



# Improving your Programmatic Learning Journey

A Resource Guide for HDP Nexus  
Practitioners

*Module 7. Annexes*

Published May 2024





Dr. Randall Puljek-Shank  
Dr. Valery Perry  
Dr. Louis Monroy Santander  
Dr. Michelle Parlevliet

Published by the Knowledge Platform  
Security and Rule of Law

# Foreword from the Knowledge Platform Security and Rule of Law

In today's dynamic and complex global landscape, practitioners, policymakers, researchers and everyone else in one way or another involved in the HDP nexus face significant challenges. These challenges underscore the critical importance of continuous learning and adaptive programming to effectively address the needs of communities affected by crises and conflicts.

This guide aims to serve as a resource and reference tool, offering insights, strategies, and practical examples to enhance understanding and implementation of learning initiatives within HDP contexts. It brings together a wealth of knowledges and experiences from practitioners and organizations at the forefront of the intersection of learning and doing

Whether you are a seasoned professional or new to the field, this guide offers practical guidance and thought-provoking perspectives to inspire and inform your work. By promoting a culture of learning and adaptive management, we can collectively strive towards more resilient, responsive, and sustainable solutions in the pursuit of peace and prosperity for all.

We extend our gratitude to the research team and all contributors who have generously shared their expertise and insights to make this guide a valuable tool for advancing learning approaches in the HDP nexus.

Together, let us embark on a journey of discovery and continuous improvement as we navigate the challenges and opportunities of our shared mission.

KPSRL Secretariat



# Module 7. Annexes

## Annex 7.1: Glossary

This glossary is intended to ensure consistent understanding of some key terms used in this Resource Guide. It is not aimed at being a comprehensive glossary of terminology related to programmatic learning.

### ***Accompaniment***

The practice of providing support, solidarity and guidance to individuals, communities, or organisations in conflict-affected or fragile contexts. It is a collaborative approach that emphasises long-term commitment and partnership; developing trust-based relationships; recognising the agency and resilience of local actors; and walking alongside them as they take action to address challenges and promote sustainable solutions. It can take various forms, including providing moral and emotional support, helping to access resources and opportunities, amplifying the concerns and priorities of marginalised or vulnerable groups to decision-makers, and capacity-building in support of local initiatives. International actors engaging in accompaniment generally seek to complement and reinforce the efforts of local actors by providing resources, expertise, and legitimacy to support positive outcomes. Doing so with sensitivity to local contexts, needs, and aspirations, is necessary to ensure that their efforts are effective, appropriate, and sustainable.

### ***Adaptive Programming or Adaptive Design***

Adaptive programming or adaptive design incorporates continuous learning and feedback loops to enable purposeful learning and the potential to adjust programming. This includes making adjustments in response to changes in the programme's context, as well as adjusting programming based on insights gained about its effectiveness. [Source: Grant Framework, Contributing to Safe and Peaceful Societies, 2024-2031, Netherlands Ministry of Foreign Affairs.]

### ***Co-creation***

An inclusive approach to generating new forms of knowledge through processes of interaction and relationship-building, where research starts with an interest in how individuals and communities from different contexts make sense of and produce knowledge through genuine connections. Co-creation is concerned with contextually relevant research, where responsibilities, interests and benefits are balanced between different stakeholders.

### ***Cynefin Framework***

Cynefin, pronounced "ku-nev-in," is sensemaking framework that provides a context to think through the details of a situation, classify it and understand the appropriate response to make the most of the situation. It is based on concepts from knowledge management and organisational strategy. The Framework has 4 domains— Clear, Complicated, Complex and Chaotic, with implications for planning and learning.

### ***De-colonized approaches to learning***

An acknowledgment and “unlearning” of the dominant power dynamics occurring in sectors like the HDP Nexus, which gives ample space for listening, partnering and sharing power with those most affected by violence, injustice and barriers to development. It involves deconstructing colonial ideologies regarding the superiority of and privilege of Western thought and approaches. In the context of programmatic learning, this often relates to establishing a learning agenda, process and feedback that not only involves those affected by violence and injustice, but that puts their perspectives, needs and concerns as the focal point of dialogue and intervention, and that recognises the value of knowledge derived from lived experience and indigenous practices.

### ***HDP Nexus***

The humanitarian, development peace nexus approach is aimed at recognizing the interconnected needs of societies – and particularly societies experiencing violent conflict – in order to establish the basis for a more sustainable and peaceful future perspective. While humanitarian aid may be necessary to address immediate needs, consideration of the impact of methods of delivering the aid in terms of contributing to or mitigating conflict drivers and supporting development is one key tenet. The approach is increasingly appreciated as a useful terms that expresses the complex systems and dynamics, and which require a complex, coordinated and nuanced engagement approach.

### ***Localisation***

Localisation is used in many different ways, and no single, commonly accepted definition exists. Often, the notion refers to a shift in roles and responsibilities between international and local actors from the former to the latter, implying the need to reconsider how operational and political partnerships with local actors are designed, composed, conducted and evaluated, and towards what ends. The term may also refer to the imperative that definitions of local problems, and solutions to address them, should be explicitly informed by (if not derived from) local systems of meanings and practice. Here, localisation requires rethinking what it means to identify problems and create responses in ways that are not just “tailored to local needs” but are reflective of local socio-cultural systems in which they will play out. This thus entails going beyond the adaptation of external approaches to local socio-cultural contexts and instead adopting processes for new approaches from local contexts (Rudnick & Boromisza-Habashi, 2017).

### ***Locally led development***

Locally-led development is a process by which local actors - including individuals, communities, networks, organisations, private entities, and governments - set their own agendas, develop solutions, and mobilise the capacity, leadership, and resources to realise those solutions. [Source: Grant Framework, Contributing to Safe and Peaceful Societies, 2024-2031, Netherlands Ministry of Foreign Affairs.]

### ***Participatory Action Research (PAR)***

A scholar-activist research approach in which community members, activists, and scholars work together to create knowledge and social change simultaneously. It is informed by the belief that those most impacted by research should participate and take the lead in the research process, from framing the questions, design, methods, and modes of analysis to implementing and evaluating it. The knowledge generated is meant to serve communities by enabling them to take action to address

problems they face due to harmful and unequal social systems. PAR recognizes that not only traditionally recognized knowledge (scholarship generated by academic research) and in historically delegitimized knowledge arising from lived experience (such as knowledge generated within marginalized communities). Guiding principles in PAR are empowerment, collaboration, interrogating power relationships, and promoting social justice. [Sources: [Participatory Action Research](#) site, Cornish, Breton, Moreno-Tabarez, et al., 2023.]

### ***Reflective Practice***

Reflective practice described the process of “making sense” of situations by practitioners or professionals as they handle the complexity, messiness, and ambiguity of real life. It involves consciously thinking about what one is doing while doing it, including surfacing and engaging one’s tacit knowledge to cope with situations that are unique, puzzling, and troubling (reflection-in-action). It also involves looking back once the situation has been addressed to draw insights from the experience that may inform future action and decision-making (reflection-on-action). Reflective practice requires being alert to surprises, accepting confusion, spotting puzzles, testing ideas, challenging preconceived notions, and ‘listening’ to a situation as it ‘talks back’ in response to action taken by the practitioner. Engaging practitioners’ work as a form and source of ‘knowing’ that can be grasped, understood, and developed, it is a form of inquiry that is best done through interaction and conversation with others. [Informed by: Schön, 1983; Laws, 2010; Parlevliet, 2015.]

### ***Social Innovation***

A knowledge and product creation process for generating new solutions that simultaneously meet a social need (more effectively than existing solutions) and lead to new or improved capabilities and relationships focused on a better use of assets and resources. As such, social innovation is concerned with various goals: effective and efficient services, delivering novelty products and services, the enhancement of society’s capacity to act and an inclusive approach that moves from a phase of brainstorming ideas and solutions, all the way to their implementation.

### ***Systems Thinking***

Systems thinking is a set of approaches to making sense of the complexity of the world. In contrast to approaches that break down complex systems into component parts and analysing each individually, it rather tries to consider the whole and the dynamic relationships among the parts. In reference to learning this can mean that rather than viewing learning as an organisational process of each component part of the HDP nexus ecosystem (for example, donors, implementers, communities), one would in addition look at the ways that learning in each type of organisation is constrained and focus on enabling learning between these component parts.




## Annex 7.2: Interviews and Learning Calls

<b>Case Studies</b>	
<b>BSocial</b>	
<u>Learning Call Participants (6 female/0 male)</u> <ul style="list-style-type: none"> <li>▶ Laura Camargo (Colombia)</li> <li>▶ Laura Cortés (Colombia)</li> <li>▶ Carmen Guaquez (Colombia)</li> <li>▶ Juanita Marulanda (Colombia)</li> <li>▶ Virgelina Monje (Colombia)</li> <li>▶ Leonorice Villamil (Colombia)</li> </ul>	<u>Interviews (1 female, 0 male)</u> <ul style="list-style-type: none"> <li>▶ Michelle Bouchebel (Lebanon)</li> </ul>
<b>Environment, Climate, Conflict and Peace Community of Practice</b>	
<u>Learning Call Participants (4 female/1 male)</u> <ul style="list-style-type: none"> <li>▶ Annika Erickson-Pearson (Switzerland)</li> <li>▶ Lynn Finnegan (Ireland)</li> <li>▶ Harriet Mackaill Hill (Belgium)</li> <li>▶ Hassan Mowlid Yasin (Somalia)</li> <li>▶ Natalija Vojno (Canada)</li> </ul>	<u>Interviews (2 female, 2 male)</u> <ul style="list-style-type: none"> <li>▶ Carl Bruch (USA)</li> <li>▶ Annika Erickson-Pearson (Switzerland, 2)</li> <li>▶ Bhavesh Patel (Moldova)</li> <li>▶ Amanda Woomer (USA)</li> </ul>
<b>Karibu Foundation - Karibu New Realities Grant</b>	
<u>Learning Call Participants (3 female/4 male)</u> <ul style="list-style-type: none"> <li>▶ Tyler Dale Hauger (Norway)</li> <li>▶ Mercia Andrews (South Africa)</li> <li>▶ Daniel (Rwanda)</li> <li>▶ Kolade Fadahunsi (Nigeria)</li> <li>▶ Ogo Chukwudi (Nigeria)</li> <li>▶ Anne Muthoni (Kenya)</li> <li>▶ Jisla Muhawaka (DRC)</li> </ul>	<u>Interviews (0 female, 3 male)</u> <ul style="list-style-type: none"> <li>▶ Maxwell Manqoba Dlamini (Eswatini)</li> <li>▶ Tyler Dale Hauger (Norway, 2)</li> <li>▶ Kasper Landmark (Norway)</li> </ul>
<b>Kvinna till Kvinna</b>	
<u>Learning Call Participants (7 female, 0 male)</u> <ul style="list-style-type: none"> <li>▶ Tamar Arsenashvili (Georgia)</li> <li>▶ Stina Magnuson Buur (Sweden)</li> <li>▶ Deborah Mukandabarasa (Rwanda)</li> <li>▶ Nathalie Ndimubanzi (Democratic Republic of Congo/DRC)</li> <li>▶ Elissa Shamma (Lebanon)</li> <li>▶ Jenny Sonesson (Sweden)</li> <li>▶ Maja Stajcic (Serbia)</li> </ul>	<u>Interviews (5 female, 0 male)</u> <ul style="list-style-type: none"> <li>▶ Rosie Ball (Belgium)</li> <li>▶ Stina Magnuson Buur (Sweden)</li> <li>▶ Katerina Karakatsanis (Sweden)</li> <li>▶ Jenny Sonesson (Sweden)</li> <li>▶ Eva Zillen (Sweden)</li> <li>▶</li> </ul>

