

Putting the Istanbul Principles into Practice:

A Companion Toolkit to the Siem Reap
Consensus on the International Framework
for CSO Development Effectiveness

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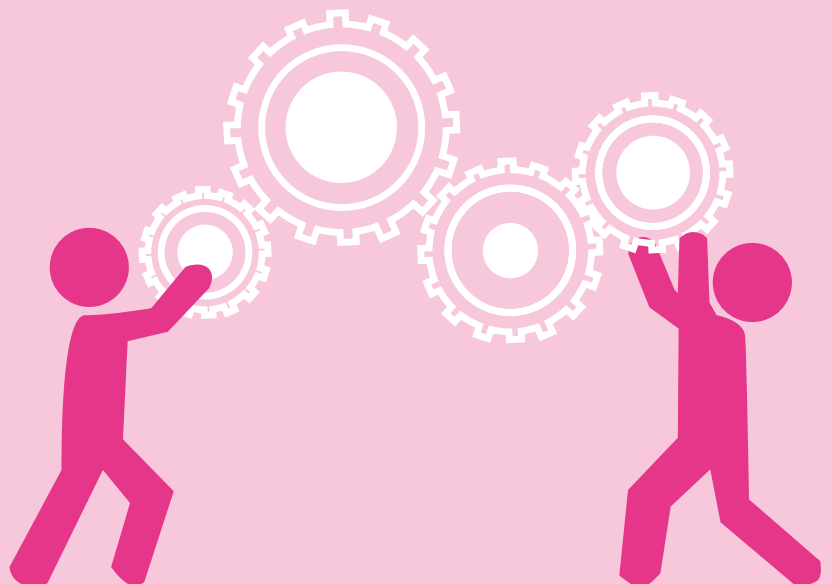


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About the Open Forum for CSO Development Effectiveness

The Open Forum for CSO Development Effectiveness is a global process set up by and for Civil Society Organizations (CSOs) worldwide, to create a shared framework of principles that defines effective CSO development practice and elaborates the minimum standards for an enabling environment for CSOs, while at the same time promoting civil society's essential role in the international development cooperation system.

The Open Forum process was initiated in an exploratory meeting on CSO Effectiveness in June 2008 in Paris, France and was formally set up in latter part of 2008 following the Third High level Forum on Aid Effectiveness (HLF3) in Accra, Ghana, in response to the call to civil society organizations to articulate their own statement on development effectiveness. The mandate of the Open Forum runs until the Fourth High Level Forum (HLF4) at the end of 2011 in Busan, South Korea, where its conclusions will be presented for official acknowledgment. At the same time, the outcomes of the process are also a perpetual reference point for civil society organizations on their own effectiveness as independent development actors.

The objectives of the Open Forum form three key pillars:

- 1.** Achieving a consensus on a set of global Principles for Development Effectiveness
- 2.** Developing guidelines for CSOs to implement the Principles
- 3.** Advocating to governments for a more enabling environment for CSOs to operate

These three components form the **Siem Reap CSO Consensus on the International Framework for CSO Development Effectiveness** (International Framework) – the consolidated outcome statement of the Open Forum¹.

The Open Forum consultations process was guided by a 29-member Global Facilitation Group of CSO platforms worldwide. In the 3 years of its mandate (2009 to 2011), the Open Forum reached out to thousands of CSOs across the globe through national, regional, and thematic consultations with the aim of identifying the common principles that guide their work as civil society and the standards for an environment in which they can operate most effectively – in other words, to determine what constitutes development effectiveness for civil society. The worldwide consultation process was designed to enable the greatest possible number of CSOs to contribute, ensuring that the Open Forum process was legitimate and inclusive of civil society globally.

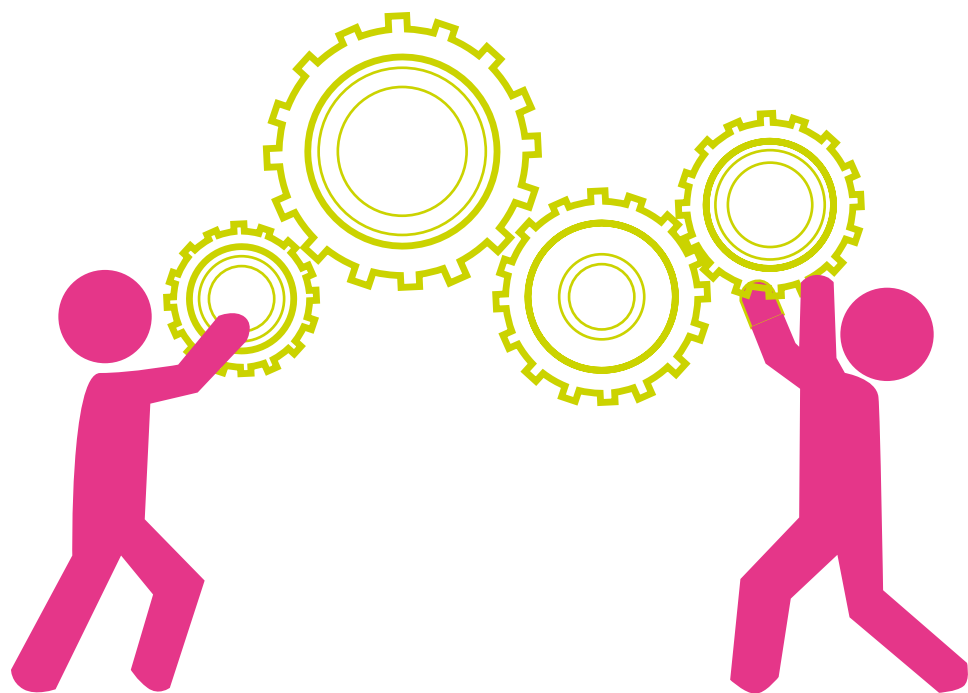
In conjunction with the civil society consultations, the Open Forum also held multi-stakeholder meetings at regional, national and international levels in order to facilitate dialogue and discussion between CSOs, donors and governments on the enabling conditions for a vibrant civil society. Based on the inputs generated from the thousands of stakeholders who participated in the Open Forum consultation process, the first Global Assembly of the Open Forum in Istanbul, Turkey (September 2010) endorsed the eight "Istanbul Principles" of CSO Development Effectiveness, which form the basis for effective development work by CSOs around the globe.

At the second and concluding Global Assembly of the Open Forum in Siem Reap, Cambodia (June 2011), the final version of the International Framework for CSO Development Effectiveness, including the eight Istanbul Principles, was endorsed. It was developed following further inputs from civil society representatives during the first Global Assembly, as well as many more national, regional and thematic consultations that took place between the two Global Assemblies.

¹ This document is available at: <http://www.cso-effectiveness.org/-global-report,052-.html>

The International Framework is accompanied by this Companion Toolkit which provides guidance on how to put the Principles into practice, and an Advocacy Toolkit with guidance on how CSOs can use the messages in the International Framework to advocate for a more enabling environment in their national and regional contexts².

With the agreement on the final version of the International Framework for CSO Development Effectiveness, and through the Open Forum process, civil society has fulfilled its ambitious vision to develop a collective and consolidated statement of global civil society on CSO development effectiveness principles and practices. And, with this Companion Toolkit, civil society organizations can continue putting the principles into practice, capitalizing on the global momentum to improve their effectiveness as development actors.



² <http://www.cso-effectiveness.org/-toolkits,082-.html>

SECTION I: Introduction

What is the International Framework for CSO Development Effectiveness and how does it relate to this toolkit?

The International Framework for CSO Development Effectiveness is the consolidated outcome of a global and fully inclusive consultation process run by and for Civil Society Organizations (CSOs) worldwide, known as the [Open Forum for CSO Development Effectiveness](#)³.

Based on the international recognition of civil society organization as independent development actors in their own right in 2008, the 3 year mandate of the Open Forum has been to consult numerous CSOs across all global regions to determine the commonly accepted:

- Principles of CSO development effectiveness;
- Guidance for the Implementation of these principles;
- Enabling Environment conditions required from governments and donors for CSOs to be able to apply and strengthen their specific role in development

The resulting International Framework for CSO Development Effectiveness covers these three areas in addition to proposing ways forward for civil society to continue dialogue on the implementation, monitoring and advocacy of the Framework. Given the global reach and fully participatory nature of the Open Forum process, the development standards of the International Framework can be used as a legitimate benchmark by CSOs the world over.

To support CSOs to use the International Framework, it is accompanied by two toolkits: this Companion Toolkit which consolidates CSO contributions from the Open Forum process to provide guidance on how to put the Principles into practice; and an Advocacy Toolkit with guidance on how CSOs can use the messages on civil society space in the International Framework to advocate for a more enabling environment in their national and regional contexts.

CSOs are encouraged to refer to all three documents in their effectiveness work.

Who is the Toolkit for?

This Toolkit is designed for all civil society organizations that work in the development field and wish to make their work more effective by putting the Istanbul Principles into practice. CSOs perform a variety of roles and engage in a variety of processes to help develop their societies. They provide services. They monitor and engage with governments. They advocate for and empower the marginalized and poor. They do research. All CSOs — regardless of size, mandate, location, or focus of work—can benefit from the experiences and good practices that are shared in this Toolkit.

Why use this Toolkit?

This Toolkit is meant to support your efforts to put the Istanbul Principles into practice.

IF YOU PUT THE ISTANBUL PRINCIPLES INTO PRACTICE...

1. Your CSO can help empower communities

Putting the Istanbul Principles into practice involves respecting the central role that communities and beneficiaries play in development. They are full participants in analysis, decision-making, planning, implementation and evaluation. Their contributions improve the identification and viability of solutions aimed at the root causes of poverty and conflict. Moreover, local people that are empowered and respected express self-confidence and an increasing sense of ownership.

2. Your CSO can be strengthened as an institution

When you make a sustained effort to put the Istanbul Principles into practice, your staff's pride in and commitment to their work increases – a great motivator for further excellent work. Moreover, as your CSO trains, supports and empowers women, people with disabilities, and others who are often marginalized and underutilized, your approach becomes more holistic and representative and your programs become more viable. This will make your CSO—and civil society in your country—more sustainable because you will have created a broader foundation for social change.

3. Your CSOs' partnerships can be enhanced

Putting the Istanbul Principles into practice can help your CSO to build healthy, respectful, satisfying and sustainable partnerships that support mutual learning processes and multidimensional accountability. Thoughtful partnering improves relationships among CSOs, between donors and recipients, between CSOs and their constituents, between CSOs and their staff, and other stakeholders who are key to development effectiveness.

4. Your CSO can be more environmentally responsible

By integrating environmental sustainability into internal and external procedures, your CSO may use fewer resources, cut emissions, and save money. Also, greener, healthier environments will improve the quality of life and productivity of staff and others. Your CSO will gain an advantage in complying with the increasing number of environmental laws and regulations, not to mention the increasing pressure to report on environmental impacts and progress toward sustainability. Showing your CSO's leadership in the field of environmental sustainability will help you stand out in a positive light.

5. Public confidence in your CSO can increase

Putting the Istanbul Principles into practice can help your CSO meet standards that global civil society has set for itself, thus ensuring your continued acceptance into the community of your peers. Donors will also value and appreciate the effort that CSOs make to act on the Istanbul Principles. Additionally, putting the Principles into practice can help CSOs protect themselves from today's political clamp down on civil society by showing that they are accountable for their actions. CSOs with a strong record of effective development work will have stronger support from within their communities as well as nationally and internationally.

6. You and your CSO colleagues will be inspired to improve

The Toolkit offers insights, experiences, good practices and a multitude of resources that are recommended by participants in the Open Forum based on their experience. They offer an abundance of resources: skills, knowledge, experience, volunteerism, professionalism, ideas, creativity, relationships and more. The Toolkit is a celebration of the excellent work already being done and an encouragement to go even further. It is an invitation and stimulation for each CSO to commit itself to the journey of advancing development effectiveness.

7. Development effectiveness can be deepened

Most importantly, conscious, genuine and sustained efforts to put the Istanbul Principles into practice should result in improved development effectiveness. Thorough reflection, analysis and planning will enable your CSO to make better decisions and to better address the root causes of poverty and conflict. Notably, your CSO will become a learning organization that can contribute even more to advancing the cause of development. In this way, the Principles become not something to be added to the work of CSOs but rather the way CSOs envision and do their work. This success requires real commitment – not only the commitment to work harder, but the much more difficult commitment to work differently than in the past—both internally and externally.

How is the Toolkit designed?

The Toolkit is designed to help CSOs engage with the Istanbul Principles and put them into practice in their own unique circumstances.

However, there is no one model of CSO and therefore no one “map” for this journey. CSOs vary in size, purpose, geographic locale, and philosophy; and furthermore development challenges differ from context to context. Therefore, the Istanbul Principles must be interpreted and applied locally and uniquely to each CSO in order to be meaningful. In other words, while there is broad agreement among CSOs on the spirit of the principles aspired to, the meaning of each Principle must be understood in context of the unique country, region, language, type and size of the organization, not to mention the unique set of political, economic, social and spiritual constraints and opportunities.

For this reason, the Toolkit utilizes a “workbook” approach that guides you through a process to make the Principles your own: what are the most pressing issues in your CSO’s context in regard to development effectiveness? How can your CSO address root causes? How will your CSO define and measure objectives and activities? How will your CSO be accountable to your community (beneficiaries, staff, members, constituents, local society, peers, funders, government, etc.)?

After this introduction, you will find a chapter devoted to each of the eight Istanbul Principles. Each chapter consists of the following elements:

- The definition of the Principle and its guidance note as endorsed in the International Framework. Thus it will not be necessary to refer to the International Framework while using the Toolkit.
- Guiding questions to help you analyze the political, social and organizational realities within which your CSO works.
- “Open Forum Voices” – informative and provocative notions shared during Open Forum consultations. They are reminders about the complexities faced by CSOs as well as the depth and breadth of interpretations that different CSOs have of the Principle.
- A table suggesting a range of objectives that your CSO may choose from or adapt in its efforts to put the Principle into practice.
- A reference to designing indicators to monitor your work on the Principle.
- Each of these steps is accompanied by a list of resources in the Inventory that your CSO can use for further ideas, good practices, models, methods, standards, check lists, research, etc; and
- Lastly, each chapter concludes with a hypothetical example that shows the complexity of development realities and opportunities for improvement in accordance with the Istanbul Principles.

How to use this Toolkit?

Many CSOs sincerely subscribe to the Istanbul Principles and are working hard to implement them. Many others believe they already embody the Istanbul Principles in their daily work, and are unaware of their shortcomings or remaining challenges. Still others may find the Principles new and strange because they differ from a “professional” or “technical” development orientation and are closer to a social justice approach.

The challenge for all CSOs, no matter their relationship to the Istanbul Principles, is to continuously and consciously reflect on their own practice and regularly set new targets so that improvement is a built-in value in the organization. Use of the Istanbul Principles to promote development effectiveness is more than belief and intention, and it is more than a one-off exercise. It takes thoughtful planning and explicit commitment – at the organizational level.

Organizational commitment is critical because habits and systems are persistent. Good intentions are not enough. Unless there is conscious and intentional effort invested to build on your existing good practices, further improvements—and their sustainability—are unlikely. Without this real commitment and accountability, CSOs may unconsciously contribute to the perpetuation of a status quo that they actually wish to improve.

Because working on development effectiveness has to be a continuous process, the guidance and resources of this Toolkit are useful for:

- Challenging unproductive thinking and hidden biases within your CSO
- Reviewing existing strategies
- Identifying new objectives for development effectiveness in your CSO
- Evaluating the internal operations of your CSO in light of the Principles
- Getting new ideas and information for planning, implementing, monitoring and evaluating development work

Some CSOs may choose to use the Toolkit for guidance in a comprehensive organizational development process (in which case they may consider engaging a consultant who is not invested in the outcome to facilitate the process). This will likely produce the fastest and deepest results (if maintained), but might require more resources than many CSOs can devote. Other CSOs may work Principle by Principle over a long period of time. Still others may work with a functional focus (e.g., “We need to open a new field office. How can we embody the Principles in all aspects of this process?”). Again, there is not one right way.

For this reason there are also no baseline or minimum standards proposed in this Toolkit, although standard setting and identifying indicators are important for monitoring performance and improvements. It is the responsibility of each CSO to identify the highest standards it can set for itself in light of its resources and circumstances.

Unfortunately, some CSOs may be tempted to skip over the difficult questions or may simply read through the process without engaging. This will not be beneficial. Each answer depends on your thoughtful reflection, research, and analysis of the question that precedes it. In that way, the answers produce new insight not just document your previous thinking. Moreover, the resources in this Toolkit are already available to anyone with research skills and time on their hands. Going through the process will help will build your resolve.

Beyond resolve, CSOs committed to the Principles will need to create and submit to accountability mechanisms. These may include monitoring by beneficiaries, constituents, and donors. Peer monitoring by other

CSOs is also a valuable and underutilized tool that builds capacity for development effectiveness within organizations and the CSO sector overall. The key is to engage.

So, as you engage with the Toolkit, consider these suggestions:

1. For each Principle, engage in a process that takes all the Principles into account

As you reflect on your commitment to human rights and social justice (Principle 1), be sure to equitably involve your partners in the process (Principle 6) and engage in mutual learning with beneficiaries, partners and donors (Principles 5 and 7). As you reevaluate your plans to promote women's and girls' rights (Principle 2), be sure to hold your planning sessions in a way that focuses on people's empowerment, democratic ownership and participation (Principle 3) in an environmentally sustainable way (Principle 4). If the process of using the Toolkit demonstrates respect for the Principles, then the process (not just the outcome) will build a cohort of beneficiaries, staff, members and partners that understands and is committed to the Principles and your CSO's realization of them.

2. Always consider internal and external issues

Each Principle has application within your CSO as well as in the external (program) work. Both are important. Having "green" office operations and qualified women in powerful positions in your CSO provides insights for improving programs. Additionally, aligning internal and external commitments strengthens organizational integrity and credibility thus building a strong foundation of support for current and future plans.

3. Push yourself to consider root causes

Development aims to overcome poverty, inequality and marginalization. It can only be effective if it brings about sustainable change by addressing root causes. Root causes can include power asymmetries between people and nations, unrestrained capitalism, colonial legacies, lack of democratic ownership over processes that affect societies, international and national dependencies, and the lack of social justice, among others.

4. Consider power

Power asymmetries can be found within a CSO, between CSOs in the same country as well as between partner CSOs in different countries. Unchecked power asymmetries can manifest as managers who dictate to staff; CSO staff who devalue beneficiaries, men who silence women, donor-driven ICOSOs that employ local CSOs to realize a foreign agenda; rules that powerful CSOs enforce on others but are not willing to follow themselves; cultural imposition, and many more. Unacknowledged power asymmetries can have detrimental effects on both the process and outcomes of development efforts

5. Base your strategies on thorough analysis

Collecting broad information and data may require a lot of time and resources, but in the medium and long-term perspective, a thorough analysis of the context in which your CSO operates will definitely pay off. It will root your CSO in the context of communal and national efforts. It will lead to sustainable strategies. Relying on multiple sources and incorporating divergent opinions (especially people CSOs are mandated to serve

and those most marginalized) helps mitigate blind spots and exposes untested assumptions that we all rely on in our daily lives.

Sources of information for learning (and unlearning of old ideas and behaviors) can include, in no particular order, staff and former staff; beneficiaries; constituents; governmental research and statistics, strategies and evaluations; research, position papers, project proposals, and project reports; consultants; case studies; evaluations from local CSOs, ICSOs, donors, or multilateral organizations; local and international media in local and foreign languages; research gathered from academic and non-academic sources; partners, former partners, and potential partners; like-minded and differently-minded groups (peers).

Note: If you are working in a country/culture other than your own, you must consider answers for the country/culture you are working in as well as your own. Thinking through the questions for your country/culture is important because it helps you articulate the assumptions, beliefs and values you are bringing to your work. Similarly, the size and type of organization you work for will influence the way you answer the questions (e.g., the implementation of the Principles might be approached differently in a multi-country international CSO than in a small, community-based organization).

6. For each Principle, acknowledge progress and give credit to previous efforts, but also seek further improvement

Giving credit to people who already promote the Principles and recognizing the value of their efforts is important. It will encourage others to get involved, institutionalize successes and promote continuous learning. At the same time, all CSOs can always continue to improve. Some points for reflection could be blind spots, stereotypes, and ignorance; lack of resources (e.g. time, finances, knowledge, political or individual will); and power asymmetries and dependencies between individuals or between organizations. Especially those in power (in a local or international CSO) have to ask themselves critically and seriously if they really walk the talk and how power asymmetries influence the feedback and behavior of people around them with less power.

The targets within development are moving and there is always more progress to be made. If, for example, a CSO begins with the objective to change attitudes about individuals with disabilities (Principle 1), this objective should expand to the organizational level (hiring of staff with disabilities) and the policy level (access to publicly funded quality health services for all).

Awareness and dismantling of these and other barriers to implementation is critical to development effectiveness.

7. Be strategic

In your plan, consider how change happens in your CSO, in your civil society in your country, and in your partner organizations. Make sure your CSO's leadership gets on board early. They need to do more than allocate resources and create the space for change; they must lead by example. Make sure that you build a coalition of supporters for your efforts to implement the Principles. Forming a task team or identifying internal "champions" has also proven useful. Additionally, mobilize and cultivate supporters of the Principles outside of your CSO. There are likely to be opponents to the Principles. Identify their interests and, if possible, negotiate a win-win-solution with them. If this is not possible, develop a strategy for dealing with opposition that itself reflects the values embedded in the Principles.

8. Be reasonable

Change does not happen quickly or easily. Set ambitious, but realistic, objectives that you can commit to. People often treat change with suspicion. Make sure that you accompany staff, beneficiaries, and other stakeholders through the changes and do not force change on them. Expect setbacks and resistance. Flexibility and a long-term view will facilitate change better than demands and punishments. If you treat the change process as part of your work, as a welcome challenge and not as an obstacle to it, you will stick with the process even when it is difficult.

9. Submit your thinking, decision-making and planning to scrutiny by internal and external stakeholders

Be sure to actively seek out and validate a spectrum of diverse views from staff, beneficiaries, peers, partner organizations, independent externals, and donors. Their input can be given individually or in a group setting depending on your cultural norms. Let them know how you plan to use their feedback and keep them updated on developments.

10. Integrate a process for monitoring and accountability with a clear system for updating your plan

Institutionalization is critical to continuous improvement of CSO development effectiveness over time. It has to be clarified who is responsible for each task and how. Development effectiveness must be included in your CSO's regular calendar and budgets. Many CSO staff is overworked. Therefore it is important to add resources to new tasks, e.g. time, support, budget, training, inclusion in the job description and inclusion in performance evaluations. Equally important are the accountability mechanisms that your CSO is institutionalizing. Multi-dimensional accountability is core to the Principles.

SECTION II:

Customizing Your CSO's Plan to Improve Development Effectiveness

Principle 1:

RESPECT AND PROMOTE HUMAN RIGHTS AND SOCIAL JUSTICE

CSOs are effective as development actors when they ... **develop and implement strategies, activities and practices that promote individual and collective human rights, including the right to development, with dignity, decent work, social justice and equity for all people.**

A rights-based approach to development work has been adopted and implemented by many CSOs. CSOs are empowering people to find their voice and secure their rights using holistic approaches, including holding governments accountable to respect, protect and fulfill rights for all people. These approaches address systemic causes of poverty such as inequality, vulnerability, exclusion and discrimination on any basis. CSOs reference important civil and political rights, economic, social and cultural rights and international human rights standards derived from the United Nations (UN) human rights system, including the Declaration on the Right to Development, the Declaration on the Rights of the Child, core International Labour Organization Conventions, Convention on the Elimination of All Forms of Discrimination Against Women (CEDAW) and human rights agreements at the regional level.

Guiding Questions for Contextualizing Human Rights and Social Justice in the Work of your CSO

There is no generic approach or set of steps to achieve human rights and social justice – you need to chart a plan that works for your CSO based on honest analysis that is informed by discussion with a variety of stakeholders and other experts. The questions below are intended to bring you to an understanding of the social, political and economic contexts in which you work and the opportunities and constraints posed by the unique structure, mandate and resources of your CSO. Also key are your personal experiences and perspectives as they relate to human rights and social justice. A thorough analysis should inform your articulation of objectives, indicators and plans to achieve and monitor your progress.

How to analyze the context(s) your CSO works in

- How are human rights protections already institutionalized in laws, regulations, policies and social structures? What are the legal and social mechanisms that promote social justice? Which international standards are accepted and which are rejected? Why?

Principle 1: Respect and promote human rights and social justice

- To what extent is the implementation of human rights contested and by whom? Are the rights of some groups given priority over others? Which? Why?
- How are human rights respected in daily life and relationships? What gaps in human rights affect many people? What gaps affect a minority of people but greatly?
- Which aspects of human rights and social justice would be an important contribution to development effectiveness in the context you work in?

There are resources in the Inventory that relate to analyzing policies and stakeholders' interests, especially resources [4](#), [18](#), [19](#), [39](#), [49](#), [79](#), [81](#), [82](#), [84](#), [86](#), [87](#), [89](#), [106](#), [107](#), [109](#), [122](#), [128](#), [129](#), [130](#), [136](#), and [155](#).

How to analyze relevant organizational aspects of your CSO

- Think about your CSO, with its unique history, mandate, staff, and constituency. To what extent is there agreement within your organization about the definition and importance of human rights and social justice?
- What are your CSO's current objectives in relation to human rights and social justice? How does its commitment to human rights and social justice manifest internally in your CSO's organizational policies, practices and daily operations?
- How are the voices of marginalized people reflected in your CSO's objectives, activities and approaches?
- Which mechanisms of multidimensional accountability are you using?
- How will you advance multidimensional accountability in the light of your analysis?
- Which additional aspects of human rights and social justice do you identify as being relevant for your CSO's work?
- Where are the challenges and gaps?

