

Imaging & Language

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Communication Checklist

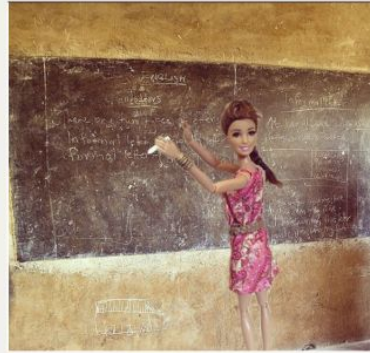
- I have permission from the people in the photo or text
- I avoid generalizing and stereotyping
- I provide context, information, possible names and location
- I am respectful of other cultures and traditions
- I would be okay with being in the photo/on the internet like this
- I avoid sensitive and vulnerable situations and locations such as people in a hospital bed, people in severe poverty
- I, or another white volunteer is not portrayed as a hero
- I brings a hopeful or positive message
- I challenges stereotypes



Barbie Savior



@Barbiesavior





Agenda setting, decision
making & programs





Power Awareness Tool (PAT)

What are the important decisions that have been made within the partnership?

At what level was the partner involved?

1. partner decides
2. partner decides along
3. partner was consulted before the decision was made
4. partner was informed that a decision had to be made but had no say
5. partner was not informed and not included in the decision-making process

This is filled in by both parties, do you agree with each other?

The Power Awareness Tool

Curious about how power flows in your partnership? The Power Awareness Tool (PAT) guides you through an honest look at decision-making dynamics, helping ensure everyone's voice is valued and shift power where necessary. Ready to dive in and make power work for your partnership? Click "Start now" to begin your journey!

Start now



Partnership building
Decision to start a new partnership
Decisions on who to approach as potential partners
Decisions about which potential partners to develop a partnership agreement with
Decisions about the terms to be included in the partnership agreement
Decisions about the content of the technical part of a funding proposal to the back donor
Decisions about the financial part of a funding proposal to the back donor
Decisions about the governance structure of the partnership
Implementing programmes
Decisions about which projects will be funded
Day-to-day decisions concerning the implementation of a project at the country/local level
Decisions about adjustments to project plans
Decisions about what is on the agenda for lobbying and advocacy
Decisions about adjustments to the agenda for lobbying and advocacy
Decisions about who will represent the partnership at the national level
Decisions about who will represent the partnership at the international level
Decisions about which external advisors and suppliers to hire for the implementation of a project
Monitoring evaluation and learning
Decisions about what type of indicators will be measured
Decisions about who is responsible for measuring which indicators
Decisions about who will conduct a mid-term review of the programme
Decisions about who will conduct the end evaluation of the programme
Decisions about the terms of reference for conducting mid-term reviews and end evaluations
Decisions about the content of evaluation reports
Decisions about lessons learnt that need to be documented and shared
Accountability
Decisions about what to report to the back donor
Decisions about who the results will be reported to
Decisions about adjustments in the agreement with the back donor
Follow-up
Decisions about which interventions/projects need to be scaled up.
Decisions about whether to continue the partnership programme
Decisions about which partners to include in the continuation of the partnership programme

Step 3. Reflection on the actual level of participation

At the end of step 2, the matrix could look like in the example below. This overview shows how these decisions are actually being made.

Example							
Important decisions	Partner A	Partner B	Partner C	Partner D	Partner E	Partner F	Happ
Example 1: Decision about allocation of funds between countries	3	3	2	1	2	1	
Example 2: Decision to select a team of consultants to conduct an evaluation	4	2	2	1	2	0	

Step 5. Actions to be taken to achieve the desired level of participation

In the fifth and final step of the PAT exercise, participants have to figure out what action needs to be taken to get to the desired level of participation. Of course, this is only applicable to types of decision-making where the desired level of participation differs from the actual level of participation.

In our example, it would only apply to decisions about selecting a team of consultants to evaluate the programme. The last column below summarizes the type of action to be taken to achieve the desired level of participation in decision-making about hiring consultants to evaluate the programme.