<b>Network of Women Professionals on Preventing /Countering Violent Extremism and Radicalization Leading to Terrorism in Central Asia</b>	
<u>Learning Call Participants (5 female/0 male)</u> <ul style="list-style-type: none"> <li>▶ Saida Arifkhanova (Uzbekistan)</li> <li>▶ Anna Gussarova (Kazakhstan)</li> <li>▶ Bozorgul Habibulloeva (Tajikistan)</li> <li>▶ Almakan Orozobekova (Kyrgystan)</li> <li>▶ Anastassiya Reshetnyak (Kazakhstan)</li> </ul>	<u>Interviews (4 female, 0 male)</u> <ul style="list-style-type: none"> <li>▶ Zarina Akhmatova (Kazakhstan)</li> <li>▶ Anna Gussarova (Kazakhstan)</li> <li>▶ Anastassiya Reshetnyak (Kazakhstan)</li> </ul>
<b>Peace Direct</b>	
<u>Learning Call Participants (2 female/1 male)</u> <ul style="list-style-type: none"> <li>▶ Raaval Bains (UK)</li> <li>▶ Ruby Quantson Davis (UK)</li> <li>▶ Kaltumi Abdulaziz (Nigeria)</li> </ul>	<u>Interviews (4 female, 0 male)</u> <ul style="list-style-type: none"> <li>▶ Ruby Quantson Davis (UK, 2)</li> <li>▶ Hesta Groenwald, Carole Frampton de Tscherner (Switzerland)</li> <li>▶ Gay Rosenblum-Kumar (USA)</li> </ul>
<b>Other interviews (11 female, 7 male)</b>	
<ul style="list-style-type: none"> <li>▶ Mariska van Beijnum, Ministry of Foreign Affairs, the NL</li> <li>▶ Maria Lucía Zapata Cancelado, Colombia</li> <li>▶ Francy Carranza, Colombia</li> <li>▶ Elvir Đuliman, GPPAC Western Balkans and NDC Mostar</li> <li>▶ LTC Don Filon, Lessons Learned (J7), Ministro of Defence, the NL</li> <li>▶ Viola Gienger, Senior Editor, Just Security, USA</li> <li>▶ Inez Hackenberg, Voice.Global</li> <li>▶ Georgia Holmer, Consultant and reflective practitioner, Austria</li> <li>▶ Major (US Army, ret.) Henry Axel Kringsman, USA</li> <li>▶ Daan Merkus, Lessons learned staff officer and advisor, Ministry of Defence, the NL</li> <li>▶ Sara Michels &amp; Krista House, Global Affairs Canada</li> <li>▶ Dirk-Jan Koch, Ministry of Foreign Affairs, the NL</li> <li>▶ Jenny Murphy &amp; Greg Gisvold, USAID Learning Lab</li> <li>▶ Alexander Ramsbotham, Conciliation Resources</li> <li>▶ Lisa Rudnick, the Policy Lab</li> <li>▶ Dragana Šarangača, GPPAC Western Balkans and NDC Serbia</li> <li>▶ Franck Sombo, head of MEL, West Africa Civil Society Institute (WACSI)</li> <li>▶ Mia Vukojević, Rockefeller Brothers Fund, USA</li> </ul>	



## Annex 7.3: Case Study Snapshots

	<p><u>HQ:</u> Bogotá, Colombia  <u>Established:</u> 2018  <u>Number of Staff:</u> 20  <u>Locations:</u> Colombia  <u>Selected Donors/partners:</u>          USAID, UNDP, Impunity Watch</p>
<p><b>Description</b></p> <p>BSocial is a grassroots organisation focused on <b>co-creation</b> in peacebuilding, development and social work, and <b>social innovation</b> as a learning process both internally in its decision-making structure and externally to create networks with local CSOs in Colombia, state institutions and international donor agencies.</p> <p>“From BSocial we support the creation of life projects for communities that are lacking opportunities. We do this through social innovation and the creation of spaces that permits these communities to empower themselves.” (<a href="http://www.bsocialgroup.org">www.bsocialgroup.org</a>)</p>	
<p><i>“BSocial’s focus is on the possibilities of co-creating projects, and through social innovation as a way of managing knowledge, where the focus is on learning, a constant process of learning, and the way to consolidate such learning is through trial and error.”</i></p>	<p><b>Selected Internal Learning Processes</b></p> <ul style="list-style-type: none"> <li>▶ Social innovation as a formula for development work</li> <li>▶ Regular review and documentation of lessons learned, discussions of failure to learn and transform projects</li> </ul>
<p><b>Selected Good Practices</b></p> <p>BSocial’s social innovation and co-creation approach focuses on <b>horizontal work</b>, giving every team member the chance to lead and coordinate according to his/her strengths and knowledge. Knowledge is a bridge-building mechanism to connect with CSOs in remote areas of Colombia. Part of their success in gaining legitimacy locally has to do with their ongoing support of local CSO’s in becoming legally registered.</p> <p><b>Knowledge management</b> is understood as a method, where <b>internally</b>, staff engage in brainstorming to see who has the most knowledge and understanding of a particular topic and give them the opportunity to lead.</p> <p>For partner associations, the most valued element in their relationship has been the ongoing <b>accompaniment and support in the territories</b>, the feeling that BSocial won’t abandon them like others have. BSocial is committed to genuinely listen to their stories, to work on historic memory, socioeconomic recovery, and justice, to make them visible locally and internationally. One participant focused on memory quilts as an example: priceless productions from women’s work that serve as historic memory, but also as a <b>knowledge sharing mechanism</b> that takes their experiences to different parts of the country (and the world) as a repository of stories and understanding of gender and sexual based violence occurring in their communities but also of stories of resilience, empowerment and strength acquired through activism. A concrete way of giving back to the communities was the creation of a book of life stories of women leaders, that was later included as an Annex to the Colombia TRC report.</p>	

<p><b>IT/Tech Tools Used</b></p> <ul style="list-style-type: none"> <li>▶ Google Meet</li> <li>▶ Zoom for Communications</li> <li>▶ MS 365</li> <li>▶ Own website</li> </ul>	<p><b>Advantages</b></p> <ul style="list-style-type: none"> <li>▶ Open to different contexts in Colombia</li> <li>▶ Easy to maintain connections with local CSOs</li> </ul>	<p><b>Tech wish list</b></p> <ul style="list-style-type: none"> <li>▶ Donors that have thought about approaches that encompass remote areas in Colombia where there is no connectivity.</li> </ul>
<p>“This is why BSocial has decided to start with understanding issues in different territories rather than arrive with solutions planned in the urban centres, particularly the capital, Bogotá.”</p> <p>“Trust-building, asking communities what they need and what they think of their problems and finding ways to get resources to do this is the main formula that BSocial follows.”</p>		
<p><b>Learning Resources and Networks</b></p>		
<p><b>Co-creation:</b> Organizational learning is based on social innovation methodology and knowledge management, particularly for project implementation: to learn, improve, and listen to the voices of the territory. The key is to understand what people in the territories need, to analyse what is viable and doable and, make realistic aims and markers for best results possible. One approach for trust-building with communities was their “knowledge contract” where researchers committed to visit the territories and experience participants’ everyday realities.</p>		<p><b>Recommended resources:</b></p> <ul style="list-style-type: none"> <li>▶ Fitzpatrick S. et al (2023)</li> <li>▶ Nichols A., Simon J. and Gabriel M. (2015)</li> </ul>
<p><b>Key Challenges</b></p> <ul style="list-style-type: none"> <li>▶ Research and development fatigue and projectitis</li> <li>▶ Lack of funding for social innovation models</li> <li>▶ Structurally and bureaucratically it is very difficult to “hack” into the working modes of international organisations, this refers to breaking the hierarchical structures in the sector and secure funding so that things improve.</li> </ul>	<p><i>“As we have seen in many calls for projects, each project has its time length, then it ends and people leave without caring about what happens in the territories, because there are usually no funds or resources for long-term impact processes.”</i></p>	
<p><b>Recommendations</b></p> <ul style="list-style-type: none"> <li>▶ Fieldwork, ethnography and closeness to local communities all contribute to the success of projects in peace, security and development work. All of these require a learning disposition from all sides.</li> <li>▶ Co-creation’s main advantage is to give something back to the communities, as they always want to gain something out of research/project work. It cannot be about the extraction of knowledge (when it comes to research) or the fulfilment of the specific objectives of a project, but rather about the learning, the ongoing relations created with local communities and associations as well as the idea of envisioning much longer-term impact.</li> <li>▶ Impact should be measured not in terms of numbers (a trend many international agencies follow), but on the changes and real transformation of people on the ground. Look at all the processes that have been developed and remain constant, past the short and mid-term timeframes.</li> </ul>		

## THE COMMUNITY OF PRACTICE ON ENVIRONMENT, CLIMATE, CONFLICT, AND PEACE:

Host: Geneva Peacebuilding Platform

Established: 2020

Members: ca. 800

Selected Donors: Swiss FDFA, PeaceNexus

### Description

The Environment, Climate, Conflict, and Peace (ECCP) is a community of practice (CoP or community) that aims to strengthen networking and community building on environmental peacebuilding, climate security, and other topics through collaboration, dialogue, and learning among institutions and individuals in Geneva and globally.

