to reach wider audience
- Print/Copy sufficient number of hard copies to be distributed
- Create an online forum in which participants and trainers can continue discussions and share best practices
- Create a website or Facebook page where those involved can post pictures from the event
- Organise crash courses/seminars on how to organise international youth exchanges in respective countries of each participant
- Ask for feedback/opinions to be integrated in future projects

Summary

To sum up, although follow-up projects are the ones that are most often underestimated, these ensure the desired sustainability of any project. Remember, any endeavour is estimated by the long-term results it achieves.
Conclusion:
Throughout their existence, UNOY Peacebuilders, YERITAC, UM4P and PATRIR have been involved in implementing a number of projects in partnership with other youth organisations.

The aim of this toolkit was to provide an overview on how to implement a project in real partnership with maximum cooperation between the partners. From the initiation phase throughout the follow-up process, aspects on how to implement joint projects have been elaborated Based on the experiences of UNOY Peacebuilders, YERITAC, UM4P and PATRIR, as well as by input from focus groups and surveys.

The main conclusions from the toolkit are to spend time in the initiation and planning phase to find suitable partners and create a good plan with clear division of roles. In the implementation phase, make sure that all partners are committed to realising the projects. The partners should also be involved in the monitoring and evaluation of the project. Finally, make sure that by the time the project ends you discuss various ways of following-up your project and partnership. Youth peace partnerships can take many forms, but in order to ensure a profound partnership, it is pivotal to ensure communication throughout the whole process.

UNOY Peacebuilders, YERITAC, UM4P and PATRIR have, throughout the process of organising this toolkit, learnt a lot about each other and useful lessons of successful partnership. Sometimes, we learn as we start working together and as we work on a project together, we continually adapt and try to find the best way of working together. We hope that this toolkit will serve as a reminder of important things to keep in mind when implementing a joint project with other youth peace organisations. We also hope that the toolkit will motivate you to establish partnership with like-minded youth peace organisations in Europe! Now that you are aware of the challenges, you can confidently embark on a journey with your partners!

TIP
Please visit the partner’s websites for additional interactive information related to this toolkit!
Partnership Contract - Template

<table>
<thead>
<tr>
<th>Participating Organisations:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Individuals working on this specific project:</td>
</tr>
<tr>
<td>Date:</td>
</tr>
<tr>
<td>Working Project Title:</td>
</tr>
</tbody>
</table>

For the purpose of project XX, we hereby agree to work together in partnership to see the project succeed. We understand that all partners are equal in this, and that it is up to each partner to ensure that the project is completed on time. We will keep an open dialogue with each other throughout the project, inform the others of when we go on holiday/won’t be available and let the others know if we cannot complete a task. We will stay in touch on a weekly/bi-weekly/monthly basis through e-mail as well as schedule a conference call once a month/every three months/as needed.

We have set the following initial deadlines:

- Draft project proposal
- Draft Budget
- Submit application
- Book Venue/accommodation
- Call for Applications
- Select Applicants

Additionally, the biggest tasks have been divided up as follows (with those who are secondary responsible in brackets):

- Submitting application
- Liaison with donor
- Liaison with participants
- Liaison with speakers/trainers
- Finance coordinator
- Logistics

Should a partner not be able to meet a set deadline, it is their responsibility to inform the rest of why this is. They should do so no later than 1 week/5 days/2 days before the deadline. The other partners will then do their best to help, so that deadlines are met.

If a partner continuously misses meetings, does not update, and fails to take on their responsibility, the group will give them one/two/three warnings. If after three warnings they are sill unable to complete their tasks or continue to remain incommunicado, the task will go to those secondary in charge and the partner will be asked to leave the project/take on another task.

This is a joint venture, wherein we all own the project equally. We have all committed to this, and agreed to the deadlines and task divisions communally.

