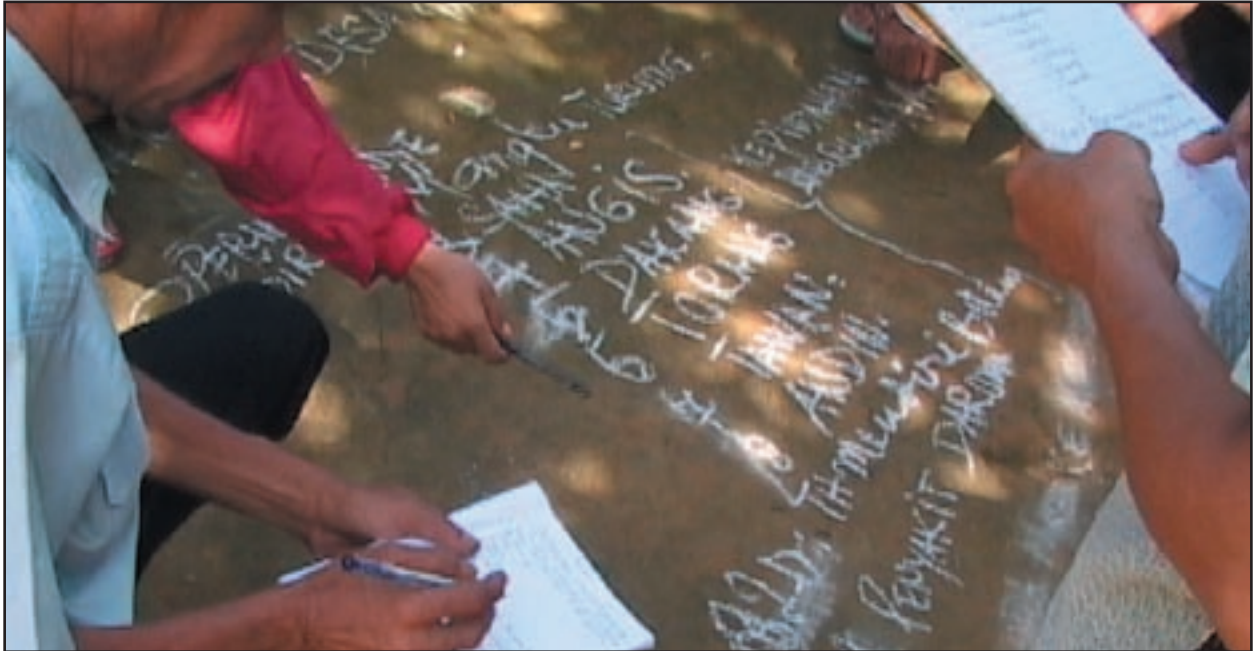


GOVERNANCE AND DEVELOPMENT



Project Report

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FOR

SUSILA DHARMA INTERNATIONAL ASSOCIATION

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A. Background

In 2007, under the auspices of ‘WSA Forum’, a proposal was prepared for a project to explore the understanding and experience within Subud of Governance and Development. In order to make progress towards poverty reduction and sustainable development practitioners must understand how local, regional and international decision-making about priorities and the use of human and natural resources serves the people best. The purpose of this Governance and Development project has been to explore how grassroots development initiatives can help generate more inclusive and participatory decision-making processes and governance structures and mechanisms. These in themselves lead to more transparency, accountability and better use of common resources.

This is a joint project by the International Subud Committee (ISC) and Susila Dharma International¹ (SDIA). It is funded by Guerrand Hermes Foundation for Peace. The project is coordinated by Bardolf Paul and the team includes Frederic Richard, Rosanna Hille and Virginia Thomas. This report of the outcomes of these surveys and the workshop will contribute to the Guerrand Hermes Foundation for Peace, and provide potential ideas for a public conference on Governance and Development planned for 2009.

What is Governance?

Governance is a concept that has developed considerably since it emerged in discussions of development issues in the late 1980s. As we shall see below, a difficulty for our research has been overall unfamiliarity with the meaning of the concept. The first classic political science essays on the subject talked about the concept of “governability”, which made the rule of law the core of development. With the end of the Cold War, “governability” gave way to the concept of “governance,” defined as re-inventing public administration to meet the new challenges of development in the era of globalization. Governance currently deals with issues relating to the mechanisms needed to negotiate various interests in society. It is increasingly seen as a concept that encompasses a series of mechanisms and processes designed to maintain and manage the collective/public sphere, to provide accountability, to empower the population and to ensure that society owns the process.

Hence, in the context of this research project, governance is not seen as the exclusive responsibility of governments. Governments play a central role, but are only one of many governance actors, including communities, local and international civil society organizations, national private sector, transnationals and multilateral institutions among others. However complex the web of governance actors, for the purposes of this study a simple definition of governance is used: governance is defined as ‘how collective resources are used and collective decisions are made,’ at either the local, regional, national or international levels.

B. Research Questions and Methodology

The main focus of this project has been on learning from the experiences of social, educational and development projects which have succeeded in bringing about changes on behalf of the wider community, in how collective decisions are made and collective resources used.

The research project set out to identify the activities and projects of individuals and organisations in Subud that are actively engaged in governance issues, focused directly or indirectly on community development.

1. SDIA is a member-based international network of development projects and sponsoring organizations active in 30 countries.

The primary research question was to what extent have projects of Subud members succeeded in affecting the way:

1. communities plan, utilise and manage local resources;
2. public policy is defined and executed; and
3. decision-making is carried out at local and other jurisdictional levels.

The research methodology was two-fold: a survey and follow-up telephone interviews were conducted with project leaders between January 2008 and August 2008. Survey participants were asked to consider noticeable benchmarks of governance changes such as:

- Citizen participation in local, regional decision-making processes has increased.
- Greater inclusiveness and equitable access to services and benefits is achieved.
- Those controlling and managing financial and other resources demonstrate greater accountability.
- Information is more openly available and transparent to those who need it.
- Governments or agencies have been able to deliver better or more services in response to needs, requests and demands.
- There have been improvements in efficiency and effectiveness of service delivery.
- Greater implementation of and adherence to the rule of law.

Surveys and telephone interviews were then analysed to systematically indentify how projects were working to shape governance outcomes. SDIA plans to make the information collected from this survey available to other development practitioners and this will become part of the body of knowledge emerging from practitioners in the Susila Dharma Network.

On July 23, 2008 in Amanecer, Colombia, SD project leaders who took part in the survey were invited to listen to the analysis and participate in the validation of preliminary survey findings and conclusions with the research team. (*See Validation and Learning Workshop page 17*)

Project Selection and Survey Development

SDIA staff selected nine projects for the survey, based on prior knowledge of the activities of each project. The individuals interviewed had each held a prominent leadership position in their project since its inception. Some projects turned down the opportunity to participate in the survey for lack of time or from their assessment that their activities did not fall within the Governance and Development Project scope.

Bardolf Paul Virginia Thomas and Rosanna Hille developed the survey questions. Rosanna, Virginia, Daisy MacDonald and Solen Lees Gratiet conducted the interviews by telephone or in person, and wrote up the interviews. Bella Rosario, Executive Director and co-founder of Mithra Foundation in India completed their survey by email.

