

International partnership

The Danish Union of Teachers'
strategy and competences in
international development cooperation



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Introduction



Introduction

This brochure presents the Danish Union of Teachers' primary areas of action and professional competences in international development work. The target group for this brochure comprises existing and potential national and international partners.

Since the early 1980s, the Danish Union of Teachers (DLF) has been engaged in project cooperation with a number of teachers' unions in Africa and Asia. These projects have focused on strengthening the ability and capacity of national teachers' organisations to serve their members. Several projects have also aimed at contributing to the development of the national education sector – either directly or by strengthening the social dialogue between the teachers' union and the education authorities.

DLF's project cooperation is closely coordinated and developed with Education International (EI), the global organisation for all teachers' unions. The membership of Education International is the foundation for professional solidarity, based on shared interests – reflected in a relationship of trust and openness in the project cooperation between the DLF and its teacher union partners.

Dialogue, solidarity and partnership

The point of departure for DLF's international development work is based on the international trade union principles of dialogue, solidarity and partnership. More specifically, DLF believes that all teacher unions around the world should be involved in the decision-making relating to the welfare of teachers and the teaching conditions at national level. In short, DLF strives to assure that teachers' unions are included in the social dialogue process with education authorities and other stakeholders of the education sector. In addition, DLF works to promote the awareness of trade union rights and human rights, as expressed in UN's conventions and goals. DLF seeks to achieve these aims by supporting and strengthening some of EI's member organisations in the world's poorest countries.

Financing

DLF's development projects are primarily funded by DANIDA under the Danish Ministry of Foreign Affairs – either directly or via the LO/FTF Council, through CISU (Civil Society in Development) or through the Danish embassy in the country concerned. Moreover, DLF has earmarked 0.7% of its membership fees to support project activities in cases where external funding cannot be found. Gradually - with the strengthening of the partner organisation - the partner organisation itself contributes up to 60–70% of the costs for project activities.

Project portfolio of the Danish Union of Teachers

1982–87	Malaysia	National Union of the Teaching Profession, NUTP
1982–87	Botswana	Botswana Teachers' Union, BTU
1984–89	India	All India Primary Teachers Federation, AIPTF
1995–96	South Africa	South African Democratic Teachers' Union, SADTU
1990–97 / 2001–03	The Gambia	The Gambia Teachers Union, GTU
1990–97 / 2006–	Sierra Leone	Sierra Leone Teachers Union, SLTU
1990–93 / 2008–	Liberia	National Teachers' Union of Liberia, NTAL
1990–97 / 2007–	Ghana	Ghana National Association of Teachers, GNAT
1982–	Kenya	Kenya National Union of Teachers, KNUT
1997–	Tanzania	Tanzania Teachers Union, TTU
2003–	Zanzibar	Zanzibar Teachers Union, ZATU
2003 -	Uganda	Uganda National Teachers Union, UNATU
2004–2013	Nepal	Teacher Unions of Nepal, TUN
2009–	Rwanda	The teachers' unions SNER and SYNEDUC
2009–	Burundi	The teachers' union STEB
2009–2012	Lebanon	The teachers' unions TSL and LPESPL
2011–	Bolivia	The teachers' unions CTEUB and COMMERB
2012–	Egypt	Independent School Teachers Trade Union, ISTT
2013–	Mongolia	Federation of Mongolian and Science Union, FMESU

Strategy for the project cooperation



Strategy for the project cooperation

Needs and competences

The starting point for DLF's cooperation projects with other teachers' unions is that DLF's competences match the partner organisation's needs in several areas. The needs of a potential partner are identified in a baseline analysis of the development level of the partner organisation, and assessed in relation to what is needed to achieve the union's objectives formulated by its political leadership. The objectives of the union may be unclear or unrealistic and the union may not have developed an actual strategy for how to meet these objectives. In such cases, DLF can facilitate a process whereby the political and administrative leadership identifies the needs of the organisation through sharing of information, discussion and analysis. In this process, methods such as appreciative and participatory approaches can be used, taking into account the extent to which political priorities have already been defined as well as the abstraction level at which the leadership of the partner organisation prefers to work.

Baseline analysis

Some organisations may consider it necessary to identify the interests and needs of their members and of teachers in general. This may be because the organisation has been unable to organise constitutional meetings and activities during national conflicts and, as a result, is out of touch with what its members expect of the organisation. In these cases, membership meetings – where teachers from various regions of the country have the opportunity to express their needs and expectations to their organisation – can be useful for the leadership's work in formulating the objectives of the organisation.

