

See discussions, stats, and author profiles for this publication at: <https://www.researchgate.net/publication/342003902>

# Successful global partnerships. A guide focused on timber tracking research.

Method · June 2020

DOI: 10.13140/RG.2.2.33528.26881

CITATIONS

0

READS

116

13 authors, including:



**Nele Schmitz**

Thünen-Institut für Holzforschung

75 PUBLICATIONS 1,075 CITATIONS

[SEE PROFILE](#)



**Zoéwindé Henri-Noël Bouda**

African Forest Forum

11 PUBLICATIONS 105 CITATIONS

[SEE PROFILE](#)



**Euridice Honorio Coronado**

Instituto de Investigaciones de la Amazonía Peruana

189 PUBLICATIONS 8,444 CITATIONS

[SEE PROFILE](#)

Some of the authors of this publication are also working on these related projects:



Interaction between an entomopathogenic fungus *Metarhizium anisopliae* with subterranean termites *Coptotermes curvignathus* during infection process. [View project](#)



Global Timber Tracking Network [View project](#)



GTTN

Global Timber  
Tracking Network

# Successful global partnerships

a guide focused on timber tracking research

*It is not about being equal; it is about each person's, each stakeholder's potential to contribute to sustainability. It is the realization that our contribution becomes successful only if other people's contributions are also delivered with high quality. [P. Kunkel]*



## **Successful global partnerships**

A guide focused on timber tracking research

**Editor:**

Nele Schmitz

**Recommended citation:**

GTTN (2020). Schmitz, N. (ed.). Successful global partnerships. A guide focused on timber tracking research. Global Timber Tracking Network, GTTN secretariat, European Forest Institute and Thünen Institute.

**Acknowledgements:**

We thank Henri Bouda, Richard Gyimah, Eurídice Honorio Coronado, Chai Ting Lee, Rozi Mohamed, Kathelyn Paredes-Villanueva, Tahiana Ramananantoandro, Alfredo Rodríguez, Iskandar Z. Siregar, and Germain Yene for their constructive comments and Jo Van Brusselen and José Bolaños from the GTTN secretariat.

The following document is an output from GTTN, which is coordinated by the European Forest Institute (EFI) and funded by the German Federal Ministry for Food and Agriculture (BMEL). The information expressed in this document are the views of the authors and do not necessarily represent those of the donor or of the European Forest Institute.

## Table of contents

<b>1. AIM OF THIS GUIDE .....</b>	<b>4</b>
<b>2. FINDING THE RIGHT PARTNERS .....</b>	<b>5</b>
<b>3. ADVICE FOR SUCCESSFUL GLOBAL RESEARCH COLLABORATIONS .....</b>	<b>6</b>
3.1. GENERAL PREREQUISITES .....	6
3.2. SUCCESSFUL STAKEHOLDERS' DIALOGUE .....	7
3.3. TO REFLECT ON BEFORE STARTING A COLLABORATION .....	9
<b>4. REFERENCES .....</b>	<b>10</b>
<b>5. APPENDICES .....</b>	<b>11</b>
5.1. APPENDIX 1: THE COLLABORATIVE AGREEMENT TEMPLATE .....	11
5.2. APPENDIX 2: A PRACTICAL GUIDE FOR MULTI-STAKEHOLDER COLLABORATIONS .....	12
5.3. APPENDIX 3: CHECKLISTS FOR AN EQUIPMENT TRANSFER .....	17

## 1. Aim of this guide

*People often assume that since they share an interest in the same research area and have complementary skills and areas of expertise, things will just work out. But scientific collaborations, like other important relationships, take some forethought and some ongoing work to succeed (Gadlin & Jessar 2002).*

To fight illegal logging and the related trade we will need all researchers to combine expertise and exchange experiences on all levels from field work, over lab work to data analysis and interpretation. The aim of this guide is to inform on what expertise is available where and to advise on how to run successful global partnerships, where the material or knowledge transfer proves worthwhile for both sides.

This guide thus aims to facilitate transfer of knowledge, equipment, as well as wood and other reference samples to benefit the operationalisation of timber tracking technologies. In many cases, this involves collaborations between research laboratories (with input from other stakeholders) in different countries and creating an open and honest work environment with partners of varied expertise, facilities and financial capacities.

While the [GTTN service provider directory](#) will inform service seekers on where to find which experts, this guide will inform experts on where to find which complimentary expertise and support them in setting up productive collaborations. Timber tracking methods are still developing (see [The Timber Tracking Tool Infogram](#)) and greater access to information, experiences, and diverse viewpoints will stimulate further innovation by uncovering possibilities. To realise these possibilities, it is important that investments are done in a smart way and deliver to the expectations of the donor as well as to the needs of the receiving lab.

### CONCERNS OF GTTN MEMBERS ABOUT GLOBAL PARTNERSHIPS:

- **Effective implementation of project results** in the field. Timber tracking might not be among the priorities, leading to poor integration of the developed technologies in traceability systems.
- **A win-win partnership**, with equal benefits for all parties, requiring transparency about the motivations to seek collaboration. This also includes implementing [the Nagoya Protocol on Access and Benefit-sharing](#).
- **Effective resource sharing** mechanisms (for knowledge, expertise, samples, infrastructure and facilities, funding), not hindered by power struggles or institutional policies.