There are resources in the Inventory that relate to organizational analysis and self-assessment, especially resources [63](#), [67](#), [72](#), and [77](#).

How to assess your personal attitudes

- What aspects of human rights and social justice speak deeply to you and which feel unfamiliar or less relevant? Why? How does this affect your promotion of human rights and social justice?

There are resources in the Inventory that relate to self-reflection and critical thinking, especially resources [80](#) and [101](#).

OPEN FORUM VOICES



Even organizations without a specific human rights mandate need to address human rights and social justice in all aspects of their work.

Make sure your work aims at root causes of injustice, not merely symptomatic relief.

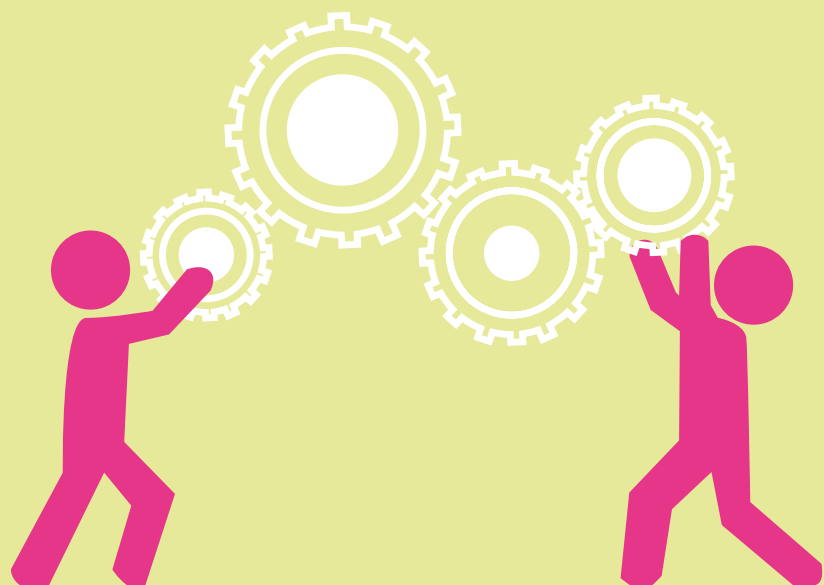
Human rights activists need protection for their own safety.

Promote human rights approaches through programmatic analysis, design and implementation as well as internally within the CSO.

Northern CSOs should lobby their home governments to change the policies that cause the hardships that development cooperation seeks to address.

Frame human rights activities in the context of international conventions, agreements, and standards. This strengthens your demands and adds your voice to the global human rights discourse.

Promote rights-based approaches by holding governments to account for upholding their human rights obligations.



Before you continue...

Are you considering all dimensions of human rights and social justice in your analysis? Some CSOs include these dimensions:

- The right of people to determine their own development
- Participation in decision-making processes, especially of marginalized persons
- Education, including human rights education
- Access to health services for all, including reproductive health and rights, ending child mortality, improving maternal health, etc,
- Sustainable livelihoods
- Decent work and healthy working conditions
- Ending sexual exploitation and human trafficking

Are you considering the diversity of people who are entitled to human rights and social justice? Some CSOs include these target groups:

People with disabilities; children, especially girls; workers in exploitive working conditions, sex workers; individuals, including human rights activists affected by abuses by local and national governments and third parties (e.g. multinational companies, (para-)military apparatuses); gay, lesbian, bisexual, transsexual, and transgendered people; indigenous people; religious and ethnic minorities; refugees; internally displaced persons; among others.

There are resources in the Inventory that relate to human rights and social justice, especially resources [1](#), [3](#), [7](#), [9](#), [13](#), [24](#), [25](#), [36](#), [37](#), [39](#), [42](#), [44](#), [58](#), [63](#), [64](#), [76](#), [85](#), [93](#), [94](#), [95](#), [108](#), [126](#), [127](#), [145](#), [151](#), [153](#), [156](#), [159](#), [165](#), [166](#), [167](#), and [170](#)

How to define your CSO's objectives for human rights and social justice

Based on your CSO's analysis of the local context, organizational issues and your personal perspectives, you can identify specific objectives for your CSO to work on, keeping in mind your CSO's human and financial resources and existing work in this area.

- What ambitious, specific, measurable, attainable objectives (both within the organization and in the environment that you seek to influence) do you and your CSO want to achieve with regard to human rights and social justice within one year? Three years? Five years?
- How do these objectives relate to other organizational objectives and processes to which your organization is already committed? What are the implications of any overlaps or contradictions?
- Are your objectives addressing the root causes of human rights violations and lack of social justice?

The table below suggests some possible objectives for the promotion of human rights and social justice and how they can build over time with sustained commitment. These are intended to inspire you to think creatively. The actual objectives you commit to must speak to your CSO's unique circumstances.

SOME SUGGESTED OBJECTIVES FOR RESPECT AND PROMOTE HUMAN RIGHTS AND SOCIAL JUSTICE

Phase 1	Phase 2	Phase 3	Phase 4
Staff understands rights-based approaches.	Internal procedures for the protection and promotion of staff's human rights are in place.	Promotion of human rights and social justice are integrated into staff performance appraisal processes.	
Partners are working on human rights and social justice issues.		Values of human rights and social justice are integrated into partnerships.	Human rights and social justice indicators are integrated into evaluation of partnerships and program work.
Mechanisms for informed consent of beneficiaries and other stakeholders are in place.	Mechanisms for rights holders' participation in strategic and program planning and implementation are in place.	Accountability mechanisms to beneficiaries are used.	Mechanisms of accountability to local communities (secondary beneficiaries) are used.
All activities are based on human rights standards.	Advocacy for human rights and social justice is increased.	Human rights violations are documented and reported.	Local and national authorities as well as global corporations respect human rights.
People with disabilities are involved in formulating and implementing policies, laws and services.	A national disability strategy and plan of action is adopted.	Health professionals, community workers, architects and designers are trained on disability and human rights.	Research on disability and human rights is deepened and supported by local and national authorities.
Disaggregated information is available on access to services in relation to specific marginalized groups.	Programs and services (health, insurance, etc) are available and accessible for all, including marginalized groups.		All persons have the same (positive) health status as others in the population.
Policy makers have a positive attitude towards marginalized groups.	Parents and teachers of children with disabilities are aware of the right of their children to education.	Adequate policies and funding are provided for inclusive educational programs and structures.	Literacy rates of marginalized children, children with disabilities, and girls are increased.

Phase 1	Phase 2	Phase 3	Phase 4
Public awareness of the human rights situation of human rights advocates exists.	Rights-based legal framework exists for civil society.	Rights-based legal frameworks are implemented and monitored.	States protect human rights advocates and representatives of civil society.
Awareness exists in “North” and “South” about connections between the global market and poverty.	Local markets and biodiversity in farming, fishing, and forestry are strengthened.	Food is affordable.	People have sustainable livelihoods and access to food.
All women, including the poor, have access to quality maternity care.	All hospitals, especially public ones, have specialized and well-equipped maternal health sections.		Maternal health has improved for all women.
Workers can fight for their rights individually and collectively.	Workers work in healthy and decent conditions.		All workers enjoy basic human and workers’ rights.
The obligation to publish information on international arms trade is implemented.	Public awareness exists about the connection among the international arms trade, human rights violations and foreign trade balances.		Bans on arms exports to regimes and groups that violate human rights are implemented.
The concerns of ethnic minorities are addressed, e.g., language as a core element of identity	Official communication is available in various languages.	Teaching materials are available in minority languages.	Ethnic minorities are integrated in educational and political systems, if they choose to be.

There are resources in the Inventory that relate to decision-making about objectives, see especially [15](#), [16](#), [39](#), [45](#), [49](#), [66](#), [80](#), [81](#), [85](#), [86](#), [96](#), [97](#), [98](#), [99](#), [102](#) and [103](#).

How to plan, monitor and evaluate programs and activities for reaching your CSO's objectives

- For each objective, identify a specific plan of action that, based on solid evidence, is most likely to lead to its achievement. Apply the “human rights and social justice” lens on all dimensions of your CSO's organizational structure, contracts, resource allocation (time, finances, power, human resources), work and relationships.
- For each step of your plan of action, think through the challenges and traps you may encounter and make a plan to address them.
- Design and implement methods of reflection, monitoring, and evaluation and ways to integrate lessons learned.

Indicators are critical for monitoring and evaluating CSOs' work. They also help to create realistic expectations among staff, beneficiaries and donors. For each objective, identify indicators, and then establish a monitoring plan. It is usually important to design indicators in a participatory way, with the involvement of the people who are the intended beneficiaries.

Identify and implement mechanisms of multidimensional accountability to:

- Beneficiaries
- Constituents
- Peers, CSO platforms/associations
- Donors/funders/investors
- Government/regulatory bodies
- Other stakeholders as relevant to your CSO's setting

There are resources in the Inventory that relate to planning, programming, change management, monitoring, evaluating and multidimensional accountability, especially resources [1](#), [3](#), [4](#), [5](#), [7](#), [8](#), [9](#), [13](#), [17](#), [19](#), [21](#), [23](#), [34](#), [35](#), [36](#), [39](#), [43](#), [47](#), [50](#), [51](#), [59](#), [63](#), [69](#), [70](#), [71](#), [73](#), [78](#), [79](#), [82](#), [91](#), [92](#), [100](#), [110](#), [111](#), [112](#), [113](#), [114](#), [115](#), [122](#), [125](#), [128](#), [130](#), [132](#), [133](#), [134](#), [135](#), [151](#), [152](#), [154](#), [155](#), [156](#), and [158](#). There are also resources in the Inventory that relate to indicators, especially resources [8](#), [10](#), [11](#), [48](#), [72](#), and [75](#).

Principle 1 in Practice:

A HYPOTHETICAL EXAMPLE OF CHANGE AND COMPLEXITY

The country office of an international humanitarian organization was fulfilling its mandate to promote food security in conflict-affected areas by distributing food packages to beneficiaries identified as most needy by local communities. International staff was often disappointed by what seemed like an ungrateful attitude by recipients and a persistent problem of fraud.

The topic of “problem beneficiaries” became a source of conflict between international and local staff. Finally, an international staff member asked local staff to explain why beneficiaries seemed so unhappy. The local staff arranged a meeting with local beneficiaries and invited them to give feedback on the food aid program, which had been marketed to donors as among the most efficient, high impact, and innovative food aid programs in the world. Local beneficiaries were reluctant to talk at first, but soon they seemed to explode in angry complaints. Local staff insisted that the meeting continue even when it became very uncomfortable, and eventually, all attendees got new insights. Local beneficiaries explained how insulted they felt being the long-time recipients of food aid. They had farming skills and were used to being self-sufficient, but the conflict prevented them from accessing their land and water. After the meeting, the international humanitarian organization invited beneficiaries into ongoing meetings about how to re-shape the food security program.

They decided to add an advocacy component that called on the local government to respect farmers’ rights to land and water. They supported local beneficiaries to represent their own experience and demands for land and water rights in international meetings, the media, and other venues. Beneficiaries felt more ownership over the food security program and exerted social pressure against fraudulent practices. The social justice approach to food security enabled local beneficiaries to become full partners, thus ensuring the success of the expanded food security program.

Principle 2:

Embody gender equality and equity while promoting women's and girl's rights

Principle 2:

EMBODY GENDER EQUALITY AND EQUITY WHILE PROMOTING WOMEN'S AND GIRLS' RIGHTS

CSOs are effective as development actors when they ... **promote and practice development cooperation embodying gender equity, reflecting women's concerns and experiences, while supporting women's efforts to realize their individual and collective rights, participating as fully empowered actors in the development process.**

Achieving gender equality, through addressing unequal power relations and fulfilling women's and girls' rights - in all their dimensions - is essential for realizing sustainable development outcomes. Vulnerability and marginalization of women and girls is perpetuated through various forms of discrimination including economic discrimination, harmful traditional practices, sexual exploitation and gender-based violence. The empowerment of women, through gender equity, promotes equal access for women and girls to opportunities, resources, and decision-making at all levels. Given that women are not a homogeneous category, CSOs stress the need for diversified approaches in order to promote women's empowerment, safety and well-being, especially for marginalized and disadvantaged groups of women. CSOs also acknowledge that men and boys are crucial partners and need to be fully engaged.

CSOs are not free from gender inequalities and practices. Advancing gender equity goes beyond improving practical conditions for women. It is also essential to redress inequalities in power among men and women, tackling discriminatory laws, policies and practices. Women's participation, per se, is not sufficient to guarantee that their rights and needs will be put forward and defended and that the culture of CSOs will be transformed to embrace gender equality at the core. Explicitly including the rights and opportunities of girls and young women by CSOs, including for many, women's reproductive rights, is fundamental to realizing gender equality and women's empowerment. Women's organizations and movements are essential actors in development, and have been particularly important as a force for women's empowerment and democratization.

Guiding Questions for Contextualizing Gender Equity and Gender Equality in the Work of your CSO

There is no generic approach or set of steps to achieve gender equity and gender equality – you need to chart a plan that works for your CSO based on honest analysis that is informed by discussion with a variety of stakeholders and other experts. The questions below are intended to bring you to an understanding of the social, political and economic contexts in which you work and the opportunities and constraints posed by the unique structure, mandate and resources of your CSO. Also key are your personal experiences and perspectives as they relate to gender equity and gender equality. A thorough analysis should inform your articulation of objectives, indicators and plans to achieve and monitor your progress.

How to analyze the context(s) your CSO works in

- How are “gender equity” and “gender equality” defined by most people in the context(s) in which you work? What other terms and concepts are used that relate to women’s rights?
- How are gender equity and gender equality already institutionalized in laws, regulations, and social structures? How are they implemented (or not) on a daily basis?
- What, in your analysis, are the root causes of gender inequality in the context(s) in which you work?
- To what extent are efforts to promote gender equity and equality contested? By whom? Which groups of women face more obstacles than others? Whose rights are especially disregarded? Why?
- How do you see women, gender equity, and gender equality respected in daily life and relationships?
- What gaps in gender rights affect many people? What gaps affect a minority of people but greatly?
- Which aspects of gender equity and equality are critical to development effectiveness? Why and how?

There are resources in the Inventory that relate to analyzing policies and stakeholders’ interests, especially resources [18](#), [19](#), [20](#), [21](#), [27](#), [54](#), [79](#), [81](#), [84](#), [86](#), [87](#), [90](#), [99](#), [106](#), [107](#), [108](#), [109](#), [120](#), [121](#), [122](#), [126](#), [128](#), [129](#), [130](#), [136](#), and [155](#).

How to analyze relevant organizational aspects of your CSO

- Think about your CSO, with its unique history, mandate, staff, and constituency. To what extent is there agreement within your organization about the definitions and importance of “gender equity” and “gender equality”? Are you going beyond “equal numbers” for men and women by taking into account the specific needs of women? Are you consciously considering the affects of power on gender issues?
- What are your CSO’s current objectives in relation to gender equity and gender equality? How will you advance them in the light of your analysis above? Which additional objectives do you identify as being relevant for your CSO’s work?
- How does your CSO’s commitment to gender equity and gender equality manifest internally in your CSO’s organizational policies, practices and daily operations?

- Where are the challenges and gaps?

There are resources in the Inventory that relate to organizational analysis and self-assessment, especially [54](#), [77](#), [81](#), [87](#), [96](#), and [126](#).

How to assess your personal attitudes

- What aspects of gender equity and gender equality speak deeply to you and which feel unfamiliar or less relevant? Why? How does this affect your promotion of gender equity and gender equality?

There are resources in the Inventory that relate to self-reflection and critical thinking, especially [80](#) and [101](#).

OPEN FORUM VOICES

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Without gender equality and equity, sustainable development is impossible.

Don't think of women only as vulnerable or as victims. Remember women's power, wisdom, agency, dignity and accomplishments.

Gender equality and equity are important for all CSOs as a mainstream approach, i.e. in all aspects of the CSO - even if the CSO is not a "women's organization."

Gender equity is much more than equal numbers. It means equal power sharing and distribution of resources.

It is important to have one or more gender role models, but the work of promoting gender equality and equity must actually be owned by all: leaders, staff, constituents, and participants.

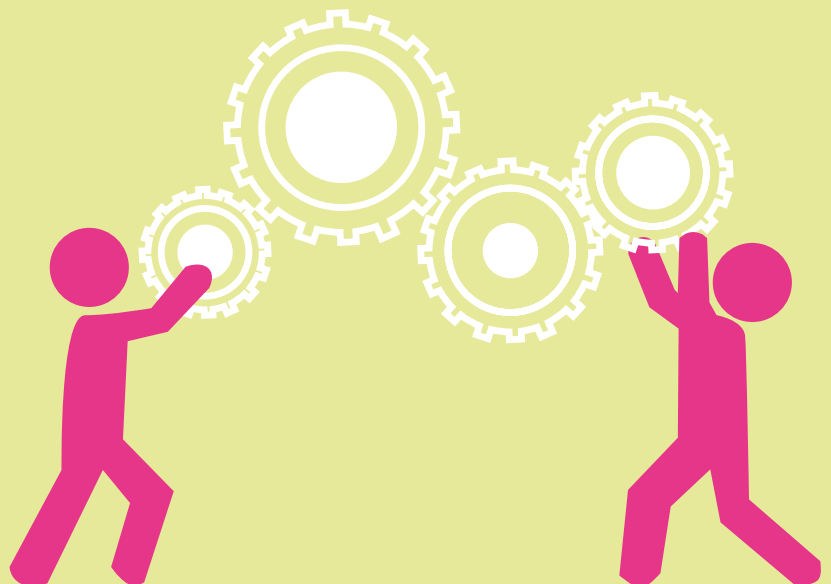
A gender perspective demands new ways of thinking about women, men, power and justice.

Electing women to public office is important, but electing people committed to women's rights—regardless of gender—is more important.

Challenge others, including governments and donors, to embody gender equality and equity.

Women are diverse. Make efforts to include the marginalized, such as women with disabilities, older women, poor women, etc

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Before you continue...

Are you considering all dimensions of gender equality and equity in your analysis? Some CSOs include these dimensions:

- Equal distribution of power and resources throughout society and its institutions. This can be expressed in the equal distribution of positions, opportunities (e.g., education, career), access and control over resources, ownership, inheritance, family and child care responsibilities, access to the state's institutions (e.g. judicial and electorate system), and payment for work, among others.
- Equality requires equal access to political participation and decision-making.
- Gender equity demands, for example, gender-responsive allocation of human and financial resources as well as equal and gender-appropriate access to health care and insurance.
- Women and girls have the right to be safe, e.g. from sexual exploitation and gender-based violence, including honor-killings and negligence of female newborns; and their sexual and reproductive rights need to be guaranteed.

Are you considering the diversity of people who are entitled to gender equity and equality? Some CSOs include these target groups:

Infant girls; mothers and the households they are heading; unmarried women; old women; female farmers; refugees and internally displaced people (IDPs); undocumented residents; foreign workers; illiterate women; women with disabilities; lesbian, bisexual, transsexual, and transgendered people; poor women; women belonging to ethnic or religious minorities; people with HIV/AIDS; and women's organizations. Special attention to men and boys is equally important for promoting gender equity and equality.

There are resources in the Inventory that relate to gender equity and gender equality, especially resources [6](#), [10](#), [12](#), [18](#), [23](#), [24](#), [25](#), [26](#), [27](#), [31](#), [37](#), [45](#), [46](#), [49](#), [50](#), [57](#), [62](#), [85](#), [89](#), [95](#), [108](#), [117](#), [118](#), [119](#), [145](#), [151](#), [152](#), [153](#), [154](#), [156](#), [159](#), [160](#), [165](#), [166](#), [167](#), and [170](#).

How to define your CSO's objectives for gender equity and equality

Based on your CSO's analysis of context, organizational issues and your personal perspectives, you can identify specific objectives for your CSO to work on, keeping in mind your CSO's human and financial resources, and existing work in this area.

- What ambitious, specific, measurable, attainable objectives (both within the organization and in the environment that you seek to influence) do you and your CSO want to achieve with regard to gender equity and gender equality within one year? Three years? Five years?
- How do these objectives relate to other organizational objectives and processes to which your organization is already committed? What are the implications of any overlaps or contradictions?
- Are your objectives addressing the root causes of gender inequality and inequity?

The table below suggests some possible objectives for the promotion of gender equity and equality and

how they can build over time with sustained commitment. These are intended to inspire you to think creatively. The actual objectives you commit to must speak to your CSO's unique circumstances.

SOME SUGGESTED OBJECTIVES FOR EMBODYING AND PROMOTING GENDER EQUALITY AND EQUITY

Phase 1	Phase 2	Phase 3	Phase 4
All staff and volunteers apply gender-based analysis and gender-based approaches.	The CSO's mandate, policies, programs and practices are based on gender equity and equality.	Women occupy equally powerful leadership positions among staff and partners.	The CSO submits to external scrutiny to assess progress towards gender equality and equity.
Gender disaggregated information is collected and disseminated.	Partners are trained on gender equality and equity.	Gender equality and equity indicators are integrated into the evaluation of program work.	Government budgets are monitored for gender implications and challenged to improve.
Partners are committed to women's leadership and participation, including by marginalized women.	Mechanisms for women's participation in strategic and program plans are operational.	High standards of accountability to beneficiaries with attention to women are implemented.	Girls and boys are raised to respect everyone equally, regardless of gender.
The public is aware of the vulnerability as well as the agency of women.	Women are safe in private and public places – no matter if these are crowded or isolated.	Women's rights advocates are protected from intimidation and human rights violations.	Women hold leadership positions in the public and private sectors.
Girls receive a good education at school, even during economic crises.	Women are trained to hold paid employment positions.	Women enjoy equal pay and career chances.	Women's employment is secure, even during economic crises.
Gender-disaggregated data about women's health and reproductive issues exists and is distributed	Women have access to quality health information.	Women have decision-making power in regard to their own health.	All women have equal access to all health services.
Women know their rights in accordance with national laws and international standards.	Women are informed about political issues and how they affect them.	Women vote in high numbers and have democratic choices in the political system.	Women are elected to regional, national, and international institutions.

There are resources in the Inventory that relate to decision-making about objectives, especially resources [15](#), [16](#), [17](#), [18](#), [28](#), [45](#), [49](#), [52](#), [61](#), [96](#), [97](#), [98](#), [99](#), [102](#), and [103](#).

How to plan, monitor and evaluate programs and activities for reaching your CSOs objectives

- For each objective, identify a specific plan of action that, based on solid evidence, is most likely to lead to its achievement. Apply the “gender equity and equality” lens on all dimensions of your CSO’s organizational structure, contracts, resource allocation (time, finances, power, and human resources), work and internal as well as external relationships.
- For each step of your plan of action, think through the challenges and traps you may encounter and make a plan to address them.
- Design and implement methods of monitoring, reflection, evaluation and ways to integrate lessons learned. Indicators are critical for monitoring and evaluating CSOs’ work. They also help to create realistic expectations among staff, beneficiaries and donors. For each objective, identify indicators, and then establish a monitoring plan. It is usually important to design indicators in a participatory way, with the involvement of the people who are the intended beneficiaries.

Identify and implement mechanisms of multidimensional accountability to:

- Beneficiaries
- Constituents
- Peers, CSO platforms/associations
- Donors/funders/investors
- Government/regulatory bodies
- Other stakeholders as relevant to your CSO’s setting X

There are resources in the Inventory that relate to planning, programming, change management, monitoring, evaluating and multidimensional accountability, especially [2](#), [3](#), [4](#), [5](#), [6](#), [7](#), [13](#), [18](#), [22](#), [23](#), [28](#), [35](#), [39](#), [45](#), [46](#), [49](#), [50](#), [51](#), [63](#), [68](#), [69](#), [78](#), [79](#), [82](#), [91](#), [92](#), [95](#), [100](#), [110](#), [111](#), [112](#), [113](#), [114](#), [115](#), [125](#), [126](#), [128](#), [130](#), [132](#), [133](#), [134](#), [135](#), [151](#), [152](#), [154](#), [155](#), [156](#), and [158](#). There are also resources on designing indicators, especially [8](#), [10](#), [11](#), [12](#), and [47](#).

Principle 2 in Practice:

A HYPOTHETICAL EXAMPLE OF CHANGE AND COMPLEXITY

A medium-sized national CSO had a mandate to teach women vocational skills so they could earn a respectable living and strengthen their status in their households. In order to train the maximum number of women possible, they kept their operating costs low and relied on low paid, part-time help. They realized the contradiction when one of their trainees asked why she should seek training when employers like the CSO didn't pay decent wages anyway. The CSO went through a process of reflection on their values and, as a result, decided to reallocate budget and change their human resource policies and practices. They increased salaries, improved benefits and empowered their staff, including the cleaners. As a result, the CSO became known as an organization that respected women and promoted women's rights. The quality of training improved and more trainees graduated and demanded quality jobs.

Principle 3:

Focus on people's empowerment, democratic ownership and participation

Principle 3:

FOCUS ON PEOPLE'S EMPOWERMENT, DEMOCRATIC OWNERSHIP AND PARTICIPATION

CSOs are effective as development actors when they ... support the empowerment and inclusive participation of people to expand their democratic ownership over policies and development initiatives that affect their lives, with an emphasis on the poor and marginalized.

Development will be appropriate and effective if it is grounded in the rights, expressed priorities and local knowledge of affected populations. Affected populations are the primary stakeholders in development. As they work to promote human rights and positive change, CSOs must be respectful of the traditions and culture of local communities. CSO empowerment activities build women and men's collective capacities and their democratic ownership as actors in both their communities and nations and as individuals claiming their rights. Affected populations, therefore, have more influence, decision-making power and resources, giving them more control over factors that shape their lives, free of violence. Democratic ownership over policies and development is of particular importance in conflict and post-conflict situations. When CSOs collaborate in development initiatives with governments, CSOs seek avenues and outcomes for women and men to claim and exercise their rights, while protecting the autonomy and political space for peoples' movements and organizations.