Validation and Learning Workshop

During the SDIA Conference held near Armenia, Colombia July 23-30, 2008, a workshop on Governance and Development was held to validate research findings and to launch a creative discussion with project leaders as to how they might enhance their governance impact in the future. Attended by some 45 participants, the purpose of the workshop was to present the preliminary findings of the survey and to gather additional information on this subject.

Garrett Thomson introduced the Governance and Development Project and explained its origins. Bardolf Paul presented the framework for considering the topic, and Rosanna Hille presented the results of the analysis

to date, based on the information gathered from the surveys. Project leaders present who had participated in the survey were given an opportunity to comment on the accuracy of the analysis and to provide additional information to the researchers.

SDIA organised the workshop and subsequent activities to ensure that the Governance and Development Workshop would have an impact on the way SD project leaders think about and plan their activities. The Governance and Development Workshop led into SDIA's three day Capacity Building Workshop, which focused on project planning and design. Project leaders were asked to consider the community needs and problems that their projects are trying to address, taking into consideration the 'governance context' - factors such as how existing government policies, programs and decision-making processes impact their activities. How might their project work to influence these? The workshop helped project leaders identify governance issues as part of their 'problem analysis' and to build governance related activities and advocacy into their project design.

C. Framework for Analysis

Governance Focus

The survey considered the project activities that affected and were affected by the quality of governance both inside and outside of the communities where they worked. The idea was to see how the projects are dealing with the current state of governance; if projects were taking specific actions to improve the quality of governance; and, also, to understand how the state of governance impacted the functioning of project activities.

Two of the most important aspects of governance are voice and access. For society to function in an equitable manner, people need to be able to express their views and to have their views listened to and responded to. Moreover, people need equal access to the opportunities, resources, and institutions that are normally available in society.

Relationships are a key ingredient in the governance equation. How people interact with one another determines to a large extent the quality of governance practice. If there are discrimination and repressive practices in society, some people will be denied an equal voice to express their opinions, and will be denied access to the opportunities and facilities available in their society. Development projects working with the poor, children and youth, women or racially, ethnically and socially marginalised (such as the Dalits in India, indigenous people, or poor incarcerated mothers, for example) need to focus all the more on ensuring both voice and access to governance processes, as these have historically been denied to these groups.

In analysing the results of the surveys and interviews, the situation within each community was identified as one field for analysis, and the situation outside of the community was seen as a second field for analysis. The analysis looked at these situations after the project had been active for several years. In fact, few Susila Dharma projects can be said to have had a significant governance impact after only a very short time.

1. Within the Community

The survey and interviews looked at various factors affecting people's voice and access within communities served. The following questions were considered in the analysis:

COMMUNITY INSTITUTIONS:

Were institutions available or created that provided people an opportunity to easily express their views, and that could take effective action as a result of these inputs?

PARTICIPATION:

Did all members of the community, especially those disadvantaged or marginalised, have equal opportunity to become involved in planning and decision-making processes, and were their views well-represented in these processes and their outcomes?

EMPOWERMENT:

Did the project work in a way that empowers people to take control of their own development processes and resources, reducing or eliminating dependencies?

RESOURCE DISTRIBUTION:

Was there an equitable sharing of resources and inputs, and what was being done to ensure this?

CAPACITY BUILDING:

Did the project work in a way to build or strengthen local capacities, either with individuals or local institutions, resulting in a greater ability for local people to take greater control of their lives?

2. Outside the Community

When considering the involvement of projects outside of communities served, the following factors were examined:

RESPONSIVENESS OF GOVERNMENT:

How responsive government is to the needs of its citizens, and how this translates into changes in policy and implementation of policy.

APPROPRIATENESS OF POLICIES, PROGRAMS, SERVICES:

How appropriate existing policies, programs and services of government are in supporting the aims of the project.

ACCESS TO PROGRAMS AND SERVICES:

How accessible existing programs and services from government are, and how equitable their distribution is.

PARTICIPATION:

The ability of people to participate in processes of policy-setting and decision-making that directly affect them.

3. Project Actions

Each project in the survey addressed some or all of the above governance factors and did so in various ways.

ADVOCACY:

Many projects took an active role in lobbying government, advocating on behalf of their constituencies for policy change or for better access to government programs and services.

CAPACITY-BUILDING:

Most projects engaged in some form of capacity development, either through direct training activities or by facilitating extended learning processes.

INSTITUTIONAL STRENGTHENING:

To achieve their goals most projects created and/or worked with existing community organisations to strengthen institutional capacity within the community.

NETWORKING:

Building networks amongst stakeholders was another key action that projects took to access or mobilise additional resources on behalf of the communities they were working with.

USE OF MEDIA:

Some projects used public or other media to document and communicate what they were doing, and to galvanise support for their cause.

4. Governance Matrix

The following matrix provides a quick snapshot of how each project fits within the above analytical framework, and which areas of governance it concentrates on.

Project Governance Matrix

Inside Community		Outside Community	
Community Institutions	√	Government Responsiveness	√
Community Participation	√	Appropriateness of Policies, etc.	√
Empowerment	√	Access to Programs & Services	√
Resource Distribution	√	Citizen Participation	√
Capacity Building	√		

In analysing how the projects surveyed have addressed issues of governance, this matrix is a general reflection of the elements in the overall framework they have touched upon. No evaluation or grading was applied in the analysis.



D. Findings

Details about each project surveyed can be found in Appendix 1.

3.1 Asociación Vivir, Ecuador — DR. ELIANA GALARZA GARZON, FOUNDER

From humble beginnings, Asociación Vivir, based in Ecuador has pioneered a holistic model of health education and practice that has been recognised by the World Health Organisation as one of the fifteen top health models in the world. It started out as a community based care centre, running a local clinic and holistic health education programme. Its model won credibility and recognition from health officials at all levels, and its founder was recently asked to work within the Health Ministry, guiding the implementation of a national food and nutrition program.

The prime focus of Vivir has been to empower individuals to take care of themselves. One of its core beliefs is that improving the nutrition of children will bring about lasting health change. The participation of parents, teachers, and local community partners has been a cornerstone of their approach, using community events as a mechanism for interaction. Vivir has very strong stakeholder networks, and has used community-based models to design wide-scale intervention strategies.

Asociación Vivir Governance Matrix

Inside Community		Outside Community	
Community Institutions	√	Government Responsiveness	√
Community Participation	√	Appropriateness of Policies, etc.	√
Empowerment	√	Access to Programs & Services	
Resource Distribution		Citizen Participation	√
Capacity Building	√		

Vivir recognized the importance of lobbying government and other influential bodies such as United Nations agencies for raising the standards of good practice, and has taken an integrated cross-sectoral approach within government.

Vivir has seen a change in attitudes, awareness and thinking about health to a more holistic approach. The main challenge it has faced is to change government structures and vision. Currently, it is transforming itself into a formal institute that works with the government at the national level to develop models for widespread application, and to train others to apply and implement these models.