## 2. Finding the right partners

On the GTTN website you can find a link to '[the project partner finder](#)'. This is a spreadsheet which allows you to filter on city, country and expertise within the field of illegal logging and timber trade, to find GTTN members to collaborate with. The list includes research institutes, universities, governmental and non-governmental organisations as well as private companies.

Besides, you can find a link to the '[sample locator](#)', which lists all laboratories that have wood samples and/or microslides they can share for research purposes.



*A map showing the distribution of the GTTN members [For more info see the [online version](#)].*

### ADVANTAGES OF GLOBAL PARTNERSHIPS ACCORDING TO GTTN MEMBERS:

- **Staying up to date** with the latest knowledge and expertise by sharing resources (information, skills, funding), allowing state-of-the-art techniques to be present where they are needed most.
- **Leveraging research efforts** by more extensive scientific investigations and by standardising and combining sample and reference databases.
- **Enhancing communication** with interested parties from outside the scientific sector (authorities, industry, civil society) and consolidating service facilities by combining expertise in different tracking methods.

### 3. Advice for successful global research collaborations

#### 3.1. General prerequisites

*Communication is the magic word. We have to get acquainted with the unknown.*

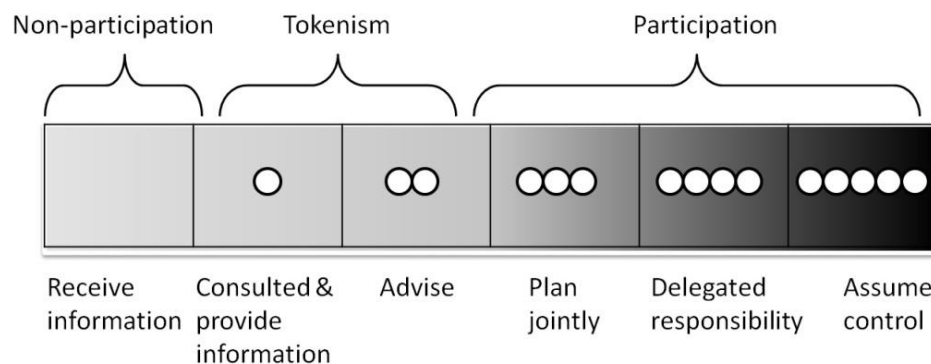
[Adapted from K. Riemann<sup>1</sup>]

At the start of a partnership (for the exchange of knowledge, equipment, samples), it is advisable to be transparent on the expectations from both sides. As a primary condition all **key partners should be involved from the design of the collaboration onwards** (Yacoub *et al.* 2017).

To effectively **plan the level of involvement of the different partners** in a project one has to consider:

- The stakeholders to involve.
- The stages of the research at which they will be involved.
- The level of involvement for each stakeholder group at each stage.

Levels of engagement (Banfield *et al.* 2011):



The “best” involvement is that which is appropriate to the project as well as to the skills and experience. Example of a completed stakeholder engagement matrix (Banfield *et al.* 2011):

<sup>1</sup> German actress and UNICEF goodwill ambassador in *der taz*, June 2018.



	Consumers	Practitioners	Policy advisers	Researchers
Deciding what to do	○○○	○○○	○○○	○○○
Deciding how to do it	○○	○○	○○	○○○○
Doing it	○○	○○	○○	○○○○
Letting people know the results	○○○○	○○○○	○○○	○○○
Knowing what to do	○○○	○○○	○○○	○○○

Most often, problems arise in scientific collaborations because the scientists (and other stakeholders) failed to explicitly define their expectations of one another (Gadlin & Jessar 2002). Below are some **points that should be clarified beforehand** (ISO, 2013).

- Expected outcomes: specific objectives that all partners wish to achieve.
- Human resources: the division of tasks and responsibilities between the parties.
- Connection: modes of communication and information sharing practices.
- Time plan: the timeline for achieving goals, incl. interim meetings.
- Follow-up: indicators that will be used to monitor progress.

In Appendix 1, the ‘Collaborative agreement template’ of Bennett *et al.* (2010) offers a practical tool to fulfil these prerequisites and offers two additional points to talk through in advance: authorship, credit and conflict of interest.

The key for a successful transfer operation is the **interaction between the actors involved**, leading to the use of local materials and competences and hence considering the new environment and stimulating local creativity. This will allow the new knowledge to become knowhow (Yacoub *et al.* 2017).

### 3.2. Successful stakeholders’ dialogue

Most **complex problems**, like the one of illegal logging and timber trade, need a collaboration between **diverse stakeholders** to work towards solutions. To assist such challenging ventures, [the Collective Leadership Institute](#) developed the [Dialogic Change Model](#).

