

THE PRACTITIONER'S GUIDE TO THE CSO DEVELOPMENT EFFECTIVENESS PRINCIPLES

LEARNING RESOURCES TO SUPPORT YOU AND YOUR ORGANIZATION TO PUT THE PRINCIPLES FOR CSO DEVELOPMENT EFFECTIVENESS INTO PRACTICE!

A companion to the Open Forum Implementation and Advocacy Toolkits

A product of the Open Forum for CSO Development Effectiveness process



AUTHORS:

Gerasimos Kouvaras and Maro Pantazidou

ACKNOWLEDGMENTS:

We would like to express our deepest appreciation to Christine Andela, Eamonn Casey, Daniel Nuijten, Esther Nakayima, Eva Maria Samqui Chang, Susana Erostequi, Fraser Reilly King, Ivan Garcia Marengo, Borithy Lun, Maria Nomikou, Nac Mi, Luisa Molina, Shelagh Savage and Fotis Vlachos, for the energy they and their teams devoted to pilot-testing many of the activities in this guide, and for their constructive suggestions.

We are grateful to Amy Bartlett and the Open Forum team (Julieta Gonzalez, Olga Kozhaeva and Silvio Lazzari) for the excellent collaboration and support, and to Christina Bermann-Harms for her invaluable contribution from the very beginning to the very end of the drafting of the Guide.



WHY A PRACTITIONER'S GUIDE AND HOW TO USE IT.....	pg 06
Information on the Practitioner's Guide background, its methodology and guidance on how to use it – including sample agendas for organising learning events	
HOW TO PLAN AND RUN LEARNING EVENTS.....	pg 10
This section includes valuable tips and advice to help you design and facilitate a learning and planning event for your CSO	
CHAPTER 1: THE PRINCIPLES FOR CSO DEVELOPMENT EFFECTIVENESS: WHAT ARE THEY?	
Activity 1.1a: Make it visual!.....	pg 14
What for: to get familiar with the 8 Principles for CSO Development Effectiveness (for practitioners working for the first time with the principles)	
Activity 1.1b: The Principles...from CSOs to CSOs.....	pg 15
What for: to explore the meanings and origins of the 8 principles for CSO development effectiveness (for practitioners with some knowledge of the principles)	
Activity 1.2a: Connecting the dots!.....	pg 17
What for: to examine the interconnectedness of the principles through a real case study	
Activity 1.2b: What are the connections...do they matter?.....	pg 19
What for: to understand the interconnection between the principles and analyse their importance for development effectiveness	
Activities 1.3a – 1.3c: The Principles and Me.....	pg 21
What for: short and fun activities to reflect on our personal attitudes and commitment towards the principles	
CHAPTER 2: THE PRINCIPLES: ONE BY ONE	
Activity 2.1: Framing Rights (for principle 1).....	pg 24
What for: to explore how rights can be realized at the personal, institutional and social level	
Activity 2.2: Women and girls, getting it right! (for principle 2).....	pg 27
What for: to challenge gender roles and explore the many dimensions of gender equality	
Activity 2.3: Who is the owner? (for principle 3).....	pg 30
What for: to discover and analyse the meanings and forms of participation and ownership	
Activity 2.4: How 'green' is my office (for principle 4).....	pg 34
What for: to explore how environmental sustainability can be promoted through everyday CSO life	
Activity 2.5: Accountable, but to whom? (for principle 5).....	pg 37
What for: to reflect on the multiple accountabilities of CSOs	
Activity 2.6: Us and them (for principle 6).....	pg 39
What for: to explore the relationships between development actors and discuss how to build the ground for equitable partnerships	

CONTENTS

Activity 2.7: My learning map (for principle 7)	pg 41
What for: to reflect on the sources of learning in CSO work and how to create shared knowledge	
Activity 2.8: When is change sustainable (for principle 8)	pg 43
What for: to use personal experiences for understanding the concept of lasting change and sustainability	
CHAPTER 3: SETTING THE GROUND FOR CHANGE: LOOKING AT THE PRESENT... PLANNING FOR THE FUTURE	
Activity 3.1: Revisit your values!	pg 46
What for: to re-examine the CSO's values through the lens of the principles	
Activity 3.2: Looking at the Present... Planning for the Future	pg 48
What for: to collect the good practices of the CSO and to dream and plan on how the CSO can better put the principles into practice through using its strengths and resources	
CHAPTER 4: MAKING CHANGE HAPPEN: PUTTING THE PRINCIPLES INTO PRACTICE	
Introduction: Choosing your case study	pg 51
What for: To decide on the development programme or issue you want to work on for putting the principles into practice	
Activity 4.1: Getting to the 'root' of the issue	pg 52
What for: To introduce principle-oriented thinking into problem and stakeholder analysis	
Activity 4.2: The sources of change	pg 56
What for: to test assumptions about how social change happens and review the strategies of the CSO in relation to the principles	
Activity 4.3: Power and change	pg 58
What for: to understand how power dynamics influence the CSO's work	
Activity 4.4: Evaluating our evaluation	pg 62
What for: to explore what a useful and motivating monitoring and evaluation system can look like	
CHAPTER 5: PLANNING NEXT STEPS	
Activity 5.1: Letter to myself	pg 65
What for: to identify the actions that practitioners will personally commit to for putting the principles into practice	
Activity 5.2: Planning our action path	pg 66
What for: to identify organisation objectives and plan towards achieving them	
RESOURCES	pg 68
A collection of resources for designing and facilitating learning and planning processes	
REFERENCES	pg 69
APPENDIX	pg 70
This section includes an activity for improving the art of making good questions as a facilitator and also sample feedback and learning forms for participants.	

WHY A PRACTITIONER'S GUIDE AND HOW TO USE IT

Background to the Practitioner's Guide and the Principles for CSO Development Effectiveness

Millions of civil society organizations (CSOs) worldwide contribute in unique and essential ways to development as **innovative agents of change and social transformation**. These contributions are long-standing; CSOs support grassroots experiences of people engaged in their own development efforts; they are both donors and practitioners of development; they promote development knowledge and innovation; CSOs work to deepen global awareness and solidarity among people across national boundaries; and they seek out inclusive policy dialogue with governments and donors to work together for development progress.

Acknowledging not only their contributions, but also their weaknesses and challenges as development actors, CSOs have taken on the challenge to proactively improve their work and be fully accountable for their development practices. The Open Forum on CSO Development Effectiveness was a **CSO-led global and fully participatory process** which reflected back to CSOs the vision and essential principles that define and guide change for our effective development practice.

The Principles for CSO Development Effectiveness¹ are our principles, our vision and our collective voice for the future of civil society. The substance is not new: these Principles come from CSOs from across the globe, and consequently resonate with what is already happening in our organizations and with our development work. And they also resonate with the sustainable and holistic vision of development that CSOs have been working with for decades. Indeed, truly effective development promotes sustainable change, within a democratic framework, and addresses the causes as well as the symptoms of poverty, inequality and marginalization, through the diversity and complementarity of instruments, policies and actors.²

This collective and principled vision by and for civil society is a powerful tool that encourages reflection, action and positive sustainable change in our sector.

What is this guide for and what does it include?

This guide accompanies the Open Forum Toolkits, and is here to support CSOs to work with the International Framework for CSO Development Effectiveness. The aim of this guide is to support CSO practitioners to work with the concepts and collective experience behind the Principles, and to help CSOs take those first conceptual and planning steps on the path to improving their own effectiveness. It provides learning activities and training tools to **help CSOs give meaning to the Principles in their own context and to get inspiration and ideas about how to start putting the principles into practice!**





Since each implementation process is unique to the organization, context and people with whom it takes place, this methodology does not provide a blueprint or a sequence of concrete actions to be taken to implement the Principles for CSO Development Effectiveness. Instead, it suggests **participatory activities that you can do with your colleagues or partners to initiate a change process within your CSO:** to make the principles real for you and come up with your own actions for implementing them!

¹ For more information: <http://www.cso-effectiveness.org/IstanbulPrinciples>

² For more information on some of the key concepts around aid and development effectiveness: <http://www.cso-effectiveness.org/key-concepts,200>

INTRODUCTION


The guide consists of four main sections, each aiming at a number of different learning goals and proposing guided activities to achieve these goals.

-  **Chapter 1. The Principles: What are they?** which provides activities to: a) give an overview of the eight principles; b) examine their importance and interrelationship for development effectiveness; c) reflect on one's attitudes and commitment to the principles.
-  **Chapter 2. The Principles: One by one** which provides activities to deepen the understanding of each of the principles and to explore their diverse dimensions.
-  **Chapter 3. Setting the Ground for Change: Looking at present...planning for the future** which provides activities to a) explore how the principles can be reflected in the values of the CSO b) to identify the areas of best practice of the CSO and to plan for better implementation of the principles in the future.
-  **Chapter 4. Making Change Happen: Putting the Principles into Practice** which provides activities to explore what changes your CSO can make in terms of planning, monitoring and evaluation to put the principles into practice in all aspects of its work.

The Practitioner's guide also includes advice on organizing and facilitating learning events as well as tools for action planning and assessing your learning -> check contents on page 6.

How to use this guide

WHO CAN USE THIS GUIDE:

- If you are a **practitioner** who wants to design a learning and planning processes **within your CSO**, then this guide is for you!
 - If you are a **facilitator** who wants to use the guide's contents to organise **national or regional trainings for a diverse group of CSOs** on the implementation of the principles, you will also find in this guide a lot of learning resources that you can use! Most learning activities are designed or introduced for a group of CSO colleagues but they can be easily adapted for a group of practitioners that represent different CSOs – relevant guidance is given when need.
 - The **methodology** of the Guide is based on experiential and informal learning. This means that all activities start from people's own experiences and encourage individual and collective analysis and reflection. By using this methodology, practitioners can build on the knowledge they have already, gain new ideas and insights and build stronger relationships between them. You don't need to be a professional facilitator or have a deep knowledge of adult education to organise the activities suggested in this guide
-  **Before you start, take a look at the 'Planning and Running Learning Events' that will help you design and facilitate an effective process!**

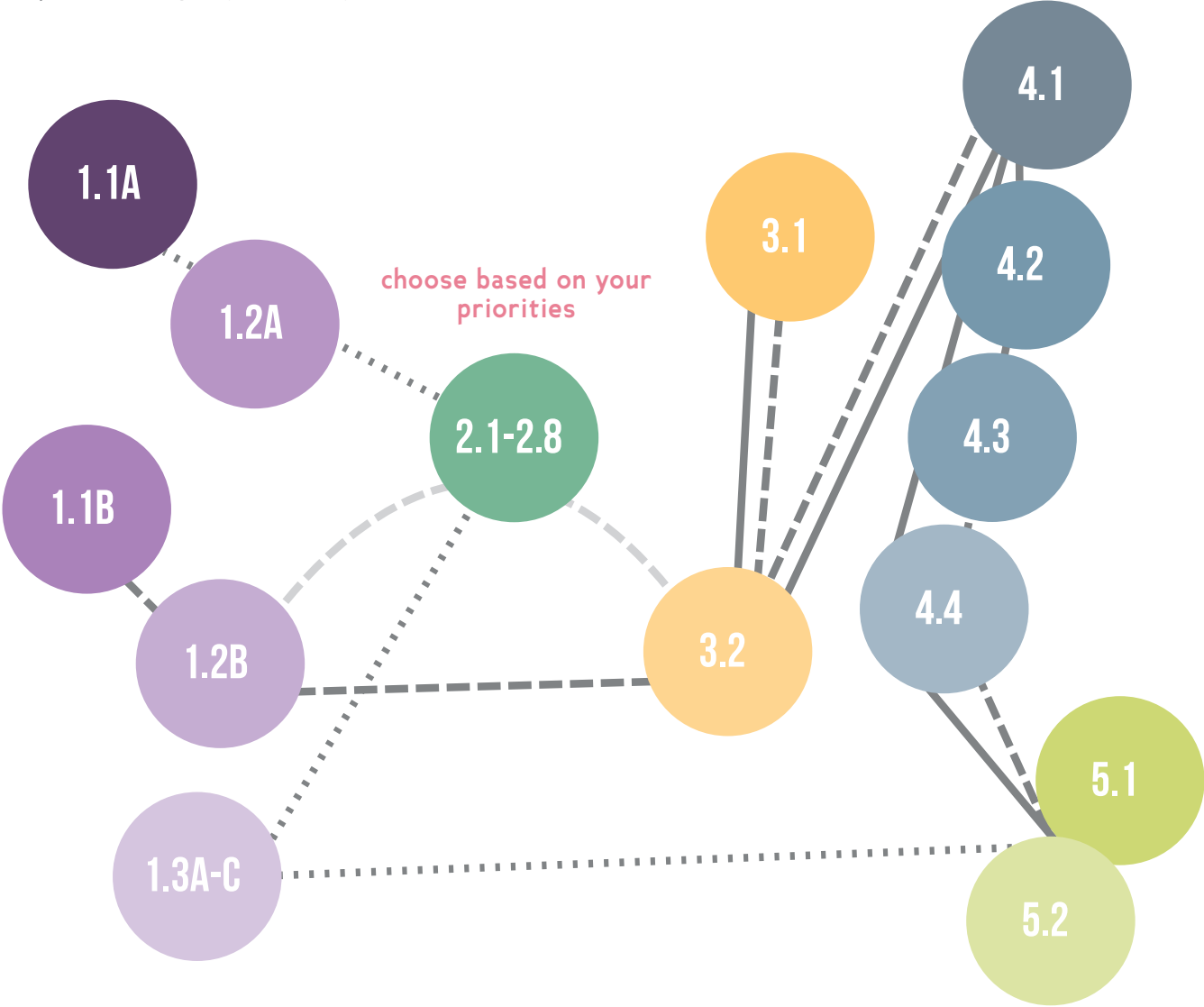
USING THE GUIDE:

- The Practitioner's Guide can ideally be used to support an organizational learning and change process with a CSO. We suggest that you **approach each chapter as a learning section and dedicate approximately a day to it**. Both chapters 2 and chapter 4 could be split into two days – depending on how deeply you want to explore each principle and/or revisit your planning, monitoring and evaluation processes.

If you are organising a learning process for your CSO, we encourage you to allow time between the different learning days. You could organise **4 or 5 learning days split during a 6 months-period**. This will give participants time to reflect on what they shared and learned and come prepared for the next learning step. At the appendix, you will find a **sample learning assessment** form that you can use at the end of each learning day to support your staff and volunteers to reflect on their learning before the next learning session.

SUGGESTED PATHWAYS THROUGH THE GUIDE

These are some suggested pathways that you can use as a base to combine activities and structure your own workshop or learning day (s) with your CSO.



- Conversation starter: Gives CSO practitioners a solid introduction to the principles and an opportunity to reflect on them in relation to their own CSO work.
- 'Getting ready for action': Supports CSO practitioners to develop ownership of the principles and to use their organisation's strengths for putting the principles into practice.
- Your CSO through the principles: Supports CSO practitioners to review their CSO's values, strategies and monitoring and evaluation through the lens of the principles and improve their implementation.

*Adapt and play with these pathways to create your own learning process. Each pathway can take a form from a 1 to a 3 day workshop or separate learning days spread between different months. All pathways end at 'action planning' activities 5.1 and 5.2.

HOW TO PLAN AND RUN LEARNING EVENTS

This section includes tips and advice to help you design and run a learning event for your CSO. Either you are planning for a 6 month programme of organizational change or a one day workshop. Take a look at the following tips for:

- Preparing the learning event
- Running the learning event
- Empowering yourself as a facilitator

BEFORE THE EVENT: PREPARING FOR LEARNING

- **Clarifying purpose and needs:** Why are you planning this meeting, workshop or training? Who is going to participate? Which needs do you want to address? Having a clear focus helps you in organizing a successful event. Consult participants before designing the event to ensure that people's expectations and needs are being factored in.
- **Embracing participation:** Who needs to be part of the learning process? Are you being inclusive of all members of your CSO? If you want to look at your CSO's work under new light and inspire collective action, make sure you encourage everyone's participation: Give a voice to people with less power in the CSO or people that might seem disengaged.
- **Thinking of your own expectations:** What are your personal expectations from the learning process? What do you want to achieve and does this influence your attitude as a facilitator? We all have our own either explicit or implicit assumptions about 'what needs to be done' or 'what participants know or don't know'. Reflect on yours before the learning event so that you ensure that while you are setting the ground for learning, you are also allowing space for the group to co-create the outcome of the whole process.
- **Deciding on learning outcomes:** What will participants get out of the learning event? What do you want to achieve both at the level of individual and collective learning? It is good to put in writing, the specific outcomes you want to achieve as those were developed through consultation with participants. This should not stop you from adapting the process along the way but it will help you keep you focus before and during the learning event.
- **Preparing participants:** You can increase participants' interest and motivation by sending them beforehand a preparatory reading (like a case study or concept note) or inviting them to reflect beforehand on one or two questions that relate to their experience and the learning topics.

