Partnerships

A Framework

Partners Working Together

The Shared Leadership Program is a key deliverable of the 2008 - 2011 Statewide Victorian Public Library Development Projects.

1   Introduction

The development of this Partnership kit is an outcome of a project undertaken by participants of the 2009-2010 State Library of Victoria Shared Leadership Program for Victorian public libraries. The aim of the project was to provide the Shared Leadership participants with an action learning opportunity while focusing on issues of benefit to the wider Victorian public library network.

The Public Libraries Victoria Network identified a range of issues they considered to be priorities for the future development of Victorian public libraries. Strengthening library services to communities through the use of collaborative partnerships was one of these identified priorities.

1.1   Objective

The aim of the Partnership Framework Kit is to provide library staff with a practical tool to assist in developing successful partnerships to deliver programs and services to the community.

1.2   Definition

A partnership, in this context, is the process by which the library and other organisations work together. This involves combining capacities and resources to achieve a commonly agreed goal and in doing so deliver more than could be achieved by either organisation acting on its own.

1.3   Benefits of Partnerships

The benefits of partnerships for the library can include greater community awareness and support of library services, development of new resources, access to valuable feedback and a value added service. This can assist the library to retain its relevance in the local community. The potential benefits for library partners can include access to the library's broad customer base, skilled staff, facilities and resources. Partnerships provide organisations with an opportunity to strengthen their capacity to deliver on their own goals.

Partnerships can:-
- Build community capacity.
- Promote social inclusion.
- Encourage active community participation.
- Develop a reading culture.
- Reach out to diverse communities.
- Support lifelong learning.
- Promote health and well being.
- Acknowledge and record local heritage.
- Encourage holistic services by linking groups and agencies.

1.4   Types of Partnerships

Partnerships can range from the very informal, such as mutual use of premises, to more complex arrangements requiring a formal agreement or Memorandum of Understanding. They can also range from one off events to long term joint ventures.

All sectors of the community can be viewed as potential partners, although there will be some organisations that have goals and objectives that align more closely with those of the library and are therefore more likely to result in mutually beneficial partnerships. Examples of partnerships between Victorian public libraries and a range of organisations have been provided in Appendix A. These case studies highlight the opportunities across a range of categories including:-
- Government agencies
- Other libraries
- Businesses
- Community organisations and civic groups
- Non-profit agencies
- Schools

2   Approaching Partnerships

The initial groundwork is the most crucial element in the development of a successful partnership. The development of relationships with other organisations lays the foundation to establishing a partnership approach to the delivery of programs and services to the community.

2.1   Identifying Potential Partners

Partnership projects should be relevant to organisational objectives; identifying partners with like minded philosophies and shared objectives is an important consideration.

Ensure potential partners are thoroughly researched. Make no assumptions and check resources like the organisation's website. Get to know potential partners by talking with them as well as others who have worked with them. Involve all levels of the organisation in discussions to ensure commitment.

Establish that the potential partners have the capacity to engage with the program and that they have sufficient resources to successfully achieve the anticipated outcomes.

2.2   Building Relationships

The Community Relationship Matrix in Appendix B can be used as an aid to identifying potential future partners by reviewing available agencies or organisations and the existing relationship the library has with them. The matrix provides a scale from no relationship at all through to a formal working arrangement. Developing relationships takes time, is an ongoing process and is crucial to any partnership arrangement.

The strength of the partnership depends on a strong relationship between the partners and working on this beforehand contributes to better outcomes.

3   Establishing Partnerships

This section outlines the practical aspects of establishing a new partnership. Exploring these issues at the outset will assist in achieving successful outcomes.

As many people as possible should be consulted about the planning process. A workshop in the initial stages can provide the partnership participants with an opportunity to brainstorm and explore ideas. Encouraging participants to be descriptive in these discussions can enhance understanding. An independent facilitator can be beneficial to record and distil the ideas that arise from these discussions.

3.1   Planning and Consultation

- Carefully consider how involving partners could enhance the project outcomes.
- All partners should be involved in the initial discussions.
- Have an independent facilitator if possible.
- Brainstorm and use anecdotal evidence.
- Allow sufficient time.
- Be prepared to ask silly questions.
- Use the occasion to build ideas and get enthusiasm.
- Consult with frontline staff as they may have invaluable insights regarding community need.

3.2   Purpose and Objectives, what do you want to achieve?

- Be clear as to why you are entering a partnership arrangement.
- Establish commitment to the partnership.
- Partners should agree on the purpose of the partnership and what they want to achieve from it.
- Jointly develop the purpose and objectives of the partnership.

3.3   Roles and Responsibilities, who will do what?

- Identify the roles of the partners involved.
- Clarify the responsibilities of each role.
- Confirm that all partners agree on the roles and responsibilities.
- Take steps to ensure continuity is maintained in the event of staff turnover.
- Recognise that partners can contribute different skills, expertise and levels of authority.
- Be honest about what you can reasonably commit and what your expectations are.