The aim of the model is to facilitate a **structured dialogue between all stakeholders, which is result-oriented, using the collective intelligence for implementation**. A conversation between actors that is not delivering useful information for the initiative, is therefore not a dialogue. Dialogues are only held when the input that is expected to be gained will also be used, which will as well create ownership for the initiative. Similarly, when for example during a meeting there is a series of monologues or discussion and debate, it is not called a dialogue as it is not aimed at a productive working together. A dialogue is not a single event but a series of communication events, gradually working towards a goal. The model is meant to help organising a successful dialogue.

In contrast to the classical project management models, which focus on structure, the focus of the Dialogic Change Model (transformation via quality dialogues) is on the quality of the dialogue between the project stakeholders. The model is composed of four iterative phases, meaning that whenever changes take place or problems occur, one should return to one of the previous phases, to first build strong foundations before continuing. **Key of a successful stakeholder dialogue is preparation, which is facilitated by the four phases of the Dialogic Change Model:**

1. Explore and engage
2. Formalise and focus
3. Achieve and assess
4. Improve and institutionalise

The first phase is about getting to know each other and the problem to be tackled, in an informal atmosphere. Here the foundations are laid for all decisions that are made afterwards. An atmosphere of respect should be created so that all stakeholders can get to know each other, be honest and express their views, interests and expectations openly and trust can be built.

In the second phase, stakeholders' commitments are formalised in a jointly created agreement for collaboration and implementation. Actual implementation is part of the third phase together with monitoring. Finally, successes are celebrated, and outcomes can be consolidated in sustainable structures by extending and/or replicating the initiative or by even transforming the more loosely structured initiative to an institution. The spirit of change is to be kept alive at all times through dialogue, consensus and transparency.

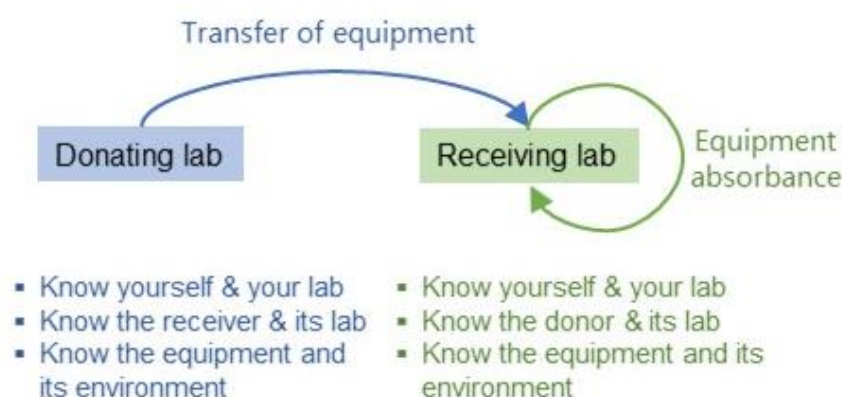
In appendix 2, a series of **infographics offer a summary** of the process of a result-oriented collaboration that is benefiting from the collective intelligence of a multi-stakeholder group by focusing on the quality of dialogues.

### 3.3. To reflect on before starting a collaboration

The global timber tracking network is a network of stakeholders, that are all interested in one way or another in illegal logging and the related trade and in the development of technological tools to tackle this issue. Many of the members have experience with collaborations between laboratories of varied expertise and facilities. They identified **key factors that should be considered before starting a collaboration:**

- Creation of a safe space where all views can be shared openly and respectfully (see §3.2 *Successful stakeholders' dialogue* on phase 1). The real interests in the collaboration of all stakeholders should be clear from the start to be able to plan the work fulfilling the diverse needs (*e.g.* collecting genetic material for research as well as photographic material for species identification) and make the collaboration pleasant and productive for all partners.
- Invest time to get to know your collaborators and their institutions, their strengths, limitations and potentials, to be able to plan and manage activities accordingly. In person and on-site meetings, therefore, are indispensable.
- Involvement of all collaborators in all steps. The degree of involvement can differ (see §3.1 *General Prerequisites* on the stakeholder engagement matrix), but everyone should always at least be informed (see §3.2 *Successful stakeholders' dialogue* on phase 2).
- Material support that is combined with trainings for the local receivers to assure capacity building and use of the new tools.
- Plan for long-term collaborations instead of for sporadic ones to make sure equipment is used and expected results are provided.
- Fulfill all national requirements (*e.g.* request permits for the research/collection of plant materials, report findings to national institutions, inquire on correct use of all collected material and related data)
- Fulfil what was agreed, even if done late.

In appendix 3 you can find a **pair of check lists for the special case of a collaboration with a technology transfer** (see a schematic overview here below) to help you preparing such an operation.



## 4. References

Banfield, M., L. Yen and L. Newby (2011). Stakeholder involvement in primary health care research: Report and recommendations. Australian Primary Health Care Research Institute: Canberra, Australia. [[online pdf](#)]

Bennett, L.M., H. Gadlin and C. Marchand (2010). Collaboration & team science: a field guide, NIH Office of the Ombudsman, Center for Cooperative Resolution Bethesda, Maryland, USA [[online pdf](#)].

Gadlin, H. and K. Jessar (2002). Preempting discord: prenuptial agreements for scientists. The NIH Catalyst 10: 12.

