INTERNAL DEMOCRACY SELF-ASSESSMENT

TOOL # 4

MANUAL FOR WORKSHOP

The manual describes a formative process for the assessment of the internal democracy. It contains fifteen exercises, that can be done in a workshop or it may be used as a study circle. Each of the exercises is a tool for discussing and practicing internal democracy, learning by doing. It is used together with tool # 5.

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Annex: The InDem-Tool

Introduction

This manual describes a formative process for the assessment and the strengthening of the internal democracy of civil society organisations (CSO). This manual is a complement to the InDem-Tool with the indicators to assess.

The exercises in the manual give the participants of the assessment physical understandings of how it can be to work in a more democratic CSO and to see the benefits. The purpose of each exercise is to open up the CSO to be more transparent, participatory, legitimate and accountable; firstly to the participants of the assessment and secondly to other stakeholders.

The assessment can be done in a one- or two-day's workshop but can also be done as a study circle. A third method can be to let a selection of board members, staff and members to fill out the InDem-Tool individually during a couple of hours, and then let the leaders of the CSO use those assessments to plan improvements.

Defining internal democracy

Democracy and internal democracy has different meanings and perceptions depending on multiple reasons, such as political, cultural and social history as well as how institutions have developed. Different methods and strategies are required to approach and address democracy issues. A starting point for achieving internal democracy is to set common grounds: one of these being awareness of why democracy is important for individuals and institutions as well as for social and economic sustainable development.

Many promoters and defenders of democracy would claim that democracy cannot be perceived as an end in itself but rather a persistent struggle that will never reach a perfect form of governance at all levels in the society.

According to Palme Center, internal democracy is a key aspect of organisational development. Palme Center believes that for civil society organisations, political parties and trade unions to contribute to democratic societal development, they themselves should be democratically structured and should apply democratic methods. Not only is internal democracy an important principle in and of itself – and necessary in contributing to democratic development in society – but it is also a precondition for ensuring that an organisation is sustainable. Briefly put, internal democracy has to do with securing democratic decision-making within a civil society organisation, a trade union or a political party.

It can be said that internal democracy has to do with the following principles:

- **Participation** – ensuring that all members of the organisation can participate in decision-making processes on equal terms. Are there structures in place to enable this? How is the board elected? How is the agenda set?

- **Representation** – to be called legitimate, a democratic organisation must include the people it represents. For example, are women and other groups – such as minorities and young people – represented in executive positions? Are they given equal opportunities to put forward their views and opinions at meetings?

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- **Transparency** – has to do with open-ness towards members and others affected by the operation, such as the target group. For example, are the organisation's regulations, annual reports and strategies readily available?

- **Accountability** – ensure that the people who make decisions are also held responsible towards those affected by the decisions. A democratic organisation must have mechanisms in place to ensure this. These could, for example, include having the board presenting the annual accounts for approval by the members at each annual meeting, and making sure there is a system in place for removing a board that has breached the organisation's regulations."[1]

The concept "civil society organisation" (CSO) used in this manual and in the InDem-Tool includes trade unions, educational organisations, think tanks, cooperatives, faith-based organisations, human rights organisations, women's clubs, political parties, bird watching groups, etc. Even a group of people been neighbours, friends or colleagues that have a common interest and get together in some form, depending on culture, context and national laws, can be considered as a CSO.

Another common term used here is "stakeholder". It is a wide concept and may include – as in this material – CSO staff, CSO board members, CSO members, target groups, beneficiaries, financers, supporters, at times authorities, etc. The CSO chose among the stakeholders whom to invite to participate in this process.

1. OPC, Project management handbook.

Different views among donors

The need and usefulness of internal democracy might be confusing to a CSO when for example North American donors recommend a more foundation style of management while the Scandinavians donors endorse a member-based style for a CSO's institutional development. It is of course up to the CSO itself to decide which structure to choose.

Transitional democracy

If a CSO was recently founded it cannot always be expected to be acting as a completely democratic organisation, but when a CSO understands the benefits of taking steps towards a more democratic organisation – which is the purpose of this method - it might very well be a potential partner organisation to more donors.

The level of internal democracy in a CSO can be seen as related to its organisational maturity. The development of a CSO can be summarised in the following three steps with some examples.

Not mature

- The CSO is working for, but not with, a target group.
- It has no members.
- No board elected by members.
- Weak annual reporting of resources, activities and results.

Improvements needed

- The CSO is working with a target group.
- A board exist, but not elected by members.
- Irregular reporting of resources, activities and results.
- Unclear leadership and responsibilities.

Mature for partnership

- The target group and staff are represented in all planning.
- Regular, free and fair elections of the board by the members.
- Respects for the rule of by-laws by all.
- The majority rules with respect of the rights of the minorities.
- Transparency: staff and members can see what the board and leadership is doing.
- Accountability: leaders are held liable for their actions.

CSO's in the lower categories may still be accepted as partners if they show strong efforts to improve a weak internal democracy.

This manual and annexed InDem-Tool is divided into three phases of a CSO's work cycle as illustrated below, with the focus on the internal democracy of each phase.