3.4   Funding and Resources, who will provide what?

- Determine funding and resource requirements for the proposed project.
- Source potential funding.
- Clarify each partners funding and resource responsibilities.

3.5   Sustainability

- Will the partnership have a set timeframe or will it be ongoing?
- Consider how the partnership will be maintained throughout the life of the project.
- Consider the potential impact of one or more partners withdrawing.
- What would the impact be if funding ceased?
- Develop a plan for continuity if staff changes occur.
- What would be the impact if the strategic direction of a participating organisation were to change?

3.6   Communication

- Take time to implement clear communication strategies.
- Establish a single point of contact for each organisation involved.
- Establish a schedule of meetings to maintain the partnership.
- Ensure all parties are speaking the same 'language'. Define what is meant and agree on terminology used.
- Ensure you seek clarification and agreement on all aspects of the partnership in depth.
- Make sure staff are on board with and aware of the relationship between the partners.
- Undertaking joint training is a great tool for partnership building.
- Recognise and comply with any requirements for confidentiality.
- Recognise and account for the different decision making processes of the partners.
- Have the courage to say you disagree. The courageous conversation can be a way forward.
- Have clearly defined dispute resolution procedures.

3.7   Timeframes

- Define the timeframe for which the partnership will operate.
- Develop a project plan with milestones.
- Allow sufficient time for consultation, planning and development stages.
- The timeframe should be achievable for all partners.

3.8   Outcomes

- Define the outcomes the partnership is aiming to achieve.
- Identify appropriate evaluation and performance measures.

3.9   Accountability and Reporting

- Determine what the reporting requirements and the responsibilities are.
- Identify appropriate performance indicators to meet any reporting and/or funding requirements.

3.10   Review and Adjustment

- Establish ongoing review mechanisms to monitor the health of the partnership.

- Determine the specific evaluation methods that will be used to measure the achievement of outcomes.
- Recognise when adjustments and modifications are required.

3.11 Dispute Resolution

- Establish and agree on a clearly defined dispute resolution process.
- Document the agreed process.
- Procedures should address informal through to formal resolution methods.

3.12 Agreement

- Discuss and reach an agreement between the partners on the above points.
- Document agreements so they don't depend on individuals continuing to be involved
- Decide the best method to document the partnership arrangement.
- Consider whether a Memorandum of Understanding (MOU) would be beneficial or is required.
- All partners should sign the agreement.

4   Formalising Partnerships

One of the most important steps in a successful partnership is the documentation of the intention to collaborate and the relationship agreement. The appropriate method of documentation will be determined by the scope of the partnership. An exchange of letters may suffice for an informal arrangement. A Memorandum of Understanding documents the intention of the parties to work together but is not a legally binding document. A Service Delivery Agreement outlines how the program will be delivered and the responsibilities of the partners.

4.1   Memorandum of Understanding

A Memorandum of Understanding (MOU) is a document that outlines how a partnership arrangement is going to work in principle. To ensure the MOU is relevant, appropriate it is important to devote time to this process early on in the project.

An MOU may include:-
- The agreed values that will be adhered to.
- The purpose of the arrangement.
- The objectives and anticipated outcomes of the partnership.
- Roles and responsibilities.
- Accountability.
- Definition of terms.
- Dispute resolution procedures.
- Exit strategy.

An MOU is a valuable document; it should be referred to on a regular basis and should be a reccurring agenda item at meetings. In this way everyone is kept abreast of progress, this can be invaluable when there are staff changes. It is good practice to keep notes of issues that come up during meetings that are not covered in the MOU; these issues may be considered for inclusion if the MOU is formally revisited or extended. Examples of MOUs have been included at Appendix C.

4.2   Service Delivery Agreements

A Service Delivery Agreement details what the partnership project will deliver and how. It outlines the financial, reporting and accountability requirements of the partnership. It may also include the agreed measurable outcomes and funding arrangements for the operation of the service. These are some points to consider:-
- What is the agreement for?
- Timeframes – start and finish of project.
- The purpose of the project?
- Identification of key stakeholders.
- What is the identified need?
- What are the strategies to be used?
- What are the expected outcomes of the project?
- How will the outcomes be measured?

- What are the roles and responsibilities of the individual partners?
- What will be the meeting and communication process?
- What are the management and staff resource requirements?
- What are the financial and other resource requirements?
- What will be the monitoring and review process?
- How will risk be managed?
- What are the reporting requirements?

Complex partnerships may require a legally binding agreement; especially where there are large sums of funding, joint staffing, licensing agreements or one organisation providing direct services for another.

4.3   Reviewing the Partnership

The time parameters of the partnership should be outlined in the Service Delivery Agreement. An ongoing review of the goals and outcomes should take place at regular intervals. This should determine whether progress is being made, that objectives are being met and that all parties are contributing as agreed.

It is important to ensure the milestones are being reached including financial ones, particularly if external funding is involved.

If there has been a major omission in the Agreement, it can be adjusted before the expiry date only if all parties agree to the changes.