Halawlaw, Y.I., et al. (2017). A north-south technology transfer methodology. Asian Journal of Science and Technology 8(12).

ISO (2013). Guidance on Twinning in ISO standards development activities. Increasing the participation of developing country members. ISO Central Secretariat, Genève, Switzerland.

Künkel, P., S. Gerlach and V. Frieg (2011). Stakeholder dialogues. Skills for better collaboration. The Collective Leadership Institute. [www.collectiveleadership.de](http://www.collectiveleadership.de)

*ResearchGate*. Discussion on the reasons of technology transfer failure: [link to the discussion thread](#).

Yacoub, I.H., O. Galmaï, C. Kwendje and S. Njipouakouyou (2017). A north-south technology transfer methodology. Asian Journal of Science and Technology 8(12): 7000-7007.

## 5. Appendices

### 5.1. Appendix 1: The collaborative agreement template

Adapted from Bennett *et al.* (2010).

Most research projects, no matter how varied, have certain core issues in common and can be addressed by collaborators posing the following questions:

#### Overall goals

- What is the overall vision for the collaboration?
- What are the scientific goals, anticipated outcomes or products of the collaboration?
- When is the collaboration over?
- When is the project over?

#### Who will do what

- What are the expected contributions of each participant?
- Who will write any progress reports and final reports (and in what language)?
- How and by whom will personnel decisions be made? How and by whom will personnel be supervised (and trained)?

#### Communication & Unplanned events

- How will routine communication take place among collaborators (to ensure that all appropriate members of the team are kept fully informed of relevant issues)?
- How will you decide about redirecting the research agenda when needed?
- How will you negotiate the development of new collaborations/spin-off projects?
- Should one of the key collaborators leave or move to another institution, how will you handle data, samples, materials/equipment, and authorship and credit?

#### Authorship & Credit

- What will be the criteria and the process for assigning authorship and credit?
- How will credit be attributed to each collaborator's institution for all products resulting from the collaboration (sample/data collection, presentations, papers, ...).
- How and by whom will public presentations be made, or media inquiries be handled?

#### Conflicts of interest & Benefit sharing

- How will you identify potential conflicts of interest among collaborators?
- How will you go about financial benefits, made (in)directly from the research (*e.g.* through sharing plant material or genetic data between collaborators)?
- How will you manage data and samples and how will you handle short/long-term storage and access during/after the project?
- When and how will you handle intellectual property (and patent applications)?

## 5.2.      **Appendix 2: A practical guide for multi-stakeholder collaborations**

**Audience:** researchers, company representatives, foresters, civil society activists, presidents from trade federations, political actors

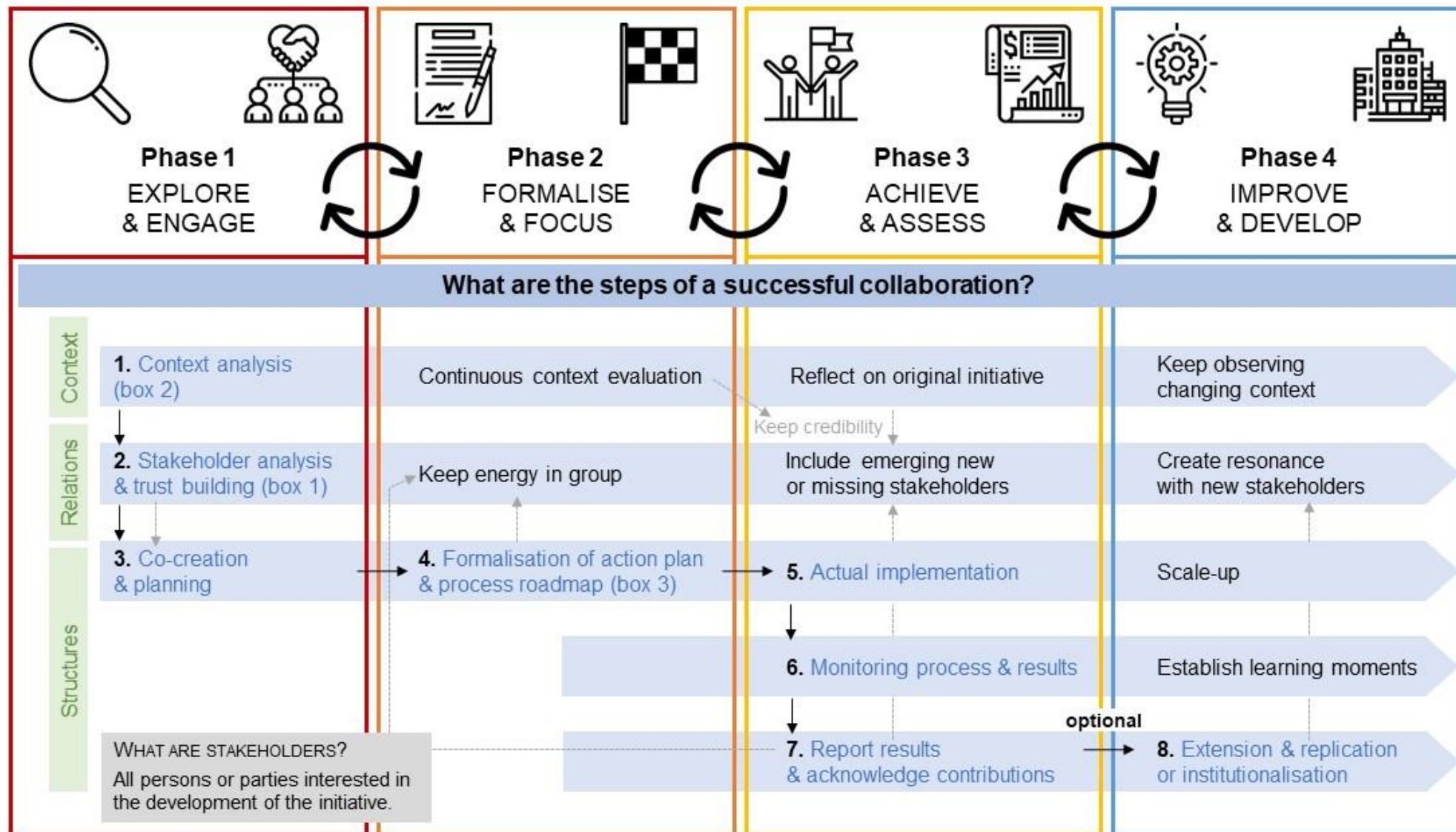
**Aim:** offer guidance for initiatives that require collective action, implementing solutions jointly beyond sectors, institutions, nations and cultures