DURING THE EVENT: THINKING OF YOUR LEARNING APPROACH

- **Starting with people's experiences:** Adults learn when new knowledge and insights are directly connected and can be applicable to their experiences. Starting with people's realities and always going back to connect new learning to everyday practice solidifies new knowledge and behaviors.
- **Facilitating reflection:** People have a wealth of knowledge emanating from their experience – by helping them to critically reflect on it, people can consolidate or question it and this can be a very empowering process. The facilitator's role is not to transfer knowledge but to encourage discovery and analysis.
- **Encourage both individual and collective learning:** Learning is accelerated when people work in groups because they share different experiences and perceptions and create new and shared understandings.



This guide combines individual and collective activities. As part of chapter 1 you can find a few exercises dedicated to personal reflection that you can use at any point or stage of a learning event.

- **Be inclusive and celebrate people's achievements:** Emphasize the importance of equal participation and urge the group to identify its own rules or processes to ensure it. During a learning and planning process everyone is investing effort and energy: celebrate it and support participants developing their confidence and skills!

- **Connect learning to action:** Learning is sustainable when it is tested in practice and is directly connected to action.



At section 'Planning Next Steps' of this guide you will find a tool to help you plan action.

- **Utilise different methods:** Everyone learns differently and we all profit from combining diverse methods that stimulate our different ways of knowing and thinking. On the following pages, you will find a variety of activities combining methods that are analytical, reflective, creative, artistic and more.
- **Do and display:** Most activities in this guide encourage the group to note down ideas, to write, sketch, role play or draw and to use walls and floors to display the products of their thinking and work. Getting people to do things together rather than to just talk contributes to effective learning; also, creating a display of this learning on the walls helps discussion build up!
- **Hand over your power to the group:** Facilitators can have a lot of power to control the learning process. Be self-aware of your power: How can you ensure you are not dominating the process? How are you empowering and trusting others to take charge of their own (collective) learning?

HOW TO BE A FACILITATOR - EMPOWER YOURSELF!

You don't have to be familiar with adult learning theories or be a professional facilitator to design and run a learning process with your CSO.

Learning and planning with others is an indispensable part of CSO work for development – be it sessions with communities or planning meetings with colleagues – we all have experienced being part of learning and change. So embark on the activities of this guide with no fear and use your best instinct at all times. If nothing else, keep these three tips in mind:

1. **Ask good questions:** Probing or else asking good questions is the cornerstone of any learning and planning process. Sometimes the way a question is phrased can essentially change the kind of answers that people come up with.

But what is a good question? A good question is one that is 'open', a question that doesn't direct people to one kind of answer. Many times a good question is one that touches on what participants understand as burning issues and that relates to their passions and sources of inspiration.



Check the activity on page 71 - it will support you in preparing yourself to ask good questions!

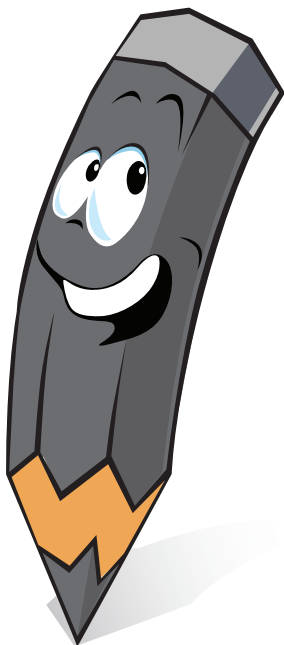
2. **Collect results:** Many thoughts and ideas for action can come up through the activities and conversations suggested in this guide. The key here is to support participants collect and analyse the results of their conversations and their emerging ideas. This provides 'closure' to the learning process and participants can clearly see what lessons or points for action can take out of it. Allow time for this 'harvesting' – the following methods can be helpful and can be used to sum up any of the activities suggested in the guide:

- **Card-sorting:** Many activities include writing ideas or answers on separate pieces of paper. Start by asking one participant or group of participants to share –only one – of their cards/notes. If another participant/group has the same or a similar point, they share it and the 'collection' goes on with sharing one point a time. This way, there is less repetition, and ideas are naturally clustered into broader themes.
- **Rapporteurs:** Ask one or two participants to be 'listeners' and carefully listen to what is being said. Then they present the key points to the group at the end of the process/session.
- **O.P.E.R.A.:** This is a good tool for prioritizing emerging ideas and themes through participatory decision-making.



You can find the description of the tool at the beginning of chapter 3.

3. **Adapt-adapt-adapt:** No activity is meant to be a rigid tool or a process that can be 'copy-pasted' to any context or situation. Take these activities as starting points and create the processes that support your needs.



Remember
to enjoy
the learning!

CHAPTER 1

THE PRINCIPLES FOR CSO DEVELOPMENT EFFECTIVENESS: WHAT ARE THEY?

AIM OF THE CHAPTER

- To increase participants' ownership of the principles and deepen participants' understanding of their interrelationship and importance for development effectiveness.
- To support participants to reflect on their own attitude towards the principles.

ACTIVITIES

MAKE IT VISUAL!

THE PRINCIPLES: FROM CSOS TO CSOS

1.1A

CONNECTING THE DOTS!

1.1B

WHAT ARE THE CONNECTIONS... DO THEY MATTER?

1.2A

THE PRINCIPLES AND ME!

1.2B


1.3A-C

MAKE IT VISUAL!

FOR PRACTITIONERS THAT ARE WORKING WITH THE PRINCIPLES FOR THE FIRST TIME

1 STEP

 30 minutes

 Write the 8 principles on 8 different handouts

Divide the group of participants into 8 sub-groups of 2-3 people and give each of them one handout. Without explaining anything further about the principles, invite the sub-groups to create a visual presentation of the statement written in their handout. Provide each group with colored markers, crayons, pencils, old magazines and other recycled materials and let them create their art-work. It might be a drawing, a collage etc.

2 STEP

 30 minutes

Hang all 8 'art-works' on the wall. For each one, invite participants to respond to the following questions: What is the first thing that comes to your mind when you look at this work?, 'How does this work make you feel?', 'Which key messages do you read into this work?', 'What title would you give to this work?'. At the end of each round invite the participants who created the 'art-work' to read the statement and stick it on the wall next to their work.

3 STEP

 45 minutes

Explain that the 8 statements are the 8 principles for CSO development effectiveness. Invite participants to share with the group an example or experience from their CSO's work that reflects any of the principles. Encourage people to focus on positive examples that describe situations in which the principle has been realized. Make a short round taking (allowing/collecting) a maximum of two examples for each principle.

ACTIVITY 1.1A



1 hour and 45 minutes



flip-chart papers
colored markers
crayons
pencils
old magazines
recycled materials
blue-tack

OBJECTIVE

By the end of this activity participants will be familiar with the 8 principles

QUESTIONS

- How are the 8 principles reflected in your organisation's everyday life?
- Which principle do you think your organisation is most putting into practice?
- How conscious is your organization of its performance regarding the application of the principles?

TIPS FOR FACILITATORS

- If you are doing this activity with 8 or less participants, give one handout per participant and ask him/her to produce a work of art individually. You yourself can then present any principle that was not part of the work of art.
- As participation in the rounds of reflection is voluntary, keep in mind that some people tend to remain silent, while others tend to monopolize the space. Use your facilitator's skills to keep the balance and secure equal opportunities for participation.
- Keep the work of art with the 8 principles hung on the wall till the completion of the workshop. Use them as reference whenever you find it relevant while facilitating any of the activities of this guide.

THE PRINCIPLES: FROM CSOS TO CSOS

FOR PARTICIPANTS THAT HAVE ALREADY SOME BASIC KNOWLEDGE OF THE PRINCIPLES

1 STEP



30 minutes



Write each of the 8 following statements from

the 'Open Forum Voices' sections of the Implementation Toolkit on a separate A4 paper, fold it and put it in the 'development effectiveness' container. Each statement corresponds to one principle.

Toolkit on a separate A4 paper, fold it and put it in the 'development effectiveness' container. Each statement corresponds to one principle.

Explain to the participants that in the container there are 8 quotes from people who participated in the global Open Forum consultation process. Each participant chooses one paper at random. Give the participants a couple of minutes to read and think about the statement.

In turn, each participant reads out her/his 'Open Forum Voice', and shares with the group how she/he feels about it and how it relates to his/her own experience.

Divide a flip-chart paper in two columns. Every time a participant shares his/her thought about one of the quotes, stick the respective Open Forum Voice (quote) on the flip-chart paper. If the shared thought is focusing on a CSO's strengths (e.g. 'This quote makes me think about how proud I am that my CSO invests time in mutual learning.') put the quote on the left column of your flipchart-paper. If the shared thought deals with a CSO's weakness (e.g. 'This quote makes me think that as CSOs we are not good in promoting environmental sustainability) put it on the right column of your paper. Don't explain at this moment the reason behind dividing the quotes in two columns.

ACTIVITY 1.1B



1 hour and 20 minutes



A4 papers
blue-tack
container

OBJECTIVE

By the end of this activity, participants will be familiar with the 8 principles, their meaning and origins

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."
- "A gender perspective demands new ways of thinking about women, men, power and justice."
- "Donor funding has too often supported 'projects' instead of civil society, turning them into 'project societies'."
- "CSOs cannot promote environmental sustainability alone. Governments must do their part and should be held accountable for doing so."
- "Sharing information isn't an end in and of itself. The purpose is to facilitate two-way communication and accountability."
- "Effective partnerships must be dynamic and flexible to enable partners to be responsive to changing conditions on the ground."
- "Learning practices can cost money and time, but these are usually more than recovered by increased satisfaction, productivity, and effectiveness."
- "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."

THE PRINCIPLES: FROM CSOS TO CSOS

FOR PARTICIPANTS THAT HAVE ALREADY SOME BASIC KNOWLEDGE OF THE PRINCIPLES

2 STEP

 20 minutes

Introduce a flipchart with all 8 principles and ask each participant to assign each quote to the 'corresponding' principle. Explain the purpose and the process under which the principles were developed through a participatory process.

3 STEP

 30 minutes

Taking as reference the lists of quotes stuck on the wall, facilitate reflection amongst participants by asking the questions: 'Why do you think I divided the statements in two different lists?' 'What was common in the examples given/experiences shared by participants in the quotes listed on the right? On the left?' In the case that participants do not understand the reasoning behind the division, take the opportunity to discuss about the importance of thinking about the strengths we already have as CSOs in terms of putting the principles into practice.

NOTES: _____

QUESTIONS

- the strengths and resources that your CSO already has and can use for implementing the 8 principles? How can you support your CSO to put the principles into practice? Which are your personal strengths that you can use to promote the 8 principles within your CSO?

TIPS FOR FACILITATORS

- Participants can do this exercise in pairs if there are more than 8 people and/or you can write each quote more than one time and different people will give different meanings to it.
- If the group engages in a conversation about how important are certain principles over others or expresses agreement or disagreement with them, use this as a bridge to activities 1.2a and 1.2b

Thinking of how you can use the strengths of your CSO to better implement the Principles? Embark on a journey of dreaming and planning with activity 3.2 on page 48



CONNECTING THE DOTS!

1 STEP

 10 minutes

Give each participant a handout with the case study below and allow them sufficient time to read it.

2 STEP

 30 minutes

Split the group into 4 sub-groups assigning two principles to each of them. The task of each sub-group is to identify how each principle relates to the case study and why it is important for the land-rights struggle highlighted in this case study. Ask each group to feedback to the plenary.

3 STEP

 20 minutes

Encourage group reflection on the indivisibility of the principles using the following questions:

4 STEP

 20 minutes (optional)

Use the questions at the end of the activities 2.1 – 2.8 in chapter 2, which help participants to connect each principle with the other seven. Choose as many of them as the number of participants, write them down on a separate paper, fold them and put them in a container. Each participant chooses one paper at random. Give the participants some minutes to read and think about how to respond. In turn, each participant reads out her/his question and gives an answer.

QUESTIONS

- How are the principles interconnected in the case study?
- How does the realization of one principle reinforce the realization of others?
- If you remove one of the principles that are implemented successfully in this case study, how would this affect the whole story?

How can you make the learning event a meaningful experience for all participants? What are their needs? Check the 'how to plan and run learning events' tips on page 10

TIPS FOR FACILITATORS

- Choose some of the questions from chapter 2 carefully, so that you cover as many interconnections between the principles and areas of critical reflection as possible.
- This case study was developed and used during a pilot workshop on the Practitioners' Guide run by the Cooperation Committee for Cambodia (www.ccc-cambodia.org). You might create or use another case study from your own context that offers itself for discussing all of the principles.
- In step 2, put a poster with the case study on the wall, provide participants with post-its or small handouts with the 'logo' of each principle and invite them to stick them on the margins of the poster where appropriate while giving their feedback.

ACTIVITY 1.2A



1 hour to
1 hour 30 minutes



flipcharts
papers
pens
markers
blue-tack
poster with case study

OBJECTIVE

By the end of this activity, participants will have understood the interconnection and indivisibility of the principles and will have debated the importance of adopting a holistic approach to their implementation



CONNECTING THE DOTS!

CAMBODIA: A CASE STUDY FOR BRIDGING THE 8 PRINCIPLES

(developed by action aid cambodia)

"Our land is our life – we never gave up hope of getting it back"

Having recently secured land title from the local authority, 33-year-old Phalla is a living contradiction of her own feeling that poor people always lose out. It took almost six years of struggling but then a few hundred families in her village in Banteay Meanchey province have won legal recognition of their land ownership, which holds out the possibility of a more secure and stable future.

"Our land is our life: we never gave up hope of getting it back," says Phalla*, full of emotion.

Phalla's family and neighbours who have had success with this land titling (many of the families include former Khmer Rouge fighters) have lived and cultivated their farms in the village since 1996. After the peace settlement in 1998, they were integrated and officially recognised by the Royal Government of Cambodia as part of reconciliation efforts. As land prices rose over the years, however, they saw 1,200 hectares of their land expropriated in 2006, apparently by security force personnel and officials acting in the name of businessmen from neighbouring provinces.

This led to a very serious/grave social conflict which lasted for many years, as Phalla explains. Her husband, one of the community activists, was harassed and threatened. He could not stay with her or provide for their four children, because he was denied access to their land, and she was close to despair.

"My family was running out of food," Phalla remembers. "We had a very small garden behind our house to cultivate rice because our rice paddy was grabbed and we were not allowed to farm. My husband was threatened with arrest, and my children were very upset and reluctant to go to school. What could I do to make a living, though I had to feed four young children?"

ActionAid Cambodia and a local partner organisation came to play an active role on this issue because the community fell within one of its long term programme areas. Collectively, they advised community groups on their rights; worked to provide basic skills, knowledge and mentoring support for the community in its efforts to organise protests and advocate for their rights under the law. Together they also connected the community with legal supports and human rights solidarity groups.

Without this support from civil society groups, "villagers wouldn't have their land back today," says Phalla, because the CSOs constantly monitored the situation and advised the community as to how they could proceed.

After more than six years of mobilisation, protest and advocacy, these villagers regained their land title. Today they concentrate on cultivating their land making a decent living out of it. However, not everyone's rights have been reinstated so far – almost 30 neighbouring families continue their struggle.

Phalla's real name and village are withheld in case it should endanger them

WHAT ARE THE CONNECTIONS... DO THEY MATTER?

1 STEP



30 minutes



Prepare a flipchart with the box below (or print it on a large piece of paper/screen in it on the wall).

Give each participant a handout with the list of the 8 principles. Ask them to grade each principle according to the importance it has for development effectiveness (according to their own thinking). Each participant is given a total of 100 points which she/he must divide among the 8 principles.