Once the agreed time limit has expired, the partnership should be formally reviewed and a decision made as to whether or not it is viable and worthwhile to continue. If the partnership is to continue, it is important to revisit and revise any documentation to include any issues that have arisen throughout the life of the project.

All agreements should include an exit strategy. It is important to recognise when a partnership is not achieving its anticipated outcomes and when it is appropriate to end the arrangement. Be honest and open when the relationship is no longer working.

4.4   Dispute Resolution

Dispute resolution processes should be agreed on at the outset. Depending on the seriousness of the dispute, they may range from informal such as "We will ring each other and talk about it" to the formal such as "Seek mediation if both parties disagree".

5   Measuring Success

It is important to evaluate the progress of the partnership project on a regular basis against the objectives and anticipated outcomes. 'S.M.A.R.T.' objectives can be a useful tool in undertaking an effective evaluation.

Specific - Objectives should specify what they want to achieve.

Measurable - You should be able to measure whether you are meeting the objectives or not.

Achievable - Are the objectives you set, achievable and attainable?

Realistic - Can you realistically achieve the objectives with the resources you have?

Time - When do you want to achieve the set objectives?

Evaluation with Stakeholders

Take as wide ranging an approach to evaluation as possible. Look for input into the evaluation process from all stakeholders. Questions to consider include:-
- Was the partnership implemented effectively?
- Did all partners fulfil their role?
- Did this project meet its objectives?
- Were the objectives appropriate?
- If a similar project/partnership was being undertaken what would be done differently?
- What have we learnt from this partnership that will inform future partnerships?
- All partners should contribute to the evaluation?
- As many individuals as possible should be encouraged to contribute?
- Have other potential partnerships been identified as a result of this partnership?

Evaluation with Participants

Take as wide ranging an approach to evaluation as possible, look for input into the evaluation process from participants in a program, for example:-
- Did all partners have a strong commitment to the partnership?
- Did all partners have a strong sense of ownership of the partnership?
- Could this project have worked without partner involvement?
- Were significant gains made as a result of the partnership?
- Were there any unexpected outcomes, such as advocacy for the library or staff training?

- Breakdown key aspects of the partnership and analyse their effectiveness?
- Did the dispute resolution aspect work?
- Was communication effective?
- Was financial management as effective as anticipated?
- Were there issues with individual partners?
- Evaluation is the opportunity to conduct an honest appraisal.
- Did individual partners respect their role?
- Has the capacity of individual organisations been enhanced by the partnership?
- Were milestones reached on time? If not, why not?
- An evaluation should include recommendations.

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Appendix A: Library Partnership Case Studies

1   Partnerships with Community Organisations

1.1   Book Buddies

Project Partners
Whitehorse Manningham Regional Library Corporation (WMRLC) and the Louise
Multicultural Community Centre.

Project Description
The Book Buddies Program pairs English language students from the Louise
Centre with a volunteer tutor. They meet for a one-on-one session at the Box Hill
Library to work on reading and speaking tasks followed by an informal chat and
coffee at the adjacent Louise Centre. The objectives of the program are to
increase the students confidence in speaking English in a social situation, to
introduce them to the public library and provide a community engagement
opportunity for the student and volunteer tutor.

The Louise Centre is a non-profit mainly volunteer run organisation with a
primary objective of assisting and encouraging refugees and migrants to
participate in community life. WMRLC is responsible for recruiting the volunteers
and matching them to the Louise Centre students.

The program was run initially in 2009 as a twelve month program with a review at
the end of each term; with the agreed ability of partners to withdraw if the
arrangement was no longer working for them. There were two changes in the
CEO of the Louise Centre during this period necessitating a review to confirm
that the program was still relevant and aligned with objectives of the Centre.

Some problems arose in the first year, although none were unsolvable or
stopped the program going ahead. The main area of tension between the
partners was a difference in their understanding of the program scope.

Organisation's Observations
Keys to success include:-
- Ongoing communication between the partners.
- Twelve month program with an agreed get out early strategy for partners.
- Regular reviews to ensure the program is still relevant.
- Establishing ongoing evaluation processes.
- Good communication with participating volunteers.
- Reward and recognition strategy for volunteers.
- A written MOU or similar agreement would have avoided some
  misunderstandings.
- Clearly define and agree on roles and responsibilities of partners from the
  outset.
- Clearly define and agree on target audience or participants.
- Review administrative procedures to avoid inefficient processes.

Contact
Georgina Earl, Manager Branch Services
WMRLC
Telephone 03 9890 1005

1.2 The Hobsons Bay Women's Referral Centre

Project Partners
Hobsons Bay City Council, the Hobsons Bay Women's Referral Centre and the Altona Meadows Library and Learning Centre.

Project Description
A Service Agreement provided the basis for the subsidy of room hire for the Altona Meadows Library and Learning Centre to the Hobsons Bay Women's Referral Centre. The agreement set out the expectations and obligations of both parties including the amount and timing of funding and a summary of the services to be delivered.   The Centre was called the Hobsons Bay Women's Referral Centre. Council was Hobsons Bay City Council. Host organisation was the Altona Meadows Library and Learning centre.