1 National context and needs anlysis → **2** An efficient CSO works to solve the target groups needs → **3** Activities are done, results for the target groups and improvements in society →

The main steps of this method

1. The CSO appoints an internal or external facilitator to handle the process. The elected person should have knowledge of Excel and also experiences of leading participatory workshop/study circles. As well, the elected person should count with full support from the CSO's leadership to do his/her job to lead the process.

2. The CSO invites relevant participants among its stakeholders, i.e. members, staff and board members.

3. If the format of a study circle is chosen, the participants decide how many meetings they prefer to have.

4. The facilitator hands out the In-Dem-Tool on paper or sends it by email to the participants to fill it out on computers or on paper.

5. The participants leave the InDem-Tool ("Version 1") completed in a "ballot box".

6. The facilitator summarizes all the participants' answers into one common InDem-Tool and thereby we have "Version 2".

7. The Version 2 can be used in three different manners:

   a. In a workshop for 1–2 days

   b. As a study circle

   c. The management takes care of it

8. If a. or b. is chosen a facilitator guides the participants through the InDem-Tool's indicators and through the fifteen exercises.

9. The plan for improvements at each indicator may be elaborated directly on each indicator in the InDem-Tool, or after all indicators are reviewed.

10. The execution of the plan for improvements may start.

Assessing the indicators of the InDem-Tool?

Some indicators are easy to give a precise answer to in every day's life, i.e.: Does a patient have fever? The question can be answered by applying a thermometer to the patient and read the result. But if the doctor asks a patient after an operation: how much pain does she or he have, it is more difficult to answer. Often, they provide the patient with a scale from 1 to 10 and ask: how painful is it from 1 to 10 on this scale? The patient can now answer with his own personal subjective measure, and for example points at a 7. That answer is not so important per se. However, it becomes
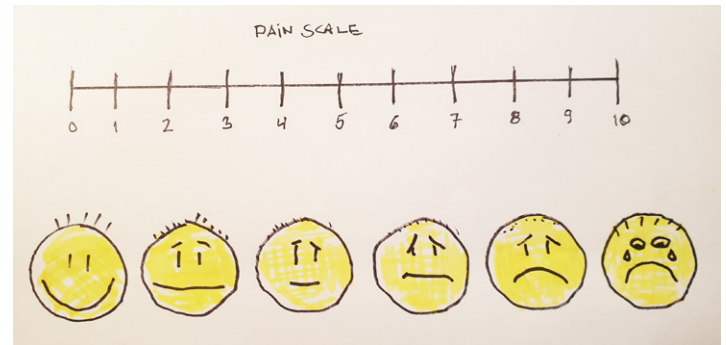
important when the doctor comes back later and asks again the same question. Based on the answer of the patient the doctor knows if the patient needs more painkillers or less.

The InDem-Tool draws similarities to the doctor and patient example above. It has questions that can be answered more or less "scientifically", whilst other questions and answers are "softer". Some sub-indicators are easier to assess, while others require more analysis. After the full process of this participatory method, a robust picture of strengths and weaknesses will appear. By then, the most important step comes, to design the final product, the plan for improvements. That plan is done in the same InDem-Tool with answers to questions: What are the weaknesses, how to improve them, by whom, at what costs (mostly there are no costs), with what priority and which is the expected time to achieve the needed improvements?

When repeating the exercise after one year with the same InDem-Tool, there will be a new "picture" of weaknesses and strengths to compare with the previous year. By then, the CSO will know if it is moving forward or not in the process of developing its internal democracy.

The InDem-Tool has six main indicators (headlines) and several sub-indicators (questions) to be assessed by the participants during the assessment.

Some indicators (column B) have no source of verification (column C) when using the InDem-Tool for the first time, but those may be added along the assessment process during a longer period.

A sub-indicator might belong to several main indicators, therefore where a sub-indicator should stay can be discussed and amended. What is important is that the sub-indicator is included and that the eventual weaknesses of that sub-indicator are discussed and involved in the plan of improvements.

Some sub-indicators are included to give ideas of what can be introduced in a CSO to increase the participation and the transparency. For example: Is there an annual survey among staff about needs of improvements in the CSO? Or: Are the results of that survey communicated to all staff and the board?

The InDem-Tool has three sheets:
• The indicators to be assessed and the plan for improvements.

• A graph showing strengths and weaknesses between main indicators.

• A graph showing strengths and weaknesses between the sub-indicators.

The InDem-Tool can be adjusted over time by adding or deleting indicators and sources of verification. Done correctly, it will be possible to compare the indicators results from one year to another.

Using the InDem-Tool once or in one organisation is very useful to give a picture of the current status of the CSO. However, using it several times or sharing it with a group of similar organisations and putting the scorings together, to compare strengths and weaknesses, is much more useful, as it will present what indicators have common weaknesses or strengths over time or among several organisations. It will also show which organisation is strong at which indicator and may give advice to those who are weaker at that same indicator. Common, respective individual, weaknesses usually need different approaches. However, by "looking into each other's kitchens", a CSO's can draw knowledge and learn from each other's experiences.