The objectives of the ECCP CoP are:

1. To foster inter-institutional collaboration and dialogue on ECCP topics and projects.
2. To promote learning and innovation, recognizing that each actor has a unique angle to bring to the table.
3. To harness the joint reach of all participants to mainstream ECCP into organisations and institutions.

*“There are a lot of folks within their small consultancy or single NGO feel that we're way too small to make a difference in the policy landscape”*

### Selected Internal Learning Processes

- ▶ The community manager consults a “brain trust” periodically
- ▶ Engage in reflection in concentric circles – those present in-person, online, others; then reflection to forward planning
- ▶ Evaluations done in participation with Community Manager

### Selected Good Practices

In preparation for COP28, ECCP convened a working group called Peace@COP to exchange information among members attending or interested in the conference. In a two-hour strategy session the members set the goals of developing shared policy recommendations, and different types of strategic communications like blogs and a global grassroots art exhibition showcasing the global impact of environmental and climate change on communities and conflicts. The group drafted a common document with advocacy points pursued by multiple organisations. The exhibit [Nature Footprints](#) was placed prominently outside of negotiating rooms, and is still available online. Those present remarked that they came back because the exhibit was a safe space, and that it reminded those participating in often dry sessions that the content matters for actual peoples' lives.

Contributors to ECCP's success and impact:

- ▶ Avoiding silos not just across its tracks but also by bridging environment and peacebuilding communities
- ▶ Informal, conversational format facilitated by the community manager fosters a friendly community where people make connections
- ▶ Identifying impact pathways enabled strategic decisions about where ECCP should focus and why, and helped show where more evidence is needed.

<p><u>IT/Tech Tools Used</u></p> <ul style="list-style-type: none"> <li>▶ Google docs and folders for easy information sharing/collaboration</li> <li>▶ Asynchronous tools like WhatsApp in addition to online meetings</li> </ul>	<p><u>Advantages</u></p> <ul style="list-style-type: none"> <li>▶ Inexpensive and off-the-shelf</li> <li>▶ Better engage global South actors</li> </ul>	<p><u>Would like to see</u></p> <ul style="list-style-type: none"> <li>▶ Tagged directory searchable by members</li> </ul>
<p>“ECCP has contributed to several pathways of impact for its participants and the environmental peacebuilding field. These include impacts on internal institutional dynamics, learning, and funding for ECCP topics, better cross-silo programming, policy, and project coordination, and the inclusion of peace and conflict-sensitivity language in international environmental policy fora.” (Evaluation, 2023)</p>		
<p><b>Learning Resources and Networks</b></p>		
<p>“Warm data is the idea of learning as contextual embedded, implicit and triggered when needed” (Brain trust member)</p> <p>“Valuing different forms of knowledge requires different types of formats” (learning call participant)</p> <p>“Three conditions establish the speed, path, and outcomes of self-organising processes: containers, differences, and exchanges (CDE)” (Eoyang, 2006)</p>	<p><u>Books and Resources</u></p> <ul style="list-style-type: none"> <li>▶ <a href="#">Nora Bateson on Warm data</a></li> <li>▶ <a href="#">Glenda Eoyang – CDE Model</a></li> <li>▶ <a href="#">CoP Guidebook</a></li> </ul>	
<p><b>Key Challenges</b></p> <ul style="list-style-type: none"> <li>▶ How to include participants that work in languages other than English, and better include those not in the Global North</li> <li>▶ Identifying the right funding model following a successful initial 3 years and rapid growth</li> <li>▶ Successful collaboration (for example the <i>White Paper on Environmental Peacebuilding</i>, Peace@COP) is time-intensive and requires trust, rapport, and some in-person meetings</li> </ul>	<p><i>“There’s the way that the ECCP community can call attention to these issues on the global stage, and impact policy change, or dynamic change of colonisation, and then there’s the internal side of the way that we can try to decolonise.”</i></p>	
<p><b>Recommendations</b></p> <ul style="list-style-type: none"> <li>▶ To donors:             <ul style="list-style-type: none"> <li>○ Make timelines longer. Build relationships, trust and care first</li> <li>○ Empower grassroots vision over outsider agendas</li> <li>○ Incentivize open sharing of lessons learned and provide frameworks to systematically document them to improve learning and uptake</li> </ul> </li> <li>▶ On making CoP work: if inclusion is the north star, then community care is how that works</li> <li>▶ Getting feedback from diverse global actors means going beyond translation of documents to meaningful engagement with those whose opinions we want to hear</li> </ul>		

	<p><u>HQ:</u> U:S: (Washington, DC)  <u>Established:</u> 2020  <u>Locations:</u> Online/Global platform  <u>Selected Partners and Donors:</u> Search for Common Ground, SIDA, USAID, US Department of State, EU Bureau of democracy, human rights and labour</p>	
<p><b>Description</b></p> <p>“A global network creating local impact (<a href="http://cnxus.org">cnxus.org</a>)”</p> <p>ConnexUs understands itself as a platform for global learning, networking &amp; coordination for people in conflict affected contexts to address a wide range of security, development &amp; peacebuilding challenges. Its aim is to improve the effectiveness &amp; impact of organisations working in these sectors through the creation of connections &amp; opportunities for learning, sharing &amp; collaborating. As a social impact network, the Connexus.org platform offers a comprehensive library of documents, reports, &amp; work from its members, a cross-collaboration map with information about civic actors, academics &amp; organisations working in peace, development, &amp; security and an online community for dialogue, learning &amp; information sharing.</p>		
<p><i>We're a clearinghouse and a repository for information, to search for common ground in the fields of security, development and peacebuilding.</i></p>	<p><b><i>Selected Internal Learning Processes</i></b></p> <ul style="list-style-type: none"> <li>▶ A crowdsourced knowledge sharing platform that works through dialogue, network-building, content creation for the sector, knowledge campaigns &amp; group discussions.</li> </ul>	
<p><b>IT/Tech Tools Used</b></p> <ul style="list-style-type: none"> <li>▶ Website: Connexus.org</li> <li>▶ Hosted Webinar series</li> <li>▶ Online resource library</li> <li>▶ Cross-section collaboration map</li> <li>▶ Crowdsources events, jobs, &amp; funding boards; uses Cloudflare, AccessiBe, Tidio</li> </ul>	<p><b><u>Advantages</u></b></p> <ul style="list-style-type: none"> <li>▶ Diverse organisations are platform members, creating a global community</li> <li>▶ Resources on many themes, &amp; easy online access</li> <li>▶ A space for dialogue, discussion &amp; interaction between members</li> </ul>	<p><b><u>Tech wish list</u></b></p> <ul style="list-style-type: none"> <li>▶ People sharing in different languages, other than English, &amp; support for interacting with Arabic-speaking organisations &amp; resources</li> <li>▶ To have more insights on follow up, measuring &amp; tracking uptake, impact of knowledge sharing, resource collaborations &amp; member interactions</li> </ul>
<p>“Our approach is that as people across the peacebuilding and development fields, and any practitioner or academic working on social impact, peace related fields, can take the lessons learned, the learning documents and infographics, recordings and share them on one platform that anybody can access. “</p> <p>“The biggest impact is around design. There are webinars where we had actors in our sector presenting their work, reading evaluation reports, or learning documents from other organisations, to inform our own design.”</p>		

Learning Resources and Networks	
<ul style="list-style-type: none"> <li>▶ The Grounded Accountability Model is a research approach that starts with people that are designing programs &amp; ends with solutions that are tailored to their needs. When adopting this approach, researchers &amp; program managers focus on engaging local communities that the programs target, listening to their voices.</li> <li>▶ The Model engages community members to define everyday indicators of key concepts (such as peace, empowerment, justice) that guide the intervention; these indicators can then be integrated into M&amp;E as well as project activities and the broader design. It aims to enhance community ownership of peacebuilding &amp; development intervention</li> <li>▶ Their mapping tool tries to decentralize map making in the sector through the creation of online profiles &amp; establishing opportunities for associating different members through either geographical or thematic focus.</li> <li>▶ The Religious &amp; Ethnic Freedom program (REF) combines research, digital advocacy &amp; social media campaigns to share information on projects on religious engagement. Such projects intersect issues of religious freedom, gender-based violence, rule of law, democracy &amp; governance, &amp; create synergies to increase the visibility of different topics &amp; fields.</li> </ul>	
<p><b>Key Challenges</b></p> <ul style="list-style-type: none"> <li>▶ Constant siloing &amp; competition within the sector creates barriers to genuine collaboration, co-creation &amp; sharing.</li> <li>▶ Language, access to technology and cultural differences are some of the main barriers for interaction &amp; sharing between members at the global level.</li> <li>▶ Search for Common ground (where ConnexUs is based) sees itself as a sort of middle player within the field, which can be supportive of local, community-based organisations in their growth via learning. The concern that its staff constantly reflect on has to do with work reproducing the power dynamics known to occur at the top-down level which affect localisation efforts.</li> </ul>	<p><b><u>Books and Resources</u></b></p> <ul style="list-style-type: none"> <li>▶ <a href="#">Effective use of evidence in peacebuilding</a></li> <li>▶ <a href="#">Using participatory M&amp;E</a></li> <li>▶ <a href="#">Peace Impact Framework</a></li> </ul> <p>“Let’s share the failures &amp; successes, people doing this work applicable to other context, to have knowledge and opportunity exchange, with everything that is going on out there.”</p>
<p><b>Recommendations</b></p> <ul style="list-style-type: none"> <li>▶ To be able to have safe discussions on failure within the field as a way of lessons learned discussions, which include donors in the conversation: how to transform failure into success?</li> <li>▶ An AI-supported system to help navigate the platform so that ConnexUs can reach, in a proactive way, communities &amp; practitioners in need of the information hosted on the site.</li> <li>▶ Learning in the field is tied to communication &amp; fundraising purposes, there is a need to create incentives for genuine learning within organisations and communities.</li> </ul>	