The agreement entered into represents clearly the firm intentions of both parties. The funding is linked to the service objectives and performance measures as outlined in the agreement.

Contact
Pam Giumarra, Coordinator Community Learning
Hobsons Bay Libraries
Telephone: 03 9932 1330

1.3 Active Youth
Project Partners
St Alban's Leisure Centre, Cairnlea Community Hub, Westvale Community Centre and Deer Park Library.

Project Description
The Active Youth pilot program is designed to offer physical activity to young people in the Deer Park area. The aim is to increase the physical activity of young people who currently attend Deer Park Library on Thursday afternoons as well as other young people who are interested in participating in the program.

The program is an excellent example of the definition of a partnership which "involves combining capacities and resources to achieve a commonly agreed goal and in doing so deliver more than could be achieved by either organisation acting on its own". Deer Park does not have a leisure Centre and the Library is well used by teenagers, it is a good pairing of capacities and resources.

St Alban's Leisure Centre provided the equipment and expertise, Cairnlea Community Hub and Westvale Community Centre contributed financially and Deer Park Library provided the venue, assisted with marketing and administration, such as collecting permission forms.

This program also demonstrates the benefits of identifying potential partners with similar objectives and building a relationship. This particular project built on a partnership that was developed for National Youth Week in 2009, when a Boxercise event took place with the same partners. There are further plans to develop another program for National Youth Week 2010.

Contact
Christine McAllister, Community Engagement & Development Coordinator
Libraries & Learning, Brimbank City Council
Telephone 03 9249 4296

1.4   Story Times

Project Partners
High Country Library Corporation and Wangaratta West Primary School.

Project description
Using resources of the High Country Library Corporation, a fortnightly storytime is conducted in the school library for pre-school children in the community. Storytimes alternate between library staff and school staff. There are a number of aims of the programs including the promotion to parents and carers of the importance of sharing literature with pre-school children, especially in regard to language development. Both partners have benefited from the promotion of their services to the wider community and from the knowledge sharing between staff.

Organisations observations
A clear understanding of each partner's role is important.

Rather than waiting for set times to review the partnership, take the opportunity to ask if everyone is happy with the current arrangements at the end of a session.

Often an established relationship can provide the opportunity for further projects.

Contact
Loueen Twyford, Wangaratta Library Manager
High Country Library Corporation
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2   Partnerships with Volunteer Community Groups

2.1   Library Book Sales
Project Partners
Darebin Libraries and Reservoir Scouts.

Project Description
Darebin Libraries have an ongoing partnership with the Reservoir Scouting Group to conduct quarterly book sales. Sales are undertaken at the Scout hall, with the profits being split fifty-fifty between the Scouts and the library. Unsold stock is disposed of by the library.

An MOU exists between library and Scouts and is reviewed annually. The agreement has been in place for several years and has been satisfactory for all parties.

Organisations Observations
This is a great partnership which benefits both the library and the Scouts who use books sales to supplement their other fundraising efforts. The library has recently set up a similar arrangement with a second Scouts group.

Contact
Jenny Ackroyd, Manager Adult
Darebin Libraries
Telephone 1300 755 355

2.2 Book Sales

Project Partners
Murrindindi Library Service and Friends of the Alexandra Library

Project Description
The Alexandra Friends of the Library group have support the Murrindindi Library Service for over 20 years. The group's primary objectives are to raise money and to advocate on issues relating to the provision of library services to the community. The particular direction or priority for the year is determined by the president of the Friends committee. The Alexandra Friends are a particularly active and passionate group who have raised over $60,000 annually through a second-hand bookshop.

While there is no formal written agreement with the Friends, library staff attend their meetings to report on activities and expenditure. Staff maintain weekly contact with the committee members in addition to organising a monthly informal social food and wine evening for the Friends to keep them informed about what's new at the library.

Organisations Observations
- Maintain good clear communication.
- Package requests into practical projects that enable the volunteers to experience a sense of achievement and to be seen as visible.
- Recognise and acknowledge the contribution of volunteers both through instant rewards or privileges and longer term benefits.
- Put effort into nurturing and cultivating the relationship.
- Have committee members with a high level of skill, passion and commitment.
- Have short term as well as long term projects, so members can see immediate results.

Contact
Ann Le Lievre, Manager Library & Customer Services
Murrindindi Shire Council
Telephone 03 5772 0349

3   Partnerships with Multiple Agencies and Organisations

3.1   Outreach initiative to the Elsternwick Public Housing Estate

Project Partners
Bayside Library Service Partners have included Bayside Council Youth Services, Sandy Beach Community Centre, Hampton Community Centre, Elwood Neighbourhood Centre, Elsternwick Primary School, the Community Flat Officer and Public Housing Services Officer.

Project Description
Bayside Library Service offers a fortnightly library service to the residents of the Elsternwick Public Housing Estate through a community flat. The library has a partnership with community groups, other organisations and government agencies in the provision of a range of services such as story time, painting, youth activities, library materials for children and adults in English and Russian. Additional services being investigated include internet access, literacy groups and a young mother's support group.