Example								Action to be taken
Important decisions	Partner A	Partner B	Partner C	Partner D	Partner E	Partner F	Happy?	
Example 1: Decision about allocation of funds between countries	3	3	2	1	2	1	☺	Not applicable
Example 2: Decision to select a team of consultants to conduct an evaluation	4 3	2 3	2 3	1 2	2 3	0 1	☹ ☺	A, B, C, and E decide on terms of reference for consultants. D is invited to comment on terms of reference F is informed about the ToR and the selection process A makes a short list of technical and financial proposals. A, B, C, and E select team of consultants. A informs all partners about the decision.

Funders score card (self assessment)

Assessing power in 4 dimensions (low-medium-high):

- Mindsets & attitudes (at the level of Chair person, programme staff)
- Organisational policies & practices
- Funding decisions
- Programme delivery

Reflection & action planning

SECTION THREE : LOOKING AHEAD

END HERE: You've reached the end of the self-assessment process - congratulations on making it this far!

Reflection questions:

- What did you learn from engaging in this process?
- Which parts felt the most difficult? Which felt the most rewarding?

Commitments:

- We recognise that power relations are not static, and that they change under different circumstances.
When will you schedule an update of this process (i.e. going through the tool again)? Who will lead this process?
- What concrete actions have you agreed to take as a result of this assessment? Are there clear roles and responsibilities, an established timeline, and dedicated resources to take these forward?

SECTION TWO: ASSESSING POWER

Attempts to shift power occur at three different levels:

1. **Individual:** Mindsets and attitudes of teams within funders
2. **Organisational:** Funding policies and practices
3. **Systemic:** Longer-term change across the entire funding ecosystem

Assess how your organisation perceives and wields power in relation to stakeholders in the Global South with which you hold a funding relationship by answering the following multiple choice questions.

Previous consultations with over 190 participants based in 70 countries also uncovered that there are **four key values** that form a key building block of **equitable and decolonised partnerships**: **trust, humility, respect and mutuality/reciprocity**. We have noted where these values manifest throughout the questions below.

Level 1: Mindsets and attitudes

Self-assessment questions	Answer scheme
To whom is your organisation accountable for your funding and operations?	List the top 5 and rank them in order of importance, (the one you are PRIMARILY accountable to being #1). Categories could include the following: <ul style="list-style-type: none">• Board• Executive or senior management• Parliamentary body• Individual philanthropist• Etc.
Have you conducted any previous assessments to analyse the way in which your power manifests in relation to Global South stakeholders?	We do not analyse our own power and how it manifests itself in our work. We have no plans to do so, and there is some institutional resistance in doing so. We do not analyse our own power and how it manifests itself in our work but there is no institutional resistance in doing so. We do not analyse our own power and how it manifests itself in our work but we are beginning to explore how we might do this. We have conducted analysis on how our own power manifests in our work, but have not yet taken action to address the findings. We have conducted analysis on how our own power manifests in our work, and have taken actions to address the findings.
How would you describe the current mindsets and worldviews of your board?	Conventional/traditional and unlikely to change conventional/traditional but open to change Engaging with change agendas and tentatively exploring options for change. Actively committed to change and challenging the status quo. A thought leader in challenging conventional thinking and practice.
How would you describe the mindsets and worldviews of your leadership team?	Conventional/traditional and unlikely to change conventional/traditional but open to change Engaging with change agendas and tentatively exploring options for change.

Level 2: Organisational practices and policies

Dimension 1: Framing and choice of issues

1. Who is eligible to apply for your funding? (Values: respect and mutuality/reciprocity)

Only organisations from our country can access our funding channels or instruments
Only organisations from the Global North can access our funding channels or instruments
Most of our funding channels or instruments are only for Global North organisations but some can be accessed by Global South organisations.
We have equal numbers of funding channels or instruments for Global North and Global South organisations
Most of our funding channels or instruments are only for Global South organisations but some can be accessed by Global North organisations.