Principles and method

As part of the project preparation process, the DLF gives high priority to participatory methods in the needs-identification process. In the facilitating role DLF asks critical questions concerning the

partner organisation's plans on the basis of the organisational practice and the realities in the educational sector, instead of proposing cause-and-effect relationships and solutions. This method aims to create a space for reflection, where the leadership can discuss and formulate visions for the organisation and thereby ensure a common understanding and ownership of the objectives that the leadership has reached together. In this manner, DLF's process facilitation – in terms of both methodology and practice – is based on generally recognised coaching principles. However, it is important for DLF not to lead the partner organisation in a predetermined direction. The facilitation of the process provides an opportunity for unbiased sharing of what constitutes good trade union leadership.

Local ownership

DLF uses appreciative and participatory methods for several reasons. Firstly, because DLF believes that partner organisations are best at identifying the solutions to their challenges. The union's leadership and members are the most knowledgeable of the culture, the working conditions and political situation in their country. This is the starting point for the dialogue between DLF and the partner organisation. Secondly, the ownership of objectives and priorities will be more firmly embedded in the organisation if its representatives have identified them through their own analyses. Thirdly, the project partnership is by nature unequal, as DLF is in full control of the external funding on which cooperation activities are usually based. As a result, there is a risk that the leadership will tend to be less critical towards DLF's ideas and accept them at the expense of their own proposals, even if the latter are more beneficial to the organisation.

Development of visions and strategies

The aim is that the partner organisation formulates and formally adopts long-term visions and goals, and then – based on a needs analysis – works out overall strategies and plans for how to realise these visions and goals in the short term. The next step will be to make these strategies concrete by identifying specific activity de-

scriptions and outputs in order to develop a comprehensive detailed action plan with a detailed budget as the final product. This technical process may seem complicated but can be a fruitful learning process in organisations that are short of the required skills and experience, if facilitated well. To provide a complete picture of the organisation and its future, it is important that the plan of action and budget include all the organisation's activities and expenses (including other externally funded activities), to make the overall strategic plan transparent for the union members and leadership. Based on the plan of action, DLF will be able to specify the areas in which DLF can provide technical advice and funding.

Sustainability

The basic philosophy behind the cooperation projects of the DLF is self-reliance. Hence, sustainability is a central concept in every phase of the project cooperation. The prerequisite for self-reliance and sustainability is that the partner organisation takes ownership of the development targets, strategies and activities. This is the main reason why DLF attach great importance to approaches where the partner organisation's challenges, visions, goals and solutions are formulated and analysed by the organisation's own people. Furthermore, the organisational sustainability must be assessed in terms of its access to resources and level of democracy as well as in terms of the services the union provides to its members. In this context, financial independence is crucial for a trade union.

Budget analysis

To ensure that the overall budget of the partner organisation is in accordance with the organisation's long-term income base, a financial projection for the budget can be a useful tool in the planning phase. In this process, the leadership will be confronted with the union's potential resource situation and thus the realistic future annual budget. In many cases, this will provide greater understanding of the opportunities and barriers to the development of the organisation – and may lead to a reassessment of the objectives and the plan of action.

In many countries, several teachers' unions are competing for the same members. In Latin America and Asia, this is often because the teachers' unions are associated with various political movements, whereas in French-speaking parts of Africa, this is primarily due to the fact that the teachers' unions arise from separate national trade union confederations, which are often affiliated with political parties. DLF seeks to support the platforms or activities that unite unions at a national level separate from the arena of party politics. It is the experience of DLF that a single teachers' union ideally is the strongest professional representative for teachers at all levels. At the same time one unified teachers' union provides better member services in the form of individual advice and information about rights and responsibilities. And not least, political and financial independence of public and private organisations is a central objective.

Time frame

The aim of the project cooperation of the DLF is that the partner organisation gradually becomes an efficient, well-functioning democratic and financially independent teachers' organisation, which serves the interests of teachers as well as society in general. A DLF project partnership normally has a total time frame of between 8 and 15 years, after which the partner organisation is expected to be able to sustain the project results – independent of external technical and financial support. The time frame largely depends on developmental starting point of the organisation and on the political and economic situation in the country.