An objective of the project was to raise the very low library membership rate amongst estate residents (1%) to bring it closer to the general Bayside rate of around 50%. The overall objective of the project was to encourage the estate residents to participate in activities within the wider community.

The library has been a consistent partner throughout the project. However there have been adjustments to the project when ability of other partners to participate ceased due to changes in their organisation's objectives, direction or funding arrangements. The partnerships have been informal, with no written agreement in place between the parties.

Organisations Observations
- Build trust over time with community and program partners.
- Identify potential partners by developing knowledge of other service. providers and what's already operating in the community.
- Seek out partners with access to grants and funding.
- Work with partners that have shared objectives.
- Deliver joint programs.
- Regularly review and evolve the program to respond to community needs
- Recognise that the success of the program can't always be measured using the usual library KPIs.
- Adjust your expectations of the outcomes that can be achieved.
- Broaden your view of what a library service can be and how it can integrate or link in with other services.

Contact
Heather Northwood, Community Librarian
Bayside Library Service
Telephone 03 9591 5912

3.2 Bendigo Regional Archives Centre

Partners

Goldfields Library Corporation, City of Greater Bendigo and Public Record Office of Victoria.

Project Description

Bendigo Regional Archives Centre (BRAC) is a unique partnership that aims to permanently preserve regional community records in their place of origin, making them accessible to all researchers. The BRAC collection houses the records of Local Government administration, local events, individuals, institutions and organisations in the Bendigo region. The Archive front-end (Reading Room and high-use Repository) is housed in the Bendigo Library and an off-site repository is about to be built. There is a Funding and Services Agreement between all parties and BRAC.

Organisations Observations

- Be patient when numerous partners are involved, as the vision of the whole may not be shared by the individual parties.
- Be aware that timelines may not be the same for each partner and don't expect everything to occur as outlined on your organisation's particular schedule.
- Communication can be an issue. Email can cause unintentional misunderstandings because tone is not clearly conveyed.

Contact

Vivien Newton, Manager, Bendigo Library
Goldfields Library Corporation
Telephone 03 5449 2700

3.3 Walking on Words

Project Partners

Central Highlands Regional Library Corporation, Best Start, The City of Ballarat, DEECD, the University of Ballarat, Aquinas University and the Kindergarten Association in Ballarat.

Project Description

The partnership centres on an early years literacy and numeracy committee which has been in existence for about 4 years. The combined group has run a very successful conference over the past three years called Walking on Words Early Years Literacy Conference. This project was initiated by the Best Start Facilitator with the City of Ballarat Council. Funding for this project is through sponsorship from the various partners and ticket sales to the conference.

The group is now working on a combined Early Years Literacy Strategy for the Ballarat region that involves all of the groups mentioned because we feel it is time to get a firmer commitment from partners. The strategy will provide a funding source for future literacy projects in the Ballarat region that can be accessed by groups wishing to undertake a literacy project that is directly connected with children in their early years. There is a steering group which including constituted of representatives from Central Highlands Regional Library

Corporation, Best Start, The City of Ballarat, DEECD, the University of Ballarat, Aquinas University and the Kindergarten Association. This group meets on a fortnightly basis when planning a conference, otherwise it meets bi-monthly.

This project has raised the partner's awareness of each others strengths. It has attained its objectives of placing a greater emphasis on literacy and providing staff development opportunities in regard to literacy to a wide range of organisations at a reasonable cost and bringing professionals in the literacy community to Ballarat.

Contact
Jenny Fink, Operations Manager
Central Highlands Regional Library Corporation
Telephone 03 5332 2615

4 Partnerships with Higher Education Institutions

4.1 Storytelling and Professional Experience
Project Partners
Swan Hill Library and Sunraysia TAFE

Project Description
Diploma of Children's Services students plan and conduct story times at the library during the school year. Students gain valuable experience in story reading and storytelling as well as interacting with children, learning behaviour management and building partnerships with parents in the community. Students develop a passion for supporting children in the early years to be exposed to the joys of reading and storytelling which greatly assists with professional development.

Organisations Observations
- Sometimes partnerships occur through chance and may not require formal documentation such as an MOU or Service Agreement.
- It is useful to have clear guidelines for all participants before a project begins.
- Ensure there is the ability to refine processes as the project progresses.
- It is important to have someone who is a designated contact person and be clear on their preferred method of contact.
- Be prepared for key personnel to change.

Contact
Camille Cullinan, Manager Cultural Development and Libraries
Swan Hill Rural City Council
Telephone 03 5036 2473

4.2 Kinda Kinder
Project Partners
Brimbank Libraries and Victoria University

Project Description
Kinda Kinder is a free, play-based program for pre-school aged children and their families. It is run by pre service teachers from the Bachelor of Education and TAFE children's services courses at Victoria University, in conjunction with university staff, colleagues and mentor teachers from participating primary schools. It has the financial support of Victoria University, the Councils for the areas where the sites are situated, Best Start, the Myer Foundation and IBM. This project was a finalist in the LGPro Awards for excellence 2009.

