

# **Sample Partnership Review Process and Template from 'EveryChild'**

## Purpose

We work in partnership because we believe that combining efforts is the most effective way to achieve greater and longer-lasting positive changes in the lives of children without parental care and at risk of losing parental care.

Research carried out by Keystone Accountability and INTRAC<sup>1</sup> on North-South NGO partnerships revealed that national partners value a number of key principles in their relationships with international organisations. As a result, we embedded four key partnership principles within our Partnership Policy (including Partnership Standards) and Partnership Agreements which both organisations commit to when they enter into a partnership with each other, which govern the relationship between our two organisations. These are:

1. **Complementarity:** partnerships should be built on overlapping purpose and values, and complementary contributions to joint actions.
2. **Effectiveness:** partnerships should aspire to effectiveness (clarity on roles and responsibilities; participatory planning, monitoring and evaluation; mutual learning and innovation; results-based management; value for money).
3. **Equity:** partnerships should acknowledge inequalities that may exist between partners, and should manifest equity through recognition of and respect for one another's autonomy, property, capacity and diversity.
4. **Accountability:** partners should be accountable to one another, openly sharing relevant information and striving for common understanding.

In addition to these principles, EveryChild has 20 'partnership standards' (see Annex 1 for full details). These include a commitment for EveryChild and Partners to review their partnership periodically and agree improvements, and this survey was designed to facilitate a review of this partnership, against these partnership standards.

## About the review process

This review process relates to the overall partnership between EveryChild and a partner organisation. It does not relate to the performance of specific projects themselves, as these are reviewed separately as part of EveryChild's project monitoring and review process.

Please try not to feel intimidated by the survey itself! There are no 'right' or 'wrong' answers and it isn't intended to be an 'exam', but as a tool help our two organisations to have a deep conversation about issues that may not normally surface during the course of quarterly calls or through written reports.

The survey consists of two sections, one relating to EveryChild's actions and the other relating to the partner's actions within this partnership. Staff from both organisations need to evaluate their own performance as well as that of the other party, by completing **both** sections. The results should then be exchanged in advance of the face-to-face partnership review meeting in order to allow both parties to consider the feedback in advance, and to prepare for the meeting.

---

<sup>1</sup> INTRAC's four-year study of North-South NGO partnerships (Brehm et al, 2004) and the Keystone Accountability survey of over 1,000 southern partners of 25 northern NGOs (2011)

## Instructions

### Who should complete the survey?

The survey should be completed by relevant representatives from EveryChild and partners. Who this will be depends on who is most involved in the partnership. We recommend that at least two staff members from each organisation be involved, as this helps to ensure that different viewpoints are represented.

### How should they complete the survey?

Within each section there are 9-10 partnership themes to review:

1. Understanding and consideration
2. Equity and Recognition
3. Prioritization and children's participation
4. Communication
5. Transparency in the Partnership
6. Capacity-building
7. Monitoring and reporting
8. Delivery on commitments
9. Strategy, policy and research involvement
10. Utility of the partnership tools (included in section 1 only)

The first part of each theme consists of a table with 5 boxes. In each box are statements which describe a level of action achieved by either the partner or EveryChild. Underneath the tables in each partnership area are 4 questions relating to that area.

### Section 1 – This section relates to EveryChild

Partner staff should look at each of the 10 areas of partnership, identify which of the boxes (1,2,3,4 or 5) containing statements best represents **EveryChild's** actions for this area and then respond to the questions for each area.

EveryChild staff should look at each of the 10 areas of partnership, identify which statement box best represents what they feel **their own** actions for this area have been and then respond to the questions for each area.

### Section 2 - This section relates to the partner organisation

Partner staff should look at each of the 9 areas of partnership, identify which statement box best represents what they feel **their own** actions for this area have been and then respond to the questions for each area.

EveryChild should look at each of the 9 areas of partnership, identify which statement box best represents the **partner's actions** for this area and then respond to the questions for each area.

It is expected the whole survey will take about 2 hours in total, please complete both sections.

#### Feedback on this tool:

Please make a note of anything that you don't understand or feel is not useful, and share this list with EvC staff so we can follow up at the partnership review. We will then try to incorporate suggestions for improving the tool in future versions.