Results from three POs on eight indicators and 72 quesions
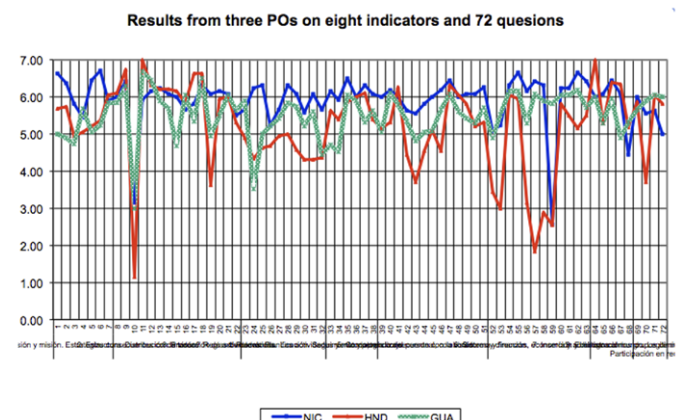
The assessment starts

Exercise 1: Individual scoring
Purpose: *a) The participants getting familiar with the InDem-Tool.*
b) To have a first opinion from the participants on the CSO's internal democracy.

This is a learning process. Every participant should therefore give his/her answers independently as a "secret vote". The participants should mark with a number 1 in the column that corresponds to their opinion from "Not relevant" in column D to Excellent in column L.

The columns in the InDem-Tool allow the participants to "vote" with a "1" in the column they choose according to their opinion about each question. The facilitator/coordinator will then add all the votes for each column to get the actual picture of the CSO based on the perception of the participants in the assessment. The choices for the participants are:

- D = Not relevant (which can be an opinion or a reality)
- E = Don't know (the participants will learn under the process)
- F = Don't exist/We don't have that
- G = Very weak/Very little
- H = Weak
- I = Acceptable
- J = Good
- K = Very good/Very much
- L = Excellent

When the participants in the process fill out the InDem-Tool individually for the first time, they are expected to mark according to what they honestly know and feel on each indicator. There are no "wrong" answers here. Later the participant will learn more about the CSO and adjust their opinion and improve their knowledge. This is one of the positive results of this method. By honest answers the facilitator will know what has to be stressed under coming process.

	A	B	C	D	E	F	G	H	I	J	K	L	M	N
1		Indicators to asses	Sources of verification	Not relevant	Don't know	Don't exist	Very weak	Weak	Acceptable	Good	Very good	Excellent	Sum of votes	Average
2					0	1	2	3	4	5	6	7		
4	1	1 National context		3	8	3	6	0	4	1	1	4	30	2,4
5	1.1	Is the context analysis elaborated together with staff, members and other stakeholders?	Context analysis.	1	2		5		2				10	2,0
6	1.2	Does your CSO work as democratically as the law allows; for example having members, annual general meetings and an elected board?	Context analysis.	1	4	3	1					1	10	1,2
7	1.3	Is the analysis of needs and the strategy for solving the needs of the target groups elaborated together with staff, members and other stakeholders?	Needs analysis. Strategies.	1	2				2	1	1	3	10	4,1
8														
9	2a	2a Internal democracy in your CSO		6	4	3	5	12	7	7	15	0	59	3,8
10	2a.1	Are there basic democratic elements in your CSO, such as: a. It has an ideology and a logically developed idea reflected in vision, strategy, annual plan and actions. b. It is involved in advocacy work. c. Is there an openness for membership to all citizens of the target group, without distinction? d. It uses democratic working methods. e. It is independent in relation to the state and local authorities. f. It develops a sense of internal belonging for the members. g. It exists over a longer period of time.	Vision and mission. Objectives. Website and publications. Evaluations. Advocacy plan/strategy. By-laws.	1	2			3	2	1			9	2,8

Exercise 2: The Election Day

The spreadsheets ("Version 1" of the InDem-Tool) are collected anonymously in a ballot box, without the participant's names, but with an own code or a mark to be able to get it back to be used for the participants' own notes. This is preferably done as a solemn event, as a celebration of the start of a collective trip to an unknown land.

Exercise 3: Summarising the votes

The facilitator registers all (ten in this example) participants' scorings in a fresh InDem-Tool-sheet as in the picture below. This is "Version 2" of the InDem-Tool and is to be used with a LCD-projector during the coming workshop/study circle.

If an external facilitator is used that isn't familiar with the CSO, he or she is recommended to visit the organisation before the workshop/study circle:

a. One-day project visit to the CSO's activities "in the field" and talk with the target groups.

b. One-day review in the office of basic documents (mentioned as the sources of verification in the InDem-Tool) and conducts interviews with some of the staff.