The target clientele are those children who enter school without having any preschool experiences, and their families (this is up to 20% of the children in the areas where Kinda Kinder is running). The program has a number of objectives:-
- Supporting parents in their role as their child's first teacher.
- Supporting Victoria University pre-service teachers gain hand on experience in a real workplace setting.
- Providing a learning opportunity for children aged 0-5.

The project has exceeded expectations. In Brimbank, for example, over 2000 parents and children have attended the 38 Kinda Kinder sessions in a two year period from 2008-2010. The program is an excellent example of the definition of a partnership which "involves combining capacities and resources to achieve a commonly agreed goal and in doing so deliver more than could be achieved by either organisation acting on its own".

This project also followed the lines of best practice in setting up a partnership in that regular meetings were held, roles and responsibilities were clarified and a thorough planning process was implemented. Establishing the program to be self sustaining was recognised early on to be a challenge for public libraries as they, unlike the primary schools involved did not have anyone qualified to supervise the pre-service teachers. Victoria University were flexible enough to provide professional colleagues to facilitate this. This is also an excellent example of working together to overcome barriers to achieve the outcomes.

Organisations Observations
One aspect that was identified as having a need for further development was the establishment of clearer procedures for when the program is not running, due to non attendance of the supervising teachers.

Contact
Christine McAllister, Community Engagement & Development Coordinator, Libraries and Learning, Brimbank City Council.
Telephone 03 9249 4296

5   Partnerships with a Business

5.1   Read Like a Demon
Project Partners
Casey Cardina Library Corporation and the Melbourne Football Club.

Project Description

'Read like a Demon' is a literacy program that aims to combine positive literacy values with sporting role models, to provide children with confidence and to inspire them to develop a love of reading. It is a joint partnership between the Melbourne Football Club (MFC) and Casey-Cardinia Library Corporation (CCLC). In 2010 this program will be supported by Hardie Grant Egmont Publishers of Zac Power and Go Girl.

The partnership involves ten schools from the region, each having selected ten students, who have struggled with reading, to participate in the main program. Melbourne player, Stefan Martin nominated to be the ambassador for the 'Read like a Demon' program due to his interest in reading and education.

Complementing the program of workshops, is the "Read like a Demon" blog where kids can find book reviews and read posts from the ambassador, be able to submit and then read their own reviews, leave comments and find other reading recommendations (http://readlikeademon.blogspot.com/).

In 2009, 61 students participated in the pilot program. In 2010, it is planned to expand this program by including a "Write Like a Demon" component; the two-year program will combine both reading and writing skills. The "Read Like a Demon" program meets a number of the educational goals in the Ministerial Council on Education, Employment, Training and Youth Affairs (MCEEYA) "Melbourne Declaration on Educational Goals for Young Australians".

An MOU drafted between the MFC and the CCLC outlines the activities that would be undertaken as part of the program, includes specific responsibilities and tasks and specifies staffing and commitment to the program. An important part of the MOU was the requirement for all documents, promotional materials, websites and other media releases or events associated with the program to clearly identify both the MFC and CCLC (using appropriate logos and organisation names) and that all materials produced to support the program remain the joint property of the MFC and CCLC. The MOU also contains a section that states that both parties will be part of any future expansion of the program.

Organisations Observations
The keys to the success of the partnership include:
- commitment of the partner organisations, Both were positive about the programs ability to make a difference to children's lives.
- ability of the staff involved to work effectively together.
- combination of the skills and strengths of both partners.
- documented partnership agreement ensuring that responsibilities are adhered to.

Feedback was sought from teachers from the participating schools and some adjustments to the program delivery were made as a result. A review at the end of the pilot has resulted in the expansion of the program over two years with the addition of a writing component. The two year program now supports both the development of reading and writing literacy skills.

Contact
Cenza Fulco, Community Engagement Librarian

Casey Cardinia Library Corporation
Telephone 0 5990 0129

5.2   Showerhead Exchange Program

Project Partners
City West Water and Hobsons Bay City Council.

Project Description
City West Water (CWW) and Hobsons Bay City Council (HBCC), in their commitment to sustainability and actively working with customers and communities to develop effective long-term relationships entered into a partnership known as the CWW Showerhead Exchange Program. Both parties were committed to support the continued growth of the relationship to ensure both continue to assist in creating a community that is aware, educated and involved in environmental and water conservation issues. The City West Water Shower Head Exchange Program is presently running from the Environment Resource Centre, within the Altona Library Branch of Hobson's Bay Libraries.

Hobsons Bay City Council is one of nine Local Government municipalities in the CWW service area. They are committed to delivering high quality infrastructure and services to meet the needs of the growing community and to ensure that Hobsons Bay continues to be a place of opportunity and long-term sustainability. The Council is currently developing a water plan and reduction target and will endeavour to achieve the reduction through community engagement and education.

The aim of the MOU between the two organisations recorded an agreed framework within which CWW and HBCC will co-operate to support the growth of their mutually beneficial relationship leading to a more environmentally healthy community.