2 STEP



20-30 minutes

Collect all the grades each principle has received on your flipchart and jot down each one's total sum. For the principle that has received the highest amount of points, you ask the participant(s) who gave the highest mark to defend their choice and then ask for counterarguments. You do the same exercise for the principle that received the lowest amount of points.

3 STEP



20 minutes

Encourage group reflection on the interdependency of the principles using the following questions :



QUESTIONS

- Which challenges did you encounter during this exercise? Why?
- What would happen if we removed the least appreciated principle(s) from the framework? How would this affect the realization of the others?
- Did you change your mind about the importance of some of the principles? Which new insight did you gain during the discussion?
- What are the challenges in simultaneously actualizing the principles?



TIPS FOR FACILITATORS

- Keep always in mind that the aim of the activity is to highlight the interrelation and interdependence of the 8 principles. The last round of critical thinking and group reflection on indivisibility of the principles is a crucial stage of the activity that should be given the appropriate time and attention.

ACTIVITY 1.2B



1 hour and 15 minutes



flip-chart
papers
pens
markers

OBJECTIVE

By the end of this activity, participants will have critically analysed the interrelation and interdependence of the principles and their importance to development effectiveness

WHAT ARE THE CONNECTIONS... DO THEY MATTER?

8 STATEMENTS THE ISTANBUL PRINCIPLES FOR CSO DEVELOPMENT EFFECTIVENESS

GRADES

Respect and promote human rights and social justice.

Embody gender equality and equity while promoting women and girls ' rights.

Focus on people's empowerment, democratic ownership & participation.

Promote environmental sustainability.

Practice transparency and accountability.

Pursue equitable partnerships and solidarity.

Create and share knowledge and commt to mutual learning.

Commit to realizing positive sustainable change.

THE PRINCIPLES AND ME! - ACTIVITY 1.3A-C

In this section you will find a suggestion of short exercises to support participants reflect on their personal attitudes, commitment and motivation in relation to the principles. These could be used at any point throughout a learning and planning process – just adapt the questions when necessary. For example, you could use any of these activities to help participants reflect on their learning at the end of the workshop.

LINE OF SELF-ASSESSMENT

Invite participants to self-assess themselves on a series of questions that can relate to different aspects of the principles, for example:

- Confidence (how confident do you feel of your knowledge on environmental sustainability or tools for accountability? How comfortable do you feel with promoting women's rights? etc.)
- Commitment (how important is it for you that the community participates in the planning of activities or that your strategies increase the knowledge and skills of partners?)

Participants represent their self-assessment by standing in a line on the floor between two extreme points: the one end of the line stands for 'very important/very confident' and the other symbolizes 'not important/not feeling confident'.

Another option: Ask everyone to move to where they were along the spectrum five years earlier (for example), and discuss. Then they can move to where they would like to be in five years' time (for example), and discuss what they need to do and what needs to happen to get to that place. Participants discuss with their 'neighbors' why they have stood where they have on the spectrum.

CIRCLE OF REFLECTION³

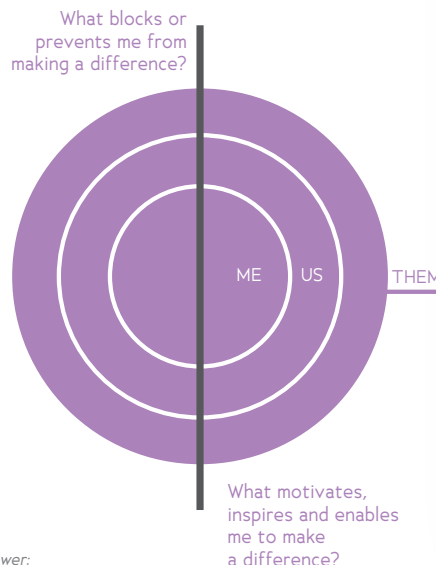
Give each a participant a handout with the drawing below. Each circle represents a different level: the personal, the collective (the CSO) and the societal (the community or society).

Allow each participant to choose the principle she/he want to work on.

Invite them to fill in the one side of the circle by answering the question 'What blocks or prevents me from making a difference for social justice and sustainable change?' at each level and the other side of the circle by answering the question 'What motivates, inspires and enables me to make a difference?'

Encourage the participants to think of different types of blocks or inspirations that might influence them, for instance feelings, prejudices, past experiences, practices, rules, resources etc.

³ Adapted from the activity *Peeling the Onion*, Jethro Pettit and Raji Hunjan, *Power: A Practical Guide for Facilitating Social Change*, London: Joseph Rowntree Foundation.



ACTIVITY 1.3A



15 minutes

OBJECTIVE

By the end of this activity, participants will have assessed their personal confidence in and commitment to the principles

ACTIVITY 1.3B



30-45 minutes

OBJECTIVE

By the end of this activity, participants will have explored what inspires and what blocks them to make a difference in relation to the principles.

CHAPTER 2

THE PRINCIPLES: ONE BY ONE

AIM OF THE CHAPTER

- To deepen participants' understanding of each principle by focusing on the different dimensions of each principle in their own context.

ACTIVITIES



FRAMING RIGHTS	2.1
WOMEN AND GIRLS, GETTING IT RIGHT	2.2
WHO IS THE OWNER?	2.3
HOW GREEN IS MY OFFICE?	2.4
ACCOUNTABLE, BUT TO WHOM?	2.5
US AND THEM	2.6
MY LEARNING MAP	2.7
WHEN IS CHANGE SUSTAINABLE?	2.8

FRAMING RIGHTS⁴

FOR PRINCIPLE 1: RESPECT AND PROMOTE HUMAN RIGHTS AND SOCIAL JUSTICE

ACTIVITY 2.1

1 STEP



20 minutes

Share with the group the one-page story of Rita that illustrates different rights (you can find the story at the end of this activity). Ask every participant individually or in small groups (depending on the group's overall size) to list Rita's numerous rights that seem to be relevant in the story. Write each right on a post-it.

2 STEP



40 minutes



Provide the group with a flipchart that presents the following diagram depicting the three domains of rights. Ask the group to locate the rights they have identified by positioning each post-it on the map according to whether:

- Rita herself is conscious of the right ('personal' dimension).
- The social context of Rita supports the recognition of this right ('social' dimension).
- The right is recognized by law and institutions.



2 hours



flipcharts
papers
pens
markers
post-it notes

OBJECTIVE

By the end of this activity, participants will have understood how rights can be realized at the personal, social and institutional level by exploring diverse strategies for promoting rights

DIMENSIONS OF RIGHTS FRAMING⁵

Social Norms and Values

Legal Frameworks

Individual Consciousness



⁴ Adapted from Pasteur K. and Shankland A., *Linking Rights and Livelihoods: Insights from Experience in Brazil, 2002*

⁵ Source: Tocantins' workshop presentation and Shankland 2002.

FRAMING RIGHTS

FOR PRINCIPLE 1: RESPECT AND PROMOTE HUMAN RIGHTS AND SOCIAL JUSTICE

3 STEP

 30 - 45 minutes

Facilitate a discussion which will allow participants to explore the dimensions of rights and link them to the reality of their CSOs

QUESTIONS

- Was it easy or difficult to locate the rights included in the story? Why? What does this show you about how rights are understood?
- Did you find it easy or challenging to locate the rights on the diagram? Why?
- Which of the three dimensions of rights do you think is the most important? Are some dimensions more important for some rights than others? Can you give examples?
- On which dimension of rights is your CSO concentrating its efforts? Should/can a CSO be working on all dimensions?

TIPS FOR FACILITATORS

- If the group cannot agree or does not have enough information to place a right on the diagram, ask them to make a note of it. During the group discussion, ask participants to explain why it was hard to locate this right inside the diagram.
- The group can place a right in more than one circle.
- You can use a story that emerges from your real-life context for this exercise.

4 STEP: CONNECTING BETWEEN THE PRINCIPLES

 20 - 30 minutes

Facilitate a discussion which will allow participants to explore the dimensions of rights and link them to the reality of their CSOs



EXAMPLES OF QUESTIONS THAT CAN HELP PARTICIPANTS TO LINK PRINCIPLE 1 WITH THE OTHER 7 PRINCIPLES:

- Which dimensions of rights are particularly challenging when promoting the rights of women and girls?
- Do you know how your constituents understand and define their own rights?
- How is your CSO raising awareness about the connection between environmental sustainability and the right to health?
- How are you modeling rights in your everyday work and collaboration with constituents and partners?
- Which equal rights-policies are you promoting within your own CSO?
- How are you expanding your staff's and volunteers' awareness of rights?
- How are you ensuring that your work on promoting social justice and rights is sustainable?



FRAMING RIGHTS

FOR PRINCIPLE 1: RESPECT AND PROMOTE HUMAN RIGHTS AND SOCIAL JUSTICE

RITA'S STORY

Rita de Cassia is 18 years old. When she was born her parents were working as sharecroppers on a cotton estate in Northeastern Brazil, but ten years ago they migrated to the Amazon frontier state of Tocantins where, after joining a land occupation organised by the Landless Rural Workers' Movement (MST), they secured provisional title to a smallholding in a resettlement area on the banks of the River Araguaia.

The resettlement area has a primary school and basic health post, but the nearest secondary school and hospital are in the town of Araguacema, thirty miles away along a dirt road which often becomes impassable in the rainy season. The soil is poor, but there is still a substantial amount of forested land left on their holding which, when the forest cover is cleared and burned to release its nutrients, can yield one or two years of good harvests before becoming degraded. Although the land law requires all farmers to leave 50% of the forest cover on their land untouched, this restriction is regarded by the local smallholders as unfair and unworkable, and little is done by the local/national authorities to enforce it. Rita believes that as his only child she should be able to inherit her father's land, but unless his provisional title is confirmed by the Resettlement Agency before he dies the land will revert to the local smallholders' association for allocation. The association's leaders have stated their belief that unmarried women should not be able to hold land in their own right.

Rita was a bright student at primary school, and dreamed of going on to secondary education. However, the school in Araguacema was too far away to travel to every day, and her parents could not afford to pay for her board and lodging in town. The municipal authorities have refused to provide a bursary scheme for rural students, alleging that while the Brazilian Constitution guarantees the right to primary education, the law does not provide for any such right at secondary level.

Unable to continue her studies, Rita worked on the family smallholding until the age of 16, when she met Manuel Tobias, a young man from Araguacema who worked as a driver for a local trader, collecting agricultural produce from the outlying resettlement areas. Manuel dismissively described the resettlement area as a backwater, and talked of the opportunities to study, earn money and move up in the world which life in town offered. When he asked Rita to marry him a few months later, she was so entranced by the prospect of at last being able to go back to school that she readily agreed. She was worried that her parents might not give their consent, but they were impressed by Manuel's worldly ways, and decided that he was a good match whose commercial connections would make up for the loss of their daughter's labour on the farm.

As soon as she began her new life in Araguacema, Rita eagerly asked Manuel to help her secure a place at the town's secondary school. He refused, arguing that they should settle down as a couple first. Within a year she was expecting their first child. Once the baby was weaned, she once more began to insist that she wanted to return to her studies. Manuel's response was an even more emphatic refusal, accompanied this time by threats of violence if she didn't "start behaving like a respectable married woman". Rita refused to accept this, and Manuel began to beat her. She sought help from a neighbour, who sent a message to her parents in the resettlement area. Shortly afterwards her father and a group of local men arrived to take her back to the smallholding. Warned of their arrival, Manuel fled Araguacema. He has not been seen since.

WOMEN AND GIRLS, GETTING IT RIGHT!

FOR PRINCIPLE 2: EMBODY GENDER EQUALITY AND EQUITY WHILE PROMOTING WOMEN'S AND GIRLS' RIGHTS

The first step is optional. If you find it inapplicable in your context, then proceed to part 2. In this case the duration of the activity is reduced to 1 hour and 30 minutes.

1 STEP



1 hour

Hand to each participant three pieces of paper, each introducing one of the following tasks:

- List the 6 most important characteristics that an ideal person should have.
- List the 6 most important characteristics that an ideal woman should have.
- List the 6 most important characteristics that an ideal man should have.

In small groups, participants share their lists and evaluate the degree of overlap between perceptions of the ideal person and the male and female gender roles and expectations.

QUESTIONS

- What are gender-based roles and how do they differ for males and females?
- How do gender-based stereotypes influence behavior?
- How are the gender roles for males and females taught? How do parents, schools, peers and the media influence learning of gender roles?
- What are the implications of these gender-role differences for a society's development?
- How can an activity like this one reproduce gender stereotypes? How do we reproduce or challenge stereotypes through our everyday practices or policies at CSOs?

TIPS FOR FACILITATORS

- It is a good idea to form mixed as well as only male and only female - groups thus allowing all the manifestations of expectations about male and female roles to be reflected upon.

ACTIVITY 2.2



2 hours and 30 mins
or 1 hours and 30 mins



flipcharts
papers
pens
blue tack

OBJECTIVE

By the end of this activity, participants will have challenged gender stereotypes and understood the complexity and multi-actor dimension in addressing gender inequality



WOMEN AND GIRLS, GETTING IT RIGHT!

FOR PRINCIPLE 2: EMBODY GENDER EQUALITY AND EQUITY WHILE PROMOTING WOMEN'S AND GIRLS' RIGHTS

2 STEP



15 minutes



Display flipchart papers or a powerpoint slide with the following information.

Ask participants to identify and note down the human rights violations which are associated with each of these statements. Write down the rights mentioned concerning each statement.

3 STEP



30 minutes

If you have skipped step 1, then divide participants into three smaller groups, appoint one or two statements to each group, and ask them to discuss for 10-15 minutes the question: What are the root causes behind these statistics?

Ask each group to report back in plenary and at the end of the process ask the questions: Are there root causes that contribute to all these statements simultaneously?

4 STEP



45 minutes

Regardless if you have skipped step 1 or not, now, encourage participants to think about strategies that states, corporations and CSOs could implement to stop the violations of those rights and achieve gender equity in practice. Use the 'carousel brainstorming' methodology:

Divide the group into three sub-groups sitting at different tables: one to deal with the states, one with the corporations and one with the CSOs. Give each table a marker with a different color than the others as well as one flipchart paper. Participants will have only ten minutes time to write down on their flipchart paper their suggestions for strategies. When time is up, you pass each flipchart paper to the next table. Each new group is allowed to add only new ideas (no repetition of ideas already written down on the flipchart). This requires each group to read the ideas contributed by the other groups. Rotate that flipcharts until all groups have worked on all topics.

Put the three flipchart papers on the wall so that all participants can view all the ideas collected.

QUESTIONS

- Is there an actor to whom you attribute more responsibility than to others? Why? Where do you see the potential synergies between the three actors? The potential conflicts?

5 STEP: CONNECTING BETWEEN THE PRINCIPLES



20 - 30 minutes

Facilitate a discussion which will allow participants to explore the dimensions of rights and link them to the reality of their CSOs

EXAMPLES OF QUESTIONS THAT CAN HELP PARTICIPANTS TO LINK PRINCIPLE 2 WITH THE OTHER 7 PRINCIPLES:

- In your national/regional context, what are the institutional barriers in promoting and fulfilling girls' basic rights?
- Does women democratic representation necessarily translate to real participation? What is the political, social and cultural environment needed to enable women's effective participation in decision-making processes that affect their lives?
- How can CSOs contribute to a more environmentally sustainable world through empowering women?
- How is your organisation embodying gender equality?
- How do you uphold women's leadership in the partnerships you work (uphold?) with?
- What are the gaps between the gender equity policies and the daily practices in your organisation? How can bridging them be a transformative learning process?
- How do you think working with men and boys could contribute to long lasting (effective?) solutions in gender inequalities?



WOMEN AND GIRLS, GETTING IT RIGHT!

FOR PRINCIPLE 2: EMBODY GENDER EQUALITY AND EQUITY WHILE PROMOTING WOMEN'S AND GIRLS' RIGHTS

- Two thirds of illiterate persons in the world are women and girls.
- Women produce between 60 and 80% of food in the developing countries while they own less than 2% of the land needed for production.
- Less than one-in-five parliamentarians in the world today are women.
- Globally, at least one in three women and girls is beaten or sexually abused in her lifetime.
- In 2010, only 13 of the largest 500 corporations worldwide had female CEOs, while at the same time women constituted the vast majority of the unpaid workers.
- About 140 million girls and women worldwide are currently living with the consequences of Female Genital Mutilation.
- Over 70% of the people living worldwide in poverty are women.
- At least 60 million female fetuses have fallen victim as a result of sex-selective abortions, infanticide or neglect.