2. Whose knowledge counts in determining the structural causes of the problems your funding is trying to address? (Values: respect and humility)

Our knowledge and analysis of the problem is given the highest priority internally and externally. We tend not to take into account knowledge from our Southern grantees/partners or from other sources when developing funding opportunities or making funding decisions.
Our knowledge and analysis of the problem is given a high priority internally and externally. We occasionally take into account knowledge from our Southern grantees/partners or from other sources when developing funding opportunities or making funding decisions.
Our knowledge and analysis of the problem is given a medium priority internally and externally. We often take into account knowledge from our Southern grantees/partners or from other sources when developing funding opportunities or making funding decisions.
Our knowledge and analysis of the problem is given a low priority internally and externally. We frequently take into account knowledge from our Southern grantees/partners or from other sources when developing funding opportunities or making funding decisions.
Our knowledge and analysis of the problem is given a very low priority internally and externally. We prioritise and value more knowledge from our Southern grantees/partners when developing funding opportunities or making funding decisions.

3. Who decides which problems will ultimately be addressed through your funding programmes? (Values: trust and respect)

We decide the general theme, sub-themes and intervention strategies
We decide the general theme and sub themes but grantees/partners have flexibility in determining the intervention strategies.
We decide the general theme but grantees/partners have some flexibility to determine the sub-themes and intervention strategies
We decide the general theme but allow grantees/partners have complete flexibility to determine the sub-themes and intervention strategies
Partners can decide the theme, sub-themes and intervention strategies.

Dimension 2: Funding decisions

1. How often are you able to receive funding proposals from Global South organisations? (Values: respect and mutuality/reciprocity)

We are not able to receive funding proposals from Global South organisations.
We have strict time frames throughout the year when we will receive project ideas and proposals cannot be received outside of these times.
We have set timeframes throughout the year but are open to receiving project ideas and proposals outside these times.
We do not have set timeframes and are open to receiving project ideas and proposals at any time

2. What format must applicants from the Global South use to apply for funding? (Values: humility and trust)

Partners and applicants must use our proposal template/format.
Partners and applicants are encouraged to use our proposal template/format but can submit project ideas in their own format if they wish.
We do not have a fixed format but do expect certain information to be included in any project idea or proposal, which needs to be in written form.
We do not have a fixed format and do not have any required information that needs to be included, so long as it is in written form.
We welcome proposals and ideas in any format, including non-written formats (video, voice notes etc).