Guiding Questions for Contextualizing People's Empowerment, Democratic Ownership and Participation in the Work of your CSO

There is no generic approach or set of steps to achieve people's empowerment, democratic ownership and participation – you need to chart a plan that works for your CSO based on honest analysis that is informed by discussion with a variety of stakeholders and other experts. The questions below are intended to bring you to an understanding of the social, political and economic contexts in which you work and the opportunities and constraints posed by the unique structure, mandate and resources of your CSO. Also key are your personal experiences and perspectives as they relate to people's empowerment, democratic ownership and participation. A thorough analysis should inform your articulation of objectives, indicators and plans to achieve and monitor your progress.

How to analyze the context(s) your CSO works in

- How are people's empowerment, democratic ownership and participation defined by most people in the context(s) in which you work? What other more local terms and concepts are used to relate to them?
- How are people's empowerment, democratic ownership and participation already institutionalized in laws, regulations and social structures? To what extent are people's empowerment, democratic ownership and participation seen as effective practice? To what extent are they seen as a right?
- What, in your analysis, are the root causes for the lack of people's empowerment, democratic ownership and participation in the context(s) in which you work? How do you interpret this situation in relation to other countries in the region? Other parts of the world?
- To what extent are efforts to promote people's empowerment, democratic ownership and participation contested? By whom? Which groups face more obstacles to participation than others? Why?
- How do you see people's empowerment, democratic ownership and participation respected in daily life and relationships? Do people tend to ignore or take advantage of the opportunities to participate that do exist? Why? Do people tend to accept or resist limitations on their participation? How?
- What gaps in addressing people's empowerment, democratic ownership and participation affect many people? What gaps affect a minority of people but greatly?
- Which aspects of people's empowerment, democratic ownership and participation are critical to development effectiveness in the context(s) you work in? Why and how?

There are resources in the Inventory that relate to analyzing policies and stakeholders' interests, especially resources [4](#), [18](#), [39](#), [49](#), [79](#), [81](#), [82](#), [86](#), [87](#), [106](#), [107](#), [108](#), [109](#), [128](#), [129](#), [130](#), [136](#), and [155](#).

How to analyze relevant organizational aspects of your CSO

- Think about your CSO, with its unique history, mandate, staff, and constituency. To what extent is there agreement within your organization about the definition and importance of people's empowerment, democratic ownership and participation?
- What are your CSO's current objectives in relation to people's empowerment, democratic ownership and participation? How will you advance them in the light of your analysis above? Which additional objectives do you identify as being relevant for your CSO's work?
- Are you working with a broad range of people or particular groups in society (which may be the foundation for future conflict – or peace)?
- How does your CSO's commitment to people's empowerment, democratic ownership and participation manifest internally in your CSO's organizational policies, practices and daily operations? Where are the challenges and gaps?

There are resources in the Inventory that relate to organizational analysis and self-assessment, especially resources [67](#), [69](#), [72](#), and [77](#).

How to assess your personal attitudes

- What aspects of people's empowerment, democratic ownership and participation speak deeply to you and which feel unfamiliar or less relevant? Why? How does this affect your implementation of people's empowerment, democratic ownership and participation?

There are resources in the Inventory that relate to self-reflection and critical thinking, especially [80](#) and [101](#).

OPEN FORUM VOICES



While empowerment can be difficult and take time, the benefit to development outcomes makes it a worthwhile investment.

Participatory governance must be sensitive to the conflict context.

Creating consensus can be important, however, consensus-seeking can also put minorities at a disadvantage.

Diverse people, including beneficiaries, must not be merely consulted, but incorporated as decision-makers throughout the program cycle.

Donor funding has too often supported “projects” instead of civil society, turning them into “project societies.”

Make a conscious effort to show your genuine respect for the culture and perspectives of affected people, with special attention to the views of women, indigenous, children, people with disabilities, and other marginalized groups.

Respect the spiritual values embedded in cultural values, including indigenous people’s notions of “living well” which goes beyond Western conceptions of “development.”

International CSOs that work in many countries and contexts must vary their procedures accordingly to enable local democratic ownership.

Development is undermined by dependency.

Communities often cannot choose which CSOs and donors they work with. This makes their participation in planning and multidimensional accountability even more important.

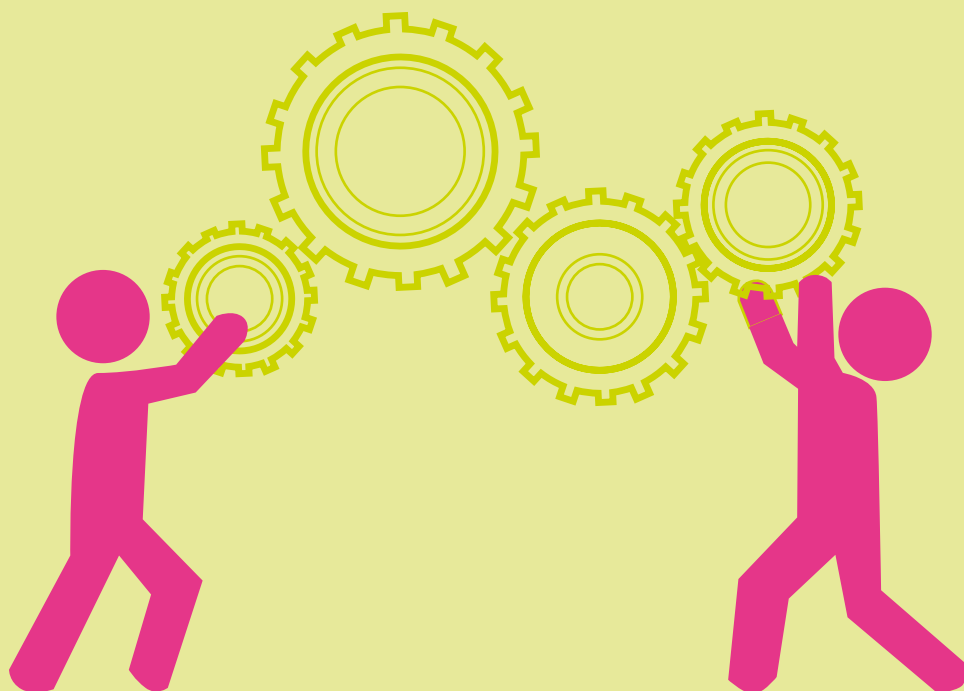
When power is unequal, it takes extra effort to make sure that learning and development are not undermined by fear and vulnerability.

During and after conflict, broad-based participation is important for strengthening weak governments and rebuilding the state—and for ensuring democratic ownership.

Empowerment means not speaking on behalf of others and maximizing opportunities for them to speak on their own behalf.

When power is asymmetrical, it may take time for partners in the lower status position to feel empowered. Success depends significantly on the behavior and trust-worthiness of the partner in the higher status position.

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Before you continue...

Are you considering all dimensions of people's empowerment, democratic ownership and participation in your analysis? Some CSOs include these dimensions:

- Supporting locally designed development initiatives
- Strengthening CSOs that empower marginalized people
- Monitoring local, national and international authorities and their democratic (or undemocratic) practices
- Monitoring of aid flows and other financial transactions
- Acting in solidarity with affected populations
- Facilitating multi-stakeholder dialogues
- Enabling financial and political independence of CSOs
- Empowering women to take leadership roles
- Holding public meetings and mobilizing people and groups to take action
- Acknowledging the diversity of local CSO stakeholder voices

Are you considering the diversity of people who are entitled to empowerment, democratic ownership and participation? Some CSOs include these target groups:

Women; girls; indigenous peoples; workers; people with disabilities; refugees and displaced populations; religious and ethnic minorities; migrants; and others.

There are resources in the Inventory that relate to people's empowerment, democratic ownership and participation, especially [1](#), [3](#), [38](#), [45](#), [46](#), [48](#), [51](#), [74](#), [85](#), [105](#), [125](#), [126](#), [127](#), [136](#), [140](#), [141](#), [151](#), [152](#), [154](#), [156](#), [159](#), [165](#), [167](#), [168](#), and [169](#).

How to define your CSO's objectives for people's empowerment, democratic ownership and participation

Based on your CSO's analysis of context, organizational issues and your personal perspectives, you can identify specific objectives for your CSO to work on, keeping in mind your CSO's human and financial resources, and existing work in this area.

- What ambitious, specific, measurable, attainable objectives (both within the organization and in the environment that you seek to influence) do you and your CSO want to achieve with regard to people's empowerment, democratic ownership and participation within one year? Three years? Five years?
- How do these objectives relate to other organizational objectives and processes to which your organization is already committed? What are the implications of any overlaps or contradictions?
- Are your objectives dealing with the root obstacles to people's empowerment, democratic ownership and participation?

The table below suggests some possible objectives for the promotion of people’s empowerment, democratic ownership and participation and how they can build over time with sustained commitment. These are intended to inspire you to think creatively. The actual objectives you commit to must speak to your CSO’s unique circumstances.

SOME SUGGESTED OBJECTIVES FOR FOCUS ON PEOPLE’S EMPOWERMENT, DEMOCRATIC OWNERSHIP AND PARTICIPATION

Phase 1	Phase 2	Phase 3	Phase 4
CSOs utilize participatory processes for strategy and program design, implementation, evaluation, and accountability.	Mechanisms for ensuring participation of, and accountability to, marginalized people are strengthened.	Local actors, especially beneficiaries, monitor and evaluate programs	Participants in evaluation processes increase their capacity to hold CSOs and other stakeholders accountable.
Disempowering processes, e.g. ones that necessitate English-speaking staff, reporting only about donor interests, etc., are identified by all involved.	Processes and obligations are adjusted to local contexts.	International and local CSOs as well as donors are focusing on beneficiaries’ rights.	Local agendas (including content, process, and decisions about budget distribution) are implemented
CSOs identify their own interests and need for support	CSO capacity building is being funded and CSOs are investing in themselves.	“South-South”, “South-North” and “North-South” peer-to-peer learning is institutionalized.	CSOs’ capacities (e.g., governance, finance, leadership, collective actions) are sustainable and locally appropriate
Communities design and implement development initiatives that affect them.	All stakeholders apply democratic decision-making, power-sharing and multidimensional accountability.	Donor CSOs minimize the impact of power asymmetries with local partners	Groups of social actors work collaboratively on rights -based development.
Local and international CSOs are trained on people’s empowerment and democratic ownership.	Initiatives for local CSO collaboration are supported.	Mechanisms for people’s empowerment and democratic ownership are institutionalized in civil society and government.	CSOs monitor and hold their government and donors accountable for people’s empowerment and democratic ownership.
Awareness exists in donor countries about the right to local, democratic ownership.	ICSOs and local CSOs agree on the role of ICSOs in representing locals.	Beneficiaries and their local representatives contribute to public awareness in donor countries.	Communities have democratic ownership over the development and economic initiatives that affect them.
Aid information is documented and easily accessible to the public.	Aid flows are coordinated with national governments with civil society participation.	National governments build their own development policies democratically.	National governments in developing countries facilitate meaningful popular participation in aid processes and are accountable to their populations for aid outcomes.

There are resources in the Inventory that relate to decision-making about objectives, see especially resources [15](#), [16](#), [39](#), [45](#), [49](#), [66](#), [80](#), [81](#), [85](#), [86](#), [96](#), [97](#), [98](#), [99](#), [102](#), and [103](#).

How to plan, monitor and evaluate programs and activities for reaching your CSOs objectives

- For each objective, identify a specific plan of action that, based on solid evidence, is most likely to lead to its achievement. Apply the “empowerment, democratic ownership and participation” lens on all dimensions of your CSO’s organizational structure, contracts, resource allocation (time, finances, power, human resources), work and internal as well as external relationships.
- For each step of your plan of action, think through the challenges and traps you may encounter and make a plan to address them.
- Design and implement methods of monitoring, evaluation and ways to integrate lessons learned.

Indicators are critical for monitoring and evaluating CSOs’ work. They also help to create realistic expectations among staff, beneficiaries and donors. For each objective, identify indicators, and then establish a monitoring plan. It is usually important to design indicators in a participatory way, with the involvement of the people who are the intended beneficiaries.

Identify and implement mechanisms of multidimensional accountability to:

- Beneficiaries
- Constituents
- Peers, CSO platforms/associations
- Donors/funders/investors
- Government/regulatory bodies
- Other stakeholders as relevant to your CSO’s setting

There are resources in the Inventory that relate to planning, programming, change management, monitoring, evaluating and multidimensional accountability, especially [1](#), [4](#), [5](#), [7](#), [8](#), [9](#), [13](#), [19](#), [21](#), [23](#), [34](#), [35](#), [36](#), [39](#), [43](#), [47](#), [50](#), [51](#), [59](#), [63](#), [70](#), [71](#), [73](#), [78](#), [79](#), [82](#), [91](#), [92](#), [100](#), [110](#), [111](#), [112](#), [113](#), [114](#), [115](#), [122](#), [125](#), [128](#), [130](#), [132](#), [133](#), [134](#), [135](#), [151](#), [152](#), [154](#), [155](#), [156](#), and [158](#). There are also resources that relate to designing indicators, especially [8](#), [10](#), [11](#), [48](#), [72](#), and [75](#).

Principle 3 in Practice:

A HYPOTHETICAL EXAMPLE OF CHANGE AND COMPLEXITY

A small, faith-based, international CSO with a social justice mandate worked in partnership with local groups to promote interfaith understanding. They sought out local partners willing to co-sponsor fully-funded dialogue events and worked closely with them to encourage local participation. Despite the partners' close ties with their own communities, it was extremely difficult to get people to attend the events and even harder to get them to attend follow-up events. The international CSO asked local partners what they thought was the problem, but they either said they didn't know or they suggested many possible reasons, none of which they seemed convinced of. Frustrated by the low participation rate and high costs, the headquarters of the international CSO considered finding new partners or leaving the area altogether, but their country representatives insisted on staying at least until the problem was understood. When local partners saw the international CSO staff coming back again and again despite their failure, and when the international CSO staff kept trying to understand the local situation without giving up, the local partners realized they were sincere and committed. The international staff and local partners began sharing at a deeper level, and the international staff was open to partners' feedback, even when it was very critical. They finally admitted that the program brought by the international CSO was not relevant to local priorities and needs and that they only agreed to the partnership because they needed the money. In response, the international CSO staff decided to start a new program from scratch and involve local people as full, equal partners in the process. The local people seemed empowered to be part of planning a program and not merely attending events. They contributed excellent ideas to the new program and participated in making it a success because they felt as if it belonged to them.

Principle 4: Promote environmental sustainability

Principle 4:

PROMOTE ENVIRONMENTAL SUSTAINABILITY

CSOs are effective as development actors when they ... **develop and implement priorities and approaches that promote environmental sustainability for present and future generations, including urgent responses to climate crises, with specific attention to the socio-economic, cultural and indigenous conditions for ecological integrity and justice.**

The human rights of both present and future generations depend on development paths and strategies where sustainability within the Earth's limits is the cornerstone of all development actions. All people have the right to live and work in a healthy and sustainable environment. Complex environmental challenges, including the urgency to mitigate and adapt to climate change, require capacities and skills that advance sustainable ecosystems, human development and are inclusive of all affected populations. Meeting these challenges will demand environmental awareness and innovative solutions. These solutions should be shaped by principles of environmental and climate justice and equity as well as policy coherence. The millions of women and men, particularly in developing countries, who are deeply impacted by environmental degradation and climate change, bear no responsibility for the conditions that have result in the deepening environmental and climate crises. CSOs must explicitly give priority to local socio-economic conditions and cultural and indigenous approaches in strengthening well-being, biodiversity and sustainability in their development practice.

Guiding Questions for Contextualizing Environmental Sustainability in the Work of your CSO

There is no generic approach or set of steps to achieve environmental sustainability – you need to chart a plan that works for your CSO based on honest analysis that is informed by discussion with a variety of stakeholders and other experts. The questions below are intended to bring you to an understanding of the social, political and economic contexts in which you work and the opportunities and constraints posed by the unique structure, mandate and resources of your CSO. Also key are your personal experiences and perspectives as they relate to environmental sustainability. A thorough analysis should inform your articulation of objectives, indicators and plans to achieve and monitor your progress.

How to analyze the context(s) your CSO works in

- How is environmental sustainability defined by most people in the context(s) in which you work? What terms and concepts that relate to environmental sustainability are used locally?
- How is environmental sustainability already institutionalized in laws, regulations, and social structures? How is it implemented (or not) on a daily basis?
- What, in your analysis, are the root causes for a lack of environmental sustainability in the context(s) in which you work?
- To what extent are efforts to promote environmental sustainability contested?
- What interests and groups oppose environmental sustainability? Why? How?
- Which aspects of environmental sustainability are critical to development?
- Which groups already work on environmental sustainability in your area and field of interest? What could you add to what they do? Where are possibilities for mutual sharing, peer-to-peer learning and coordination of activities?
- What aspects of management of natural resources and services are critical to development?
- Among existing approaches, which do you consider to be good practices to promote environmental sustainability? Might these approaches work for your CSO?

There are resources in the Inventory that relate to analyzing policies, developments and stakeholders' interests, especially resources [4](#), [18](#), [19](#), [39](#), [42](#), [49](#), [79](#), [81](#), [82](#), [86](#), [87](#), [88](#), [90](#), [106](#), [107](#), [109](#), [128](#), [129](#), [130](#), [136](#), and [155](#).

How to analyze relevant organizational aspects of your CSO

- Think about your CSO, with its unique history, mandate, staff, and constituency. To what extent is there agreement within your organization about the understanding and importance of environmental sustainability?

- What are the root causes of the environmental crises that your CSO aims to tackle?
- What are your CSO's current objectives in relation to environmental sustainability? How will you advance them in the light of your analysis above? Which additional objectives do you identify as being relevant for your CSO's work?
- How does your CSO's commitment to environmental sustainability manifest internally in your CSO's organizational policies, practices and daily operations?
- What influence do supporters and opponents have on your CSO's strategy?
- Where are the challenges and gaps?

There are resources in the Inventory that relate to organizational analysis and self-assessment, especially resources [29](#), [63](#), [64](#), [67](#), [69](#), [72](#), and [77](#).

How to assess your personal attitudes

- What aspects of environmental sustainability are important to you personally? Which ones do you see as less relevant? Why? Do you practice environmentally sustainable behavior in your own life? What do you want/need to improve?
- How do your personal attitudes affect your promotion of environmental sustainability in your CSO?

There are resources in the Inventory that relate to self-reflection and critical thinking, especially resources [80](#) and [101](#).

OPEN FORUM VOICES

Environmental sustainability is a human right and should not be understood in opposition to human rights or as a stand-alone issue.

CSOs cannot promote environmental sustainability alone. Governments must do their part and should be held accountable for doing so.

Environmental responsibilities can present a challenge for “partnership” when external actors impose their ideas on locals.

Approaches to environmental sustainability should be based on evidence-based research and local knowledge.

CSOs from industrialized or rapidly industrializing countries bear a great responsibility for promoting sustainability in their own societies.

Development and environmental CSOs can mutually benefit from project- or program-level partnerships, including on advocacy.

Poverty and environmental degradation need to be tackled simultaneously to achieve long-term alleviation of the suffering of the world’s poorest people.

Climate change poses a barrier to development, often reversing successes that had already been achieved in poverty reduction and sustainable livelihoods. Thus, environmental sustainability has to be mainstreamed in CSO and governmental work.

Climate change can be an entry point that fits well with other issues like democracy and justice.

Build environmental issues into existing systems, for example, add an environmental category into existing procurement procedures.

Before you continue...

Are you considering all dimensions of environmental sustainability in your analysis? Some CSOs include these dimensions:

- Climate Change: reduction of negative impacts, rapid responses, adaptation, and mitigation
- Disaster Risk Reduction (human and natural disasters)
- Waste management: municipal, industrial, hazardous, and nuclear
- Resource management: fishery, land, natural resource, agriculture, (de)forestation
- Resource management: water (including sanitation), energy, air, bio-diversity, and food security
- Recognizing gender roles in environmental management
- Investment in green products (shares, designs, building industry, transportation, fair trade)
- Environmental health (living and working conditions)
- Changing patterns of production and consumption
- Listening to and supporting local stakeholders, building on indigenous knowledge/ community-based natural resource management
- Greater control over the management of and access to natural resources by people living in poverty and marginalized groups
- Accountability of government and the private sector for policies and effects on the environment

There are resources in the Inventory that relate to environmental sustainability, especially resources [14](#), [29](#), [40](#), [42](#), [44](#), [48](#), [57](#), [58](#), [61](#), [62](#), [64](#), [76](#), [93](#), [94](#), [105](#), [127](#), [143](#), [147](#), [148](#), [149](#), [150](#), and [151](#).

How to define your CSO's objectives for environmental sustainability

Based on your CSO's analysis of context, organizational issues and your personal perspectives, you can identify specific objectives for your CSO to work on, keeping in mind your CSO's human and financial resources, and existing work in this area.

- What ambitious, specific, measurable, attainable objectives (both within the organization and in the environment that you seek to influence) do you and your CSO want to achieve with regard to environmental sustainability within one year? Three years? Five years?
- How do these objectives relate to other organizational objectives and processes to which your organization is already committed? What are the implications of any overlaps or contradictions?
- Do your objectives address the root causes of environmental degradation?

The table below suggests some possible objectives for the promotion of environmental sustainability and how they can build over time with sustained commitment. These are intended to inspire you to think creatively. The actual objectives you commit to must speak to your CSO's unique circumstances.

SOME SUGGESTED OBJECTIVES FOR PROMOTING ENVIRONMENTAL SUSTAINABILITY

Phase 1	Phase 2	Phase 3	Phase 4
All staff and partners are knowledgeable about environmental sustainability.	CSOs' workplace and activities are environmentally sustainable: reduced use of resources, recycling, less energy consumption.	Good practices are disseminated; coalitions for healthy (work) environments are built.	Programming promotes the rights of all people to live and work in healthy environments.
Local and traditional wisdom about environment and sustainability is valued, shared, and utilized.	Good practices and learning are shared (e.g., peer-to-peer; CSO-donor).	Cooperation exists between environmental and development organizations.	Donors, the private sector, CSO networks, traditional leaders and customary land rights holders cooperate on environmental sustainability.
Baseline data is collected and accessible.	Research on environmental sustainability is being conducted and published in accessible languages	Environmental impact is included in monitoring of all activities and management systems.	Progress towards environmental sustainability in public, private and CSO sectors is monitored and reported
CSO capacity for adaptation is built. CSOs participate in political decision-making processes.	Governmental capacity for adaptation and leadership is supported	Country ownership of adaptation mechanisms exists, i.e. relevant and powerful governmental representatives are leaders in environmental sustainability.	Management of all adaptation-funds, multi-level monitoring and evaluation, are transparent.
Water and sanitation services are installed and serve the special needs of women, persons with disabilities and remote communities.	Services are regularly maintained, improved, and sustained.	Populations are aware of health risks and healthy lifestyles.	A reduced number of people are infected by water- and hygiene-related diseases
Pollution from private transportation and air traffic is minimized.	Pollution from industry (e.g. oil and extraction) is minimized.	Global and national corporations are accountable to the societies where they work.	Mechanisms for prevention and a penalty system for polluters are in place.
Awareness of social justice and environmental issues exists in industrialized countries, including at the governmental level.	Consumerism is reduced, especially in industrialized countries.	Green investment, technologies and efficiency-raising innovations are funded and supported	Green legislation is implemented in order to reduce carbon emissions, zero-carbon standards, tackling industrial point source pollution, toxic waste, and protecting resources

There are resources in the Inventory that relate to decision-making about objectives, especially resources [15](#), [16](#), [39](#), [45](#), [49](#), [66](#), [80](#), [81](#), [86](#), [96](#), [97](#), [98](#), [99](#), [102](#) and [103](#).

How to plan, monitor and evaluate programs and activities for reaching your CSOs objectives

- For each objective, identify a specific plan of action that, based on solid evidence, is most likely to lead to its achievement. Apply an “environmental sustainability” lens to all dimensions of your CSO’s organizational structure, contracts, resource allocation (time, finances, power, and human resources), work and relationships.
- For each step of your plan of action, think through the challenges and traps you may encounter and make a plan to address them.
- Design and implement methods of monitoring, reflection evaluation and ways to integrate lessons learned.

Indicators are critical for monitoring and evaluating CSOs’ work. They also help to create realistic expectations among staff, beneficiaries and donors. For each objective, identify indicators, and then establish a monitoring plan. It is usually important to design indicators in a participatory way, with the involvement of the people who are the intended beneficiaries.

Identify and implement mechanisms of multidimensional accountability to:

- Beneficiaries
- Constituents
- Peers, CSO platforms/associations
- Donors/funders/investors
- Government/regulatory bodies
- Other stakeholders as relevant to your CSO’s setting

There are resources in the Inventory that relate to planning, programming, change management, monitoring, evaluating and multidimensional accountability, especially resources [4](#), [5](#), [6](#), [8](#), [9](#), [13](#), [19](#), [21](#), [23](#), [34](#), [35](#), [39](#), [40](#), [41](#), [43](#), [47](#), [50](#), [51](#), [59](#), [63](#), [69](#), [70](#), [71](#), [73](#), [78](#), [79](#), [82](#), [91](#), [92](#), [100](#), [110](#), [111](#), [112](#), [113](#), [114](#), [115](#), [122](#), [125](#), [128](#), [130](#), [132](#), [133](#), [134](#), [135](#), [151](#), [152](#), [154](#), [155](#), and [156](#). There are also resources that relate to indicators, especially resources [8](#), [10](#), [11](#), [48](#), [75](#), and [93](#) and [125](#).

Principle 4 in Practice:

A HYPOTHETICAL EXAMPLE OF CHANGE AND COMPLEXITY

A small, local, advocacy-oriented CSO had decided to focus all their resources on a campaign to designate an area of tropical rainforest as off-limits to human habitation, most of whom relied on unsustainable farming practices that were destroying the forest. They collaborated closely with environmental CSOs around the world and generated tremendous pressure on the local government to pass legislation that would protect the endangered area. The local advocacy CSO invested in building relationships with the indigenous population and learning about how they live and why they harm the tropical rainforest.