# A practical guide for multi-stakeholder collaborations

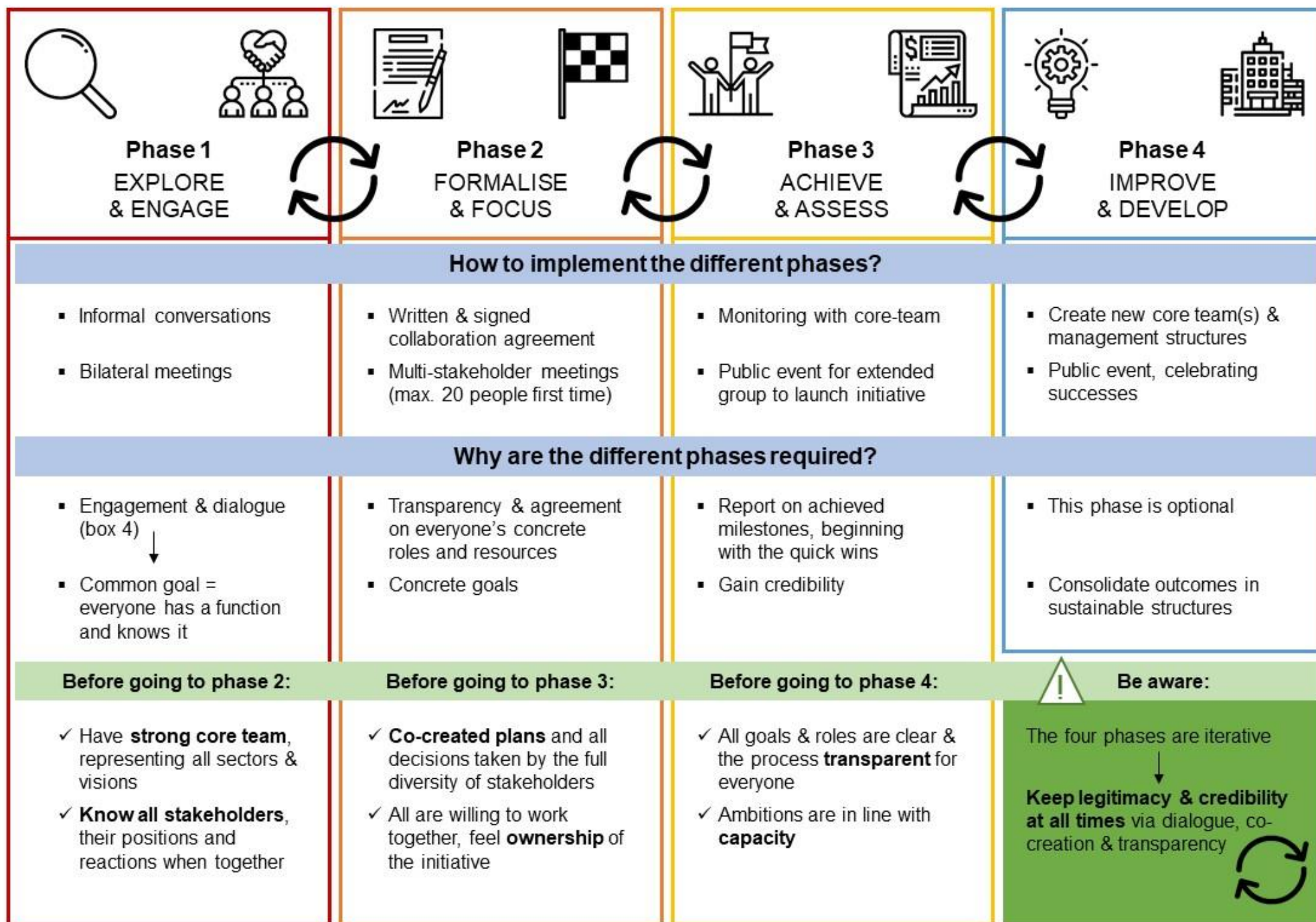
By Nele Schmitz

Ref.: [The Collective Leadership Institute](#)