NOTES:

WHO IS THE OWNER?

FOR PRINCIPLE 3: FOCUS ON PEOPLE'S EMPOWERMENT, DEMOCRATIC OWNERSHIP AND PARTICIPATION

1 STEP

 45 minutes

Give each participant a paper with the case study (at the end of this activity) and ask them to read it individually. Then discuss the case study in plenary:

QUESTIONS

- How did the Canadian state try to involve Aboriginal people in the national consultation for Canada's Health System? Do you consider the consultation successful? Give arguments.
- What challenges regarding democratic participation and civic ownership does this case study highlight?

2 STEP

 40 minutes 

Present to participants the 'Ladder of Participation' pictured below. The 'Ladder of Participation' is a tool helping us reflect about the different degrees of participation that citizens or stakeholders can have in a development process. The first steps of the ladder portray little or no participation and the higher steps of the ladder portray maximum participation. Invite participants in groups of 2 or 3 to discuss and decide at which step of the ladder would they put the Canadian consultation and why? Afterwards, groups present their reflections to the plenary.

3 STEP

 30 minutes

Now ask participants in the same groups constellation to move their focus to their own CSO and its key projects and programme. Encourage them to discuss the following question: 'In which step of the ladder would you classify the participation of your stakeholders and beneficiaries to your CSO's project or programme? Why?'

Participants have first 5 minutes to think individually and then 20 minutes to discuss with the rest of the group.

ACTIVITY 2.3

 2 hours and 30 mins

 flipcharts
papers
pens
blue tack

OBJECTIVE

By the end of this activity, participants will have analyzed why citizen participation is important and which different degrees and forms it can take.



WHO IS THE OWNER?

FOR PRINCIPLE 3: FOCUS ON PEOPLE'S EMPOWERMENT, DEMOCRATIC OWNERSHIP AND PARTICIPATION

4 STEP

 30 minutes

In plenary, wrap-up the session by writing the words 'participation', 'empowerment', 'ownership' on a flipchart. Ask each participant to share one insight regarding these concepts that the activity helped them clarify or think about.

TIPS FOR FACILITATORS

- You could change the Canadian case study for a case study of citizen participation that is more relevant to your context.
- You can support participants to understand the participation ladder in relation to CSO development effectiveness work by giving examples of the different ways that CSOs have worked with beneficiaries/stakeholders in your context.

5 STEP: CONNECTING BETWEEN THE PRINCIPLES

 20 - 30 minutes

Facilitate a discussion which will allow participants to explore the dimensions of rights and link them to the reality of their CSOs

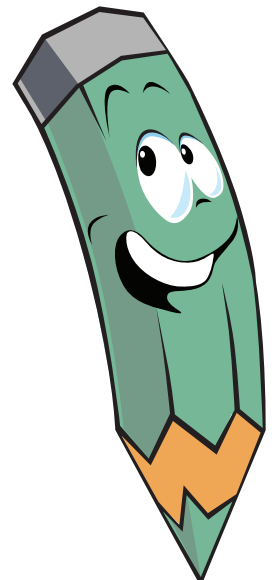


EXAMPLES OF QUESTIONS THAT CAN HELP PARTICIPANTS TO LINK PRINCIPLE 3 WITH THE OTHER 7 PRINCIPLES:

- How could you promote democratic ownership and participation in countries/contexts where democratic space is limited?
- What are the root causes preventing women (and especially marginalized women) from effective participation in decision-making processes?
- How can the access to resources be negotiated/ensure in a participative way?
- How can transparency of information and improved flow of information among all stakeholders contribute to development effectiveness?
- How do you take decisions within partnerships when conflicts arise?
- How does your organisation ensure staff participation and decision-making process to be a constructive learning experience?
- How could participation contribute to global solidarity?



Would you like to explore how different forms of power might foster or impede participation? Take a look at activity 4.3 on page 58



WHO IS THE OWNER?

FOR PRINCIPLE 3: FOCUS ON PEOPLE'S EMPOWERMENT, DEMOCRATIC OWNERSHIP AND PARTICIPATION

CANADA'S DESIGNS FOR ABORIGINAL PARTICIPATION

(adapted from the case study written by Bettina von Lieres and David Kahane, full text available at http://www.drc-citizenship.org/system/assets/1052734335/original/1052734335-benequista_etal.2009-canada.pdf?1288870260)

The forum opened with a sweet grass ceremony. An elder led a prayer on behalf of First Nations, Inuit, Metis and Urban Aboriginal Peoples. [...] This day was especially reserved for the Aboriginal perspective in Canada's largest-ever public consultation on how to reform its health system. [...] Seated behind a table on a small stage, Commission Chairman Roy Romanow faced the crowd of more than 100 Aboriginal leaders: religious figures, nurses, teachers and other community representatives. With television cameras rolling, the participants took the short walk into the spotlight of the podium and had their say.

A study supported by the Development Research Centre on Citizenship, Participation and Accountability looked at the role of Aboriginal people in the deliberative aspects of the Romanow Commission, established in April 2001 by the Canadian government to deliberate with citizens on the future of healthcare in Canada. While some Aboriginal people participated in the dialogues, the outcomes did not fully reflect Aboriginal health issues. [...]

In Canada, the complex legacies of colonisation have left Aboriginal people – First Nations, Metis and Inuit – at the bottom in a range of indicators such as wellbeing, economic status, education, housing quality and health outcomes. [...] The Romanow Commission's mandate was to review Canada's healthcare system, engaging Canadians in a national dialogue on its future and making recommendations to enhance the system's quality and sustainability. Extensive consultations took place with forty expert reports, nine expert panels, partnerships with broadcasters, universities, business and advocacy groups and the health policy community. [...]

The Romanow Commission engaged with Aboriginal people's health and inclusion in complex and 'ChoiceWorks' methodology based on the principle that participants are individuals and speak for themselves and not as representatives of special interests. Though the process did include Aboriginal people, it did not focus on questions of Aboriginal health or build in devices to allow Aboriginal participants to overcome the dynamics of marginalisation.

The consultation process was considered a success overall with the final report of the Commission clarifying Canadian values around healthcare, including demands for transparency and accountability and entrenching an active role for citizens in healthcare policy making [...] Some Aboriginal people were included in the dialogues, but neither their design nor their outcomes include even a whisper about Aboriginal health issues. Though Aboriginal people did participate in all sessions, organisers were disappointed about the degree to which the dialogue was able to engage them. Aboriginal people often did not turn up to sessions once recruited, and were typically very quiet in the dialogue sessions. Two localised ad hoc attempts to hear more Aboriginal voices – through creating a small separate group and recruiting additional Aboriginal people to sessions – had little effect. These experiences point to the difficulty of engaging and empowering members of marginalised groups within invited deliberative spaces and to the limitations of piecemeal innovations in surmounting these difficulties.

WHO IS THE OWNER?

FOR PRINCIPLE 3: FOCUS ON PEOPLE’S EMPOWERMENT, DEMOCRATIC OWNERSHIP AND PARTICIPATION

LADDER OF PARTICIPATION⁶

Stakeholder control: *Stakeholders are enabled and empowered to undertake work independently.*

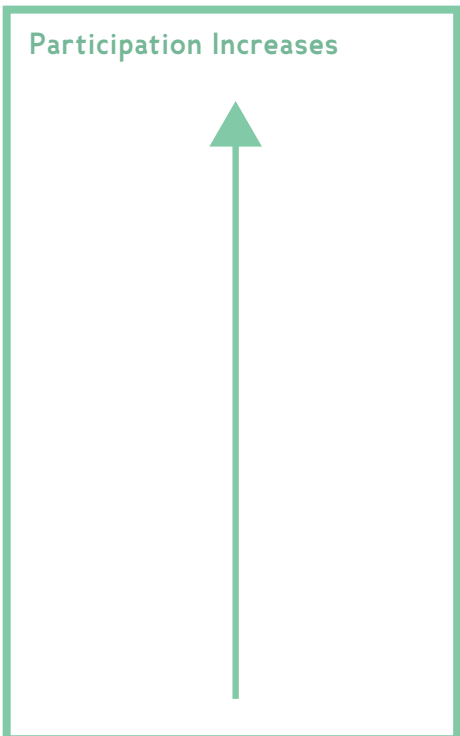
Participatory partnership: *A co-operative relationship with stakeholders where there is an agreement to share responsibility and leadership in the design and achievement of a goal.*

Joint decision-making: *Processes are designed and decisions made together with the stakeholders.*

Consulting: *Stakeholders are invited to express their views and assess different options so that their opinions influence a decision to be made/a process to be designed.*

Informing: *Stakeholders are informed about a decision or a process. Information flows in only one direction.*

One way-decision making: *Stakeholders are not informed or consulted before a decision is made or process is designed. Processes are designed to help or educate the stakeholders without asking them about their needs and priorities.*



No Participation

NOTES:

⁶ Adapted from Arnstein, Sherry R. "A Ladder of Citizen Participation," JAIP, Vol. 35, No. 4, July 1969, pp. 216-224 and Amnesty International. Active Participation in Human Rights Conference Report.

HOW 'GREEN' IS MY OFFICE...?

FOR PRINCIPLE 4: PROMOTE ENVIRONMENTAL SUSTAINABILITY

1 STEP



30 minutes



Write each of the following statements listed in

the 'Envirometer' tool developed by KEPA on a separate piece of paper, fold it and put it in a container.

Explain to the participants that the statements are related to their daily practices and habits at the office. Invite each participant to choose one piece of paper at random, read out her/his statement adding whether the statement reflects their organizational reality or not. Stick the statements on the wall in two different columns titled YES or NO respectively. Depending on the number of participants, repeat the statements or allocate each statement to a small group of participants.

STATEMENTS MEASURING ENVIRONMENTAL FRIENDLINESS ("Envirometer" tool developed by KEPA)⁷

- Our office is located in an area that is easily accessible by public transport.
- When possible, we use communication technology, for example Skype, to have our meetings online.
- We always use recyclable materials in the workshops (no plastic envelopes, briefcases or bags).
- When the venue of a training event is located far from the participants, we organize shared transport.
- We use fans instead of air-conditioning and switch off fans, lights and air-conditioning when out of office.
- We use energy saving settings in our computers, copying machines and other electronic equipment and switch them off when they are not needed.
- Some equipment is shared with other organizations. We have a shared ownership or a borrowing system for copying machines, fax etc., instead of everyone having their own equipment.
- If we really need to print a document, we print double sided or fit 2 pages to one A4.
- We recycle plastic, metal, glass and paper.
- We have cotton towels in the bathrooms instead of paper tissues.
- We conduct Environmental Impact Assessment (EIA) for big projects.
- We have reduced air travel. If it's necessary to fly, we pay "carbon tax" or support local communities through activities like forestation.

ACTIVITY 2.4



1 hour and 30 minutes



flipcharts
papers
pens
markers

OBJECTIVE

By the end of this activity, participants will have understood how environmental sustainability can be promoted through the CSO's everyday work life



NOTES:

⁷ <http://www.kepa.fi/tiedostot/julkaisut/envirometer.pdf>

HOW 'GREEN' IS MY OFFICE...?

FOR PRINCIPLE 4: PROMOTE ENVIRONMENTAL SUSTAINABILITY

2 STEP



30 - 40 minutes

A. If the participants come from the same CSO, facilitate two rounds of discussions, one dealing with each column.



QUESTIONS

For the environmentally friendly practices:

- Which challenges do you face as an organization when applying these practices in your everyday reality?
- How are decisions about introducing these practices made?
- To what extent are practices of environmental sustainability part of the organizational culture?
- Which are the consequences for non-compliance with the practices within the organization?

For the practices that the organization is not aligned with:

- What restrains you from applying these practices?
- Which are your current practices and which environmental friendlier alternatives could you adopt?
- What support would your CSO need to implement ways of working that increase environmental sustainability in your work? Where can you find that support?

B. If the participants come from different CSOs, divide them into two groups giving both task to evaluate how environmentally friendly the current workshop is and suggest concrete alternative actions that could have been taken to make it more environmentally friendly. Give two flip chart papers to each group, one for listing the elements that are environmentally friendly and another for listing those elements that could be changed or improved. Both groups share the outcomes of their discussions in the plenary and decide by consensus to propose to the organizers up to 5 changes that could make in the future in order to organize an environmentally friendlier workshop.



QUESTIONS

- How environmentally friendly are the communications, materials and resources used for and in this workshop?
- What about the food and drinks provided?
- Which environmental impact did the travelling/transport to the workshop have?
- What could have been different and how?

3 STEP



20 - 30 minutes

Propose the "Envirometer" as one of the available tools for organizations to measure their level of environmental friendliness and facilitate further the discussion to make interconnections between environmental sustainability and the other principles:

HOW 'GREEN' IS MY OFFICE...?

FOR PRINCIPLE 4: PROMOTE ENVIRONMENTAL SUSTAINABILITY

5 STEP: CONNECTING BETWEEN THE PRINCIPLES



20 - 30 minutes

Facilitate a discussion which will allow participants to explore the dimensions of rights and link them to the reality of their CSOs



EXAMPLES OF QUESTIONS THAT CAN HELP PARTICIPANTS TO LINK PRINCIPLE 4 WITH THE OTHER 7 PRINCIPLES:

- How does ecological justice fit to the human rights based approach to development?
- What is the role that women could play in adapting to climate change being the majority of the world's small-scale farmers and producing most of the world's food?
- How can the interests and rights of marginalised and indigenous communities be represented in the national and global context where decisions on environmental sustainability are taken?
- How can multinationals be held accountable for the environmental impact of their operations at local level?
- How does/can your organization encourage its partners to act in an environmentally friendly way?
- How are programmes on environmental awareness raising reflected in your organizational learning process?
- How is the way we use our resources related to ensuring an enduring legacy for present and future generations?



NOTES: _____

ACCOUNTABLE, BUT TO WHOM?

FOR PRINCIPLE 5: PRACTICE TRANSPARENCY AND ACCOUNTABILITY

1 STEP

 15 minutes

Choose one of your CSO's programmes that you are all well aware of and list all the stakeholders involved: the stakeholders might be actors or groups of actors that are either directly related to the programme or might stand to gain or lose from it. Discuss and write next to each of the stakeholders: What are their interests? What are their fears and concerns?

2 STEP

 1 hour 15 minutes

Choose maximum 4 key stakeholders whose interests have been outlined already above. Divide the participants into up to 5 groups. One group will represent your organisation and the others will play the role of the different stakeholders respectively. Ask every stakeholder group to prepare within 15 minutes a list of issues that is of high interest to them and for which they intend to hold the organisation accountable. Each group prepares specific questions to address to the organisation. In the meantime, the group representing the organisation thinks of how to respond to potential questions by the stakeholders and prepares one question to ask to each of the stakeholder groups.

Facilitate as many rounds of debates (up to 10 minutes each) as there are stakeholder groups. Ask a volunteer to be the rapporteur and take note of 5-10 key points of what different groups demand accountability on.

The rapporteur feeds back to the group the key points she/he wrote down. Encourage the group to discuss:

QUESTIONS

- Is it feasible or desirable to be accountable to everyone and for everything? Why? Why not?
- To whom is your CSO accountable? What mechanisms and tools do you have in place to achieve organizational accountability?
- What are the obstacles to transparency (or to accountability) in the context of your work?
- Which are your organisation's internal challenges in practicing transparency and accountability?
- Who is accountable to your organization?

ACTIVITY 2.5



1 hours and 30 minutes to 2 hours



flipcharts
papers
pens
markers

OBJECTIVE

By the end of this activity, participants will have explored the challenges of multiple accountabilities in the development context and will have reflected on the different relationships of accountability their CSO has



ACCOUNTABLE, BUT TO WHOM?

FOR PRINCIPLE 5: PRACTICE TRANSPARENCY AND ACCOUNTABILITY

★ TIPS FOR FACILITATORS

- If participants do not come from the same organisation, ask one of them to present one programme as a case study.
- In the second part of the activity, it is important to capture all the key words that were used during the debate and form the accountability web.
- Do not hesitate to write questions on a flipchart if an issue arises during the debate, so that you can discuss it further in the plenary right after the debates will have been finished.

