



Towards Perfect Partnerships



<https://www.kuleuven.be/onderwijs/s>



<https://www.facebook.com/servicelearningKUL/>

Who are we?



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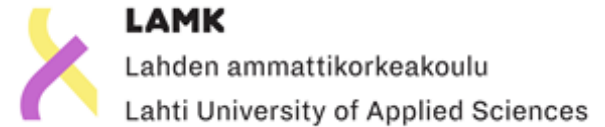
ENtRANCE project



Engaged Research Connecting Community with Higher Education

- Partners:

- Vrije Universiteit Brussel (VUB – co-ordinator)
- Wageningen University & Research (WUR)
- Vilnius College of Technologies and Design (VTDK)
- Lahti University of Applied Sciences (Lahti UAS)
- Maiêutica (ISMAI/IPMAIA)



- Until June 2020 (2,5 years)
- Key action 2: Cooperation for innovation & exchange of good practices

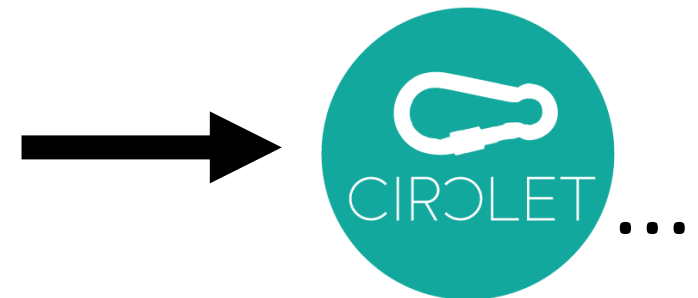


Engaged Research Connecting Community with Higher Education

- 1) Needs study
- 2) Impact study

<https://entrance-project.eu/results/>

- 3) Develop trainings for lecturers & mediators
- 4) Case studies
- 5) Handbook





GLOEDNIEUW CERL-VAK GELANCEERD AAN DE VUB, MADE IN UNIVER.CITY! / VUB LAUNCHES A BRAND NEW CERL COURSE, MADE IN UNIVER.CITY!

Sep 17, 2019

NL – GLOEDNIEUW CERL-VAK GELANCEERD AAN DE VUB, MADE IN UNIVER.CITY! Mogen wij u trots...

[READ MORE](#)



TWEEDE UNIVER.CITY-TRAJECT BINNENKORT VAN START / SECOND UNIVER.CITY TRAJECTORY TO START SOON

Sep 16, 2019

NL – TWEEDE UNIVER.CITY-TRAJECT BINNENKORT VAN START Binnenkort begint UNIVER.CITY aan haar tweede...

[READ MORE](#)



OPROEP: SHINE A LIGHT ON YOUR TEACHING OR RESEARCH!

Jul 31, 2019

Het bruist van maatschappelijk relevante projecten aan de VUB. Maar wie wijdt zich aan welk...

[READ MORE](#)





Zoeken op trefwoorden...



ORGANISATIE



INSTELLING



OPLEIDING



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BESCHIKBARE VRAGEN (154)

Deze databank bevat alle actuele onderzoeksvragen die non-profitorganisaties stelden via de Wetenschapswinkels van verschillende universiteiten en hogescholen. Het is enerzijds een virtueel loket waar organisaties onderzoeksvragen kunnen indienen, anderzijds een handig zoekinstrument voor studenten die een onderwerp zoeken voor hun onderzoeksproject (eindwerk, bachelor- of masterproef, vakopdracht, practicum, leeronderzoek, onderzoeksstage, ...).

Titel	Organisatie	Instelling	Opleiding
Relationele en seksuele vorming in het bijzonder secundair onderwijs	Sensoa, Vlaams Expertisecentrum Seksuele Gezondheid	Universiteit Antwerpen, Vrije Universiteit Brussel	Agogische Wetenschappen, Educatiewetenschappen, Gender & Diversiteit, Onderwijskunde, Psychologie, Gender en diversiteit, Educatieve Master, Educatieve master in de gezondheidswetenschappen, Educatieve master in de maatschappijwetenschappen: sociale wetenschappen, Opleidings- en onderwijswetenschappen
Welke opvoedtips rond seksuele ontwikkeling zijn écht nuttig voor mensen met een lage SES?	Sensoa, Vlaams Expertisecentrum Seksuele Gezondheid	Universiteit Antwerpen, Vrije Universiteit Brussel	Agogische Wetenschappen, Educatiewetenschappen, Gender & Diversiteit, Onderwijskunde, Psychologie, Gender en diversiteit, Educatieve Master, Opleidings- en onderwijswetenschappen, Educatieve master in de maatschappijwetenschappen: sociale wetenschappen, Sociaal Werk

Who are you?

- Institution?
- Community service learning background?