The local advocacy CSO initiated meetings with the indigenous leaders and found out they were angry and scared about the efforts to relocate them out of their traditional habitat and felt their human rights were being violated. They learned that traditional indigenous lifestyles were environmentally sustainable but could no longer support livelihoods due to competition with big companies that exploit rainforest resources. In partnership with the indigenous population, they modified their campaign to call for support for indigenous livelihoods within designated parts of the tropical rainforest and bans on any new settlement or harmful economic activity.

Principle 5:

Practice transparency and accountability

Principle 5:

PRACTICE TRANSPARENCY AND ACCOUNTABILITY

CSOs are effective as development actors when they ... **demonstrate a sustained organizational commitment to transparency, multiple accountability, and integrity in their internal operations.**

Transparency, mutual and multiple accountabilities and internal democratic practices reinforce CSO values of social justice and equality. Transparency and accountability create public trust, while enhancing CSO credibility and legitimacy. Democratizing information, increasing and improving its flow among all stakeholders, including political actors, strengthens both civil society and democratic culture. Transparency is an essential pre-condition for CSO accountability.

Accountability is not limited to financial reporting, but should strengthen both institutional integrity and mutual public reckoning among development actors, particularly focusing on accountability with affected populations. Community-based CSOs often have particular advantages in implementing local grassroots-accountability processes. Progress in transparency and accountability, however, may sometimes be affected and limited by challenges CSOs face living under highly repressive regimes and laws and in armed conflict situations.

Guiding Questions for Contextualizing Transparency and Accountability in the Work of your CSO

There is no generic approach or set of steps to achieve transparency and accountability – you need to chart a plan that works for your CSO based on honest analysis that is informed by discussion with a variety of stakeholders and other experts. The questions below are intended to bring you to an understanding of the social, political and economic contexts in which you work and the opportunities and constraints posed by the unique structure, mandate and resources of your CSO. Also key are your personal experiences and perspectives as they relate to transparency and accountability. A thorough analysis should inform your articulation of objectives, indicators and plans to achieve and monitor your progress.

How to analyze the context(s) your CSO works in

- How is transparency defined by most people in the context(s) in which you work? What other terms and concepts that relate to transparency are used locally?
- How is transparency institutionalized in laws, regulations, and social structures? How are they enforced (or not) on a daily basis?
- What, in your analysis, are the root causes of corruption? What are obstacles to transparency and accountability in the context(s) in which you work?
- To what extent are efforts to promote transparency contested? By whom? Which groups are suffering the most from existing corruption and lack of transparency? Whose rights are particularly disregarded? What aspects of corruption affect many people? What gaps affect a minority of people but greatly?
- How do you see a value for transparency manifest in daily life?
- Which aspects of transparency are critical to development effectiveness? Why and how?
- Which groups work already on transparency in your area and field of interest? What could you add to the work they do? Where are the possibilities for mutual sharing, peer-to-peer learning and coordination of activities that would promote transparency?
- How is accountability defined by most people in the context(s) in which you work? What other terms and concepts that relate to accountability are used locally?
- How is accountability already guaranteed in laws, regulations, and how are these policies institutionalized in social structures? How are they enforced (or not) on a daily basis?
- To what extent are efforts to promote accountability contested? By whom? Which groups face more/less obstacles to holding others accountable? Who is least accountable and to whom? Why?
- Which aspects of accountability are especially critical to development effectiveness? Why and how?
- Which groups work already on accountability in your area and field of interest? What could you add to the work they do? Where are the possibilities for mutual sharing, peer-to-peer learning and coordination of activities that would promote accountability?

There are resources in the Inventory that relate to analyzing policies, developments and stakeholders' interests, especially resources [4](#), [18](#), [19](#), [39](#), [49](#), [79](#), [81](#), [82](#), [86](#), [87](#), [100](#), [106](#), [107](#), [109](#), [128](#), [129](#), [130](#), [136](#), and [155](#).

How to analyze relevant organizational aspects of your CSO

- Think about your CSO, with its unique history, mandate, staff, and constituency. To what extent is there agreement within your organization about the meaning and importance of transparency and accountability?
- What are your CSO's current objectives in relation to transparency and accountability? How will you advance them in the light of your analysis above? Which additional objectives do you identify as being relevant for your CSO's work?
- How does your CSO's commitment to transparency and accountability manifest internally in your CSO's organizational policies, practices and daily operations?
- Where are the challenges and gaps?

There are resources in the Inventory that relate to organizational analysis and self-assessment, especially resources [68](#), [70](#), [71](#), [72](#), [77](#), [91](#), and [92](#).

How to assess your personal attitudes

- What aspects of transparency and accountability speak deeply to you and which feel unfamiliar or less relevant? Why? How does this affect your promotion of transparency and accountability?

There are resources in the Inventory that relate to self-reflection and critical thinking, especially resources [80](#) and [101](#).

OPEN FORUM VOICES

“

Transparency and accountability is as important to a CSO's organizational mandate as development effectiveness. In fact, sustainable development is impossible without transparency and accountability.

Transparency and accountability are at the heart of public trust in CSOs. Without public trust, there can be no effective participation, local ownership, long-term impact, or sustainability.

Efforts by donors, governments and CSOs to create an enabling environment for civil society are vital for CSO transparency and accountability.

During and after conflict, corruption often increases. This makes promoting transparency and accountability (including by donors and governments) especially important.

Being more open with information may put some staff, partners or beneficiaries at risk. This can be of particular concern for human rights or advocacy CSOs, but also for humanitarian and development actors.

Hold governments accountable. Civil society solidarity cannot compensate for a government that doesn't address the needs of the people.

Sharing information isn't an end in and of itself. The purpose is to facilitate two-way communication and accountability.

It is essential to be clear who is accountable, to whom, and for what.

Promote an internal democratic culture with leadership that is accountable and demonstrates integrity, honesty, and openness to information and feedback, even when it is critical.

Accountability to all stakeholders is important, but accountability to beneficiaries is most important and often most difficult.

Beneficiaries may hesitate to criticize CSOs openly because they are afraid to lose support. The same applies to local CSOs in relation to ICSOs and donors. Trust building is critical to transparency and accountability.

Transparently sharing information helps you improve your CSO's development effectiveness and makes you less vulnerable to accusations of fraud and corruption.

Fragile states may misuse transparency regulations in order to shut down critics. In these circumstances, alternative means of transparency and accountability are critical.

”

Before you continue...

Are you considering all dimensions of transparency and accountability in your analysis? Take a look at the Accountability Section of the International Framework. Some CSOs include these dimensions:

- Addressing corruption in all sectors of society
- Promoting transparency of official and non-official aid flows, including disbursements (transfer within the aid system) and expenditure (on goods and services)
- Access to information about developmental and economic policies, budgets and interest groups
- Advocacy for and empowerment of the marginalized
- Addressing the root causes of poverty
- Easy public access to all constitutive organizational policies and documents, including funding criteria, audited financial reports, programmatic reports, and evaluations
- Implementation of gender-aware and culturally-sensitive complaints and response mechanisms
- A transparent and democratic culture within the organization with accountable and effective leadership

There are resources in the Inventory that relate to transparency and accountability, especially resources [3](#), [17](#), [24](#), [32](#), [34](#), [35](#), [46](#), [51](#), [59](#), [63](#), [65](#), [70](#), [72](#), [73](#), [74](#), [76](#), [91](#), [92](#), [116](#), [123](#), [125](#), [140](#), [141](#), [144](#), [146](#), [151](#), [159](#), [161](#), [164](#), [168](#), [169](#), and [170](#)

How to define your CSO's objectives for transparency and accountability

Based on your CSO's analysis of context, organizational issues and your personal perspectives, you can identify specific objectives for your CSO to work on, keeping in mind your CSO's human and financial resources, and existing work in this area.

- What ambitious, specific, measurable, attainable objectives (both within the organization and in the environment that you seek to influence) do you and your CSO want to achieve with regard to transparency and accountability within one year? Three years? Five years?
- How do these objectives relate to other organizational objectives and processes to which your organization is already committed? What are the implications of any overlaps or contradictions?
- Do your objectives address the root causes of corruption, a lack of transparency as well as the need for multidimensional accountabilities?

The table below suggests some possible objectives for the promotion of transparency and accountability and how they can build over time with sustained commitment. These are intended to inspire you to think creatively. The actual objectives you commit to must speak to your CSO's unique circumstances.

SOME SUGGESTED OBJECTIVES FOR PRACTICING TRANSPARENCY AND ACCOUNTABILITY

Phase 1	Phase 2	Phase 3	Phase 4
Monitoring and evaluation reports include the voices of different stakeholders, especially of marginalized people	Mechanisms for handling and resolving complaints are instituted; affected stakeholders can hold institutions accountable.	Receipt of complaints, resolution process, and outcomes are publicized	Results of evaluations and complaint systems are included in the ongoing planning and future programs.
Public access to all constitutive documents plus financial reports is ensured.	Public access to documents in local languages and through accessible media is ensured.	Pro-active measures are taken to distribute information to primary and secondary beneficiaries.	
Staff, members, partners and volunteers take responsibility to deal with corruption and promote integrity.	Integrity standards and complaint resolution mechanisms are established and enforced within the CSO and are promoted in relationships with all stakeholders.	Indicators for transparency and accountability are monitored and evaluated, including the views of the marginalized. Cooperative platforms/networks are institutionalized	Anti-corruption legislation and pro-integrity practices are promoted and implemented by all sectors.
CSOs and donors are aware of people's right to participate in and influence decisions affecting them.	CSOs and donors build appropriate participatory mechanisms in cooperation with beneficiaries and affected people.	Participatory mechanisms are used for analysis, identification of objectives, planning, implementing, monitoring and evaluation.	The results and lessons learned of participatory mechanisms are used to improve the work of CSOs and donors
CSOs are accountable to their beneficiaries.	CSOs are accountable to the communities they work in.	Donors are accountable to their grantees, partners and beneficiaries.	Donors are accountable to the communities they work in.
Information on aid flows is available and accessible.	Donors (states, civil society, institutions) proactively share information about aid among themselves and with beneficiaries.	Aid processes are open to public participation, scrutiny and evaluation	Aid transparency ensures democratic ownership.

There are resources in the Inventory that relate to decision-making about objectives, especially resources [15](#), [16](#), [39](#), [45](#), [49](#), [66](#), [80](#), [81](#), [85](#), [86](#), [96](#), [97](#), [98](#), [99](#), [102](#), and [103](#).

How to plan, monitor and evaluate programs and activities for reaching your CSOs objectives

- For each objective, identify a specific plan of action that, based on solid evidence, is most likely to lead to its achievement. Apply a “transparency and accountability” lens to all dimensions of your CSO’s organizational structure, contracts, resource allocation (time, finances, power, and human resources), work and internal as well as external relationships.
- For each step of your plan of action, think through the challenges and traps you may encounter and make a plan to address them.
- Design and implement methods of monitoring, reflection, evaluation and ways to integrate lessons learned. Indicators are critical for monitoring and evaluating CSOs’ work. They also help to create realistic expectations among staff, beneficiaries and donors. For each objective, identify indicators, and then establish a monitoring plan. It is usually important to design indicators in a participatory way, with the involvement of the people who are the intended beneficiaries.

Identify and implement mechanisms of multidimensional accountability to:

- Beneficiaries
- Constituents
- Peers, CSO platforms/associations
- Donors/funders/investors
- Government/regulatory bodies
- Other stakeholders as relevant to your CSO’s setting

There are resources in the Inventory that relate to planning, programming, change management, monitoring, evaluating and multidimensional accountability, especially resources [4](#), [5](#), [6](#), [8](#), [9](#), [13](#), [19](#), [21](#), [23](#), [34](#), [35](#), [39](#), [40](#), [41](#), [43](#), [47](#), [50](#), [51](#), [59](#), [63](#), [69](#), [70](#), [71](#), [73](#), [78](#), [79](#), [82](#), [91](#), [92](#), [100](#), [110](#), [111](#), [112](#), [113](#), [114](#), [115](#), [122](#), [125](#), [128](#), [130](#), [132](#), [133](#), [134](#), [135](#), [151](#), [152](#), [154](#), [155](#), and [156](#). There are also resources that relate to indicators, especially resources [8](#), [10](#), [11](#), [48](#), [75](#), and [93](#) and [125](#).

Principle 5 in Practice:

A HYPOTHETICAL EXAMPLE OF CHANGE AND COMPLEXITY

An independent chapter of an international health organization implemented new transparency procedures with the clinics they worked with. In order to be eligible for specialized professional training and donations of expensive medical equipment, the clinics were required to provide extensive information about the governance of the clinic, how complaints were handled and reported, salaries of all staff, how funds were secured, and other information. Most of the clinics complied, though some complained about the amount of extra work. A few clinics got together and asked for a meeting with the international health organization to discuss the new procedures. The clinics explained that information sharing was constructive but that it shouldn't be one-way. They submitted a formal request to the chapter with a copy to the international headquarters that asked for the same information requested of clinics to be provided to clinics by the international health organization. The international headquarters rejected the request immediately but the independent chapter agreed with the clinics. If the chapter didn't release the same information to the clinics that it requested from the clinics, the accountability would be one-way. Since the chapter was independent from the international body, there was already very little scrutiny on its operations and accountability to the clinics they served seemed a good way to increase credibility and strengthen partnerships. In fact, when the chapter prepared the information for release to the clinics, they became more aware of certain gaps in their own procedures (for example, lack of a complaint mechanism) and policies that needed review (e.g., gaps in salaries between locals and internationals). Although the information they released caused some reaction from clinics, the clinics appreciated the transparency and engaged with the international health organization to improve their policies and practices. Their continuous improvement efforts were institutionalized and expanded over time.

Principle 6:

Pursue equitable partnerships and solidarity

Principle 6:

PURSUE EQUITABLE PARTNERSHIPS AND SOLIDARITY

CSOs are effective as development actors when they ... **commit to transparent relationships with CSOs and other development actors, freely and as equals, based on shared development goals and values, mutual respect, trust, organizational autonomy, long-term accompaniment, solidarity and global citizenship.**

Effective CSO partnerships, in all their diversity, are expressions of social solidarity. CSO partnerships will be stronger through deliberate efforts to realize equitable and reciprocal collaboration and coordination, based on mutually-agreed upon goals and shared values. In the spirit of mutual learning, such partnerships contribute experience, expertise and support to CSOs and local communities assisting their efforts in areas that directly affect the future of their communities. CSOs also promote transnational peoples' solidarity and linkages for public awareness and citizen engagement in all countries. Effective CSO partnerships for development require long-term commitments to negotiate common goals and programmatic objectives, based on trust, respect, solidarity and leadership of developing country partners.

Organizational autonomy is essential for equitable partnerships. Equitable partnerships result from deliberate attitudes and actions, by all partners, to counterbalance inequalities in power. These power inequalities are the consequence of unequal access to resources, structural and historical inequalities, gender inequities and women's exclusion, and sometimes-large disparities in capacity. The role of external CSOs is to enable, rather than dictate, and to amplify, not substitute, the voices of developing country CSO actors.

Sustained and broadly-shared development outcomes will be achieved through respectful collaboration and deliberate coordination with different development actors, particularly with donors and governments. But CSOs are actors in their own right, not instrumental agents for donors or governments. The basis for coordination must be mutual respect, agreement on the distinct areas where goals and development strategies are shared and equality in setting the terms for coordination and coherence.

Guiding Questions for Contextualizing Equitable Partnerships and Solidarity in the Work of your CSO

There is no generic approach or set of steps to achieve equitable partnerships and solidarity – you need to chart a plan that works for your CSO based on honest analysis that is informed by discussion with a variety of stakeholders and other experts. The questions below are intended to bring you to an understanding of the social, political and economic contexts in which you work and the opportunities and constraints posed by the unique structure, mandate and resources of your CSO. Also key are your personal experiences and perspectives as they relate to equitable partnerships and solidarity. A thorough analysis should inform your articulation of objectives, indicators and plans to achieve and monitor your progress.

How to analyze the context(s) your CSO works in

- How are equitable partnerships and solidarity defined by most people in the context(s) in which you work? What other terms and concepts that relate to equitable partnerships and solidarity are used locally?
- How are equitable partnerships and solidarity already institutionalized in laws, regulations, and social structures? How are they implemented (or not) on a daily basis?
- What, in your analysis, are the root causes of inequitable partnerships and a lack of national and/or international solidarity in the context(s) in which you work?
- To what extent are efforts to promote equitable partnerships and solidarity contested? By whom? Which groups benefit from inequitable partnerships? Which groups benefit from solidarity? Whose rights are particularly disregarded? Why?
- How do you see equitable partnerships and solidarity promoted and respected in daily life?
- Which aspects of equitable partnerships and solidarity are critical to development effectiveness? Why and how?
- Which groups already have experience with promoting equitable partnerships and solidarity in your area and field of interest? What could you add to or learn from their work? Where are the possibilities for mutual sharing, peer-to-peer learning and coordination of activities?

There are resources in the Inventory that relate to analyzing policies and stakeholders' interests, especially resources [4](#), [18](#), [19](#), [39](#), [49](#), [79](#), [81](#), [82](#), [86](#), [87](#), [106](#), [107](#), [109](#), [128](#), [129](#), [130](#), [136](#), and [155](#).

How to analyze relevant organizational aspects of your CSO

- Think about your CSO, with its unique history, mandate, staff, and constituency. To what extent is there agreement within your organization about the meanings and importance of equitable partnerships and solidarity?
- What are your CSO's current objectives in relation to equitable partnerships and solidarity? How will you advance them in the light of your analysis above? Which additional objectives do you identify as being relevant for your CSO's work?

- How does your CSO's commitment to equitable partnerships and solidarity manifest internally in your CSO's organizational policies, practices and daily operations?
- Where are the challenges and gaps?

There are resources in the Inventory that relate to organizational analyses and self-assessment, especially resources [30](#), [72](#), and [77](#).

How to assess your personal attitudes

- What aspects of equitable partnerships and solidarity speak deeply to you and which feel unfamiliar or less relevant? Why? Do you practice equitable partnerships yourself? Do you seek to work in solidarity with others? How does this affect your promotion of equitable partnerships and solidarity on behalf of your CSO?

There are resources in the Inventory that relate to self-reflection and critical thinking, especially [80](#) and [101](#).

OPEN FORUM VOICES

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Equitable partnerships cannot just be affirmed in words. They result from deliberate actions by both partners, and especially the more powerful partner, to balance the inequities. This applies to relationships among CSOs, between CSOs and donors as well as CSOs and their constituents.

Effective partnerships must be dynamic and flexible to enable partners to be responsive to changing conditions on the ground.

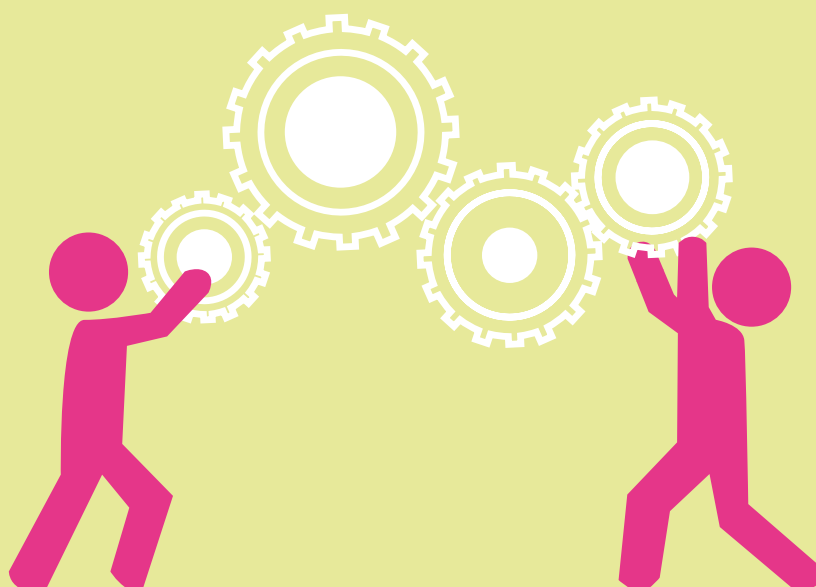
Advocacy should portray reality in its complexity to promote a deeper public awareness and committed citizen engagement in donor countries.

Nothing can substitute for regular communication and genuine inclusion to keep people interested, involved and supportive.

International CSOs working in regions of conflict must demonstrate solidarity with affected populations, especially by lobbying their own governments for policy change.

The roles and responsibilities of the more and less powerful partner differ. Usually the more powerful partner bears greater responsibility to address inequities in the relationship.

”



Before you continue...

Are you considering all dimensions of equitable partnerships and solidarity in your analysis? Some CSOs include these dimensions:

- Identifying and dealing with power issues between partners, including between ICSOs and national or local CSOs. For example, the type of tools used and reporting style may reflect cultural biases. The level of English competency and education expected may disadvantage some actors who can make important contributions. Promises and time lines that are not kept or non-transparent application processes and decision-making at donor institutions may discriminate against some applicants. Moreover, unreasonable restrictions on the uses of funds and donors' veto power may undermine local civil society's independence and sustainability.
- Timely follow-up on initial contacts, plans and promises
- Long-term and core-funding for CSOs
- Encouragement of local sources of support for CSOs
- Sustainable and long-term partnerships
- Relevant roles for women and marginalized people
- Sharing knowledge and mutual responsibilities among partners
- Multidimensional accountability
- Building on existing processes, opportunities and structures
- New forms of collaboration and inclusion of other development actors such as academics
- Public engagement activities

There are resources in the Inventory that relate to equitable partnerships and solidarity, especially resources [2](#), [4](#), [17](#), [30](#), [32](#), [33](#), [35](#), [38](#), [60](#), [64](#), [65](#), [108](#), [116](#), [125](#), [131](#), [136](#), [137](#), [138](#), [143](#), [144](#), [161](#), [162](#), [164](#), [168](#), and [170](#).

How to define your CSO's objectives for equitable partnerships and solidarity

Based on your CSO's analysis of context, organizational issues and your personal perspectives, you can identify specific objectives for your CSO to work on, keeping in mind your CSO's human and financial resources, and existing work in this area.

- What ambitious, specific, measurable, attainable objectives (both within the organization and in the environment that you seek to influence) do you and your CSO want to achieve with regard to equitable partnerships and solidarity within one year? Three years? Five years?
- How do these objectives relate to other organizational objectives and processes to which your organization is already committed? What are the implications of any overlaps or contradictions?
- Do your objectives address the root causes of inequality that result in inequitable partnerships and weak solidarity?

The table below suggests some possible objectives for the promotion of equitable partnerships and solidarity and how they can build over time with sustained commitment. These are intended to inspire you to think creatively. The actual objectives you commit to must speak to your CSO's unique circumstances.

SOME SUGGESTED OBJECTIVES FOR PURSUING EQUITABLE PARTNERSHIPS AND SOLIDARITY

Phase 1	Phase 2	Phase 3	Phase 4
Partners are full participants in designing and assessing programs.	Mutual transparency and accountability is integrated into partnership agreements.	Multidimensional accountability and two-way assessments of the relationships and the programs are integrated into partnership agreements.	Partnership agreements are negotiated separately from funding contracts.
All partners are aware of power issues.	CSOs and partners share a positive vision of equal, local ownership, and participation.	Systems and attitudes exist that facilitate power-sharing, ensuring joint decision-making, monitoring, evaluating and learning with partners and beneficiaries.	Explicit partnering policies guide all relations between partners.
Mechanisms for learning with and from partners are deepened.	Mechanisms for integrating lessons learned into organizational structures and practices are institutionalized.	Assessments of partner and beneficiary satisfaction are integrated into formal systems of monitoring and evaluation.	Annual joint reviews of partnerships are institutionalized.
Trust and respect is established between the partners.	Mutual assumptions and expectations are shared respectfully, and culturally appropriate conflict resolution mechanisms are in place between partners.	Mutual learning and planning is institutionalized; predictability exists among partners.	Sustainable partnerships are nurtured and in some cases institutionalized.
Policy advocacy in Northern countries is regular and effective.	Northern publics are aware of the complexity of effective development efforts and of their countries' own roles in it.	South-South peer consulting is institutionalized.	
Donors fund CSOs' core costs and advocacy in addition to projects.	Partnerships among CSOs and between donors and CSOs are based on long-term commitments and include mutual learning.	Funding policies reflect local priorities.	CSOs have local sources for funding and systems for philanthropy.
Awareness exists of the potentially disempowering processes surrounding partnerships.	Disempowering approaches, e.g. in proposals, reporting, planning tools, etc., are resisted.	Donors actively ensure that international tools, frameworks, etc. that are meant to support professionalization are employed in an empowering way with an emphasis on equal partnership and local ownership.	Donors harmonize reporting and utilize local languages.

There are resources in the Inventory that relate to decision-making about objectives, especially resources [15](#), [16](#), [39](#), [45](#), [66](#), [80](#), [81](#), [85](#), [86](#), [96](#), [97](#), [98](#), [99](#), [102](#), and [103](#).

How to plan, monitor and evaluate programs and activities for reaching your CSOs objectives

- For each objective, identify a specific plan of action that, based on solid evidence, is most likely to lead to its achievement. Apply an “equitable partnership and solidarity” lens to all dimensions of your CSO’s organizational structure, contracts, resource allocation (time, finances, power, human resources), work and relationships.
- For each step of your plan of action, think through the challenges and traps you may encounter and make a plan to address them.
- Design and implement methods of monitoring, evaluation and ways to integrate lessons learned.

Indicators are critical for monitoring and evaluating CSOs’ work. They also help to create realistic expectations among staff, beneficiaries and donors. For each objective, identify indicators, and then establish a monitoring plan. It is usually important to design indicators in a participatory way, with the involvement of the people who are the intended beneficiaries.

