

Check for cooperation partners

Self-check question	YES	NO	Explanation
Does the cooperation partner have sufficient aptitude, legitimacy and motivation to address the identified societal issues?	<input type="checkbox"/>	<input type="checkbox"/>	Engaged, supportive and productive cooperative partners are a decisive pillar of the project's success. Accordingly, it is important to carefully assess whether the intended partner can supply the required resources over the entire duration of the project. A partner's legitimacy for the joint project must also be discussed: a credit institute can be a vital partner with strong resources for projects concerning juvenile indebtedness, but might also be pursuing their own vested interests.
Were clear points of contact identified for the cooperation partner and are these individuals able to communicate in a clear and binding manner?	<input type="checkbox"/>	<input type="checkbox"/>	Service-Learning projects are subject to limited duration given the fixed semester dates. It is therefore necessary to ensure that the communication and decision-making processes required among students and cooperation partners are as efficient as possible. At the start, the capacity of contact partners should be clarified as well as the availability for more extended fine-tuning.
Have stand-ins for the cooperation partner representatives been identified in case of absences due to illness, holiday or unanticipated occurrences?	<input type="checkbox"/>	<input type="checkbox"/>	Often the cooperation partner's commitment rests on the shoulders of a small number of individuals – perhaps even the initiators or advocates within the organisation. Should these key individuals be absent for an extended period of time, it can jeopardise the project and cause students to miss out on academic credit.
Were the expectations clearly articulated, recorded and made mutually transparent by all the parties involved?	<input type="checkbox"/>	<input type="checkbox"/>	In the case of project partners with different ways of doing things, it is normal to have varying ideas about the work processes and the targeted outcomes. The lecturers, in particular, need to explain the specific course format to professional partners and make distinctions vis-à-vis other more familiar forms (internships, donations of time, etc.). Professional partners can pursue their own interests and goals with the project, but only when these are made transparent and discussed openly.

Self-check question	YES	NO	Explanation
Do all participants know which partner resources can be invested and how these can be optimally tapped?	<input type="checkbox"/>	<input type="checkbox"/>	Students and professional partners have varying budgets in terms of time, material resources and knowledge. In order to avoid misunderstandings, participants should be made aware of how to make prudent, focused and respectful use of partner resources.

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