Your experiences with community partners?

What works (best)? Best practices? (GREEN)

Problems? Thresholds? (RED)

What makes cooperation sometimes so challenging? (RED)

(YELLOW) Why this workshop? What do you hope to learn?


Guidelines for Perfect Partnerships

“Guidelines”

- Exchange insights & experiences
- Formulate guidelines, tips, tools,...for strong ‘campus-community partnerships’
- No rules, different contexts require different approaches

1. Take time

Time

- Take your time to search for the right partner for your project
 - Organisation = Community? Collaborate with networks, umbrella organizations,...
 - Google → Ethical, political...?
 - Note: personalities matter! → Good vibes 
- Invest in a site-visit
- Get acquainted with the organization
 - Via intake meeting
 - On the long term: CSL community (see guideline nr. 10)

Examples



Allow partners to overcome their prejudices about the (intentions of the) university



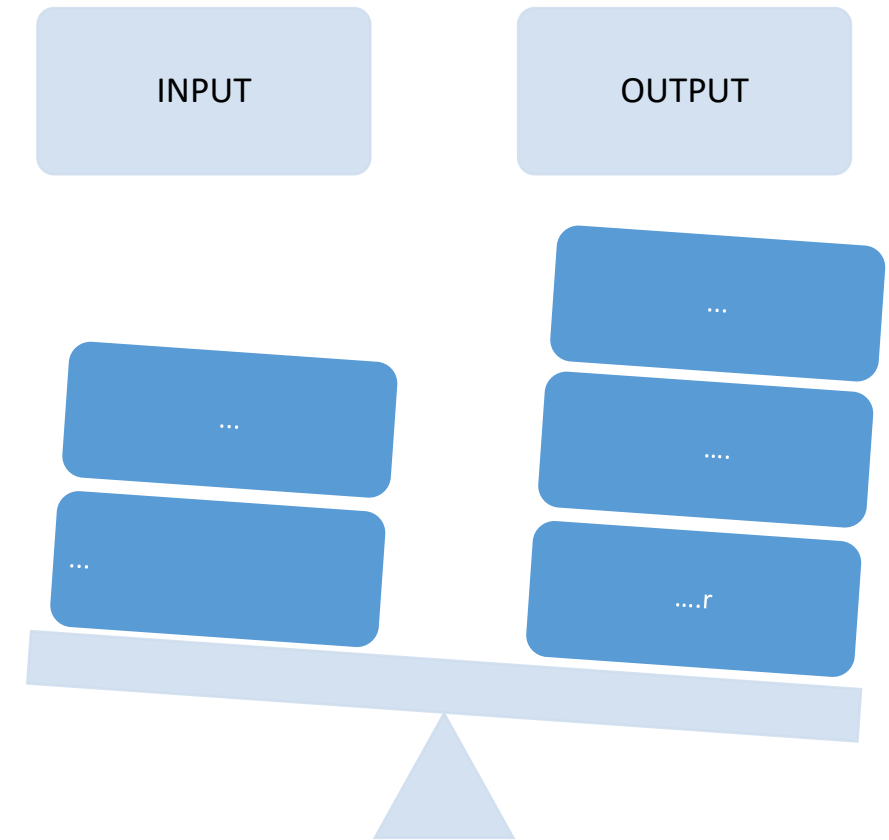
Redelijk Eigenzinnig:

- call, proposal
- intake conversation (+ site visit)
- start meeting
- different events

2. Safeguard the win-win

Reciprocal partnership

Both students and community partners have to benefit from the project



Why do organizations take part in CSL?

1. Need for (scientific) support & lack of time/people/finance
2. Contribute to student education, generate impact on the long term (! advocacy as part of the mission of many organizations!)
3. Stay connected to university
4. Innovation
5. Organization development: networking and publicity
6. Organization's employees'/members' skill development: collaborating with students

Partners often look at the benefits with an open mind:

- Especially if the scientific part of the collaboration wasn't as useful as hoped, but also in case it was: focus on other advantages for the partner:
 - Acknowledgment (by student and by lecturers)
 - Outreach to the broad public ('publicity' for organisation)
 - Networking moments: start event & celebration event

Examples



Project with doctors in training in
centre for unaccompanied minor
refugees



“Those 30 minutes before the students arrived were
very pleasant and useful”

“It’s part of our mission to educate students”

“She didn’t even put my name in her
acknowledgment”



Hartelijk dank voor jullie enthousiaste
aanwezigheid
op de Redelijk Eigenzinnige kick-off!