3 STEP: CONNECTING BETWEEN THE PRINCIPLES

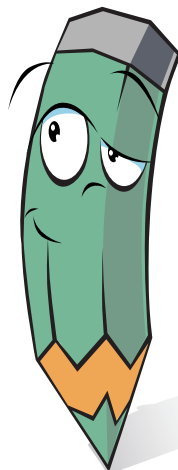
 20 - 30 minutes

Facilitate a discussion which will allow participants to explore the dimensions of rights and link them to the reality of their CSOs



EXAMPLES OF QUESTIONS THAT CAN HELP PARTICIPANTS TO LINK PRINCIPLE 5 WITH THE OTHER 7 PRINCIPLES:

- What are the challenges of accountability when promoting the rights of marginalized p/p with disabilities/ with HIV?
- To what extent, do your organisation's policies and daily practices guarantee equal opportunities for men and women?
- How have you secured the voice of all stakeholders to your decision-making processes?
- How do you consider the environmental aspect in your procurement procedures?
- How do you report back to local beneficiaries about your CSO's results ?
- Have you put in practice a mechanism through which monitoring and evaluation is a learning process, the outcomes of which are disseminated to all interested parties?
- How can you assess if you are achieving long-term social change when you are assessing the impact of your work?



Would you like to explore how you monitoring and evaluation practices are connected to the multiple accountabilities of your CSO? Why don't you try activity 4.4 on page 62?

US AND THEM⁸

FOR PRINCIPLE 6: PURSUE EQUITABLE PARTNERSHIPS AND SOLIDARITY

1 STEP



15 minutes

Divide the group in two groups each representing a different type of organisation. For example NGO – INGO, local CSO – donor, community group – local CSO.

Ask each group to take a flipchart paper, draw three columns and brainstorm adjectives that describe:

- How they see themselves (column one)
- How they perceive the other group (column two)
- How they think the other group sees them (column three)

Encourage the groups to write down specific adjectives and short characterisations - not whole analysis. Examples might be 'demanding, punctual, strategic planners' etc.

2 STEP



45 minutes

As a second (optional) step, give each group the matrix below (called Johari's Window) and ask them to fill in the boxes.

	They know	They don't know
We know		
We don't know		

For example: 'They know what community members need/we know how to write good reports' etc. Encourage the groups to think of different kind of knowledge: practical, theoretical, emotional, experiential etc.

QUESTIONS

- How did it feel to do the first part of exercise? Was it easy or difficult to add characterisations for the other group? How did it feel to hear what was said about your group?
- Were there any surprises? What assumptions or beliefs did the exercise reveal about the different types of organisations? On what kinds of knowledge are these assumptions or beliefs based?
- How does the way you think about other groups/organisations influence your partnerships? How can your CSO improve collaboration and communication?
- Which box was filled with more items in step 2? Why?
- What different types of knowledge can a group or organisation possess? How can different types of knowledge benefit development? How can your CSO create more equitable partnerships and solidarity by recognizing, valuing and utilizing all types of knowledge?

⁸ Adapted from Robert Chambers, *Participatory Workshops*, Earthscan, 2007

ACTIVITY 2.6



1 hour to
1 hour and 30 minutes



flipcharts
papers
pens
markers

OBJECTIVE

By the end of this activity, participants will have explored the different perceptions regarding types of knowledge that development actors might have and will have discussed on how to build the ground for equitable partnerships and solidarity



US AND THEM

FOR PRINCIPLE 6: PURSUE EQUITABLE PARTNERSHIPS AND SOLIDARITY

★ TIPS FOR FACILITATORS

- You can also do this exercise with 4 groups representing 4 different types of organisations but it works best if groups are working as couples – so each does the activities above for one of the other groups/not more.

3 STEP: CONNECTING BETWEEN THE PRINCIPLES

 20 - 30 minutes

Facilitate a discussion which will allow participants to explore the dimensions of rights and link them to the reality of their CSOs



EXAMPLES OF QUESTIONS THAT CAN HELP PARTICIPANTS TO LINK PRINCIPLE 6 WITH THE OTHER 7 PRINCIPLES:

- How can your CSO recognize and embrace the emotional and tacit knowledge that marginalized groups hold when it comes to strategies that are promoting justice?
- How does your CSO's support women's groups and associations at the local level?
- How do you ensure that the less powerful voices have equal access and representation in the decision-making process within your partnerships?
- What are the challenges for partnerships when external actors impose their ideas on locals about environmental responsibilities?
- What are the principles that guide your partnership and how do you achieve mutual accountability?
- How do you share knowledge that arises from partnerships with other colleagues and across departments?
- What kind of relationships do you need to create with your partners to ensure sustainable collaboration?

NOTES: _____

MY LEARNING MAP

FOR PRINCIPLE 7: CREATE AND SHARE KNOWLEDGE AND COMMIT TO MUTUAL LEARNING

ACTIVITY 2.7

1 STEP



30 minutes

Each participant is invited to draw her/his individual learning map! Draw a map that reflects the answers to the following questions on a blank flipchart paper:



QUESTIONS

- What are the sources of learning that support you in doing your work? (For instance, specific people, institutions, websites and all kinds of sources of learning.)
- What kind of knowledge do you receive from these sources?

2 STEP



30 minutes

Participants present their personal learning map to the plenary or share them in small groups of 3-4 according to the size of the overall group.



QUESTIONS

- What did you find about yourself doing this activity? Were you surprised when comparing your and others' learning maps? What did you notice when looking at others' learning maps?
- Are there stakeholders or groups that you think you could be learning from but are not yet included in your map? Why do you think they are not included?
- Is there mutual learning between you and these sources? What could you do to share (even) more of your and your CSO's knowledge with these individuals or groups?
- What could your CSO do to better connect and increase knowledge sharing between these different sources of learning?
- What are the sources of learning that support you in doing your work? (For instance, specific people, institutions, websites and all kinds of sources of learning.)
- What kind of knowledge do you receive from these sources?

3 STEP



30 - 40 minutes

Encourage group reflection.



1 hour and 30 minutes to 2 hours



flipcharts
papers
markers
crayons

OBJECTIVE

By the end of this activity, participants will have reflected on the sources of knowledge and learning they use in their work and will have explored ways to create shared knowledge (as individuals and as CSOs)



★ TIPS FOR FACILITATORS

- Encourage participants to think of different types of knowledge: theoretical, practical, local, tacit and different ways of learning – through listening, observing how other people do things, reading, seeing.
- Encourage participants to express their answers creatively, for instance with drawings, pictures, symbols, shapes.

MY LEARNING MAP

FOR PRINCIPLE 7: CREATE AND SHARE KNOWLEDGE AND COMMIT TO MUTUAL LEARNING

4 STEP: CONNECTING BETWEEN THE PRINCIPLES

 20 - 30 minutes

Facilitate a discussion which will allow participants to explore the dimensions of rights and link them to the reality of their CSOs



EXAMPLES OF QUESTIONS THAT CAN HELP PARTICIPANTS TO LINK PRINCIPLE 7 WITH THE OTHER 7 PRINCIPLES:

- How does the way we claim our rights, and apply the responsibilities that go along with them contribute to the learning process at personal and organizational levels?
- What does an organization need to do in order to integrate learning on gender equality into its functioning?
- How can you ensure that learning is not undermined by fear and vulnerability in situations of unequal power distributions (within a CSO, as well as in regard to external stakeholders)?
- What could be potential areas of mutual learning in the field of environmental sustainability?
- Which tools can your organization use to turn planning, monitoring and evaluation into a beneficial learning process?
- Under what conditions can solidarity contribute to a transformative learning process? Can you share any example from your practice?
- What are the key components of a 'learning organization'?

NOTES:

WHEN IS CHANGE SUSTAINABLE?

FOR PRINCIPLE 8: COMMIT TO REALISING POSITIVE SUSTAINABLE CHANGE

ACTIVITY 2.8



2 hours



sheets of paper/cards
blue tack

1 STEP



10 minutes

Ask participants to travel with their partner and ask them to share the change they identified with their partner. Give every pair the list of the following sets of questions and ask them to interview each other:

2 STEP



30 minutes



QUESTIONS

- What was the main motive/reason for you to try to make this change? Was it instinctive? Did something trigger it? Was there an external influence?
- What particular action(s) did you undertake to accomplish this change? Could you identify concrete steps and/or key milestones on the way you followed?
- Which were the internal and external barriers and the setbacks you faced? How did you overcome them?
- Which key factors have contributed to this change being sustainable?

OBJECTIVE

By the end of this activity, participants will have reflected on the concepts of change and sustainability through recalling own experiences

3 STEP



30 minutes

Ask each pair to agree on the four most important factors that have contributed to the change being sustainable and write them down on two pieces of paper (e.g. strong support from friends, changed sense of self). Then, ask each pair to present one of them and stick its paper to the "wall of change". When all pairs presented one of their factors, ask only the pairs who have a new/different factor than those already displayed to add them in a second round. Wrap up by grouping the key factors that contribute to lasting changes.

4 STEP



40 minutes

Invite the group to transfer the insights gained during this process from the individual realm to the field of development effectiveness and encourage reflection on the following questions:



QUESTIONS

- Do the factors you identified as important for achieving sustainable change hold true when you look at change at the community level? At the institutional level?
- Reflecting on creating change that is sustainable: What changes have you created through your professional work which has lasted? In your opinion, what enabled that change to last? For example, did people (colleagues, policy makers, citizens) experience changes in knowledge, relationships, rules, or behaviors?



WHEN IS CHANGE SUSTAINABLE?

FOR PRINCIPLE 8: COMMIT TO REALISING POSITIVE SUSTAINABLE CHANGE

TIPS FOR FACILITATORS

- For step 1, ask participants to create silence in the room. You could also play a piece of calm music to encourage people to look back on their own positive experiences of change.
- Optionally, you can ask participants to make a new list of the factors that contribute to lasting change for development effectiveness/ in their work.

5 STEP: CONNECTING BETWEEN THE PRINCIPLES

 20 - 30 minutes

Facilitate a discussion which will allow participants to explore the dimensions of rights and link them to the reality of their CSOs



EXAMPLES OF QUESTIONS THAT CAN HELP PARTICIPANTS TO LINK PRINCIPLE 8 WITH THE OTHER 7 PRINCIPLES:

- What is the added value of approaching sustainable development from a human rights perspective?
- Which role can/should women and girls play in shaping the future of their communities?
- What are the challenges for sustainable solutions in places with limited democratic space for civil society?
- Which aspects of environmental sustainability are especially critical to sustainable development?
- Which tools and mechanisms do we/you have to measure social impact?
- What would happen if a positive lasting change for one group of people had a negative impact on another? How would you deal with the risk of this occurring?
- How can a story of change be used as a learning tool to create change?

NOTES: _____

CHAPTER 3

SETTING THE GROUND FOR CHANGE:

LOOKING AT THE PRESENT... PLANNING FOR THE FUTURE

AIM OF THE CHAPTER

- To support participants to look at the values of their development effectiveness work through the lens of the principles.

To discover what gives life to the work of the CSO for development effectiveness and appreciate what is already being done for the principles. To encourage participants to dream of where they want to be as an organisation in the future and start imagining ways to get there.

ACTIVITIES

REVISIT YOUR VALUES!

3.1

LOOKING AT THE PRESENT...PLANNING FOR FUTURE

3.2

REVISIT YOUR VALUES!

ACTIVITY 3.1

1 STEP

 20 minutes

 Print on a large piece of paper or write on a flipchart the organisation's set of values as agreed and publicised.

If your CSO doesn't have an official declaration of values, ask participants to brainstorm the unwritten values that govern organisational culture, strategy and operations. Make sure you have at least 5 values to work with and write them on a flipchart paper.

2 STEP

 25 minutes

Give each participant 15 min of individual time to test each of the values against the test questions included in the table on the next page.

Ask for one value at a time: 'How many participants have answered YES to ALL the test questions?' Add the number next to the value. Select the values deemed by your group to be truly core values. As a general guideline: a value is truly "core" to your group if two-thirds of your group members answered "Yes" to all of the test questions for that value.



1 hour and 30 minutes



flipchart paper
markers

OBJECTIVE

By the end of this activity participants will have rethought their organisation's values and revisited them through the lens of the principles

3 STEP

 45 minutes

Now that you have agreed on the core values, ask participants to form four small groups. Give each group two of the principles and ask them to compare them with their core values. Questions to guide the discussion:

- Are the principles reflected in your core values?
- Is there a need to revisit or enrich your set of values in order to improve your organisation's development effectiveness?

Wrap up the activity in plenary by asking participants to share some of their answers to the questions above.

★ TIPS FOR FACILITATORS

- This can be a powerful activity to support participants approach the principles as values that intersect all areas of the CSO's life. Encourage them to think what the values behind each principle are. For it can be noted that principle 2, reflects the value that all human beings are equal and that we should show integrity between what we practice and what we preach (in this case, the CSO should itself embody gender equity while promoting women's and girls' rights in society).

REVISIT YOUR VALUES!

Value	Test Question	Y	N
	If you were to start a new organisation, would you build it around this core value regardless of its mission?		
	Would you want your organisation to continue to stand for this core value 100 years into the future, no matter what changes occur in the outside world?		
	Would you want your organisation to hold this core value, even if at some point in time it became a competitive disadvantage—even if in some instances the environment penalised the organisation for living by this core value?		
	Do you believe that those who do not share this core value - those who breach it consistently - simply do not belong in your organisation?		
	Would you personally continue to hold this core value even if you were not rewarded for holding it?		
	Would you support the organisation if it abandoned this core value?		

NOTES: _____

LOOKING AT THE PRESENT...PLANNING FOR THE FUTURE: APPRECIATIVE INQUIRY⁹

ACTIVITY 3.2

Appreciative inquiry is a method that turns problem solving on its head. Instead of placing the focus on finding solutions to problems, it places the focus on identifying 'the best of what is possible' in an organisation, team or community and on finding ways to build a positive future out of the strengths the organisation already has.

It is based on the idea that when we ask questions that call for a strong positive result, we can unleash more imagination and create more possibilities for change.



4-6 hours



flipchart paper
markers
pens
post-it notes

1 STEP



45 minutes

Discovery - appreciate 'the best of what is'. Pair up participants and give each pair a handout with the following questions:

- Think of your best experience from the life of the CSO: a moment or story where you felt proud to be part of the organisation and you felt the organisation was creating positive lasting change. Share this story: What was happening? Who was doing what? What made it so positive for you?
- Are any of the principles reflected in that story? How does this story give life to the principles?
- What are the lessons from this story that you can use to enhance your work? What are your wishes for how your work will look in the future?

Taking turns, one participant is the interviewer and the other is the interviewee. Each of them answers all the questions above. At the end the pair makes notes on big post-it notes of the key themes that emerged from the interviews.

2 STEP



45 minutes

Dream - 'imagine what could be'

In plenary, ask each pair to briefly share their key points and themes of their stories and put their post-it notes on the wall (5 min per pair).

Ask participants to stand up and put ticks or stars to the themes that are most important to them personally. This creates an extensive collection of stories and themes about the things that give life to the organisation and make it contribute to positive lasting change.

In small groups of 3-5 people ask participants to now create a dream of what the future might be if everything they identified in the interviews was in place all the time: What would be happening? What would everyone be doing? How would it be?

Participants can produce a picture, a dream map, a play – something that creates an image of the desired future based on what we know we can do, when we are at our best (1 hour).

Participants present their dream images to the plenary (30 min).

OBJECTIVE

By the end of this activity, participants will have discovered and collected the practices that give life to their CSO and help it contribute to positive lasting change. Participants will also have imagined how they would like their CSO to work in the future and will have come up with some of the key strengths and resources they can use to realize the future they want. : 4 – 6 hours (depending on depth of analysis and time given to participants for each stage)



⁹ Linda Joy Mitchell, *Advanced Facilitation: Bringing people together to talk, understand, plan and act.* Directory of Social Change, 5-6 September 2011

LOOKING AT THE PRESENT...PLANNING FOR THE FUTURE: APPRECIATIVE INQUIRY

3 STEP



1 hour

Design – ‘determine how it can be’ (1 hour)

This step is about moving towards the realization of your/the participants’ dream and start identifying specific actions to support this transition.