Contact
Altona Branch Team Leader
Hobsons Bay Libraries
Telephone 03 9932 1330

5.3   Suzi the Technology Truck

Project Partners
Upper Murray Regional Library Corporation and sponsorship of a local financial institution.

Project Description
How did Upper Murray Regional Library (UMRL) participate in turning around the assessment scores for primary school children from 40% - 50% to 90% in just 6 months? By taking an old mobile library and turn it into a state-of-the-art technology vehicle with the assistance of a Libraries Building Communities grant and then securing the sponsorship of a local financial institution.

A re-fitted Isuzu truck, affectionately named "Suzi", now resembles a hi-tech office, class room or meeting room. She boasts 7 laptops, the latest telecommunications, fold down desks that can accommodate 12 to 15 people and most importantly, she's on wheels, so she can travel anywhere.

The project has strengthened the position of Upper Murray Regional Library (UMRL) as a key organisation developing the skills of those in our community so that they can engage in the information society in which we live. It has also strengthened the position of UMRL as an innovative leader in the provision of information and library services for its communities and establishes us firmly as a provider of lifelong learning. By use of this "out there" mobile unit in conjunction with the two mobile branch libraries we envisage that we will strengthen the existing library network throughout our region to ensure that our communities have maximum opportunity to acquire the skills for computer literacy and access to information in all its forms.

Organisations Observations
Partnerships with community groups and networking with organisations can create successful and much needed programs that the library could not otherwise provide.

There may be a need for long term planning to ensure sustainability should sponsorship cease.

Contact
Lynne Makin, CEO
Upper Murray Regional Library
Telephone 02 6022 9100

6   Partnerships between Libraries

6.1   DAISY Player project

Project Partners
Vision Australia, Whitehorse Manningham, Yarra Plenty, Goldfields and Eastern Regional Library Corporations.

Project Description
Whitehorse Manningham Regional Library Corporation (WMRLC) participated as a partner in a Libraries Building Communities (LBC) demonstration project initiated by Vision Australia. The aim of the project was to promote access to DAISY players, a new format CD player for Talking Books. The players were made available to local residents with a print disability, including vision impairment or a physical or perceptual impairment which meant that reading a conventional book was not possible. People using these players are also encouraged to join a book circle at the library.

The partnership arrangement was a formal one as it was driven by the established SLV requirements and process for LBC projects. The partnership and project had a defined end date with clear and structured reporting, review and evaluation processes. The scope and objectives of the partnership had been outlined in the LBC application and the participants were required to sign a formal agreement at the outset. The project was managed by a steering committee comprising of library managers and implemented by a working party of library staff involved in the delivery of the project. As the roles and

responsibilities were clearly defined, participants knew who to contact about administrative details even when the individuals in the roles may have changed.

WMRLC needed to adjust their expectations as they found the goal of the number of DAISY players to be distributed was too ambitious. The take up has been slow as in general the client group weren't ready to take up the technology.

Organisations Observations
- Clearly defined roles and responsibilities.
- Clear and structured reporting process.
- Structured review and evaluation processes.
- Defined timeframe.
- Know the audience and community need.
- Adjust expectations of the outcomes that can be achieved.

Contact
Georgina Earl, Manager Branch Services
WMRLC
Telephone 03 9890 1005

6.2 WikiNorthia Documenting Life in Melbourne's North
Project Partners
State Library of Victoria (SLV), Moreland Libraries, Darebin Libraries and Yarra Plenty Library Service, Vicnet.

Project Description
WikiNorthia was established as a Libraries Building Communities Demonstration Project. It is a community funded wiki . The project engages residents across five local council areas including Moreland, Darebin, Banyule, Whittlesea and Nillumbik. The wiki provides a current snapshot of the lives of people in a local area as well as their recollections and histories. The project reaches out to the community, encouraging participation by people from all walks of life and diverse backgrounds.

The complexity of the project and the financial commitment associated with this partnership required a legal agreement rather than an MOU. The agreement established between participating library partners and the SLV covered areas including the service delivery requirements, funding arrangements, marketing and promotion, record keeping, reporting and a termination clause.

Contact
Katrina Knox, Manager, Darebin Libraries
Christine MacKenzie, C.E.O. Yarra Plenty Regional Library Service

7 Joint use facility partnership

7.1   Caroline Springs Civic Centre and Library

Project Partners
Lakeview College and City of Melton

Project Description
The Caroline Springs Civic Centre & Library is also in partnership with Lakeview College, senior campus. The Council operates a Customer Service desk at the Library where the public can pay rates and make appointments to meet with Council staff.

The public library is also the school library for Lakeview Senior School Campus. There is a meeting room and an ICT lab for the use by the school during school hours. School material is ordered and processed by the Council library staff. An Education Librarian is employed by Council to liaise with the school in the provision of library services for the school.

