



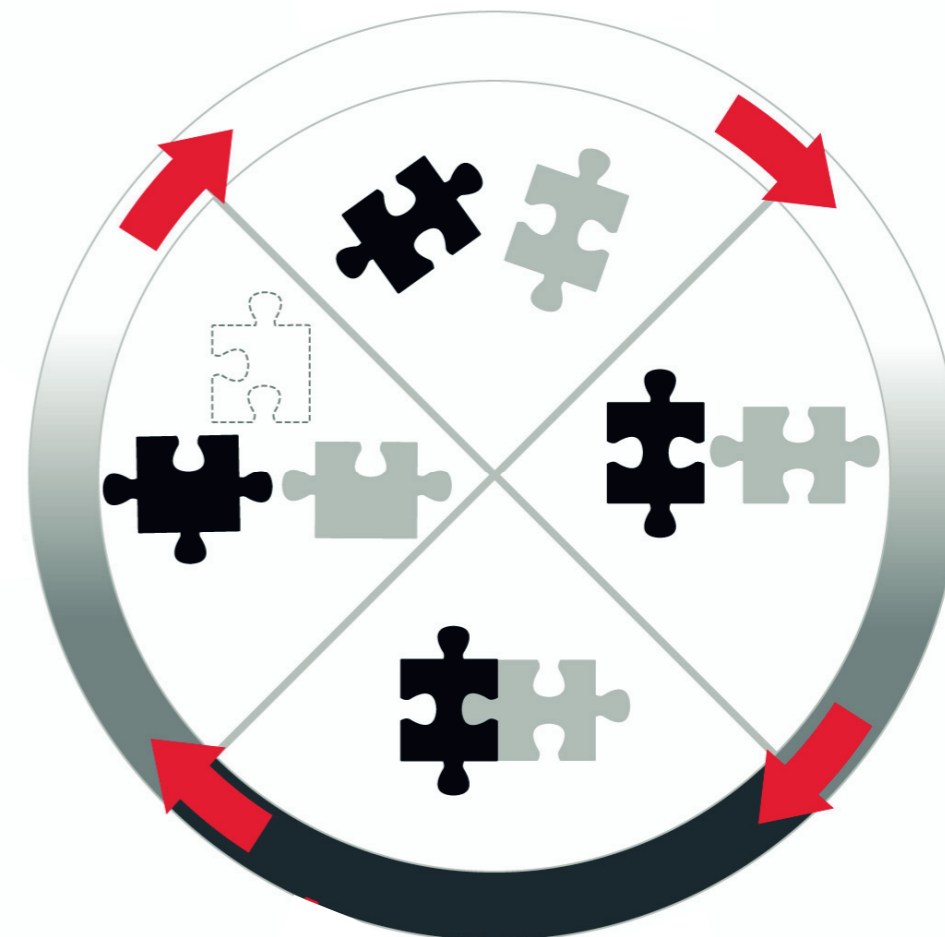
Asia-Pacific  
Economic Cooperation

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## APEC Twinning Implementation Essentials

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A toolkit for APEC fora



APEC Twinning Implementation Essentials

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## ACRONYMS AND ABBREVIATIONS

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ABAC	APEC Business Advisory Council
ADB	Asian Development Bank
AI	Appreciative Inquiry
APEC	Asia-Pacific Economic Cooperation
ASEAN	Association of Southeast Asian Nations
AusAID	Australian Agency for International Development
BI	Beasley Intercultural Proprietary Limited
DFAT	Department of Foreign Affairs and Trade
ECOTECH	Economic and Technical Cooperation (within APEC)
ICA	Internal Capacity Analysis
IMF	International Monetary Fund
MDG	Millennium Development Goals
NGO	Non-Governmental Organisation
OR	Organisational Readiness
OD	Organisational Development
PCA	Partnership Capability Analysis
PPR	Project Progress Report
RoA	Record of Agreement
SA	Stakeholder Analysis
SCE	Steering Committee on Economic and Technical Cooperation
SFOM	Senior Finance Officials Meeting
SOM	Senior Officials Meeting
WB	World Bank
WBI	World Bank Institute
WSP	Water and Sanitation Program

# EXECUTIVE SUMMARY

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## 1.0 Introduction

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Twinning is a process that pairs an individual, organisation or network with other individuals, organisations or networks of similar function in order to transfer knowledge and build capacity. Twinning can be a highly effective capacity building tool that offers numerous benefits to both the recipient and provider.

Specific twinning activities include: staff exchange; short and long term placements; advice or consulting services; information sharing; study tours; sponsoring of attendance at conferences and workshops; periodical visits; mentoring; training and/or the provision of specific services.

Twinning programs differ from other approaches to capacity building. They are dynamic and success is dependent on the strength of partnerships. These partnerships then provide the basis for establishing and sustaining strong bilateral and multilateral cooperation into the future. Twinning succeeds in capacity building because it is simple and harnesses current structures. It is sustainable because it is partnership based.

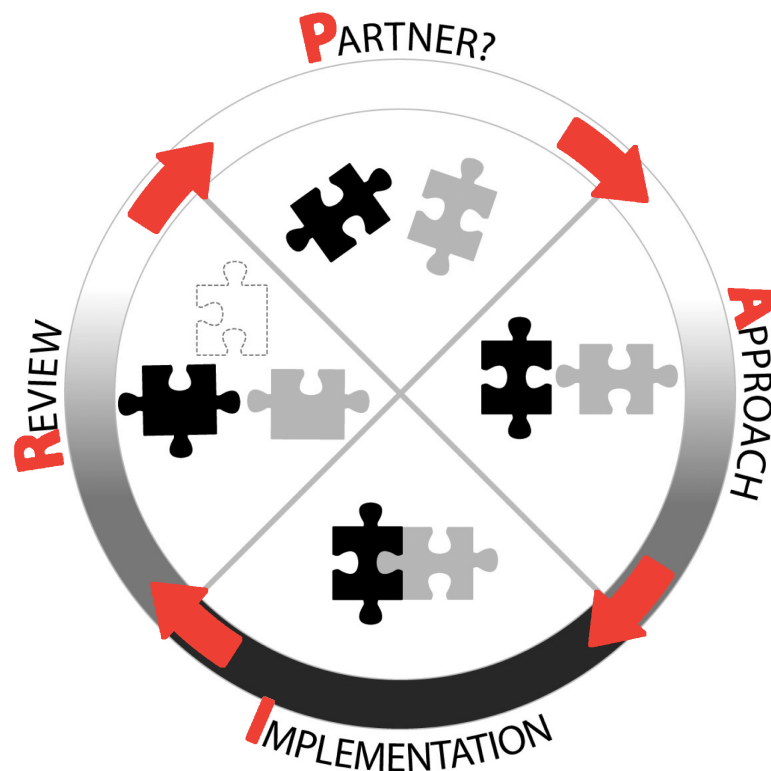
As a part of its contribution to Asia-Pacific Economic Cooperation (APEC), the Australian Government engaged Beasley Intercultural Proprietary Limited (BI) to analyse different approaches to twinning and to develop an effective implementation framework for future APEC twinning initiatives. This report documents the findings of that research and introduces the toolkit that has since been endorsed by the APEC Steering Committee on Economic and Technical Cooperation in August 2008 for use in APEC fora.

In developing this toolkit, the BI team researched the experience of twinning and similar capacity building arrangements involving APEC economies. To enable representative views to be sourced, research was conducted in English, Spanish, Mandarin and Thai languages. To ensure compatibility with APEC processes, meetings were held at the APEC Secretariat in Singapore and a review of APEC administrative and project management documentation was conducted. Critical success factors for effective twinning programs were identified and a practical twinning framework and supporting tools was designed to meet the specific needs of APEC.

The key principles which provide the foundation for effective twinning partnerships are: commitment, shared vision and values, mutual responsibility and accountability. The following P.A.I.R. framework provides a simple, step-by-step guide to twinning design, implementation, management and review based on these principles. The practical and simple to use tools contained in this report complement existing APEC project processes. The P.A.I.R. tools are scalable and applicable regardless of organisational size and designed to be simple to implement.

## 2.0 The P.A.I.R. Framework

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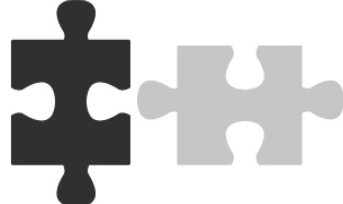

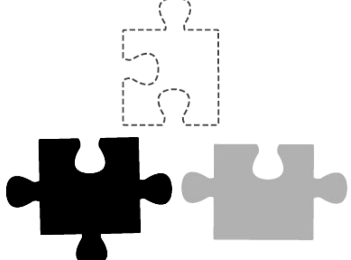


P.A.I.R. is an acronym used to describe four key elements of the twinning partnership process:

- Partner:** An analysis of the need and capacity to twin and the potential for partnership
- Approach:** Twinning program planning and design
- Implementation:** Implementation of the twinning program
- Review:** Continuous improvement to ensure capacity building outcomes

The tools associated with each of the four elements of twinning are equally applicable to both partners in the twinning process. They do not require separate processes for partners deemed to be 'recipients' or 'providers', 'mature' or 'less mature' organisational entities. The design of inclusive tools is a specific strategy to enable a solid basis of mutual exchange of like information and the potential for reciprocity at all stages.

### 3.0 The P.A.I.R. Toolkit

	Process	Tools
<b>P</b> A R T N E R ?		<p>A: Internal Capacity Analysis</p> <p>B: Organisational Readiness</p> <p>C: Stakeholder Analysis</p> <p>D: Partnership Compatibility Analysis</p> <p>E: Decision to proceed</p>
<b>Yes, proceed to Approach/ No review possibilities</b>		
<b>A</b> P P R O A C H		<p>F: Selection of Twinning Activities</p> <p>G: Tasking Matrix</p> <p>H: Project Proposal</p> <ul style="list-style-type: none"> <li>▪ Work Plan</li> <li>▪ Budget</li> </ul> <p>I: Record of Agreement</p>
<b>Approval, finances available, go ahead</b>		
<b>I</b> M P L E M E N T		<p>J: Participant Selection Process</p> <p>K: Letter of Undertaking</p> <p>L: Pre-departure Checklist</p> <p>M: Participant Activity Brief and Debrief</p>
<b>Ensure continuous improvement</b>		
<b>R</b> E V I E W		<p>N: Project Progress Report</p> <p>O: Mid-Term and Final Review</p>



## 4.0 Phases of the Twinning Process

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### 4.1 Partner?

In the initial ‘Partner?’ stage of a potential twinning partnership, reflection and analysis is required regarding the need to twin and the capacity for twinning. In this phase, a set of tools have been designed to: assess internal capacity to twin; reflect on organisational readiness; define stakeholders and related consultation processes; assess partnership compatibility; and make a decision whether to proceed. This process may require the assistance of an individual or organisation that acts as an intermediary between the partners to help bring about an outcome (learning, productivity, or communication) by providing assistance, guidance, or supervision.

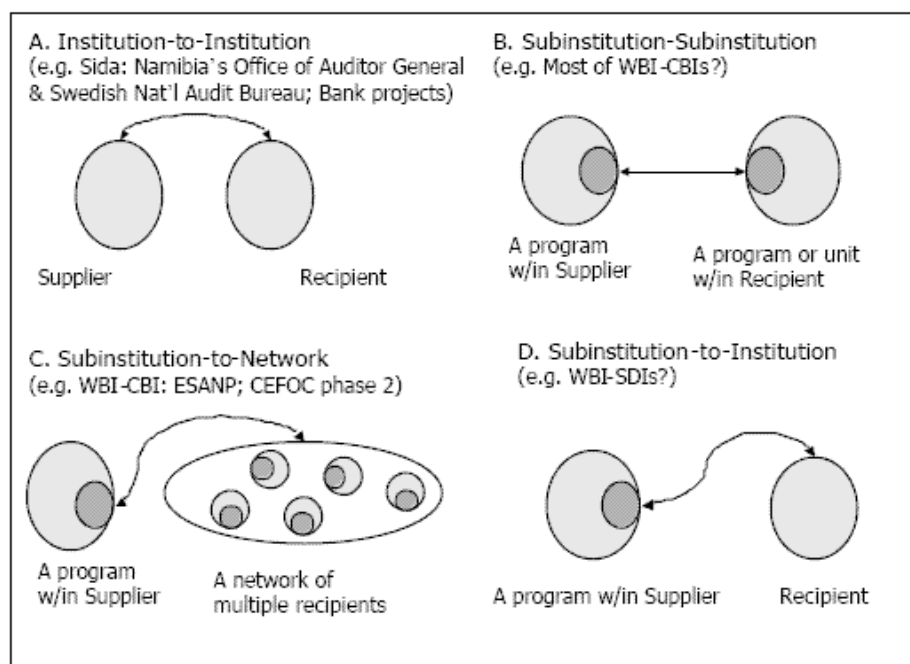
Initial tools in the partnership phase are designed specifically to enable a thorough organisational audit focusing on the capacity and readiness to twin. In some instances, twinning is not the most appropriate form of capacity building, and this will be highlighted by the recommended process. For example, when the barrier to capacity is merely a lack of finances, twinning will not necessarily assist. Although twinning can be a cost effective means of capacity building, it is most important to note that in addition to the physical and financial resources required to twin, time is a critical resource and easy to overlook. Twinning requires a significant commitment of time, and both partner organisations require the capacity to dedicate staff whilst maintaining pre-existing organisational commitments.