KEY WORDS: QUALITY DIALOGUES - COLLECTIVE INTELLIGENCE - RESULT-ORIENTATION

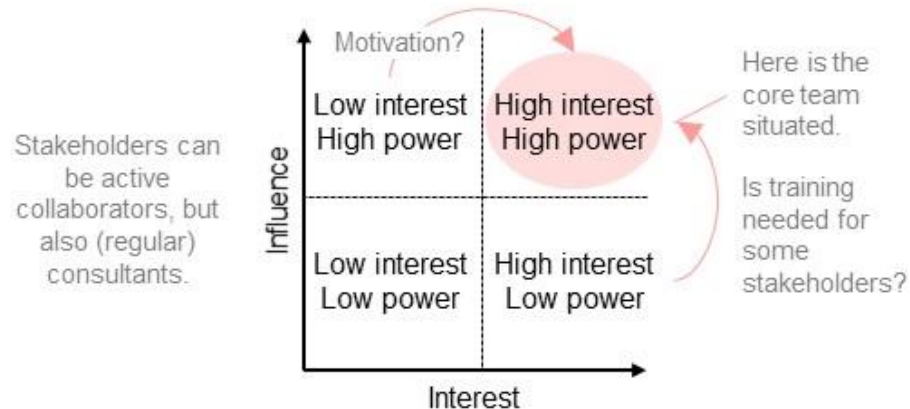






### Box 1. Stakeholder analysis

#### ▪ Do a **stakeholder mapping**:



- Know the **intentions & motivations** of your stakeholders
- Evaluate if **all action modes** are represented in the stakeholder group:

- ✓ Movers — drive, advocate
- ✓ Opposers — offer corrections
- ✓ Followers — complete actions
- ✓ Bystanders — inquire & open perspectives
- × Blockers — don't allow veto players!

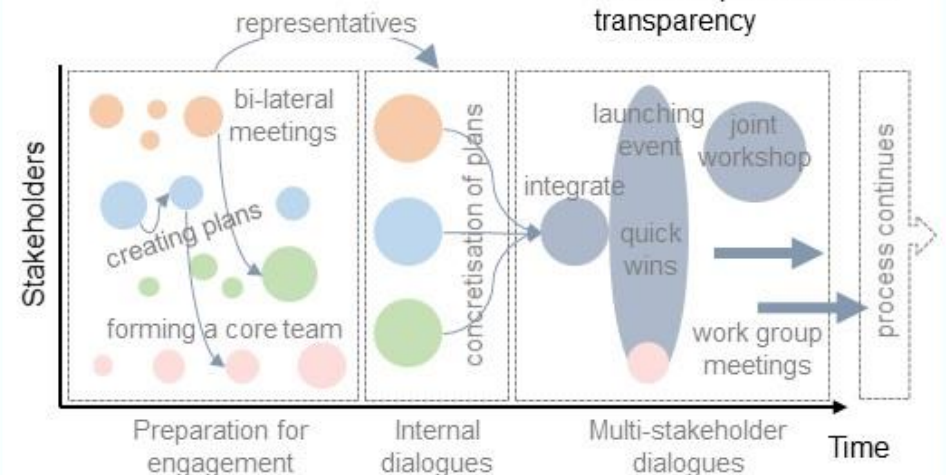
→ **balanced, productive dialogue**

### Box 2. Context analysis

- **Research** previous & ongoing work in the field (initiatives never start in a vacuum).
- **Make fact sheets & get testimonials** about potential impact of the initiative to attract essential partners.
- **Know timelines** (e.g. budget decisions, launching of laws).

### Box 3. Example process roadmap

➤ A string of communication events to plan & assure transparency



### Box 4. Characteristics of a quality stakeholder dialogue

- ✓ **Willingness** to work together → no monologues, nor win-lose debates → all input is used.
- ✓ **Inclusion** of different interests & relevant expertise → understand theory & practice of the initiative.
- ✓ **Core team** of 6-8 people, owning the initiative, representing all views, min. one having decision power.
- ✓ **Result-oriented** via documentation (as reference point) and monitoring (continuous).
- ✓ **Series** of events → co-creation, adapting to changes.

#### **Problem solving in multi-stakeholder collaborations**

Work on strong foundations:

- Do a stakeholder analysis.
- Do a process analysis.