3.2 Child’s Garden of Peace, Brazil — ILLENE PEVEC, FOUNDER

A Child’s Garden of Peace in Santo Angelo, Brazil employed a consultative process with children and community members to determine needs and influence the government to establish a park and children’s playground beside a river.

Even though it took some time to influence the local government to support the project, A Child’s Garden of Peace, albeit relatively small, touched on nearly all the key factors in our analysis. Relationship building with the local school was key to the project’s success, as were gaining an understanding of the way that local government works and getting cross-sectoral collaboration from different government departments.

Child’s Garden of Peace Governance Matrix

Inside Community		Outside Community	
Community Institutions	√	Government Responsiveness	√
Community Participation	√	Appropriateness of Policies, etc.	
Empowerment	√	Access to Programs & Services	√
Resource Distribution	√	Citizen Participation	√
Capacity Building	√		

This project used the media in a participatory and innovative manner to document and promote the project; local broadcast media were used to communicate with the local population.

At the end of the project, the government was much more responsive to local needs, but parents had not become more engaged in the political process. On the other hand, local youth are much more empowered by the process. The intention of A Child’s Garden of Peace is to use the park as a platform for environmental education and action in the future. Food gardens have been established in other schools, but this is not clearly linked to project activities.



3.3 International Child Development Programme (ICDP) Colombia

LAILAH ARMSTRONG, TRAINER AND ICDP INTERNATIONAL BOARD MEMBER

The ICDP Program, which focuses on early childhood development is unique in that it has achieved widespread adoption in Colombia through the auspices of UNICEF, an intergovernmental organisation. ICDP Colombia has not really focused on influencing the quality of governance either inside of outside of communities as a primary objective, but it did find a very successful route for widespread adoption of its early childhood development program. This, in itself, could have some impact on the quality of governance, as it is expected that children directly affected by the program will become much more healthy and productive citizens.

ICDP Colombia Governance Matrix

Inside Community		Outside Community	
Community Institutions		Government Responsiveness	√
Community Participation		Appropriateness of Policies, etc.	√
Empowerment	√	Access to Programs & Services	√
Resource Distribution	√	Citizen Participation	
Capacity Building	√		

The program has also spread to Central America, to El Salvador and Guatemala through the sponsorship and promotion of UNICEF. Using existing health and education networks has been an important component to the rapid spread and adoption of the ICDP methodology, as has recognising the importance of government acceptance and promotion.

3.4 Inka Samana, Ecuador — JOSE MARIA PERDO VACACELA, EDUCATOR AND CO-FOUNDER

Inka Samana has managed to successfully lobby the national government to allow the development of curriculum for local indigenous communities that is based on traditional learning methods and content. This was achieved first through a participatory process with local people - teachers, parents and students - who came together, formed a Board, and developed a new model for education that is based on the culture of the learners. This is now a model that is attracting others to come to look at and adopt elsewhere.

Inka Samana Governance Matrix

Inside Community		Outside Community	
Community Institutions	√	Government Responsiveness	√
Community Participation	√	Appropriateness of Policies, etc.	√
Empowerment	√	Access to Programs & Services	√
Resource Distribution	√	Citizen Participation	√
Capacity Building	√		

Over a 20-year period the community has gained significantly from this empowerment process. The local economy and local infrastructure have visibly improved through the adoption of appropriate new and traditional agricultural production techniques. Young people have acquired leadership skills and many are now attending College. Most of the Inka Samana teachers are professionals from the local community.



3.5 Mithra Foundation, India — BELLA, EXECUTIVE DIRECTOR AND CO-FOUNDER

Mithra works with underprivileged urban dwellers in southern India, and has been a strong advocate for the rights of the poor. In terms of governance, its main impact has been with communities, empowering children and women and slum dwellers to speak out and claim their rights from government. Mithra has helped these people achieve much greater access to education and health care, to nutritious food, to decent jobs, to economic independence, and to government services.

Mithra Foundation Governance Matrix

Inside Community		Outside Community	
Community Institutions	√	Government Responsiveness	√
Community Participation	√	Appropriateness of Policies, etc.	√
Empowerment	√	Access to Programs & Services	√
Resource Distribution	√	Citizen Participation	√
Capacity Building	√		

Mithra Foundation promotes active participation in planning and decision-making, but the ability to achieve sustainability has not been reached.

Government has slowly become more accountable as the result of the joint advocacy efforts of Mithra working together with other like-minded organisations. The government is also becoming more responsive to the needs of those who are marginalised. The project has exposed discriminatory practices, especially towards women.

Mithra is a very active networker among NGOs, school associations, and other civil society organisations, and collaborates with educational and research institutions.



3.6 Quest Center for Integrated Health, USA — LUSIJAH MARX, FOUNDER

The Quest Center, based in Portland, Oregon empowers patients to become advocates for their own health care needs, especially those dealing with HIV/AIDS and drug abuse, and those who are poor or otherwise marginalised. Through training and advocacy, patient groups have been able to access significant amounts of government funding and health service programs.

Training and capacity-building are central to Quest Center’s program of empowering people. Lobbying for policy and attitude change is another essential component of bringing about change in the health care delivery system.



Quest Centre Governance Matrix

Inside Community		Outside Community	
Community Institutions	√	Government Responsiveness	√
Community Participation	√	Appropriateness of Policies, etc.	√
Empowerment	√	Access to Programs & Services	√
Resource Distribution	√	Citizen Participation	√
Capacity Building	√		



3.7 Susila Dharma Indonesia — ARIANA SUSANTI, CHAIR

Susila Dharma Indonesia was asked to implement a project funded by UNOCHA, the United Nations Office for the Coordination of Humanitarian Affairs. It is a micro-credit project directed at small scale women entrepreneurs who have lost businesses in the tsunami and earthquake disasters that struck Aceh and Central Java a few years ago.

SD Indonesia Governance Matrix

Inside Community		Outside Community	
Community Institutions	√	Government Responsiveness	
Community Participation		Appropriateness of Policies, etc.	
Empowerment	√	Access to Programs & Services	
Resource Distribution		Citizen Participation	
Capacity Building	√		

The main governance element in SD Indonesia’s microcredit project is at the community level, and involves empowering women entrepreneurs through capacity-building in women’s groups. The project has collaborated with village leaders, a state bank, a few government organisations and agencies, and a technical and training centre.

As a result of the training inputs, product quality has improved and the women have a better understanding of export markets. Some women in the groups are beginning to work together to help one another, and some women are beginning to reach out on their own beyond their community.

3.8 Tierraviva, Argentina — RASJID CESAR, CO-FOUNDER

Tierraviva started out in 2003 with a workshop in a prison in Buenos Aires that was designed to train women prisoners in printing techniques. Since then the project has transformed itself so that it now works with women inmates and their children using varied artistic techniques (dance, theatre etc.), and involves many other actors both inside and outside of the prison system. The project is active in prisons in four provinces, and has created a market mechanism so that women in prison can produce artwork that can be exhibited and sold commercially.

This transformation process has influenced other institutions involved in running the prison system - the Attorney General’s Office, the Union of State Workers, the Secretary of Culture, the Ministry of Justice, the Penitentiary Service, various museums and galleries, and the funding body for prisons.