Long-term partnership

After the formal completion of the project, DLF continues the institutional cooperation with partner organisations, which includes various types of South–South cooperation in connection with DLF's other projects partners. As a part of a common learning process DLF visits

existing and previous project partner organisations on a regular basis to study the sustainability of the project results.

Tanzania Union of Teachers, TTU, has developed policies and strategies for building up a well-functioning training programme for school representatives (shop stewards) in cooperation with DLF. TTU has developed teaching manuals for the trainers and handbooks for the school representatives. The development and coordination of TTU's training programme is centralised to ensure that all school representatives get a common and professional training. Today, the TTU offers a comprehensive training programme for its school representatives, which is entirely funded by TTU. Concurrently TTU supports smaller and less experienced teachers' organisations in Rwanda and Burundi, in the same way that TTU was assisted by the Kenya National Union of Teachers, when TTU was in its early development.

Organisational development



Organisational development

Strengths and weaknesses

DLF conducts continuous organisational analyses of the partner organisation in close dialogue with the leadership. The aim is to identify the partner organisation's strengths and weaknesses, to ensure that the strengths are constantly utilised to improve the organisation's work. In the project cooperation, DLF is just as focused on emphasising and supporting the partner organisation's strengths as it is on developing the areas where the organisation does not live up to its own goals.

Constitution

One of the prerequisites for an efficient teachers' organisation is a functional constitution. In some cases, the actual practices within the organisation may differ from the provisions in the constitution. This could be caused by having an overly ambitious constitution in terms of democratic decision-making processes, or that the organisation lacks the resources to organise and conduct meetings for members and delegates as stipulated in the constitution. When entering into project cooperation, DLF thoroughly reviews the constitution with the political and administrative leadership of the organisation to identify areas where the organisation should consider either changing its constitution or its practices.

Organisational structure

Most teachers' unions choose to organise their structure parallel to the structure of the public educational system, to ensure that they are democratically represented at the same levels as the ones where decisions are made by authorities or employers. In many low-income countries, the public administration structure is multi-layered (national, regional, district, local and school levels). This structure often determines the teachers' organisations' structures and may result in a cumbersome and lengthy path of communication and decision-making from the national level to the members at the schools.

Representative democracy

Many teachers' unions have no direct election of regional or national leaders. Membership democracy can be so indirect that it can be difficult to hold the individual union representatives accountable for decisions made at a higher level of the organisation. The dilemma at hand is to support active membership participation with a form of representation that is as direct as possible and, at the same time, to take into account the situation in terms of resources and logistics in countries with a weak infrastructure. In several cases, DLF has assisted a partner organisation in the process of restructuring the organisation to accommodate for both.

It is crucial that a democratic member organisation is capable of attending to the interests of its members at all levels. Most of the national leaderships of DLF's partner organisations have an overrepresentation of men who teach – or lead – upper secondary schools in major cities. For this reason, it is important to develop member-democracy measures to ensure that especially female teachers can exert influence on union policies and strategies, but also to ensure a geographically balanced representation.

Communication

A heavy multi-layered political and administrative structure easily leads to sluggishness in an organisation's internal communications, as all lines of communication will tend to rigorously adhere to the hierarchical divisions. With the communication culture of the organisation and the local physical and technical infrastructure as the point of departure, the possibilities of introducing more efficient channels of communication into the organisation are reviewed, including the use of electronic means of communication. This could specifically include an assessment of how to ensure that the union newsletter is as accessible and relevant to the members as possible. At the same time, this newsletter should discuss teacher-

related issues rather than being used as a mouthpiece for the union leadership. This can be achieved by improving the journalistic writing skills, as well as streamlining the distribution of the newsletter.

The Kenya National Union of Teachers (KNUT) has published the members' magazine "The Teacher" two or three times a year. The magazine has been voluminous (e.g. 40 pages) and has primarily focused on the leadership's activities. The editorial staff wanted to change the magazine's approach. Two journalists from the magazine of the Danish Union of Teachers went to Kenya to conduct courses in modern journalism and, at the same time, create the basis for a new version of The Teacher. Through discussions and writing exercises, the editorial staff concluded that they should focus on their members – the teachers. The magazine should describe the teachers' daily challenges, and the editorial staff was trained in various genres of journalism, editing, photo journalism and journalism ethics. The editorial staff went into the field- to the schools - to write articles on topics like cooperation among teachers and with management, and to take photos from the schools. Not only did the magazine have a new layout, it also had a far more varied content relating to the everyday lives of its members.