### What should be done with the survey?

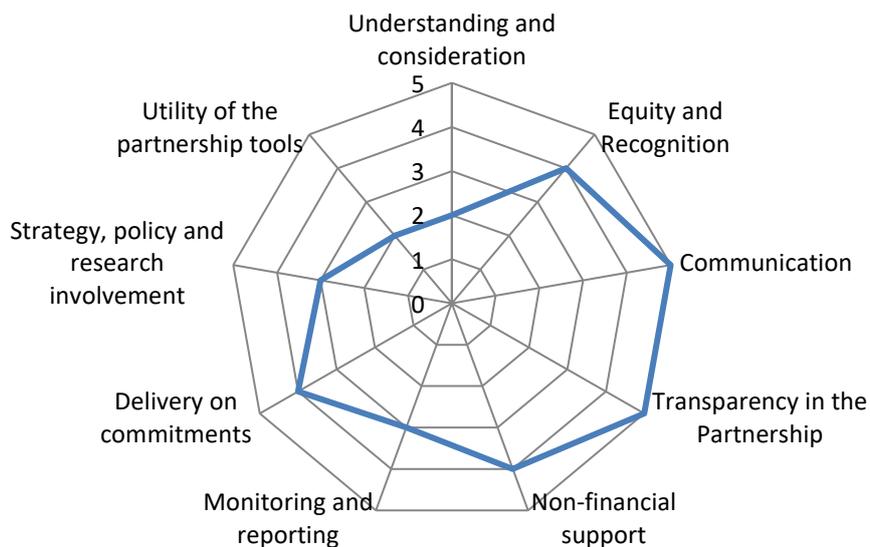
The completed surveys should then be shared with the partner/EveryChild before the face-to-face partnership review meeting. This will enable both the partner and EveryChild to start thinking about each others' responses before the meeting

At the face-to-face meeting the partner and EveryChild will mutually agree which statement box best represents their respective behaviours by moderating the scores, recording reasons for this, identify any good practice and develop and agree a joint action plan to improve the partnership.

Once the scores have been moderated, EveryChild will use them to generate spider diagrams, to produce a visual representation of the relationship between the partner and EveryChild, as seen by each party. These can then be used as a quick easy way comparing changes over time.

An example of a completed spider diagram is given below. Here the following statements were chosen for each area:

Partnership Theme	Statement box level
Understanding and consideration	2
Equity and Recognition	4
Communication	5
Transparency in the Partnership	5
Non-financial support	4
Monitoring and reporting	3
Delivery on commitments	4
Strategy, policy and research involvement	3
Utility of the partnership tools	2



# Partnership Review Survey

## SECTION 1 (THIS SECTION RELATES TO EVERYCHILD’S ATTITUDES AND BEHAVIOUR)

### 1. Understanding and consideration

Partnership Standard numbers that this theme relates to - 1, 2, 15 and 16

1	2	3	4	5
No consideration is given to partner perspectives, decisions, right to autonomy and their context, and no mutually satisfying decisions are made	Limited consideration is given of partner perspectives, decisions, right to autonomy and their context, and only a few and mutually satisfying decisions are made	Consideration is given of partner perspectives, decisions, right to autonomy and their context some of the time to a reasonable extent but it is not done consistently, and some mutually satisfying decisions are made	Most of the time authentic consideration is given of partner perspectives, decisions, right to autonomy and their context, and most decisions are mutually satisfying	Authentic consideration is given consistently in all cases to partner perspectives, decisions, right to autonomy and their context, and decisions are consistently mutually satisfying

**1.1 Which statement box most accurately represents EveryChild’s current practice? (1,2,3,4 or 5?) If you do not have enough information/knowledge to choose a statement, please make a note of this and record the score as 0**

**1.2 Please give reasons for your chosen statement, examples if possible**

**1.3 What statement best expresses how you would like the situation to be in 1 years time? Please explain,**

**1.4 What could EveryChild do to achieve this statement?**

## 2. Equity and Recognition

Standards 1, 5, 6 and 7

1	2	3	4	5
No recognition is given to partner's expertise, efforts and what they bring to the partnership	Limited recognition is given to partner's expertise, efforts and what they bring to the partnership	Sometimes recognition is given to partner's expertise, efforts and what they bring to the partnership	Most of the time a good level of recognition is given to partner's expertise, efforts and what they bring to the partnership	Significant recognition is given to partner's expertise, efforts and what they bring to the partnership