Tierraviva Governance Matrix

Inside Community		Outside Community	
Community Institutions		Government Responsiveness	√
Community Participation	√	Appropriateness of Policies, etc.	√
Empowerment	√	Access to Programs & Services	√
Resource Distribution		Citizen Participation	
Capacity Building	√		

The impact of Tierraviva extends beyond producing and selling artwork, and enhancing the relationships of mothers and children in prison together. It can be viewed as an effective model for the state and civil society to work together cooperatively. A tripartite agreement signed in 2007 between the project’s two founding members, the Attorney General’s Office, and the Workers’ Union states this intention very clearly.



3.9 Yayasan Tambuhak Sinta (YTS), Kalimantan, Indonesia — BARDOLF PAUL, EXECUTIVE DIRECTOR AND MAYANG MEILANTINA, MANAGEMENT ASSISTANT

YTS’s main focus is on improving the quality of governance in areas where its founder and main sponsor, a mineral exploration company, Kalimantan Gold Corporation, operates. The company believes that the quality of governance, both in local government and local communities is essential for achieving successful mineral development projects.

YTS Governance Matrix

Inside Community		Outside Community	
Community Institutions	√	Government Responsiveness	√
Community Participation	√	Appropriateness of Policies, etc.	√
Empowerment	√	Access to Programs & Services	√
Resource Distribution	√	Citizen Participation	√
Capacity Building	√		



The Yayasan works with mainly Dayak communities in remote locations. It tries to strengthen the links and relationships between communities and local government, and to empower local people to become more active in influencing government to provide programs and services that fit their needs more closely.

So far YTS has been quite successful in bringing communities and government together, with the result that government recognises the value of the improved communication with villages, and often asks the Yayasan to help in shaping and delivering some of its services.

4. Outcomes of the Validation and Learning Workshop in Amanecer, Colombia

Attended by some 45 participants and facilitated by Bardolf Paul, the research project coordinator, this workshop reviewed and validated the results of the governance and development survey.

Bardolf explained the framework used for analyzing project impact on governance, looking at how projects increased people's 'voice' in decision-making and 'access' to programs and services. He shared with Latin American project leaders the significant impact that the YTS project in Kalimantan, Indonesia has had on local governance, in terms of changing the way district government engages with communities in the annual planning process.

A number of project leaders who already had been surveyed were present during the workshop, including Jose Maria Vacacela and Uraida Vacacela of the Inka Samana Project in Ecuador, Oliverio Jimenez the Colombian representative of ICDP Colombia, Dr. Eliana Galazar Garzon from Asociacion Vivir, and Rasjid Cesar of Tierraviva in Argentina. These participants had a chance to validate and expand on the governance analysis of their project, and to explain how their project managed to achieve its level of impact.

In addition, presentations were made by Rasjid Cesar, who works with incarcerated women and their children to implement greater human rights; Bardolf Paul, and his work with governance in Central Kalimantan; and by Consuela Hernandez of Bogota, Colombia who works with the Centro Comunitario Nuevo Amanecer. She works to empower the community of Ciudad Bolivar on the outskirts of Bogota to work with municipal authorities in planning and providing services in line with the needs of the community, using a community-based planning model very similar to that developed by YTS.

Project leaders engaged in a discussion on how development projects can increase their impact on governance. Discussion centered on the following issues:

- Fear of being co-opted into a government agenda that might be contrary to the vision and values of the project. Some project leaders felt that where the government itself is corrupt, projects that seek to work with it will be tainted or corrupted by its influence.
- Civil society groups and NGOs need to be sufficiently strong within themselves, and independent when working with government, so as not to become co-opted and to maintain the central role of the community in transforming the governance process.
- Confusion about the term 'governance', when translated into Spanish. The term 'gobernanza' was felt to be more accurate than 'governabilidad', and the definitions of each were discussed. This may underlie deeper cultural and historic tensions about the relationship between the state and society in Latin American culture, in comparison with the nature of these relationships in North American culture. It appears the term 'social management' is more commonly used in Latin America than the term 'governance', where the state appears to be more concerned with social control, rather than in facilitating voice, access and citizen participation.
- It was important to seize opportunities presented by changes in government policies, such as Vivir has done in line with the rise of the 'new left' in Ecuadorian politics.

It was clear that there was a cultural tension that emerged between North American and Latin American project leaders. Whereas North Americans tended to feel that it was both positive and important to engage in trying to influence governance and government through project activities, many involved with projects in Latin America spoke of a negative or corrupting influence of even entering into dialogue with government institutions at whatever level. On the other hand, Latin American project leaders tended to be more conscious of the 'political' dimension of their work, whereas some North Americans had not fully considered the importance of working to change public policy and decision-making practices.

This was an important theme going into the Capacity-Building Program, funded by the Blond Trust, where project leaders were encouraged to consider in their project problem analysis how government policies,

programs and decision-making could be more fully reflected and taken into account in future project planning activities.

E. Conclusions and Recommendations

This survey has provided an interesting and useful insight into how some projects in the Susila Dharma network have been addressing issues of governance in the context of their project activities.

It is useful to note the eventual recognition that most projects give to the **importance of governance** conditions both inside and outside of the communities they work with. Two projects in particular, Asociación Vivir and ICDP, have used their community-based activities to achieve a major expansion through advocacy, lobbying, and the promotion of their work with national and multilateral agencies. In both cases, recognition from UN agencies had a major impact on their ability to achieve widespread adoption of their approach, methodology, and development models.

It appears that **governance *per se* is a secondary concern** with most projects concerned mainly about implementing their programs and activities, and therefore their engagement with governance factors is often an unwanted task.

Significance of Governance Impact: The significance of the impact of SD projects on governance is that it has enabled projects to touch and improve the lives of far more people than if the projects were strictly focused on providing stop-gap services and activities within on or two local communities.

Think Big: What is common to all projects studied is that to have an impact on governance, project leaders must have a clear vision of what is not working within the status quo, and how to put it right. Without a bigger vision that applies beyond just a small number of communities, project activities may be reduced simply to filling existing gaps in services, rather than transforming power relationships.

For example, Asociación Vivir's community health and nutrition model makes a compelling argument for a radically new understanding of community health, based on a model of empowerment and revitalisation of traditional health knowledge, as opposed to the over-medicalised and disempowering practices of modern medicine. Similarly, Inka Samana School worked to transform governance of the educational system in Ecuador after first rejecting both the form and content of the 'colonial' education system that prevailed for indigenous learners. Inka Samana first needed to identify and demonstrate an appropriate alternative, in order to convince Ecuadorian authorities to support and extend this model.

Need to identify the governance dimension of social and community work: What is the role of the state and other governance partners in the problems we are trying to solve? Without a clear analysis of how the governance context affects the communities and constituencies with which practitioners are working, projects will not likely have much impact on it. For example, one of the reasons for the rapid success of Tierraviva in transforming the administration of the penitentiary system for incarcerated mothers in some provinces was that the project quickly identified the key stakeholders, which were limited in number but had great power to change the situation once they were convinced the project would work. Similarly, Mithra's clear focus on the human rights of Dalits, within a context of centuries old social exclusion, provides their work with a clear human rights focus that connects them directly with the authorities who are often responsible for perpetuating these abuses of rights.