		Indicators to asses	Sources of verification	Not relevant	Don't know 0	Don't exist 1	Very weak 2	Weak 3	Acceptable 4	Good 5	Very good 6	Excellent 7	Sum of votes	Average
1	1	**National context**		3	8	3	6	0	4	1	1	4	30	2,4
1.1		Is the context analysis elaborated together with staff, members and other stakeholders?	Context analysis.	1	2		5		2				10	2,0
1.2		Does your CSO work as democratically as the law allows; for example having members, annual general meetings and an elected board?	Context analysis.	1	4	3	1					1	10	1,2
1.3		Is the analysis of needs and the strategy for solving the needs of the target groups elaborated together with staff, members and other stakeholders?	Needs analysis. Strategies.	1	2				2	1	1	3	10	4,1
2a	2a	**Internal democracy in your CSO**		6	4	3	5	12	7	7	15	0	59	3,8
2a.1		Are there basic democratic elements in your CSO, such as: a. It has an ideology and a logically developed idea reflected in vision, strategy, annual plan and actions. b. It is involved in advocacy work. c. Is there an openness for membership to all citizens of the target group, without distinction? d. It uses democratic working methods. e. It is independent in relation to the state and local authorities. f. It develops a sense of internal belonging for the members. g. It exists over a longer period of time.	Vision and mission. Objectives. Website and publications. Evaluations. Advocacy plan/strategy. By-laws.	1	2			3	2	1			9	2,8

The start of the workshop/study circle

After the first steps are taken in the process it is time for a very active participatory and learning workshop/study circle.

a. The participants pick up their own spreadsheets for their personal notes during the workshop/study circle.

b. The facilitator's activities:

i. Introduction of the participants,

ii. Guide the discussion on the purpose of the workshop/study circle,

iii. Setting rules such as: things can always be seen from different perspectives; respect for each other's opinions; listen more than talk, etc.

iv. Make a short LCD-presentation of "Version 2", the participants' scoring in the In-Dem-Tool and the graphs with the ups and downs,

v. Pedagogical methods: use of illustrations, PowerPoints, brainstorming of ideas on flipcharts, keywords on SWOT analysis, Post-it notes, participants using stickers or markers for collective prioritizations among the listed ideas coming up, whiteboards, pedagogic exercises, etc. The flipcharts from the exercises should be kept until the assessment is finished and be used as reminders when needed.

vi. The participants are frequently asked to share their experiences and ideas in the discussions, and the facilitator also share own knowledge and experiences,

vii. Switching repeatedly between discussions in the large group and in small groups. The small group (3 participants per group) discussions are short to speed up the process and last for only 3 to 5 minutes and takes mostly place as the participants are sitting in the room. The small

groups present the results of these discussions in the big group.

viii. Those presentations may be oral or putting up Post-its on flipcharts in groups of theme, or using other means, to visualise as much as possible the participants' collective opinions during the workshop/study circle. The participants will learn much about their organisation during such a participatory workshop/study circle and adjust their initial own scorings in their "Version 1" of the InDem-Tool, especially those who marked a "Don't know". The facilitator asks the participants on each discussed indicator, by a show of hands, how many of the participants is now voting for what scoring at each indicator?

The result after the workshop/study circle is that the participants know their organisation better and thereby the so-called human capital has increased, directly impacting the strength of the organisation.

c. The participants usually change their opinions marked in their "Version 1" of the In-Dem-Tool during the workshop/study circle with new knowledge. Therefore, the facilitator should make adjustments of the scoring in the spreadsheet ("Version 2") immediately and in the presence of the participants, and thereby creating "Version 3" of the In-Dem-tool. The number of votes in column M may vary during the workshop/study circle, due to that some participants maybe had to leave the workshop/study circle temporarily, but that does not affect the final results of the process.

There will surely be some remaining differences in the opinions and scorings of the participants regarding the indicators. However, the key issue of the assessment is to have an average of scorings (column N) that also appears in the graphs that can be used to compare the results over the years or with other organisation's scoring.

1. Analysis of the context and target groups needs

A democracy in a country can be like a blooming tree with many healthy components. That tree looks different in every country and is constantly surrounded by threats.

Democracy
Can develop as a well-cared tree around core values and with many developed branches. Daily it has to struggle against the treats in social and political environment.

Unnecessary delays responding to people's inquiries

Efficiency
• No corruption

Good ethics, will and moral

Transparency and Openness
• Fruitful access to authorities
• Voter register
• Give out correct information

Drugs, Gambling, Corruption

Predictability
• Stability
• Provisions for elections, candidates and voters

Accountability
• Freedom of expression, opinion, information, association, assembly, to vote and be elected
• Equal access to public service, participation in public affairs.

Be honest

Intimidations, Private armies, Civil servants protecting each other, No respect for laws

Rule of Law
• Independent judiciary
• Enough resource to protect all citizen equal

Be kind

Don't rock the boat, shut up, Money politic, Vote buying

Free, fair, and regular elections
• Independent judiciary
• Observer's access
• Secret ballot
• No unnecessary requirements on age, citizenship, language, literacy, race
• One person = one vote

Abuse and trafficking of women and children

Human Rights
• Civil and political rights (participate in public affairs, to vote, be elected, equal access to public resources, non-discrimination of sex or religion. Freedom of expression, assembly, associate, property.
• Economical Rights
• Social Rights
• Cultural Rights

Treat others and you want to be treated

Participation
• Culture
• Tradition

Excluding opponents or social groups, Racism, Discrimination of poor

Good practice
• Genuine elections
• Will of electors respected
• Real plurality
• Clear formula in advance
• Real choice
• No intimidation
• Voters informed of choices
• Skilled polling staff
• No unreasonable restrictions for candidates
• Good journalism
• Independent administration
• Clear election laws
• Access to polling station
• Impartial police

Good Leadership
Good Ethics, will and moral

Good Management
No corruption

Good Governance

Exercise 4: The democracy tree

Purpose: *to explore with the participants their view on the national context, the democracy and the threats to it.*

1. Discuss in small groups and write down keywords on green Post-its for the elements of the CSO's internal democracy and on blue Post-its for what the national "democracy tree" should have. Identify also the surrounding threats against the democracy in the country on red Post-its.