Signatures:
Sample Timeline for Setting up a Project in Partnership (of course dates may vary depending on the project)

<table>
<thead>
<tr>
<th>TASKS</th>
<th>PERSON/ORGANISATION</th>
<th>DATE Done:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>6- 12 Months before</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Select Partners</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Divide tasks</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Create a timeline</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Set dates for project</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Write project proposal</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Estimate a budget</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Decide on location</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>3 – 6 Months Before</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Contact speakers/trainers</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Contact potential venues</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Create a preliminary schedule</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Create a website/online info about the project</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>1-3 Months Before</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Decide on a venue</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Book accommodation</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Call for applications</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Get trainer bios</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Update event schedule</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Select participants</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Provide participant dietary requirement to venue</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>4 Weeks Before</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Get participant travel details</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Gather all information (sponsors, organisations)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Print program</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Find out what equipment is needed in the venue (beamer,</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Arrange transportation to activities/to from venue</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Create evaluation forms</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### 1 Week Ahead

<table>
<thead>
<tr>
<th>Task</th>
<th>Name of person in charge</th>
</tr>
</thead>
<tbody>
<tr>
<td>Print program &amp; other information that needs printing</td>
<td></td>
</tr>
<tr>
<td>Update participants/trainers with finalized program</td>
<td></td>
</tr>
<tr>
<td>Create name tags</td>
<td></td>
</tr>
<tr>
<td>Gather equipment to take to venue</td>
<td></td>
</tr>
<tr>
<td>Confirm with the venue, caterer, transport</td>
<td></td>
</tr>
<tr>
<td>Get thank you cards/gifts for trainers</td>
<td></td>
</tr>
</tbody>
</table>

### Immediately after the event

<table>
<thead>
<tr>
<th>Task</th>
<th>Name of person in charge</th>
</tr>
</thead>
<tbody>
<tr>
<td>Create a follow up forum</td>
<td></td>
</tr>
<tr>
<td>Analyse the evaluations</td>
<td></td>
</tr>
</tbody>
</table>

### To Do List for Implementation Stage:

<table>
<thead>
<tr>
<th>Task</th>
<th>Name of person in charge</th>
</tr>
</thead>
<tbody>
<tr>
<td>Volunteer Coordinator</td>
<td></td>
</tr>
<tr>
<td>Participant Contact</td>
<td></td>
</tr>
<tr>
<td>Food Coordinator (ensuring that is coffee, tea, that the venue knows participant’s dietary requirements)</td>
<td></td>
</tr>
<tr>
<td>Electronics (beamer, DVD, computers all working)</td>
<td></td>
</tr>
<tr>
<td>Flip charts, makers, tape, pens office supplies available</td>
<td></td>
</tr>
<tr>
<td>Flip charts, makers, tape, pens office supplies available</td>
<td></td>
</tr>
<tr>
<td>Transportation (person in charge of arranging transport to/from activities/venue/accommodation)</td>
<td></td>
</tr>
</tbody>
</table>
**Glossary:**

*Baseline Research:* research of the situation before the project. This can be done via a focus group, survey or study. You can compare the outcomes of the final evaluation with the baseline research to assess if a change has happened and if this is the change you wanted to see.

*Conflict:* a relationship between two or more parties who have, or think they have incompatible goals.

*Cultural violence:* any aspect of a culture that can be used to legitimise violence in its direct or structural form.

*Evaluation:* the phase(s) when you conclude your project cycle to assess if the set goals were reached and to clarify what points of improvement and success factors contributed to the achieved goals, and what you have learned for future projects.

*Feasibility Visit:* a short meeting with potential partners to explore the possibility to develop a project.

*Follow-up:* an activity that continues something that has already begun or that repeats something that has already been done.

*Formative Evaluation:* assesses the strengths and weaknesses of the project and the partnership before or along with the planning stage.

*Implementation phase:* the time when the project is actually taking place.

*Initiating phase:* the time when the project is conceived and brainstorming begins.

*Monitoring:* the process of measuring the project and its efficiency in reaching the desired results within the time and financial boundaries set.

*Negative peace:* the absence of war.

*Non-violent communication:* a method to communicate with compassion and clarity by focusing on honest self-expression and empathy. Through expressing needs in a clear way, one can avoid projecting feelings onto others.

*Partnership:* a voluntary collaboration among two or more organisations to achieve clearly identified goals in which the partners are working together, all decision-making is made as a group and each partner owns the project equally.

*Peace:* the absence of violence in all forms and the unfolding of conflict in a constructive way.
**Peacebuilding:** long-term process of building sustainable peace that involves a process of transforming governmental, legal and human rights institutions and structures into fair and effective systems for resolving disputes and fostering peaceful relationships.