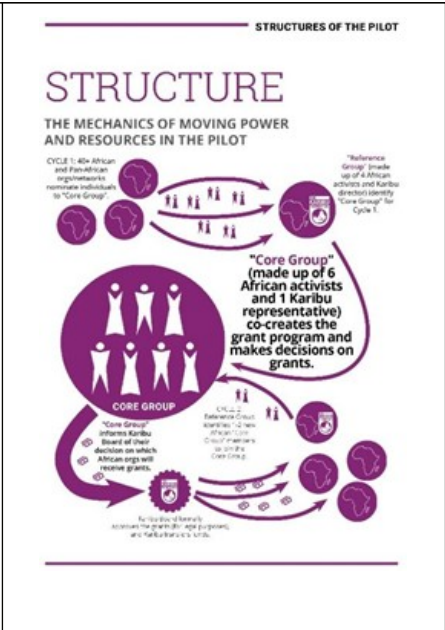
 <h1 data-bbox="288 344 884 421">Karibu Foundation</h1> <p data-bbox="288 421 732 454">RESISTING AND REBUILDING</p>	<p><u>HQ:</u> Oslo, Norway</p> <p><u>Established:</u> 1986</p> <p><u>Number of Staff:</u> 2</p> <p><u>Locations:</u> Global South (Africa, Asia, South America, Middle East)</p> <p><u>Private foundation</u></p>
--	---

**Description**

Karibu (which means “welcome” in Swahili) supports alternative voices from the Global South that provide alternatives to the dominant paradigms of power, distribution, and development. The Foundation grew out of a spirituality, a practical, faith-based commitment, and a critical and analytic understanding of power and domination in the world. The aims of Karibu are therefore to bring together and support agencies that use analytical insight, moral courage, and strategic clarity in their struggle to create a just world. Many of the projects and partners Karibu supported specifically in Africa over the past 35 years have been related to processes of a collective African voice in the struggle for justice, Pan-Africanism, or in some way related to the “African Renaissance”.

<p><i>“Nothing about us without us”</i></p> <p><i>“The road is built as we walk it”</i></p>	<p><b>Selected Internal Learning Processes</b></p> <ul style="list-style-type: none"> <li>▶ Current evaluation process of the pilot</li> <li>▶ Participatory research on the grant process</li> <li>▶ Regular reflection processes around the categories LIKED, LEARNED, LACKED, and LONG FOR</li> </ul>
---	--

During 2021-2024, Karibu is piloting a new **participatory grant-making initiative** called the Karibu New Realities Grant. This meant awarding grants (\$5.000 to \$15.000 USD) in which African activists have defined a majority of the criteria, reporting requirements, and not least the decisions of what initiatives receive grants within the bounds of this pilot project. This initiative was launched in a context where the Foundation aimed to examine its own power, and where many of the African processes that the Foundation had supported over years and decades, have either stalled, stopped completely, or have not reached the goals they had originally aimed to achieve (for various external and internal reasons). There was also a clear generational shift occurring, with many of the previous generation of change actors now becoming the elders of movements. The pilot aims to support the collective transition to a new courageous generation of actors as they continue the struggle for a just world and more just Africa.



<p><u>IT/Tech Tools Used</u></p> <ul style="list-style-type: none"> <li>▶ Online Grant Management System</li> <li>▶ Miro</li> <li>▶ WhatsApp</li> </ul>	<p><u>Advantages</u></p> <ul style="list-style-type: none"> <li>▶ Eases management of applications</li> <li>▶ Collaborative and quick tools across borders</li> </ul>
---	---

“So I think there is a potential that you will tap into say what learning and lessons and experiences can be learned from the global south, from their own experiences, and from their own way of living, and the lessons that you have been accumulating over the decades and centuries that you have been living there. And what can they, or can work in terms of grant-making, or in terms of partnership development?” (grant recipient, Eswatini)

**Learning Resources and Networks**

There is no formal definition of participatory grantmaking, but many agree that it:

- ▶ Emphasizes “nothing about us without us.”
- ▶ Shifts power about grantmaking decisions by involving—or giving all power to—the people most affected by the issues or problems.
- ▶ Empowers and gives agency to people who benefit from funding to determine the priorities of their lives.

Participatory grantmaking therefore is about ceding decision-making power about funding decisions—including the strategy and criteria behind those decisions— to the very communities that a foundation aims to serve.

Books and Resources

- ▶ Gibson, C. (2018). [Deciding Together: Shifting Power and Resources Through Participatory Grantmaking](#)
- ▶ [Participatory grantmaking CoP](#)
- ▶ Member of [EDGE Funders Alliance](#)

**Key Challenges**

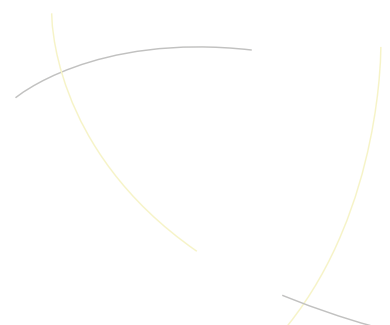
- ▶ Balancing legal accountability of the Norwegian board with decision making delegated to the core group
- ▶ Determining how a pilot process like this affects the foundation's wider grantmaking / partnership models
- ▶ Keeping grants flexible and responsive to local realities, and designed in a way that allows room for CHANGE AGENTS to be in the best position to respond to the crises she is fighting.
- ▶ Making the grant application process simpler (multi-lingual webinar, WhatsApp availability, video application and additional language possibilities).

*“So you get to be interviewed ... by a social movement. People that understand the context and the work that you're doing.”*


*“A lot of the advocacy work and a lot of the more critical voices are too scary for traditional donors”*

**Recommendations**

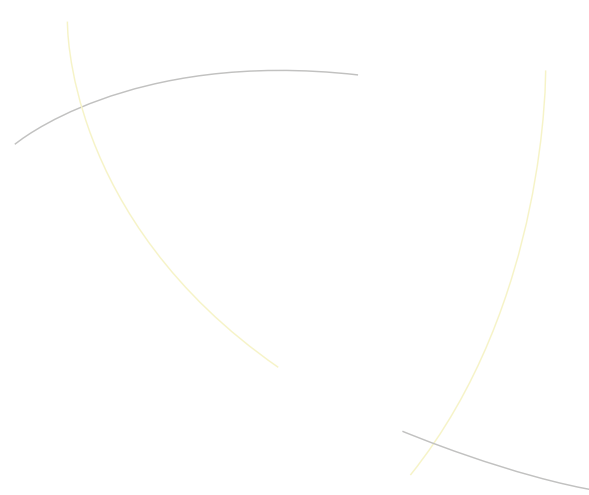
- ▶ For larger donors: Keep some funds flexible and available for social movements. Stay open to what you can learn from where you work. If supporting social movements balance informal actors and NGOs whose support to social movements is often needed. Work more with local organisations that can provide results, even if not registered.
- ▶ For intermediaries: develop new models where grants, risk and power are done in a different way
- ▶ On co-creation: engage with everyone, put yourself at the same level





	<p><u>HQ:</u> Stockholm, Sweden</p> <p><u>Established in:</u> 1993</p> <p><u>Number of Staff:</u> approx. 120</p> <p><u>Field locations:</u> 20 countries in the Western Balkans, Middle East &amp; North Africa (MENA), the South Caucasus &amp; sub-Saharan Africa</p> <p><u>Selected Donors:</u> Swedish International Development Cooperation Agency (SIDA), Irish Aid, Netherlands MFA, UK FCO</p>
<p>www.kvinnatillkvinna.org</p>	
<p><b>Description</b></p> <p><i>“The Kvinna till Kvinna Foundation has defended women’s rights since 1993. Today, we are one of the world’s leading feminist women’s rights organisations, working directly in areas affected by war &amp; conflict to strengthen the influence &amp; power of all women. We work closely together with more than 100 partner organisations in 20 countries to defend women’s rights, achieve gender equality &amp; justice, &amp; reach lasting feminist peace.” (web site)</i></p>	
<p><i>“We can’t forget that we need to keep learning”</i></p> <p><i>“Patriarchy existed for millennia”; what is a reasonable timeline to assess the work of the feminist movement?</i></p>	<p><b>Selected Internal Learning Processes</b></p> <ul style="list-style-type: none"> <li>▶ Annual dialogue meeting with partners</li> <li>▶ Program Days with global program staff</li> <li>▶ Results Days (~ 5 hours; online or IRL)</li> <li>▶ After Action Reports (not obligatory)</li> <li>▶ Collaborative thematic learning days (~90 minutes)</li> <li>▶ Advocacy practice group (~every 3 weeks)</li> </ul>
<p><b>Selected Good Practices</b></p> <p>In Results Days, a facilitator leads the team through an intentionally creative process of developing a storyline, outlining &amp; building the pathway the team walked during the year to see changes, happenings, results etc. Through this active process the team reflects &amp; usually participants exclaim, “wow, we did all this!?!”. Further reflection then focusses on considering what this activity actually led to, &amp; if something worked well, what made it successful?</p> <p>Failure is a reality – in professional or personal life – so learning from it is key. The first step is to acknowledge that failure happens. KTK noted a technique where they had small group (2 x 2) discussions to make the process of talking about failure easier. It was important to make it fun; for example, starting by asking small groups to discuss “an awkward failure in your life”, &amp; then moving from there. There has been talk of similar “Failure Day” possibilities. However, there remains a fear of admitting failure; organisational &amp; donor cultures need to evolve.</p> <p>Years of supporting partners in preparing for advocacy visits to Brussels has enabled learning and uptake for more effective work. After action reports are done with partners quickly after a visit; they follow a template, and are “simple &amp; non-threatening”. One lesson observed was related to the size of delegations, and in time they have been able to see that targeted participation is more effective; if a team is too big then it is impossible to cover important details. The impact has been a “massive difference” in terms of the resulting relationships with policymakers. More effective advocacy visits have enabled a move away from just having annual visits to ongoing communications with advocacy targets; now some of the partners are even in touch with them without KTK being involved.</p>	