Twinning occurs in a complex stakeholder context. Stakeholders include the partners, donors, brokers and beneficiaries of the twinning partnership. Twinning partnerships do not occur in isolation. The policy, organisational, sectoral and political context of both partners is significant. For effective twinning to occur, it is vital the interests and influences of stakeholders are taken into account at all stages. It cannot be assumed that all stakeholders have an equal voice or influence and project processes need to ensure marginalised, yet important voices are heard. Consultation with stakeholders also enables harmonisation with existing capacity building programs and the support of the broader community in which the twinning program operates.

Twinning programs are often most successful when managed between organisations with a high degree of compatibility. The presence of common organisational vision and or goals, systems and processes all make it easier to negotiate and implement twinning programs and ensure transfer of skills and capacity building outcomes. Some highly successful examples of twinning are on an intra-regional basis, and among economies at a similar state of development. For this reason, the P.A.I.R twinning process and tools are equally relevant for use when twinning between developed or developing economies. The essential requirement for twinning is the ability to share learning in a specific professional area. In some instances, the commonalities of developing economies enable greater understanding among project partners and ease of collaboration. The tools in the ‘Partner’ phase are provided to ensure potential partners explicitly state areas of commonality and difference and enable appropriate management strategies to be put in place to ensure success.

## 4.2 Approach

The 'Approach' phase covers twinning program design and requires significant collaboration between partners. A comprehensive set of tools assist to: identify appropriate twinning activities; design a practical and realistic project plan; and reach agreement with the partner organisation regarding respective areas of responsibility. Twinning frameworks may be established in a variety of different ways. The World Bank (WB) desk review of twinning defines four key types of twinning agreements:



**Figure 1: Type of Supplier – Recipient Relationships as observed in Various Programs**  
(Ref: WBI 2004)

A fifth category is: Network to Network. This is visualised as below:



In more traditional approaches to development, external specialists may be responsible for design and implementation of capacity building projects with limited long-term accountability to local stakeholders. Project sustainability is challenging in such a context and such relationship dynamics can imbed passivity for the recipient and a short term focus for the donor. This can lead to a lack of ongoing ownership and responsibility by both parties. In contrast, twinning requires mutual responsibility for design, and implementation is carried out by both partner organisations. The necessity for ongoing dialogue between partners also often results in more effective engagement, flexibility and dynamism of approach. The opportunity for continuous improvement is also present.

When selecting twinning activities, it is necessary to have a detailed understanding of the respective costs, benefits and critical success factors for specific activities. For example, study tours are a common activity. They are short-term, relatively cost effective and easy to organise. However, study tours are only effective if they have:

rigorous and transparent selection criteria to ensure participants with appropriate skills and language abilities; clearly defined objectives; an articulated learning pathway and supporting learning resources; rigorous interactions and learning exchange through structured processes; and an action plan for follow up and accountability for outcomes. The tools included in the 'Approach' phase ensure dialogue results in practical and appropriate selections of twinning activities and project design frameworks.

### 4.3 Implementation

The 'Implementation' phase is when twinning activities commence. The tools in the 'Implementation' phase are designed to ensure twinning activities are implemented as smoothly as possible. Checklists, guiding questions, and the requirement to consult with home and host organisation management ensure key factors are addressed.

Twinning arrangements can be challenging to implement due to cultural, communication and logistical factors. Twinning, as opposed to more traditional forms of capacity building, requires longer term closer working relationships between individuals and partner organisations. The success of such close partnerships is dependent on the positive relationships formed by people working together from diverse cultural backgrounds. In such a context, technical skills alone are not sufficient. Participants are required to have high level communication skills, flexibility and adaptability to a new context, and respect for cultural difference. For effective transfer of skills to occur, the ability to mentor, coach and train others is equally important. Articulation of a clearly defined set of goals for capacity building and the specific processes to achieve these goals requires participation and collaboration from the management of both organisations. It is also important to ensure participants are adequately briefed prior to departure and provided with orientation information to ensure they can adjust and adapt as quickly and easily as possible.

### 4.4 Review

'Review' is the continuing improvement, learning, development and feedback phase of the twinning activity. Review provides the link back to the 'Partner?' and then 'Approach' phase and therefore facilitates the cycle of improvement.

In a twinning activity, the monitoring and evaluation systems need to capture and feedback lessons in a dynamic process. The conventional application of target driven indicators limit the analysis of knowledge to only what is anticipated in the design stage of the project.

Due to the close working relationship of partners, the opportunities for feedback and identification of future areas for collaboration are heightened. Through the process of exchange, education and transfer of skills, capacity is developed incrementally. Concurrently, as capacity is developed, opportunities for greater collaboration may emerge. In ideal twinning partnerships, the organisation in which capacity is enhanced then continues to forge new twinning partnerships to share new learning with other organisations. The 'Review' phase ensures continuous improvement occurs and feedback is captured for future planning purposes.

The Review tools are cumulative and have been designed to ensure the monitoring tool, whilst measuring progress, also links to the evaluation component to measure the projects impact and provide a feedback loop.

## **5.0 Twinning – key themes**

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### **5.1 Dynamic Process**

Effective twinning involves reciprocity, mutual responsibility and accountability. Through the process of exchange, education and transfer of skills, capacity is developed incrementally. Concurrently, as capacity is developed, opportunities for greater collaboration may emerge.

In more traditional approaches to development, external specialists are often responsible for design and implementation of capacity building projects. This may result in the creation of a power relationship of giver / receiver or donor / recipient. Such a dynamic can imbed passivity for the recipient and a short term focus for the donor, leading to a lack of ongoing ownership and responsibility by both parties.

Twinning, in contrast ensures responsibility for collaboration is mutual. The necessity for ongoing dialogue between partners often results in more effective engagement and the ability for flexibility and dynamism of approach.

### **5.2 Partnerships**

Twinning depends on the formation of partnerships for mutually beneficial outcomes. Partnerships have the potential to create sustainability beyond the achievement of specific project outcomes.

### **5.3 Communication**

The process of communication between twinning partners can be challenging due to language, distance and cultural factors. Effective communication is dependent on making expectations explicit, checking for understanding and providing opportunities for ongoing feedback.

## **6.0 Conclusion**

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Twinning succeeds in building capacity because it is simple. It utilises current structures and builds on existing strengths. Twinning is sustainable because it is relationship-based. Critical success factors include: shared vision and values, mutual responsibility and accountability. Provided these factors are addressed, significant capacity building outcomes can result.

The P.A.I.R. framework and toolkit provide practical guidelines for the initiation and implementation of twinning programs within APEC project frameworks. There is significant potential for APEC economies to embark upon twinning programs to enhance future capacity-building activities.

## Twinning activities

Type of Activity	Duration	Activity includes	Most advisable when	Critical success factors
<b>Short or long term placements / staff exchange</b>	Variable	<ul style="list-style-type: none"> <li>Participant works on-site in the host organisation, either in a line role or a specifically created training position</li> <li>Skills exchange through transferring technical skills to the host organisation, a peer sharing expertise, or a trainee learning from the host organisation</li> </ul>	<ul style="list-style-type: none"> <li>Complex processes need to be learnt through observation and/or hands on experience</li> <li>Face-to-face ongoing interaction and collaboration is needed to transfer skills effectively</li> <li>Institutional work exchange experience is retained and passed on to colleagues on return (for trainee role)</li> </ul>	<ul style="list-style-type: none"> <li>Ability for staff member to have security clearance to work side by side with other team members</li> <li>Host organisation's capacity to work with the secondee (time and human resources)</li> <li>Structured learning pathway, with clear and measurable objectives and ongoing monitoring and reporting</li> <li>Ability of host to provide personal assistance (e.g. accommodation, social networks, etc.). Hosting more than one secondee can provide peer support.</li> <li>Appropriate level of staff member (seniority)</li> </ul>
<b>Training / Conference/ Workshops</b>	Short	<ul style="list-style-type: none"> <li>Training of an individual or a group of participants</li> </ul>	<ul style="list-style-type: none"> <li>There is a clearly defined gap in knowledge which is a barrier to capacity building</li> <li>Bringing together people from across an organisation or network</li> </ul>	<ul style="list-style-type: none"> <li>Thorough needs analysis undertaken to ensure training is appropriate for specific contexts</li> <li>Ability of trainees to transfer skills learnt to the workplace context</li> <li>Cross-cultural communication skills of trainer</li> </ul>
<b>Study Tours / visits</b>	Short	<ul style="list-style-type: none"> <li>Individual or group on short term tour of other organisations or networks</li> </ul>	<ul style="list-style-type: none"> <li>Different approaches are being observed and contrasted among organisations</li> <li>Time is limited</li> <li>Budget or personal factors preclude staff from participating in longer term secondment options</li> </ul>	<ul style="list-style-type: none"> <li>Clear objectives</li> <li>A defined learning pathway</li> <li>Rigorous interactions and learning exchange through structured process</li> <li>Action plan for follow up or implementation of learning</li> </ul>

<b>Information sharing</b>	Long	<ul style="list-style-type: none"> <li>▪ Sharing lessons learned and best practice through structured processes of exchange</li> <li>▪ Web sites (restricted access or public)</li> <li>▪ Library resources</li> </ul>	<ul style="list-style-type: none"> <li>▪ Lack of information is a barrier to capacity building</li> <li>▪ Written communication skills are high, and language is shared</li> <li>▪ Processes are well documented</li> <li>▪ Security or confidentiality is not an issue</li> </ul>	<ul style="list-style-type: none"> <li>▪ Willingness and ability to share information</li> <li>▪ Language and communication skills of staff involved are proficient</li> <li>▪ Cooperation or collaboration for a specific outcome</li> </ul>
<b>Provision of specific services</b>	Duration service required	<ul style="list-style-type: none"> <li>▪ Delivery of specific services</li> </ul>	<ul style="list-style-type: none"> <li>▪ No internal capacity to deliver</li> <li>▪ Ability of local staff to learn and for transfer of skills to occur</li> </ul>	<ul style="list-style-type: none"> <li>▪ Training skills of consultant</li> </ul>