**2.1 Which statement box most accurately represents EveryChild's current practice? (1,2,3,4 or 5?) If you do not have enough information/knowledge to choose a statement, please make a note of this and record the score as 0**

**2.2 Please give reasons for your chosen statement, examples if possible**

**2.3 What statement best expresses how you would like the situation to be in 1 years time? Please explain,**

**2.4 What could EveryChild do to achieve this statement?**

## 3. Prioritisation and children's participation

Standard 5

1	2	3	4	5
No recognition is given to the importance of children's participation	Limited recognition is given to the importance of children's participation	Recognition is sometimes given to the importance of children's participation	Recognition is often given to the importance of children's participation	Recognition is always given to the importance of children's participation

**3.1 Which statement box most accurately represents EveryChild's current practice? (1,2,3,4 or 5?) If you do not feel you have enough information/knowledge to choose a statement, please make a note of this and record the score as 0**

**3.2 Please give reasons for your chosen statement, examples if possible**

**3.3 What statement best expresses how you would like the situation to be in 1 years time? Please explain,**

**3.4 What could EveryChild do to achieve this statement?**

**4. Communication**

Standard 12, 13, 14

1	2	3	4	5
Communication is never clear or on-time	Communication is often unclear and late by more than a week	Communication is sometimes clear, sometimes unclear and sometimes a few days late	Communication is clear most of the time with only a few requirements for clarification. Communication is sometimes late but by no more than a day in which case we are often informed.	Communication is very clear and hardly ever needs clarification. Communication is nearly always on time and we are informed if there is a reason it might be late.

**4.1 Which statement box most accurately represents EveryChild’s current practice? (1,2,3,4 or 5?) If you do not feel you have enough information/knowledge to choose a statement, please make a note of this and record the score as 0**

**4.2 Please give reasons for your chosen statement, examples if possible**

**4.3 What statement best expresses how you would like the situation to be in 1 years time? Please explain,**

**4.4 What could EveryChild do to achieve this statement?**

**5. Transparency in the partnership**

Standard 3, 4, 15

1	2	3	4	5
---	---	---	---	---

<p>No relevant information has been made accessible<sup>2</sup> relating to:</p> <ul style="list-style-type: none"> <li>- the organisation (mission, vision, strategy, policies, tools, reports etc.)</li> <li>- expected behaviours of the partner</li> <li>- implications of external funding criteria</li> <li>- internal organisation decisions that affect the partner</li> <li>- successes and problems/challenges</li> </ul>	<p>A limited amount of relevant information is being made accessible on 2 or more of</p> <ul style="list-style-type: none"> <li>- the organisation</li> <li>- expected behaviours of the partner</li> <li>- implications of external funding criteria</li> <li>- internal organisation decisions that affect the partner</li> <li>- successes and problems/challenges</li> </ul>	<p>A reasonable amount of relevant information is being made accessible on 3 or more of:</p> <ul style="list-style-type: none"> <li>- the organisation</li> <li>- expected behaviours of the partner</li> <li>- implications of external funding criteria</li> <li>- internal organisation decisions that affect the partner</li> <li>- successes and problems/challenges</li> </ul>	<p>A good amount of relevant information is being made accessible on all of the following:</p> <ul style="list-style-type: none"> <li>- the organisation</li> <li>- expected behaviours of the partner</li> <li>- implications of external funding criteria</li> <li>- internal organisation decisions that affect the partner</li> <li>- successes and problems/challenges</li> </ul>	<p>An excellent amount of relevant information is being made accessible on all of the following:</p> <ul style="list-style-type: none"> <li>- the organisation</li> <li>- expected behaviours of the partner</li> <li>- implications of external funding criteria</li> <li>- internal organisation decisions that affect the partner</li> <li>- successes and problems/challenges</li> </ul>
---	--	--	--	--

**5.1 Which statement box most accurately represents EveryChild’s current practice? (1,2,3,4 or 5?) If you do not feel you have enough information/knowledge to choose a statement, please make a note of this and record the score as 0**

**5.2 Please give reasons for your chosen statement, examples if possible**

**5.3 What statement best expresses how you would like the situation to be in 1 years time? Please explain,**

**5.4 What could EveryChild do to achieve this statement?**

## **6. Capacity-building**

Standards 10, 11 and 18 [Note – assessment of this area will relate to the extent the partner might need or is interested in capacity-building support. The assessment here can be understood in relation to the assessment of this area in section 1&2]

---

<sup>2</sup> Accessible is meant to mean both sharing the information and that it is clear and understandable for the reader/user.