<p><u>IT/Tech Tools Used</u></p> <ul style="list-style-type: none"> <li>▶ Sharepoint &amp; MS Teams enable program staff document sharing, creation, archives</li> <li>▶ “Kampus” E-Learning (<a href="#">Learnifier</a>) for staff &amp; partners</li> <li>▶ Online surveys with partners to solicit feedback &amp; info</li> </ul>	<p><u>Advantages</u></p> <p>Inexpensive &amp; off-the-shelf; familiar to team &amp; partners</p> <p>Remember: some places lack good, reliable Internet</p> <p>Security is paramount; what can be shared online?</p>	<p><u>Tech wish list</u></p> <ul style="list-style-type: none"> <li>▶ Resources to build the info &amp; materials shared with partners, considering regional security &amp; language</li> <li>▶ Better ability to search &amp; pull out concise info, including visual data presentations</li> </ul>
<p><b>Selected Learning Resources &amp; Networks</b></p>		
<ul style="list-style-type: none"> <li>▶ Concord</li> <li>▶ Swedish peacebuilding network</li> <li>▶ Association of Women in Development</li> <li>▶ Euromed Rights Network</li> <li>▶ Partners are also involved in local networks</li> </ul>	<p><u>Books and Resources</u></p> <ul style="list-style-type: none"> <li>▶ <a href="#">Making Achievement Last: Learning from Exit Experiences</a> (2011, Kvinna till Kvinna)</li> </ul>	
<p><b>Key Challenges</b></p> <ul style="list-style-type: none"> <li>▶ Staff &amp; partners work in difficult environments, with tight deadlines &amp; slim resources</li> <li>▶ Need a balance between large events where people can engage with a lot of people on many topics, &amp; smaller, more focused fora</li> </ul>	<p><i>“Learning takes time, &amp; that is the biggest threat” (KTK staff, Stockholm)</i></p> <p><i>“You can’t really have output after output;” this is contrary to the very idea of conflict sensitivity</i></p>	
<p><b>Recommendations</b></p> <ul style="list-style-type: none"> <li>▶ People want to learn but their workloads are heavy; need investment of money &amp; time</li> <li>▶ Even with IT, need to create safe IRL spaces for exchange; this is where learning really happens, beyond reports, tools and archives</li> <li>▶ Learning happens in a bi-directional way through long-term partner relationships which enable conversations and reflections to accrue over time</li> <li>▶ Solidarity among values-based NGOs is key in creating a more fertile environment for honest dialogue with donors and policy makers</li> </ul>		



<h2 style="color: #00AEEF;">Network for Women Professionals on Preventing and Countering Violent Extremism and Radicalization that Lead to Terrorism (P/CVERLT) in Central Asia</h2>	<p><u>Established:</u> 2023 (initiated in 2020)</p> <p><u>Members:</u> 1 part-time coordinator; ~30 network members</p> <p><u>Field locations:</u> Kazakhstan, Kyrgyzstan, Uzbekistan, Tajikistan, Turkmenistan</p> <p><u>Major Donor/Supporter:</u> OSCE</p>
<p><b>Description</b></p>	
<p>The Network was formed to bring together and provide peer-to-peer support to women working on the issue of preventing and countering violent extremism. Network members come to the issue from various perspectives, including community and youth engagement, education, communicating with government and security bodies, psychosocial support services, media impact, religious freedom, freedom of speech, and data protection. Network members joined following an open call for applicants. Network members include individuals working for international bodies, CSOs, and government agencies. The network was substantially initiated by the Organization for Security and Cooperation in Europe (OSCE), which has provided funds for initial coordination and activity in these initial stages; as the Network considers plans and activities moving forward, sustainability is top issue.</p>	
<p><i>The women’s network is useful to and I have come to rely on it.</i></p> <p><i>It’s important for women in central Asian countries to have this safe space.</i></p>	<p><b>Selected Internal Learning Processes</b></p> <ul style="list-style-type: none"> <li>▶ Network members note that learning from peers and from relevant experts is extremely important</li> <li>▶ A five-person coordination council steers the Network</li> <li>▶ The Network also learns from with a similar women’s network in Southeastern Europe</li> <li>▶ In terms of formal learning, Network members note that monitoring and evaluation tend to receive more attention and support from donors than learning</li> </ul>
<p><b>Selected Good Practices</b></p>	
<p>The network participants reported being very satisfied with the process of planning for the first in person networking conference in Vienna, which was held in late 2023. Throughout the year in advance of the conference, all network participants took part in monthly online meetings in which they were able to provide their input and suggestions on what most interested them; for example, they asked for training from European experts on the issue of creating alternative narratives. They were encouraged that the organizers at the OSCE listened to their recommendations and reflected all of their input into the final agenda and proceedings. This included facilitated sessions aimed at ensuring space to exchange experiences freely. As one respondent described it, this was really a unique experience, as organizers don’t often create so much space for meaningful input. In the future it would be good to have a similar event someplace in Central Asia, and to have such in-person gatherings more often; IT has limits.</p>	
<p>As a new Network, it is good that they have the support of the OSCE – a global organisation with access to resources, policies, HQ colleagues etc.; they can ask for help or training when they need it.</p>	
<p><i>I like the exchange of voices and views and practices among colleagues in the region and also in eastern and central European places; it is a two-way street, as for example Kazakhstan has a lot of experience with foreign terrorist fighter return and rehabilitation</i></p>	

<p><b>IT/Tech Tools Used</b></p> <ul style="list-style-type: none"> <li>▶ Emails among members and also from OSCE to members</li> <li>▶ Telegram group chat (members can opt in; ~25 people)</li> </ul>	<p><b>Advantages</b></p> <ul style="list-style-type: none"> <li>▶ Familiar and accessible</li> <li>▶ Enables communication in English and Russian</li> </ul> <p>Keep in mind that someone can have a smartphone, but if they don't have reliable Internet then it can be useless</p>	<p><b>Tech wish list</b></p> <ul style="list-style-type: none"> <li>▶ Artificial Intelligence: we need new tools to deal with this</li> <li>▶ Digitalization and new media are important in every sphere... how can Network members be prepared?</li> </ul>
<p><b>Learning Resources and Networks</b></p>		
<p>“Rich networks take time”; it takes time to build relationships – especially when you’re doing it on Zoom</p> <p>[There are] more joint processes in terms of donors developing ideas for projects with partners, rather than just announcing projects; this is a good trend</p>		
<p><b>Key Challenges</b></p> <ul style="list-style-type: none"> <li>▶ There is little space to talk about failure, both due to a donor environment that does not appreciate the need for such honest reflection and learning, but also cultural reasons</li> <li>▶ This kind of work comes with specific psychological burdens that can lead to burnout if time for reflection is not encouraged and supported</li> <li>▶ It is still difficult to identify and retain proven experts who can provide reliable support on technical issues such as legislation and legal analysis; this limits both activity and implementation, but also learning</li> <li>▶ Donor bureaucracy is heavy, and the near total reliance on project based engagement (with no possibility for core support) limits flexibility and investment in learning. Further, a lack of effective donor communication risks diverting funds to redundant projects, rather than to needed long-term investment in partnership-based relationships.</li> </ul>		
<p><b>Recommendations</b></p> <ul style="list-style-type: none"> <li>▶ There is a need to be more transparent; people are increasingly frustrated by outsiders coming to seek information, but then never publishing or sharing reports or evaluations</li> <li>▶ Some people learn by doing; it would be good to have a Network task to work on jointly, even if remotely, to strengthen the Network, foster learning and improve their skills</li> <li>▶ Donors need to provide space to discuss failure honestly, to avoid repeating mistakes</li> </ul>		



	<p><u>HQ:</u> London, UK</p> <p><u>Established in:</u> 1993</p> <p><u>Number of Staff:</u> 120</p> <p><u>Locations:</u> Sub-Saharan Africa, Central Asia, etc.</p> <p><u>Selected Donors:</u> Individuals, Trusts and Foundations</p>
<p><b>Description</b></p> <p>Peace Direct (PD) exists to support local peacebuilders around the world. For PD, local people are the experts in the conflicts that affect their communities, and only they understand what it takes to build peace that lasts. PD works to make sure these local peacebuilders have the resources they need to make peace a reality.</p> <p>Recently, PD has convened a series of consultation processes leading to the following publications which articulate their approach to changing the peacebuilding and aid ecosystem:</p> <ul style="list-style-type: none"> <li>▶ <a href="#">Time to Decolonise Aid (2021)</a></li> <li>▶ <a href="#">Race, Power and Peacebuilding (2022)</a></li> <li>▶ <a href="#">Transforming Partnerships in International Cooperation (2023)</a></li> </ul>	
<p><i>“The master's tools will never dismantle the master's house”</i> Audre Lord</p>	<p><b>Selected Internal Learning Processes</b></p> <ul style="list-style-type: none"> <li>▶ Locally-led MEL working group with HQ staff and partners</li> <li>▶ Direct feedback and data collection from work in the communities to PD to enable rapid responses and adjustment</li> <li>▶ Friday as an internal learning day with no meetings</li> </ul>
<p><b>Selected Good Practices</b></p> <p><a href="#">Platform4Dialogue</a> is an online text-based exchange forum used to host online discussions and consultations on various thematic topics. It is asynchronous and global in scope, which allows participants from around the world to engage with one another. Consultations usually last up to three days and contain several threads or topics relating to the wider discussion. This allows participants to post comments, ask questions, share knowledge and tap into community resources. Consultations are usually held in Arabic, French, English and Spanish although other languages are possible depending on capacity. Platform4Dialogue has an automatic translation feature meaning discussions and comments can be translated to one of 33 languages. The Transforming Partnerships consultation, held in October 2022, included 177 people from more than 70 countries, contributing to 335 comments.</p> <p>Locally-led and decolonial MEL is an approach developed by PD with its local partners. The process is focused around learning questions – both PD’s learning questions such as, “How do we continue to test, learn and build evidence around the effectiveness of locally led peacebuilding?” and learning questions identified by each partner for their own work and context, such as, “What are local methods of accountability?”. The process began with identifying the underlying principles. This yielded an understanding of decolonial MEL being bottom up, created by practitioners, reflects the needs of communities, builds partnerships between stakeholders, is adaptable with the context, and represents indigenous approaches and knowledge. Data collection also happens through document scans, voice notes and photographs. A database has been developed enabling local practitioners to keep track of changes observed.</p>	