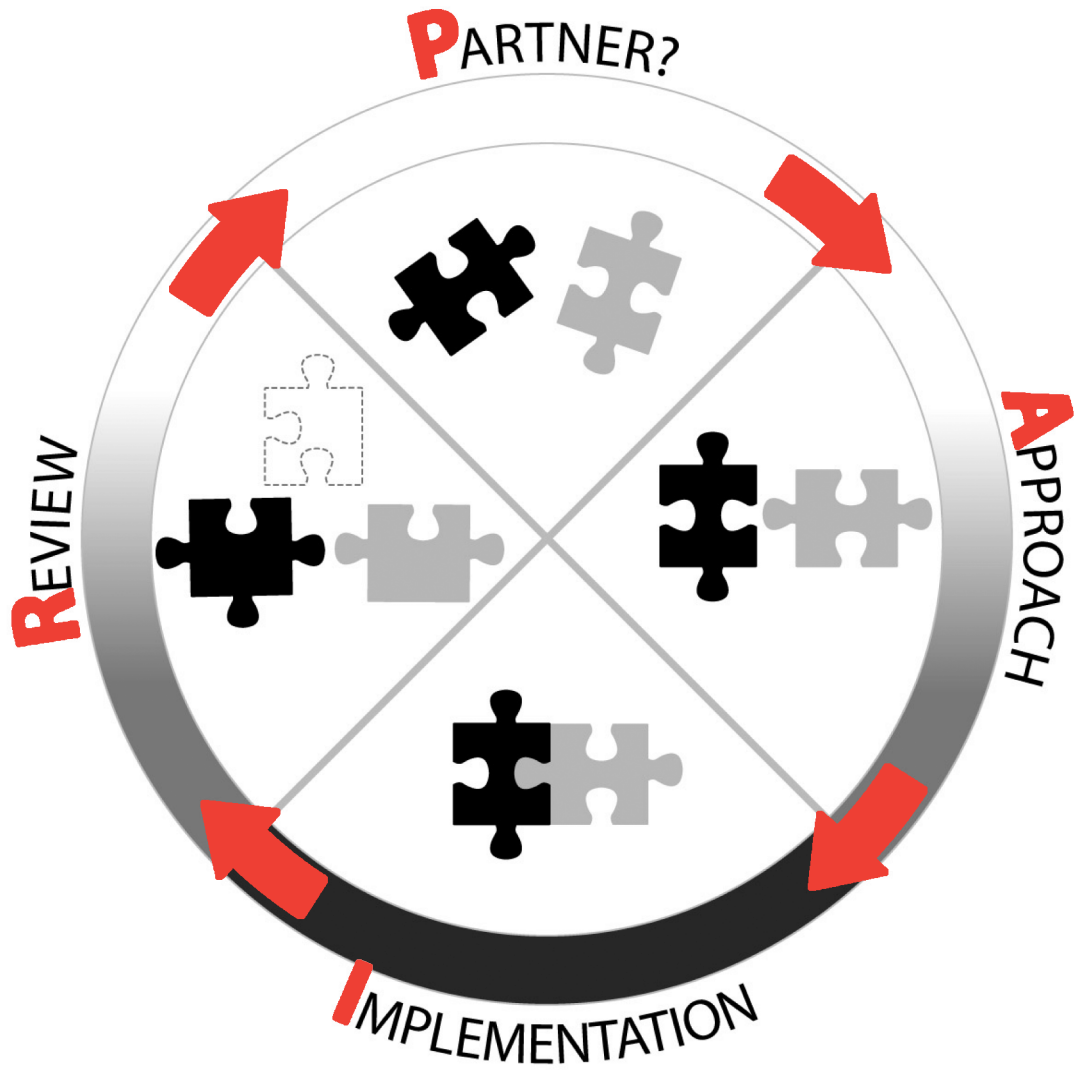
## **PART ONE – P.A.I.R. FRAMEWORK**

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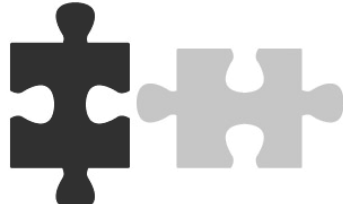
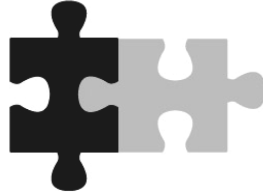
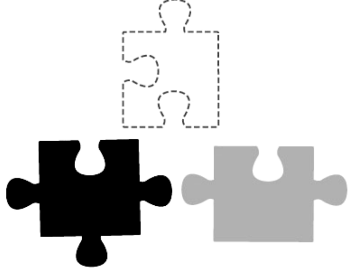


## P.A.I.R. Visual Summary of Process

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## P.A.I.R. Summary of Tools

	Process	Tools
<b>P</b> A R T N E R ?		<p>A: Internal Capacity Analysis</p> <p>B: Organisational Readiness</p> <p>C: Stakeholder Analysis</p> <p>D: Partnership Compatibility Analysis</p> <p>E: Decision to proceed</p>
<b>Yes, proceed to Approach/ No review possibilities</b>		
<b>A</b> P P R O A C H		<p>F: Selection of Twinning Activities</p> <p>G: Tasking Matrix</p> <p>H: Project Proposal</p> <ul style="list-style-type: none"> <li>▪ Work Plan</li> <li>▪ Budget</li> </ul> <p>I: Record of Agreement</p>
<b>Approval, finances available, go ahead</b>		
<b>I</b> M P L E M E N T		<p>J: Participant Selection Process</p> <p>K: Letter of Undertaking</p> <p>L: Pre-departure Checklist</p> <p>M: Participant Activity Brief and Debrief</p>
<b>Ensure continuous improvement</b>		
<b>R</b> E V I E W		<p>N: Project Progress Report</p> <p>O: Mid-Term and Final Review</p>

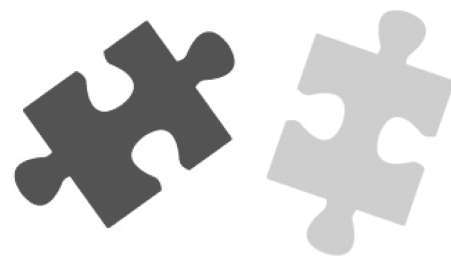
## STEP 1: PARTNER

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# P.A.I.R.

## Partner?

Defining capacity and  
needs





The 'Partner' phase of the twinning process is visually represented by two jigsaw puzzle pieces randomly scattered. In this initial stage, it is unclear whether the pieces may fit together.

---

## **1.1 Overview**

Before embarking on the search for an appropriate twinning partner, it is essential the staff in the organisation who will be involved in the twinning program have the time to reflect upon the readiness, ability and capacity to twin. A thorough analysis of organisational needs can save significant time, effort and expense through enabling more strategic decision making. It is easy to commit to twinning 'in principle', however, successful twinning requires significant organisational and resource commitments.

---

## **1.2 Key Roles in Twinning Partnerships**

### **1.2.1 Partner**

A network, organisation or individual that is united or associated with another network, organisation or individual in an activity or a sphere of common interest.

### **1.2.2 Broker**

An individual or organisation that acts as an intermediary between the partners to help bring about an outcome (learning, productivity, or communication) by providing indirect or unobtrusive assistance, guidance, or supervision.

The role of broker could also be undertaken by the donor.

### **1.2.3 Donor**

A donor is an organisation or economy providing funding for an activity. Donor funding is usually linked to the delivery of specific outputs that are not easily defined in a twinning activity so the role of the donor in a twinning activity could be expected to be more hands-on.

The role of donor could also be undertaken by the broker.

### **1.2.4 Stakeholder**

The partners, donors, brokers and beneficiaries who will provide input into the project, who will influence the design and, ultimately, who will reap the benefits of the completed project. Stakeholders should be involved in all phases of the project for two reasons: firstly, to build a self-correcting feedback loop; secondly, to build confidence, understanding and acceptance of project goals.

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## **1.3 Aims**

The 'Partner' tools aim to:

- Enable potential twinning partners to define twinning needs
- Provide analysis tools to reflect on and put in place management strategies to maximise project success
- Enable dialogue and test commitment levels prior to formalising agreement



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## **I.4 Partner Tools**

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### **I.4.1 Internal Capacity Analysis**

The Internal Capacity Analysis (ICA) is the first tool of the twinning toolkit. It is designed to analyse the current state of the organisation, determine key capacity gaps, or strengths to share with other partners and provide data regarding the context of the need.

The capacity of the organisation is reflected in its ability to achieve its overall mission. Capacity strengths are areas in which the organisation successfully achieves its stated objectives. Capacity gaps are where there is room for improvement. To effectively gauge the capacity of an organisation, it is essential to consult with a wide range of stakeholders. To ensure optimal disclosure, anonymous feedback forms or questionnaires may be used, or confidential consultations undertaken by a trusted consultant. It is important to recognise cultural sensitivities relating to the provision of feedback. To avoid loss of face, it is often more effective to use an appreciative Inquiry approach which focuses on the strengths of the organisation while looking for areas where there are 'capacity gaps' or the 'potential to develop' rather than using the term 'weaknesses'. Capacity gaps may also be internally identified in the initial instance, or highlighted through the offer of assistance by another more advanced economy.

Comprehensive analysis of organisational capacity prior to embarking twinning arrangements is critical for long term success. Effective twinning requires a mutual commitment of resources including (but not limited to): time, human resources, finances, infrastructure, and intellectual property. Time is a vital resource which is easy to overlook. For example, the availability of staff time to commit to twinning activities is vital to enable transfer of skills to counterparts. For organisations where staff are working at full capacity managing their day-to-day workload, a commitment to twinning may require additional staffing.

The motivation to twin is an important factor to discuss prior to embarking on the twinning process. The ICA provides an opportunity to explore the motivation to twin and the benefits both partners expect to achieve. For developed economies, motivation to twin often includes political, economic or social aims such as:

- The desire to see consistent regulatory frameworks on a global or regional basis, or the desire to see an expansion of their own regulatory framework
- The development of future markets
- Regional security
- Corporate Social Responsibility or Social Justice concerns

Motivation for lesser developed economies commonly includes:

- Increasing institutional capacity
- Assist in regional integration
- Creation of a national skills base
- Enabling economic development
- Human resource development



- Harmonisation of processes with other economies
- Implementation of best practice

It is important that expected benefits are made as explicit as possible to the partner organisation to ensure future misunderstandings or potential conflict will not arise.

In the case of developed economies providing twinning assistance to developing economies, this issue has particular relevance. It is easier to define the motivation of the twinning partner which is a 'recipient' of capacity building assistance. However, what motivates a developed economy to provide this assistance is less easy to define. It is however, an important area for dialogue. If for example the developed economy has a trade based development agenda and is keen to establish new markets and lock in future purchasers, it is in the interests of the developing economy partner to know this in the initial instance. Organisations are then in a position to make a more informed choice about partnering, and may review regulatory frameworks in greater depth to ensure they are internationally applicable and not only compatible with the donor.

This tool can be viewed at Annex A: Internal Capacity Analysis.

### **1.4.2 Organisational Readiness**

Prior to embarking upon a twinning agreement, assessing the readiness of an organisation is important. The Organisational Readiness (OR) tool is used to assess whether 'twinning' would be an appropriate solution for an identified capacity gap. If organisational readiness is low in any key areas, risk management strategies may be put in place. Key areas of capacity building where twinning is expected to assist are then articulated and the anticipated benefits explicitly stated.

This tool can be viewed at Annex B: Assess Organisational Readiness for Twinning.

### **1.4.3 Stakeholder Analysis**

Twinning partnerships occur in a complex stakeholder environment. To ensure efficacy and avoid replication of effort, it is important to enable harmonisation of twinning programs with other development, national policy and organisational objectives. The Stakeholder Analysis (SA) tool incorporates a simple matrix analysis and series of questions to define key stakeholders and provide a framework for consultation. The stakeholder analysis also provides a guideline regarding which other organisations, NGO's, government departments, Multilateral or Bi-lateral agencies are active in the same area as the twinning activity is planned. It is vital important stakeholders are then consulted during the project planning phase. The Stakeholder Analysis tool is used to place stakeholders into four key quadrants based on an analysis of the importance of the stakeholder and their relative degree of influence:

- Stakeholders in quadrant A have a high degree of influence on the project and high importance. These stakeholders may include senior officials or members of government. Good working relationships are important.
- Stakeholders in quadrant B have high importance, however have little influence. They may require special initiatives to ensure their voices are heard. These stakeholders may include junior participants in twinning activities. Their needs are important.



- Stakeholders in quadrant C have high influence and can therefore affect the project outcomes, however their interests are not necessarily aligned with the goals of partners. These stakeholders may include immigration officials who are making decisions based on their administrative requirements with little regard for the needs of a twinning program. They can provide considerable risk and require monitoring, communication and management.
- Stakeholders in quadrant D hold little importance or influence. They do not require further attention.

This tool can be viewed at Annex C: Stakeholder Analysis.

#### **1.4.4 Partnership Compatibility Analysis**

The Partnership Compatibility Analysis (PCA) tool is provided to enable potential partners to explicitly state areas of commonality and difference and enable appropriate management strategies to be instituted. To ensure twinning partnerships are as effective as possible, it is necessary for partners to engage in multi-faceted dialogue throughout all stages of the twinning process. The openness, information exchange and dialogue required to complete the PCA are pertinent examples and testing grounds for the type of information exchange which will occur within the implementation phase of the twinning relationship. Through requiring potential partners to discuss and disclose organisational data in the PCA, potential differences of approach will be highlighted at a stage where they may inform project design. The discussion of potential conflicts and approaches for resolution before they arise is also extremely valuable. Through disclosing approaches, assumptions are tested and differences made apparent prior to having the capacity to jeopardize twinning efficacy, and in a context when risk minimization and management strategies may be put in place to avert future issues.

Twinning for capacity building requires a commitment to openness, reciprocity and sharing of experience. For organisations which have operated with entrenched or closed management systems, the twinning process can be very challenging. To have ‘outsiders’ enter the organisation to assist, it is inevitable that questions will be asked and dominant systems may be challenged. The process of an initial organisational analysis is one way of testing the ability of the organisation to honestly assess capacity gaps and embrace the opportunity to develop.