Identify and implement mechanisms of multidimensional accountability to:

- Beneficiaries
- Constituents
- Peers, CSO platforms/associations
- Donors/funders/investors
- Government/regulatory bodies
- Other stakeholders as relevant to your CSO’s setting

There are resources in the Inventory that relate to planning, programming, change management, monitoring, evaluating and multidimensional accountability, especially resources [2](#), [4](#), [7](#), [8](#), [9](#), [13](#), [19](#), [21](#), [23](#), [34](#), [35](#), [39](#), [43](#), [47](#), [50](#), [51](#), [59](#), [63](#), [70](#), [71](#), [73](#), [78](#), [79](#), [82](#), [91](#), [92](#), [100](#), [110](#), [111](#), [112](#), [113](#), [114](#), [115](#), [122](#), [125](#), [128](#), [130](#), [132](#), [133](#), [134](#), [135](#), [151](#), [152](#), [154](#), [155](#), and [156](#). There are also resources that relate to indicators, especially resources [8](#), [10](#), [11](#), [48](#), [72](#), and [75](#).

Principle 6 in Practice:

A HYPOTHETICAL EXAMPLE OF CHANGE AND COMPLEXITY

A national CSO was contracted by an international development NGO to implement an already-funded project in several remote villages. The first phase of the project document promised a needs assessment in recognition of the importance of basing activities on local realities and needs. As directed, the national CSO implemented focus groups and key informant interviews with youth and women in the villages and came back with a long list of needs. The international development CSO took the information back to their headquarters abroad and prepared plans for an intervention to promote youth leadership and women's empowerment through training programs. The action plan was identical to that already approved in the funding document, but it was also consistent with the needs assessment outcomes. That is, focus groups and interviews did identify youth leadership and women's empowerment as needs, but sanitation, jobs and education were rated higher priorities. As a result of the experience, the national CSO realized the need for constant information sharing with local villages, not just at the time of project planning, and not just in the context of funding prospects. They decided to invite village leaders – both men and women – to monthly meetings to exchange information and ideas. Although participation by villagers was not consistent, and while not all recognized the value of such meetings, the national CSO did develop stronger relations with some local leaders. As a result, when the next funding opportunity arose, the national CSO had the information and relationships it needed to influence the development of the project proposal before it was submitted for funding, thus making the project more relevant and responsive to local priorities. The national CSO was able to strengthen its voice in its partnership with the international development NGO and local villagers were able to strengthen their voices in the partnership with the national CSO.

Principle 7: Create and share knowledge and commit to mutual learning

Principle 7:

CREATE AND SHARE KNOWLEDGE AND COMMIT TO MUTUAL LEARNING

CSOs are effective as development actors when they ... **enhance the ways they learn from their experience, from other CSOs and development actors, integrating evidence from development practice and results, including the knowledge and wisdom of local and indigenous communities, strengthening innovation and their vision for the future they would like to see.**

Purposeful collaborative processes for learning provide an indispensable foundation for assessing sustainable development results and impact, as well as enabling synergies among different development actors. Development learning requires effective mechanisms for self-reflection and mutual sharing of information and knowledge. Development learning includes exchanges between CSO colleagues, peers, volunteers, partners, affected populations and other counterparts.

CSOs are learning organizations and should make the creation, sharing and implementation of knowledge a key component of their strategies and ways of working. This learning approach must be self-defined, continuous, collective, iterative and based on participation, openness and trust. Mutual-learning processes can help increase respect and understanding between partners, notably in areas of local knowledge, cultural issues, gender relations, values, spirituality and different ways of working. This learning is only possible if the power imbalances that can hinder true mutual learning are acknowledged and addressed. Tailored and adequately resourced capacity strengthening supports organizational learning and is essential for improving CSO development effectiveness. Regular qualitative evaluation, working closely with development partners and related stakeholders is essential to adapting and refining strategies, priorities and working methodologies in CSO development action. Organizational learning, however, should go beyond the more limited processes of “managing for short-term results”

Guiding Questions for Contextualizing Knowledge Creation, Knowledge Sharing, and Mutual Learning in the Work of your CSO

There is no generic approach or set of steps to create, share and manage knowledge and mutual learning – you need to chart a plan that works for your CSO based on honest analysis that is informed by discussion with a variety of stakeholders and other experts. The questions below are intended to bring you to an understanding of the social, political and economic contexts in which you work and the opportunities and constraints posed by the unique structure, mandate and resources of your CSO. Also key are your personal experiences and perspectives as they relate to knowledge creation, knowledge sharing and mutual learning. A thorough analysis should inform your articulation of objectives, indicators and plans to achieve and monitor your progress.

How to analyze the context(s) your CSO works in

- How are the creation and sharing of knowledge and mutual learning defined by most people in the context(s) in which you work? What other terms and concepts are used locally to refer to learning?
- How are knowledge sharing and mutual learning already institutionalized in social structures? How are they implemented (or not) on a daily basis?
- How do you see shared knowledge and mutual learning respected in daily life and relationships?
- What is seen as the added-value of sharing knowledge (or not)? Which risks and benefits are seen in mutual learning? What are the most common cultural beliefs about experimentation, risk-taking, and failure?
- What, in your analysis, are the main obstacles to creating and sharing knowledge and promoting mutual learning in the context(s) in which you work?
- To what extent are efforts to create shared knowledge and mutual learning contested? By whom?
- What kinds of knowledge are considered most credible and how are they shared? Whose knowledge is regarded as relevant? Whose is regarded as less important? What might be the biases driving these beliefs?
- Which aspects of creating and sharing knowledge and promoting mutual learning are critical to development effectiveness? Why and how?
- How common is collaboration? Among whom? On what issues? How is collaboration structured?
- How does collaboration appear in daily life and relationships in various settings? What is seen as the added value of collaboration?

There are resources in the Inventory that relate to analyzing policies and stakeholders' interests, especially resources [4](#), [18](#), [19](#), [39](#), [49](#), [79](#), [81](#), [82](#), [86](#), [87](#), [106](#), [107](#), [109](#), [128](#), [129](#), [130](#), [136](#), and [155](#).

How to analyze relevant organizational aspects of your CSO

- Think about your CSO, with its unique history, mandate, staff, and constituency. To what extent is there agreement within your organization about the definition and importance of creating and sharing knowledge and fostering mutual learning?
- How does your CSO create knowledge? What kinds of knowledge are considered most credible? Which groups' knowledge is more or less valued within your CSO? Why?
- How does your CSO share knowledge and learning?
- How does your CSO's commitment to shared knowledge and mutual learning manifest internally in your CSO's organizational policies, practices and daily operations?
- What are your CSO's current objectives in relation to creating and sharing knowledge and mutual learning? How will you advance them in the light of your analysis above?
- Where are the challenges and gaps?

There are resources in the Inventory that relate to organizational analysis and self-assessment, especially resources [72](#) and [77](#).

How to assess your personal attitudes

- What aspects of creating and sharing knowledge and mutual learning speak deeply to you and which feel unfamiliar or less relevant? Why? Do you share your knowledge and insights with others? Do you learn together with others? How do you deal with failures? What encourages your learning and sharing? How do you deal with criticism? How does this affect your promotion of creating and sharing knowledge and mutual learning in your CSO?

There are resources in the Inventory that relate to self-reflection and critical thinking, especially resources [80](#) and [101](#).

OPEN FORUM VOICES

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Good planning starts from an assumption that local actors know more than international actors about how change happens in their context.

Defensiveness, especially by management, shuts down learning. Organizational leaders must model non-defensive and nonjudgmental interest in criticism and new ideas and practices.

In situations of conflict, it may be too dangerous to travel in the field to collect data and involve beneficiaries. Find appropriate alternatives!

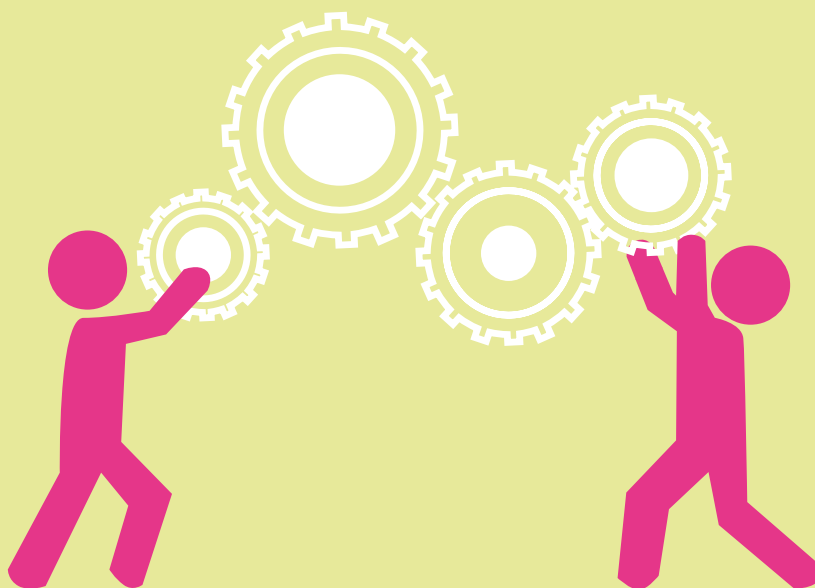
Competition among CSOs can undermine mutual learning.

Mutual learning is transformative. It cannot be reduced to monitoring and evaluation or managing for results.

Learning practices can cost money and time, but these are usually more than recovered by increased satisfaction, productivity, and effectiveness.

Donors that punish grantees for less-than-perfect evaluation results risk undermining learning efforts.

”



Before you continue...

Are you considering all dimensions of creating and sharing knowledge and mutual learning in your analysis? Some CSOs include these dimensions:

- Learning from research tools, (e.g. citizen report cards, gender-sensitive budgeting) to provide valuable insights to development planning processes
- Investing in peer-to-peer learning
- Engaging in multi-directional learning: “South-South”, “South-North”, “East-West”, as well as learning from beneficiaries, constituents, peers, and cross-sectional (academic, private and public sector)
- Identifying power imbalances that hinder learning, e.g. dependencies on partners or budgets, fear of failure or punishment, etc.
- Showing the willingness to take initiative and accept reasonable risks, offering both financial and political support.
- Valuing lessons learned from successes as well as from failures or limited successes.
- Engaging in process as well as content learning.
- Investing in training and competency for using tools in appropriate and beneficial ways (international tools adapted for local use and local tools adapted for international use).

There are resources in the Inventory that relate to sharing knowledge and mutual learning, especially resources [17](#), [46](#), [54](#), [55](#), [56](#), [83](#), [116](#), [125](#), [127](#), [131](#), [136](#), [137](#), [142](#), [144](#), [147](#), [149](#), [150](#), [154](#), [161](#), and [164](#).

How to define your CSO’s objectives for creating and sharing knowledge and mutual learning

Based on your CSO’s analysis of context, organizational issues and your personal perspectives, you can identify specific objectives for your CSO to work on, keeping in mind your CSO’s human and financial resources, and existing work in this area.

- What ambitious, specific, measurable, attainable objectives (both within the organization and in the environment that you seek to influence) do you and your CSO want to achieve with regard to creating and sharing knowledge and mutual learning within one year? Three years? Five years?
- How do these objectives relate to other organizational objectives and processes to which your organization is already committed? What are the implications of any overlaps or contradictions?
- Do your objectives address the main obstacles to creating and sharing knowledge and mutual learning?

The table below suggests some possible objectives for creating and sharing knowledge and promoting mutual learning and how they can build over time with sustained commitment. These are intended to inspire you to think creatively. The actual objectives you commit to must speak to your CSO's unique circumstances.

SOME SUGGESTED OBJECTIVES FOR CREATING AND SHARING KNOWLEDGE AND COMMITTING TO MUTUAL LEARNING

Phase 1	Phase 2	Phase 3	Phase 4
Awareness exists of the effect of power imbalances on mutual learning. Power issues have been identified by stakeholders and are being addressed.	Learning exchanges are incorporated within CSO practices (e.g., staff meetings, evaluations, debriefings).	Participation of local and indigenous actors in learning exchanges is ensured.	Donors, CSOs, and partners promote beneficiaries' participation in regional and global learning exchanges.
South-South learning processes and planning exchanges are institutionalized	The North is learning from the South, the "East" and the "West."	Northern CSOs are diversifying in terms of ethnicity, culture and geography, including in their headquarters and on senior levels.	Equal and mutual learning is institutionalized for improving development effectiveness.
CSOs and donors show a willingness to admit mistakes and take on calculated risks.	Learning from successes and mistakes is valued among CSOs and between partners.	Lessons learned are disseminated.	New thinking and good practices are internalized and integrated.
Staff is well-trained on relevant tools.	Staff has internalized concepts and tools, have opportunities to use them, and do so confidently.	CSOs, networks and donors encourage the use of relevant concepts and tools.	Concepts and tools are relevant for the context and improve the thinking and practice of development cooperation.
The learning orientation of formal monitoring and evaluation practices is strengthened.	Staff is trained in local and international approaches to monitoring and evaluation.	Staff has input into indicators used to measure progress.	New standards for monitoring and evaluation as well as utilization of results and lessons learned are periodically set to improve practice.
Collaborations on skill development and knowledge transfer exist.	Successful approaches in development cooperation are shared.	Non-successful approaches are analyzed collaboratively.	Solutions for challenges in development cooperation are developed collaboratively.

There are resources in the Inventory that relate to decision-making about objectives, see especially resources [15](#), [16](#), [39](#), [45](#), [49](#), [66](#), [80](#), [81](#), [85](#), [86](#), [96](#), [97](#), [98](#), [99](#), [102](#), and [103](#).

How to plan, monitor and evaluate programs and activities for reaching your CSOs objectives

- thods of monitoring, evaluation and ways to integrate lessons learned.

Indicators are critical for monitoring and evaluating CSOs' work. They also help to create realistic expectations among staff, beneficiaries and donors. For each objective, identify indicators, and then establish a monitoring plan. It is usually important to design indicators in a participatory way, with the involvement of the people who are the intended beneficiaries.

Identify and implement mechanisms of multidimensional accountability to:

- Beneficiaries
- Constituents
- Peers, CSO platforms/associations
- Donors/funders/investors
- Government/regulatory bodies
- Other stakeholders as relevant to your CSO's setting

There are resources in the Inventory that relate to planning, programming, change management, monitoring, evaluating and multidirectional accountability, especially resources [4](#), [7](#), [8](#), [9](#), [13](#), [19](#), [21](#), [23](#), [34](#), [35](#), [39](#), [43](#), [47](#), [50](#), [51](#), [59](#), [63](#), [70](#), [71](#), [73](#), [78](#), [79](#), [82](#), [91](#), [92](#), [100](#), [110](#), [111](#), [112](#), [113](#), [114](#), [115](#), [122](#), [125](#), [128](#), [130](#), [132](#), [133](#), [134](#), [135](#), [151](#), [152](#), [154](#), [155](#), and [156](#). There are also resources that relate to indicators, especially resources [8](#), [10](#), [11](#), [48](#), [72](#), and [75](#).

Principle 7 in Practice:

A HYPOTHETICAL EXAMPLE OF CHANGE AND COMPLEXITY

A new human resource manager was sent to a field office of a labor union in order to clear up conflicts among staff that affected the outcomes of the union's work and were bringing negative attention to the field office. The HR manager immediately encountered hostility from staff and set about to find out what was going on. Thinking that staff might share more openly if their views were confidential, she wrote a short survey and asked people to fill it out and leave it anonymously on her desk. However, she only got one response and it was empty. She tried inviting staff to lunch so she could speak with them informally, but they were always too busy to join her. Required to report to the headquarters, she drafted a memo saying that she perceived field staff as being deeply wounded and lacking trust. She circulated the draft memo to the field staff and asked for comments before she sent it. The staff members in the field office were impressed by the HR manager's openness and honesty, but they didn't provide feedback to her draft memo. They did, however, stop censoring themselves around her and as a result, she started to learn things about previous and current management actions that had upset field staff. She began to institutionalize small changes in response to staff's needs. She changed the time of the weekly staff meeting one hour later to make it easier for parents to drop their children at school and arrive at the meeting on time. She asked for time on the meeting agenda to share learning from projects, giving every staff member time to speak. Slowly, the skepticism and suspicion eased and staff became more forthcoming with their objections to how the field office was run. At first, managers were defensive, but the HR manager gave training about the importance of critical feedback and how to create learning environments. She institutionalized a value for learning by requiring all staff to submit learning plans, which were supported by time off or tuition reimbursement. Not only did staff become more relaxed and satisfied at work, but the quality of their work also improved. They were also able to bring learning from their field outreach to constantly raise the standards of service provided by the field office.

Principle 8: Commit to realizing positive sustainable change

Principle 8:

COMMIT TO REALIZING POSITIVE SUSTAINABLE CHANGE

CSOs are effective as development actors when they ... collaborate to realize sustainable outcomes and impacts of their development actions, focusing on results and conditions for lasting change for people, with special emphasis on poor and marginalized populations, ensuring an enduring legacy for present and future generations.

CSOs achieve sustainable development outcomes by making long-term commitments, working in partnerships, empowering communities and acting in solidarity with affected populations. Positive development change should also be sustained through the complementarity of development actors and a focus on the root causes of inequality, poverty and marginalization. In post-conflict situations, CSOs play an important part in peace and nation-building efforts. In these circumstances, where the role and the reach of the state may be diminished, CSOs make essential contributions and fill important gaps; but should complement, not substitute themselves for the responsibilities of the state. It is the responsibility of the state to deliver public goods, such as education and health, and be held accountable. The state's capacity, however, to deliver public goods, should be strengthened.

CSOs, whose work is often complex and long-term, acknowledge the importance of assessing, demonstrating with evidence, and communicating the impact and sustainability of their work. Sustainable change in CSO work requires a commitment to gender equality, throughout all aspects of development activity. The assessment of the effectiveness of CSO contributions to positive social change, including achieving gender equality, must be shaped by the views of local counterparts and affected populations. The CSO assessment must also take into account the wider socio-economic and political processes that enable or negatively affect the sustainability of CSO development outcomes for change, particularly in conflict or post-conflict situations.

Guiding Questions for Contextualizing Sustainable Change in the Work of your CSO

There is no generic approach or set of steps to achieve sustainable change – you need to chart a plan that works for your CSO based on honest analysis that is informed by discussion with a variety of stakeholders and other experts. The questions below are intended to bring you to an understanding of the social, political and economic contexts in which you work and the opportunities and constraints posed by the unique structure, mandate and resources of your CSO. Also key are your personal experiences and perspectives as they relate to sustainable change. A thorough analysis should inform your articulation of objectives, indicators and plans to achieve and monitor your progress.

How to analyze the context(s) your CSO works in

- How is “sustainable change” defined by most people in the context(s) in which you work? What other terms and concepts are used that relate to positive sustainable change are used locally?
- Which outcomes and results from development efforts are seen as sustainable? What changes are seen as necessary to improve the current approaches to achieving sustainable results? Who is supporting them and who is opposing them? Why?
- What tangible role does youth have in planning for the future? Which skills and responsibilities are ascribed to young people and children?
- What skills does your CSO consider (most) relevant to dealing with the future? How are you promoting them?
- How does long-term thinking/short-term thinking manifest in laws and social structures in the context(s) in which you are working?
- Is there a tendency toward thinking about the past, present or future? What role does time orientation play in decision-making processes?
- How do most people feel about change?
- What kinds of conflicts shape the political and social context in which you work? How are conflicts managed and/or resolved? Who benefits from existing or emerging divisions? Who suffers from them?
- Which of today’s problems will greatly influence the future of many people? Some people?
- What skills, knowledge and processes does your CSO consider most relevant to dealing with future challenges? How are you promoting them?

There are resources in the Inventory that relate to analyzing policies, developments and stakeholders’ interests, especially resources [4](#), [18](#), [19](#), [39](#), [49](#), [79](#), [81](#), [82](#), [86](#), [87](#), [106](#), [107](#), [109](#), [128](#), [129](#), [130](#), [136](#), and [155](#).

How to analyze relevant organizational aspects of your CSO

- Think about your CSO, with its unique history, mandate, staff, and constituency. To what extent is there agreement about what it means to realize positive sustainable change?
- Which future trends does your CSO anticipate? How are they included in your objectives and strategies?
- What are your CSO's current objectives in relation to promoting sustainable change? How will you advance them in the light of your analysis above? Which additional objectives do you identify as being relevant for your CSO's work?
- How does your CSO's commitment to sustainable change manifest internally in your CSO's organizational policies, practices and daily operations?
- What aspects of organizational policy and culture help or hinder your CSO's realization of positive sustainable change?
- Which change agents do you include in your activities? Who do you exclude? Why?
- Which other stakeholders are already working on positive sustainable change? How can you collaborate with them? How can you utilize their good practices?
- Who is hindering positive change (i.e. "spoilers") and how can they be included to ensure sustainable change?

There are resources in the Inventory that relate to organizational analysis and self-assessment, especially resources [69](#), [72](#), and [77](#).

How to assess your personal attitudes

- What aspects of sustainable change speak deeply to you and which feel unfamiliar or less relevant? Why? How do you define a "good life" ("buen vivir") for yourself? How does this affect your promotion of sustainable change?

There are resources in the Inventory that relate to self-reflection and critical thinking, especially [80](#) and [101](#).

OPEN FORUM VOICES

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Consider that there are fundamentally different ways to conceptualize development, including ways that focus on non-material values, process over results, and obligation over expected benefits.

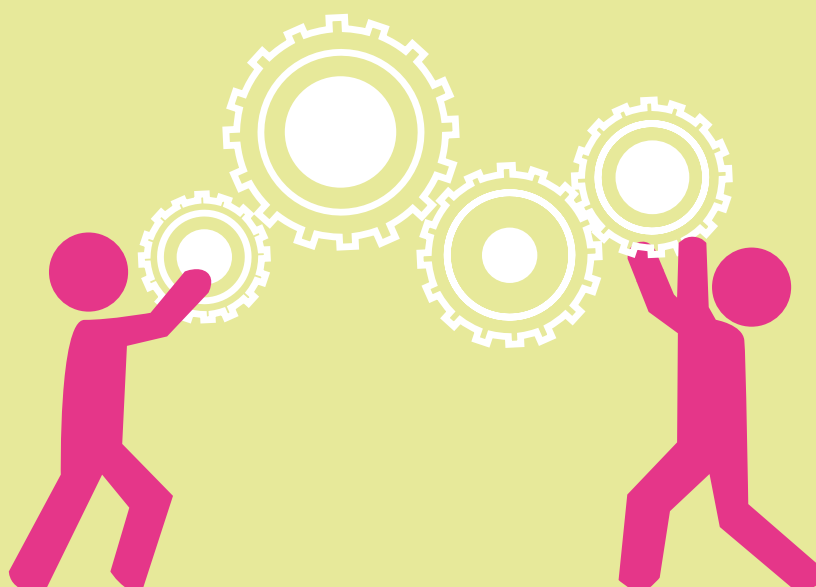
In conflict situations, the space for CSOs to influence change, stick to local priorities, and think long-term is constrained. In some cases it might also be expanded.

Be careful with your resources, always considering current and future generations.

In conflicts, learning, networking and collaboration may be even more difficult but nevertheless vital for sustainable change.

Collaboration can have disadvantages, for example, by diluting the strength of messages. However, the long-term benefits of collaboration are even stronger impact and long-term institutionalization.

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Before you continue...

Are you considering all dimensions of positive sustainable change in your analysis?

Some CSOs include these dimensions:

- Empowering people to influence their own development
- Holding multi-stakeholder policy dialogues
- Developing alternatives to unsustainable approaches and raising awareness that sustainability is possible
- Advocating for governmental provision of public goods
- Advocating for livelihood-focused economic development
- Focusing on non-violent conflict management including dealing with the structural, triggering and the perpetuating factors of conflict processes, political and otherwise
- Challenging the politicization of aid in conflict and crisis
- Promoting social inclusion
- Focusing on human security and well-being (encompassing material needs, healthy environment and a secure and cohesive society)
- Promoting communities' access to, and control over, resources
- Improving civil societies' capacities to realize human rights and sustainable development
- Ensuring CSOs' financial sustainability and independence
- Advocating global citizenship
- Promoting the cancellation of developing nations' debts
- Promoting the untying of Official Development Aid (ODA)
- Promoting corporate social responsibility
- Promoting accountability across the financial sector
- Advocating for responsible consumerism
- Identifying and minimizing the negative effects of international trade on development

There are resources in the Inventory that relate to positive sustainable change, especially resources [4](#), [31](#), [32](#), [33](#), [43](#), [44](#), [48](#), [57](#), [98](#), [108](#), [124](#), [126](#), [127](#), [128](#), [129](#), [130](#), [131](#), [133](#), [134](#), [139](#), [145](#), [147](#), [148](#), [149](#), [150](#), [155](#), [159](#), [162](#), [163](#), [168](#), and [170](#).

How to define your CSO's objectives for positive sustainable change

Based on your CSO's analysis of context, organizational issues and your personal perspectives, you can identify specific objectives for your CSO to work on, keeping in mind your CSO's human and financial resources, and existing work in this area.

- What ambitious, specific, measurable, attainable objectives (both within the organization and in the environment that you seek to influence) do you and your CSO want to achieve in pursuit of positive sustainable change?
- How do these objectives relate to other organizational objectives and processes to which your organization is already committed? What are the implications of any overlaps or contradictions?
- Do your objectives deal with the root obstacles to positive sustainable change?