<p><u>IT/Tech Tools Used</u></p> <ul style="list-style-type: none"> <li>▶ Google docs</li> <li>▶ Platform4Dialogue</li> <li>▶ Voice notes</li> <li>▶ WhatsApp/Signal</li> </ul>	<p><u>Advantages</u></p> <ul style="list-style-type: none"> <li>▶ Easy to use, multilingual</li> <li>▶ Developed for global participation (multilingual, asynchronous)</li> </ul>	<p><u>Tech wish list</u></p> <ul style="list-style-type: none"> <li>▶ Broader use of platforms like Platform4Dialogue</li> </ul>
<p>“MEL is a knowledge framework created by actors in the global North and imposed on various actors around the world”</p> <p>“L needs to lead the M and E and not the other way around”</p>		
<p><b>Learning Resources and Networks</b></p>		
<p>MEL is frequently grounded in positivist frameworks that pretend to predict the future and creates hierarchies of evidence.</p> <p>Co-production: relationship for example where police need communities as much as communities need policy (Eleanor Ostrom)</p>	<p><u>Books and Resources</u></p> <ul style="list-style-type: none"> <li>▶ <a href="#">#ShiftThePower global summits and community</a></li> <li>▶ <a href="#">CIVICUS Partnership Principles for cooperation between local, national and international civil society organisations</a></li> </ul>	
<p><b>Key Challenges/Descriptions</b></p> <ul style="list-style-type: none"> <li>▶ Shift to being locally-led has brought increased attention to the need for integrated programming including livelihood and trauma counselling</li> <li>▶ Locally-led questions and indicators are not easily compatible with standardization (one size doesn't fit all)</li> <li>▶ Communication and platforms for learning exchange is key</li> </ul>	<p>“We're doing this work for local impact”</p> <p>“What is missing out is our inability to listen to communities”</p> <p>“These changes come up against the system. [Locally-led MEL] can make people redundant. It can make people feel uneasy”</p>	
<p><b>Recommendations</b></p> <ul style="list-style-type: none"> <li>▶ To donors:             <ul style="list-style-type: none"> <li>○ Seek reporting in a format useful to partners, burden is or should be on outside organisations to translate into what they need</li> <li>○ Importance of letting go desire for quick results and evidence</li> <li>○ Resist the impulse to jump to practical tools without doing the groundwork on institutional and individual levels first (4 building blocks in Transforming Partnerships)</li> </ul> </li> <li>▶ Pay attention to larger impact of one's work on larger structural conditions &amp; power dynamics</li> <li>▶ See the detailed recommendations to Global South/Global North/both/joint actors in Transforming Partnerships in International Cooperation</li> </ul>		

## **Annex 7.4: Bibliography**

### **KPSRL/PLI Programmatic Documents**

- Al Busaidy, Sasha, Rikke van der Veen, Mariëlle Karssenbergh and Vanessa Nigten. [\*Unravelling Knowledge Brokering Partnerships: Insights from Collaborations between Dutch Knowledge Platforms and Partners in Low-and Middle-Income Countries\*](#). *The Broker*, July 2023.
- Al Busaidy, Sasha, Rikke van der Veen, Mariëlle Karssenbergh and Vanessa Nigten. *Unraveling Knowledge Brokering Partnerships: Insights from Collaborations between Dutch Knowledge Platforms and Partners in Low-and Middle-Income Countries*, 2023.
- Design of the Programmatic Learning Instrument*. Knowledge Platform Security and Rule of Law, May 2022.
- Final Report: Mid-Term Review: Knowledge Platform Security and Rule of Law*. Transition International, May 2023.
- KPSRL and the PLI* (PowerPoint). KPSRL document, undated.
- KPSRL in a nutshell*. KPSRL document, July 2022.
- Localisation in Humanitarian Mine Action Learning Pathway Project (Afghanistan)*. Concept Note Submitted to Dutch Ministry of Foreign Affairs. Danish Refugee Council, December 2022.
- Memorandum of Understanding between KPSRL and Halo – on humanitarian de-mining in Iraq, 2023.
- Memorandum of Understanding between KPSRL and Media INK: on “Learning trajectory connected to the Security and Rule of Law (SROL) programme of the Somalia Desk of the Dutch Embassy in Nairobi,” 2023.
- Memorandum of Understanding between KPSRL, DRC and MPCA , 2023.
- The Mine Action and Cluster Munitions Programme: Strengthening localisation through capacity building and inclusion in Iraq*. Concept Note & Budget. Ministry of Foreign Affairs of the Netherlands and KPSRL February 2023 – January 2024.
- Pilot Implementation of the PLI Instrument*. KPSRL, August 2022.
- The PLI Learning Journey*. KPSRL document, undated.
- Strengthening Localisation through capacity building and inclusion in Iraq: Learning Agenda*. Halo Trust, KPSRL et al. 2023.

### **Academic and Policy Resources**

- Abbot, Sophia. "Feminist Community Engagement." Elon University Center for Engaged Learning Blog post, November 12, 2019. <https://www.centerforengagedlearning.org/feminist-community-engagement/>
- Argyris, Chris. "[Double loop learning in organizations.](#)" *Harvard Business Review*, September-October 1977, pp. 115-124.
- Argyris, Chris, and Schon, Donald. "Organizational learning: A theory of action perspective." Addison-Wesley, 1978.
- Arnstein, Sherry.. "A Ladder of Citizen Participation." *Journal of the American Institute of Planners*, vol. 35 (4), 1969, pp. 216-224.
- Banks, Nicola, et.al. [Where do we go from here? Navigating power inequalities between development NGOs in the aid system.](#) Partos 'Shift the Power' Lab 2.0, January 2024.
- Basten, Dirk, and Hamman, Thilo. "[Approaches for organisational learning: a literature review](#)". Sage-Open, 2018.
- Bertolini, Luca. "Reflection-in-action, still engaging the professional?" *Planning Theory and Practice*, vol. 11 (4), 2011, pp. 597-619.
- Bruch, Carl, Amanda Woomer, et. al. "[Toolkit on Monitoring and Evaluation of Environmental Peacebuilding.](#)", Environmental Law Institute, 2023.
- Buril, Feranda. "[Is Democracy Assistance Sustainable? What 25 Years of Programs Has Taught Us.](#)" International Foundation for Electoral Systems. May 25, 2022.
- Chaitin, J. "It Can Only Be Done If We Do It Together: Promising Directions for Co-Creation of a Just Peace in the Israeli-Palestinian Context." *Peace-Building in Israel and Palestine*, 2011.
- Chilkoti, Avantika. "[Move Fast and Mend Things: A Special Report.](#)" *The Economist*, January 10, 2024.
- Clark T. "We're over-researched here! Exploring accounts of research fatigue within qualitative research engagements", in *Sociology* 42(5), 2008, pp. 953-970.
- Co-creation: an interactive guide. USAID, 2022.
- Conciliation resources. "[Partnerships in peacebuilding](#)", Lessons from Conciliation Resources' practice, 2018.
- Connor, Tom. "[Know your Domain — The Cynefin Framework](#)", 2018.
- Cornish, Flora, Nancy Breton, Ulises Moreno-Tabarez, et al. "[Participatory action research.](#)" in *Nat Rev Methods Primers*, vol. 3 (34), 2023.
- Crossan, Mary, Henry Lane, and Roderick White. "An organizational learning framework: From learning to institution." *Academy of Management Review*, vol. 24, 1999, pp. 522–537.




- Darling, Marilyn, Guber, Heidi; Smith, Jillaine; and Stiles, James, "[Emergent Learning: A Framework for Whole-System Strategy, Learning and Adaptation](#)," *the Foundation Review*, 8:1, 2016..
- de Geoffroy, Véronique and François Grunewald. [More than the Money: Localisation in Practice](#). Groupe URD, 2017.
- Durose C. and Richardson L. "Designing public policy for co-production: theory, practice and change." Bristol Policy Press, 2016.
- Edmondson, Amy C. "[Strategies for Learning From Failure](#)," *Harvard Business Review*, April 2011.
- Eoyang, Glenda, "[Human Systems Dynamics: Complexity-based Approach to a Complex Evaluation](#)," in Bob Williams and Iraj Imam (eds.), *Systems Concepts in Evaluation: An Expert Anthology*, Point Reyes, CA: Edge Press, 2006, pp. 123-140.
- Galgano M. and Dalli D. "Theory of value co-creation: a systematic literature review", in *Managing service quality: an international journal*, 24(6), 2014, pp. 643-683.
- Garvin, David. A, Amy C. Edmondson and Francesca Gino. "[Is Yours a Learning Organization?](#)" *Harvard Business Review*, March, 2008.
- ["Gaslighting Democracy in the Western Balkans: Why Jettisoning Democratic Values is Bad for the Region and the Liberal World."](#) *Democratization Policy Council*, 2023.
- Giordano, Nicola and Mariagni Ellina. "[Evaluation Trends: Moving Beyond the OECS-DAC Criteria](#)." *Learning Review*, 2017.
- Grant Framework, Contributing to Safe and Peaceful Societies, 2024-2031, Netherlands Ministry of Foreign Affairs.
- Green, Duncan. "[How to Engage Policy Makers with your Research: The Art of Informing and Impacting Policy. Book Review to kick off Research for Impact week on FP2P](#)." *From Poverty to Power*. July 18, 2023.
- Green, Duncan. "[Designing 'Research for Impact' still seems difficult for a lot of academics. Why?](#)" *From Poverty to Power*. August 8, 2023.
- [The Hague Conclusions from the Workshop on Strategic Design in Public Policy](#). A joint statement by the United Nations Institute for Disarmament Research, the Conflict Research Unit at Clingendael, and the Ministry of Foreign Affairs of the Netherlands from the workshop "Strategic Design in Public Policy: Revisiting the Knowledge-to-Action Nexus", 2009.
- Hersberger-Langloh, Sophie. "[Between Donors and Beneficiaries: A Conceptual Approach to Nonprofits Operating in Two-Sided Markets](#)." *The Center for Social Impact Study*, 2017.
- Higgins, Marilyn. "Building reflectiveness into education to develop creative practitioners." *Planning Theory and Practice*, vol. 11 (4), 2011, pp. 603-605.
- Hirblinger, Andreas; Julie Marie Hansen; Kristian Hoelscher; Åshild Kolås; Kristoffer Lidén & Bruno Oliveira Martins. "Digital Peacebuilding: A Framework for Critical–Reflexive Engagement." *International Studies Perspectives*, vol. 24 (3), 2023, pp. 265–284.