3. Recognize the expertise and efforts of the partner

Recognize the expertise and efforts of the partner

- The university and students are not the only one to have “expertise” on the matter
- Recognize and explicitly value this expertise
- Not only internally but also externally
 - ➔ Critically look at your external communication

Examples



Inclusive webdesign



Project in the Leuven Central Prison

... I hit the walls of the ivory towers, I experienced a very low accessibility of the academic world...they asked some knowledge but their most practical question was ‘give us your contacts’...**I started to feel instrumentalized**...that it was all about acquisition of funds

We have an enormous amount of questions we can’t get ‘marketed’ [to HEIs]...maybe partly because we focus and act too hard on the midfield, **but it has also got to do with a -to my mind- closed academic world**

4. Expectation management!

Tune your expectations

- Define the role of the student
 - Who will do what?
 - Effort commitment but not result commitment
 - Students remain students...
 - What end product does organisation expect?
- Define the role of the organization
 - Which expertise will the partner organization bring in?
 - Discuss the timeline, expected efforts
 - Role in evaluation?
- How will we communicate? Important. See charter point 5.



Examples

WETENSCHAPSWINKEL

We have 4 tools for expectation management:

- Manual
- Intake (expectations uni-org)
- Start meeting (expectations student-org)
- Regular reflection & follow-up



Different groups,
different outcomes

5. Communication is key

“The single biggest problem
in communication is the
illusion that it has taken place”
– George Bernard Shaw

Communicate, communicate, communicate!

- From the very beginning
- Who is contact person for what?
 - One clear central contact point in case of problems → see point 8.
- Importance of face-to-face & on-site visits
- Write down the communication guidelines, e.g. in
 - a course-specific general instruction manual
 - a project-specific sheet



Examples



Not communicating

“Suddenly we got a finished master thesis in our mailbox.”

Thinking that you have been communicating but you weren't clear, or you speak different languages (academic vs workfield)

“hi, already some weeks my team working on a project for your organization about pro bono lawyers”

→ Tools, like cards (MUPI cards, NCCPE)

What matters most to you?

The project has
effective outcomes

The project is run well,
with effective processes

Museum-University Partnerships
Conversation starters

Which matters most in terms of legacy?

Creating outputs
and outcomes
that are useful and
valuable to the
people in the project

Creating outputs
and outcomes
that are useful
and valuable to
the wider sector

PURPOSE

To create
a tangible
outcome e.g.
publication,
exhibition,
film etc.



Museum

PURPOSE

To access
new
audiences



Museum

PURPOSE

To access
resources e.g.
equipment;
collections
etc.