The table **next page** suggests some possible objectives for the promotion of positive sustainable change and how they can build over time with sustained commitment. These are intended to inspire you to think creatively. The actual objectives you commit to must speak to your CSO's unique circumstances. →

SOME SUGGESTED OBJECTIVES FOR COMMITTING TO REALIZE POSITIVE SUSTAINABLE CHANGE

Phase 1	Phase 2	Phase 3	Phase 4
Stakeholders with an interest in sustainable development are identified, and relationships are built.	Coalitions and networks for knowledge sharing, are built and their findings are accessible.	Future scenarios are integrated in CSOs' and donors' strategies and activities.	CSOs' and donors' strategies and activities are complementary to ensure sustainable change.
Donors harmonize aid with government with civil society participation.	Donors coordinate aid with each other and with national institutions.	Aid is transparently coordinated across developmental fields.	Aid is effective and democratically controlled.
Lessons learned are integrated in disaster relief programs.	Disaster relief programs are adjusted to the cultural and social context where they are implemented.	Disaster relief organizations coordinate their efforts among one another and with governments.	Disaster relief is effective.
Youth can think and analyze critically.	Children and youth are empowered to identify and express their needs, interests and ideas.	Children and youth are integrated in program planning, evaluation and improvement of programs.	Governments promote the rights and inclusion of children and youth.
Staff, partners and beneficiaries are trained on conserving resources.	Efficient use of resources is practiced.	Indicators are defined with an emphasis on qualitative indicators that test future effects of activities.	Societies use their resources efficiently and conserve them.
The root causes of conflict are acknowledged and addressed.	Mechanisms of internal and external reconciliation have been established, including the reintegration of combatants.	Mechanisms for collective and individual justice have been established.	Mechanisms for managing and resolving conflicts without resorting to violence are effective.
Causes of involuntary migration are lessened.	Migrants and internally displaced persons are treated with respect and are supported.	Migrants, internally displaced people, and affected communities cooperate to find rights-based and sustainable solutions.	Rights-based migration laws and policies are established.
Children and youth understand the need to tackle global injustice and inequality.	Children and youth have the ability and desire to actively participate in the world's sustainable development.	Children and youth respect and value diversity and rights.	Global citizens are active participants in local and international communities.
Costs and burdens of environmental degradation are shared (polluter liability).	The responsibility for managing worldwide economic and social development is shared.	Use of natural resources is minimized in a just and sustainable way.	Global solidarity is realized.

There are resources in the Inventory that relate to decision-making about objectives, especially resources [15, 16, 39, 45, 49, 52, 66, 80, 81, 85, 86, 96, 97, 98, 99, 102,](#) and [103](#).

How to plan, monitor and evaluate programs and activities for reaching your CSOs objectives

- For each objective, identify a specific plan of action that, based on solid evidence, is most likely to lead to its achievement. Apply a “positive sustainable change” lens to all dimensions of your CSO’s organizational structure, contracts, resource allocation (time, finances, power, human resources), work and relationships.
- For each step of your plan of action, think through the challenges and traps you may encounter and make a plan to address them.
- Design and implement methods of monitoring, evaluation and ways to integrate lessons learned.

Indicators are critical for monitoring and evaluating CSOs’ work. They also help to create realistic expectations among staff, beneficiaries and donors. For each objective, identify indicators, and then establish a monitoring plan. It is usually important to design indicators in a participatory way, with the involvement of the people who are the intended beneficiaries.

Identify and implement mechanisms of multidimensional accountability to:

- Beneficiaries
- Constituents
- Peers, CSO platforms/associations
- Donors/funders/investors
- Government/regulatory bodies
- Other stakeholders as relevant to your CSO’s setting

There are resources in the Inventory that relate to planning, programming, change management, monitoring, evaluating and multidirectional accountability, especially resources [4, 7, 8, 9, 13, 21, 23, 34, 35, 39, 43, 47, 50, 51, 59, 63, 70, 71, 73, 78, 79, 82, 91, 92, 100, 110, 111, 112, 113, 114, 115, 122, 125, 128, 130, 132, 133, 134, 135, 151, 152, 154, 155,](#) and [156](#). There are also resources that relate to indicators, especially resources [8, 10, 11, 48, 72,](#) and [75](#).

Principle 8 in Practice:

A HYPOTHETICAL EXAMPLE OF CHANGE AND COMPLEXITY

A large national CSO with significant funding from its high-wealth Diaspora decided to pilot an educational quality intervention in one city. The five-year pilot worked on all aspects of quality education including curriculum development, training of teachers, educational materials, physical infrastructure, parent involvement, inclusion of students with disabilities, private sector support for education, and public awareness. Every indicator of educational quality including test scores; retention; satisfaction of students, teachers and parents; and more were significantly increased. The pilot produced scores of customized materials in local languages and other tools such as radio spots, TV ads, celebrity supporters, etc. In the third year of the pilot, the national CSO decided to strengthen its ties with the local and national government who had endorsed the project but were not deeply involved. They created jobs for government staff to work in the project and increased communication with government officials. In the fourth year, the national CSO started networking extensively with other educational CSOs and other government offices that support education. They began formal meetings to discuss institutionalization of the pilot and how various stakeholders could contribute or benefit. By the end of the pilot period, there was consensus that the project should be institutionalized in the Ministry of Education and that educational CSOs should take an active role, especially during the first three transitional years. The national CSO considered the institutionalization a success, although they could not help but fear for the quality of the project. They had developed such broad support within the government, civil society and the public at large, it made sense to give the project to the government where it could be replicated nationally and to switch the role of the national CSO to monitor and advocate for more positive sustainable change.

SECTION III: Strengthening Accountability Mechanisms

Strengthening Mechanisms for CSO accountability⁴

From: The Siem Reap CSO Consensus on the International Framework for CSO Development Effectiveness⁵

CSO mandates are the basis for their responsibility to be fully accountable...

All development actors share a responsibility to demonstrate the results of their interventions and actions, in particular with their primary and most-affected constituencies. CSOs acknowledge and take seriously this obligation, which is set out in the fifth Istanbul Principle – to be fully accountable and transparent for their development actions and results. As civil society organizations, accountability is shaped by various distinctive organizational mandates, embedded in their work as agents of change for the public good, with people in their communities, and with the public constituencies that support their work. This responsibility is put into practice through the implementation of various CSO accountability mechanisms, responding to different organizational and country contexts.

As development actors, CSOs enjoy significant trust by the public and local stakeholders. Most CSOs practice high standards of management and probity. CSOs are, also, continuously responding to legitimate calls to improve their accountability and transparency practices. They have done so by strengthening oversight by elected Boards of Directors, ongoing transparent dialogue with program partners, clear communications with constituencies, accessible program reports and external financial audits, compliance with government regulatory oversight, and through a variety of CSO-managed Codes of Conduct and transparency mechanisms. CSO accountability mechanisms must also address the multi-directional nature of their accountabilities, often in both donor and developing countries – first to primary stakeholders, but equally to peers, partners, public constituencies, public and private donors.

While CSOs have a primary responsibility for robust accountability and transparency practices, these efforts can be circumscribed by the constraints of working in difficult political environments. Implementing CSO accountability mechanisms can be challenging where governments fail to protect fundamental human right of marginalized and discriminated populations to organize, participate in public policy and follow community-based development paths.

CSOs accountability mechanisms assume many forms. These include less formal, sometimes invisible, accountability practices exist in smaller, community-based CSOs. One World Trust has documented dozens of voluntary CSO accountability mechanisms from local to country to global. CIVICUS, the pre-eminent global CSO network, is undertaking a significant multi-year program (called Legitimacy, Transparency and Accountability) to promote peer learning and knowledge sharing on good practice in CSO transparency and accountability.

Recognizing challenges for accountability mechanisms ...

CSOs face many unique practical challenges – internal and external – in demonstrating their accountability. Challenges include the large number and diversity of CSO actors, approaches that must respect equitable partnerships, the voluntary basis of organizations and action, unintended outcomes shaped by a changing political environments and the multi-directional demands (legal, contractual and ethical) for accountability. No single accountability model fits all situations and types of organizations. CSOs, therefore, welcome and encourage the sharing of lessons learned in existing practice in order to improve practical approaches to mechanisms that strengthen individual and collective CSO accountability.

CSO processes and commitment to accountability means much more than having accessible audited finan-

⁴ All the planning in the world, and all the well-intentioned efforts, will not be sustained without accountability. Accountability is so important, yet so misunderstood. Therefore, we reprinted the entire section of the International Framework that is devoted to accountability. Resources to help CSOs promote accountability are listed in the chapter about Principle 5: Practice Transparency and Accountability.
⁵ The International Framework was endorsed at the Open Forum Global Assembly, 28.-29.06.2011. You can download a full copy on the Open Forum website: www.cso-effectiveness.org

cial records. Accountability for CSOs means maximizing efforts to take into account the views of people living in poverty. CSO accountability mechanisms, however, face some practical challenges on how to measure CSO's efforts with grassroots communities, people living in poverty and other affected populations. CSOs often work with varied partnerships and in country contexts with vastly different policies and regulations, set by both donors and developing country governments – disabling environments – that can affect the scope for robust CSO accountability.

The Istanbul Principles, as values-based principles guiding CSO accountability to development effectiveness, are subject to interpretation. Appropriate objective standards for accountability to these principles will be context specific and sometimes inherently difficult to determine and monitor. This is particularly true for CSOs working in conflict and post-conflict situations.

CSO accountability mechanisms should focus not only on distinct measurable development outcomes, but also on areas such as advocacy and mobilization for change, for which attribution for outcomes is rarely simple.

CSOs are fully committed to maximum transparency as a necessary criterion for accountability. But CSOs must also address practical challenges in achieving full transparency, including timeliness, cost, workload, privacy and protection of the rights of partners and vulnerable individuals. Implementation of transparency standards must be sensitive to diverse institutional contexts for CSOs – the scale of the organization, the need to improve organizational systems, training and capacity strengthening for staff and volunteers, improved reporting and audit systems, or a need for dedicated resources for monitoring and evaluation. For many medium and smaller CSOs, associational processes (CSO networks, federations, confederations, etc.) may be indispensable tools for responding through collective accountability mechanisms.


Strengthening CSO accountability mechanisms...

CSOs take seriously their obligation to be fully accountable as development actors to all their key stakeholders in many different country contexts. Therefore, CSOs stress the fundamental importance of voluntary accountability mechanisms, not government or CSO-imposed “policing regulations”. Given the diversity of CSOs worldwide, it is only practical to have voluntary mechanisms, which provide a framework to improve CSO practice, with a requisite flexibility to safeguard CSO autonomy and independence.

Credible voluntary mechanisms, by their nature, need to evolve and be strengthened over time and in response to changing circumstances. But an essential element is CSOs' commitment to the highest practical standards for mechanisms that demonstrate compliance and innovative ways to assure credible compliance with multiple stakeholders.

Good practice in accountability mechanisms, guidance on improving CSO development practice, and CSO dialogue at the country level through the Open Forum suggest some ways forward. The Open Forum recommends some basic approaches to advance CSO efforts to strengthen accountability mechanisms:

1. **The Istanbul Principles and the guidance in this Framework are the foundation** for accountability standards, but accountability mechanisms must also address broader questions of organizational governance.
2. **Voluntary mechanisms must be clear about who is accountable, to whom and for what.**
3. **Voluntary self-regulatory accountability mechanisms and their context-specific requirements are best developed with those whose work will be measured.** Primary stakeholders, where feasible, should be consulted. Accountability mechanisms should promote organizational learning and measures to address challenges.

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4. **Codes of conduct and accountability mechanisms should be accessible to, and meaningful for, primary stakeholders.** To be fully accountable to primary stakeholders, communications must be clear, accessible, relevant and respectful of local context.
 5. **Flexibility and adaptability** are essential for mechanisms to be realistically applied in diverse and often-unpredictable conditions.
 6. **Mechanisms must model good practice and not impose principles and results measurements on others that the CSO does not accept for itself.**
 7. **Existing mechanisms and lessons learned should be utilized to strengthen accountability at country levels,** particularly through associations of CSOs. In strengthening accountability mechanisms it is important to demonstrate credible compliance, avoid overlap, duplication, and high transaction costs.

SECTION IV:

Inventory of Resources: Methods, tools, good practices, standards, models

INVENTORY OF RESOURCES

This Inventory of Resources is an indicative listing of mechanisms, tools, lessons learned, good practices and other resources to help CSOs contextualize and put into practice the Istanbul Principles for CSO Development Effectiveness. Because the Principles overlap and support one another, most resources relate to more than one principle. All resources included in the Inventory are free and available online.

Ideally, resources should be shared south-south and south-north with equal frequency as north-south, and ideally resources should be available in multiple languages. Despite extensive effort and outreach, most of the resources in this Inventory are designed internationally, many of them available only in English (except where specified).

- Res. 1)** «Promoting child rights to end child poverty: Achieving lasting change through Child-Centered Community Development” is the Program Guide of Plan International (PI). The 84-page manual published in 2010 is a resource for rights-based programming, especially for children. It outlines environmental factors, the program plan, and M&E plan in the context of principles and rights. Available at: <http://plan-international.org/files/global/publications/about-plan/Plan%20Programme%20Guide%205-10-10%20MONO.pdf>
- Res. 2)** Action Aid’s Internationalization Process is exemplary as a process of power sharing through organizational restructuring. A description is available at: http://www.actionaid.org/exchanges/issue_4/internationalisation.html. Moreover, “Leadership & Internationalization in ActionAid” is an 8-page presentation delivered in 2010 that shows the process of internationalizing Action Aid’s structure. Available at: <http://www.peopleinaid.org/pool/files/Events/Leadership%20and%20Internationalization%20in%20%20ActionAid.pdf>
- Res. 3)** “Children’s feedback committees in Zimbabwe: an experiment in accountability» published by Humanitarian Practice Network is a brief description of the progress and pitfalls in empowering beneficiaries, especially through children’s feedback committees. Available at: <http://www.odihpn.org/report.asp?id=2640>
- Res. 4)** EuropeAid 2004 provides detailed guidelines (158 pages) on project cycle management (from programming to tools, standards, implementation, monitoring and evaluation), on the Logical Framework, institutional capacity assessment, participation and ownership. Available at: http://ec.europa.eu/europeaid/infopoint/publications/europeaid/49a_en.htm

- Res. 5)** The International Initiative for Impact Evaluation (3ie) published «Impact Evaluation in the Post-Disaster Setting: A Conceptual Discussion in the Context of the 2005 Pakistan Earthquake.» This 49-page analysis, published in 2009, points at the specific challenges of post-disaster impact evaluation (PDIE), reviews existing concepts, and provides an analytical framework and a set of guiding principles. Available at: www.3ieimpact.org/admin/pdfs_papers/Working%20Paper%205.pdf
- Res. 6)** The International Initiative for Impact Evaluation (3ie) published their 2011 review of the effectiveness of community-based intervention package in reducing maternal and neonatal morbidity and mortality, including strengthening the linkages with the local health system entitled, «Community-Based Intervention Packages for Reducing Maternal Morbidity and Mortality and Improving Neonatal Outcomes.» Available at: http://www.3ieimpact.org/admin/pdfs_synthetic2/Maternal%20health%20May%202011%20FINAL.pdf
- Res. 7)** Roetman (2011) describes the practical and ethical dilemmas of conducting impact evaluations for CSOs by analyzing the experiences of International Child Support in West Kenya (16 pages). Available at: http://www.3ieimpact.org/admin/pdfs_papers/WP11_Final%201103.pdf
- Res. 8)** The World Bank's (2006,) step-by-step manual to «Monitoring and Evaluating Projects» offers detailed operative guidance for benchmarking and impact analysis, including the use of surveys and focus groups (59 pages). Available at: <http://siteresources.worldbank.org/HEALTHNUTRITION-ANDPOPULATION/Resources/281627-1095698140167/GrunImpactEvaluationManualFinal.pdf>
- Res. 9)** The World Bank's (2000,) «Evaluating the impact of development projects on poverty: A handbook for practitioners» describes techniques, design, and implementation of impact evaluations, including a variety of case studies and good practices (225 pages). For details go to: <http://siteresources.worldbank.org/INTISPMA/Resources/handbook.pdf>
- Res. 10)** Bastia (2000) discusses «Qualitative and Quantitative Indicators for the Monitoring and Evaluation of the ILO Gender Mainstreaming Strategy.» On pages 17 ff she gives an overview of the benefits of using indicators, definitions, dimensions and types of indicators (including gender indicators). Available at: <http://www.womeng.net/wp/library/Methodology%20Indicators.pdf>
- Res. 11)** The Gender Evaluation Methodology (GEM) provides a quick introduction and general assessment of quantitative and qualitative indicators. Available at: http://www.apcwomen.org/gemkit/en/gem_tool/step4a2.htm
- Res. 12)** The UN Economic and Social Commission for Asia and the Pacific's «Concept Note on the Use of Gender Sensitive Qualitative Indicators for Monitoring Implementation of the Beijing Platform for Action» presents methods for designing gender indicators and points at the dangers of reproducing existing power differentials within the indicators (13 pages). Available at: <http://www.unescap.org/esid/GAD/Events/High-level%20meeting%20Sep%202004/Final%20note%20qualitative%20indicators%20-%20Meena.pdf>
- Res. 13)** The International Initiative for Impact Evaluation published 2009 a 22 –page collection of short essays on impact evaluation «Better evidence for a better world», pointing at the relationship between better evidence and better decisions, weighing the chances of an evidence-informed policy and practice (case study: child welfare), and recommendations for better learning management. Available at: http://www.3ieimpact.org/admin/pdfs_papers/47.pdf

- Res. 14)** Prowse and Snilstveit (2010) wrote, “Impact evaluation and interventions to address climate change: A scoping study,” which gives an overview of climate change, policy responses, and funding streams, and impact evaluation in the areas of climate change, mitigation and adaptation interventions (51 pages). For details go to:
http://www.3ieimpact.org/admin/pdfs_papers/Working%20paper%207.pdf
- Res. 15)** The Pareto Analysis (“80/20-rule”) works on the assumption that the majority of problems are caused by a few key causes. It helps decision-makers to identify the most vital issues, thus improving overall performance. One of many descriptions can be found at: <http://www.projectsart.co.uk/pareto-analysis-step-by-step.html>
- Res. 16)** The Paired Comparison Analysis helps to identify priorities especially when there are competing demands on limited resources. One of many descriptions can be found at:
http://www.mindtools.com/pages/article/newTED_02.htm
- Res. 17)** REFLECT is a comprehensive methodology for promoting communication and participation with an awareness of power. The 142-page manual is Action Aid’s methodology to improve the meaningful participation of base communities in decision making. Available at:
http://www.actionaid.org.uk/doc_lib/190_1_reflect_full.pdf
- Res. 18)** “Gender equality and peacebuilding: An operational framework” by the CIDA Gender Equality Division and Peacebuilding (17 pages) analyzes perceptions of gender during pre-conflict, conflict and post-conflict phases as well as relevant development strategies. The framework enables practitioners to treat women as development actors in their own right during analysis, programming, implementation and evaluation of peace-building efforts. Available at:
<http://www.mineaction.org/downloads/1/C-Gender-EN.pdf>
- Res. 19)** INSTRAW’s “Introducing Gender in Conflict and Conflict Prevention: Conceptual and Policy Implications” (11 pages) presents a gender-sensitive framework for analysis, planning and implementation of conflict management and conflict prevention. Available at: http://www.abrahamsvision.org/documents/readings/2008vision/israeli-palestinian-conflict/obligatory/gender_and_conflict.pdf
- Res. 20)** KOFF, the Center for Peace Building, wrote this 2-page overview of “Dos and Don’ts of Gender Analysis.” Available at:
http://www.swisspeace.ch/typo3/fileadmin/user_upload/pdf/KOFF/genderperspective.pdf
- Res. 21)** KOFF, the Center for Peace Building, offers a one-page overview of “Dos and Don’ts in Gender and Do No Harm.” Available at:
http://www.swisspeace.ch/typo3/fileadmin/user_upload/pdf/KOFF/genderdonoharm.pdf
- Res. 22)** The “Barefoot Guide to Working with Organizations and Social Change” offers a variety of case studies, ideas and information on social change processes in organizations. Easy and even fun to read in Indonesian and English. Available at: www.barefootguide.de
- Res. 23)** The British “Overseas Development Institute” presents a Gender Impact Assessment, a framework for gender mainstreaming that can be applied to legislation, policy plans and programs, budgets, reports, services, etc. ODI provides the steps as well as examples. Available at:
http://www.odi.org.uk/rapid/tools/toolkits/EBP/Gender_impact.html ODI also published a report on gender auditing (case study in DFID Malawi)
<http://www.odi.org.uk/resources/download/1195.pdf>. It is a guide on gender auditing, and discusses the interconnectedness of politics, rights, accountability and the budget process
<http://www.odi.org.uk/resources/download/1740.pdf>.

- Res.24)** The British Department for International Development (2002) published a 60-page strategy paper on the importance of dealing with public budgets in order to achieve pro-poor, pro-human rights, and accountability outcomes in public policy. It also describes the challenges that this approach might encounter. Available at: www.odi.uk/resources/download/1740.pdf
- Res. 25)** Oxfam GB published an overview of programs that promote participation and leadership of women. It outlines the situation of women in politics, economics and CSOs, pointing at obstacles, including additional obstacles for poor women. The 19-page document also provides a multitude of different approaches, especially relevant in Africa.
Available at: http://www.oxfam.org.uk/resources/learning/gender/downloads/prog_insights_gender1_overview.pdf,
or in French at: http://www.oxfam.org.uk/resources/learning/gender/downloads/prog_insights_leadership_1_fr.pdf,
or in Portuguese at: http://www.oxfam.org.uk/resources/learning/gender/downloads/prog_insights_leadership_1_pt.pdf
or in Spanish at: http://www.oxfam.org.uk/resources/learning/gender/downloads/prog_insights_gender2_overview_sp.pdf.
- Res. 26)** UN Women presents gender-related policies and instruments (e.g. UN Secretariat Policies, the Anti-Harassment Policy, key policies and acts related to Gender Balance, work/life issues, gender balance strategy, etc). Available at: <http://www.un.org/womenwatch/osagi/fpcareer2.htm>
- Res. 27)** The UN Human Development Report 1995 introduces the Gender-related Development Index (GDI) and Gender Empowerment Measures (GEM) to measure development. An introduction to the report is available at: http://hdr.undp.org/en/statistics/indices/gdi_gem/. The full report is available in English, French and Spanish at: <http://hdr.undp.org/en/reports/global/hdr1995/chapters/>
- Res. 28)** Gender@work describes its experiences with its integral framework for organizational change on gender issues by focusing on relationships, power, and understanding organizations and systems. It stresses the unpredictability of outcomes and draws conclusions from the implementation of the program in South Asia and Africa. Available at: http://www.genderatwork.org/sites/genderatwork.org/files/resources/Action_Learning_for_Gender_Equality-FINAL-3_0.pdf
- Res. 29)** Kepa produced the “envirometer”: questions that encourage and assess an organization’s environmental practices including sustainable traveling use of material during workshops, environmentally friendly office, and construction work. A case study is included. Available in English, Spanish and Portuguese, at: <http://www.kepa.fi/tiedostot/julkaisut/envirometer.pdf>
- Res. 30)** Kepa published a “compass for partners.” It suggests criteria and procedures for good partnership. Available in Finnish at: http://www.kepa.fi/toiminta/hankeneuvonta/hanketyokalut/kump_panuuden-kompassi, or in English, Spanish and Portuguese at: <http://www.kepa.fi/international>
- Res. 31)** A very critical external evaluation on DFID’s gender empowerment program questions the assumption that economic growth leads to women’s empowerment. Available at: <http://www.businessenvironment.org/dyn/be/docs/70/Session1.2PinderDoc.pdf>
- Res. 32)** BOND published an 8-page practical guide on core-funding strategies. This publication includes a definition of core-costs and core-funding, presents different core funding strategies with their advantages and disadvantages, and guides the reader through the process of developing an appropriate core funding strategy. Available at: http://www.world-federation.org/NR/rdonlyres/080D1224-B0C8-4684-B8E6-B7F0F1B2D5D2/0/CSO_17_BONDcorefundingstrateg.pdf

- Res. 33)** Oxfam Novib wrote a plea to donors to be aware of the power they have due to their control over budget that they can distribute. The article calls for more humbleness towards social entrepreneurs and argues for core funding for local CSOs in order to enable strong and sustainable social movements and a focus on beneficiaries. Available at: <http://www.alliancemagazine.org/node/982>
- Res. 34)** In 2010, One World Trust/World Vision published a 23-page Briefing Paper (Number 126) identifying different types of self-regulatory initiatives in the global South, the nature of their compliance mechanisms and the principles underpinning effectiveness. Available at: http://www.oneworldtrust.org/csoproject/images/documents/Responding_to_Southern_Effectiveness_WVI_OWT_Joint_Paper.pdf
- Res. 35)** One World Trust/World Vision published a 20-page overview in English on CSO Development Effectiveness Initiatives in the global North. It categorizes the initiatives according to type (e.g., political documents, codes of conduct, self-assessment tools, and certification schemes), thematic focus, and the nature of the compliance mechanism, among others. It includes discussions on effectiveness and accountability, ownership, partnerships and participation, transparency and good governance, learning, evaluation and managing for results, independence, and respect. Available at: <http://www.oneworldtrust.org/csoproject/images/documents/Responding-to-CSO-Development-Effectiveness-Initiatives-OWT-WV-122-2009.pdf>
- Res. 36)** The UN Convention on the Rights of Persons with Disabilities (2008) presents the human as well as social, economic and political rights of people with disabilities. It defines the responsibilities of state parties and outlines mechanisms for implementation. Available in English, Spanish, French, Russian, Arabic, Chinese at: <http://www.un.org/esa/socdev/enable/rights/convtexte.htm#convtext>
- Res. 37)** The European Consortium of Foundations on Human Rights and Disability compiled a study on challenges and good practices in the implementation of the UN Convention on the Rights of Persons with Disabilities. The 187-page study, aimed at policy-makers and other relevant actors, includes obligations, existing practices as well as recommendations for implementation. Available at: http://study.efc.be/files/repository/20110201165756_VC20081214_FINAL_REPORT_web_010211.pdf
- Res. 38)** WINGS-CF published case studies of organizations that aim to promote new forms of philanthropy by supporting community foundations, e.g. the Czech Donors Forum and the Southern African Grantmakers' Association (SAGA). They explore the economic, political, and regulatory frameworks as well as the attitudinal environment, resources, aims, activities and achievements. They point at the critical success factors and the challenges in supporting community foundations. Community foundations can be one way to strengthen local ownership over development processes. Available at: <http://www.wingsweb.org>
- Res. 39)** The Danish Institute for Human Rights published "Applying a Rights-Based Approach," (2007) an excellent 45-page guide for civil society that defines how the rights-based approach is distinct from charity and needs approaches. It explores the concepts of rights-holders and duty-bearers and aids in analysis, program design, implementation, monitoring and evaluation. Available at: <http://www.humanrights.dk/files/pdf/Publikationer/applying%20a%20rights%20based%20approach.pdf>