2. Back to the big group and put up the Post-its: blue on the tree trunk, green on the tree's branches and red around the tree. Put similar Post-its together.

3. Discuss in small groups: What of the treats are real obstacle to the development of the internal democracy in the CSO?

4. Back to the big group: Mark with red lines which of the threats are related to what cannot be developed of the CSO's internal democracy.

5. Discuss what can be done to decrease the surrounding threats and what parts of the internal democracy can be developed even under the surrounding threats?

Exercise 5: The target groups

This exercise should partly be based on the conclusions in the previous exercise.

Purpose: *to review the participants' opinions on the CSO's choice of target groups.*

1. Discuss in small groups: Which are the CSO's most important target groups? Write down keywords on Post-its.

2. Return to the big group for presentation.

3. Put the Post-its on flipcharts in groups of similar kind and discuss the result.

4. Each participant has 3 to 5 "points" (stickers or strokes with marker) to distribute on the group of target groups they consider are the most important to the CSO. The points can be put all on one Post-it or distributed on different.

5. Discuss the result. Is there something the CSO needs to adjust to become more participatory, to attract, involve and interact with bigger groups of citizens? Could that strengthen the organisation's work and its impact on society?

Exercise 6: To observe the context

This exercise will show the difference between two CSO's management of transparency and participation by a relay race in the meeting room.

1. Make two cones of flipcharts and tape with 5 centimetres in one end and about 30 centimetres in the other end. See the pictures below.

2. Ask six participants to form two mixed teams by age and gender. The two teams are: CSO#1 and CSO#2.

3. Prepare two small balls or make them of flipcharts and some tape, to kick on.

4. Make a starting line on the floor with tape. Put out two chairs 3–5 meters away from the starting line to kick the balls around and back to the starting line.

5. CSO#1 looks through the narrow end of the cone and keeping the other eye closed when kicking their ball from the starting line and around the chair and back to the starting line to hand over the cone to the second team member and then the third. CSO#2 looks through the wide end of the cone.

6. The two teams start at the starting line at the same time and kick their balls all the way to the chair, around the chair and back. Next in line takes over, and so on.

7. Normally the team looking in the narrow end of the cone wins. Discuss, why and if there is something in the CSO's procedures that may be adjusted?

Exercise 7: Needs of the target groups

This exercise should be based on the conclusions in the exercise number 4 and 5.

Due to the local context citizens enjoy or suffer from different social, political and economic aspects in each nation, and therefore their needs are different. There are many ways to describe peoples' needs and every person has their own specific needs. But there are some standard needs, commonly represented in a hierarchy, i.e. food comes before pleasure. Maslow's pyramid of needs is a common illustration of this circumstance[2]. During the last 40 years, much of the basic human needs at the bottom of the pyramid have become increasingly attended, whether the country is democratic or not. But the upper layers of the pyramid, including human rights, those giving life most sense of meaning in life, can seldom be provided to the citizens without more democracy. Purpose: to review the CSO's strategy for solving the target groups' needs.

1. Discuss in small groups: is your CSO trying to solve the most important needs of the target groups?

2. Write down keywords on Post-its.

3. Return to the big group for presentation.

4. Put the Post-its on flipcharts in groups of subjects and discuss the result.

5. Each participant has 3 to 5 "points" (stickers or strokes with marker) to distribute on the group of needs they consider are the most important to work with. All points on one Post-it or distributed on several.

6. Discuss the result. Is there something the CSO needs to adjust to attract, involve and interact with bigger groups of citizens? Could that strengthen the organisation and its impact on society? Are there different needs for women and men?

7. Each participant gets 3-5 stickers, red for women and blue for men. Put the sticker on the Post-its you consider being most important.

8. Discuss the result: Is there anything to adjust in the CSO's strategy?

2. https://en.wikipedia.org/wiki/Maslow%27s_hierarchy_of_needs

2. Basic elements in a democratic CSO

As mentioned in the introduction a democratic CSO should have good standards regarding:

- Transparency.

- Participation.

- Legitimacy.

- Accountability.