Building on common interests: The impact on governance seems highest in cases where project leaders are able to bring together the interests of government with those of communities. As demonstrated by the case of YTS, ICDP Colombia, and other projects, local government often lacks the tools, resources and capacities to do its job effectively. By working to enhance governance processes, SD projects can and should emphasize that they are not only helping communities, but also are helping government provide greater accessibility to its programs and services. This should be of interest to most government bodies.

Understanding how government works and the importance of establishing **collaborative relations with government** was another common experience, as was the importance of building networks and collaborative relations with other development organisations.

Cross-sectoral cooperation between agencies within government was another key element, as most government agencies tend to operate in isolation from one another. Because of that, intra-agency cooperation let alone collaboration, is a rare commodity in the civil service. Yet, particularly in health and education, it very often is essential for government agencies to cooperate in order to achieve effective and long lasting results.

Local participation seems to be the logical first step for most projects. Garnering support and inputs from local people appears to be an essential ingredient to achieve some measure of program integrity and success. Training and empowerment often follow initial participatory activities, as most projects wish to see the communities they work with stand on their own feet and take control of their own development needs.

Making an impact on governance can take time: Most projects need to demonstrate their credibility and the validity of the models they are proposing before these will be embraced and taken up by governance partners.

Advocacy with government is a role that some projects choose to take on, either directly from the project organisation or by empowering project participants to pursue their own issues directly with government officials.

In terms of the question of how effective projects have been in **facilitating 'voice' and 'access'**, some projects have been very successful, particularly at community level. Reaching out to government is always a much greater challenge, and only a few projects have empowered local people to do this. In most cases the project itself is the main 'voice' talking to government or intergovernmental agencies. Although this is the best or fastest way to catch the attention of higher levels of government and bring about the changes desired, it would be desirable to include local people in the process.

It is heartening to see the natural desire from projects to collaborate and engage in a wider effort to address development challenges. This engagement with the larger development community and relevant government authorities is bound eventually to have a positive impact on improving the climate of governance in most localities.

Recommendations:

While each SD projects is unique, there is much that can be learned from the experiences of practitioners who have succeeded in having an impact on governance that brings about positive and irreversible changes to relationships between the 'governors' and the 'governed' - in the areas of enhanced participation in decision-making, transparency, relevance and accountability. At the same time, we have learned that there is a risk that Subud projects may shy away from full engagement on governance issues, for fear of 'losing their way'.

We recommend that in the future, SDIA, Guerrand Hermes Foundation for Peace, and others who want to support the positive relationship between governance and development continue to create opportunities for dialogue, shared learning, and capacity building for Subud projects. For SDIA, we must focus on strengthening projects to analyse and direct their efforts to impact the governance context, supporting them to help enhance the 'voice' of communities' in decision-making processes that directly affect them, and their ability to 'access' common/public resources that will help them.

Appendix I: PROJECT ACHIEVEMENTS AND STRATEGIES

1. Asociación Vivir, Ecuador

Asociación Vivir was founded in 1987. Its fundamental objective was to promote health from a more human and integral perspective that allowed individuals and communities to participate proactively in their own health and well-being. Vivir's experiences and educational programs have been replicated in more than eighteen provinces in Ecuador, and for these active and innovative proposals, Vivir has been elected by the World Health Organization (WHO) as one of the 15 top models of Health Promotion in the world. Vivir promotes life and health motivating people and the community to become active participants in their own well-being through our three working areas:

- Educational Programmes
- Integrated Health Services
- Sustainable Development Projects

Asociación Vivir pioneered a holistic model of services and health education that was recognized by the World Health Organization as one of the top fifteen health models in the world. As a result of this recognition, Dr. Eliana Galarza was invited by the government to implement her program throughout Ecuador. She is now working in the Ministry of Social and Economic Inclusion. In the fall of 2008 she will bring the program to four surrounding Andean countries.

Strategy

Reaching mothers and families through:

- Community meetings/gatherings: having families participate in a “fiesta” or party; meetings with mothers and community leaders; providing cooking lessons or demonstrations
- Meetings with the Juntas Parochiales (local councils). It is also important to meet directly with the Mayor's offices and work with each of the other government Ministries involved in related sectors and health networks. They even developed a presentation on the programme for the President.
- The Alimentate Ecuador programme has an organisation in each region that delivers the programme—through local programme coordinators who do training with community leaders and mothers, and have a logistical team to coordinate all nutrition and food programmes.

Web: www.avivir.org

2. Child's Garden of Peace, Brazil

Illene Pevec began to work with the local community of approximately 500 families in Santa Angelo, Brazil in January, 2001. There were two goals - to establish an environmental awareness and education program for children through creating permaculture community gardens with economically challenged communities and to provide organically grown food and medicinal plants, teach environmental responsibility within the neighbourhood and beyond, and develop micro-enterprise activities.

In the seven years since, Illene has made five trips down to work with the community. Myra Margolin (USA) has volunteered her skills since 2002 as an art teacher and videographer to the project. Myra directed a participatory video project with the youth that resulted in four documentaries made by these young people about

their own lives. Some of these films have been shown at international festivals. In 2005, ACGP began a sewing project in São Borja in 2005 to give mothers job skills. In 2007 support from the HSBC bank was obtained to transform a rooftop in a dangerous favela in Rio into a children's garden. The primary beneficiaries of A Child's Garden of Peace are the children and their families in Santo Angelo and São Borja, RS, Brazil, as well as those in Rio.

Child's Garden of Peace, through a consultation process with children and the community to determine needs, influenced the government to establish a park and children's playground by the river that borders the community where they work.

Strategy

- In 2001 the project started the process of identifying assets and environmental and social community needs and engaging the children in community planning. They emphasised the importance of what children say about situations that affect them. The children identified the need for a park and took around a petition to get support.
- Members of the project went to city council meetings and organized tours of the site with officials. Illene was interviewed on the radio and in newspapers many times.
- The shift came when a new mayor was elected (and the whole bureaucratic personnel was replaced) and A Child's Garden of Peace gave a \$500 donation to the secretary of education specifically to help fund the park. Three departments collaborated and had to be coordinated: Education, Social Services and Environment.
- The Electric Company must reforest areas they cut when they put up electric towers, so they have been working since 2001 on a reforestation of the river banks in rural areas and A Child's Garden of Peace worked with them from the start of their project in 2001 and have gained credence with public officials because of this on-going collaboration.

Though the area by the river was essentially a field of weeds that townspeople used as a place to dump trash, and was not cared for at all by the town as a green space, because of federal laws protecting rivers, it took fourteen months to get clearance to put a park there.

http://project-activities.susiladharma.org/location_latin_america/child_garden_peace.shtml

3. International Child Development Program (ICDP), Colombia

The International Child Development Programme (ICDP) approach to training is based on the idea that the best way to help children is by helping the children's caregivers. It is now well known that unless children have at least one caring adult to love them and teach them life skills, social behaviour and morals, their mental and emotional development will be impaired. Recent research suggests that normal physical development of the brain depends on proper interaction between a caring adult and the growing child. In normal circumstances such learning happens naturally. However when families are uprooted through social changes, migration, catastrophes, children losing their parents, or having been numbed by severe deprivation and emotional shock, this care often breaks down and has to be reactivated through skilled help. If children do not receive sufficient love and attention while they are young, the problem can perpetuate itself because they can themselves become inadequate parents. Therefore ICDP's focus is on trying to break this cycle.