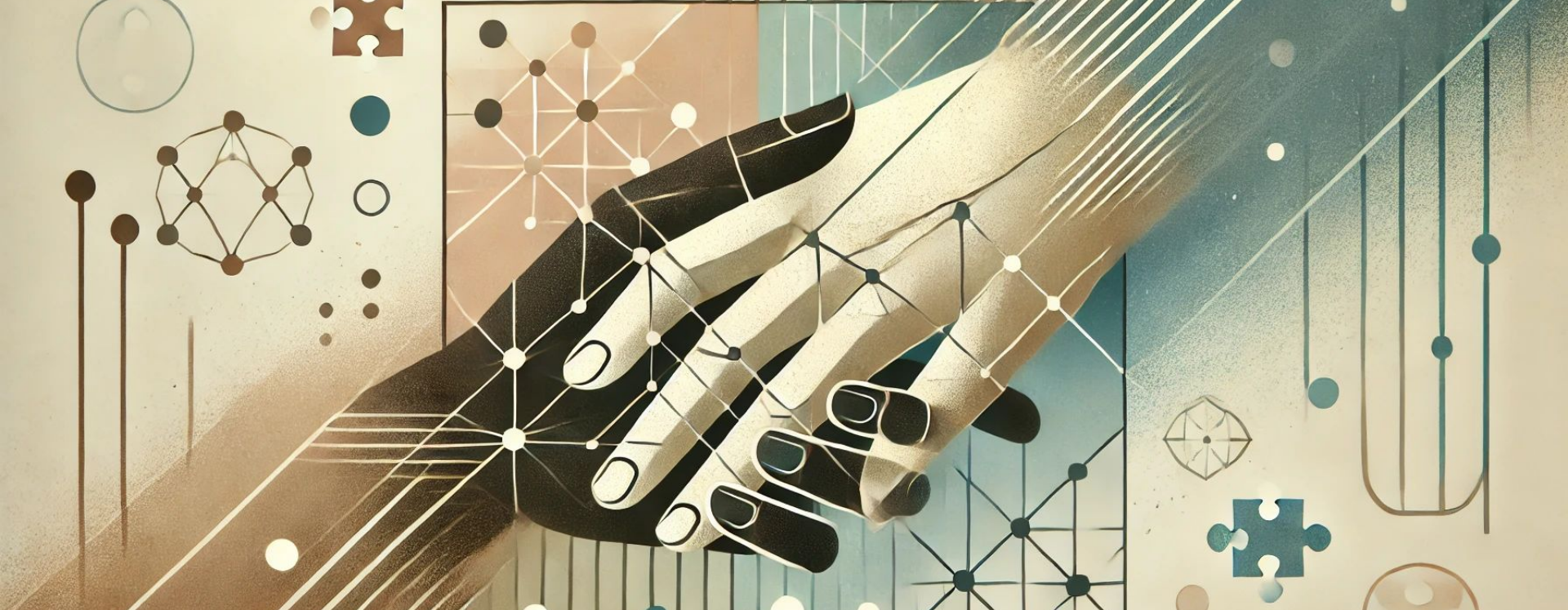
3. How do you provide feedback to funding applicants from the Global South? (Values: respect and mutuality/reciprocity)

We do not provide feedback to unsuccessful or successful applicants
We do not provide feedback to unsuccessful applicants and only limited feedback to successful applicants
We do not provide feedback to unsuccessful applicants, though provide comprehensive feedback to successful applicants
We provide limited feedback to unsuccessful applicants and more comprehensive feedback to successful applicants
We provide comprehensive feedback to unsuccessful and successful applicants.

Scoring for Dimension 2

Total available points: 15 points.

- 0-5: Low score in relation to best practice
- 6-10: Medium score in relation to best practice
- 11-15: High score in relation to best practice



Financing & MEAL



BLOG

Inequity & power in Evaluation – the role of Feminist Evaluation

Lori Cajegas, Programme Coordinator, Wilde Ganzen Foundation



1/6



Introduction

Over the past decade, many Civil Society Organisations have experimented with Feminist Monitoring, Evaluation and Learning (MEL). Interest in Feminist MEL has also reached the agenda of many Strategic Partners funded under the Strengthening Civil Society policy framework. Localisation and decolonisation have encouraged Strategic Partners to rethink how they do MEL. Both agendas share a focus on power shifts, with a common belief that this should also be reflected in our MEL practices. Discussions have shown a big difference between progressive Feminist MEL approaches and donor-driven quality criteria for MEL, the latter shaping MEL quality criteria under the Strengthening Civil Society policy framework. In response, we initiated a learning track on Feminist MEL, with several committed consortia members.

We began by exploring the key principles of Feminist MEL, which has led to [this publication](#). To delve deeper into the practical implementation of these principles, we hosted three additional learning sessions, focusing on planning for a summative evaluation, a Feminist approach to Outcome Harvesting and Feminist approaches to co-creating Theories of Change and indicators. With the rich knowledge and experiences shared during these sessions, it is now crucial to ask ourselves: where do we currently stand in relation to Feminist MEL?

In this three-part blog series, we reflect on this question and share our hopes for the future of international development in the light of Feminist MEL.



Results-driven MEL

“Why does not knowing in advance become less attractive for funding?”

Inequity in MEL

Need for participatory approaches;
focus on learning vs accountability

Indicator setting: “cold vs warm” indicators

“So why not ask local organisations what success looks like for them rather than predetermining indicators of success?”

Making a judgement vs curiosity

Empowering tools & approaches



Feminist MEL

PAR TOS Samen Werk.