## Practical tips for facilitators of multi-stakeholder meetings

- **Never work alone**, search an ally and start from there.
- **Don't forget your noble goals** & use this energy to inspire stakeholders.
- **Prepare** all meetings:
  - Do a stakeholder analysis.
  - Know motivations & limitations of the different sectors, manage expectations accordingly.
  - Don't allow veto players, only stakeholders open to interact.
  - Smooth out conflict & competition before bringing stakeholders together.
  - Plan next meetings.
- **If potential conflict in a group:**
  - Have a clear agenda and follow it strictly.
  - Make sure that all perspectives are being heard.
  - Start formal, decrease level of formality with increasing trust in the group.
  - Name what's going on, e.g. propose-oppose tennis in a conversation.
- **If a meeting gets stuck:**
  - Return the conversation to the topic.
  - Repeat & summarise achievements so far.
  - Suspend the meeting when no productive dialogue anymore.
  - Collect extra information and discuss in smaller groups.
  - Meet bilaterally with people taking criticism personal, not open for discussion.



### THE FEED FORWARD TECHNIQUE

- To facilitate co-creation, collaborators present their ideas.
- Instead of feedback, the others give short, future-oriented, suggestions that are not critical.
- The presenters take notes, but there is no further discussion. The comments are meant to open new ideas.

### A VISUAL VISION

- To create with the core team.
- Create a visual, joint vision of what success would look like.
- Drawings can first be made in small groups and then merged.

By Nele Schmitz, inspired by *the Art of Stakeholder Collaboration* workshop of The Collective Leadership Institute. [www.collectiveleadership.com](http://www.collectiveleadership.com)

Further reading: Künkel, P., S. Gerlach and V. Frieg (2011). Stakeholders dialogues – Key concepts and competencies for achieving common goals. A practical guide for change agents from public sector, private sector and civil society. Collective Leadership Institute.

### 5.3. Appendix 3: Checklists for an equipment transfer

#### CHECKLIST FOR A SUCCESSFUL TRANSFER OF EQUIPMENT TO A DEVELOPING LAB IN THE RESEARCH FIELD

##### Know yourself & your lab

1. What exactly do you want to transfer? Have you thought of (related) parts too difficult to transfer (*e.g.* software skills built over several years)?
2. Why do you want to transfer this technology? What is your interest in this transfer? What is your vision on the impact of this transfer on yourself and the receiving side?
3. How do you want to transfer this equipment?
  - Have you set up an agreement of collaboration with one or more partners specifying the expectations of all collaborators from this technology transfer?
  - Have you set up a budget plan in consultation with the receiver?
    - Is there money to provide all infrastructure needed for operation at the receiver side (*e.g.* for power and water supply, temperature and humidity control, environment, health and safety measures, software)?
    - Is there money to provide training in all aspects needed for full absorption of the technology, incl. preparing input, handling and servicing equipment, processing output?
4. For how long are you planning the equipment transfer? Are you committed to the long-term functioning of the receiving lab or, is there a clear and transparent plan for the collaboration with a period of fixed duration, with regular monitoring of equipment and lab operations, after which the collaboration (partly/fully) ends?

##### Know the receiver & its lab

1. Is there a demand for the technology you want to transfer at country or regional level, entailing the potential to use, valorise and further develop the transferred technology, also in the long run (after the collaboration ends)?
2. Is the receiver interested in this technology?
  - What is his/her vision on how the technology could benefit the institute/country/region?<sup>2</sup>
  - Who exactly will benefit from the transfer, who not? How will the transfer affect local power relations? How can the circle of beneficiaries be maximised

---

<sup>2</sup> All parties involved must feel that they are “winners” and must in fact be winners.

to optimise absorbing capacity, *e.g.* cleaning lady, handyman, ... (broad local support)?

3. Who exactly are the receivers? Involve them from the start<sup>3</sup>.
  - Who are the local researchers and technicians? Is there permanent staff that can be trained and assure long term operability of the equipment even under high staff turn-over?
  - Is there an enthusiast laboratory head motivated to absorb the technology at the receiving organisation? Is there a plan to assure long term operation of the lab?
  - Is there a director who wants to take responsibility for the success of the technology transfer?
  - Are there other parties interested in the equipment, that can bring about knowledge spill-overs and in this way lead to sustainable capacity building (*e.g.* local universities).
4. Calculate the budget together with the receivers considering the current capacity to operate and maintain the equipment and possible workshops for other interested local users. How long will it take for the equipment to be fully operational (installation and training for operation and maintenance)?<sup>4</sup>
5. Inform on all legal requirements and on the time it will require to get all agreements:
  - for the establishment of a lab providing a wood identification service.
  - (when relevant) to fulfil the requirements of the *Nagoya Protocol on Access to Genetic Resources and the Fair and Equitable Sharing of Benefits Arising from their Utilization to the Convention on Biological Diversity*.

## **Know the equipment & its environment**

1. Is the equipment suitable for the environment it will be transferred in?
  - Is there a venue that provides all conditions needed for correct operation of the equipment?
  - Can environmental, health and safety hazards be appropriately managed?

---

<sup>3</sup> Only approaches based on local creativity and local expertise are likely to make a success.

<sup>4</sup> The equipment should not stay a black box for operators and technicians who will work with it. Only if they understand the theory behind the technology it can be used to its fullest extent.

