

Title

Partners' roundtable¹

Short description

Many assistance oriented institutions and organizations deal with the problems of families or children at the same time. The parallel demands are rarely joined up, require higher energy input and have inefficient impact. The school can increase its resources for the interests of the children concerned, involving the organizations and representatives of institutions working around the school.

Detailed description of the tool and required materials, attachments

1. The support organizations and the flow of information:

The organizations, institutions and the authorities concentrate on their operations and functions not seeing the “whole picture” of the families or the children. Not being aware of all of the information substantial efforts are required from the experts to take decisions – and they are not always appropriate. Without consultation or cooperation our activities cannot be efficient enough despite all of our good intentions.

2. Parallel and not grounded commitments undertaken in the proposals of the civil organizations on the same target groups.

Many proposals include organizing activities that directly affect and improve the children's lives or provide meaningful programs. Again without consultation and cooperation the programs cannot reach the target group, not all the available money is used for the planned goals. The schools are not open towards the innovative ideas coming from “outside”, from the civil sector.

While the schools lack resources and the staff is exhausted.

The **partners' roundtable** can coordinate the resources, the assignments and the ideas.

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Steps of organizing the meeting

1. *Create a network of contacts:* resource – map: you should make a list of all of the possible and relevant partners.

Types and fields:

- Childcare and social assistance, social workers;
- Healthcare;
- Child-minding facilities and clubs;
- Sports;
- Prevention of addiction;
- Foundations and associations;
- Companies as donors;
- Other schools, nurseries;
- Higher education, universities;
- Organizations recruiting volunteers;
- Police;
- Representatives of local authorities;

2. *Preparation:*

The school leader (director) contacts the representatives or leaders of the partner organizations personally by underlining the common features and the importance of the benefits for both parts.

Setting the program, the place and the time.

The common goal is important: it can contribute to the greater involvement: a planning a community day, a summer camp or a team-building weekend, etc.

Write and send an invitation letter.

Preparedness of the moderator: he/she ensures as far as possible that everybody is heard in turn, and the possibility of cooperation is seen clearly. He/she is responsible for the summary and writing the reminder.

3. *The first meeting:*

Capacities Map:

Name of the partner	Website, contacts	Representative	Main fields, activities	What can you propose?	Hopes or expects assistance in what?

The good moderator seeks the efficient communication, the balance of the interests and the mutual understanding: the tool “Managing team meetings” is advised here. As many civil organizations are invited for the meeting positive, airy communication is welcome.

The first meeting is first of all for establishing mutual trust and having relevant information about each other.

Next meetings can be held alternately at another partner’s place.

A narrower circle of partners can be gathered if we aim at dealing with special issues. (e. g. drug prevention)

4. When a topic is finished the person who is leading the meeting should summarize the decisions and the tasks to be done for the *memorandum*.

When the meeting is over the decisions should be read out again and the time and place of the next meeting must be decided (even if there is a regular meeting time).

The memo of the meeting should be sent out or handed over to all participants no later than a few days following the meeting.

5. It is appropriate to assign to a *responsible person* the duties concerning the partners’ roundtable.

6. Do not forget the *compliance of the privacy* of the children when processing of personal data.

7. The network can be extended from year to year: the members involve their contacts. Do not forget to update the database.

8. After the meeting special *professional relations* can arise. E. g. the meeting on providing school meals in the summer will involve the promoter at the municipality, of the social care office, of the school, the possible supporter and the program officer.
9. Does only the school initiate?
Any partner can initiate a meeting, but first the leaders should agree in the cooperation. Later they can delegate a member.
10. Evaluation: give the partners opportunity for evaluation of the meetings as well, as the programs.
11. Use the local forums, news and general public – and Facebook to show your coordinated activities.

User's guide, equipment

Equipment	Number of pieces
-	-

Level of difficulty (easy, medium, professional)

Medium

Tags

Intervention on students level, cross-sectorial cooperation, development team, improving communication, mapping external partners

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This tool can be found on the project website: crocoos.tka.hu

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