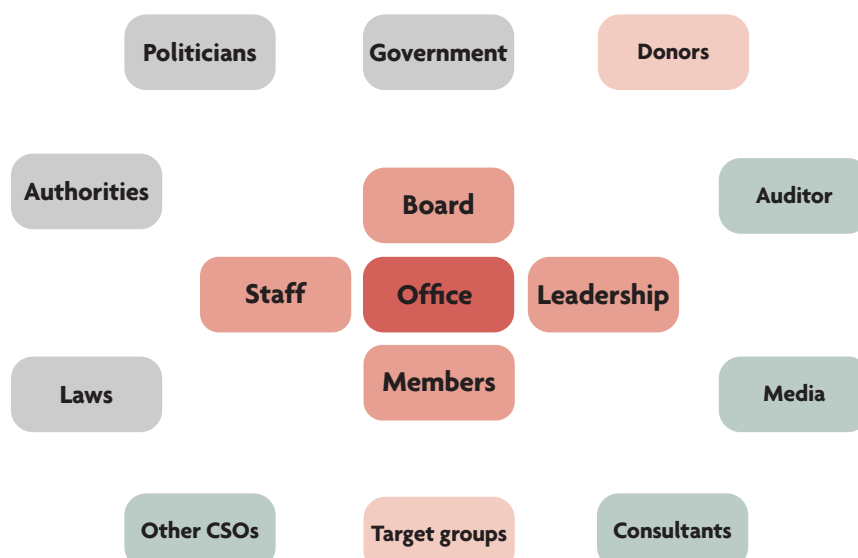Some other general characteristics of a democratic organisation are:

- It has an ideology and a logically developed idea from vision to annual activities.

- It has a board.

- It has annual general meetings.

- It is involved in advocacy work.

- It is open for membership without unnecessary (like racism) distinction.

- It uses democratic working methods.

- It is independent in relation to the state and local authorities.

- It develops a sense of internal belonging for the members.

- It exists over a longer period of time.

The indicators in the InDem-Tool go through the details of those pinpoints.

Exercise 8: Relations to surrounding entities

Purpose: *to review the participants' view on the CSO's internal and surrounding "entities" (se example) and how they relate.*

1. Discuss in small groups: Which are the internal and surrounding entities of matter?

2. Write down keywords on Post-its.

3. Return to the big group for presentation.

4. Put the Post-its on flipcharts in groups, similar to the example here.

5. Each participant has 3 to 5 "points" (stickers or strokes with marker) to distribute on the entities they consider are the most important to the CSO. All points on one Post-it or distributed on several.

6. The participants draw arrows between their CSO´s internal entities

Politicians   Government   Donors

Authorities   Board   Auditor

Staff   Office   Leadership

Laws   Members   Media

Other CSOs   Target groups   Consultants

and the surrounding entities. Use red arrows for bad relations and green for good relations.

7. Discuss in the big group:

a. Is there something the CSO needs to adjust to become more participatory, to attract, involve and interact with bigger groups of citizens? Could that strengthen the organisation and its positive impact on society?

b. The concept of "we" in your CSO and mark on the drawing what you include and exclude when you say "we"?

c. Discuss what relations may be improved, and how, to have a better impact in society of the CSO´s activities.

Exercise 9: To delegate or to control
Purpose: *to practice different management styles.*

Scene one: Three "employees" directed by a "director". The employees hold each a string attached to a pen between them that has to be introduced into a bottle on the floor between them. The employees are facing outwards and cannot see the bottle. The director, who is faced towards the bottle and knows how to manage everything in the CSO, gives instructions to the three employees how to move to get the pen into the bottle.

Scene two: In another CSO the employees are all well informed, they have the full picture of how things work in their CSO. So, when they get the task to put the pen into the bottle they are looking at the bottle and solve the task swiftly.

1. Discuss in small groups and use Post-its for keywords.

a. What did you learn from this exercise?

b. How does this exercise relate to internal democracy?

c. Is there something in the CSO that could be adjusted?

2. Back to the big group.

3. Put the Post-its on flipcharts in groups of similar themes.

4. Each participant has 3 to 5 "points" (stickers or strokes with marker) to distribute on the Post-its they consider are the most important to the CSO. All points on one Post-it or distributed on several.

5. Discuss in the big group what may be adjusted.

Exercise 10: Type of CSO structure
Purpose: *to explore the participants' view of the CSO's structure and management.*

1. Draw up some simplified shapes of CSO structures on a flipchart, like below. One demonstrating an extremely high hierarchic organisation other less, one round without any hierarchy and one with anarchy.

2. Discuss in small groups: which shape is most similar to your CSO?

3. Return to the big group for presentation.

4. The participants mark on the shapes, which one is considered as the most similar to their CSO.

5. Discuss the result: Is your CSO performance optimal as it is structured or can it be more efficient if modified? Modified in what way?

Exercise 11: The sense of participation

Purpose: *to explore the participants' relation to the CSO, close to its core ("warm") or distant ("cold")?*

1. Drew up a simplified organogram on a flipchart of your CSO, like the example below with its "levels".

2. Discuss in small groups your relation to your CSO at the level you belong.

3. Return to the big group for presentation.

4. Mark on the drawing where you feel like you belong, at your level in the CSO, close to the core of your CSO or on the periphery? If you belong to several "levels" mark at each of those levels.

5. Depending on the markings' positions in the right column above, discuss in the big group how more stakeholders can get to feel closer to the core of the CSO and thereby make the CSO stronger. What activities can be done to improve the CSO's relationship to different stakeholders? Social activities, political activities, or what? What should be changed, how, by whom and when?