Union leadership training



Union leadership training

An important ongoing activity in a democratic and well-functioning teachers' union is to have a central and durable training programme to ensure that union representatives at all levels have the relevant knowledge and skills for carrying out their specific roles and responsibilities. For this reason, union leadership training is a central element of DLF's cooperation projects. The functions and duties of union representatives are defined on the basis of their positions in the union (from national level to school level). It is assessed which competences are required to handle these positions, and which of these competences the union representatives have to acquire through training. Based on this analysis, a job description is compiled and a training program is planned for all union representatives according to their respective positions in the organisation.

Communication and conflict resolution

Effective communication is the focal point of basic union representative training. For an elected school representative, communication and information-sharing is crucial in every function, e.g. membership information, individual guidance, negotiations, management of meetings, conflict resolution between member and employer (school leader/district authorities), etc.

Union insight and knowledge

There is a varying need for knowledge of the organisation's constitution and policies, teachers' rights and responsibilities, the government's educational policy, labour market laws, as well as relevant UN and ILO conventions. In some organisations, union representatives cannot be expected to acquire this knowledge on their own, in spite of access to relevant written material, because reading of this kind of texts may not be a custom activity. In these cases, factual knowledge is a relatively large part of the leadership training. In other organisations, priority is given to more general issues, such as gender equality and the prevention of HIV/AIDS – or more technical skills such as budget management and report writing.

Training methods

DLF gives high priority to participatory teaching methods in leadership training, as a teachers' union will be assessed in terms of educational skills and professionalism, and therefore the leadership training provided by the organisation must also be progressive and of high quality. The leadership training is an opportunity to introduce union representatives to various participatory teaching methods, which they can use in their work as teachers. In addition, the leadership training should focus on practical exercises based on the everyday situation of union representatives and teachers, with the objective that union representatives not only acquire theoretical understanding of how to handle the most common challenges.

DLF is experienced in school development in cooperation with partner unions. This has included in-service training of teachers in participatory teaching methods and training of school leaders in management, administration, educational supervision and motivation. In addition, DLF has experience in the establishment of schools in cooperation with local community and local authorities.

Leadership trainers

To ensure a high level of uniform quality in the union leadership training, detailed and flexible teaching manuals have to be developed, and a national (or regional) corps of trainers has to be trained to carry out the union's leadership training programme. Moreover, the union introduces methods to measure the effectiveness of the training programme in terms of the union representatives' skills enhancement, e.g. evaluations and impact assessment over time.

Resources and sustainability

At a practical and organisational level, it is crucial that the union leadership training is sustainable in terms of resources and logistics. Few organisations in low-income countries are organisationally

and financially capable of providing satisfactory training to all union representatives. As a result, the long-term success of the union leadership training depends on whether the content, scope and target group of the training programme are adapted to what the union is capable of maintaining in terms of available resources.

It is the experience of DLF that a basic course for union representatives at school level, local level and district level has to last at least two or three whole days to ensure maximum benefit for the participants. On the other hand, only a few unions are capable of prioritising the resources required for maintaining organisational training programmes lasting three days. The challenge is that the training course should be offered to the teachers' representatives from every single school in the country, and these representatives are normally replaced on an average of every five to eight years. Previous impact surveys show that if the union can continuously provide the union representatives with relevant informative material in the form of teaching manuals, school representative handbooks and the like – and ensure the ongoing sharing of experiences among union representatives at a local level – follow-up courses will not necessarily be required after a short basic introduction course.

Long-term strategy

Many decisions have to be taken and many processes have to be completed before a teachers' union can launch a union leadership training programme in cooperation with DLF. Moreover, during implementation, the organisation will adjust the leadership training so it works in practice and will be sustainable. The complexity of organisational development processes in general and the magnitude of the leadership training more specifically – planning, material development, implementation and adjustment – is the primary reason why DLF's project cooperation with some partner organisations lasts for more than 10 years, especially in fragile countries.

Social dialogue



Social dialogue

Goals

One of the primary functions of teachers' unions is to represent the teachers vis-à-vis their employers. In most low-income countries, the employer of public school teachers is the Ministry of Education or an agency under the Ministry. In some countries, teachers' unions have the right to negotiate pay and working conditions, whereas in other countries they have none, or only limited, influence on these issues. Regardless of whom their counterpart is and regardless of which rights the teachers have, it is necessary to define realistic goals and develop a strategy for how the union will achieve these goals.