1	2	3	4	5
No useful programmes/advocacy <sup>3</sup> support has been given, and there has been no support to facilitate the involvement in practice exchange between partners or international networks	A limited amount of useful programmes/advocacy <sup>2</sup> support has been given, and there has been limited support to facilitate the involvement in practice exchange between partners, or international networks	Some useful programmes/advocacy support <sup>2</sup> has been given, and some support has been given to facilitate the involvement in practice exchange between partners, or international networks	A good amount of useful programmes/advocacy <sup>2</sup> support has been given, and a good amount of support has been given to facilitate the involvement in practice exchange between partners, or international networks	An excellent level of useful programmes/advocacy <sup>2</sup> support has been given, and an excellent level of support has been given to facilitate the involvement in practice exchange between partners, or international networks

**6.1 Which statement box most accurately represents EveryChild’s current practice? (1,2,3,4 or 5?) If you do not feel you have enough information/knowledge to choose a statement, please make a note of this and record the score as 0**

**6.2 Please give reasons for your chosen statement, examples if possible**

**6.3 What statement best expresses how you would like the situation to be in 1 year? Please explain,**

**6.4 What could EveryChild do to achieve this statement?**

## **7. Monitoring and reporting (including visits and ¼ skype calls)**

Standard 19

1	2	3	4	5
---	---	---	---	---

---

<sup>3</sup> Programmes support refers to support on areas related to programme/project and advocacy implementation – Programme design, situation analysis, programme management, programme M&E, participation etc. **(it does not include internal organisation support such as human resources, governance or finance)**

Monitoring and reporting does not enable learning, improvement and accountability by either partner.	Monitoring and reporting rarely enable learning, improvement and accountability by either partner.	Monitoring and reporting enables some learning, improvement and accountability by both partners.	Monitoring and reporting enables a good amount of learning, improvement and accountability by both partners.	Monitoring and reporting enables a high level of learning, improvement and accountability by both partners.
Useful feedback on monitoring and reporting is not given	Useful feedback on monitoring and reporting is rarely given	Useful feedback on monitoring and reporting is sometimes given	Useful feedback on monitoring and reporting is given most of the time	Useful feedback on monitoring and reporting is always given

**7.1 Which statement box most accurately represents EveryChild’s current practice? (1,2,3,4 or 5?) If you do not feel you have enough information/knowledge to choose a statement, please make a note of this and record the score as 0**

**7.2 Please give reasons for your chosen statement, examples if possible**

**7.3 What statement best expresses how you would like the situation to be in 1 year? Please explain,**

**7.4 What could EveryChild do to achieve this statement?**

### **8. Delivery on agreed Commitments**

Standard 6, 7 and 19 – These commitments relate to the commitments in the Partnership Agreement (those related to partnership aims and to seek equity) and those related to project responsibilities for delivering on set tasks.

1	2	3	4	5
Commitments related to the partnership agreement and project commitments are never met adequately or on-time	Commitments related to the partnership agreement and project commitments are rarely met adequately or on-time	Commitments related to the partnership agreement and project commitments are sometimes met adequately and on-time	Commitments related to the partnership agreement and project commitments are most of the time met to a good standard and on-time	Commitments related to the partnership agreement and project commitments are met to a high standard and on-time

**8.1 Which statement box most accurately represents EveryChild’s current practice? (1,2,3,4 or 5?) If you do not feel you have enough information/knowledge to choose a statement, please make a note of this and record the score as 0**