- Res. 40)** Tearfund's 64-page guide for medium-sized/medium impact projects (2009) offers a six-step process for assessing a project's impact on the natural environment. The assessment is integrated as part of the usual project cycle and can be carried out by anyone with experience in project planning, although expert input on environmental assessments is sometimes needed. Available in English, French, Spanish and Portuguese at:
http://www.preventionweb.net/files/12681_12681EAC9465web1.pdf
- Res. 41)** Tearfund (2009) published the "Climate Change and Environmental Degradation Risk and Adaptation Assessment" (CEDRA). This 70-page guided project risk assessment focuses on the combined effect of climate change and environmental degradation, how they affect projects and programs, and where the latter have to be adjusted to changing realities and risks. Available at: <http://www.preventionweb.net/english/professional/publications/v.php?id=11964>
- Res. 42)** In 2009, the International Institute for Environment and Development published two detailed guides on the challenges and opportunities of environmental mainstreaming, presenting it as the integration of environmental and developmental interests. They present a process of analysis and decision-making suggesting a spectrum of outcomes. The 110-page analysis and guidance referring to the national and international levels of policy making is available at: [http://www.environmental-mainstreaming.org/documents/EM%20Challenges%20\(consolidated\)%20\(30%20July%2009\)\(2\).pdf](http://www.environmental-mainstreaming.org/documents/EM%20Challenges%20(consolidated)%20(30%20July%2009)(2).pdf) and the 108-page-workbook referring to the organizational level, its structure and activities is available at: <http://pubs.iied.org/pdfs/17504IIED.pdf>
- Res. 43)** Grantcraft (2011) offers a 4-page guidance note on learning and becoming a learning organization, even under time pressure. Available at:
<http://www.grantcraft.org/index.cfm?fuseaction=page.viewPage&pageID=3294>
- Res. 44)** The Islamic Relief Environment Policy (2009) is an 11-page document that deals with the connection between poverty and environmental destruction, specifically with health effects, food availability/security, disaster proneness, biodiversity, environmental refugees and civil strife/war. Available at: <http://www.islamic-relief.com/indepth/downloads/Environmental%20Policy.pdf>
- Res. 45)** IDEO in collaboration with nonprofit groups ICRW and Heifer International published a 105-page Human Centered Design Toolkit. It facilitates a process of hearing communities' needs (community engagement strategies), creating innovative solutions, and creating solutions that are desired by the people, and are technically and organizationally feasible and financially viable. Available in English and Portuguese at:
<http://www.ideo.com/work/human-centered-design-toolkit/>
- Res. 46)** CIVICUS (World Alliance for Citizen Participation) offers a multitude of material in English, French, German and Spanish on accountability, transparency, anti-corruption and legitimacy (e.g. the AA1000 Stakeholder Engagement Standard, the evaluation guidance for humanitarian action and assistance, the participation handbook, the governance handbook, the rights-based guide and code of conducts). Available at: <http://lta.civicus.org/resources/guides>
- Res. 47)** CIVICUS (World Alliance for Citizen Participation) provides tools, guides, legal resources, political documents, and case studies on impact evaluation, humanitarian competencies, staff capacity and more. Available at: <http://lta.civicus.org/resources/guides>
- Res. 48)** The Global Development Research Center (GDRC) offers definitions, concepts, indicators and stories referring to sustainable development defined as human well-being and environmental sustainability. The website lists organizations, institutions, initiatives, programs and tools (e.g. public participation in environmental decision-making). Available at:
<http://www.gdrc.org/sustdev/index.html#pubs-sustdev>

- Res. 49)** Several models of Participatory Rural Appraisal, Rapid Rural Appraisal (PRA) and Participatory Learning and Action (PLA) have been based on the philosophy of Paulo Freire and many others. The International Institute for Environment and Development (IIED) offers a range of manuals, stories and studies on participatory practices focusing especially on environmental and agricultural issues. Available in English and Spanish at: <http://pubs.iied.org/search.php?k=Participatory+Learning+and+Action>
- Res. 50)** The UN Women Section on Gender Responsive Budgeting provides materials on gender budgeting. Available in Arabic, English, French, Portuguese and Spanish at: http://www.gender-budgets.org/index.php?option=com_joomdoc&view=docman&gid=276&task=catview&Itemid=189 and specifically: http://www.gender-budgets.org/index.php?option=com_joomdoc&task=catview&gid=196&Itemid=189
- Res. 51)** ELDIS makes available their own and others' CSOs manuals, toolkits and good practices in relation to advocacy, governance, monitoring and evaluation, participation, project management and corruption. Available at: <http://www.eldis.org/go/topics/resource-guides/manuals-and-toolkits>
- Res. 52)** The Aga Khan Development Network suggests processes and methods to invest in board, staff and volunteer in order to cooperate better with each other and thus build a more effective organization. Available at: http://www.akdn.org/publications/civil_society_booklet4.pdf
- Res. 53)** The website "All about Boards and Directors (For-Profit and Nonprofit)" deals with the responsibilities of boards of directors and senior management, legal issues, ethics, risk, human resource management, staff relations, fundraising, public relations and meetings. The website can be translated in most languages. Available at: <http://managementhelp.org/boards/boards.htm>
- Res. 54)** Social Network Analysis is a tool for analyzing the relationships among people in order to identify how knowledge can be shared among them. One description among many can be found at: <http://www.kstoolkit.org/social+network+analysis>
- Res. 55)** Going International compiled lists of organizations, articles and tools referring to internationalizing the organization's outreach, knowledge sharing, cross cultural communication, international management and governance of CSOs, social media, and financial resources. Available at: www.goinginternational.com/resource.htm
- Res. 56)** "Dare to Share" is a collection of tools and methods for knowledge management (learning, sharing, using new insights) compiled by the Swiss Agency for Development and Cooperation. An excellent website with materials in English, French, German and Spanish. Available at: http://www.daretoshare.ch/en/Dare_To_Share/Knowledge_Management_Methods_and_Tools
- Res. 57)** The Millennium Ecosystem Assessment published until 2005 offer comprehensive "Global Assessment Reports" on ecosystem change (e.g., water, biodiversity, rapid land cover change, desertification) and human well-being. The reports incorporate knowledge from the private sector, practitioners, local communities, and indigenous people. They analyze trends, developed scenarios and described policy responses which are still relevant today. They also provide background information. Available at: <http://www.millenniumassessment.org/en/Global.html>

- Res. 58)** United Nations University (UNU) offers Online Learning on a range of environmental issues (e.g., climate, oil, food, biodiversity, forests, water) as well as on Environment Impact Assessments. It uses a variety of methods including field trips, case studies, and open course ware. Available at: <http://onlinelearning.unu.edu/en/>
- Res. 59)** The Irish Association of Non Governmental Development Organizations analyzed challenges and mechanisms of CSO accountability – upward, downward, inward, horizontal among others. The analysis deals with the roles of Northern and Southern CSOs as well as those of donors. Available at: http://www.dochas.ie/Shared/Files/4/CSO_accountability_paper.pdf
- Res. 60)** In 2001, David La Piana compiled a 29-pages guide for grant makers that are interested in supporting “real cooperation” among development stakeholders. He described the challenges and indicators of positive and mutually satisfying (=real) cooperation. CSOs can also use this resource for developing their own vision of “real cooperations” as well as a reference to their donors. Available at: <http://www.lapiana.org/downloads/RealCollaboration.PDF>
- Res. 61)** Navdanya is an Indian network of seed keepers and organic producers, centered around women: helping local communities to set up seed banks; training farmers in seed sovereignty, food sovereignty and sustainable, organic agriculture; advocating for local and democratic control of resources. Available at: <http://www.navdanya.org/>
- Res. 62)** V. Shiva argues for the implementation of water democracy in a speech he delivered in Mexico in 2006: “Resisting Water Privatisation, Building Water Democracy.” Available at: <http://www.globalalternative.org/downloads/shiva-water.pdf>
- Res. 63)** The Network of International Development Organisations in Scotland (NIDOS) developed: “A Guide for Self-Assessment of Good Practices in International Development” (pilot version 2010). This 47-page workbook focuses on 5 principles: accountability to the people, sustainable development, performance improvement, efficient use of resources, and promotion of social justice. It deals with 5 cross-cutting themes: Gender, Inclusion, Do No Harm, Human Rights, and Climate Change. It provides benchmarks for each principles and theme with open self-assessment-questions and reference to resources for each. Available at: <http://thegoodpracticesscompass.ning.com/>
- Res. 64)** BirdLife offers a publication that highlights the central importance of the environment and natural resources to the livelihoods of poor people and the well-being of all people. They campaign for cross-sectoral partnerships and alliances; define the characteristics needed in sustainable partnerships; present their lessons learned and point at the benefits and the challenges of collaboration. The publication offers ways to link biodiversity and development via partnerships and collaborations. Available at: <http://www.birdlife.org/news/news/2008/buildingpartnerships.pdf>
- Res. 65)** Oxfam GB developed 5 principles for their “partnership policy”: complementary purpose and added value; mutual respect for values and beliefs; clarity about roles, responsibilities, and decision-making; transparency and accountability; commitment and flexibility. An overview is available at: http://www.oxfam.org.uk/resources/accounts/downloads/partnership_policy_principles.pdf
More details are available at: http://www.oxfam.org.uk/resources/accounts/downloads/pship_policy_english.pdf

- Res. 66)** In 2011, the Just Governance Group published measurements for beneficiary empowerment in international development projects.
Available at: http://www.justgovernancegroup.org/Assets/PDFs/co_praxis_measuring_empowerment.pdf
- Res. 67)** The Global Reporting Initiative offers guidance in assessing organizations' sustainability in relation to environmental factors like greenhouse gas emissions and carbon footprint. The guide is updated regularly and gives attention to human rights, local community impacts, and gender.
Available at: <http://www.globalreporting.org/Home>
- Res. 68)** The "International Non Governmental Organizations' Accountability Charter" is a voluntary code of conduct for ICOSOs. It expresses commitment to excellence, transparency and accountability in relation to guiding principles, internal structures and management, ethical fundraising, responding to beneficiaries' and public interests, and dealing with complaints.
Available at: <http://www.iCSOaccountabilitycharter.org/>
- Res. 69)** The Finnish Association for Nature Conservation published "Integrating Climate Proofing into Development Cooperation activities," including definitions of central concepts like climate proofing and adaptation to climate change. It provides checklists for integrating climate proofing into development cooperation during the planning, application and implementation phases. It also illustrates good practices and provides further references. The approach has a strong foundation in do-no-harm, community-orientation and flexible adaption to changing circumstances.
Available at: http://www.sll.fi/luontojaymparisto/ilmastonmuutos/ilmastonmuutos-ja-kehitys/guide-integrating-climate-proofing/at_download/file
- Res. 70)** Oxfam GB developed a "Complaints Policy" for their international program which covers Oxfam's activities, staff behavior, funding issues, etc. This Complaint Policy is available to all stakeholders (supporters, partner organizations, communities or individuals working with Oxfam, any member of the public anywhere) and includes Oxfam's commitment to respond to complaints.
Available at: http://www.oxfam.org.uk/resources/accounts/downloads/oxfamgb_complaints_policy.pdf
- Res. 71)** Oxfam GB has an "Open Information Policy" as part of its transparency and accountability to stakeholders, defined as people living in poverty, partner organizations, staff, volunteers, supporters, donors, suppliers and host governments. It outlines reasons for not providing information. Available at: http://www.oxfam.org.uk/resources/accounts/open_information_policy.html
- Res. 72)** Oxfam GB's Global Performance Framework was assessed by 3iei in 2011. The 24-page analysis looked also at relationship between CSOs and effectiveness, questions if global outcome indicators can be developed in a meaningful way, and provides two case studies from the Oxfam portfolio. Available at: http://www.3ieimpact.org/admin/pdfs_papers/WP%2013_Final.pdf
- Res. 73)** Independent Sector offers a variety of free resources to help non-profit organizations to become more reliable and effective (e.g. strengthening accountability, transparency and responsible practices). Available at: <https://www.independentsector.org/>

- Res. 74)** The multi-stakeholder “International Aid Transparency Initiative (IATI)” is following up on the Accra Agenda for Action’s commitments on transparency. It agreed on standards for publishing information on aid flows, aiming to make this information more accessible and helping developing countries and their citizens to accurately record aid flows in their budget estimates and accounting systems. Look for details at: <http://www.aidtransparency.net/>. IATI is also offering an insightful evaluation of its own tool which points at the success and the challenges. Available at: www.aidtransparency.net/wp-content/uploads/2009/06/Draft_IATI_Country_Pilots_Synthesis_Report.pdf
- Res. 75)** “What is sustainable development?” is a 2005 overview of discourses about sustainable development by Kates, Perries and Leiserowitz. It includes definitions, resources that need to be sustained (nature, life support, community) and resources that need to be developed (people, economy, society), and goals, values, and practices that promote sustainable development. Details at: www.rpd-mohesr.com/uploads/custompages/WHAT%20IS%20SUSTAINABLE%20DEVELOPEMENT.
- Res. 76)** The Interfaith Center on Corporate Responsibility (www.iccr.org) and CorpWatch (www.corpwatch.org) expose the lack of corporate responsibility in relation to environmental sustainability, human rights, healthy food/livelihoods, and other issues. Similarly, the UN’s Global Compact focuses on 10 principles in the area of human rights, labor, environment and anticorruption and their relevance for corporate responsibility. Available at: <http://human-rights-forum.maplecroft.com/>
- Res. 77)** The SWOT Analysis is an easy-to-use strategic planning tool that assesses the (internal) Strengths and Weaknesses, as well as the (external) Opportunities and Threats that face an organization. The tool is used best in a group setting. A two-page example aiming at start-up CSOs is available at: http://www.odi.org.uk/rapid/tools/toolkits/Policy_Impact/docs/SWOT_analysis.pdf
- Res. 78)** Mindtools offers a 4-page planning cycle tool that supports middle-sized projects to build practical and cost-effective plans that include a risk analysis and the implementation of lessons learned. Available at: http://www.mindtools.com/pages/article/newPPM_05.htm
- Res. 79)** “Hands On PCIA” is a user-friendly introduction to the Peace and Conflict Impact Assessment of Development Projects in Conflict Zones (PCIA). It outlines when and how to use PCIA, context analysis, risk and impact evaluations. Available at: <http://action.web.ca/home/cpcc/attach/Hands-On%20PCIA%20--%20Handbook%20X%20--%20BUSH%20Final%20Author%5C's%20Version1.pdf>; a more detailed description is available at: http://web.idrc.ca/uploads/user-S/10533919790A_Measure_of_Peace.pdf. Alternatively, the Berghof Institute offers a more theoretical-philosophical and critical approach to PCIA. It also provides an overview of existing PCIA projects and recommends further readings. Available at: http://www.berghof-handbook.net/documents/publications/hoffman_handbook.pdf
- Res. 80)** The “Ladder of Inference” is a tool that points at the influence of individuals’ beliefs and pre-conceptions on allegedly objective data used for analysis and planning. A short overview is available at: <http://www.systems-thinking.org/loi/loi.htm>. A more detailed description with suggested solutions is available at: <http://www.solonline.org/pratool/ladder.html>
- Res. 81)** “Critical thinking” is an approach that takes analysis, discussions and ideas deeper. One tool among many is available at: http://www.criticalreading.com/critical_thinking.htm

- Res. 82)** M. Leonhardt et al offer, "A guide to conflict-sensitive approaches to development: From context analysis to accountability." Available at: <http://www.international-alert.org/sites/default/files/library/tool.pdf>
- Res. 83)** The African Community of Practice on Managing for Development Results provides a website for discussions, resources, blogging on a diversity of topics (e.g., rapid results approaches to enhancing public sector performance." Available at: <http://www.cop-mfdr-africa.org>
- Res. 84)** The PEST analysis tool helps analyze the political, economic, sociocultural and technological forces that form the context in which organizations are situated. This website illustrates the macro-environmental context of the health sector as an example. Available at: http://www.davidsteven.com/Knowledge/pest_analysis.html
- Res. 85)** CBM offers approaches, ideas, successes, challenges, and lessons learned about development initiatives that are inclusive of people with disabilities (e.g. inclusive employment, mainstreaming of access and participation, fundraising and communication, advocacy and alliances, disaster risk reduction, and community education). Details available at: http://www.cbm.org/article/downloads/70355/CBM_ID_Newsletter_Edition_5.pdf
- Res. 86)** BOND offers an 8-page step-by-step guide to the Logical Framework Analysis ("LogFrame"), a planning tool for contextual analysis, identification of opportunities and risks, prioritization of objectives as well as a detailed planning and monitoring. Available at: <http://www.gdrc.org/CSO/logical-fa.pdf>
- Res. 87)** IWLEARN offers a lean presentation on Stakeholder Analysis including its aims, methods, benefits, as well as examples from the CSO world. Available at: <http://iwlearn.net/publications/II/stakeholder-analysis-tapela>
- Res. 88)** The London School of Hygiene & Tropical Medicine, UK, shows the application of a stakeholders' analysis in the area of local solid waste management in India and Pakistan from 1999. Available at: <http://www.lut.ac.uk/well/resources/well-studies/full-reports-pdf/task0069.pdf>
- Res. 89)** USAID published "Women's and Children's Health Project Activities in India and CSO Collaboration" as a case study of Stakeholder Analysis. Available at: www.healthsystems2020.org/files/1044_file_pib9.pdf
- Res. 90)** The International Development and Research Center illustrates Stakeholder Analysis as part of an overall evaluation, including marginalized groups, political and social institutions, CSOs and donors, their respective interests and their effect on a water and sanitation project. Available at: [http://web.idrc.ca/uploads/user-S/114915641912\)_Stakeholder_Analysis.doc](http://web.idrc.ca/uploads/user-S/114915641912)_Stakeholder_Analysis.doc)
- Res. 91)** ListenFirst provides an easy checklist with point system that helps CSOs evaluate their accountability to beneficiaries. Available at: www.listenfirst.org/pool/accountability-checklist-17sept05.doc
- Res. 92)** Mango designed a 12-page self-assessment checklist for accountability to beneficiaries. It assesses information sharing; opportunities for involvement; participation in planning, monitoring; complaint mechanisms; staff attitudes and managing and supporting staff. Details available at: <http://www.mango.org.uk/Pool/G-Accountability-to-beneficiaries-Checklist.pdf>; Mango emphasizes the importance of the finance staff's accountability to beneficiaries at: <http://www.mango.org.uk/Guide/WorkingWithBeneficiaries>
- Res. 93)** The OECD's publication, "Key Environmental Indicators" (2004) provides an overview of indicators, measurements and responses in the following key areas: ozone layer depletion, air quality, waste generation, freshwater quality and resources, fish resources, energy resources, and urban environmental quality. Available at: www.oecd.org/dataoecd/32/20/31558547.pdf

- Res. 94)** WWF and Open Forum for CSO Development Effectiveness published a report on their 2011 consultation on environmental sustainability and development effectiveness entitled, "From principle to practice: CSO integration of environmental sustainability." The 41-page report includes best practices, guidelines, recommendations and guidance on environmental sustainability issues in rural development, humanitarian and disaster relief, human rights; also on environmental-developmental partnerships, networks; accountability, indicators, monitoring practices, reporting and performance assessment. Available at: http://www.cso-effectiveness.org/IMG/pdf/wwf_deveff_report_final.pdf
- Res. 95)** The International Initiative for Impact Evaluation (3ie) published a 3 page-impact assessment on the benefits of health insurance to the poor and the poorest, including health care utilization (2006). Available at: <http://www.3ieimpact.org/admin/pdfs/Healthinsurance%20Nov%20EQ12.pdf>
- Res. 96)** The six-hats method, designed by de Bono, is a tool for critical thinking and discussion. Available at: http://www.debonogroup.com/six_thinking_hats.php
- Res. 97)** Grid Analysis and Paired Comparison Analysis are decision-making tools that help to weigh the relevance of different factors in decisions. One description among many is available at: www.mindtools.com/pages/article/newTED_03.htm
- Res. 98)** There are many different Risk Analysis tools. They identify organizational threats on different levels (e.g. human, political, economical, reputational, operational, financial), the probability that threats actually manifest, and the costs of that event. Some focus on risk prevention, others on cost effectiveness. One description among many is available at: www.mindtools.com/pages/article/newTMC_07.htm.
- Res. 99)** Decision Trees are a problem-solving and decision-making tool. They identify the problem that needs to be solved, possible solutions and challenges; quantify the values of outcomes and the probabilities of achieving them. One description among many is available at: www.mindtools.com/dectree.html
- Res. 100)** Gantt Charts are an analyzing and planning tool that helps to schedule the steps in an activity, plan tasks and allocate responsibilities. Once filled out, it can also be used for monitoring. One description among many is available at: www.mindtools.com/pages/article/newPPM_03.htm
- Res. 101)** Blindspot Analysis is a tool that highlights unquestioned assumptions, overconfidence, and "groupthink" that leads to flawed analysis and thinking. One description among many is available at: <http://www.scribd.com/doc/20576894/Blind-Spot-Analysis>
- Res. 102)** There are several participatory approaches and methods to include staff, volunteers, members and others in decision-making. Some tools and guidance can be found at: <https://www.ohrd.wisc.edu/Home/Portals/0/Week1-Ch1-TheDynamicsofGroupDecision-Making.pdf>; or <http://www.slideshare.net/pritamde/problem-solving-using-diamond-model> or <http://www.provenmodels.com/598>
- Res. 103)** Rebernik and Bradac (Creative Trainer) offer a comprehensive 69-page overview of methods that help evaluate ideas (e.g., viability, risk, and prioritization). These tools include ABC Analysis, AHP, A-T-A-R, consensus mapping, NAF, Kepner Tregoe Matrix, Pareto, PMI Analysis, Delphi Technique, Failure Modes, Effects Analysis. Available at: http://www.creative-trainer.eu/fileadmin/template/download/module_idea_evaluation_final.pdf

- Res. 105)** “Owning Adaptation: Country-level Governance of Climate Adaptation Finance” (2011) is Oxfam International’s Briefing Paper #146 presenting detailed country analysis and recommendations. Details available at: <http://www.oxfam.org/sites/www.oxfam.org/files/bp146-owning-adaptation-130611-en.pdf>; A summary is available at: <http://www.oxfam.org/sites/www.oxfam.org/files/bp146-owning-adaptation-130611-summ-en.pdf>
- Res. 106)** The IFAD SL Workshop published a 16-slide overview of methods and approaches to institutional and policy analysis. Available at: www.ifad.org/sla/background/english/institution.ppt
- Res. 107)** A short description of Paul Wehr’s Conflict Mapping, a tool for conflict analysis, is available at: <http://www.peacepaces.com/page/Content%3A+Conflict+Mapping>
- Res. 108)** The Berghof Institute presents the interrelationship among culture, power asymmetry, gender and conflict transformation (by D. Francis). Available at: http://www.berghof-handbook.net/documents/publications/francis_handbook.pdf
- Res. 109)** The Governance and Social Development Resource Center compiled a list of frameworks and tools for conflict analysis. Available at: <http://www.gsdrc.org/index.cfm?objectid=3133E975-14C2-620A-277DFFB9CA069184>
- Res. 110)** Critical Path Analysis, PERT Charts and Activity-on-Arc Diagrams are tools that support scheduling and managing of complex projects. One description among many is available at: www.mindtools.com/critpath.html
- Res. 111)** Stephen Covey developed the 7 Habits Model to organizational change. Available at: www.change-management-coach.com/stephen-covey.html
- Res. 112)** Kurt Lewin’s Change Management Model works with three stages: “unfreeze” the current situation, behaviors, and structures; change them according to the new vision; then “refreeze” the accomplishments, behaviors, and/or structures. One description among many is available at: www.change-management-coach.com/kurt_lewin.html
- Res. 113)** Elizabeth Kubler-Ross’s Five Stage Model provides guidance about dealing with grief, but it is also highly useful for helping individuals to deal with organizational change. One description among many is available at: www.change-management-coach.com/kubler-ross.html
- Res. 114)** The Change Curve is a tool that helps to explain and positively influence organizational change. One description among many is available at: www.exeter.ac.uk/media/universityofexeter/humanresources/documents/learningdevelopment/the_change_curve.pdf.
- Res. 115)** Kotter developed eight steps to facilitate organizational change. One description among many is available at: <http://globalliteracy.org/content/kotters-8-step-change-model>
- Res. 116)** The 21-page report on the gender consultation of Latin American and Caribbean CSOs within the Open Forum process highlights the relationship among sexual difference and gender, patriarchal culture, equality as defined by economic, physical and political autonomy of women, and the role of class and ethnicity. The survey of CSOs shows the gender issues that CSOs are currently working on and points at urgent topics for gender equality and the need to strengthen women’s organizations. They suggest strategies for accountability and ownership and outline limitations within CSOs. Available in English, French, and Spanish at: http://www.cso-effectiveness.org/IMG/pdf/consulta_regional_ingles_web.pdf