ICDP began developing its training program in 1985 but no organisation was established until 1992 when it was registered as a private foundation in Oslo, Norway, with the objective of working for the development of children and young people. The ethos of ICDP is to provide for human care by activating empathy and

education in both caregivers and their children. The work of ICDP is based on the principles that are laid down in the UN Convention on the Rights of the Child. ICDP may participate directly or indirectly in activities run by other humanitarian organisations having corresponding objectives.

Website: www.icdp.info

ICDP, Colombia has been an allied partner of UNICEF since 2001 and the ICDP programme has been adopted as UNICEF's official strategy in the area of early childhood development (ECD) for Colombia. In New York ICDP was included in the ECD pack.

In Colombia ICDP was included as a permanent component of the Health Ministry and Social services child protection program called *Creciendo y aprendiendo* in three departments/provinces: Boyacá since 2005, Nariño (64 towns) since 2004 and in Huila since 2006.

ICDP Colombia negotiated plans for wide scale implementation of the program with the governors of Boyacá and Huila. This was possible thanks to UNICEF who opened doors and arranged these meetings. In Boyacá and Huila, ICDP is also implemented (in 124 + 37 towns) through the Education Ministries and the local government. In Bogota, ICDP was used as part of the wider program of assistance for families of ex-guerrillas in cooperation with the Defense Ministry, IOM and the Bogotá local government.

Since 1998 ICDP has been implemented in the town of Medellín, (the capital of the department of Antioquia) as a permanent program of the Luis Amigo university, both for students and as the university's outreach program for displaced families and poor communities.

Strategy

- Visited UNICEF and presented the vision and materials to the outgoing head of UNICEF Colombia and he introduced Lailah to their psychologist. She was then asked by the new UNICEF head to present at a public event for NGOs (1 hour) and this led to a lot more interest. It was the first step for ICDP to become part of an allied partnership with leading NGOs.
- ICDP became a legal registered NGO in Colombia in May 2003. This was of crucial importance; ICDP had to register in order to sign contracts with ministries and show accountability.

<http://www.icdp.info/>

4. Inka Samana, Ecuador

In the mountains (twelve hours by bus from Quito) in the community of Saraguru, Inka Samana has established an educational project that has a different vision of the cultural basis of the community. In 1986, Pedro and Uraida Vacacela, the project leaders, presented a project to change the local school to be more in line with traditional culture and ways of learning. They presented the project to parents in the Saraguru community. The result of this was that the community got involved in generating a model of education in line with the culture of the learners. Most learning in schools involves sitting within four walls, but this school broke down the walls of the classroom, and brought children into more active learning situations.

The project founders felt that the "other education" imposed by colonialism was alienating and harming the community and their children and saw this type of education as a kind of "prison". They wanted to develop a new model, based on freedom, respect, responsibility security and affection. In this model there are no grades, no classrooms, no militarism, no exams, no pressures. Learning is based on the desire to learn - motivation and action - and also how their ancestors from the Incas on down developed science and technology without writing. Writing is not necessary to intelligence. When their fathers tell us how to work the fields, they taught in practice and not in theory.

Inka Samana School working with the indigenous community obtained a “Ministerial Agreement” with the Ministry of Education so that the educational institution was considered as an “experimental educational institution”. That means that they had their own budget with which to pay teachers, and at the same time have the freedom to develop educational models with and for the Saraguru indigenous community. Inka Samana is the only tri-lingual institution of this kind in Ecuador.

Inside the Community

- 20 of the 23 Inka Samana teachers are professionals from the Saraguro Native Community.
- The community has improved its production with new and traditional agricultural techniques.
- The family economy has visibly improved.
- More adults have learned the native Kichwa language.
- There are a large number of young people in the community attending College.
- Leadership among teenagers and young people has grown.
- Community management has grown during the last ten years. Ilincho was the first community to get potable water (even before Saraguro Town) and home telephone service. The community received new buildings for the community council and the Nursery School.
- Inka Samana now has a sport field, and a meeting hall. The community shares these resources when needed.
- Inka Samana telephone, fax and computers are available to the community leaders for community management activities.

Outside the community:

- Inka Samana has started an alternative learning system, which has been accepted by the Education Ministry.
- Inka Samana teachers and administrators have been attending the National Native Educational System meetings in order to define the curricula for the Native Communities schools.
- There are two native councillors in the Saraguro Town council. One of them was a member of the Inka Samana parent board for several years.
- The Native Educational System Director of the province was a member of Inka Samana parent board for several years.

Strategy

In 1986, the founders presented a project to change the local school to be more in line with their culture and ways of learning. They presented the project to parents in the Parish of the Saraguru community. The result of this was that the community got involved in generating a model of education that was in line with the culture of the learners.

This is very different kind of education and the Ministry didn't want to accept this method, but it method showed results, and now people come and see them and they give seminars and explain how to do this. They are working now with the Provincial direction and it is something they now want to spread to others.

http://project-activities.susiladharma.org/location_latina_america/inka_samana_school.shtml

5. Mithra Foundation, India

Mithra Foundation is an independent, secular, voluntary organization working both at the micro level with the urban poor and at the macro level with the local government, national and international agencies. Mithra Foundation was started in 1992 in Bangalore by Dr. Joe Rosario based on the experience of his PhD thesis. He worked with the poor children living in the Srirampuram slums. He observed that these underprivileged children are denied basic rights and are susceptible to all forms of abuses. On account of this, their developmental process and their learning ability are adversely affected. Dr. Joe Rosario along with a few other doctors from NIMHANS (National Institute of Mental Health and

Neuro Sciences) initiated a program for the slum children called “cognitive skills stimulation.” Through this program the children are trained to acquire the foundational skills to cope with demands of life and become active partakers of their own development including their early education.

Mithra Foundation was registered in 1995. The aim is to empower the most vulnerable people and facilitate their struggle against poverty, failures, injustices and exploitation. The Foundation’s focus is the migrants that have settled in the slums. Among these slum dwellers women and children are given priority.

Mithra Foundation has improved the local community in the following ways:

- Roads in some slums have been laid and drinking water has been obtained
- Mithra has successfully lobbied against the land encroachment by the local government. Women’s marches forced the authorities to abandon the original plan to use a slum area for a bus stand.
- Land rights issues have been established for some slum residents, including the right of the wife to be named as head of the family.
- Compulsory Childhood Education: After nine years of Mithra’s work to bring children into the school system, the local government schools have taken on this campaign for primary education. Mithra’s teachers collaborate with them by taking the census regarding the out of school children from door to door every year.

Mithra delivers workshops in creativity to Government school teachers to increase interest in educating the children.

The elimination of Child labour: lobbying has caused the Government to enact a law banning child labour in various sectors.