- Horst Cindy and Marta Edal. "Co-creating knowledge: Creative collaborations between researchers, artists, policymakers and practitioners." *PRIO Policy Brief 10*. Oslo: Peach Research Institute Oslo, 2018.
- Howard, Jo, Evert-jan Quak and Jim Woodhill. "[Learning In Development Organizations: A comprehensive collaborative study on learning partnerships.](#)" *The Broker*, 2022.
- Howard, Jo, Evert-jan Quak and Jim Woodhill. [Lessons Learned from K4D Learning Journeys: A Practical Approach for Supporting Learning in Development Organisations](#), K4D, Brighton, UK: Institute of Development Studies, DOI: 10.19088/K4D.2022.166, 2022.
- Institute of Development Studies (IDS). [The Power of Partnerships: How to maximise the impact of research for development](#), IDS, 2020.
- Ind, Nicholas and Nick Coates. "The meanings of co-creation", *European Business Review*, 25(1), 2013, pp. 86-95, <https://doi.org/10.1108/09555341311287754>.
- Independent Commission on Multilateralism. [The Impact of New Technologies on Peace, Security, and Development](#). Discussion Paper, April 2016.
- Jackson-Bowers E, Kalucy L and McIntyre E, "Focus on knowledge brokering. Primary Health Care Research and Information Service", Adelaide, 2006.
- Janoch, Emily. "[Let Your Failures Teach You](#)", USAID Learning Lab, December 2022.
- Jasanoff S. "States of Knowledge: The Co-Production of Science and Social Order." London: Routledge, 2014.
- Jones, Briony and Ulrike Lühe. "Knowledge for peace: transitional justice and the politics of knowledge in theory and practice", Edward Elgar Publishing Limited, 2021.
- Kapazoglou, Martha and Yannicke Goris, "[Decolonisation of development cooperation.](#)" *The Broker*, 2022.
- [Knowledge Management Toolkit for the Crisis Prevention and Recovery Practice Area](#). UNDP. 2007.
- Koch, Dirk-Jan. "De Congo codes. Een persoonlijk verhaal over de zin en onzin van ontwikkelingssamenwerking [The Congo Codes. A personal story about the sense and nonsense of development cooperation]." Prometheus/Bert Bakker, 2014.
- Koch, Dirk-Jan. "[Foreign Aid and Its Unintended Consequences.](#)" London: Routledge, 2023.
- Kolb, David A. "[Experiential Learning: Experience as the Source of Learning and Development.](#)" Prentice Hall, January 1984.
- Krohwinkel-Karlsson, Anna. [Knowledge and Learning in Aid Organizations – A literature review with suggestions for further studies](#). Expert Group for Aid Studies (EBA), 2007.
- Ladisch. V. and Yakinthou C. "Cultivated collaboration in transitional justice practice and research: reflections on Tunisia's voices on memory project." *International Journal of Transitional Justice*, 14, 2020, pp. 80–101.

- Lammers, Ellen and Danielle de Winter. "The Gold Standard: Exploring the Added Value of the Dutch Knowledge Platforms." 2017.
- Laws, David. "Practising 'beyond the stable state'." *Planning Theory and Practice*, vol. 11 (4), 2011, pp. 598-602.
- [Learning to Change: The Case for Systemic Learning Strategies in the Humanitarian Sector. Alnap, 2022.](#)
- Lilja, Jannie, and Kristine Höglund. "[The Role of the External in Local Peacebuilding: Enabling Action—Managing Risk.](#)" *Global Governance: A Review of Multilateralism and International Organizations*, vol. 24.3, 2018, pp. 411-430.
- [Making Achievements Last: Learning from Exit Experiences.](#) The Kvinna till Kvinna Foundation, 2011.
- Mansuri, Ghazala and Vijayendra Rao. "[Can Participation be Induced? Some Evidence from Developing Countries.](#)" *World Bank*, July 2012.
- Meadows, Donella H. "[Thinking in Systems. A Primer.](#)" Chelsea Green Publishing, 2008.
- Miller, Derek, Lisa Rüdnick and Philipsen, Gerry. [Crafting Acceptance Strategies: A Strategic Design Approach to Crafting Acceptance Strategies.](#) UNIDIR Resources. Geneva: United Nations Institute for Disarmament Research, 2009.
- Miller, Derek and Lisa Rüdnick. "The case for situated theory in modern peacebuilding practice," *Journal of Peacebuilding and Development*, vol. 5.2, 2010, pp. 62-7.
- Miller, Derek, and Lisa Rüdnick. "[Trying it on for Size: Design and International Public Policy?](#)" *Design Issues*, vol. 27 (2), 2011, pp. 6-16.
- Miller, Derek and Lisa Rüdnick. [A Framework Document for Evidence-Based Programme Design on Reintegration.](#) Geneva: United Nations Institute for Disarmament Research, 2012.
- Miller, Derek and Lisa Rudnick. [A Prototype for Evidence-Based Programme Design for Reintegration.](#) Geneva: United Nations Institute for Disarmament Research, 2014.
- [Monitoring, evaluation and learning \(MEL\) toolkit for grantmakers and grantees.](#) Better Evaluation, 2023.
- Mosse, David. "[Notes on the ethnography of expertise and professionals in international development.](#)" *Ethnografeast III: 'Ethnography and the Public Sphere'*, 2007.
- [MSP Tools: The MSP Guide.](#) Wageningen University and Research, 2016.
- [Multi-actor initiatives in action: Lessons from the Sustainable Diets for All programme.](#) *International Institute for Environment and Development*, July 2020.
- Murray, R., Caulier-Grice, J., Mulgan, G. "[The Open Book of Social Innovation.](#)" London: The Young Foundation & NESTA, 2010.
- Nicholls, Alex, Julie Simon and Madeleine Gabriel (Eds.). "New frontiers in social innovation research". 2015, Palgrave Macmillan, UK.

- Nonaka, Ikujiro and Noburo Konno. "[The Concept of 'Ba' Building a Foundation for Knowledge Creation.](#)" *California Management Review*, Spring 1998.
- Nupia Carlos and Valencia Laura Valencia. "[Understanding mechanisms of knowledge co-production in peace research projects supported by international cooperation.](#)" *Tapuya: Latin American Science, Technology and Society*, 2023.
- Omidvar, Omid and Roman Kislov. "[The evolution of the communities of practice approach: Toward knowledgeability in a landscape of practice—An interview with Etienne Wenger-Trayner.](#)" *Journal of Management Inquiry*, 2013.
- Osburg, Thomas and René Schmidpeter. "Social innovation. Solutions for a sustainable future." 2013. Springer, ed. Germany.
- [The Parable of the Blobs and Squares.](#) (video) [www.nomorethrowawaypeople.com](http://www.nomorethrowawaypeople.com).
- Parlevliet, Michelle. "Reflective practice." In *Embracing Concurrent Realities. Revisiting the Relationship between Human Rights and Conflict Resolution*. PhD dissertation. Amsterdam: University of Amsterdam, 2015.
- [Participatory Action Research](#) site, Carleton College.
- Peace Direct, ADESO, Alliance for peacebuilding and WCAPS, "[Time to Decolonise Aid: Insights and lessons from a global consultation,](#)" 2021.
- ["The Nine Roles that Intermediaries Can Play in International Cooperation."](#) *Peace Direct*. January 2023.
- Pellini, Arnaldo and Louise Shaxson. "[Doing Development Differently Means Doing MEL Differently Too.](#)" [Betterevaluation.org](http://Betterevaluation.org). April 8, 2017.
- Polman, Linda. *The Crisis Caravan: What's Wrong with Humanitarian Aid?* Picador, 2011.
- Prager, Katrin. "[Is co-creation more than participation?](#)" 2016.
- [Race, Power and Peacebuilding: Insights and Lessons from a Global Consultation.](#) Peace Direct, 2022.
- Ramalingam, Ben. [Tools for Knowledge and Learning A Guide for Development and Humanitarian Organisations.](#) ODI, 2006.
- Rhoads Allen, Ruth, Pushpa, Iyer, and Ris, Lillie. "[What Constitutes Effective Use of Evidence to Inform Peacebuilding Project Design?](#)". USIP, March 2023.
- Robertson, Andrew and Steve Olson (rapporteurs) "[Using Data Sharing to Improve Coordination in Peacebuilding.](#)" US Institute of Peace, 2012.
- [The role of innovation brokers in agricultural innovation systems.](#) World Bank, 2012.
- Rossetti, Rebecca and Tara Roht. [Learning from Failure.](#) CARE, 2022.
- Rudnick, Lisa and Boromisza-Habashi, David. 2018. "[The emergence of a local strategies approach to human security,](#)" *Journal of Multicultural Discourses*, vol 12 (4), 2017, pp. 382-398.

- Runn, Simon and Duncan Hiscock. [\*Evaluating for Security and Justice: Challenges and Opportunities for Improved Monitoring and Evaluation of Security System Reform Programmes\*](#). Saferworld, December 2009.
- Schirch Lisa, "[Decolonising peacebuilding](#): a way forward out of crisis" Berghoff Foundation, 2022
- Scholz Roland and Michael Stauffacher. "The transdisciplinarity laboratory at the ETH Zurich: fostering reflection in action in higher education." *Planning Theory and Practice*, vol. 11 (4), 2011, pp. 606-609.
- Schön, Donald. *The reflective practitioner: how professionals think in action*. New York: Basic Books, 1984.
- Schön Donald. "The theory of inquiry: Dewey's legacy to education." *Curriculum Inquiry*, vol 22 (2), 1992, pp. 119-139.
- Serrat, Oliver. [\*Knowledge Solutions: Tools, Methods and Approaches to Drive Development Forward and Enhance its Effects\*](#). Asian Development Bank. 2010.
- Shier, Michale and Handy, Femida, "From Advocacy to Social Innovation: A Typology of Social Change Efforts by Nonprofits", *Voluntas: International Journal of Voluntary and Nonprofit Organizations*, vol 26 (6), 2015, pp. 2581 -2603.
- Snowden, David; Boone, Mary. "A Leader's Framework for Decision Making." *Harvard Business Review*, vol. 85 (11), 2007, pp. 68–76.
- Sukarieh M. and Tannock S. "On the problem of over-researched communities: the case of the Shatila Palestinian Refugee Camp in Lebanon", in *Sociology*, vol. 47(3), 2012, pp. 494-508
- [\*Time to Decolonise Aid: Insights and Lessons from a Global Consultation\*](#). Peace Direct, 2021.
- Toikkanen, Tarmo. "[How organizations learn. Creating smart organizations based on lessons from educational psychology](#)." *Medium.com*, 2017.
- [\*Transforming partnerships in international cooperation: A Practical Resources for Civil Society, Donors, INGOs and Intermediaries\*](#). Peace Direct, 2023.
- Turnhout, E.; Metzger, T.A.P.; Wyborn, Carina; Klenk, Nicole; Louder, Elena , "The politics of co-production: participation, power, and transformation." *Current Opinion in Environmental Sustainability*, vol. 42, 2019, pp. 15–21, <https://doi.org/10.1016/j.cosust.2019.11.009>.
- [USAID, Co-Creation. An Interactive Guide](#). Washington DC: USAID, 2022.
- Van Aken Joan. "Donald Schön's Legacy to Address the Great Divide Between Theory and Practice." *Planning Theory and Practice*, vol 11 (4), 2011, pp. 609-613.
- Van Buren, Peter. *We Meant Well: How I Helped Lose the Battle for the Hearts and Minds of the Iraqi People*. Metropolitan Books, 2012.
- Valters, Craig, Clare Cummings and Hamish Nixon. [\*Putting learning at the centre: Adaptive development programming in practice\*](#). ODI, 2016.