- Res. 117)** The Open Forum Consultation on Gender Equality and Development Effectiveness (2011) 4-page report explores issues of gender equality makes recommendations to CSOs, governments of aid receiving countries, and donors. Available at: http://www.cso-effectiveness.org/IMG/pdf/summary_open_forum_report_on_gender_equality_and_development_effectiveness.pdf
- Res. 118)** The Gender Equality Architecture Reform collected recommendations of women’s movements for UN Women (2010). The 13-page report is available at: http://www.cso-effectiveness.org/IMG/pdf/gear-civil_society_recommendations_for_un_women.pdf
- Res. 119)** Chalmers explains the difference between equality and equity at: <http://www2.edc.org/womensequity/edequity96/0371.html>
- Res. 120)** The Gender Equity Resource Center offers resources on sexual and dating violence, hate crimes, LGBT, women and men. Available at: http://geneq.berkeley.edu/what_is_geneq
- Res. 121)** Gender and Development for Cambodia offers a gender glossary. Available at: <http://www3.online.com.kh/users/gad/glossary/gender.htm>
- Res. 122)** “Monitoring of effects (movie): Effects-oriented planning and implementation of projects working to promote peace – a manual” was developed by Sprenger for Institut für Auslandsbeziehungen e. V. zivik – civil conflict resolution Available at: http://www.ifa.de/pdf/zivik/movie_en.pdf
- Res. 123)** The African Community of Practice on Managing for Development Results offers resources and blogs with information from Africa; including an overview of several African countries’ measurement of performance of public service and best-practice examples. Available at: http://www.cop-mfdr-africa.org/profiles/blogs/part-3-best-practices-on-psr-in-sub-saharan-africa?xg_source=activity
- Res. 124)** Oxfam designed a 12-page curriculum entitled, “Education for Global Citizenship. A Guide for Schools.” It identifies and promotes the skills needed by global citizens, offers suggestions for classroom activities and good practices. Oxfam’s website provides additional free online resources with teaching tools. Available at: http://www.oxfam.org.uk/education/gc/files/education_for_global_citizenship_a_guide_for_schools.pdf
- Res. 125)** “Feedback Mechanisms in International Assistance Organizations” (2011) is a 34-page report from CDA’s Collaborative Learning Project. It gives an overview of existing feedback mechanisms in international assistance organizations including implemented feedback mechanisms, preconditions for their success, good practices, and existing challenges. They close with recommendations for further improvement. Available at: http://www.cdainc.com/cdawww/pdf/other/lp_feedback_research_report_Pdf_1.pdf
- Res. 126)** The Open Forum for CSO Development Effectiveness compiled a number of initiatives for development effectiveness in all the continents. Information is available at http://www.cso-effectiveness.org/-links_020-.html.
- Res. 127)** The African Platform for Development Effectiveness provides case studies and good practices of development effectiveness, information on South-South Cooperation and Green Investment in Africa, among other issues. Available at: <http://www.africa-platform.org/>

- Res. 128)** “Options of Aid in Conflict: Lessons from Field Experience” (2000), written by Mary B. Anderson, is a training manual developed from the Do No Harm Program at CDA Collaborative Learning Projects. It is written by and for aid workers in conflict areas. Drawing on field experience, it helps the field staff of international aid agencies to understand their working contexts better and to develop programming approaches that support peace rather than war. Available in English at: http://www.cdainc.com/cdawww/pdf/book/options_for_aid_in_conflict_Pdf1.pdf and in French at: http://www.cdainc.com/cdawww/pdf/book/options_pour_laide_en_situations_de_conflit_Pdf2.pdf
- Res. 129)** “Additional Model of the Framework” (2010) is a 5 page Issue Paper written by the Do No Harm Program of CDA Collaborative Learning Projects. It describes a new framework adapted from the original Do No Harm Framework and explains how the two frameworks complement each other. Available at: http://www.cdainc.com/cdawww/pdf/issue/dnh_additional_model_of_the_framework_Pdf.pdf
- Res. 130)** “Do No Harm Guidance Note: Using Dividers and Connectors” (2010) is a 4 page paper of the Do No Harm Program of CDA Collaborative Learning Projects. It explains how to analyze a context by examining the dividers, which are sources of tension, and connectors, which bring people together and strengthen local capacities for peace. Available at: http://www.cdainc.com/cdawww/pdf/issue/dnh_dividers_and_connectors_Pdf.pdf
- Res. 131)** “From Confidence to Competence: Getting to Effective Tool Use” (2011) is an Issue Paper written by the Do No Harm Program of CDA Collaborative Learning Projects. This paper examines how confidence, understanding of the tool, and competence, the ability to use the tool, are both needed to create an effective user and to improve aid practice. Available at: http://www.cdainc.com/cdawww/pdf/issue/dnh_confidence_to_competence_Pdf.pdf
- Res. 132)** “The Six Lessons from the Do No Harm Project” (2011) is a one page, revised and condensed version of the original 7 lessons with new lessons from the reflective cases and the new framework in mind. They are now framed as “6 Lessons” and contain updated language. Available at: http://www.cdainc.com/cdawww/pdf/other/dnh_the_six_lessons_from_the_do_no_harm_project_Pdf.pdf
- Res. 133)** “A Distinction with a Difference: Conflict Sensitivity and Peacebuilding” (2009) is a 12 page article written by P. Woodrow and D. Chigas of the Reflecting on Peace Practice Program at CDA Collaborative Learning Projects. Peacebuilding and conflict sensitivity are too often conflated or treated as entirely distinct or unrelated. This article proposes some ways to distinguish peacebuilding and conflict sensitivity that, evidence suggests, may lead to more effective practice. Available at: http://www.cdainc.com/cdawww/pdf/article/RPP_Differentiating_Conflict_Sensitivity_and_Peacebuilding.pdf
- Res. 134)** “Confronting War: Critical Lessons for Peace Practitioners” (2003) is the foundation piece of the Reflecting on Peace Practice Program (RPP) at CDA Collaborative Learning Projects. It is based on the initial set of case studies undertaken by the program and includes lessons on effective peace practice and tools such as the RPP matrix. Available at: http://www.cdainc.com/cdawww/pdf/book/confrontingwar_Pdf1.pdf

- Res. 135)** “Reflecting on Peace Practice: Participant Training Manual” (2009) is a training manual on RPP methodology and learning. The manual is available in at: http://www.cdainc.com/cdawww/pdf/manual/rpp_training_participant_manual_rev_20090104_Pdf.pdf (English); http://www.cdainc.com/cdawww/pdf/manual/rpp_training_participantmanualfrenchfinal_Pdf.pdf (French)
- Res. 136)** “The Importance of Listening” (2010) is an Issue Paper by the Listening Program of CDA Collaborative Learning Projects. Based on conversations with people on the recipient end of aid assistance, this paper discusses why listening is important; whose voices are (and are not) heard; why aid agencies have a hard time listening; and good practices and recommendations to improve how aid agencies listen. Available in at: http://www.cdainc.com/cdawww/pdf/issue/importance_of_listening_Pdf.pdf (English); http://www.cdainc.com/cdawww/pdf/issue/importance_of_listening_Pdf.pdf (Spanish)
- Res. 137)** “Structural Relationships in the Aid System” (2010) is an Issue Paper by the Listening Program of CDA Collaborative Learning Projects. This paper discusses number and type of organizations involved in both giving and receiving assistance and the complex relationships these actors have with each other. It captures concerns voiced by local people regarding the difficulty of navigating this complicated and often opaque system. Available at: http://www.cdainc.com/cdawww/pdf/issue/lp_issue_paper_relationships_in_the_aid_system_mar2010_Pdf.pdf (English); http://www.cdainc.com/cdawww/pdf/issue/lp_spanish_structural_relationships_Pdf.pdf (Spanish)
- Res. 138)** “Building Effective Partnerships: Local Views” (2011) is an article written by D. Brown of the Listening Program at CDA Collaborative Learning Projects and published by the Humanitarian Exchange Journal of the Humanitarian Practice Network at ODI. This article highlights the views of local people on how international aid agencies partner with local organizations, and the impact these relationships often have on the quality and effectiveness of aid efforts. See page 10 of the document, which is available at: <http://www.odihpn.org/documents/humanitarianexchange050a.pdf>
- Res. 139)** “Development as Buen Vivir: Institutional arrangements and (de)colonial entanglements,” is a 6-page comment written in 2010 by C. Walsh. It provides a critical assessment of the concept of “buen vivir” in the European and developmental context as well as in the 2008 Constitution of Ecuador. Available at: http://salises.mona.uwi.edu/sem1_10_11/SAL16010/m3DevelopmentrethinkingCatherineWalsh.pdf
- Res. 140)** The Trust in Politics (TiP) Initiative collects and cross-references information about candidates for national or state office. Additionally it provides information about political donations, personal assets, expenditures, attendance at plenary and committees session, etc, of incumbents. Its results are easily accessible individual web pages. The initiatives aims to support voters’ informed decision-making. Program information is available at: http://www.tiri.org/index.php?option=com_content&task=view&id=64&Itemid=
- Res. 141)** “Why Aid Transparency Matters and Global Movement for Aid Transparency” (Ed: The Global Campaign for Aid Transparency) is a 4-page presentation of the benefits of greater aid transparency for different stakeholders. It calls on donors to publish what they fund. Available at: http://www.publishwhatyoufund.org/files/BP1_final.pdf

- Res. 142)** “Monitoring and Evaluating Learning Networks” is a 12-page guide written by James (2010) and published by the International NGO Training and Research Center. It offers some pragmatic methods for monitoring and evaluating learning groups to assess their impact. Available at: <http://www.intrac.org/data/files/resources/679/Monitoring-and-Evaluating-Learning-Networks.pdf>
- Res. 143)** The Harvard Project on International Climate Agreements addresses “Climate Finance” in its 6-page Issue Brief (2009). It assesses the role of climate finance in post-2012 international climate arrangements, points at the challenges, and suggests approaches for a mix of policy measures addressing carbon markets, ODA, and domestic sources of finance. Available at: http://belfercenter.ksg.harvard.edu/files/HPICA_Issue_Brief_2_FINAL.pdf
- Res. 144)** The Humanitarian Accountability Partnership (HAP) Standards 2007 and 2010 provide standards for humanitarian accountability to help humanitarian agencies be more accountable to disaster-affected populations, regardless if they work directly with affected populations or through partners. The self-regulatory instrument suggests requirements (and means of verification) in the areas of partnership, staff competency, information sharing, participation of constituents, handling complaints, learning and continual improvement. The 2010 version is available in English, Creole, Portuguese and French at: <http://www.hapinternational.org/resources/category.aspx?catid=688> and the 2007 version is available in Russian, Nepali, Creole, Bahasa, Tamil, Amharic, Sri Lanka, Urdu, French, Georgian and Myanmar languages at: <http://www.hapinternational.org/resources/category.aspx?catid=10>
- Res. 145)** “Cash transfer programming in emergencies” written by Harvey and Bailey and published by the Good Practice Review (2011) is a 143-page discussion about the appropriate use of cash transfers, vouchers, and cash-for-work. Available at: <http://www.odihpn.org/documents/gpr11.pdf>
- Res. 146)** The “Humanitarian Partnerships” issue (2011) of Human Exchange Magazine sheds light on different partnerships, including between “Western” and “Islamic” organizations, and on the necessity to close the gap between declared and practiced partnerships. It is 52 pages. Available at: <http://www.elrha.org/news/HPN>
- Res. 147)** “Building Transdisciplinarity for Managing Complexity: Lessons from Indigenous Practice” (2009) by Apgar, Argumedo and Allen provides insights into different indigenous concepts of dialogue and knowledge and describes the framework developed by the Indigenous Peoples Climate Change Assessment Initiative (IPCCA) for dealing with the impact of climate change on their biocultural territories and building adaptive response strategies. It is 19 pages. Available at: <http://learningforsustainability.net/pubs/BuildingTransdisciplinarityforManagingComplexity.pdf>
- Res. 148)** “Climate Change, Buen Vivir and Indigenous Resilience” (2010) by Silverman is a short overview of the dimensions of “buen vivir” and “indigenous resilience.” Available at: http://www.peopleandplace.net/on_the_wire/2010/10/6/climate_change_buen_vivir_and_indigenous_resilience
- Res. 149)** “Buen Vivir: A brief introduction to Latin America’s new concepts for the good life and the rights of nature” (2011) is 36 pages written by Fatheuer and published by the Boell Foundation analyses the concept of buen vivir and its effect on social and legal processes in Latin America. It highlights the role of constitutions as value orientations as well as the foundation for laws and refuses the old dogma of “environment versus development.” Available at: http://www.boell.de/downloads/Buen_Vivir_engl.pdf

- Res. 150)** “Recovering and Valuing Other Ethical Pillars – Buen Vivir” (2011) is 15 pages by the Forum for a new World Governance (FnWG). It analyses different Latin American concepts, philosophical and ethical principles and applications of buen vivir. It refutes the claim that buen vivir is anti-technological and provides ample examples of the Andean cultures’ technological use of environment. Available at:
http://www.world-governance.org/IMG/pdf_Recovering_Ethical_Pillars_Buen_Vivir.pdf
- Res. 151)** The Sphere Project’s “Humanitarian Charter and Minimum Standards in Humanitarian Response” consists of the Humanitarian Charter (legal and ethical base), the Protection Principles (do no harm approach and accountability to affected people) and the Core Standards which provide minimum standards. The latter cover approaches to programming as well as water supply, sanitation and hygiene promotion; food security and nutrition; shelter, settlement and non-food items; and health action. The handbook suggests key actions as well as key indicators for the proposed minimum standards. It is a voluntary code and a self-regulatory tool for quality and accountability. Available in English, French, Spanish, Arabic, Russian, Creole, Turkish, Italian, Azerbaijani, Pashtu, Myanmar Language, Korean, Farsi, Tami, Urdu, Nepali, Portuguese, Sinhala, Dari, Vietnamese, Swahili at:
http://www.sphereproject.org/component/option,com_docman/task,cat_view/gid,70/Itemid,26/
- Res. 152)** “Mainstreaming Gender in Peace-building: A Framework for Action From the Village Council to the Negotiation Table” (2000) written by Pankhurst/International Alert gives in overview of key concepts, definitions, case studies and recommendations regarding gender, conflict and peace building. Available at:
<http://www.cities-localgovernments.org/uclg/upload/docs/mainstreaminggenderinpeace-building-aframeworkforaction.pdf>
- Res. 153)** The Gender Equality Tip Sheet “Gender and HIV/AIDS (2003)” published by the OECD and CIDA, Asia Branch, gives a 2-page overview of gender-based differences in relation to the spread and effect of HIV/AIDS and offering considerations for programming. Available at: <http://www.oecd.org/dataoecd/48/19/44896348.pdf>
- Res. 154)** The Gender Equality Tip Sheet “Programme Based Approaches” (2006) suggests concrete activities for planning, designing, implementing, monitoring and reporting that promote gender equality results. The 4-page document also includes case studies. Available at: <http://www.oecd.org/dataoecd/46/28/44888373.pdf>
- Res. 155)** “Gender Approaches in Conflict and Post-Conflict Situations” (2001) by UNDP offers 32 pages of tools, entry points, approaches and checklists for recovery and rehabilitation activities, appropriate inclusion of gender in their analysis, planning, implementation and evaluation. Available at: <http://www.undp.org/women/docs/gendermanualfinalBCPR.pdf>
- Res. 156)** KARAT’s toolkit on “Gender mainstreaming in development cooperation” is based on materials collected during a data gathering tour to Georgia. It aims at increasing the gender capacity of the NGOs in New Member States. Although examples from Georgia are used, the Toolkit itself is not geared specifically for Georgia but is a more general tool for gender mainstreaming in development projects. General information is available in English at: <http://www.karat.org/karat,6,Data+gathering+tours,Toolkit+%E2%80%9CGender+Mainstreaming+in+Development+Cooperation%E2%80%9D+by+Mila+Lukasova+from+Czech+Republic,en.html> and the toolkit is available in English at: http://www.karat.org/userfiles/Gender%20Mainstreaming%20Toolkit_%20EN_FINAL.pdf and in Czech at: http://www.karat.org/userfiles/Toolkit_Gender_FINAL.pdf

- Res. 158)** “CSOs working on Gender Equality and Women’s Rights” is the report of a thematic consultation run by the Open Forum for CSO Development Effectiveness. It gives a detailed overview of CSOs’ approaches and challenges as well as a summary of survey questionnaires for Central Eastern Europe and CIS countries.
Available at: http://www.cso-effectiveness.org/IMG/pdf/open_forum_survey_questions_summary_karat.pdf
- Res. 159)** Open Forum for CSO Development Effectiveness and CIVICUS produced a 61-page report, “Civil Society Organisations in situations of conflict” (2011) based on a civil society consultation. It deals with the effects of conflict on development effectiveness, especially on CSOs and their work (e.g. decreasing space, security threats, weak political systems, high levels of corruption, and an emphasis on donor priorities). They also point at the dilemma of political impartiality. For details go to:
http://www.cso-effectiveness.org/IMG/pdf/cso_conflict_complete_report_final.pdf
- Res. 160)** The Women’s Space Foundation translated Rose Chege’s “A Curriculum for the Training of Trainers in Gender Mainstreaming” into Polish. Available in Polish at: <http://www.przestrzenkobiet.pl/images/DOWNLOAD/gender%20mainstreaming%20w%20projektach%20rozwojowych.pdf>
- Res. 161)** Reich’s 43-page “‘Local Ownership’ in Conflict Transformation Projects.: Partnership, Participation or Patronage” (2006) critically positions the practice of “local ownership” within the international funding system. She recommends concrete steps and structures for power sharing, learning sites, and constructive conflict transformation. Available at: <http://reliefweb.int/sites/reliefweb.int/files/resources/CDDDB393F195EC54EC125727A005937C3-Berghof-peace%20building-Sep2006.pdf>
- Res. 162)** Bond’s “Finding Frames: New Ways to Engage the UK Public in Global Poverty” (2011) is 124 pages written by Darnton and Kirk. It opens a much-needed discussion on new approaches to engaging the UK (but not only the UK) public in the issues relevant to development cooperation by using values and frames. Available at:
<http://www.findingframes.org/Finding%20Frames%20New%20ways%20to%20engage%20the%20UK%20public%20in%20global%20poverty%20Bond%202011.pdf>
- Res. 163)** The Canadian North-South Institutes presents 4 approaches to defining development effectiveness: as organizational effectiveness, as coherence or coordination, as development outcomes from aid, and as overall development outcomes: “Development effectiveness: Towards new understandings” (2009) is 6 pages. Available at:
<http://www.nsi-ins.ca/english/pdf/Issues%20Brief%20Sept.pdf>
- Res. 164)** “Promoting Voice and Choice: Exploring Innovations in Australian NGO Accountability for Development Effectiveness” (2009) published by the Australian Council for International Development analyses the current role and expressions of accountability within Australian NGOs (e.g. in program design, reviews, evaluations, partnerships, staff development, senior management and boards). It points at the potential of technology, social networks, improved sharing, and partnering with universities and research institutes (60 pages). Available at:
<http://bigpushforward.files.wordpress.com/2011/01/roche-promoting-voice1.pdf>

- Res. 165)** The International Gay and Lesbian Human Rights Commission’s report “Nowhere to Turn: Blackmail and Extortion of LGBT People in Sub-Saharan Africa” (2011) illustrates how LGBT Africans are made vulnerably not only by the criminalization of homosexuality but also by the often violent stigmatization they face if their sexuality is revealed. African activists and researchers give insights in the numerous human rights violations taking place in Cameroon, Ghana, Malawi, Nigeria, and Zimbabwe. Available at: <http://www.iglhrc.org/binary-data/ATTACHMENT/file/000/000/484-1.pdf>
- Res. 166)** ARROW and its partners focus on sexual rights issues in Asia in “Reclaiming and Redefining Rights – Thematic Studies Series 1: Sexuality and Rights in Asia” (2011). It covers sexuality education, sexual harassment, transgenderism and sexual citizenship in 104 pages. Available at: <http://www.arrow.org.my/publications/ICPD+15Country&ThematicCaseStudies/Sexuality&Rights.pdf>
- Res. 167)** “Safe Cities Free of Violence against Women and Girls Initiative” is a 2010 baseline study on the safety of women and girls in Delhi, India. It covers the lack of safety in crowded or secluded public places, sexual harassment, and the lack of public support to deal with violence against women. The 64-page study closes with a short outlook on possible interventions for improving the safety of women and girls. Available at: http://jagori.org/wp-content/uploads/2011/03/Baseline-Survey_layout_for-Print_12_03_2011.pdf
- Res. 168)** “Trade Union Principles and Guidelines on Development Effectiveness” (2011) published by the Trade Union Development Network offers guidelines for trade unions in regard to democratic ownership, autonomy, partnership, transparency, accountability, coherence, inclusiveness, equality, and sustainability. Available at: http://www.ituc-csi.org/IMG/pdf/TU_develop_EN.pdf
- Res. 169)** Tomlinson’s “Strengthening Broad-Based Inclusive Ownership and Accountability: A Synthesis of Key Findings and Cluster A Messages for the Working Party on Aid Effectiveness and the Fourth High Level Forum” (2011) analyzes current international and local trends in accountability and suggests several ways forward – with reference to examples from research and practice.
- Res. 170)** ConCERT offers excellent “Responsible Volunteering Guidelines” which help non-Cambodian volunteers to ensure that they are actually helping in an appropriate way with their volunteering. The 2-page guidelines can also be adjusted to other contexts. Available at: <http://www.concertcambodia.org/volunteer.html>

Key Definitions

Aid⁶ – The term “aid” is often used synonymously with “Official Development Assistance” (ODA). ODA is made up of concessional resource transfers for development and humanitarian assistance between a donor and a partner in a developing country. The donors, meeting in the OECD Development Assistance Committee (DAC), have established the specific criteria for determining whether a particular resource transfer can be considered ODA. While CSOs can receive ODA, ODA does not include direct resource transfers by civil society organizations or other non-state actors. Similarly, developing country donors, who are not members of the DAC, also provide development assistance, most of which currently is not reported to the DAC, and is not included in ODA.

Aid Effectiveness⁷ – Aid effectiveness relates to measures that improve the quality of the aid relationship, primarily focusing on the terms and conditions of the resource transfer itself. The Paris Declaration defined five principles that should guide official donors and developing country governments to improve the effectiveness of this resource transfer.

Beneficiaries – There are a multitude of terms that refer to the people who development efforts are intended to help, for example, recipients, primary or affected stakeholders, participants, constituents, clients, partners, rights holders, customers, clients, disaster-affected people, and primary change agents, among others. Each term implies certain values and beliefs, and there is no consensus among the participants of the Open Forum about which term is best. Many people express concern that the term “beneficiary” can be dehumanizing, because it acknowledges people only in relation to others who are giving them benefits, and not as actors, leaders, and complex human beings in their own right. Authors of this Toolkit share these concerns but opted to utilize the term “beneficiary” simply because it is most likely to be understood. Readers are encouraged to think critically about which term best fits their CSO’s relationship with the people it aims to serve and agree on terminology in partnership with the people who are being defined. Like the term “poor and marginalized people” that is also used in this Toolkit, use of the term “beneficiary” should never negate or distract from representations of people as actors with agency and rights.

Civil society organization (CSO)⁸ – CSOs can be defined to include all non-market and non-state organizations outside of the family in which people organize themselves to pursue shared interests in the public domain. They cover a wider range of organizations that include membership –based CSOs, cause-based CSOs, and service-oriented CSOs. Examples include community-based organizations and village associations, environmental groups, women’s rights groups, farmers’ associations, faith-based organizations, labor unions, cooperatives, professional associations, chambers of commerce, independent research institutes, and the not-for-profit media. CSOs often operate on the basis of shared values, beliefs, and objectives with the people they serve or represent.

Democratic ownership⁹ – Country ownership (as described in the “Paris Declaration”, see below) of development programs should be understood not simply as government ownership, but as democratic ownership. Democratic ownership means that individual and collective voices (women and men) and their concerns must be central to national development plans and processes (Poverty Reduction Strategy Papers, Sector Wide Approaches, etc.). All individuals living in a country, and particularly people living in poverty and those who are vulnerable or marginalized, must have access to resources, meaningful and timely information, and to institutions where they can express their views. They must have the space, capacity and control to be active in implementation, monitoring and evaluation of development initiatives affecting their lives. It also means working with legitimate governance mechanisms for decision-making

6 “Annex Two: Definitions” in CSOs on the Road to Busan: Key Messages and Proposals, BetterAid in collaboration with Open Forum for CSO Development Effectiveness, April 2011

7 Op. Cit. 1.

8 Op cit. 3, p. 7.

9 Ibid

and accountability that include parliaments, elected representatives, national women's organizations, trade unions and social partners, CSO representatives and local communities.

Development Effectiveness¹⁰ - Development effectiveness promotes sustainable change, within a democratic framework, that addresses the causes as well as the symptoms of poverty, inequality and marginalization, through the diversity and complementarity of instruments, policies and actors. Development effectiveness in relation to aid is understood as policies and practices by development actors that deepen the impact of aid and development cooperation on the capacities of poor and marginalized people to realize their rights and achieve the Internationally Agreed Development Goals (IADGs). Conditions for realizing development effectiveness goals must include measurable commitments to improve the effectiveness of aid.

Paris Declaration¹¹ - The Paris Declaration on Aid Effectiveness (PD), which was agreed to in March 2005 at the second High Level Forum on Aid Effectiveness (HLF-2), establishes global commitments for more effective, scaled up aid to be met by 2010 by countries with development partners. The PD outlines five principles which should shape aid delivery: ownership, alignment, harmonization, managing for results and mutual accountability. Signatories include 35 donor countries and agencies, 26 multilateral agencies and 56 countries that receive aid. The PD specifies indicators, timetables and targets for actions by governments and has an evolving agenda for implementation and monitoring of progress.

¹⁰ Ibid

¹¹ Op. cit. 3, p. 3.



Open Forum for **CSO**
Development Effectiveness