Cecilia Caselli

1/21

1. Introduction

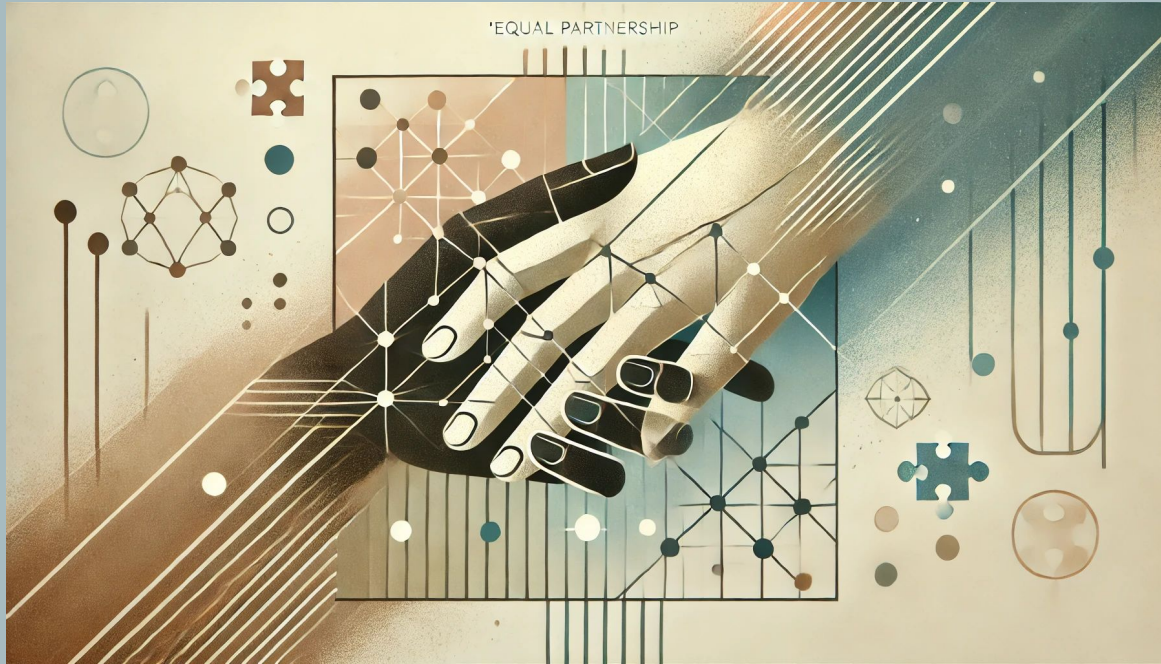
In the first half of 2023, MEL coordinators of several Strategic Partnerships (SPs) and Monitor, Evaluation & Learning (MEL) representatives of the Ministry of Foreign Affairs (MFA) have entered the dialogue to discuss MEL in the Strengthening Civil Society (SCS) framework. Among the points discussed are the current reporting guidelines and the use of Policy and Operations Evaluation Department (IOB) quality criteria for evaluation. It became apparent that differences exist between progressive Feminist MEL approaches and the donor MEL approaches of the MFA.

Parallel to the SP MEL dialogues, the Women's Rights and Gender Equality Task Force (WRGET) of MFA, Count Me In! and Power Up! Consortia started to explore feminist MEL jointly approaches as part of the new Feminist Foreign Policy for the successor of the current SCS policy framework (including the SDGS fund), and other policy frameworks in all thematic areas of MFA's work. These parallel initiatives resulted in collaboration and commitment to organising a learning session Feminist MEL.

Feminist MEL Guide & Tools

2
2/21

Thank You!



ONLINE 4-DAAGSE



Last session!

- Thursday 3 April: De internationale wereldburger QUIZ

Registration: www.11.be/4depijler or
www.wildeganzenpartners.nl/agendas/wilde-ganzendag-2025

ONLINE 4-DAAGSE



End

Please stay for a second for the questionnaire