**8.2 Please give reasons for your chosen statement, examples if possible**

**8.3 What statement best expresses how you would like the situation to be in 1 years time? Please explain,**

**8.4 What could EveryChild do to achieve this statement?**

**9. Strategy, policy and research involvement**

Standard 9

1	2	3	4	5
No effort is made to invite partners to influence/be involved in EveryChild policy, strategy or research	Little effort is made to invite partners to influence/be involved in EveryChild policy, strategy or research; and the experience is sometimes useful	Some effort is made to invite partners to influence EveryChild policy, strategy or research; and the experience is useful most of the time.	A good amount of effort is most of the time made to invite partners to influence EveryChild policy, strategy or research; and the experience is nearly always useful	A significant and consistent effort is made to invite partners to influence EveryChild policy, strategy or research; and the experience is always useful

**9.1 Which statement box most accurately represents EveryChild’s current practice? (1,2,3,4 or 5?) If you do not feel you have enough information/knowledge to choose a statement, please make a note of this and record the score as 0**

**9.2 Please give reasons for your chosen statement, examples if possible**

**9.3 What statement best expresses how you would like the situation to be in 1 years time? Please explain,**

**9.4 What could EveryChild do to achieve this statement?**

**10. Utility of the partnership tools** (including Partnership Management Framework, Partnership Agreement, Grant Agreement, monitoring visits, skype calls, Partnership Review documents)

1	2	3	4	5
Not at all useful	Rarely useful	Sometimes useful	Very useful	Extremely useful

**10.1 Which statement box most accurately represents EveryChild’s current practice? (1,2,3,4 or 5?) If you do not feel you have enough information/knowledge to choose a statement, please make a note of this and record the score as 0**

**10.2 Please give reasons for your chosen statement, examples if possible**

**10.3 What statement best expresses how you would like the situation to be in 1 years time? Please explain,**

**10.4 What could EveryChild do to achieve this statement?**

**\*\*Lastly - Is there anything more that can be said about EveryChild’s practice in this partnership? \*\***

**SECTION 2 (THIS SECTION RELATES TO THE PARTNER'S ATTITUDES AND BEHAVIOUR)**

**1. Understanding and consideration**

Standards 2, 5, 15 and 16

1	2	3	4	5
No consideration is given to EveryChild's perspectives and their context, and no effort is made to achieve mutually satisfying decisions.	Limited consideration is given of EveryChild's perspectives and their context, and limited effort is made to achieve mutually satisfying decisions.	Consideration is given of EveryChild's perspectives and their context some of the time to a reasonable extent but it is not done consistently, and some mutually satisfying decisions are made.	Most of the time authentic consideration is given of EveryChild's perspectives and their context, and most decisions are mutually satisfying.	Authentic consideration is given consistently in virtually all cases to EveryChild's perspectives and their context, and decisions are consistently mutually satisfying.

**1.1 Which statement box most accurately represents [partner name]'s current practice? (1,2,3,4 or 5?) If you do not have enough information/knowledge to choose a statement, please make a note of this and record the score as 0**

**1.2 Please give reasons for your chosen statement, examples if possible**

**1.3 What statement best expresses how you would like the situation to be in 1 years time? Please explain,**

**1.4 What could [partner name] do to achieve this statement?**

**2. Equity and Recognition**

Standards 1, 5, 6 and 7

1	2	3	4	5
No recognition is given to EveryChild's expertise, efforts and what they bring to the partnership	Limited recognition is given to EveryChild's expertise, efforts and what they bring to the partnership	Sometimes recognition is given to EveryChild's expertise, efforts and what they bring to the partnership	Most of the time a good level of recognition is given to EveryChild's expertise, efforts and what they bring to the partnership	Significant recognition is given to EveryChild's expertise, efforts and what they bring to the partnership

--	--	--	--	--

**2.1 Which statement box most accurately represents [partner name]’s current practice? (1,2,3,4 or 5?) If you do not have enough information/knowledge to choose a statement, please make a note of this and record the score as 0**

**2.2 Please give reasons for your chosen statement, examples if possible**

**2.3 What statement best expresses how you would like the situation to be in 1 years time? Please explain,**

**2.4 What could [partner name] do to achieve this statement?**

### **3. Prioritisation and children’s participation**

Standard 5

1	2	3	4	5
Cooperation is never based on priorities identified by children without parental care in a partner’s context *[if overlap with EveryChild strategic directions]*	Cooperation is rarely based on priorities identified by children without parental care in a partner’s context*	Cooperation is sometimes based on priorities identified by children without parental care in a partner’s context*	Cooperation is mostly based on priorities identified by children without parental care in a partner’s context*	Cooperation is always, based on priorities identified by children without parental care in a partner’s context*