Ask participants to write on a flipchart the aspect of change they would like to start planning. Put all the flipcharts on the floor/wall and ask participants to make small task groups according to the aspects of change they want to work on: there will be people with the same or similar idea. If someone has written down an aspect no one else wants to work on, they will go with their second best choice. Trust the group to create task groups by themselves. (15 min)

In small groups the participants brainstorm all the strengths and assets or resources their CSO already has that can move the organisation closer to the dream they have envisioned. Strengths or assets can be many things: invite the participants to consider resources they have (for example a meeting space), knowledge they hold (for example staff or volunteers might have different useful skills), people they know (for example they might know a community member that can help them reach their dream).

Invite participants to think about specific actions they can take to work towards their desired change and to be as specific as possible and to think about what they themselves will do to bring about change. (45 min)

4 STEP



30 minutes

Delivery – ‘create what will be’ (30 min)

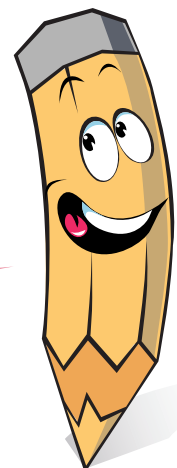
Invite the group in plenary to discuss how they would like to take their ideas forward. They could agree that volunteers will write down the planning ideas of each group and disseminate it across all participants or that they will organise follow-up planning meetings or workshops.



TIPS FOR FACILITATORS

- Appreciative inquiry can be a half-day or a one day process or last for months, engaging all stakeholder of your CSO in organisational change, team building and strategic planning. The idea here is to get your organisation thinking differently about how they are already giving life to the principles and what they would like to achieve in the future. In a regional training you could only do steps 1 and 2 and briefly explain steps 3 and 4 so that participants get a first introduction the methodology.
- During the first step ‘discover the best of what is’ encourage interviewees to support story-telling. Guide them to ask questions that will bring out the actual incidents, feelings, actions of the ‘best experience’ that the interviewee is narrating. The powerful learning is within these details rather than a broader analysis. In other words, invite the participants to think of ‘that day at the community center that we reached a joint decision’ rather than ‘that period where the community center was working well’. Be as specific as possible!

Things to consider: Are you being as inclusive as possible while doing activity 3.2? How can you ensure that everyone can participate equally in the session? The more diverse the group of participants, the more rich the dream you will create about your CSO!



QUESTIONS

- What did you learn from the process? How will the CSO be implementing the principles better if your ideas take flesh and bones?

CHAPTER 4

MAKING CHANGE HAPPEN:

PUTTING THE PRINCIPLES INTO PRACTICE

AIM OF THE CHAPTER

- To support the participants to explore how the principles can become an integral part of how they do their work.

To take a critical look on the CSO's planning, monitoring, evaluation and learning practices and to ensure that the principles are taken into consideration at each of these stages.

ACTIVITIES

INTRODUCTION: CHOOSING YOUR CASE STUDY

GETTING TO THE 'ROOT' OF THE ISSUE

SOURCES OF CHANGE

POWER AND CHANGE

EVALUATING OUR EVALUATION

4.1

4.2

4.3

4.4

INTRODUCTION: CHOOSING YOUR CASE STUDY

FOR PRINCIPLE 5: PRACTICE TRANSPARENCY AND ACCOUNTABILITY

The following activities will support your CSO to start or to continue working with the principles of CSO effectiveness. They will specifically help you plan your next steps.

It is not about planning new projects (although that might come up, too!) but about identifying existing and new ways of working that put the 8 principles at the heart of all your programmes, activities and organisational practices. You can take the first step in that direction by exploring the way your CSO does planning, monitoring, evaluation and learning.

For you to be able to think about what changes you need to make so that the principles become the way you envision and do your work, it is important that you start from real-life experiences within your organisation or through real-life issues you want to change.

So, before you start with the activities, choose a case-study from your own CSO's reality to work on. This could be:

- a) One of the programmes your CSO is currently implementing, that your whole group can relate to and you are all knowledgeable about. This can be a particular stream of work (e.g. your citizenship education programmes or your health promotion work) or a specific project (e.g. your women's savings groups project).

You could also use as your case study a programme that you are planning on implementing in the future and you are currently at the design phase.

If the participants come from different CSOs you could use as a case study a project taking place at the regional or national level or within a network.

Alternatively, one of the CSOs represented in the group could present one of their programmes as a case study. In this last case, allow sufficient time for this programme to present and for other participants to ask clarification questions so that they can take part in the activities as if they were staff members of the CSO in question.

- b) Look back to your future visions (from the Appreciative Inquiry activity in Chapter 3) and the specific areas of change you identified: what are the emerging themes for change? For example, you might have suggested that your CSO would like to involve beneficiaries into the planning process or that your vision focuses more consistently on influencing the powerful of your society.

Decide collectively on one theme/one aspect of your organisational practice that you would like to improve – a good and quick tool to do that is the O.P.E.R.A. tool – explained in the box on the right.

The important thing is that you choose a case study subject that everyone in the group is familiar with, and that everyone can relate to, since you will be using this case study to go through the next 4 activities in this methodology!

O.P.E.R.A. is a simple process for drawing together and prioritising ideas and themes that have come up during learning sessions or work meetings.¹⁰

You can use it for developing a case study that touches on all the issues from the previous discussions/activities.. Or you can use it as tool at any other point in the learning process where ideas need to be prioritised (for example at the end of the workshops). It stands for:

O **Own suggestions:** Each participant reflects for a few minutes and lists on a piece of paper the issues where she/he would like to see the CSO improving;

P **Pair suggestions:** Participants discuss their suggestions in pairs and note down the 4 most important suggestions for them, each suggestion/issue on a different A4 paper. They place their 4 papers in a column on the wall or on the floor;

E **Explanations:** Each pair briefly explains to the plenary the thinking behind choosing their four suggestions. Everyone is encouraged to listen and make notes of the ones they really like or feel inspired by;

R **Ranking:** Each pair now 'votes' for their four favourite proposals from all the suggestions on the wall. The trick is that the pair can 'vote' for only one of their initial suggestions and has to give its 3 other votes to recommendations suggested from other pairs. Each pair marks with a cross each of their four favourite suggestions/ideas;

A **Arranging:** The facilitator takes down all the papers that didn't get marked with a cross, afterwards she/he arranges the ones with the most crosses at the top and the ones with the least at the bottom. Then the group is asked to cluster the papers that refer to common themes and to give each theme a heading.

Participants end up with 2- 4 headings that are the summaries of everything that has stood out as important during their previous work on implementing the principles. Invite them to choose one of these theme to work on in depth, preferably the one most people are excited about.

¹⁰ The O.P.E.R.A. technique was developed by the Finish consultancy group Innotimi (http://innotimi.se/site/?lan=3&page_id=73).

GETTING TO THE 'ROOT' OF THE ISSUE

ACTIVITY 4.1

1 STEP

 45 minutes

Introduce a simple version of a problem tree exercise.¹¹ The tree has 3 areas: the roots (cause of the problem), the trunk (the problem) and the branches (consequences).

Ask participants to phrase in one sentence the problem that is in the middle of their chosen case study and place it in the middle of a flipchart paper as the trunk of an imaginary tree.

Participants then list all causes of the problem and draw them as roots of the tree.

Then they add all the consequences of the problem and symbolize them as branches of the tree.



3 hours

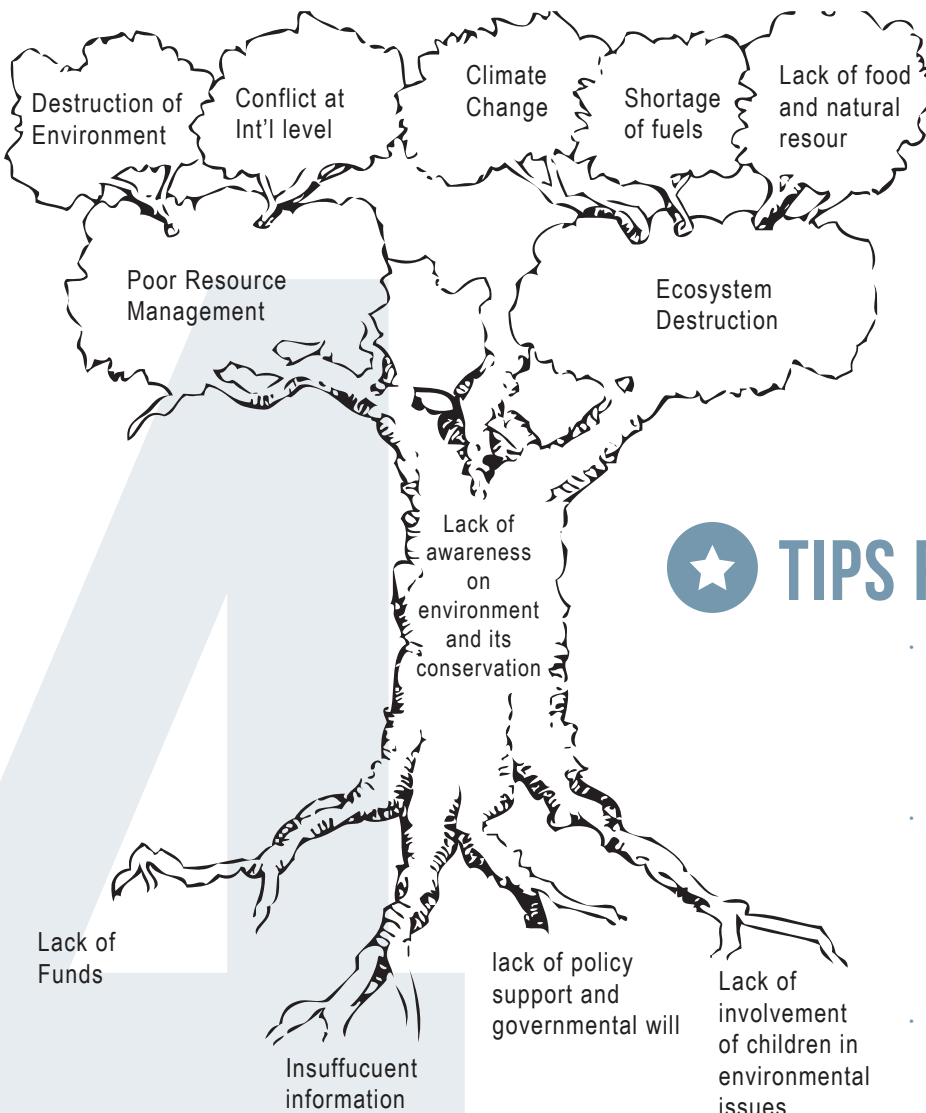


flipcharts
papers
pens
markers

OBJECTIVE

By the end of this activity, participants will have explored the causes, consequences and key stakeholders of their chosen case study. They will witness the benefits of enrich their issue analyses through thinking about the 8 principles and about their own CSO strengths.

IMPACT
CORE PROBLEM
CAUSES



TIPS FOR FACILITATORS

- Encourage participants to think of roots and consequences at different levels (the personal, the societal and the organisational) and at different realms (economic, social, political etc.).
- Analyse problems as deep as you can: for example, a cause of the problem has itself another cause – so you can draw sequences of roots or consequences as seen in the picture above.
- Further questions: What are the most serious consequences? Who is affected the most? Why? Which causes will be easier to address and which are more difficult? Why? Which causes and consequences is your organisation best placed to address?

¹¹ Problem Tree drawing from the War Resisters' international website which shows the 'lack of economic opportunities in the village'.

GETTING TO THE 'ROOT' OF THE ISSUE

2 STEP



40 minutes

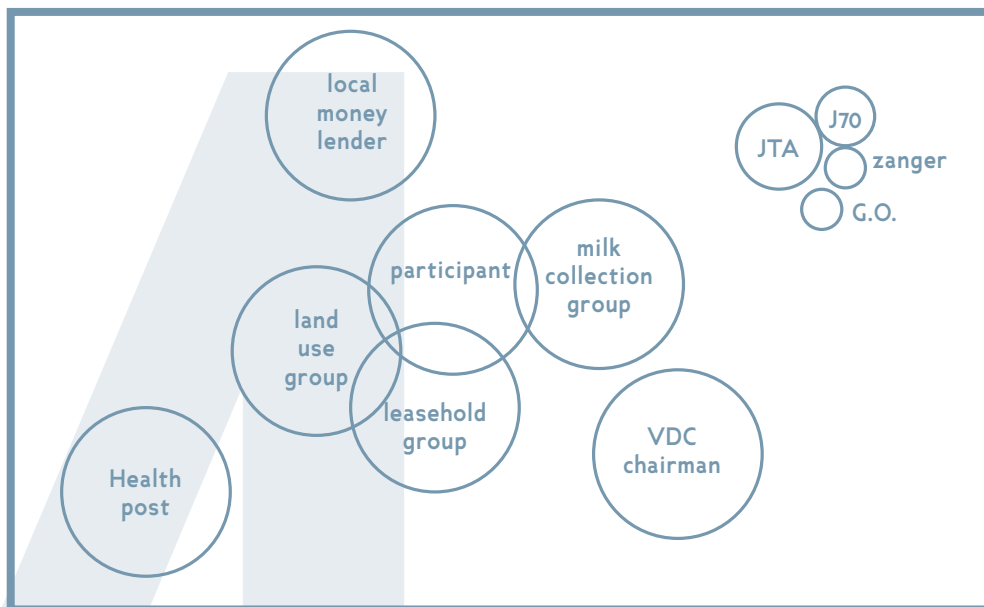


Introduce a simple stakeholder analysis through a venn diagram.

Venn diagrams are also called chapatti or tortilla diagrams depending on the place of the world you are using them! In this case, Venn diagrams are used to visually represent different stakeholders and the interrelationships between them.

Participants draw a circle in the centre of a flipchart paper which represents their CSO/ network/ platform. They then add to the picture all the stakeholders in the programme/ area of work you are studying – actors and groups that your CSO is working with as well as actors and groups you are not working with but which are related to or affected by the issue in question. Each stakeholder is represented by a new circle:

- How important is this stakeholder to your work? (For instance, how affected is he/she by the issue, how much interest or power does she/he have regarding this issue). The importance of the stakeholder defines the size of the circle (bigger circle means more importance).
- How close is this stakeholder to your work? (e.g. you are directly working together/receiving funds/ influencing their decisions). Proximity between circles represents close relations and distance represents weak or conflictive relations.



The distance of the circles from the central one indicates the strength of the relation, while the size of the circle shows the importance of the stakeholder. Circles can overlap.¹²

★ TIPS FOR FACILITATORS

- Encourage participants to look back at their problem tree: Are they including in the venn diagram all stakeholders that are related to the causes and consequences they identified in the previous activity?
- Questions: Who did you identify as the most important stakeholders? Are they close to our organisation (e.g. does your organisation work with them or has influence on them)? If not, why not? How could that change?

¹² Picture of a venn diagram taken from FAO Participatory Tools. Available at: <http://www.fao.org/docrep/X5192E/X5192e06.htm>

GETTING TO THE 'ROOT' OF THE ISSUE

3 STEP



20 minutes

Venn diagrams are also called chapatti or tortilla diagrams depending on the place of the world you are using them! Invite the participants to check how much they include the principles in their problem and context analysis. Place the problem tree and the Venn diagram they produced on the wall and ask them to now look at both pictures through the lens of the 8 principles.

Give them the following table and ask them to reflect individually and make notes in the table (15min):

Thinking about the problem you have placed at the trunk of your problem tree, and about implementing the principles of CSO effectiveness in our development work:

4 STEP



45 minutes

Each participant shares with the group one of the new insights he/she got from filing in the table.

Encourage a discussion around the following questions:

- What did you learn from this activity? How much did your problem tree and Venn diagram change after examining them through the lens of the principles? What surprised you? What challenged you?
- Based on the analysis through the lens of the principles (step 3), where should the organisation focus its energy? Which angle of the problem should you be addressing and which stakeholders should you be working with?
- How does thinking about the principles assist your analysis of the challenges, opportunities and stakeholders involved in the issue in question?
- What would you need to do to ensure that all of your programmes are analysed in this way?