- Discuss the potential need for adaptations to the local conditions or the need for an entirely different technology<sup>5</sup> with the local researchers and technicians that will operate and maintain the equipment.
2. Is everything available to make full use of the equipment?
- Is access to all consumables needed for (long term) operation guaranteed?
  - Are all means there to manage inputs and outputs of the equipment?
  - Is there local knowledge for repair/servicing of the transferred equipment?
3. Calculate the budget according to the environment the equipment will be operated in.
- Include budget for training and facilities considering current capacity to manage input and output.
  - Include budget for a workshop on servicing the equipment when needed.

---

<sup>5</sup> If the needs are not sufficiently analysed at the start this might result in successive adaptations of the equipment leading to technical complexity and an increase in the costs.

## CHECKLIST FOR A SUCCESSFUL EQUIPMENT ABSORBANCE IN A DEVELOPING LAB IN THE RESEARCH FIELD

### Know yourself & your lab

1. Is your lab the most suitable to receive this equipment or would it be better to have the equipment elsewhere and have an agreement to use it<sup>6</sup>?
  - Is there a suitable operating space for the equipment?
  - Would you be able to prepare its input and process its output?
  - What training would be needed for which lab members? Is there permanent staff?
  - Does your lab have the financial means for long term operation of the equipment?
2. What is your interest in this transfer? What is your vision on the impact of this transfer on the lab?
  - Who are the potential users of the new equipment<sup>7</sup> (if you will not be using it permanently yourself).
  - What will be the assets of the lab with the new equipment, for the institute, the organisation, the country as a whole? Could the lab become a meeting spot of researchers, innovators, entrepreneurs to develop collaborations within the country, the continent and beyond? Who would benefit from the service the lab could deliver with the new equipment?
  - Could the transfer help to keep alive (traditional) knowledge and know-how (e.g. about terrain, species distribution, field identification of tree species, sampling, wood anatomy, ...)?
3. Are you committed to long-term functionality of the new equipment?
  - How do you plan to build capacity to make best use of the new equipment?
  - How do you plan to keep that capacity? (given e.g. high staff turn-over)

---

<sup>6</sup> Check out all research institutes that don't work on forests yet or don't have lots of experience yet with one of the identification methods (genetics, stable isotopes, spectrometry) but are well established (e.g. in the agricultural sector). Grafting new topics on existing capacity offers higher chances of fast technology and knowledge transfer.

<sup>7</sup> Consider here also visiting students from abroad. Long term student exchange programmes could be set up to valorise the local lab facilities. Investigate all alternative uses of the new equipment as well (in forestry, agriculture, wildlife conservation, ...).



### Know the donor & its lab

1. Why is the donor interested in this technology coming to your lab?
  - What is his/her vision on how the technology could benefit the institute/country/region? Do you both agree visions?
  - How will the donor benefit from the transfer (*e.g.* Will students/researchers come over on a regular basis to collect samples and/or use the donated equipment to study local tree species)?
2. Is there an agreement:
  - for assistance in using the equipment (from preparing samples, over operating the equipment to data analysis and interpretation) and if yes what exactly does this include, what would you have to take care of yourself?
  - on sharing the output of the equipment and acknowledging all involved staff, both knowledge/data wise and monetary wise (in case there are financial benefits involved)<sup>8</sup>?
  - on sharing the costs of the research?
  - for long term collaboration and if yes what does this include (sharing of knowledge, samples, data, other goods or money)?

### Know the equipment & its environment

1. Is there a venue that provides all conditions (climatisation, security of the site against adverse weather conditions, damage, theft) needed for correct operation of the equipment? Is a meeting planned with the donor and all local researchers and technicians that will operate and maintain the equipment to identify the potential need for adaptations to the local conditions or the need for an entirely different technology?
2. Are all operational means there to manage the inputs and outputs of the equipment?
  - Is there access to all consumables needed for (long term) operation?
  - Is there local knowledge for repair/servicing of the transferred equipment?
  - Is there access to all facilities needed to secure health and safety of the researchers who will be working with the new technology?

---

<sup>8</sup> For example, everyone who has been involved in at least one step of the research, will be informed and receive a copy of an oral presentation or published manuscript of the research done, or will be mentioned as a co-author.

3. Has a financial strategy been set up, incl. all users of the equipment, to secure a permanently running lab?

➤ How will costs and benefits be taken care of and shared in case of more than one user?

Is there a budget plan to assure long term operation?

### Coordinating partners



### With support from



by decision of the  
German Bundestag

[www.globaltimbertrackingnetwork.org](http://www.globaltimbertrackingnetwork.org)

The objective of the Global Timber Tracking Network (GTTN) is to promote the operationalization of innovative tools for wood identification and origin determination, to assist the fight against illegal logging and related trade around the globe. GTTN is an open alliance that cooperates along a joint vision and the network activities are financed through an open multi-donor approach. GTTN phase 2 coordination (2017-2019) is financed by the German Federal Ministry of Food and Agriculture (BMEL). GTTN phase 2 (2017-2019) is coordinated by the European Forest Institute with the technical support from the Thünen Institute.