**3.1 Which statement box most accurately represents [partner name]’s current practice? (1,2,3,4 or 5?) If you do not have enough information/knowledge to choose a statement, please make a note of this and record the score as 0**

**3.2 Please give reasons for your chosen statement, examples if possible**

**3.3 What statement best expresses how you would like the situation to be in 1 years time? Please explain,**

**3.4 What could [partner name] do to achieve this statement?**

#### 4. Communication

Standard 12, 13, 14

1	2	3	4	5
Communication is never clear or on-time	Communication is often unclear and late by more than a week	Communication is sometimes unclear and sometimes a few days late	Communication is clear most of the time with only a few requirements for clarification. Communication is rarely late, sometimes by a day in which case we often are informed.	Communication is very clear and hardly ever needs clarification. Communication is nearly always on time and we are informed if there is a reason it might be late.

**4.1 Which statement box most accurately represents [partner name]’s current practice? (1,2,3,4 or 5?) If you do not have enough information/knowledge to choose a statement, please make a note of this and record the score as 0**

**4.2 Please give reasons for your chosen statement, examples if possible**

**4.3 What statement best expresses how you would like the situation to be in 1 years time? Please explain,**

**4.4 What could [partner name] do to achieve this statement?**

## 5. Transparency in the partnership

Standard 3, 4, 15

1	2	3	4	5
<p>No relevant information has been made accessible<sup>4</sup> relating to:</p> <ul style="list-style-type: none"> <li>- the organisation (mission, vision, strategy, policies, tools, reports etc.)</li> <li>- expected behaviours of the partner</li> <li>- implications of external funding criteria</li> <li>- internal organisation decisions that affect the partner</li> <li>- successes and problems/challenges</li> </ul>	<p>A limited amount of relevant information is being made accessible on 2 or more of</p> <ul style="list-style-type: none"> <li>- the organisation</li> <li>- expected behaviours of the partner</li> <li>- implications of external funding criteria</li> <li>- internal organisation decisions that affect the partner</li> <li>- successes and problems/challenges</li> </ul>	<p>A reasonable amount of relevant information is being made accessible on 3 or more of:</p> <ul style="list-style-type: none"> <li>- the organisation</li> <li>- expected behaviours of the partner</li> <li>- implications of external funding criteria</li> <li>- internal organisation decisions that affect the partner</li> <li>- successes and problems/challenges</li> </ul>	<p>A good amount of relevant information is being made accessible on all of the following:</p> <ul style="list-style-type: none"> <li>- the organisation</li> <li>- expected behaviours of the partner</li> <li>- implications of external funding criteria</li> <li>- internal organisation decisions that affect the partner</li> <li>- successes and problems/challenges</li> </ul>	<p>An excellent amount of relevant information is being made accessible on all of the following:</p> <ul style="list-style-type: none"> <li>- the organisation</li> <li>- expected behaviours of the partner</li> <li>- implications of external funding criteria</li> <li>- internal organisation decisions that affect the partner</li> <li>- successes and problems/challenges</li> </ul>

**5.1 Which statement box most accurately represents [partner name]’s current practice? (1,2,3,4 or 5?) If you do not have enough information/knowledge to choose a statement, please make a note of this and record the score as 0**

**5.2 Please give reasons for your chosen statement, examples if possible**

**5.3 What statement best expresses how you would like the situation to be in 1 years time? Please explain,**

**5.4 What could [partner name] do to achieve this statement?**

<sup>4</sup> Accessible is meant to mean both sharing the information and that it is clear and understandable for the reader/user.

## 6. Capacity-building

Standards 10, 11 and 18 [Note – assessment of this area will relate to the extent the partner might need or is interested in capacity-building support. The assessment here can be understood in relation to the assessment of this area in section 1&2]

1	2	3	4	5
No useful programmes/advocacy <sup>5</sup> support has been sought, and there has been no support to facilitate the involvement in practice exchange between partners or international networks	A limited amount of useful programmes/advocacy <sup>2</sup> support has been sought, and there has been limited support to facilitate the involvement in practice exchange between partners, or international networks	Some useful programmes/advocacy support <sup>2</sup> has been sought, and some support has been given to facilitate the involvement in practice exchange between partners, or international networks	A good amount of useful programmes/advocacy <sup>2</sup> support has been sought, and a good amount of support has been given to facilitate the involvement in practice exchange between partners, or international networks	An excellent level of useful programmes/advocacy <sup>2</sup> support has been sought, and an excellent level of support has been given to facilitate the involvement in practice exchange between partners, or international networks