Negotiation strategy

The goals of the union could be to improve pay and employment conditions, pension, maternity leave and forced transfers, or conditions concerning dismissal, in-service training, etc. The identification of these goals requires a thorough knowledge of teachers' conditions, needs and interests, which may require consultation with the members. If the partner organisations so wish, DLF can assist in facilitating this process and in training the leadership in negotiation strategies and techniques. This includes strategies to ensure that strikes are only used as a last resort and not as the immediate reaction to any disagreement with the employer.

The Sierra Leone Teachers Union (SLTU) had difficulty getting the government's negotiation partner to respect the SLTU's collective bargaining rights. For several years, the SLTU was simply not invited to the negotiations on the teachers' pay and working conditions. This led to a situation where the SLTU issued a strike notice, and as a result the government invited the SLTU to negotiations. As preparation for the negotiations, DLF and SLTU organised a negotiation course for SLTU's political delegation and the union staff involved. A DLF process consultant facilitated a process whereby the SLTU could

articulate their demands and expectations as well as their pain tolerance level in the negotiations. Moreover, a communication strategy for advocacy activities was developed with a broader aim than the one that was to be negotiated with the employer's representatives. In this way, the SLTU managed to develop an internal negotiation strategy and an understanding of realistic expectations that could be achieved. At the same time, some general union and education-policy messages were formulated and plans were developed for how to disseminate these messages via internal and external channels.

Education sector

An equally important area of social dialogue comprises general trends in the education sector. It is generally recognised that teachers are the most important single factor in ensuring the quality of education and that teachers are the experts of what works in the classroom – and what doesn't. Therefore, teachers' unions have a professional interest in exerting influence on the direction in which educational trends are headed. By promoting teachers' central role in this process, teachers' unions seek to increase their influence on the national educational policy and plans. This applies both to the provided structure of the educational system and to the curriculum as well as the quality of the teaching.

Influence and stakeholders

To gain influence, teachers' unions must be proactive and have clear viewpoints and visions. This can be achieved by developing an overall education policy for the union in consultations with members and school representatives. Moreover, a communication strategy should be developed to stipulate how the union will get the national government to include ideas from the developed policies. This will often require the union to ally itself with other stakeholders with similar viewpoints in the education sector, e.g. students' or parents' organisations. This could be done by conducting conferences where stakeholder representatives in the education sector have the opportunity to discuss how to achieve the 'Educa-

tion for All' goals and to discuss which interventions are needed to raise the country's quality of education. Another example is to organise a public campaign in cooperation with other civil society organisations in the field of education.

Common training process

DLF is widely experienced in facilitating policy development processes and strategic development for the teaching profession, to ensure interaction between the trade union policy and professional interests. Moreover, DLF is experienced in facilitating social dialogue processes between teachers and employers in the education sector – in cooperation with DANIDA and Local Government Denmark (the municipalities' association). The underlying principles of social dialogue and negotiation techniques are the same, regardless of whether this involves an employer or an employee, and there is a potential advantage in common training processes as this will help to cultivate a shared perception of "the rules of the game", sharing information and the need to create win-win situations.

In many low-income countries, the national teachers' union is the largest democratic civil society organisation. At the same time, all its members can read and write – and some of them live and work in the remotest villages in the country. This unique status places an obligation on teachers' unions in relation to national development processes. For this reason, many teachers' unions join forces with other trade unions to get involved in social issues that go beyond the primary field of interest of a teachers' union. There are several examples of teachers' unions playing a decisive part in processes like resolving national ethnic conflicts or ensuring fundamental human rights for all citizens. Furthermore, teachers are often used as election officials for national elections, for instance. The function as representative of the government in the local community is the main reason why teachers are one of the most exposed professions in case of an armed conflict.

Project organisation



Project organisation

Cooperation and administration

In the planning of a partnership project, DLF gives priority to ensuring that the project is based on the organisation's own priorities and culture, by making the project an integrated part of the union's strategy and not a parallel project with independent procedures and decision-making processes. Every facet of the project activities should be subject to the same sets of rules and political priorities as any other activity of the organisation. In cases where the union's administrative controls do not meet the requirements stipulated by DLF (and/or DANIDA), the partner organisation will be encouraged to consider whether it is viable to change its procedures. If the partner organisation believes that the disadvantages of such a change overshadow the benefits, DLF will look into how the external requirements can be met, without placing unnecessary strain on the partner organisation.