Strategy

- At the level of the annual planning session the problems are identified and strategies are planned. Unless the strategic needs of the beneficiaries are addressed, the development works have no meaning. Sustainability of any program is seen from this perspective.
- Campaign with like minded groups had been organised. Dharma, marches or processions were supported and representations to various local authorities were made. Media was contacted to highlight the events but this was not usually very successful. Fighting with the officials and arguing with the public figures were sometimes necessary.
- Workshops were conducted to allow the beneficiaries to grasp the importance of such activities. A lot of time was spent explaining the programs and the issues addressed by Mithra and the link between these two.
- The staff had been prepared to face any difficult situation. (For a woman staff going to the police station is not acceptable for her family members.)

http://project-activities.susiladharma.org/location_asia_oceania/mithra.shtml

6. Quest Center for Integrated Health, USA

Quest Center for Integrative Health (formerly Project Quest) in Portland Oregon is a wellness-focused, non-profit healthcare clinic striving to strengthen those diagnosed with chronic or life challenging illness and all who seek wellness-based healthcare. We are committed to treating everyone, including low-income, medically underserved people, many of whom are living with HIV/AIDS, cancer and behavioral health disorders.

As a multi-disciplinary, integrative care clinic, this project combines traditional and holistic medical, mental health, substance abuse and support services in a community-based setting. Through the programs and services, it assists clients to make and sustain lifestyle changes that support coping with and healing from both mental and physical illness.

The Quest Centre for Integrated Health has created a well funded, integrated health centre that offers health care to those who need it.

Strategy

Training patients to be advocates for their needs and setting up a centre to serve patients with many different health practitioners.

<http://www.projectquest.org>

7. Susila Dharma Indonesia — Disaster Recovery, Indonesia

Susila Dharma Indonesia is a non-governmental organisation founded in 1988 to coordinate and support social and humanitarian projects in Indonesia. The aim is to cooperate with all institutions, religions, government agencies and groups of people who share the objective of “one united humanity” to provide services in the areas of health, education, children’s care, emergency relief and community development. In recent years SD Indonesia has become very active with emergency relief and recovery in response to the 2005 Tsunami in Aceh, the Jogjakarta earthquake and the floods in Jakarta. SD Indonesia has implemented a program of UNOCHA (United Nations Office for the Coordination of Humanitarian Affairs) to implement micro credit projects for economic recovery in West Java tsunami and Pangandaran with additional funding from the Japan National Council for Social Welfare.

The objectives of this program are:

- To support the re-establishment of livelihoods for affected communities in targeted areas
- To provide micro credit grants for traditional small scale home industries, mostly run by women
- To build their capacities to run businesses and maintain their livelihoods
- To provide training and workshops for micro credit beneficiaries and non beneficiaries.

SD Indonesia with funding from UNOCHA has established women’s Microcredit groups in areas where they have lost their business due to natural disasters such as earthquake and tsunami. The work contains a strong empowerment element through local governance within the business groups.

Strategy

- Support their enterprises with training and follow-up support to business planning, specifically accounting, making business plans, and improved production techniques.
- Engage with other agencies to bring better knowledge of agricultural production and markets to the women.

- Select key successful women who could operate medium sized businesses who might be able to make use of these opportunities under the recommendation of SDI. This is done in group discussion, groups of 5 or up to 10 women with the microcredit facilitator and sometimes a visiting expert.

http://about-us.susiladharma.org/national/sd_indonesia.shtml

8. Tierraviva, Argentina

Tierraviva's members began working five years ago with women in prisons using arts and creativity to help them gain self esteem and improve their relationships with their children. In 2007, after negotiations with projects leaders Rasjid Cesar and Fernando Bedoya, the Attorney General's Office (AGO) and the State workers' Union (UPCN) signed an agreement for project leaders Rasjid Cesar and Fernando Bedoya to implement an arts program inside and outside the prisons whose purpose was connecting vulnerable populations with their own capacity and creative resources.

This agreement can be seen as a possible model for the state and civil society to work together cooperatively. The program also incorporates a strong element of human rights promotion. The aims of the agreement are:

- To transmit, exchange and deepen experiences related to the positive role of art and culture in federal prisons,
- To offer active training of multidisciplinary teams of facilitators to work in conflict situations by promoting self-training projects in the field in provincial and poor neighbourhoods,
- To legitimize art awareness and creative practices in conflict or risk situations in order to guarantee vulnerable communities this benefit and right.

The organizations which signed the agreements do not have executive power: The AGO is governed by the legislature and implements the government's policy, whereas the UPCN influences the government but has no power. The most important impact on governance is that the AGO now has an outreach policy and makes agreements with other organizations. For example universities, are now able to integrate this methodology into their courses.

Tierraviva's primary aim in 2005 was to replicate and reinforce its existing workshops within prisons, but in fact what it has achieved is more far-reaching. In that there is a strong human rights element to this work, and the agreement was established as a model for the state and civil society to work together cooperatively, it was the intention of Tierraviva to create a change in governance, rather than the change being a by-product.

Actions taken and timeline:

- A women's printing workshop (La Estampa) was initiated in 2003 in Ezeiza prison. TV was asked by Dr. Pablo Lanusse (then director of the Federal Penitentiary Service) to develop another workshop in prisons, in order to replicate what he saw as the good crime-prevention work carried out in workshops like la Estampa.
- Dr. Lanusse was replaced by Frederico Ramos.
- Tierraviva obtained the budget to deliver the workshops independently in 2005-2006.
- TV presented Ramos with a request to make an agreement to make the workshop into a productive one in which they would make toys and create a play area for the kids. This meant that attendance at the workshop would count as "work" and confer certain benefits on the participants..
- The assessor gave a very positive evaluation of the program that recommended approval.
- The Encope (financial controller) approved the budget and approved giving funds for the women's allowance.

- Susila Dharma France, Canada and USA made a two-year agreement to support Tierraviva's work.
- However, because he didn't want to set a precedent, in 2006 the director of unit 31, where Tierraviva had up until now run a workshop once a week, refused to support the replications or change the status of the workshop to a productive one. Because of this veto, it was not possible to replicate this program as public policy.
- Rasjid Cesar suggested to the Attorney General, Francisco Mugnolo that the AGO work with the union (UPCN) to replicate the workshops already carried out in Ezeiza prison.
- It was not possible to carry out the agreement in Buenos Aires, so the program is being carried out in four other provinces: Jujuy, Entre Rios, La Pampa and Corrientes.
- Meanwhile, with Susila Dharma support, two mothers were trained in prison as facilitators. They are now are working in the community doing human rights training in hospital.

According to Rasjid Cesar, it is quite difficult to talk about a timeline, as this would be to talk about a convergence of processes and actions which have lasted in total five years. Only taking one year, his process with the AGO was relatively quick, but there had already been a lot of groundwork before then by Fernando Bedoya who worked with the UPCN, inside the union. The UPCN buys the products of the imprisoned women at market rates and has organised public exhibitions to show the women's art for two years in a row.