**6.1 Which statement box most accurately represents [partner name]’s current practice? (1,2,3,4 or 5?) If you do not have enough information/knowledge to choose a statement, please make a note of this and record the score as 0**

**6.2 Please give reasons for your chosen statement, examples if possible**

**6.3 What statement best expresses how you would like the situation to be in 1 years time? Please explain,**

**6.4 What could [partner name] do to achieve this statement?**

---

<sup>5</sup> Programmes support refers to support on areas related to programme/project and advocacy implementation – Programme design, situation analysis, programme management, programme M&E, participation etc. **(it does not include internal organisation support such as human resources, governance or finance)**

## 7. Monitoring and reporting (including visits and ¼ skype calls)

### Standard 19

1	2	3	4	5
Monitoring and reporting is never done to a good standard	Monitoring and reporting rarely communicate what is important	Monitoring and reporting sometimes communicate what is important	Monitoring and reporting mostly communicates what is important	Monitoring and reporting always communicates what is important
Monitoring and reporting does not enable learning, improvement and accountability by either partner.	Monitoring and reporting rarely enable learning, improvement and accountability by either partner.	Monitoring and reporting enables some learning, improvement and accountability by both partners.	Monitoring and reporting enables a good amount of learning, improvement and accountability by both partners.	Monitoring and reporting enables a high level of learning, improvement and accountability by both partners.
Monitoring and reporting is never done on time	Useful feedback on monitoring and reporting is rarely given	Useful feedback on monitoring and reporting is sometimes given	Useful feedback on monitoring and reporting is given most of the time	Useful feedback on monitoring and reporting is always given

**7.1 Which statement box most accurately represents [partner name]’s current practice? (1,2,3,4 or 5?) If you do not have enough information/knowledge to choose a statement, please make a note of this and record the score as 0**

**7.2 Please give reasons for your chosen statement, examples if possible**

**7.3 What statement best expresses how you would like the situation to be in 1 years time? Please explain,**

**7.4 What could [partner name] do to achieve this statement?**

## 8. Delivery on commitments

Standard 6, 7 and 19 – As mentioned in section 1 these commitments relate to the commitments in the Partnership Agreement (those related to partnership aims and to seek equity) and those related to project responsibilities for delivering on set tasks.

1	2	3	4	5
Commitments related to the partnership and project are never met adequately or on-time	Commitments related to the partnership and project are rarely met adequately or on-time	Commitments related to the partnership and project are sometimes met adequately and on-time	Commitments related to the partnership and project are most of the time met to a good standard and on-time	Commitments related to the partnership and project are met to a high standard and on-time

**8.1 Which statement box most accurately represents [partner name]’s current practice? (1,2,3,4 or 5?) If you do not have enough information/knowledge to choose a statement, please make a note of this and record the score as 0**

**8.2 Please give reasons for your chosen statement, examples if possible**

**8.3 What statement best expresses how you would like the situation to be in 1 years time? Please explain,**

**8.4 What could [partner name] do to achieve this statement?**

## 9. Strategy, policy and research involvement

Standard 9

1	2	3	4	5
No effort is made to respond to invitations to influence/be involved in EveryChild policy, strategy or research.	Little effort is made to respond to invitations to influence/be involved in EveryChild policy, strategy or research.	Some effort is made to respond to invitations to influence/be involved in EveryChild policy, strategy or research.	A good amount of effort is made to respond to invitations to influence/be involved in EveryChild policy, strategy or research.	A significant and consistent effort is made to respond to invitations to influence/be involved in EveryChild policy, strategy or research.
		Partner gives some indication of reasons why	Partner always gives clear indication of reasons why	Partner always gives clear indication of reasons why

		sometimes they cannot be involved	sometimes they cannot be involved	sometimes they cannot be involved
--	--	-----------------------------------	-----------------------------------	-----------------------------------