- Verkoren, Willemijn. "[Knowledge Networking: Implications for Peacebuilding Activities.](#)" *International Journal of Peace Studies*, Autumn/Winter 2006.
- Vincent, Robin, and Ailish Byrne. "[Enhancing Learning in Development Partnerships.](#)" *Development in Practice* 16, no. 5, 2006, pp. 385–99.
- Willems, Rens and Caspar Lobbrecht. [Inconvenient realities: an evaluation of Dutch contributions to stability, security and the rule of law in fragile in conflict affected contexts.](#) Dutch Ministry of Foreign Affairs, August 2023.
- Wenger, Etienne. "[Communities of practice: A brief introduction.](#)" 2011.
- Wenger, Etienne, Richard McDermott, and William Snyder. "[Cultivating communities of practice: a guidebook.](#)" Sesimbra, Portugal: Social Learning Lab, 2023.
- "[What Difference Does CLA Make to Development?](#) Key Findings from a Recent Literature Review." USAID Learning Lab. 2020.
- Yanguas, Pablo. [What Have We Learned About Learning? Unpacking the Relationship Between Knowledge and Organisational Change in Development Agencies.](#) German Development Institute, Discussion Paper, 9/2021.
- Zuroski, Nick. "[Designing AI for Conflict Prevention and Peacebuilding.](#)" Alliance for Peacebuilding, October 2023.
- 

## 7.5 About the KPSRL

The KPSRL was established by the Dutch Ministry of Foreign Affairs (MFA), specifically the Department for Stabilization and Humanitarian Aid (DSH), in 2012 to strengthen the evidence base for security and rule of law (SRoL) policies and programmes.

It is led by a Consortium comprised of the Clingendael Institute's Conflict Research Unit, Saferworld, and the International Development Law Organization (IDLO) and supported by an Advisory Committee drawn from the Platform participants and other relevant experts. Consortium Partners – Clingendael, IDLO, and Saferworld – play a strategic guiding and decision-making role.

KPSRL's **Secretariat** is based in its office in Den Haag, and has a Head of Secretariat, two Knowledge Brokers – on Programming and Practice, and Research and Policy, respectively – an Engagement and Grants Officer, a Learning Officer and an Operations Assistant.

KPSRL's **main instruments** are:

- ▶ Thematic learning events: the creation and support of learning events are a substantial area of KPSRL activity to engage network participants and stimulate their learning and exchange in a safe space that overcomes problems identified in the ToC. KPSRL's flagship event is its annual conference (KPAC), but it typically convenes 20-30 events per year, including webinar, hybrid and in-person events in/on a variety of themes and locations.
- ▶ The **Knowledge Management Fund (KMF)** – a small grants mechanism (max. €20,000 per application) aimed at creating new knowledge on SRoL. KMF is KPSRL's instrument to financially support activities arising from its network. From its launch in 2017 up to 2020 81 KMF grants were awarded, 20 led by a partner from a FCAS. 3 KMF grants 'offer a low barrier to entry for innovative, agile and experimental proposals' with the aim 'to diversify thinking and evidence in the [SRoL] field, particularly in [FCAS]' and 'create a safe space for failure and learning'. Uptake is supported by 'brokering' the knowledge generated by KMF in various ways.
- ▶ The **Programmatic Learning Instrument (PLI)** – a larger fund (up to €200,000 per project) to support learning within and across programmes. For KPSRL, Programmatic Learning is defined as 'the process of capturing and distilling insights to drive adaptive programming and portfolio management, and doing so informing partners, donors and the wider SRoL sector through KPSRL's network'. The PLI was conceived as a mechanism to 'complement the KMF and the support to learning agendas and enrich the learning environment'. The PLI is taking shape under a design phase running from 2022-24. It offers 'a dedicated budget line to stimulate and facilitate programmatic learning' reflecting that 'the strongest need and potential for learning in the SRoL sector is located at the programme implementation level, primarily in the field, and at the portfolio management level'. The PLI is designed to address challenges affecting the health of the learning culture within and between SRoL institutions, and the fact that learning culture is not embedded in programmes, does not drive adaptation, and is more concerned with results and accountability than with challenge, insight and genuine learning. It aims to engage with programmes working on the same or aligned Theories of Change, possibly but not always within the same country or region. (Mid-term Review: Knowledge Platform Security & Rule of Law, 2023).

## 7.6 About the Research Team

Team leader, Dr. Randall Puljek-Shank: Dr. Puljek-Shank has more than 25 years of experience in the Western Balkans and Ukraine in peace building program design, implementation, training, evaluation, learning and research. His evaluation practice has been influenced by collaborative and mutually-directed feminist monitoring and evaluation. Recent experiences include as an evaluator for the global peace responsiveness initiative (Interpeace), forumZFD program in the Western Balkans and as lead evaluator for a five-year program review in Colombia and Ecuador focused on peace building. Co-creation and convening spaces for effective learning have been a part of much of his work. At the PeaceNexus Foundation he supported NGO and regional organisation partners on organisational development and inclusive dialogue with business. He also designed and facilitated five exchanges for selected government and NGO participants from Ukraine to learn from the experience of Bosnian practitioners, and he led training in Ukraine on the “Do No Harm” approach. He is a founder of the Peace Academy, an organisation dedicated to furthering reflective practice and bridging academic and activist knowledge in the Western Balkans and globally, which was a collaborative effort of four organisations. At the Mennonite Central Committee he co-designed an event for staff and partners across the world on improving the integration of trauma healing into development and peacebuilding programs and initiated a peer-learning network among country representatives. Randall holds a PhD in Political Science from the Radboud University Nijmegen where his research focused on the intersection of civil society and politics of ethnically divided societies.

Lead analyst Valery Perry has worked in the Western Balkans since the late 1990s, conducting research and working for organizations including the Democratization Policy Council (DPC), the European Center for Minority Issues (ECMI), the Public International Law and Policy Group (PILPG), the NATO Stabilization Force (SFOR), and several NGOs. From September 2017 – March 2019 she worked at the OSCE Mission to Serbia as Project Coordinator on a project to prevent and counter violent extremism, having previously worked at the OSCE Mission to Bosnia and Herzegovina in Sarajevo as Deputy Director of the Education Department, and Deputy Director of the Human Dimension Department. She has consulted for the UN Office on Drugs and Crime, the UN Development Program, the Regional Cooperation Council, USAID, IMPAQ International, Interpeace, Kvinna till Kvinna and other organizations. She attended public schools, and went on to receive a BA from the University of Rochester, an MA from Indiana University’s Russian and East European Institute, and a PhD from George Mason University’s Institute for Conflict Analysis and Resolution. Valery has published numerous articles and book chapters, has spoken at conferences and policy events in the United States and throughout Europe, and has testified at the U.S. Congress. Her first documentary film, *Looking for Dayton*, was screened at the 26th Sarajevo Film Festival in August 2020.

Researcher Dr. Monroy Santander has a Ph.D. in international development from the University of Birmingham (UK), and over 12 years of experience as an academic and as a practitioner (a self-proclaimed “pracademic”), including working with universities and NGOs in BiH, Colombia and the United Kingdom. The focus of his research and practitioner work revolves around themes of transitional justice and reconciliation as activities for post-conflict peacebuilding and social reconstruction of war-affected societies. In the context of BiH, this has entailed the promotion of workshops, teaching and learning around memory and truth-seeking, the promotion of dialogue between civil society organisations about youth engagement, trauma-healing and interethnic dialogue. Within the context of Colombia, his focus has been on the promotion of initiatives dealing with gender and sexual violence in the context of armed conflict, the recovery of political agencies



for victims and survivors, reparative justice, and the possibilities and solutions to field dilemmas in informal, non-institutional, and local practices of transitional justice. In the last three years, while based in Bogotá, he coordinated a co-creation and social innovation participatory research project for the Dutch NGO Impunity Watch, which led to a national report titled, “Colombian victim and survivor leadership and participation in informal transitional justice.” This research entailed the co-design, co-production and co-dissemination of research work with women-led and gender-focused activist organisations in Colombia working on issues of truth, justice, reconciliation and guarantees of non-repetition in different regions of the Colombian geography. This enabled spaces connecting local, national and global stakeholders interested in transitional justice and peacebuilding.

Researcher Dr. Michelle Parlevliet has been working on the interface of peacebuilding, human rights, social justice, and development for over 25 years, combining research and practice throughout. In the late 1990s, she was a pioneer in exploring the relationship between human rights and peace and conflict work beyond the peace/justice debate, working closely with others to develop a body of practice and writing that could inform programming and policy. She did so as founder-manager of the Human Rights and Conflict Management Programme at the Centre for Conflict Resolution in South Africa, as Senior Conflict Transformation Advisor for a large Denmark-funded human rights and good governance development programme in Nepal at the end of the civil war, and as consultant to various organisations, including GiZ, various UN agencies, the Northern Ireland Parades Commission, the World Bank’s conflict team in Aceh, SwissPeace, PAX for Peace and Amnesty International (NL). A specific example of co-created learning initiatives is the development of a three-month course on conflict prevention for national human rights institutions (a collaboration with fahamu, OHCHR, and the UN System Staff College, building on practical work with African national institutions). She has published widely in various professional and practitioner-oriented publications, books, and journals, and her ‘reflective practice’ methodology was lauded through the 2016 Max van der Stoep Prize for best human rights PhD dissertation. She has provided policy and program design advice on rule of law, transitional justice, community mediation, conflict prevention, and reconciliation through written and verbal briefings with policy makers, embassies, aid organisations, multilateral organisations and civil society organisations.