**Planning:** the phase in a project in which the initial plan has been conceived, and logistics/schedules are being create *and* the preliminary stage of setting up a youth exchange in partnership in which the partners come together after the project has been conceived and begin to arrange how to execute the plan.

**Positive peace:** the presence of universal rights, access to education, economic well-being, ecological balance.

**Structural violence:** occurs whenever a system (national structures, institutional context or hierarchies etc.) discriminates between groups or individuals.

**Violence:** consists of actions, words, attitudes, structures or systems that cause physical, psychological, social or environmental damage and/or prevent people from reaching their full human potential.

**Qualitative Research:** explores and tries to understand people’s beliefs, experiences, attitudes, behaviour and interactions. It generates non-numerical data. The best-known qualitative methods of inquiry include in-depth interviews, focus groups, documentary analysis and participant observation.

**SWOT analysis:** strengths, Weaknesses, Opportunities, Threats – an analytical tool that can be used in the planning phase to weigh up pros and cons within your organisation and your environment.
References and Resources:

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European Youth Forum.

SALTO Youth Cultural Diversity Resource Centre (2007). *Exploring quality in cultural diversity projects*

SALTO Youth Cultural Diversity Resource Centre. (2007). ‘Making Waves Toolkit’ on visibility of project and dissemination of results
http://www.salto-youth.net/download/1408/MakingWaves.pdf

Relevant Websites:

European Youth Foundation: The European Youth Foundation (EYF) is a fund established in 1972 by the Council of Europe to provide financial support for European youth activities. Its purpose is to encourage co-operation among young people in Europe by providing financial support to such European youth activities which serve the promotion of peace, understanding and co-operation in a spirit of respect for the Council of Europe's fundamental values such as human rights, democracy, tolerance and solidarity.
http://www.eyf.coe.int/fej/

Salto: Provides resources, trainings and youth exchanges within Europe. One can easily search the website for specific trainings, toolkits, trainers, etc.
http://www.salto-youth.net/

Youth In Action: Created by the European Parliament, it aims to support programs that enhance youth involvement and active citizenship. The website gives an overview of the program and actions.

Youth Partnership Portal: Created by Council of Europe and the European Commission, this web portal gives useful information on European youth policy as well as a number of resources.
http://youth-partnership.coe.int/youth-partnership/index.html
About the authors:

This publication was written in partnership by the following (in alphabetical order):

**Sarah Brun** is Norwegian/Austrian. She holds a BA in human rights and political science from St. Thomas University, Fredericton, Canada, and gained her MA in international law & human rights from the United Nations mandated University for Peace in Costa Rica. Sarah’s research interests include gender based violence and the use of alternative methods of justice & reconciliation in post conflict societies. She has worked with different organisations in Norway, Canada and Costa Rica. She is currently working with UNOY Peacebuilders on a variety of projects as the European Desk & Gender Officer.

**Bianca Cseke** has a B.A. in International Relations and European Studies since 2004 ('Babes-Bolyai' University). She is also in her final year at Political and Administrative Sciences Faculty. One of her major interests regards the way in which the collective mentality has been transformed by Romanian communism of the society we live in and what are the solutions for our society now that we have entered the EU structure. She has joined the Romanian Peace Institute in April 2006 and works as administrative assistant. She also volunteers in the Pro Democratia Association - Cluj-Napoca club (September 5 2005 - present) and during 2005 and beginning of 2006 she has been a member of the Managing Committee of the mentioned club.

**Olivier Forges** is from Belgium. He studied for a Bachelor’s Degree in Social-Cultural Work at the Karel de Grote Hogeschool and is now mastering in Social Work at the University of Antwerp. In the last 5 years, he has been active in the international peace youth work. Since 2006, he has been involved with Pax Christi Flanders (UM4P) as staff member. He was co-writer of the book *Youth Building Peace - Voices from Conflict Areas* (2007). He is board member of ‘Jeugd en vrede’ an NGO specialised in peace education through informal youth work. His areas of interest, next to youth & peace, are the Israeli/Palestinian conflict, the issue of bullying, art methods in peacebuilding and methods of activism in general.