Quality

DLF imposes high requirements on the quality of the individual project activities, which in many cases is a question of thorough planning. Insufficient planning and a lack of quality assurance are some of the most significant internal barriers to development within a teachers' union. The introduction and incorporation of simple planning tools into the organisation's existing procedures enables the organisation to overlook the consequences of various options. In addition, requirements of accounting procedures and financial management are introduced in order to comply with internationally recognised accounting standards and auditing rules, and to ensure transparency and accountability in relation to the union's members and political leaders. In this way, the union's political leadership will also be able to make decisions concerning future activities on a sounder informed basis than previously.

Project-executing partner organisation

DLF guides and advises project managers and other union staff

continuously in every phase of the project cycle, as well as in project management, administration and reporting – starting with the design of baseline assessments and ending with the completion of the project evaluation report. DLF encourages the partner organisation to execute the project while DLF serves as an advisor and is responsible in relation to the back donor. In cooperation with DLF, the union identifies the activities which require external consultancy or facilitation.

Resource persons

DLF's project advisors have many years of experience in trade union and organisational development in low-income countries, as well as expertise in project management, training and planning. In addition, all DLF resource persons have wide-ranging experience in teachers' union work, and unique technical knowledge from various fields – at international level. The recruitment of resource persons within DLF takes place by having a DLF staff member take part in a few assignments as a trainee with an experienced resource person or a project advisor, before he or she is given sole responsibility for a specified task. In addition, DLF uses resource persons from other partner organisations who have the required professional expertise.

Education International's role

In order to be able to contribute to the capacity development of a teachers' union, DLF must have insight into the internal structures and strategies and also understand the specific cultural context. This understanding is possessed by the advisors at Education International's regional offices, as they often have several years of management experience from working within one of EI's member organisations. The EI advisors have ongoing contact with the member organisations in the region and provide advice on behalf of partner unions like DLF. At the same time, the EI advisors have an understanding of how ILO conventions are observed by the government in the individual country and insight into whether the intentions of national 'Education for All' goals are included in the specific

implementation. Education International's regional offices also manage the coordination of the support from the financially strong member organisations as well as the identification of the member organisations with the biggest need for support.

Core competences



Core competences

DLF's overarching core competence is to generate sustainable capacity development in teachers' unions based on the visions and priorities of the partner organisations.

More specifically, DLF's competences can be summed up as follows:

Strengthening of organisations

- Facilitating needs assessment processes and carrying out organisational analyses;
- Facilitating revision of constitution and policy development processes ;
- Strengthening the understanding of democracy in member-based teachers' unions and providing guidance in democratic principles and processes;
- Creating cooperation platforms and facilitating possible merger processes between competing national teachers' unions, as well as facilitating organisational restructuring processes.

Organisational development

- Guidance in developing and implementing sustainable national leadership training programmes, including the training of trainers and development of flexible teaching materials;
- Instruction in appreciative and participatory teaching principles, as well as advice on how these can interact with locally and culturally determined styles of teaching and learning;
- Introduction to planning tools and the facilitation of projection analyses and planning processes;
- Training in strategic communication and facilitation of strategy development of advocacy activities;
- Introduction to the design of Human Resources analysis and how to apply these.

Social dialogue

- Training in two- and three-partite negotiation models,

negotiation processes and techniques, as well as guidance concerning the specification of demands and drafting of a negotiation strategy;

- Facilitating social dialogue processes between teacher representatives and employers, including organising stakeholder conferences to generate understanding for the tasks and policies of the teacher's union;
- Training in national and international labour market conditions and legislation, including human rights and labour rights as laid down in UN and ILO conventions;
- Introduction in the basis for and status of the 'Education for All' goals, as well as guidance concerning monitoring the national government's implementation of education policies and strategies.

Project management:

- Facilitating project development processes leading to project documents compatible with the Logical Framework Approach;
- Guidance in designing and drafting of studies, analyses and evaluations;
- Training in administrative procedures and financial management tools, as well as how these can be adapted in a local context;
- Coaching of organisation leaders and project managers in management and administration;
- Initiation and facilitation of lasting South–South cooperation.

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