Organogram	Mark your closeness to your CSO ‹="Warm" or "Cold"=›
Board members	
Director	
Unit managers	
Employees	
Volunteers	
Members	
Other stakeholders	

3. Activities, results and impact

The four phases below, include some examples of standard results for the target groups of a CSO´s activities during a year or so.

1. Activities for and with target groups:	2. Output among target groups:	3. Outcome for target groups, improved:	4. Impact for the target groups, improved:
• Participatory processes • Dialogue and collaboration. • Communication. • Education. • Infrastructural constructions. • Advocacy about: health, equality, fair trade, rule of law, human rights etc.	• Increased knowledge & competence. • Attitude changes. • Improved infrastructures. • Improved human development. • Increased sustainable productivity. • Better health, education & equality, etc.	• Attitudes and behaviours. • Individual or institutional capacity. • Respect for the agreement. • Family incomes. • Infrastructure. • Harmless development. • Law-making & legal frameworks. • Conflict management.	• Social & economic situation. • Distribution of economic resources. • Participation of citizens. • Environment. • Democracy, transparency & good governance. • Equality & equity. • Respect for human rights. • Peace & co-existence.
Numbers of participants in each phase:			
Women: Men: Girls: Boys:	Women: Men: Girls: Boys:	Women: Men: Girls: Boys:	Women: Men: Girls: Boys:

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Exercise 12: Quantitative participation

Purpose: *to explore the CSO's degree of participation of the target groups.*

1. Analyse in small groups the numbers (approximately) of participants and persons affected in the four phases above. Write on Post-its the numbers.

2. Return to the big group and put up the Post-its on flipcharts and discuss:

a. Are the results as expected and in accordance with the plans?

b. How can the activities include and improve the life of more stakeholders?

c. Has the process been transparent, participatory?

d. What can be improved?

Exercise 13: Qualitative participation

Positive changes in society depend usually on many different actors involvement, not only one CSO's activities and it may be difficult to define the reasons to improvements. Sometimes it might depend on good or bad weather.

Purpose: *to identify the CSO's and its members' role in the eventual improvements in society.*

1. Discuss in small groups and write down keywords on Post-its.

a. Has there been any improvement in society for the targets groups in line with your CSO's vision, strategy, activities and goals?

b. If yes, what is your CSO's role in that change?

c. What other actors had an importance in the improvements?

d. Did your CSO coordinate with those other actors?

e. In what way has your target groups participated to obtain that improvement?

f. Would a major participation of your stakeholders have increased that improvement?

2. Back to the big group and put the Post-its on flipcharts in groups of similar themes and discuss the result.

3. Reflection on eventual needs of adjustments in your CSO.

Plan for improvements

The scoring results from the workshop/study circle ("Version 3") and the findings from the discussions can now, in the same spreadsheet, be used for the elaboration of an action plan in the columns O to T on each indicator.

Exercise 14: Plan for improvements

The plan for improvements can be done during the workshop/study circle or by a working group during the next days.


	Indicators for self-assessment	Not relevant 0	Don't know 1	Don't exist 2	Very weak 3	Weak 4	Acceptable 5	Good 6	Very good 7	Excellent	Number of votes	Average	List main weaknesses?	Suggests for improvement	Responsable	Deadline	Costs	Priority 1-3
4	Gender mainstreaming in your CSO	1	5	14	21	2	5	2	0	0	50	1,9						
4.1	Do you have a gender policy or strategy in your CSO that is known by all staff, members and board members? And is it applied in practice?		1	4	5						10	1,4						
4.1	Is the gender equality perspective present in goals, budgets and result oriented documents?			1	4	1	4				10	2,8						
4.2	Are all individual-based statistics reported, analysed and presented by sex?				7		1	2			10	2,8						
4.3	Is a gender impact assessment included in all proposals, plans and activities?	1	4	4	1						10	0,7						
4.4	Has the gender mainstreaming generated concrete and sustainable improvements in the organisation's areas of operation?			5	4	1					10	1,6						
5	Representation	1	1	0	7	6	4	4	4	3	30	3,8						
5.1	Do you have a policy, a strategy, an action plan or similar ambition on broad representation within your organisation (not only referring to groups you work for/with)?				2	3	4	1			10	3,4						
5.2	Are women, ethnic and/or religious minorities, LGTBI-people, young and old people (who are other often vulnerable or discriminated groups in the society) welcomed in your organisation, as ordinary members, board members staff and other bodies?	1	1		5	3					10	2,1						
5.3	Are any or some of these groups represented in your organisation in practice, as staff, elected representatives and/or other important functions?						3	4	3		10	5,7						
6	Transparency/Openness	6	5	3	6	19	8	9	2	2	60	3,2						
6.1	1. Does your organisation have functioning routines and mechanisms to share and interchange information with members?	1			4	3	2				10	2,8						
6.2	2. Do you have a web page/web portal where your organisation is presented?		1	1		8					10	2,5						
6.3	3. Are key documents like by-laws/statues, plans, projects/programmes, financing sources, activities, and events published on the web?	1			4	2	3				10	3,5						
6.4	4. Does the web page also include sections where you present the results/the impact of your work?	1	1			1	2	3	2		10	4,2						
6.5	5. Do you also regularly publish on your web page opportunities for work/jobs and consultancies?	1	1		2	1	2	3			10	3,3						
6.6	6. Are external evaluations and reviews published on your web page (with exceptions related to organisational and personal security and safety issues)?	3	1	2		2				2	10	2,9						