Shared language is a significant factor when analysing potential twinning programs. The nature of twinning programs requires long term relationships among colleagues from partner organisations. For exchange of ideas to occur, two-way dialogue and mutual reciprocity to occur, trust is essential. The ability to work alongside colleagues in a partnership and benefit from informal networks, flows of information and support from the team is dependent on communication ability. Fluency in the language of the partner organisation, while not essential, is a highly beneficial asset. Ways of overcoming language barriers include: targeted language criteria in participant selection; compulsory language learning prior to work placement; and use of interpreters for short term study tours.

The PCA tool is used as a basis for comparing partner perceptions of the potential areas for twinning and the status of the respective organisations. Prior to completing the PCA, both partners are required to complete the ICA, OR and SA forms.



This tool can be viewed at Annex D: Comparative Analysis – Partnership Compatibility.

### 1.4.5 Decision to Proceed

The final element of the ‘Partner’ approach is the decision regarding whether to proceed with the next stage of twinning project design, or look to alternative mechanisms for capacity building. It is possible that through such reflection in the organisation, it is decided that a targeted technical assistance project would be more effective, or that a lack of resources is the key issue which is holding back capacity development. This thorough analysis provides the opportunity for the organisation to select an alternate process if it is more appropriate, and to take the first step in looking for external assistance.

This tool can be viewed at Annex E: Decision to Proceed.

**Case Study**  
**USAID Capacity Building Programs**

**ECO-Asia Twinning Platform**

The diagram illustrates the ECO-Asia Twinning Platform. At the center is the 'ECO-Asia Water and Sanitation Program'. It is connected to 'USAID Missions' and 'USAID RDMA' via 'Coordination' arrows. 'USAID RDMA' is also connected to 'Donors' (WSP, World Bank, ADB, WHO, UN-Habitat, etc.) via 'Coordination' arrows. The central program is connected to 'Regional Platforms' (SEAWUN, SAWUN, ASEAN Sustainable Cities, CityNet, ADFIAP) and 'Regional Programs' (Water Operator Partnerships, Sustainable Sanitation Alliance, Sanitation and Water Partnership) via 'Networking' arrows, which include 'Knowledge sharing' and 'Training'. A 'Twinning Facilitation' arrow points from the central program to a table below.

Twinning Arrangements	Twinning Focus Areas
City to City	Water Service Delivery to Poor / Sustainable Sanitation
Utility to Utility	Water Service Delivery to Poor / Operational Efficiencies
Government to Government	Sanitation Policy
Finance Institution to Finance Institution	Innovative Water Financing

USAID have a long standing commitment to the use of twinning programs as a means of capacity building in developing countries. USAID, through its ECO-Asia Water and Sanitation Program, fulfils a facilitation role in twinning initiatives which are funded by multilateral donors or USAID. For example, USAID facilitates twinning between regional water providers and operators through the Water Operator Partnerships’ (WOP), thereby assisting regional economies achieve international water and sanitation goals. One of the key factors which contributes to the success of these initiatives is the active role USAID plays as the matchmaker, facilitator and





enabler. USAID works with both partners to ensure work plans and agreements are thoroughly researched, and committed to. This involves ensuring activities are tightly structured to have clear capacity building outcomes. To ensure twinning programs are appropriate and likely to succeed, a lot of research and due diligence planning goes into this initial stage. As Paul Violette from the Eco-Asia Project for USAID said in an interview “You must always have a facilitator in the middle to make it work. Eco-Asia plays the honest broker role in initiating, developing, implementing and replicating twinning partnerships”.

Source: Paul Violette, USAID, Thailand, interview, 7 July 2008

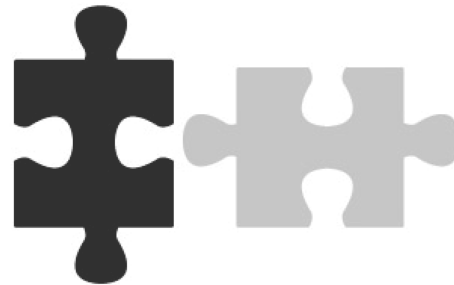
## STEP 2: APPROACH

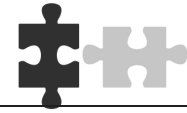
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# P.A.I.R

Approach

Program planning and  
design





The 'Approach' phase of the twinning process is represented by two jigsaw pieces aligned and ready to join together. This represents the twinning partners getting ready to formerly engage in an organisational partnership. The compatibility of the two pieces has already been determined; it is simply a matter of defining how the process of fitting together will work i.e. the project design. A comprehensive set of tools has been designed to assist: identify appropriate twinning activities; design a project plan; and reach agreement with the partner organisation.

## **2.1 Overview**

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Twinning programs are distinctive. Their success in transferring knowledge, developing and building capacity, and fostering an environment of learning usually results from strong partnerships which have evolved over time. Given the evolutionary aspect of a twinning program, planners cannot be too prescriptive in the design phase. The design should not preclude the future implementation of any unanticipated innovative approaches that result during the evolving partnership.

The twinning approach therefore needs to be developed with a view to commitment to the long term and flexibility to ensure the program of work can be altered over time.

## **2.2 Aims**

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The 'Approach' Tools aim to:

- Assist with the choice of appropriate twinning activities
- Provide a program design framework
- Be the basis from which a flexible program can evolve that is able to benefit from a continuous feedback system
- Provide frameworks for Project Management support systems such as work plans, budgets, risk management

## **2.3 Approach Tools**

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### **2.3.1 Selection of Twinning Activities**

When selecting twinning activities, it is necessary to have a detailed understanding of the respective costs, benefits and critical success factors for specific activities. For example, study tours are a common twinning activity. Study tours are short-term, relatively cost effective and easy to organise. However, study tours are only effective if they involve: participants with appropriate skills and language abilities; clearly defined objectives; an articulated learning pathway and supporting learning resources; rigorous interactions and learning exchange through structured processes; and an action plan for follow up and accountability for outcomes.

In the initial phase of twinning planning, partners are required to brainstorm ideas for twinning activity. The Selection of Twinning Activities table may be used to analyse and review whether proposed twinning activities are appropriate for the specific capacity building requirements and ensure critical success factors will be addressed in the project planning stage.



This table can be viewed at Annex F: Selection of Twinning Activities.

### 2.3.2 Tasking Matrix

Reciprocity and commitment are essential to enable twinning outcomes. Even if one partner is lacking in financial or physical infrastructure, in-kind commitment and responsibility for achieving twinning outcomes can make a significant difference to the likelihood of project success. The Tasking Matrix tool ensures responsibility for project processes and outcomes is equitably and transparently shared. The Tasking Matrix provides a list of the specific roles and responsibilities involved in the twinning implementation and review phases and requires partner organisations to agree on respective areas of responsibility.

This tool can be viewed at Annex G: Tasking Matrix.

### 2.3.3 Project Proposal

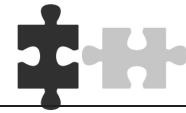
A major part of the project planning process is to define the capacity gaps the partnership is hoping to address and how the specific project activities are expected to create improvements. Therefore a project or program plan should include a statement of the capacity gap; an analysis, which shows potential solutions; and a description of what the project will be doing to contribute to a solution. It is also important that the proposal should describe what evidence will be used to demonstrate that the project is actually doing what it set out to do, and that these activities are achieving the desired results.

In more traditional approaches to development, external specialists may be almost solely responsible for project design. Project sustainability is challenging in such a context and such relationship dynamics can imbed passivity for the recipient and a short term focus for the donor. In contrast, twinning requires mutual responsibility for design. The necessity for ongoing dialogue between partners also often results in more effective engagement, flexibility and dynamism of approach. The opportunity for continuous improvement is also present.

The Project Proposal Document is adapted from the current APEC project approval process and provides a clear framework for project design. This should be completed whether or not partners are seeking APEC funding. Program goals as required in the 'project description' section are a statement that describes the desired impact of the project. The project impact concerns the long-term and sustainable changes introduced by a given intervention in the lives of stakeholders. Impact can be related either to the specific objectives of an intervention or to unanticipated changes caused by an intervention. Impact can be either positive or negative – both are equally important. The project goal can be developed through a number of methods, all of which should be done in conjunction with stakeholders. These methods can include:

- Strengths, Weaknesses, Opportunities, Threats (SWOT) analysis
- Venn diagram approach or
- 'Problem Tree' approach.

It is important the specific activities defined to achieve the project goals are feasible in terms of time allocated and technological compatibility.



Program risks can be anticipated and mitigated by understanding the assumptions made through designing the project. Some risks can be mitigated through agreements with stakeholders (RoU), but others need to be managed through Risk Management Plans. A risk management process could involve:

- Identification of the risk
- Assessment of the potential impact of the risk
- Identification of risk treatments and their cost
- Creation of a Risk Management Plan

Attachments to the Project Proposal include the Work Plan and the Budget. The Work Plan is developed annually in order to adopt the recommendations resulting from the review and provide the flexibility to adapt programming innovations as required. The work program is flexible, and can change as needed, as partner needs and capabilities change over time.

This template has been kept as consistent as possible with the APEC Project Proposal template which can be seen at:

[www.apec.org/apec/about\\_apec/policies\\_and\\_procedures.html](http://www.apec.org/apec/about_apec/policies_and_procedures.html)

This tool can be viewed at Annex H: APEC Twinning Project Proposal.

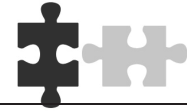
### 2.3.4 Record of Agreement

When collaborating across languages, cultures and geographies in a largely virtual context, it is easy for misunderstandings to occur. A key element of effective partnership is clarity of communications from the junior administrative staff level to senior management. Prior to commencement of implementation of twinning activities, it is vital that management formally commit at an organisational level to the partnership agreement. The model Record of Agreement (RoA) document is designed to ensure both partners have a clear understanding of their roles and responsibilities in the twinning partnership and sign off occurs at senior levels before activities take place.

This tool can be viewed at Annex I: Record of Agreement template.

#### **CaseStudy – Activity Design** **Work Placement at PriceWaterhouse Coopers**

One of the biggest challenges of designing work placement activities is how to ensure the participant is actively learning and has the opportunity to contribute to their host organisation. At PriceWaterhouse Coopers (PwC), international work placement opportunities are provided for team members with future leadership potential. These work placements are designed with the central tenet of accountability and clear deliverables while on placement. A clear business reason from both home and host firms is required before the placement is agreed upon, and local and home firm management are responsible for monitoring performance and providing support where required. Selection of both participants, and local leadership mentors is tough and all parties are aware there is significant workload and commitment involved.



While on placement the participant is mentored by a local leader in the business. Prior to commencement, local leaders are briefed regarding the aims of the program and their mentoring responsibilities. On one specific program, participants are also responsible for concurrently working on a cross-border analysis project with other work placement participants from around the globe. The group meets regularly via teleconference and shares lessons learned and collaborates for project delivery. The project relates to an issue with strategic importance to the firm sponsored by a senior global leader, and on completion, results are presented to senior management. As Grace Thomas, Human Capital Leader at PwC says *“It’s easy to have a ‘good idea’ and feel good about these activities, but to get real benefit from them, accountability and a structure for achieving results are crucial”*. Through the strong design and structures for engagement while on work placement, the firm benefits from cross-fertilisation of ideas, ensures professional development of future leaders within the business and obtains a detailed examination of a strategic issue for the business from a cross-border team.

Source: Grace Thomas, PriceWaterhouse Coopers, 23 July 2008



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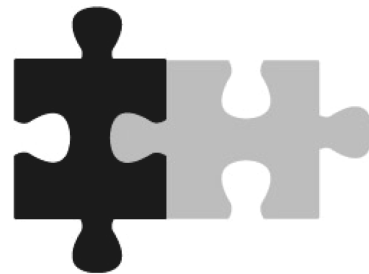
## **STEP 3: IMPLEMENTATION**

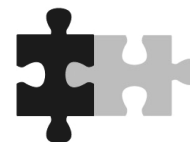
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# **P. A. **I.** R.**

**Implementation**

For program management and  
results





The implementation phase is visually represented by two jigsaw pieces slotting together. During this phase, twinning activities commence.

### 3.1 Overview

Implementation is the phase when project deliverables are commenced, reported on and reviewed. This is usually the longest phase in the project life cycle and it typically consumes the most energy and the most resources.

To enable effective monitoring and control of the project during this phase, it is necessary to implement a range of management processes. These processes assist to manage time, cost, quality, change, risks and issues.