On the 14th October 2008 Rasjid Cesar was invited by UNICEF and the Argentine Ministry of Defence to participate in a conference on the "Rights of Pregnant Women or Women with Young Children in Detention" in Buenos Aires.. He gave a presentation entitled "The situation of children living with their mothers in penitentiary establishments", which was well-received by judges, lawyers and the new head of the penitentiary service who attended. The invitation to participate in this important event is a sign of the recognition the project has achieved on a national level.

9. Yayasan Tambuhak Sinta, Kalimantan, Indonesia

Yayasan Tambuhak Sinta (YTS) is a development foundation based in the Indonesian provinces of Kalimantan. YTS was established in 1998 by a mineral exploration company, PT Kalimantan Surya Kencana, together with local Dayak representatives. The company has been working with local communities since it began its exploration activities over twenty years ago. Establishing the foundation was a means of formalizing this commitment to the local people. These provinces have a small population but are rich in natural resources, so it is inevitable that large scale development will come. The YTS Foundation is working to create conditions that will enable this development to be balanced, sustainable and equitable. To this end YTS is collaborating with local communities and governments to strengthen their capacity to jointly manage the process of development.

The main focus of YTS is on village planning, helping the villagers to bring this plan to the government and to implement it at the village level, so YTS activities focus directly on improving local and regional governance structures. YTS started in 2004 with this particular methodological approach by bringing Participatory Rural Appraisal (PRA) methods to village development. The main focus is economic development in the village but they also take consideration of social and institutional factors.

In nineteen villages, Yayasan Tambuhak Sinta has facilitated the formation of village groups that can work with the government to negotiate for their collective development needs. The government wants to work with groups, not individuals, so the YTS facilitation and capacity building provides this kind of platform, and a vehicle to enable government to work constructively with communities.

Strategy

- YTS gets agreement from the community to engage in a collective planning process in which villagers analyse their situation and set priorities for development initiatives, such as construction of social and economic infrastructure, and support for livelihood improvements. These priorities are elaborated in an annual village development plan which is submitted to local government for their support. The plan is also used to mobilise village resources and for garnering support from NGOs, such as YTS, and other entities.
- During the planning process, a village management group is formed in each village and, after the plan is completed, livelihood interest groups are formed around two priority areas identified in the plan. These two areas of interest will be supported with expert technical inputs over the course of the year.
- YTS supplies a fund of up to US\$ 1000 per annum that the village management group manages to cover the costs of the expert help that is needed. The YTS village fund is a tangible incentive to get people involved, to learn how to function in groups, and to experience the benefits from collective action.
- The YTS village fund is managed by the villagers and used in the following way:
 - o 75% to cover the costs of technical experts, e.g. transport, accommodation, fees
 - o 15% for administration - the village management group receive an honorarium for their time in organising and managing the training.
 - o 10% for any materials needed for the training.
- Using the village plan as a basis, YTS links villagers to government programs and services. As a result, villagers become more aware of how to access government resources, and how to make their voices heard.

<http://www.tambuhaksinta.com/>

Appendix II LESSONS LEARNED ABOUT PROJECT MANAGEMENT FOR INFLUENCING GOVERNANCE

Here are some interesting quotes from survey participants about how they would proceed differently in the future that might be helpful for other development practitioners:

“I would have brought in more expertise on administration and funding to create a stronger organization at the beginning instead of trying to do it all myself. We needed a business plan, Board skills, knowledge of business management, etc”

“I would insist in a meeting of all stakeholders at the beginning. I was frustrated by lack of coordination on the various town directors of various departments which created more work for me. I assumed they would understand it would be easier to coordinate their efforts but they didn't. In future I would not respect their professional capacity to do this because they don't do it, and I will simply keep insisting it happens in anything I am involved in doing with them!”

“We used the lessons learned in Colombia to implement the program in Guatemala and El Salvador—the model was replicated and improved.”

“I learned that there is a need to insist on 3 year project proposals and funding as a minimum; this would allow thorough follow up of the promoters in the field as well as setting up of evaluation studies that monitor the

whole process.”

“Network with like-minded groups, organise NGOs meetings on the Millennium Development Goals (MDGs) and place emphasis on a Human Rights approach in all activities.”

“Collaborating with other NGOs to promote this approach as this could also increase the geographical impact of these methods.”

“Get funding from donor-funded capacity development programs for human resource development (the empowerment side) rather than just being a lender of microfinance.”

“Work harder at the government level, which is more difficult than working at the community level and remain aware of government policy changes that affect what you are trying to achieve.”

“Spread and promote its approach to improve governance through working with corporations and companies as stakeholders.”

I would like to add something about what Eliana said that it takes many years of dedicated effort to build your credibility and be taken seriously by people in the government.

Appendix III : QUESTIONNAIRE FOR SUSILA DHARMA PROJECTS

Background

The objective of this survey is to find out how Subud members’ activities have influenced local governance. For the purpose of this survey, we define governance as ‘how collective resources are used and collective decisions are made.’ We want you to describe examples of how governance has been impacted by your work, in particular where you think it leads to greater ‘sustainable community development’. Sustainable community development means inputs and initiatives that strengthen the integrity of communities and their ability to grow and develop in a way that does not compromise social, cultural, environmental, and economic values and conditions.

We are especially interested in noticeable benchmarks of changes, for example cases where:

- Citizen participation in local, regional decision-making processes has increased.
- Greater inclusiveness and equitable access to services and benefits is achieved.
- Those controlling and managing financial and other resources demonstrate greater accountability.
- Information is more openly available and transparent to those who need it.
- Where governments or agencies have been able to deliver better or more services in response to needs, requests and demands.
- There have been improvements in efficiency and effectiveness of service delivery.
- Greater implementation of and adherence to the rule of law.

This survey has been redesigned to gather information from Susila Dharma projects. We are interested in how you have influenced:

- a. The community groups you work with (participation and community organization); and
- b. At the policy level under which you operate (government or others that impact you and your beneficiaries).

A. Examples of Governance Impact²

- a. Can you describe an example of how your project or actions have impacted on local governance?
- b. In this example, what are the most important impacts on governance?
- c. Was this change to governance a by-product or the primary intention of your actions?

B. Stakeholders³ Analysis

- a. List and describe the stakeholders involved in your example.
- b. How did you identify them as important to creating the change you wanted?
- c. How did you approach each stakeholder³
- d. What action did you take to get them involved in supporting your initiative?
- e. Were there stakeholders you were not able to work with? Who were they?
- f. If there were some, why do you think you did not succeed in involving them?

C. Your actions to create change in governance

- a. What actions did you / your project take to create this impact?
- b. Describe in more details what specific actions you took.
- c. What was the timeline for this action?
- d. What change in behaviour or attitudes did you notice among the various stakeholders?
- e. What indicators of change did you observe in the situation?⁴
- f. What new community or government processes (consultations, meetings, memorandum of understanding) have been adopted?
- g. Do you think this change in governance will last into the future?

D. The future

- a. How are you building on this experience in your current work?
- b. Based on this experience, are there things that you would do differently in the future?

2. If you have more than one example we will ask the following questions of each example.

3. Stakeholders are people, groups or institutions that have a stake in the outcome of your project, either through influence of being affected by it.

4. See second paragraph in the introduction to the survey.