Contact
Terry May, Acting Library Coordinator
Melton Library Service
Telephone 03 9743 1168

Appendix B: Community Relationship Matrix Template

AGENCY TYPE	RELATIONSHIP STATUS							COMMENTS
	No Relationship	Mutual Support	Networking	Cooperation	Coordination	Collaboration	Partnership	
Government Departments								
e.g. DPCD								
Local Government								
Schools & Education Providers								
Other Libraries								

Community & Local Agencies/Networks								
Local Service Clubs								
Businesses								
Other								

Definitions

No Relationship- where contact/relationship has not been developed.

Mutual Support - is ad hoc contact with informal and unplanned information flow and arrangements;

Networking - consists of continuing dialogue with regular exchanges of a range of information at regular;

Cooperation - involves exchanging information and informally sharing work usually for a specific purpose;

Coordination - entails sharing resources and working on projects where one party takes the lead and links others in;

Collaboration - requires sharing resources and developing new processes that enhance all parties for a common purpose;

Partnership - can be described as a well-defined, mutually beneficial, interdependent relationship between two or more organisations to achieve results they can more effectively achieve together than alone.

The above relationship matrix and definitions are derived from the "User Guide for the Neighbourhood House Coordination Program Reporting 2006 – 2007: Progress Reporting - Outcomes & Accountability".

Appendix C: Examples of Memoranda of Understanding

1   MOU between Darebin Libraries & Reservoir Scouts
  (draft December 2009)

Darebin Libraries will:

- Process all deleted stock and box it for transport to the Book Sale venue
- Ensure all boxes are packed in a safe manner in compliance with Occupational Health and Safety regulations (ie. reasonable weight and size of boxes)
- Promote the Book Sale
- Develop sale strategies through flyers, posters, advertisements on Darebin Libraries website and local newspapers
- Promote Booksales with flyers on Customer Service Desks at each branch
- Setting Prices
- Contact and provide a list of charity organisations that are eligible for any surplus stock
- Access to the Library Van to transport books
- Receive 50 % of takings from the book sale
- Collate statistics and key information relating to each sale. This information will be disseminated to Product and Marketing teams
- Liaise with interested parties in developing future book sales

Scouts will:

- Collect boxes of deleted stock from Northcote on a weekly basis
- Provide storage for stock
- Provide a venue for the Book Sale
- Implement Marketing strategies
- Provide trestles tables for the display of stock on the day
- Set up tables and relevant signage advertising the Book Sale on the day
- Display book stock for sale on tables in a suitable manner
- Conduct the selling of stock at each booksale
- Gather information from customers as requested by the Marketing Team e.g. Customer Information
- Dispose of unused and unsold stock by way of recycling or forwarding on as donations to community groups
- Pay for and arrange the delivery of a dump bin to dispose of unwanted residual stock as required (taken out of library proceeds)
- Receive 50 % of net takings from the book sale
- Return Darebin Libraries share of takings to a branch of the library by the Monday morning following the book sale
- Liaise with the Product Team (Adult) to resolve any issues that arise
- Liaise with interested parties in developing future book sales

2   MOU between Wangaratta West Primary School and the High Country Library Corporation

Program Description

Preschool Storytime:
A duplication of the existing HCLC program, whereby each fortnight a Preschool Storytime session will be conducted in the school Library. The HCLC staff will conduct the session once a month, WWPS staff on the alternate fortnight.
In 2009 these sessions occur during the school term on Wednesdays 9.15am – 10.00am, beginning on Wednesday 19th February 2009.

Aim of the program
- To promote to parents and carers the importance of sharing literature with pre-school children, especially in regard to the development of oral language
- To instil in pre-school children a love of literature
- To promote positive parenting skills in a supportive environment
- To promote the benefits of the partnership between the school and HCLC
- To promote libraries as a valuable community resource

Wangaratta West PS will

- Provide the WWPS Library fortnightly 9.15am -10.00am during the school term
- Provide staff to support the HCLC staff every alternate fortnight
- Provide staff to conduct Pre-school Storytime fortnightly
- Display HCLC membership information pack at all Storytime sessions
- Promote the Pre-school Storytime sessions in the school newsletter, and in articles in local media, and on the school website
- Convene a Program Review meeting twice a year. Provide oral language data to form a basis for evaluation of the program, and the opportunity for discussion of the growth of the partnership.

HCLC will

- Provide staff to conduct Pre-school Storytime every alternate fortnight during school term
- Provide book and activity packs fortnightly
- Provide staff to attend program review meetings
- Provide HCLC membership information pack to the school
- Create publicity posters and bookmarks for use by the school, and HCLC
- Promote the Preschool Storytime sessions through the display of publicity flyers in the HCLC, on the multi-screens and website

WWPS will benefit by

- Exposure to a wider community through the partnership with HCLC
- Community use of the WWPS

HCLC will benefit by

- Exposure to a wider community through the partnership with WWPS
- Membership promotion

Library facility
- Increased awareness of school
  staff of quality pre-school literature
  available through the HCLC

Review

This partnership will be officially reviewed by WWPS and HCLC staff. If one party wishes to withdraw, termination of the program can occur after 3 months notice is given.

Signed

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School Principal   School Council President

Branch Manager HCLC

Date_____