#### **Case Study**

##### **Ministry of Foreign Affairs Peru, Department of Foreign Affairs and Trade, Australia**

In 2007, David Maclennan was seconded from the Australian Department of Foreign Affairs and Trade to provide policy support to the Peruvian APEC 2008 SOM Chair's Office in the Ministry of Foreign Affairs. The work placement has been very successful, and there were clear factors that contributed to these positive outcomes. In the initial instance, both parties identified clear reasons for embarking upon a twinning activity. From Australia's and the Peruvian perspectives it made sense to share lessons learnt from the experience of hosting APEC in 2007, and to continue the momentum of key initiatives. The Peruvian and Australian governments had a positive working relationship and a similar policy approach to key trade and economic issues in the APEC agenda. This likeminded approach enabled closer workplace collaboration and made developing vital relationships and rapport easier. Another factor for the success of the project was the very specific nature of the placement. The selection of a DFAT employee with the relevant technical skill set and experience to relate and achieve outcomes was also an important factor in the success of the placement. Cross-cultural issues are often a challenge for longer term collaboration in a largely mono-cultural workplace context when the language spoken is not one's own. David's Spanish language abilities and cross-cultural experience of working in the region ensured these issues were greatly reduced. As David said *"If I didn't have Spanish it would have been a totally different experience...although the team speak fluent English, understanding Spanish means in can participate in day-to-day workplace forums and integrate better."*

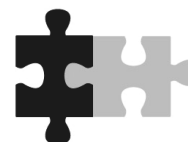
Source: David Maclennan, 18 July 2008

### 3.2 Aims

The 'Implementation' twinning tools aim to:

- Show the links and relationships between the planning and design phases and the review phase
- Ensure participant selection is fair, transparent and addresses the needs of both partners





- Ensure twinning participant activities enable capacity building outcomes through effective transfer of skills, methodology and approaches.
- Ensure activity documentation is explicit and meets the needs of partners
- Show the relevance of the Project Management support systems such as work plans, budgets, risk management
- Provide a basis for partner collaboration to ensure appropriate cross-cultural and logistical pre-departure and orientation briefings and information is provided

### **3.3 Implementation Tools**

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#### **3.3.1 Participant Selection Process**

Twinning requires long term close working relationships between individuals and partner organisations. The success of such close partnerships is dependent on the positive relationships formed by people working together from diverse cultural backgrounds. In such a context, technical skills alone are not sufficient. Participants are required to have high level communication skills, the flexibility and ability to adapt to a new context, and respect for cultural difference. It is also vital that participants selected for twinning activities are of a suitable level of seniority within the organisation, and have sufficient professional experience. Twinning activities are often seen as good professional development opportunities for new graduates, particularly by partners from developed economies. Younger graduates are often more flexible and are available for international work placements. However, to enable successful transfer of skills, it is equally important participants have suitable organisational experience and the maturity to advise a partner organisation. For effective transfer of skills to occur, the ability to mentor, coach and train others is equally important. The Participant Selection Process (PSP) tool provides a mandatory set of selection criteria for participant based on key criteria for effectiveness.

This tool can be viewed at Annex J: Participant Selection Process.

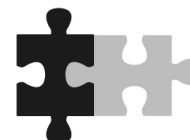
#### **3.3.2 Letter of Undertaking**

The Letter of Undertaking (LoU) is a document which explicitly states the conditions and terms regarding specific twinning activities. Prior to commencing activities it is sent from one partner to the other. As the letter may be used in many economies as evidence for a visa application, it needs to be officially produced on letterhead and signed by a senior staff representative.

This tool can be viewed at Annex K: Letter of Undertaking Template.

#### **3.3.3 Pre-Departure Checklist**

It is easy to overlook the key differences which may be encountered by a newcomer when hosting work placement staff. How to find accommodation, negotiate the purchase of a bus ticket, or participate in a meeting with senior staff members are all examples of areas where cultural differences may be significant. Without pre-departure or orientation programming, there is a tendency to see one's own organisational and cultural context as 'normal'. It can also be challenging to identify what information is required by newcomers to assist in their transition and minimise



culture shock. The Pre-Departure Checklist (PDC) is designed to highlight typical areas of cultural and organisational difference which may need to be addressed in either pre-departure or orientation programming. To ensure data provided is required, participants complete a basic checklist, and information or programs can then be customised to address specific gaps in knowledge.

This tool is attached at Annex L: Pre-departure Checklist

### **3.3.4 Participant Activity Brief and Debrief**

It is a common experience for participants in twinning activities such as work placement to arrive on placement and not have a detailed understanding of their role in the new organisation, or of the detail regarding how transfer of skill may occur. It is often also unclear where to go for specific support or further resources. The Participant Activity Brief and Debrief tool (PABD) is designed to ensure participants and management in both home and host organisations thoroughly plan and document how capacity building will occur. As demonstrated by key questions in the tool, participants are required to articulate the specific processes to be used to enable learning and transfer of skills. It is also a requirement to identify documentation to be shared and support which is available.

The PABD is completed on three occasions: prior to departure, once again mid-term, and finally on activity completion. The document is completed by the participant and signed off by the manager and/or mentor. This ensures thorough reflection by participants regarding the evolving process for capacity building and provides valuable feedback to management.

This tool can be viewed at Annex M: Activity Brief and Debrief.

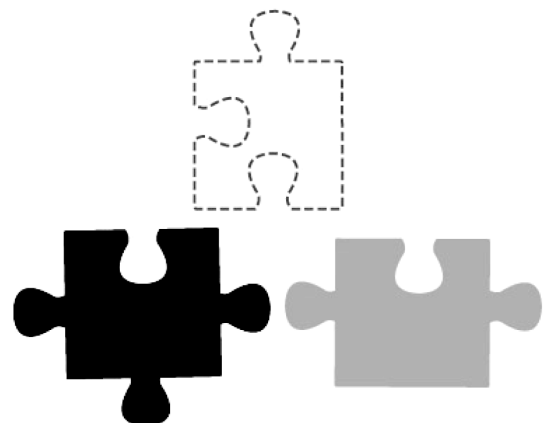
## STEP 4: REVIEW

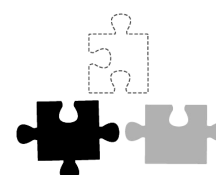
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**P. A. I. R.**

**Review**

For program effectiveness and  
continuing improvement





The 'Review' phase is visually represented by three jigsaw pieces. In the darker coloured piece, where there was formerly a gap, a change has occurred. In its place, there is now an external protrusion, or capacity to link with another piece. A third piece, or potential 'partner' has emerged which may potentially link with either or both of the existing two pieces.

## 4.1 Overview

Review is the phase of continuing improvement, learning and development. It is made up of two processes: Monitoring, and Evaluation (M&E).

Monitoring is a structured and regular system of checking the progress of the project. For monitoring purposes mainly quantitative data is collected, and results are checked against expenditure.

Evaluations can be implemented as part of a formal review timeline or be ad hoc. Both qualitative and quantitative data can be collected. The goal of an evaluation is to gain an understanding of the projects impact.

Although review is represented sequentially as the last phase of the P.A.I.R. process, it actually has a dual role:

1. It is the link between 'Partner' and 'Implementation' phases. It informs and provides the evidence for a projects redesign; and
2. It is a discreet cyclic process that occurs continually within 'Partner', 'Approach', and 'Implementation' phases.

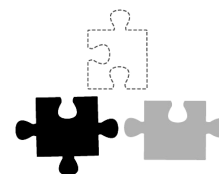
In an output based project, a review system describes indicators or targets against which a projects progress is measured at regular intervals. In the case of a twinning program, results can be unexpected and a projects significant impact cannot always be anticipated in the Approach phase (when indicators and targets are normally set). The P.A.I.R. process accounts for this through a review system that utilises both monitoring (process) and evaluation (impact) as cumulative feedback which informs the partnership and the projects design and redesign.

### **Case study:**

#### **The HIV Consortium for Capacity Building in Asia and the Pacific Twinning type: Network to network**

The purpose of the AusAID Regional HIV Capacity Building Program is to foster strategic, sustainable partnerships between Australia and the Asia-Pacific region to strengthen the capacity of the health, research and community sectors in the response to the HIV epidemic. It is being implemented through Australian HIV organisations from the medical, research and community sectors. These organisations have formed a Consortium for the purposes of this project.

In developing a monitoring and evaluation system, the Consortium initially advocated the implementation of a traditional M&E Framework. However, it became apparent that the success in *building capacity* as a result of the project would be through the ability to employ a flexible approach and enable the activities to evolve within the partnerships built through the program. The consortium has consequently re-written its approach towards measuring aid effectiveness and has adopted a system which will measure its ability to implement a feedback cycle through which it can build on



the knowledge and experience it has gained through implementation; and the strength of its partnerships.

Source: Louisa Minney, Monitoring and Evaluation Advisor

## 4.2 Aims

The P.A.I.R. Review phase consists of linked components (ie. Regular Project Proposal Reports and Stakeholder Feedback) and is cumulative.

The 'Review' tools aim to:

- Maximise cost effectiveness through minimising the burden of data collection and reduction of duplication of data collection;
- Provide ongoing feedback for program development;
- Capture innovations and challenges through a feedback system through which partners can continually improve their practice; and
- Ensure reliable and valid data collection through the use of a variety of methods of data collection and triangulation of data.

### Case study:

#### **Vision 2020: The Right to Sight (WHO)**

#### **Twinning type: Network to network**

The importance of being flexible and implementing the relevant M&E systems was highlighted recently through the experience of Vision 2020: The Right to Sight. It had been the impression of the program designers that the main cause of blindness was cataract. It was with this understanding that the impact of blindness was measured, and reported to the World Health Organisation (WHO), who therefore determined that blindness was the 7<sup>th</sup> most significant Disability Adjusted Life Years (DALY). Recently, the prevalence of blindness resulting from lack of refraction became evident, and V2020 included additional indicators to capture this data. The resulting analysis has elevated blindness from the 7<sup>th</sup> to the 4<sup>th</sup> DALY, and also provided programmers with better evidence from which to develop more targeted project designs.

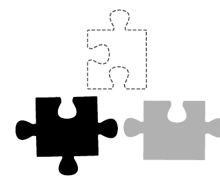
Source: Louisa Minney, Monitoring and Evaluation Advisor

## 4.3 Review Tools

### 4.3.1 Project Progress Report

A Project Progress Report (PPR) will be conducted every six months to correspond with funds released in June and at the end of financial year in December. The PPR is intended to capture:

- Information about project progress against the work plan
- A mix of qualitative and quantitative data on project successes, barriers and opportunities



The PPR also provides a basic evaluative mechanism. This is intended to ensure continuous improvement while also lending the flexibility required for a twinning program.

This tool can be viewed at Annex N: Project Progress Report.

### 4.3.2 Mid-Term and Final Review

Mid term and final reviews include a combination of:

- The analysis of all PPRs to date
- Stakeholder Feedback. This tool can be viewed at Annex O: Mid-Term and Final Review
- Guided discussion with the partners.

The depth of evaluation takes will depend on funding allocation.

The Mid-term review will be undertaken project mid term (or in accordance to the RoA) and the Final Review will be undertaken after project completion.

Both reviews will report against achievement of the stated goals, and advise on the management and organisation of the model of program delivery, including cost effectiveness. The Final Review is proposed to be undertaken as an analysis of the above cumulative processes. The results will be disseminated to partners and stakeholders.

Both the Mid-term and Final Reviews will also report on the project provision of benefits for women as per the *Framework for the Integration of Women in APEC* ([http://www.gender.go.jp/english\\_contents/apec/frame\\_work/contents.html](http://www.gender.go.jp/english_contents/apec/frame_work/contents.html))



## **PART TWO – P.A.I.R. TOOLKIT**

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## Annex A: Internal Capacity Analysis

Objective: To assess organisational capacity prior to twinning.

1. In consultation with key stakeholders, answer the following questions regarding organisational capacity.

Organisational Elements	Guiding questions
<b>Mission</b>	Why does our organisation exist? What are we here to do? Who are our key stakeholders? Comment:
<b>Core Processes</b>	How do we fulfil our mission? What tasks do we perform? What are our key platforms/systems to achieve these? Comment:
<b>Capacity</b>	Is the organisation able to achieve its mission through its core processes? If not, why not? What do we do well? What could we do better? Comment:
<b>Resource Availability</b>	What resources do we have? What gaps exist? Why? What resources could we share? Comment:
<b>Priorities</b>	What is important to our organisation right now? Why? What are our future needs and priorities? Comment:
<b>Development context</b>	What are other key initiatives in the development sector in our country and sector which are related to our area? How can we harmonise our approach with other initiatives? Comment:



## Annex B: Organisational Readiness


Objective: To assess an organisation's readiness to twin.