**9.1 Which statement box most accurately represents [partner name]’s current practice? (1,2,3,4 or 5?) If you do not have enough information/knowledge to choose a statement, please make a note of this and record the score as 0**

**9.2 Please give reasons for your chosen statement, examples if possible**

**9.3 What statement best expresses how you would like the situation to be in 1 years time? Please explain,**

**9.4 What could [partner name] do to achieve this statement?**

**Lastly, is there anything more that can be said about [partner name]’s practice in this partnership?**

-----End of the survey-----

## **ANNEX 1: EvC's 20 Partnership Standards:**

- 1) Use a partnership management framework with procedures and behaviours facilitating an equitable relationship with partners, respecting each other's autonomy and fulfilling each other's rights to information and participation in the processes of exploring a partnership, beginning a partnership, maintaining and strengthening a partnership, and ending a partnership.
- 2) Be respectful of political, social, cultural and economic differences and strive to understand the contexts in which partners and their stakeholders operate.
- 3) Make available to partners all relevant information about EveryChild: governance structure; code of conduct; child protection and visual images policy; vision, mission and values; organisational strategy; research, policy and practice on children without parental care; effective programmes guidelines and tools; annual reports.
- 4) Explain the rationale for certain actions and behaviours that partners must respect and fulfil in a relationship with EveryChild, especially with regard to keeping children safe.
- 5) Base cooperation on priorities identified by stakeholders in a partner's context, provided there is overlap with EveryChild's strategic directions, and cooperate on interventions and approaches identified by the partner and stakeholders (except when EveryChild cannot be convinced that such interventions or approaches are in the best interests of the child).
- 6) Identify, jointly with a partner, the complementary expertise that EveryChild and the partner bring to the cooperation, and record it in an agreement with assumptions about how the partnership will contribute to more, longer-lasting positive changes for children without parental care, than would be possible without the partnership.
- 7) Identify, jointly with a partner, inequalities that may exist in the relationship, consider the implications for the quality of the relationship and jointly identify specific actions and behaviours to safeguard equity.
- 8) Negotiate and agree with a partner, principles governing the use of EveryChild's and the partner's names, intellectual property and products from the partnership.
- 9) Provide opportunities – through consultations and learning events – for partners to influence EveryChild's policy, strategy and approach from the perspective of partners' knowledge and experience of children without parental care in their contexts.
- 10) Provide opportunities for partners to participate in and contribute to relevant research and policy influencing activities linking national and international levels.
- 11) Facilitate exchanges of information, knowledge and experience between EveryChild's partners and with EveryChild's contacts and networks.
- 12) Nominate one member of staff as main point of contact for a partner, and another member of staff to deputise.
- 13) Ensure that the main point of contact and deputy have the capacity (information, motivation, authority, resources) to play the role effectively.
- 14) Communicate regularly and openly with partners, agree jointly how to resolve differences of opinion, and ensure that partners know how to make a formal complaint about the relationship with EveryChild if necessary.
- 15) Explain criteria, processes and time frames used by EveryChild to make decisions affecting a partner, understand the partner's decision-making criteria, processes and time frames, and endeavour to achieve mutually satisfying decision-making (if not always mutually satisfying decisions).
- 16) Give serious consideration to partners' perspectives on options and choices when decisions are to be made.
- 17) Respect and fulfil EveryChild's obligations in agreements with partners by allocating appropriate resources (skills, information, materials, money, time) and implementing actions

according to the agreed time frame, except when prevented by forces beyond EveryChild's control.

- 18) Provide accompaniment, support and training for partners on children without parental care, effective programmes and keeping children safe, based on a mutual capacity assessment (guided by the Partnership Management Framework).
- 19) Require reports and information from partners and visits to partners – and vice versa, i.e. provide reports and information to partners and receive visits from partners – on the basis of necessary information, reasonable quantity and frequency, appropriate medium of communication, and – with rare exception – as agreed and planned in advance in the annual partnership management plan
- 20) Participate in an annual partnership review meeting, during which EveryChild and a partner assess:
  - The results of the partnership in terms of the contribution made to changes in the lives of children without parental care, including checking assumptions made about the value of bringing together EveryChild's and the partner's complementary expertise.
  - The quality of the relationship in terms of EveryChild's and the partner's performance based on annual partnership management plans and, for EveryChild, implementation of these partnership standards.