**Lusine Shahnazaryan** is an MA graduate of YSU, Romance-Germanic Faculty of Philology and majors in Spanish and English languages and literature. Since 2005 Lusine has been working at the international language center Soft&Safe (International House) as a tutor and project coordinator and has created and successfully applied number of projects, such as organising debate clubs and Video English courses for advanced learners. She has been working with YERITAC since 2008. Currently she is the Director of International Centre of Languages and Training (ICLT), which aims to develop lifelong learning in Armenia.
**Lillian Solheim** is from Norway and started working at the UNOY Peacebuilders in October 2007 where she is focusing on advocacy, gender and information. She has an MA in International Relations and Peacebuilding from the University of Kent at Brussels. Her thesis focused on the role of Norway as a third party in the peace process in Sri Lanka. After her studies she volunteered for Search For Common Ground where she was involved in the gender programme. In 2005 worked at the Nordic Desk at the United Nations Regional Information Centre as an intern. She was also working as an election observer during the presidential election in Sri Lanka. Before moving to the Netherlands she worked as a community coordinator for an association management company while volunteering for a charity called Children are the Future. In 2009, she was assistant national leader of the Norwegian delegation during the Ship for World Youth Programme.

**Andra Tanase** works as a Programme Director for PATRIR’s Youth and Peacebuilding Unit. Andra has graduated with a Masters degree from the UN-mandated University for Peace in Costa Rica and has a background in Economics and International Studies from Macalester College. Her work includes international training and facilitation, peace research and programme coordination on the themes of peacebuilding and conflict transformation, conflict mapping, human rights, multicultural communication and organisational management. Together with her work at PATRIR, she is also engaged in the Steering Group of CONCORD’s Development Education Forum and in Alumni work with the UN-mandated University for Peace. Her research focus areas include Development, Human/Minority Rights, Conflict Transformation and Peace Education, interests which she pursued through working as a trainer and programme coordinator and through research papers such as: Work, Religious and Ethical Values: The Unique Case of the Roma Population, Economics of Happiness: Attempting to Answer the Debate Between Civil/Political Rights and Economic/Social Rights, Breaking Shadows: A study of identity in post-conflict Bosnia (work in progress). Andra gathers experience from having worked in Italy, Norway, Spain, Costa Rica, USA and also from different peacebuilding encounters in areas ranging from Japan to Colombia and from Finland to Gambia.
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Thanks to the many who filled in our online survey. Your responses gave us a lot of input for this publication! This publication was written for you and we hope you will find it useful when setting up your next project in partnership!

Thanks to all the people who partook in the focus group meetings in Romania, The Netherlands and Armenia in spring 2009:

The Netherlands:

Nina Aeckerle, youth activist, former UNOY Peacebuilders intern
Cristiana Conte, UNOY Peacebuilders
Katherine Davison, UNOY Peacebuilders
Menno Ettema, UNOY Peacebuilders
Kathrin Gottwald, UNOY Peacebuilders
Anna Innocenti, Global Human Rights Defense
Dorieke Looije, Euro’s voor vrede
Patrick Haggman, Global Human Rights Defense
Lillian Solheim, UNOY Peacebuilders
Mark Snijder, Netherlands Youth Institute
Joris van Walt van Praag, Samen in Zee initiative
**Armenia:**

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Lucine Gharamanyan, YERITAC
Hovhannes Jonas Grigoryan, YERITAC
Tigran Grigoryan, FYCA
Nune Gxaribyan, CSI
Alexander Hartyunyan, YERITAC
Alina Kosoyan, Yerisak
Kamo Mailyan, NDI
Anna Makaryan, Youth Chamber and Euro 26
Tatev Mantoyan, "Henq" Youth Organisation
Arman Melikyan, YERITAC
Hamlet Melkumyan, YERITAC
Astgxik Mirzabekyan, “Henq” Youth Organisation
Hmayak Mutafov, YERITAC
Anna Sargsyan, CRRC
Tatevik Zohrabyan, CRRC

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Bianca Badau – SSE (European Students Associations)
Bianca Cseke - PATRIR
Todica Gheorgita – Vasile, World Vision Romania
Raluca Miclea – OSUBB (Babeş-Boylai University Students Organization)
Luisa Olar, AISEC Cluj Napoca
Kacso Silar, AISEC Cluj Napoca
Nicoleta Sovre - PATRIR
Andra Tanase - PATRIR
Belgium (meeting of colleagues in international youth work at the national agency)

Ria Aeles, bouworde
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