Following completion of the ICA, rate the organisation according to the following requirements.

Requirements prior to twinning	Organisational Readiness		
Clarity of organisational mandate	Low <input type="checkbox"/>	Medium <input type="checkbox"/>	High <input type="checkbox"/>
Strengths which could be shared through twinning	Low <input type="checkbox"/>	Medium <input type="checkbox"/>	High <input type="checkbox"/>
Capacity gaps which could be reduced through twinning	Low <input type="checkbox"/>	Medium <input type="checkbox"/>	High <input type="checkbox"/>
Appropriateness of twinning vs. other forms of development assistance	Low <input type="checkbox"/>	Medium <input type="checkbox"/>	High <input type="checkbox"/>
Level of organisational commitment to twinning	Low <input type="checkbox"/>	Medium <input type="checkbox"/>	High <input type="checkbox"/>
Appropriate level of resources to support twinning	Low <input type="checkbox"/>	Medium <input type="checkbox"/>	High <input type="checkbox"/>

2. If any requirements prior to twinning are assessed at a 'low' level, partners need to undertake further analysis of why this is the case and define what strategies may be put in place to enhance readiness

3. Define the key areas of capacity building which twinning is expected to assist and the resulting benefit to the organisation

Key Area of Capacity Building 	Anticipated Organisational Benefit
Comment:	Comment:
Comment:	Comment:
Comment:	Comment:



## Annex C: Stakeholder Analysis

Objective: To identify, and ensure consultation with key stakeholders.

1. Partners are required to brainstorm all stakeholders in the capacity building aims for the project. Place the name of each stakeholder in the matrix below.

		Importance of Stakeholder			
		Unknown	Little/no Importance	Some Importance	Significant Importance
Influence of Stakeholder	Significant influence	<b>C</b>		<b>A</b>	
	Somewhat influential				
	Little/no influence	<b>D</b>		<b>B</b>	
	Unknown				

Importance: The significance of the stakeholder to twinning program outcomes.

Influence: The ability and power of the stakeholder to influence twinning program outcomes.



2. Answer the questions below.

<b>A</b> <b>Quadrant</b> <b>Stakeholders</b>	How will good working relationships be established and managed with these stakeholders?
	Comment:
<b>B</b> <b>Quadrant</b> <b>Stakeholders</b>	How will the interests of these stakeholders be heard and protected?
<b>C</b> <b>Quadrant</b> <b>Stakeholders</b>	How will the twinning agenda be negotiated with these stakeholders? How will the relationship be monitored and managed?
	Comment:
<b>D</b> <b>Quadrant</b> <b>Stakeholders</b>	No action required



## Annex D: Partnership Compatibility Analysis

Objective: To assess compatibility between proposed twinning partners.

1. Complete the following table in consultation with proposed partner. Compare and contrast key drivers and select an appropriate compatibility indicator for each.

<b>Mission</b>	
<b>Partner 1</b>	Mission Statement:
<b>Partner 2</b>	Mission Statement:
<b>Compatibility</b>	Low <input type="checkbox"/> Medium <input type="checkbox"/> High <input type="checkbox"/>
<b>Core Processes</b>	
<b>Partner 1</b>	Comment:
<b>Partner 2</b>	Comment:
<b>Compatibility</b>	Low <input type="checkbox"/> Medium <input type="checkbox"/> High <input type="checkbox"/>
<b>Capacity strengths</b>	
<b>Partner 1</b>	Comment:
<b>Partner 2</b>	Comment:
<b>Compatibility</b>	Low <input type="checkbox"/> Medium <input type="checkbox"/> High <input type="checkbox"/>
<b>Capacity gaps</b>	
<b>Partner 1</b>	Comment:
<b>Partner 2</b>	Comment:
<b>Compatibility</b>	Low <input type="checkbox"/> Medium <input type="checkbox"/> High <input type="checkbox"/>
<b>Resource Availability</b>	
<b>Partner 1</b>	Comment:
<b>Partner 2</b>	Comment:
<b>Compatibility</b>	Low <input type="checkbox"/> Medium <input type="checkbox"/> High <input type="checkbox"/>
<b>Priorities</b>	
<b>Partner 1</b>	Comment:



<b>Partner 2</b>	Comment:		
<b>Compatibility</b>	Low <input type="checkbox"/>	Medium <input type="checkbox"/>	High <input type="checkbox"/>
<b>Preferred twinning activities</b>			
<b>Partner 1</b>	Comment:		
<b>Partner 2</b>	Comment:		
<b>Compatibility</b>	Low <input type="checkbox"/>	Medium <input type="checkbox"/>	High <input type="checkbox"/>
<b>Expected benefit from twinning</b>			
<b>Partner 1</b>	Comment:		
<b>Partner 2</b>	Comment:		
<b>Compatibility</b>	Low <input type="checkbox"/>	Medium <input type="checkbox"/>	High <input type="checkbox"/>
<b>Potential challenges / conflict</b>			
<b>Partner 1</b>	Comment:		
<b>Partner 2</b>	Comment:		
<b>Compatibility</b>	Low <input type="checkbox"/>	Medium <input type="checkbox"/>	High <input type="checkbox"/>
<b>Compatible systems and / or language</b>			
<b>Partner 1</b>	Comment:		
<b>Partner 2</b>	Comment:		
<b>Compatibility</b>	Low <input type="checkbox"/>	Medium <input type="checkbox"/>	High <input type="checkbox"/>

2. *Review compatibility ratings. For low ratings, discuss the issue and identify risk management strategies*



### Annex E: Decision to Proceed

Objective: To decide whether to proceed with further analysis and planning for a future twinning project.

*Record the decision regarding whether to proceed with further analysis and planning for a future twinning agreement below.*

Recommendation to:	Recommendation to:
Proceed to twinning approach phase <input type="checkbox"/>	Proceed to twinning approach phase <input type="checkbox"/>
Do not proceed to approach phase <input type="checkbox"/>	Do not proceed to approach phase <input type="checkbox"/>
Comment:	Comment:
Signature.....	Signature.....
Partner A: insert [name of organisation]	Partner B: insert [name of organisation]
Name	Name
Title	Title



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**Annex F: Selection of Twinning Activities**

Objective: To determine what type of twinning activities to undertake.

1. *Brainstorm potential twinning activities with future twinning partner.*
2. *Review potential twinning activities in reference to capacity building aims and select according to specific need*

Type of Activity	Duration	Activity includes	Most advisable when	Critical success factors
<b>Short or long term placements / staff exchange</b>	Variable	<ul style="list-style-type: none"> <li>▪ Participant works on-site in the host organisation, either in a line role or a specifically created training position</li> <li>▪ Skills exchange through transferring technical skills to the host organisation, a peer sharing expertise, or a trainee learning from the host organisation</li> </ul>	<ul style="list-style-type: none"> <li>▪ Complex processes need to be learnt through observation and/or hands on experience</li> <li>▪ Face-to-face ongoing interaction and collaboration is needed to transfer skills effectively</li> <li>▪ Institutional work exchange experience is retained and passed on to colleagues on return (for trainee role)</li> </ul>	<ul style="list-style-type: none"> <li>▪ Ability for staff member to have security clearance to work side by side with other team members</li> <li>▪ Host organisation's capacity to work with the secondee (time and human resources)</li> <li>▪ Structured learning pathway, with clear and measurable objectives and ongoing monitoring and reporting</li> <li>▪ Ability of host to provide personal assistance (e.g. accommodation, social networks, etc.). Hosting more than one secondee can provide peer support.</li> <li>▪ Appropriate level of staff member (seniority)</li> </ul>
<b>Training Conference /Workshops</b>	Short	<ul style="list-style-type: none"> <li>▪ Training of an individual or a group of participants</li> </ul>	<ul style="list-style-type: none"> <li>▪ There is a clearly defined gap in knowledge which is a barrier to capacity building</li> <li>▪ Bringing together people from across an organisation or network</li> </ul>	<ul style="list-style-type: none"> <li>▪ Thorough needs analysis undertaken to ensure training is appropriate for specific contexts</li> <li>▪ Ability of trainees to transfer skills learnt to the workplace context</li> <li>▪ Cross-cultural communication skills of trainer</li> </ul>
<b>Study Tours / visits</b>	Short	<ul style="list-style-type: none"> <li>▪ Individual or group on short term tour of other organisations or</li> </ul>	<ul style="list-style-type: none"> <li>▪ Different approaches are being observed and contrasted among</li> </ul>	<ul style="list-style-type: none"> <li>▪ Clear objectives</li> <li>▪ A defined learning pathway</li> </ul>





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		networks	<ul style="list-style-type: none"> <li>▪ organisations</li> <li>▪ Time is limited</li> <li>▪ Budget or personal factors preclude staff from participating in longer term secondment options</li> </ul>	<ul style="list-style-type: none"> <li>▪ Rigorous interactions and learning exchange through structured process</li> <li>▪ Action plan for follow up or implementation of learning</li> </ul>
<b>Information sharing</b>	Long	<ul style="list-style-type: none"> <li>▪ Sharing lessons learned and best practice through structured processes of exchange</li> <li>▪ Web sites (restricted access or public)</li> <li>▪ Library resources</li> </ul>	<ul style="list-style-type: none"> <li>▪ Lack of information is a barrier to capacity building</li> <li>▪ Written communication skills are high, and language is shared</li> <li>▪ Processes are well documented</li> <li>▪ Security or confidentiality is not an issue</li> </ul>	<ul style="list-style-type: none"> <li>▪ Willingness and ability to share information</li> <li>▪ Language and communication skills of staff involved are proficient</li> <li>▪ Cooperation or collaboration for a specific outcome</li> </ul>
<b>Provision of specific services</b>	Duration service required	<ul style="list-style-type: none"> <li>▪ Delivery of specific services</li> </ul>	<ul style="list-style-type: none"> <li>▪ No internal capacity to deliver</li> <li>▪ Ability of local staff to learn and for transfer of skills to occur</li> </ul>	<ul style="list-style-type: none"> <li>▪ Training skills of consultant</li> </ul>



**P.A.I.R. Approach - TOOLKIT**

**Annex G: Tasking Matrix**

**Objective:** To determine the roles and responsibilities of each partner in designing, managing and reviewing the twinning project.

Activity	Indicative tasks	Responsibility
Project design	Coordination of input and ideas Situation analysis Research into other sectoral programs in the geographic area and development of coordination strategies Quality assurance Development of budget inputs Identification of program funding sources Development of Work Plan	Partner: position: Partner: position: Partner: position: Partner: position: Partner: position: Partner: position: Partner: position:
Project management	Oversight of input and ideas Donor liaison Management of reporting outputs (incl. Project Progress Reporting) Coordination of personnel inputs Management of risk Coordination of budget Participant selection	Partner: position: Partner: position: Partner: position: Partner: position: Partner: position: Partner: position: Partner: position:
Administration	Management of travel logistics (incl. visa applications and supporting documentation) Management of personnel logistics Management of meetings and communications (incl. production of minutes) Management of procurement (incl. insurances, indemnities etc)	Partner: position: Partner: position: Partner: position: Partner: position:
Review	Management of review budget Coordination and management of external review consultants Coordination of feedback Analysis of feedback Preparation of report and recommendations	Partner: position: Partner: position: Partner: position: Partner: position: Partner: position:



## **Annex H: APEC Twinning Project Proposal**

Objective: To scope the twinning project and apply for APEC funding (if appropriate).

*As adapted from the current APEC project approval process*

[www.apec.org/apec/about\\_apec/policies\\_and\\_procedures.html](http://www.apec.org/apec/about_apec/policies_and_procedures.html)

1. Partners discuss the twinning arrangements and agree upon a timeframe for completion and respective responsibilities.

2. Review [APEC Project Fact Sheet]

[www.apec.org/apec/about\\_apec/policies\\_and\\_procedures.html](http://www.apec.org/apec/about_apec/policies_and_procedures.html)

3. Complete the following Project Design Document and attached work plans.

## **Project Design Document – Twinning**

<b>1.0 Introduction</b>
Summarise the project in one or two paragraphs including a description of implementation partners and relationships.
<b>2.0 Project Description</b>
<b>2.1 Project Goal</b>
Describe the specific capacity building impact the project is contributing towards.
<b>2.2 Objectives</b>
The proposed twinning objectives are (usually no more than three):
1.
2.
3.
<b>2.3 Methodology</b>
Describe the project’s methodology including the relationships between partners and “broker.”
Refer to Attachment I: Work Plan.