Museum

PURPOSE

To make better
use of our
resources e.g.
collections;
knowledge



Museum

PURPOSE

To provide
a better
experience
for our
visitors



PURPOSE

To help
publics
understand
the value
of work



PURPOSE

To access
new funding
or income
streams



PURPOSE

To have
our work
underpinned
by research



PURPOSE

To help
make the
work I do
sustainable



University

To learn
something
new



University

To have an
impact
on society



University

To influence
how we
do things



University

PURPOSE

To access
new spaces



University

PURPOSE

To create
new ideas



University

PURPOSE

To grow my
network



University

PURPOSE

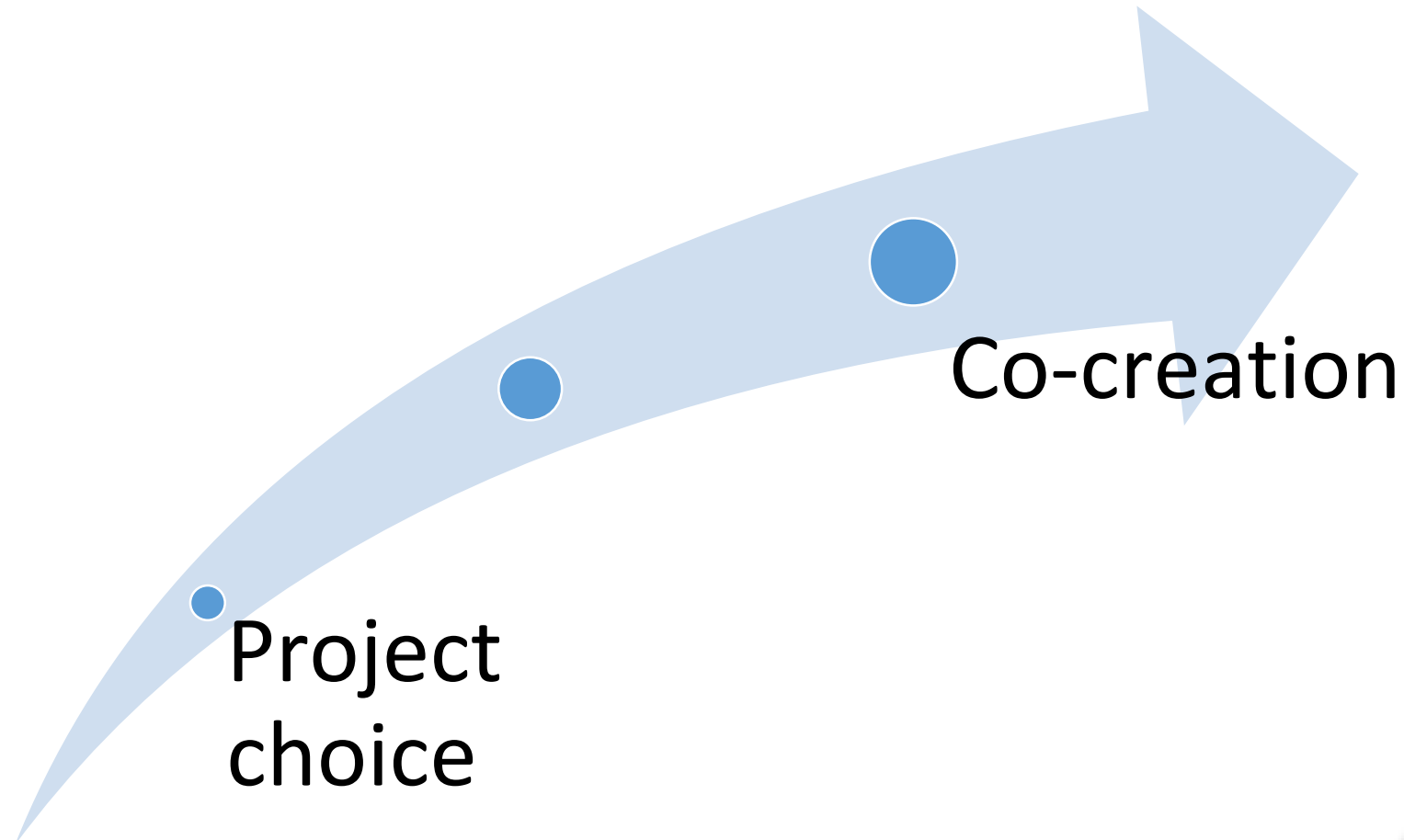
To engage
with new
audiences



University

6. Give students freedom of choice

Give students as much freedom as possible



Examples



Freedom of choice within a mandatory CSL project in the faculty of medicine



Co creation at the request of and together with the student from the faculty of social and political sciences

7. Coach students on 'how to collaborate successfully with external partners'

Coach students

- Support the students in the partner collaboration: develop a training module, sufficient reflection moments, ...
- Coach students through 'conflicts' with the community partner
 - e.g. one confidential contact person for the students in case of doubts/troubles
 - e.g. reflection

Examples

1. Wees voorbereid



Information sessions for students with tips and tricks about working with community partners




Coaching students through conflict with an “unwilling community partner”

8. Create a central CSL team

The value and role of a central CSL team



- Provide network (other partners, lecturers, students). Co-creation space!
- Help with formulation of (research) question
- Share good practices, support with collaboration & pedagogical methods
- Help with administration, logistics, outreach to broad public 
- Skilled mediators
 - Independent
 - Keep an eye on quality and progress of the partnership
 - Mediate in case of problems. E.g. *“She wasn’t tactful during interviews with vulnerable women!”*

Voorbeeld



15 years of network and
experience



E.g. know-how about
community partners in the
CSL team

9. Develop a tangible end product

Develop a tangible end product (next to the academic output)

- Academic/scientific output is usually not useful for the organisation
- Organisation needs accessible, tangible end products
 - Also an instructive and creative task for the student!
 - Invite partners to student presentation during celebration. Let students present in a creative way!



*Academic report for professor ≠
end product for community partners*

Examples

- Be creative!
 - An accessible summary, a charter, 10 recommendations or do's and don'ts, infographic, a poster or booklet, a product design or prototype, a game, ...
- How to give/implement the knowledge into society?







**10. Evaluate, adapt, invest in
the long term: create a big
CSL community!**

Evaluate, adapt, form community

- Involve partner in student evaluations?
- Evaluate the project with the partner vs. involving the partner in the (team) evaluation of the project
- Keep in touch with your partners, also outside the student project, e.g. invite to attend network events or to present their expertise in learning communities...

Examples



Ask for their experiences



Surveys & interviews



Resonance board
of the CSL project
at the University of
Leuven

Stable partnerships and co-creation

- Stable partnerships are a win-win
 - For lecturers, students and partners
- Shared ownership



Reciprocity

"Her results were not of good quality, I can't do anything with them... We're looking forward to working further together, I put three more questions on the Science Shop database!"



Source: NCCPE

Questions?



Thoughts?

Remarks?

Suggestions?

Different visions?

Own experiences?



What will you take home?

1. ...
2. ...
3. ...