Benefits of being a more democratic CSO

Employees in democratic organisations report positive results such as group member satisfaction, friendliness, group mindedness, "we" statements, motivation, creativity, and dedication to decisions made within such organization.[3] That makes the organisation stronger and more effective, which also have been demonstrated in the exercises above. The simple relation between internal democracy and its effects are like the illustration below.

Exercise 15: Benefits of internal democracy

1. Discuss in small groups and write down keywords on Post-its:

a. Green Pos-Its: What might be improved and how in your CSO to become more democratic?

b. Red Post-its: Discuss the opposite case, a CSO not developing its internal democracy. What might happen to that CSO?

2. Put the Post-its on flipcharts, one for green ones and one for the red ones in a logic order of consequences.

3. Back to the big group and present your flipcharts,

4. Reflection on needs of adjustments in your CSO.
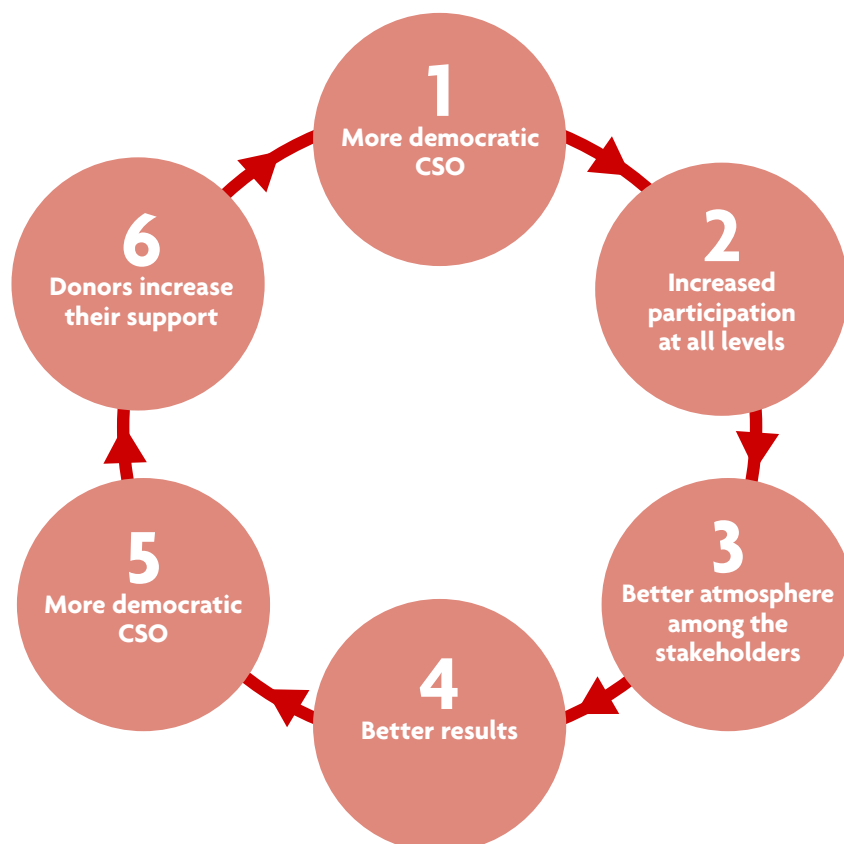
3. Northouse, P. G. (2015). Introduction to leadership: Concepts and practice (3rd ed). Kalamazoo,

The result of using the InDem-Tool

At the end of the workshop/study circle, the participants evaluate the process and the facilitator learns from that and adjusts the used pedagogic methods before commencing eventual similar workshops/study circles.

The facilitator writes a report from the workshop/study circle, including for example:

- Results from the different exercises.

- Constructive proposals that has been discussed.

- Suggestions regarding adjustments of the InDem-Tool and the workshop/ study circle?

- Annex: The InDem-Tool, Version #3.

In the future: When putting together the scoring results in the InDem-Tool from several years, one will see the ups and downs of strengths and weaknesses over time. Some weaknesses that do not improve may require some extra support from specific experts.

When putting together the scoring results in the InDem-Tool from different organisations one can see the ups and downs of strengths and weaknesses, both per organisation and common strengths and weaknesses. Those who are strong on one indicator can give advice to those who scored poorly on the same indicators. The indicators that show weaknesses for several or all CSO's might need special solutions.

If the CSO share the results with donors, the CSO might receive extra support for institutional strengthening or more support due to its transparency.

According to pervious experiences, even the CSO's target groups will notice improvements within a year or so.

If all steps in this manual have been completed you do now have a solid base for strengthening the CSO and can make a positive difference in society.