<b>3.0 Project Management</b>
<b>3.1 Management and Coordination</b>
Describe how information will be shared and decisions will be made. This section can include a proposed meeting schedule and communication matrix.
<b>3.2 Risks and Risk Management</b>
Identify the principal risks involved in each step if any, and explain how they will be managed. Risks may include major delays and failures, expected cooperation not materialising, etc.
<b>3.3 Budget and Financial Management</b>
<p>In this section include:</p> <ul style="list-style-type: none"><li>▪ Assumptions</li><li>▪ Activities designed to address the needs of women</li><li>▪ A timetable for the drawdown of APEC funding requested for the project, including details of any advance payment or instalment payment requested and justifications for such requests.</li><li>▪ Details of any request for waiver or exception from the normal APEC financial rules with justifications. (Examples are from tendering requirements; for advance payment; for government officials to receive funding; for active participants from travel-eligible economies to receive per diems)</li></ul> <p>NOT required for projects for consideration at BMC II (July/August meeting) or for ASF projects but required for all others. Give reasons for the urgency of the project. <i>(These projects should relate to previous APEC Ministers' or Leaders' Declarations or current host economy's priorities. Reasons may include the project output as contributing to one of the major deliverables for the year)</i></p> <p><i>Remember to include all self-funding and to consult the list of eligible expenses in the Guidebook to APEC Projects. Advice on budget formulation, including acceptable unit costs, can be sought from the APEC Secretariat.</i></p> <p>A budget is attached at Attachment 2.</p>
<b>4.0 Project Review</b>
<p>Describe how partnership progress and benefits will be measured.</p> <p>Qualitative measures:</p> <p>Quantitative measures:</p> <p>Who will be responsible?</p>



### **5.0 Linkages**

Describe briefly how this project directly responds to the priorities set by APEC Leaders and Ministers and/or the vision of the host economy. Please make reference to the relevant parts of APEC documents.

### **5.2 Outside of APEC**

Describe how the intended beneficiaries among APEC stakeholders – APEC fora, governments, private sector and civil society, men/women- will participate in the planning, implementation and evaluation of the project.

### **5.3 Influence**

Describe how this project might contribute to any current or completed projects or activities in APEC or elsewhere. Why is APEC the most appropriate institution to fund the project?

### **6.0 Gender**

What steps does this project take to ensure that it benefits both men and women? Show how the objectives of the project provide benefits for women. (See: Framework for the Integration of Women in APEC)



**Attachment I: Work Plan**

#	Activity	M1	M2	M3	M4	M5	M6	M7	M8	M9	M10	M11	M12



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**Attachment 2: Budget**

Item	Unit	No. of Units	Unit Rate	APEC Funding	Partner A funded	Partner B funded	Sub total	M1	M2	M3	M4	M5	M6	M7	M8	M9	M10	M11	M12
Direct Labour																			
Clerical Staff	days																		
Consultants	days																		
Organisational Staff (shared)	days																		
Travel																			
Per Diems	days																		
Flights	trips per person																		
Other																			
Hosting	as appropriate																		
Materials / Equipment	as appropriate																		
Training	as appropriate																		
Communications	as appropriate																		
<b>TOTAL</b>																			



## **Annex I: Record of Agreement Template**

Objective: To record the roles and responsibilities of each partner organisation of the twinning project.

### **RECORD OF AGREEMENT**

#### **BETWEEN**

**INSERT [FULL NAME AND ADDRESS OF PARTNER “A”]**

#### **AND**

**INSERT [FULL NAME AND ADDRESS OF PARTNER “B”]**

Insert [MONTH 20XX]





**RECORD OF AGREEMENT BETWEEN**  
**[PARTNER] AND [PARTNER]**

**Note: This template is provided as a guide only**

**1. GENERAL**

This Record of Agreement expresses the understandings and intentions of the **insert [partner “A”’s full name]** (hereafter referred to as XXX) and **insert [partner “B”’s full name]** (hereafter referred to as YYY), concerning their responsibilities and contributions in regards to the establishment of the **insert [project title]**, (hereafter referred to as the Project).

This RoA is subject to the agreement between both agencies as to the responsibilities and contributions as outlined herein.

**2. BACKGROUND**

Insert [Section 1.0 from the Project Proposal document]

**3. DEFINITIONS**

“**Force Majeure**” means, but is not limited to government actions, war, fire, explosion, flood, import or export regulations or embargoes, labour disputes or inability to obtain or a delay in obtaining supplies of goods or labour.

“**Project Management**” means management of accounts, including acquitting and reporting on the use of funds, payment of bank fees, taxes, insurances and other project related expenses; management of donor relationships; and responsibility for project outcomes.

Insert [any other relevant definitions]

**4. OBJECTIVES**

Insert [Section 2.1 and 2.2 from the Project Proposal document]

**5. IMPLEMENTING AGENCIES**

One paragraph describing the agencies involved.

**6. CONTRIBUTION OF INSERT [PARTNER “A”]**

Insert [Section 2.3 from the Project Proposal document]  
Include reporting and donor liaison.

**7. CONTRIBUTION OF INSERT [PARTNER “B”]**

Insert [Section 2.3 from the Project Proposal document]  
Include reporting.



## **8. CONFIDENTIALITY**

Each Party will treat the terms of this RoA and all Confidential Information disclosed by the other Party as confidential and will not, without the prior written consent of the other Party, disclose to any third Party.

## **9. ARBITRATION**

Should disagreement arise on the part of either of the implementing agencies, this should be documented to the other implementing agency in writing to be resolved by negotiation by both agencies. If no resolution is forthcoming, the parties agree to submit to a local resolution process identified by insert [Partner “A”].

## **10. FORCE MAJEURE**

Both parties are excused from performing their obligations under this RoA if a force majeure event occurs.

## **11. EVALUATION / REVIEW**

An evaluation or review of the Project may be made at any time during the Project at a time arranged by and mutually convenient to both implementing agencies.

A program review to determine its future direction is to be undertaken insert [time period] prior to the expiration of this RoA.

## **12. DURATION**

This RoA will take effect from the date of its signature by both agencies and will be deemed to have commenced from that date. This RoA will expire insert [time period] from the date of its signature.

## **13. FINANCIAL**

Funds will be distributed as per the payment schedule attached.

## **14. TERMINATION**

Either party may terminate this agreement with 30 days written notice to the other Party.



Signed in .....in duplicate this .....day of .....2006.

Signed for and on behalf of the **insert [partner “A”’s full name]:**

\_\_\_\_\_  
Name and Designation

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

Signed for and on behalf of **insert [partner “B”’s full name]:**

\_\_\_\_\_  
Name and Designation

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

**Document End**



## Annex J: Participant Selection Process

Objective: To select appropriate participants for twinning activities

1. Partners jointly appoint Selection Committee

1. Selection Committee	
<b>Partner A Representative:</b>	
<b>Partner B Representative:</b>	
<b>Stakeholder Representative: (APEC Official Recommended)</b>	

2. Selection Committee Members collaboratively design participant selection criteria consulting with supervising management.

Design Selection Criteria		Lo	Med	Hi
Mandatory	1. Appropriate level of seniority and experience 2. Demonstrated flexibility and adaptability 3. High level communication skills 4. Relevant language abilities 5. Cross-cultural sensitivities and knowledge 6. Awareness of gender issues and their implications			
Program Specific	1. Relevant technical skills Comment:			

3. Written applications are sought from potential program participants.
4. Selection Committee Members independently assess applications and shortlist candidates.
5. Where possible, candidates are interviewed by the selection committee
6. Committee makes recommendations for selection to be signed off by both partners



## **Annex K: Letter of Undertaking Template**

Objective: To clearly document the specific details of the twinning placement.

*1. Letter to be written by either partner and sent prior to activity commencement*

Insert [Address of sender]

Insert [DD Month YYYY]

Insert [Name of recipient]  
Insert [Title of recipient]  
Insert [Address of recipient]

Dear insert [Title]

### **Letter of Undertaking**

We write to confirm the following undertaking between you and the [insert sender].

From DD Month YYYY to DD Month YYYY, insert [sender] will undertake to provide you with the following:

#### Training

Insert [duration]  
Insert [travel to and from and who will cover it]  
Insert [living expenses and who will cover them]  
Insert [salary top up]

#### Travel

Insert [anticipated frequency and duration of travel]  
Insert [exact expenses and who will cover them and to what extent and to what maximum cost]

During the above period, you will provide the following:

#### Reporting

Insert [nature, frequency and duration]

In return for the commitment that insert [sender] undertakes to offer you, it is our expectation that you will undertake to agree to a period of employment with the Project to which your [insert activity] relates.

Signature Block



## Annex L: Pre-Departure Checklist

Objective: To prepare participants for entry into a new organisation and culture.

*1. Prior to involvement in twinning activities, individual participants complete the pre-departure checklist. Key gaps in understanding are then discussed with managers and peers in the sending and host organisation. An appropriate pre-departure and/or orientation program and briefing kit is planned and delivered.*

Known	Unsure ?	Topic
<b>Practical Considerations</b>		
		<p><b>Language</b></p> <ol style="list-style-type: none"> <li>1. Are there other languages spoken than the dominant language?</li> <li>2. What are the social/political implications of language usage?</li> <li>3. What type of language instruction will be available to you?</li> </ol> <p><b>Accommodation</b></p> <ol style="list-style-type: none"> <li>1. What options are available to foreigners?</li> <li>2. What costs should you anticipate?</li> <li>3. If you are staying at someone's house, what is the bathroom etiquette?</li> <li>4. How/where do you wash your clothes? Your underwear?</li> </ol> <p><b>Transportation/Travel</b></p> <ol style="list-style-type: none"> <li>1. How will you travel to your host country? To your host location?</li> <li>2. What kinds of public transport are available? Do people of all classes use it?</li> <li>3. What are the 'rules' of using local transport? How do you pay? Where do you sit?</li> <li>4. Who has the right of way? Vehicles? Animals? Pedestrians?</li> </ol> <p><b>Daily life</b></p> <ol style="list-style-type: none"> <li>1. Is the price of local merchandise fixed? If not, how is bargaining conducted?</li> <li>2. What is the normal daily schedule for an employee at your workplace?</li> <li>3. Is there a daytime rest period?</li> <li>4. What is the customary time for visiting friends? Are such visits scheduled?</li> <li>5. How does the banking system work? What is the best way for you to handle money?</li> </ol>



<b>Health and Wellbeing</b>		
Known	Unsure ?	Topic
		<p><b>Health</b></p> <ol style="list-style-type: none"> <li>1. What kind of health/beauty items should you take with you?</li> <li>2. What kind of health services are available? Where are they located?</li> <li>3. Where can medicines be purchased?</li> <li>4. What precautions should you take to remain healthy? (food, water, etc.)</li> <li>5. Can you drink local water?</li> </ol> <p><b>Security</b></p> <ol style="list-style-type: none"> <li>1. What are the current key risks in this country?</li> <li>2. How can you mitigate against them?</li> <li>3. Are there any activities which are deemed 'unsafe' or not recommended?</li> </ol> <p><b>Leisure</b></p> <ol style="list-style-type: none"> <li>1. What are the favourite recreational activities of adults?</li> <li>2. What sports are popular?</li> <li>3. What kinds of television programs are shown? What social purposes do they serve?</li> <li>4. How are important holidays observed?</li> </ol> <p><b>Family</b></p> <ol style="list-style-type: none"> <li>1. What are the attitudes toward appropriate gender roles within this country? Toward same sex relationships?</li> <li>2. What are the most common forms of marriage practised?</li> <li>3. What is the attitude toward divorce? Extra-marital sex? Pre-marital sex?</li> <li>4. At what age is it common to marry?</li> <li>5. What is the typical family size?</li> </ol>