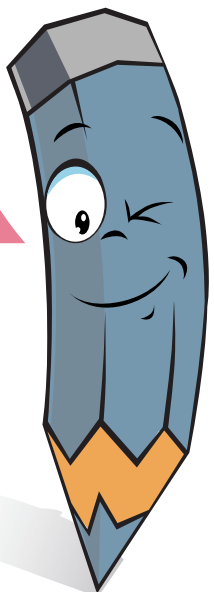
★ TIPS FOR FACILITATORS

- Possible questions for guidance: Looking at the principles, whom should we be including to the analysis of this problem? Are we including the stakeholders that are in a position to create sustainable change?
- You could give an example to support participants with their thinking. For example if the problem they are looking at is 'women don't participate in local decision-making processes', when they think of the problem through the lens of the 'environmental sustainability' principle they could consider new root causes of the problem (e.g. women don't have access/control to natural resources) or new stakeholders (e.g. are we including in our work women who are at increased risk to suffer from natural disasters?)
- Encourage participants to look at each box. If they find it hard to connect some of the principles to the issue, ask them why they think that is. They can look up pages 16, 24, 34, 42, 50, 58, 66, 74 in the Implementation Toolkit to see further dimensions of each principle that they could consider.
- If participants have already worked on activity 3.2 (Appreciative Inquiry) they can take a look at the list of strengths and resources they came up that activity.

REMEMBER....

You can enrich your problem and stakeholder analysis and your planning processes as a whole by taking a closer analysis at the environment your CSO operates in.

The Enabling Environment Analysis from the Open Forum Advocacy Toolkit is an excellent tool for doing this!



GETTING TO THE 'ROOT' OF THE ISSUE

<p>Write here the problem you placed at the trunk of your problem-tree:</p> <div style="background-color: white; width: 100%; height: 30px; margin-top: 5px;"></div>	<p>Did we leave out any causes or consequences that relate to any the principles?</p>	<p>Are there other stakeholders we should include in order to implement this principles</p>	<p>What other strengths or assets does our CSO have to improve the implementation of this principle?</p>
<p>HUMAN RIGHTS AND SOCIAL JUSTICE</p>			
<p>GENDER EQUITY AND EQUALITY</p>			
<p>PEOPLE'S EMPOWERMENT, DEMOCRATIC OWNERSHIP AND PARTICIPATION</p>			
<p>ENVIRONMENTAL SUSTAINABILITY</p>			
<p>EQUITABLE PARTNERSHIPS AND SOLIDARITY</p>			
<p>TRANSPARENCY AND ACCOUNTABILITY</p>			
<p>KNOWLEDGE SHARING AND MUTUAL LEARNING</p>			
<p>POSITIVE SUSTAINABLE CHANGE</p>			

SOURCES OF CHANGE

1 STEP

 30 minutes

Give participants a hand-out with the box 'Where does change come from?'¹³ Each statement in the handout expresses a belief about how change happens. Participants choose the three statements they feel closest to as individuals

Participants share their three choices and briefly explain why they chose these statements. The facilitator marks on her/his own handout how many 'votes' each statement gets and in the end writes on the flipchart the three statements that received most votes. Then ask participants: Is there a divergence between the beliefs you personally have about how society changes and the actual strategies you use internally and externally as a CSO? If so, why you think that is? .

2 STEP

 1 hour

Participants go into small groups of two or three and look at their case study. Ask them to come back with answers to these questions:

- What strategies for change can we use/or are we already using in this particular programme/problem? List the strategies (e.g. awareness raising workshops, petitions etc.). Be as specific as possible.
- Why do you think these strategies will bring change? What are the assumptions you are making? Make a list of the assumptions behind your strategy (for example if we educate men on the rights of women, the assumption behind our action is that if men know women's rights they won't violate their rights any more).
- What other strategies could you use for this programme? What strategies for change would be best putting the principles in practice? Think about process – not only about results. Regardless if you will achieve your final goal, is the strategy you chose empowering beneficiaries and partners along the way? Are you promoting rights and environmental sustainability along the way? Are you being transparent and accountable to different stakeholders throughout the strategy implementation?

ACTIVITY 4.2

 2 hours

 flipcharts
papers
pens
markers

OBJECTIVE

By the end of this activity, participants will have tested their assumptions about how social change happen and will have reviewed the strategies their CSO is using to achieve change through the lens of the principles

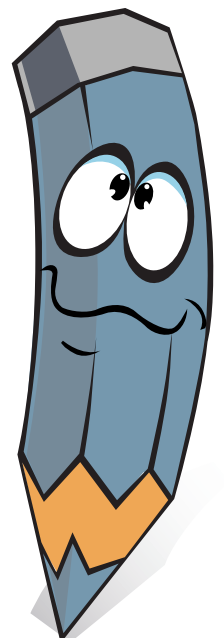
QUESTIONS

Back into the plenary, participants present their key points and discuss:

- Which are the strategies we should be pursuing the most?
- Based on your beliefs and assumptions and suggested list of strategies, where is your CSO's added value for making change happen and putting the principles into practice?

If you would like to go deeper into revisiting the theory of change of your programmes and the strategies you are using to achieve change, you will find helpful resources on Hivos Theory of Change portal:

<http://www.hivos.net/Hivos-Knowledge-Programme/Themes/Theory-of-Change/Resources>



¹³ By Rosalind Eyben, 'Thinking about change for development practice: za case study from Oxfam GB'.

SOURCES OF CHANGE

WHERE DOES CHANGE COME FROM?

MARK THE THREE
STATEMENTS YOU MOST
BELIEVE IN:

The Ladder: *Change is achieved by allowing people to resolve immediate needs and gradually accumulate resources and voice.*

Enlightened Elites: *Change is achieved by shifting the hearts and minds of people in power, either through self-interest or threat, leading them to make institutions and policies more responsive.*

People in the Street: *Change is achieved by building enough political pressure from below to ensure that institutions uphold their obligations and distribute power more equitably.*

A Good Example: *Change is achieved by showing that 'it can be done'. Localised success creates belief and provides safety for individuals, institutions, and countries to follow suit.*

Shock to the System: *Change is achieved when power structures can't cope, due to sudden collapse or natural disasters. Weakness of elites is revealed, and new institutions and/or leaderships emerge.*

Follow the Leader: *Change originates from individuals who, through example and personality, inspire others to change their behaviour. Change is infectious, exponential.*

The Power of Belief: *Change comes through widespread consciousness-raising that profoundly shifts how people understand their rights and the basics of human dignity. Values are at the core of social change.*

Good Old-Fashioned Democracy: *Change comes through formal democratic processes (political parties, elections) and/or direct exercise of democratic processes through community based participation (town councils, neighborhood committees).*

POWER AND CHANGE

ACTIVITY 4.3

1 STEP



30 minutes

Power is...?

As a warm-up exercise write on a flipchart the question 'Power is...?' and ask participants to brainstorm answers. You can do this in plenary but if you feel that participants will feel more confident in smaller groups, ask them to brainstorm answers in pairs and then share them with the group.

Questions to guide the discussion:

- Is it easy to define what power is? Why? Why not?
- What are the different sources and expressions of power?

★ TIPS FOR FACILITATORS

- Power has many expressions and sources. Participants might mention sources of power (knowledge, togetherness, political connection, money, physical strength etc.) or expressions of power (domination, oppression, collective power etc.) or other feelings they associate with power. You could support them to identify the different – both positive and negative – expressions of power: power over, power within, power to and power with. You can find more information on page 30 of the Advocacy Toolkit.
- Sometimes power is approached as something that actors either have or don't have (the powerful and the powerless). But power can also be approached as something fluid and dynamic that an actor might have in one context and lack in another. You can also read more background information on understanding power on page 30 of the Advocacy Toolkit.

2 STEP



45 minutes

The Faces of Power

Give each participant the hand-out of the following page. In pairs, invite them to look at the cartoons of the hand-out and discuss (20 min):

- What are the forms of power you see in these 3 cartoons?
- What are the different ways that power operates in society? Can you think of examples from your work where power dynamics remind you of the situations depicted in the cartoons?

Back in plenary, ask the group to share some of their answers to the questions above (20 min).



2 hours and 30 mins



flipcharts paper markers

OBJECTIVE

By the end of this activity, participants will have understood the different forms of power that influence their CSO work and will have explored how they can deal with power dynamics to create change inspired by the Principles

POWER AND CHANGE

HAND-OUT: The Faces of Power

1



2



3



POWER AND CHANGE

2 STEP CONTINUED

Share with the group the table below and introduce to them the three Faces of Power: Visible-Hidden-Invisible. Each cartoon corresponds to one of the faces of power: Cartoon 1 (visible)/ Cartoon 2 (hidden)/ Cartoon 3 (invisible).¹⁴ (20 min)

Visible power includes the aspects of power that we 'see'- formal rules, structures, institutions, observable decision-making mechanisms. In other words, it is about how those people with power use existing procedures and structures to control the actions of others.

Example: political bodies, legislatures, budget committees.

Hidden power is exercised when people shape or influence behind the scenes by creating barriers to participation, keeping some issues of the agenda or marginalising the concerns and voices of less powerful groups.

Example: Quality of consultations processes that excludes some voices, media keeping some issues of the agenda.

Invisible power operates in ways in which people adopt dominant ideologies, norms, values and behaviors which go against their own rights and interests. Problems and issues are kept away not only from the decision-making table but also from the minds and hearts of different actors including those affected by these decisions. In these cases, feelings of powerlessness and inaptitude are internalised.

Example: marginalised people self-limiting their roles and aspirations because of negative stereotypes against them.

QUESTIONS

- Do the Faces of Power make sense in participants' realities? What brief examples of visible, hidden or invisible power could they give from their work on development effectiveness?

3 STEP

 1 hour

Power and Change

Ask participants to think of the programme or area of work that they are using as a case study. Invite them to work on the table below in groups of 3-4 people.

¹⁴ Adapted from the Power Matrix of Just Associates, Making Change Happen No. 3: Power' Available at: http://www.justassociates.org/publications_files/MCH3.pdf

POWER AND CHANGE

Write here the problem you defined in your problem tree or the issue/programme you are working on:	Faces of Power	What could be your responses and strategies to deal with these forms of power?
What are the visible forms of power influencing this issue?		
What are the hidden forms of power influencing this issue?		
What are the invisible forms of power influencing this issue?		

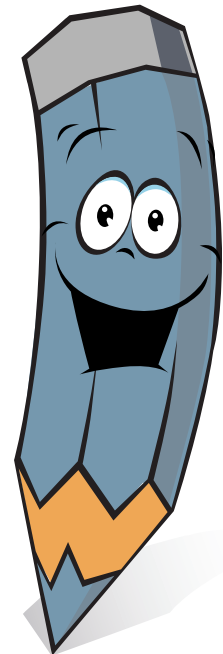
QUESTIONS

- What did you learn from this activity?
- Why is it important to consider power dynamics when trying to implement the principles?
- Now that you have focused on trying to understand power, what new insights do you have on how you can achieve change in your issue/programme? What new strategies or ways of working would you adopt?

You can find more ideas and support (including the cartoons of the handout) on how to organise learning activities on power and change through these two excellent resources:

The website ww.powercube.net has a separate section on 'planning a workshop'

The 'Power: A Practical Guide for Facilitating Social Change' by Jethro Pettit and Raji Hunjan is full of different activities to suit different needs and time frames. Find the link in the Resources section of this guide!



EVALUATING OUR EVALUATION: HOW DO WE KNOW CHANGE IS HAPPENING

1 STEP



1 hour 30 minutes

Evaluating the word 'evaluation'

Ask the participants to form groups of 3-4 people. The groups are asked to represent what the word evaluation means to them: they could either do this through creating a human statue (a collective static image made up from the participants) or through playing out a short pantomime (of up to 1 minute). Guide participants through the process with questions like:

- What images or experiences do you associate with the word 'evaluation'?
- How do you feel about evaluation processes?

Each group has 30 minutes to prepare their statue or pantomime. Let them know what props are available (see resources above) and invite them to feel free to use anything they can find in the room/space of the workshop.

Each group presents their statue or acts out their pantomime in/for the plenary. After each presentation, ask the observers to share what the performance made them think or feel/what they thought it was trying to say. Then in turn, the creators of each performance explain the thinking behind their statue or pantomime. (30 min)



QUESTIONS

Encourage group discussion (30 min):

- What did you learn from this activity? What are your reflections?
- What role does evaluation play in your work life? Is it useful for you? What did you learn from the evaluation processes you have been part of?
- How would you represent the word 'monitoring'? How are monitoring and evaluation different from each other?
- Why are we monitoring and evaluating? What could be the benefits of those processes for the CSO?



TIPS FOR FACILITATORS

- This can be a very stimulating activity and help participants look at M&E processes in a new light. Participants might have 'evaluation' associated with different and conflicting feelings such as fear, exhaustion, togetherness, excitement, interest and more. You could support participants to recall these feelings by inviting them to think of their real-life experiences with evaluations and share them with others.
- Having many props around can inspire creativity. Emphasise that this is not about making the best or most interesting performance and make sure the performances of all groups are celebrated. If for cultural reasons, you think a statue or pantomime would not be appropriate ask participants to brainstorm the words and feelings that come to their mind when they think of the word 'evaluation'.

ACTIVITY 4.4



2 hours and 30 mins



flipcharts paper
markers
any props available:
books
newspapers
clothes
office supplies,
plants
balls, etc

OBJECTIVE

By the end of this activity, participants will have explored what a useful and inspiring monitoring and evaluation process can look like and they will have reflected on the benefits and challenges of monitoring and evaluation for development effectiveness

EVALUATING OUR EVALUATION: HOW DO WE KNOW CHANGE IS HAPPENING

2 STEP



1 hour 30 minutes

Designing the ideal M&E processes

Now, invite the group to go back to their work on their case study and make groups of 3-4 people.

Introduce the following question (you could write it on a flipchart or use powerpoint):

If your M&E tools and processes for your case study programme were practical, useful and inspiring what key elements/functions would they include?

Some examples of sub-questions might be: What would your M&E processes be 'telling' your CSO? What would they look like? Ask the group to reflect on this question and write each key element of the ideal M&E process on separate cards (A4 paper). (20 min)

Now that each group has the key elements of their M&E plan ask them to envision that they are putting it in practice. Introduce the following two questions:

- Who would you need to include in your M&E process and why?
- Who would use the findings of the M&E process and for what purpose?

Ask the groups to make two columns on a flipchart paper and fill one with the stakeholders that need to be included in the process and one with the stakeholders that need to use the findings/results. (20 min)

Back in the plenary, each group takes turns to share only one of the key elements of their M&E process. They briefly explain it and stick the card on the wall. If any group has a similar card, they add it next to the one just presented and then the next group continues the sharing with a new point (see also card-sorting method in section B – Planning and Running Learning Events). Finally each group presents their flipchart papers with their answers to the questions of step 2.v



QUESTIONS

Encourage group reflection

- What are your reflections on this activity? What did you learn about what a good monitoring and evaluation system can look like?
- What are the challenges of including beneficiaries and partners in the M&E process? What should they be getting out of it?
- What are the challenges of designing monitoring and evaluation processes that respond to the multiple accountabilities of your programmes?
- To what extent do you translate your monitoring and evaluation findings into actions? What would help you make a better link between evaluation findings and actual strategies?
- How can you change or improve your current M&E processes so that they have the characteristics you identified in the activity?



TIPS FOR FACILITATORS

- This activity can support participants to go beyond the technical aspects of evaluation and inspire them to think how monitoring and evaluation could become empowering processes for them and the people they work with. Inspire participants to envision a M&E process that discards the negative and emphasizes the positive feelings and images that they associated with 'evaluation' during part 1 of the activity.

NOTES: _____

CHAPTER 5

PLANNING NEXT STEPS - TIME TO...TRANSLATE LEARNING INTO ACTION!

AIM OF THE CHAPTER

- You and participants have come a long way reflecting, sharing ideas and suggesting potential strategies. Now, the challenge is to draw all this learning together and start planning concrete actions for your CSO or network! This section of the guide suggests two simple activities to help you go about it.

You can use these activities at the end of a multi-day training or workshop or at the end of a single learning day or meeting.

ACTIVITIES

LETTER TO MYSELF

5.1

PLANNING OUR ACTION PATH!

5.2

LETTER TO MYSELF

ACTIVITY 5.1

1 STEP



10 minutes

Give participants 10 min to reflect individually on all the learning they have created during the workshop (if this was a multi-day workshop they can also look back to their daily learning diaries, pg 76). You could encourage the reflection by playing a piece of music or you could run participants quickly through the activities you have done so far to refresh their memory.

2 STEP



10 minutes

Distribute an A4 paper, a pen and an envelope to each participant. Invite the participants to write a private, reflective letter to themselves identifying what they commit to achieve in four months' time in relation to the principles. Describe all the process from the beginning and emphasis that no one else will read the letter except they themselves.

Encourage them to think of up to 3 objectives and ask them to focus on actions that they personally can implement (not actions their organisation should take). Some examples of the questions you could pose are:

- How do you imagine yourself four months from now? What would you like to learn/change/achieve personally in relation to the principles?
- What actions are you planning to take in order to achieve your objectives? Who will you talk to? Whose cooperation do you need for what?
- How will you assess your progress versus your personal objectives four months from now?

When participants finish their respective letters, ask them to put it into the envelope, seal the envelope and write their home address on it.

Collect all the envelopes and explain to the participants that you hold the responsibility to mail them back to them in four months.

Mark the date in your calendar and ensure that four months later the participants will receive their letters by mail.



30 minutes to 1 hour

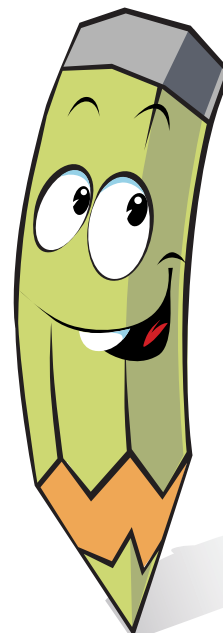


A4 papers
pens
mail envelopes

OBJECTIVE

By the end of this activity, participants will have identified the actions they want to commit to for putting the principles into practice in the future

Activity 1.3b is also a great tool for personal reflection and planning next steps and it can be used at the end of a workshop. It invites participants to identify the forces that motivate them to implement the principles and those that are holding them back. Check it out on page 21.



PLANNING OUR ACTION PATH!

ACTIVITY 5.2

1 STEP



Ask participants to focus on the overall goal: 'Better embodying and implementing the principles into my organisation' and write down three specific objectives that would help their organisation move towards achieving this goal (15 min).

Ask them to write down the three objectives and the principles each objective relates to.

Optionally:

- You can invite them to articulate objectives in one of the following ways according their nature (use examples that suit your context):
 - By the end of 2013, my CSO will have developed and applied a gender equity organisational policy (objective that focuses on process / Principles 2 & 5).
 - By the end of 2013, all our local partners will have elected a female representative to the Community Advisory Board (objective that focuses on impact / Principles 2 & 3).
 - By the end of 2013, 100 young female local farmers will have been trained in organic farming techniques (objective that focuses on outputs/ Principles 2 & 4).
- You could remind participants of the SMART framework and ask them to review if the objectives they set are SMART. (The SMART approach can be found in the Advocacy Toolkit, pg. 35)

Each participant gets 3 copies of the template you can find below, a pencil and an eraser and works on her/his own to write the answers to the templates sections (up to 30 min).

2 STEP



Participants share their action plans in groups or pairs and receive feedback from their peers (up to 45 min).

Depending on the time limits and the nature of the group you can make this a shorter or longer activity (for example, by asking participants to set only one objective. Make sure you clarify that the time limits of a workshop don't allow for comprehensive action planning and guide participants with the following questions:

- How will they take back the learning to their CSO colleagues (referring to a national/regional workshop)?
- How will they further develop and agree on objectives and start working on them (referring to an internal CSO workshop)?



30 minutes to 1 hour



A4 papers
pens
mail envelopes

OBJECTIVE

By the end of this activity, participants will have identified their key organizational objectives for putting the principles into practice and will have created a path of action to move towards these objectives

PLANNING OUR ACTION PATH!

OBJECTIVE 1: Principles related to the objective

What does my organisation need to do to achieve the objective? (break it down to key concrete actions)	By when?	Who should be involved? (inside & outside of the organisation)	What is my responsibility?	What other resources do we need (money, knowledge, infrastructure)?	What are the major risks we will need to consider? How will we deal with them?	What are the milestones that will allow us to monitor our progress?

NOTES:

RESOURCES:

This section includes resources to help you design and run learning and planning processes. Some of the resources might be generic guides and tools that support learning and planning for social change and others might be about learning and planning around a specific principle. These are only some of the possible tools and websites – there are many more online. You can also turn to the resource section of the Advocacy and the Implementation Toolkits for further suggestions.

LEARNING AND PLANNING TOOLS

Appreciative Inquiry, <http://appreciativeinquiry.case.edu/>

The World Café methodology for facilitating conversations, www.worldcafe.com

Problem Tree Analysis,
<http://www.odi.org.uk/publications/5258-problem-tree-analysis>

The EnviroMeter tool for measuring NGOs' environmental friendliness,
<http://www.kepa.fi/tiedostot/julkaisut/envirometer.pdf>

Theory of Change, <http://www.aecf.org/upload/publicationfiles/cc2977k440.pdf>

The Powercube, www.powercube.net

The O.P.E.R.A. technique for prioritising ideas,
http://innotiimi.se/site/?lan=3&page_id=73

Stakeholder Analysis, <http://www.odi.org.uk/publications/5257-stakeholder-analysis>

OTHER TOOLKITS

From the Roots up: Strengthening Organizational Capacity through Guided Self-Assessment, World Neighbors Field Guides, <http://bit.ly/M7hjf9>

Power: A Practical Guide for Facilitating Social Change, Carnegie UK Trust and Joseph Rowntree Foundation,
<http://carnegieuktrust.org.uk/publications/2010/power---a-practical-guide-for-facilitating-social->

Hivos' Theory of Change Portal,
<http://www.hivos.net/Hivos-Knowledge-Programme/Themes/Theory-of-Change/Resources>

Compass – A Manual on Human Rights Education with Young People,
<http://eycb.coe.int/compass/en/contents.html>

Embracing Participation in Development: a step by step field guide to participatory tools and techniques, CARE

http://www.care.org/careswork/whatwedo/health/downloads/embracing_participation/embracing_participation_en.pdf

United Nations - Global Compact: Environmental Principles Training Package,
<http://www.unep.fr/shared/publications/other/dtix0601xpa/>

Education for Sustainable Development Toolkit, Rosaline McEowan,
<http://www.esdtoolkit.org/discussion/default.htm>

Gender Awareness and Development Training Manual, UNDP,
<http://www.undp.org.af/howeare/undpinafghanistan/Projects/dcse/GenderManuals/Gender%20Awareness%20and%20Development%20Manual.pdf>

Shifting Focus: Alternative Pathways for Communities and Economies,
<http://www.abcdinstitute.org/docs/ABCDResourceKitIntro.pdf>

Asset-based Community Development Online Community,
<http://abcdinaction.ning.com/>

RESOURCES

Amnesty International, Active Participation in Human Rights Conference Report, 4-5 June 2011

Arnstein, Sherry R., "A Ladder of Citizen Participation," JAIP, Vol. 35, No. 4, July 1969, pp. 216-224

Bermann-Hams Christina and Lester Murad Nora, Putting the Istanbul Principles into Practice, Open Forum for CSO Development Effectiveness

Chambers, Robert, Participatory Workshops: A Sourcebook of 21 Sets of Ideas and Activities. London: Earthscan, 2002

De Toma, Costanza, Advocacy Toolkit, Open Forum for CSO Development Effectiveness

Eyben, Rosalind et al., Thinking about change for development practice: a case study from Oxfam GB. Development in Practice, Volume 18, Issue 2, 2008

Lieres, Bettina von and David Kahane, Canada's Designs for Aboriginal Participation, Citizen DRC Case Study Series

Mitchell, Linda J., Advanced Facilitation: Bringing People together to Talk, Understand, Plan and Act. Directory of Social Change, 5-6 September 2011
Pasteur K. and Shankland A., Linking Rights and Livelihoods: Insights from Experience in Brazil, 2002

Pettit, Jethro and Hunjan, Raji, Power: A Practical Guide for Facilitating Social Change, London: Joseph Rowntree Foundation, 2011

CONTENTS

- Activity - Facilitation Skills: Prepare yourself to ask good questions
- Sample feedback form for workshop participants
- Sample template for assessing personal learning

AS THE COMPOSER PLAYS WITH THE NOTES, THE FACILITATOR PLAYS WITH THE QUESTIONS!

As this activity shows, there are several ways to classify questions and this exercise aims at mobilising your thinking on how to craft open questions. It is adapting Bloom's taxonomy of learning domains and particular the cognitive and affective domains.

The cognitive domain involves the development of intellectual skills. There are six major categories revised by Lorin Anderson, which are listed in order below, starting from the simplest behavior at the bottom to the most complex one on top. As the categories represent different degrees of complexity, one must work on the first before passing onto the next ones.

The affective domain includes the manner in which we deal emotionally with issues. Although, Bloom has divided also this domain into categories, for our purpose it is sufficient to consider it as one.

Good questions not only include many domains but are also open: They allow for several responses and most of the times start with how, what, why etc. (How would you pronounce this word? What does this artwork mean to you?)

<i>Affective domain</i>	Feeling
<i>Affective domain</i>	Creating Evaluating Analysing Applying Understanding Observing/Remembering

In contrast to open questions closed questions can be answered with a simple "yes" or "no", or there is only one possible answer (Are you thirsty? What is the time?) or rhetorical questions which already include the answer (You like my new dress, don't you? You are totally drunk, aren't you?).

Only open questions create a treasure of learning. As the composer does a lot of experiments with the notes before composing a music piece, so does a good facilitator with the open questions.

Now, start creating your own questions by doing the following step.

1 STEP 2 STEP

50 open questions about a blank A4 sheet of paper!

All you need is a blank sheet of A4 paper, relax in your chair and respond with your mind to the following 50 questions about the sheet of paper.

The watch that saved the facilitator!

It is 8 o'clock in the morning. You are comfortably sitting in your seat in a regional train, on the way to facilitate a workshop about Development Effectiveness. You feel very well prepared. All the materials you need is in a bag over your seat. All of a sudden you realise that the train is about to leave the station in which you should have gotten off. You are rushing out of the train. To your dismay, some seconds after the train has left you realise that you have forgotten the bag and all your materials in the train. When you arrive at the venue, there is another surprise in store for you. Early in the morning a storm has blown into the river all the flipchart papers, markers and all the print outs that were left in the yard during the night. Absolutely nothing is left that you could use, not even a piece of paper. On top of that, the storm cut the electricity power, so no laptop nor printer can function. The only positive news is that in one hour power will have been reconnected and in maximum two hours copies of the printouts and other materials will arrive from the head office in town. You have to facilitate a one-hour introductory session about Development Effectiveness with almost nothing! Almost... Because, you know well that there is something that is not vulnerable to external factors: OPEN QUESTIONS! You look at your watch to see what time it is and...yes, here is the solution! 50 open questions about my watch!!

Now, use your creativity and the knowledge of step 1 and craft your 50 questions about your watch. You can use as a reference the taxonomy presented above, but you can also use any approach you think fits better to you. Your task is to create as many questions as you can and moreover to use most of them as entry points to introduce the topic of development effectiveness. Good luck!

ACTIVITY - FACILITATION SKILLS: PREPARING YOURSELF TO ASK GOOD QUESTIONS

Observing/ Remembering

Recognizing and recalling information.

1. What is the smell of this A4 sheet of paper?
2. How would you describe its shape?
3. What happens if you let it fall down?
4. How would you distinguish the sound produced when you touch it? ...crinkle it?
5. For what purposes do people use it?
6. How could you change its shape?
7. In which place can you buy a sheet of paper like this?
8. Can you recall the last time you used a blank A4?
9. From which materials is the paper made?
10. What is the average price of one blank A4 sheet of paper?

Understanding

The meaning of information, interpreting in one's own words

11. If someone had never seen a sheet of paper before how would you explain him/her how to use it?
12. What other objects are generally used together with a sheet of paper?
13. With what other objects would you classify it?
14. How many different kind of papers do you know?
15. Can you compare it with other things that serve the same purposes?
16. Can you estimate how many papers do you consume in one month?
17. What else could you buy at the price of an A4 sheet of paper?

Applying

Using information, using a concept in a new situation

18. What would you write on this sheet of paper if you had a pen?
19. How many papers with this size do you think you need in order to cover the floor of this room?
20. How would divide this paper in 7 equal pieces?
21. How many A4 papers like this do you believe you are able to hold in one hand?
22. Can you predict what would happen if all papers in the world disappeared?
23. Which objects could be dangerous for a sheet of paper?
24. How far would you be able to throw this paper if you were allowed to reshape it?

Analysing

Dissecting information into its component parts to see their relationships

25. What is the difference in the opportunities of a blank paper comparing to a used one?
26. How would you predict the future of this sheet of paper if it were taken by a cat?
27. How would you contrast our life today with the times before the invention of the paper?
28. Could you give an example of misuse of paper in daily life?
29. Could you list other objects which are exactly the same in both sides as is the blank A4 sheet of paper?
30. How could you estimate the age of a piece of paper?

Evaluating

Judging
the worth of an idea

31. What would you recommend to do in a situation that more people needed sheets of paper to do their work than the ones available?
32. What arguments would you use to support the view that is better using recycled paper even if its direct cost is higher than the non-recycled one?
33. What is your view on the fact that people have substituted sending letters with writing emails?
34. What in your opinion is the best way to file the papers where you keep your notes?
35. How would you evaluate the use of coloured papers in formal communication?
36. Which are the advantages and disadvantages of a paper-made chair?

Creating

Putting components and
imagination together
to form new ideas

37. Could you invent new ways of using a sheet of paper?
38. Could you propose any ideas to decrease the waste of paper in the world?
39. What would you do to this blank sheet of paper to make it unique?
40. If it had a name, how would you call it?
41. If you were asked to write on this paper a novel, the hero of which would be a sheet of paper, how would it like?
42. If you change its shape, to what other objects could you make this sheet of paper to look like?
43. Could you write a haiku or a quatrain poem about your sheet of paper?

Feeling

Exploring emotions,
attitudes and values

44. What would you write to a person you love on this sheet of paper?
45. How would it feel to be illiterate and have a pen and this sheet of paper in front of you?
46. How do you think those millions of papers in the world that carry with them the history of the humanity feel?
47. How would you feel if you were the sheet of paper that Einstein wrote his theory on it?
48. How must be the feeling of an unused sheet of paper which is crinkled and thrown into the garbage?
49. If you had a set of colored pencils, how would you draw your feelings right now? Which colors would you use?
50. If this paper could speak, what do you imagine it would tell you?

OPEN FORUM FOR CSO DEVELOPMENT EFFECTIVENESS
FEEDBACK FORM FOR WORKSHOP PARTICIPANTS

1. To what extent did the workshop meet your learning interests and needs?

1 2 3 4 5 6 7

Not at all

Absolutely

Please explain your choice:

2. List the two activities you liked most, and explain why:

Activity Name:

Why I liked it:

Activity Name:

Why I liked it:

3. Were there any activities you did not find useful? Why did they not work?

Other comments:

4. Please rate the following elements of the workshop from 1 to 4 (1=poor; 2=average; 3=good; 4=excellent). Please give reasons for your assessment, as appropriate:

Ensuring that participants have a clear understanding of CSO effectiveness:
1 2 3 4

Other comments:

Opportunities for discussing and planning how to implement the principles:
1 2 3 4

Other comments:

FEEDBACK

Focus and content of the activities:

1 2 3 4

Other comments:

Role and performance of the facilitator:

1 2 3 4

Other comments:

Participants' engagement

1 2 3 4

Other comments:

Facilities and logistics (venue, meals, etc.):

1 2 3 4

Other comments:

5. What do you feel you personally gained from this workshop (for example, new knowledge/skills/attitudes you have acquired or developed)?

6. What follow-up are you planning as a result of this workshop?

7. What suggestions do you have for improving this workshop in the future?

Thank you very much for taking the time to provide comments, suggestions and feedback!



MY PERSONAL LEARNING

What is my personal learning goal?

What do I want to get out of this learning process?

What were the three key learning points of my day?

What new insights did I gain about myself, the way I work and my CSO's work?

What actions will I take based on the learning of this day?

REFLECTION