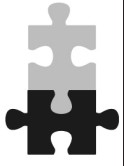


Known	Unsure ?	Topic
<b>Do's and Taboo's</b>		
		<p><b>Social etiquette</b></p> <ol style="list-style-type: none"> <li>1. What are the special privileges of age? Of gender?</li> <li>2. If you are invited to dinner, should you arrive early? On time?</li> <li>3. If you eat out with a friend, who pays?</li> <li>4. On what occasions would you present (or accept) gifts? What kinds of gifts are appropriate?</li> <li>5. Do some flowers have particular significance?</li> <li>6. How do people greet one another? Take leave of one another? Are there any variations?</li> <li>7. What are the social norms surrounding dating? Mixed gender friendships?</li> <li>8. Are there cultural differences in non-verbal behaviour (personal space, gestures to avoid etc.)</li> <li>9. What is the attitude toward the sharing or 'borrowing' of money? Of personal possessions?</li> </ol> <p><b>Values/Attitudes</b></p> <ol style="list-style-type: none"> <li>1. What is the attitude in this country toward alcohol?</li> <li>2. What things are considered taboo or frowned upon?</li> </ol> <p><b>Dress</b></p> <ol style="list-style-type: none"> <li>1. What is the usual dress for women? For men? At work? At home?</li> <li>2. What is appropriate dress for you, as a foreigner?</li> <li>3. Where can you obtain appropriate dress in your size?</li> </ol> <p><b>Modes of Communication at work</b></p> <ol style="list-style-type: none"> <li>1. What titles or forms of address are used in the office?</li> <li>2. When are the following channels of communication most likely to be employed: meetings, email exchange, informal chats, impromptu consultations</li> <li>3. How is conflict typically resolved?</li> </ol>





Known	Unsure ?	Topic
<b>Cultural Background</b>		
		<p><b>On Being 'Foreign'</b></p> <ol style="list-style-type: none"> <li>1. How will your financial position/living conditions compare with those of the majority of people living in the country?</li> <li>2. Are there many expatriates living in the country?</li> <li>3. How are expatriates perceived?</li> </ol> <p><b>History</b></p> <ol style="list-style-type: none"> <li>1. What are the key historical events in the host country and how have they influenced people's thinking?</li> <li>2. Who are the prominent people in your host country?</li> <li>3. Who are the local heroes and heroines?</li> </ol> <p><b>Politics</b></p> <ol style="list-style-type: none"> <li>1. What is the political structure of the country?</li> <li>2. Is military training compulsory? For whom?</li> <li>3. What is the history of the relationship between this country and your home country?</li> <li>4. Have many people from this country migrated to your home country? How? When?</li> <li>5. What is your 'political' position as a foreigner in this country?</li> </ol> <p><b>Religion</b></p> <ol style="list-style-type: none"> <li>1. What is the predominant religion of the country? Is it a state religion?</li> <li>2. Are you familiar with any of its dominant precepts?</li> <li>3. What are the most important religious observances and ceremonies?</li> <li>4. How regularly do people participate in them?</li> <li>5. What other religions are practised in the country?</li> <li>6. What is the attitude of members of the predominant religion towards other religions?</li> <li>7. Will religion impact your workplace norms?</li> </ol>



**P.A.I.R.**  
**Review - TOOLKIT**

**Annex M: Activity Brief and Debrief**

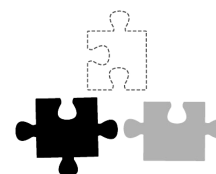
Objective: To monitor and evaluate the progress and evolution of twinning activities, with a focus on transfer of skills.

Activity	Pre departure	Mid Term	Activity completion
<b>Role</b>	State:	State:	State:
<b>What will you do?</b>	Comment:	Comment:	Comment:
<b>What will you learn?</b>	Comment:	Comment:	Comment:
<b>What will you share?</b>	Comment:	Comment:	Comment:
<b>How will you ensure transfer of skills?</b>	Comment:	Comment:	Comment:



**P.A.I.R.**  
**Review - TOOLKIT**

<p><b>What documents and structures will you use?</b></p>	<p>State:</p>	<p>State:</p>	<p>State:</p>
<p><b>What support will you need?</b></p>	<p>Comment:</p>	<p>Comment:</p>	<p>Comment:</p>
<p>Signature of participant</p>	<p>Signature: .....</p> <p>Name and Title: .....</p> <p>Date: / /</p>	<p>Signature: .....</p> <p>Name and Title: .....</p> <p>Date: / /</p>	<p>Signature: .....</p> <p>Name and Title: .....</p> <p>Date: / /</p>
<p>Signature of manager / mentor</p>	<p>Signature: .....</p> <p>Name and Title: .....</p> <p>Date: / /</p>	<p>Signature: .....</p> <p>Name and Title: .....</p> <p>Date: / /</p>	<p>Signature: .....</p> <p>Name and Title: .....</p> <p>Date: / /</p>



## Annex N: Project Progress Report

Objective: To monitor the progress of twinning project activities.

*1. Project Manager to complete the Project Progress Report below in consultation with stakeholders at the end of each reporting period*

<b>Member Organisation:</b>			
<b>Project Title:</b>			
<b>Project Goal:</b>			
<b>Project Initiation Date:</b>	/ /	<b>Funding Period:</b>	/ /
<b>Principal Contact:</b>			
<b>Report Compiled by:</b>			

### Progress against stated activities

Activity 1:

Complete /  In progress /  No action

Comment:

Activity 2:

Complete /  In progress /  No action

Comment:

Activity 3:

Complete /  In progress /  No action

Comment:

Activity 4:

Complete /  In progress /  No action

Comment:

### What successes resulted?

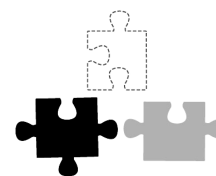
Comment:

### What challenges were encountered, and how were they managed?

Comment:

### What opportunities are emerging?

Comment:



## Annex O: Mid-Term and Final Review

Objective: To review the effectiveness of the twinning project.

1. Summarise all PPR's to date
2. Complete the Stakeholder Feedback form below.

### Stakeholder Feedback

<b>Member Organisation:</b>
<b>Partner:</b>
<b>Project Title:</b>
<b>Project Goal:</b>
<b>Project Initiation Date:</b> /        /
<b>Principle Contact:</b>
<b>Report Compiled by:</b>

### How effective was the twinning partnership?

1. Communication and dialogue between partners		
1. <input type="checkbox"/> Effective	2. <input type="checkbox"/> Average	3. <input type="checkbox"/> Not Effective
Comment:		
2. Mutual commitment of time and resources		
1. <input type="checkbox"/> Effective	2. <input type="checkbox"/> Average	3. <input type="checkbox"/> Not Effective
Comment:		
3. Willingness to engage to make the partnership work		
1. <input type="checkbox"/> Effective	2. <input type="checkbox"/> Average	3. <input type="checkbox"/> Not Effective
Comment:		

### How useful has the project been for you?

Not useful	A little useful	Moderately useful	Very useful
1. <input type="checkbox"/>	2. <input type="checkbox"/>	3. <input type="checkbox"/>	4. <input type="checkbox"/>
Why?			

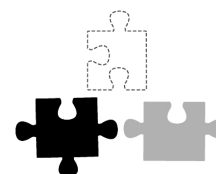
### How did the organisation and/or the organisation's practices change as a result of the project?

Comment:
----------

### Do you have any additional feedback, comments or recommendations?

Comment:
----------

3. Engage in guided discussion with partners regarding PPF's and Stakeholder Feedback.



## Appendix I - Methodology

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### 1.1 Introduction

Beasley Intercultural Proprietary Limited (BI) was contracted by the Australian Government Department of Foreign Affairs and Trade (DFAT) to research and develop a draft framework for Asia-Pacific Economic Cooperation (APEC) twinning initiatives. Funding for the research was provided by the Australian Agency for International Development (AusAID). The final report was presented and endorsed by the APEC Senior Officials Meeting of the Steering Committee on Economic and Technical Cooperation (SCE) in August 2008 in Peru.

### 1.2 Background (from Terms of Reference)

Twinning was first discussed in APEC in 2007 at the Senior Finance Officials Meeting (SFOM) where it was seen as a practical mechanism to build capacity and support ongoing reforms and developments in the financial sector. Members at the meeting agreed the concept could potentially strengthen APEC's role in economic and technical capacity building, cooperation and networking, and suggested the concept be explored further through the SCE. Australia agreed in Lima at SCE I in February 2008 to lead a small working group of economies to undertake this preliminary research.

In July 2008, Australia contracted BI to research the different approaches to twinning and develop an effective implementation framework for twinning programs for consideration by the SCE.

### 1.3 Scope of the Project

The work was undertaken in two stages:

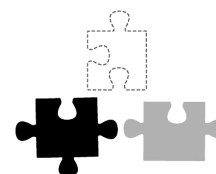
#### **Stage 1:**

Review twinning programs and arrangements offered by other international and regional fora, examining their experience in developing and implementing successful work placement activities.

#### **Stage 2:**

Draw on lessons learned by other international and regional fora to:

- a) Develop options and make recommendations for an APEC twinning program framework, by assessing practical issues underpinning the implementation of an APEC twinning program, including (but not limited to):
  - all aspects relating to funding the initiative (e.g. costs associated with program administration, in-country placement and hosting arrangements, travel, resources, activities);
  - administering and managing twinning programs (with consideration given to protocols and general principles that guide the effective management and delivery of work placements);
  - developing and adopting participant selection criteria and processes (with particular examination of issues relating to gender equality);



- designing and developing work placement activities (with consideration given to the role of the recipient and provider of work placements in the design of these activities, including possible reciprocal arrangements);
  - identifying issues that support and hinder program viability and suggesting strategies to manage these issues in order to establish and maintain a sustainable initiative; and
  - identifying and suggesting methods to monitor and evaluate the effectiveness of the program (with consideration given to establishing appropriate evaluation indicators including links with broader APEC and ECOTECH capacity building priorities and projects).
- b) Design an APEC pilot twinning scheme to be implemented over a set duration, involving several economies and providing the opportunity to trial the initiative, test delivery models and assess ongoing interest and program viability.

## **1.4 Project Delivery**

### **1.4.1 Project Team**

The Beasley Intercultural Project Team included:

- Lead Consultants Tamerlaine Beasley and Louisa Minney
- Research Assistants Emily Death and Natalia Scurrah.

### **1.4.2 Desk Analysis**

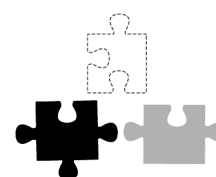
A review of key literature, reports and data available through internet sources and contacts occurred. Over forty case studies were analysed using a standardised qualitative and quantitative tool (see Appendix 2). To ensure research covered a broad range of examples, Natalia Scurrah was engaged to conduct research in Spanish, Louisa Minney conducted research in Mandarin, and Tamerlaine Beasley in the Thai language.

Reviewing internet-based reports on the experience of twinning within multilateral institutions was not found to be the most effective way to research the actual experience of twinning. Many of the reports published on the internet are published for public relations purposes, and did not provide in-depth analysis of experiences within the twinning process. Therefore, a risk management strategy utilised by the BI team was to balance desk research with face-to-face and telephone interviews.

### **1.4.3 Site Visit, Data Collection and Analysis**

Beasley Intercultural Consultants participated in on-site visits and phone and face-to-face interviews with twinning donors, partners and participants. To ensure a representative sample, the experience of twinning was examined from a variety of country, economy and sector perspectives. Meetings were also held with APEC economy representatives including the Ministry of Foreign Affairs Thailand, the APEC Secretariat in Singapore, APEC Business Advisory Council members and past and current APEC officials.

Due to cross-cultural communication preferences, it was sometimes challenging to gain an accurate assessment of the opinions of developing country partners in twinning processes in APEC economies. In many of these economies such as



Thailand, the Philippines, Malaysia and China negative opinions are unlikely to be shared with untrusted ‘outsiders’ or publicly documented. The research being drawn upon is also published in English which is the second language of many APEC economies. To ensure an accurate analysis was undertaken in this context, the BI team sourced data from trusted contacts and colleagues from APEC developing economies using personal networks, and where possible, in languages other than English. Tamerlaine and Louisa also drew upon their extensive professional networks resulting from their in-country experience.

## **1.5 Methodology**

The approach to data collection and analysis was influenced by the theories of Appreciative Inquiry (AI), organisational development and cross-cultural management theory.

### **1.5.1 Appreciative Inquiry**

Appreciative Inquiry is an approach to consulting and research that focuses on what works. It takes a systems approach to change and focuses on strengths and aspirations. It also recognises that people are experts of their own organisational domain. Their strengths and capacities are the most powerful catalyst for change, and that it is those who will be affected who will be the shared drivers and co-owners of this change (Vallence, 2006;2). The principles of AI are particularly pertinent and relevant in the domain of twinning.

### **1.5.2 Organisational Development**

Organisational Development (OD) involves organisational reflection, system improvement, planning, and self-analysis. A focus on OD throughout the twinning research and design ensures the resulting framework is appropriate to ensure workplace outcomes.

### **1.5.3 Cross-cultural Frameworks**

Cross-cultural theories which emphasise the workplace implications of cultural difference, are referenced to inform the design of research and design process. Key theorists referenced will include Hofstede, Trompenaars and Adler.



## Appendix 2: References

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